The Longitudinal Effect of ACT-Targeted Emotion Regulation Strategies on Anxiety Levels in Youth

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Disclosure

I have not received and will not receive any commercial support related to the work presented in this presentation.

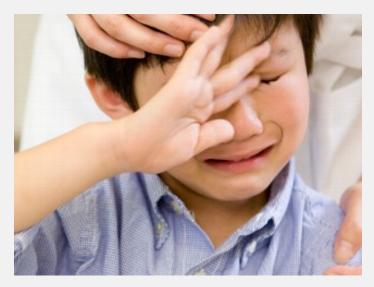
ACBS Student Scholarship

Emotion Regulation and Psychopathology

ER = The set of processes through which emotions are changed, modified, or managed^{1, 2}

Emotion dysregulation has been implicated across a variety of disorders:





¹Esbjorn, Bender, Reinholdt-Dunne, Munck, & Ollendick, 2012; ²Gross & Thompson, 2007

Longitudinal Studies

Majority of ER studies were cross-sectional or experimental

Therefore, we don't know the direction of effects:



McLaughlin et al. (2011) found that ER difficulties predicted anxiety in youth, but not vice versa

ER Strategies in ACT

Mindfulness Training³ Leads to decreased anxiety



Acceptance⁴

Lack of acceptance is associated with anxiety

Committed action⁵
Difficulty has been associated with anxiety

Research Questions

1) Are the ER strategies targeted in ACT implicated in increases in anxiety over time?

Non-awareness Nonacceptance Inability to move toward goals

2) If so, does this differ based on types of anxiety symptoms?

Social anxiety
Separation anxiety
Physical anxiety



Sample

Parent study = Gene-Environment Mood Study (GEM) at the University of Denver and Rutgers University

Community sample of 312 youth recruited from local schools at the Colorado site

- 3rd, 6th, and 9th graders
- Age range: 8-16 years (mean = 11.68, SD = 2.3)
- 41% male, 59% female

Data collected every 3 months for 3 years

Measures

Outcome measure

- Multidimensional Scale of Anxiety (MASC)

 Social, separation, and physical anxiety subscales
 - Every 3 months

ER measures

Emotion Expression Scale for Children (EESC)

- Emotion awareness subscale ("I often do not know how I feel")
- Baseline

- Difficulties with Emotion Regulation Scale (DERS) Youth Adapted

 Nonacceptance subscale ("When I'm upset, I feel bad for feeling that way")

 Goals subscale ("When I'm upset, I have a hard time doing things")

 - 18 months

Depression measure

Children's Depressive Inventory (CDI) – Baseline and 18 months



Statistical Approach

Used hierarchical linear modeling (HLM 6) to most powerfully capture change over time (slope) and initial and endpoint anxiety levels (intercept)

Level 1

MASC subscale scores
Linear time term (centered around BL, 18, or 36 months)

Level 2

ER measure (EESC, DERS nonacceptance, or DERS goals) Covariates (age, gender, initial depression and anxiety)

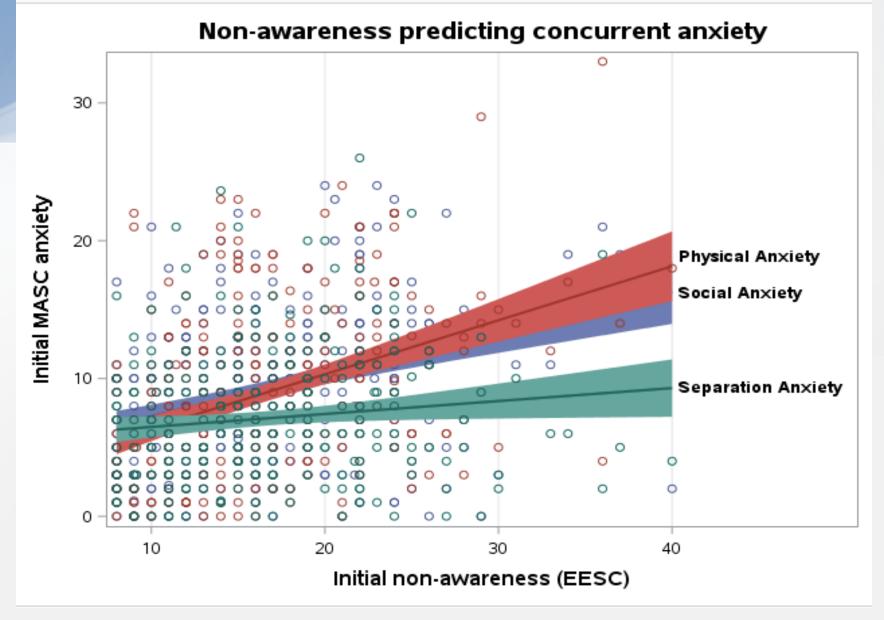


Demographics

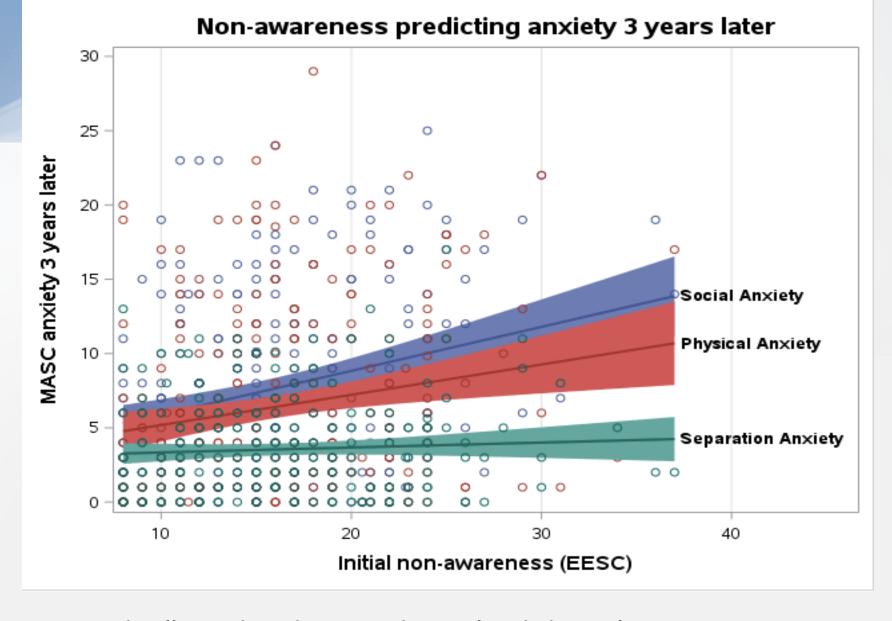
All anxiety symptoms significantly decreased over the 3 year period

Older youth had lower levels of separation anxiety (*p* < .001)

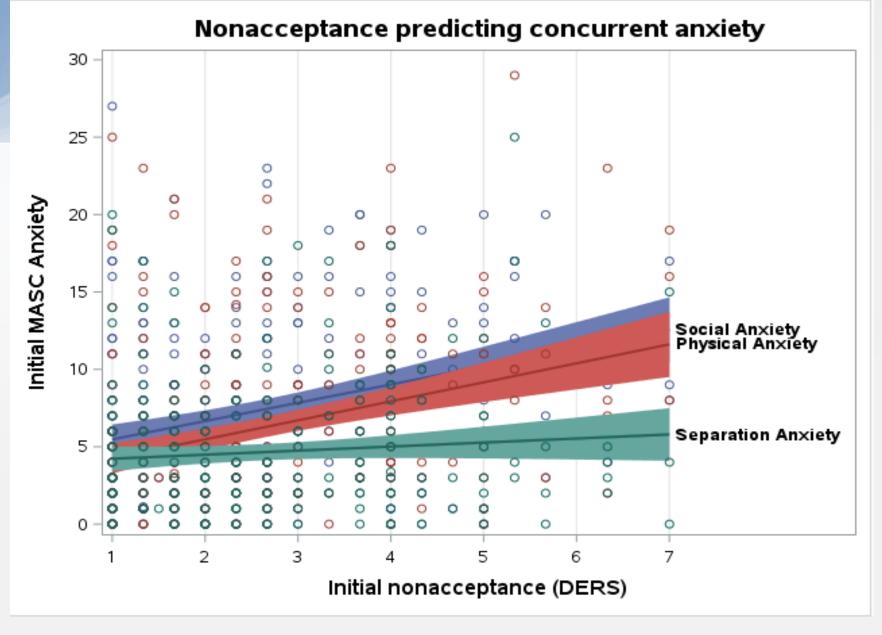
Females had higher levels of social (p < .001) and physical anxiety (p = .02)



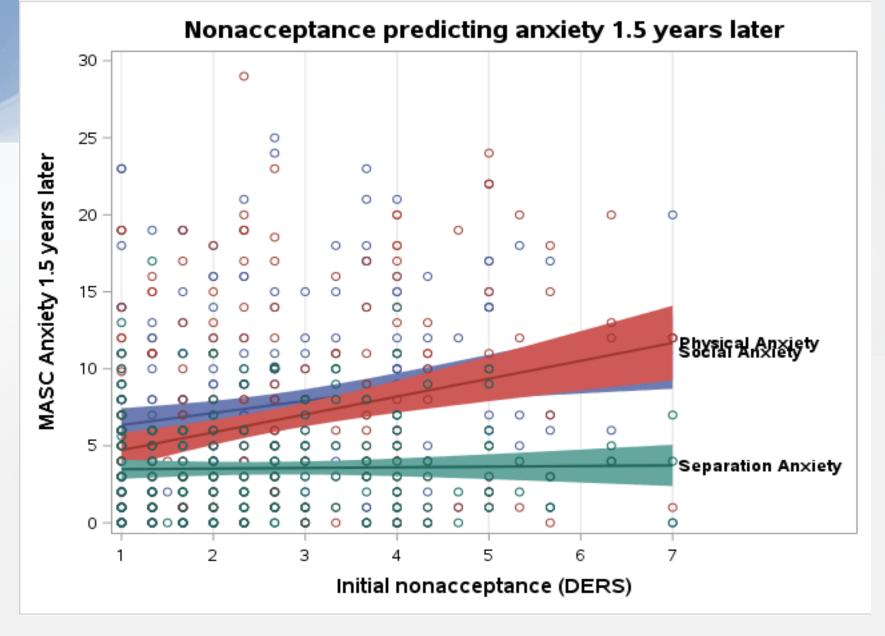
Concurrently predicted all anxiety symptoms at baseline, even when controlling for age, gender, and depression (ps < .01)



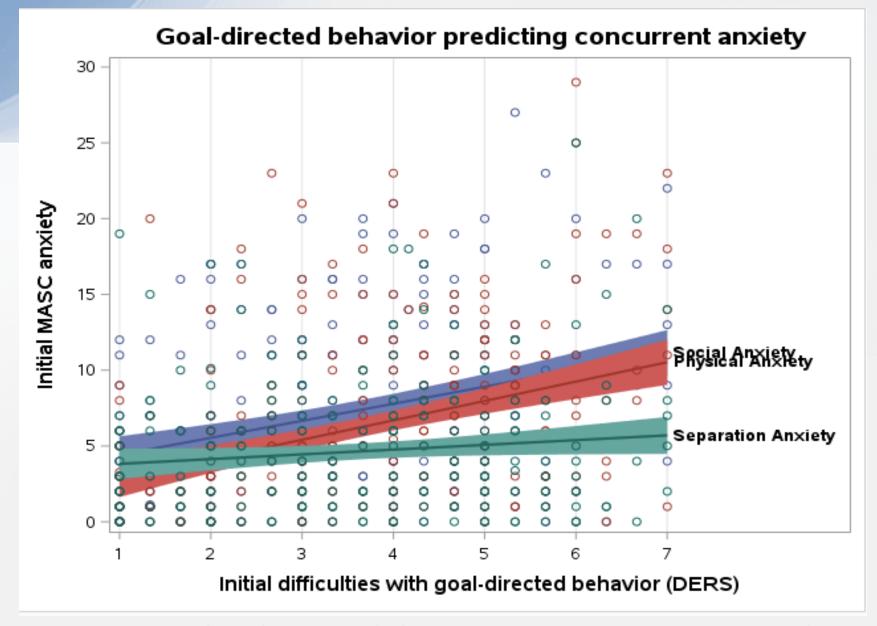
Longitudinally predicted 36-month social and physical anxiety symptoms (ps < .001) alone; this held for social anxiety (p = .01) with covariates



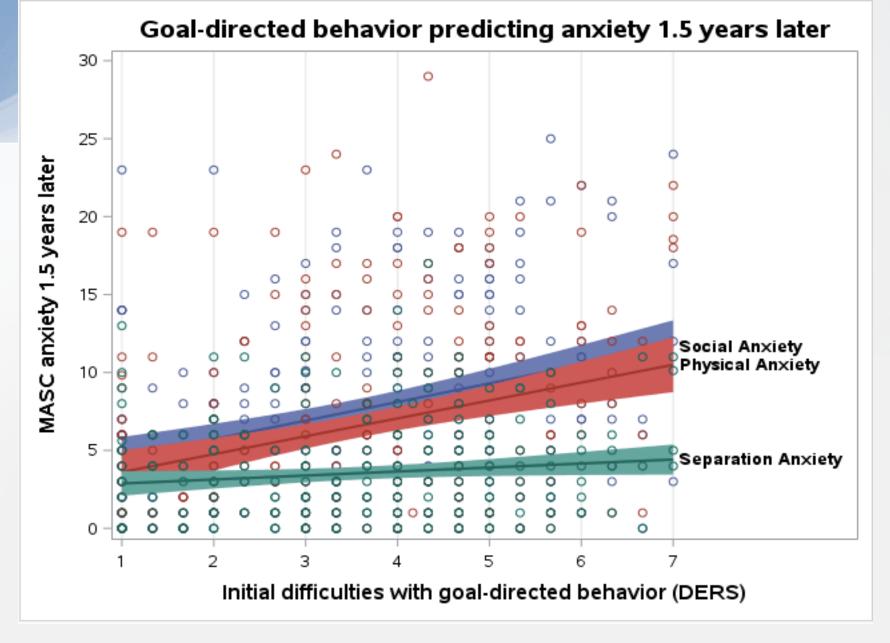
Concurrently predicted social and physical anxiety symptoms at 18 months, even when controlling for age, gender, and depression (ps < .001)



Longitudinally predicted 36-month social and physical anxiety symptoms (ps < .001) alone



Concurrently predicted social and physical anxiety symptoms at 18 months alone (ps <.001); predicted all anxiety symptoms when controlling for age, gender, and depression (ps < .04)



Longitudinally predicted all 36-month anxiety symptoms (ps < .02) alone; this held for social and separation anxiety (ps = .03) with covariates

Summary and Implications

Higher levels of ER difficulties prospectively predicted higher levels of anxiety symptoms up to 36 months

- Emotion dysregulation represents a risk factor for anxiety

Separation anxiety less affected than social/physical

Important to examine symptoms separately

Emotion awareness was highly predictive

Need awareness in order to regulate

Goal-directed behavior particularly robust

- More concrete
- Functional consequences
- Important to examine ER difficulties separately

Implications, cont.

Important that we tested an *absence* of adaptive strategies, rather than the *presence* of maladaptive strategies

Therefore, increasing awareness, acceptance, and committed action could serve as important **prevention** targets

Also lends indirect support for targeting these processes in **therapy** such as ACT

Limitations and Future Directions

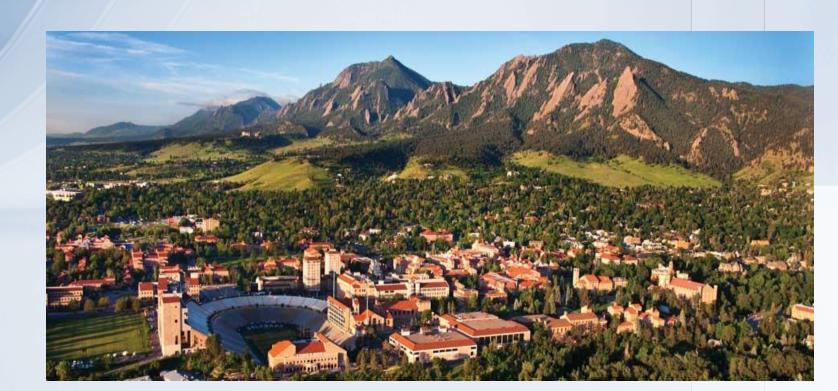
Test for bi-directional influence and stability over time

 Important to assess how change in ER maps on to changes in anxiety and vice versa

Examine in a clinical sample using broader measures

Assess other common ER strategies

Thank you!



Emotion Awareness

Concurrently predicted all anxiety symptoms at baseline, even when controlling for age, gender, and depression (ps < .01)

Longitudinally predicted 36-month social and physical anxiety symptoms (ps < .001) alone; this held for social anxiety (p = .01) with covariates

Physical anxiety declined more steeply for those higher in non-awareness (p = .04)

Nonacceptance

Concurrently predicted social and physical anxiety symptoms at 18 months, even when controlling for age, gender, and depression (*ps* < .001)

Longitudinally predicted 36-month social and physical anxiety symptoms (ps < .001) alone

Social anxiety declined more steeply for those higher in nonacceptance (p = .02)

Goal-directed behavior

Concurrently predicted social and physical anxiety symptoms at 18 months alone (*ps* < .001); predicted all anxiety symptoms when controlling for age, gender, and depression (*ps* < .04)

Longitudinally predicted all 36-month anxiety symptoms (ps < .02) alone; this held for social and separation anxiety (ps = .03) with covariates

Did not affect linear rate of change for any symptoms