



Emotional Regulation Strategies

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Emotional regulation directly relates to our ability to think clearly and put our other executive functions into action.



As we move through our day, we are continually regulating our emotional reactions.

- may happen quickly and subconsciously, such as shifting your body in a chair if you are bored or talking a little faster or louder if you are excited

- The foundation of being ready to learn is to have a mind and body that is well regulated and able to engage in instruction.
- Some students may need more time and tools to help them achieve this.
- Strategies must be individualized.



It is completely normal for people to feel a variety of emotions along with a range of intensity levels throughout the day.

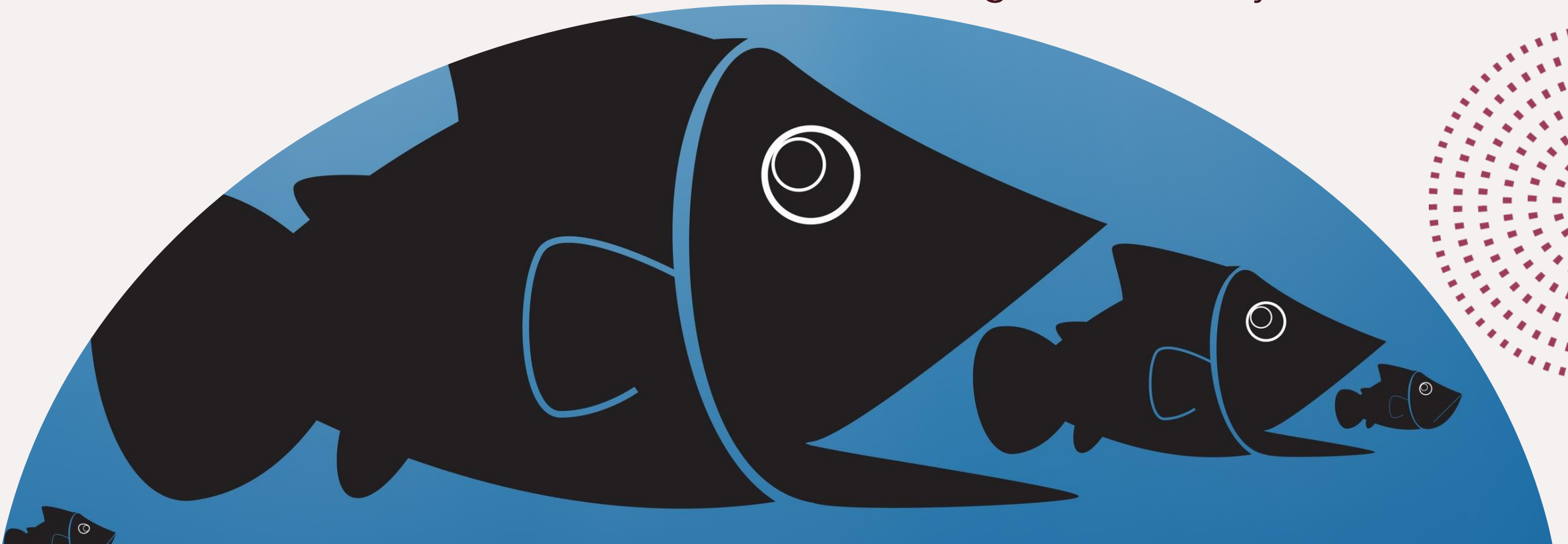
Important to teach that it's ok to stay away from people when you are in a bad mood – it's a good strategy.





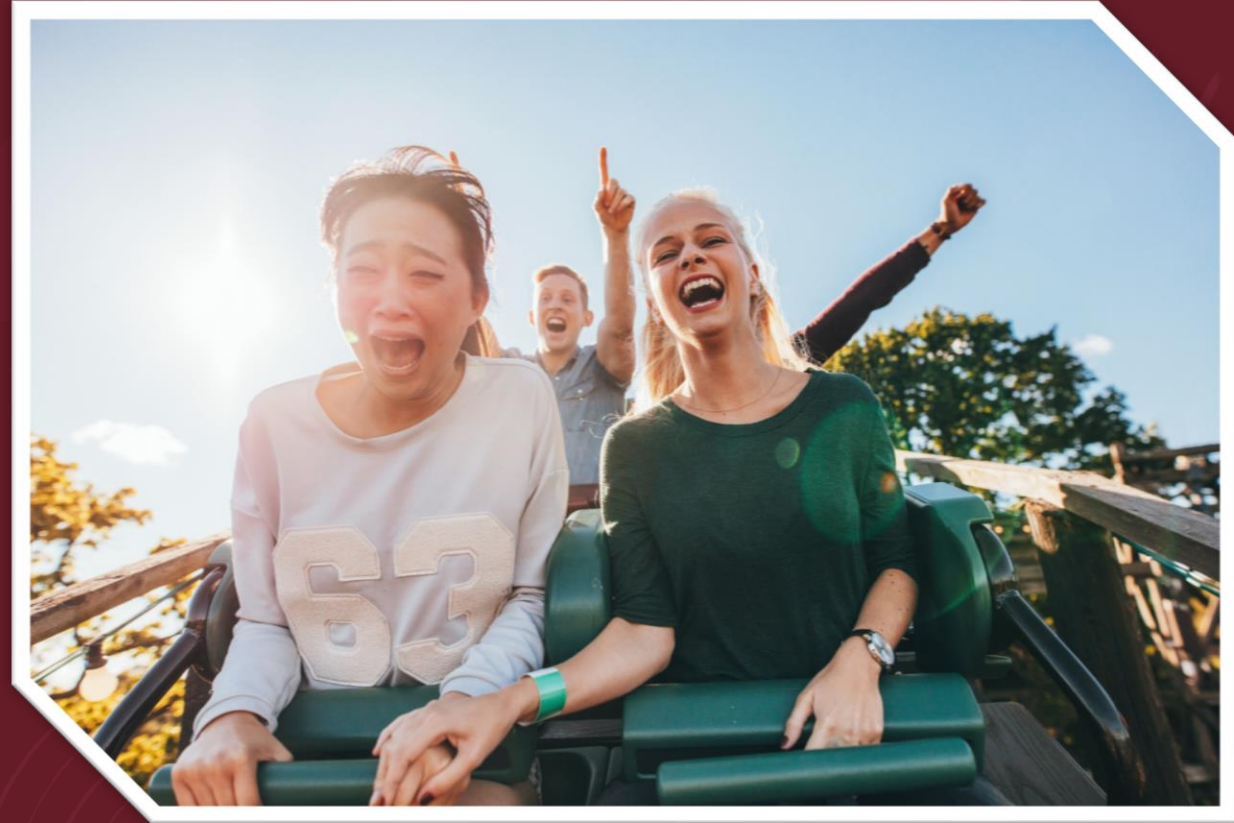
Little can be Big

- Individuals with autism can process small changes, such as a change in the schedule, similar to the way another person would process a major change, such as being fired from a job.



It is important to understand the relationship between our emotions and the emotions of others.

We must appreciate that what helps me regulate myself may be different from what helps you, such as squeezing a stress ball vs. flapping my hands vs. going for a walk.



We use our own experiences and awareness to understand other people's emotions.

This explains why a person may misunderstand or react unexpectedly to a situation, such as a student laughing when another student gets hurt on the playground.



Challenges occur when...

the individual does not have the skills to:

- 1) recognize their own feelings
- 2) match feelings to events
- 3) have appropriate strategies to regulate their energy and intensity of emotions

Emotional Regulation Strategies

**What's your
plan to
support
Emotional
Regulation?**

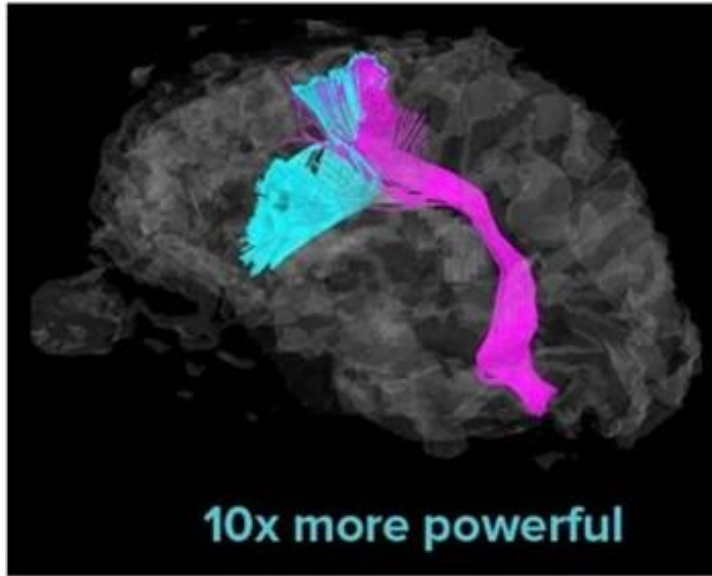


Build Relationships



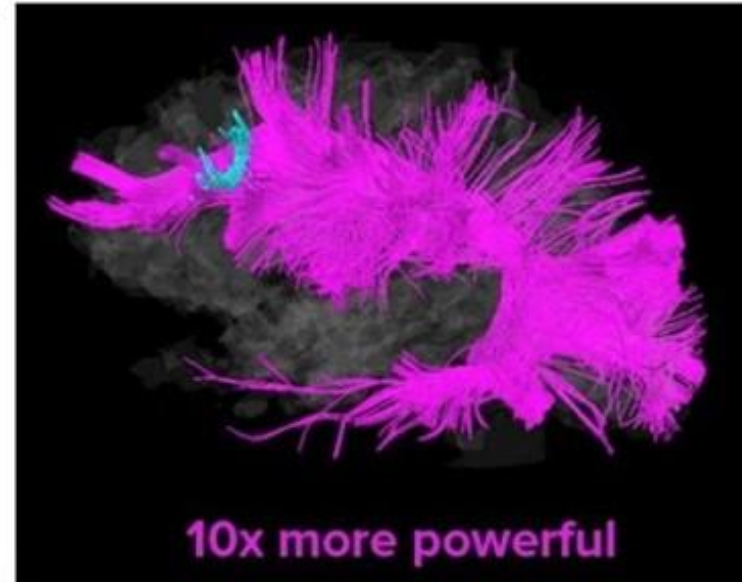
Why use visual supports?

Neurotypical Brain



■ Ability to process
what is heard.

Autistic Brain



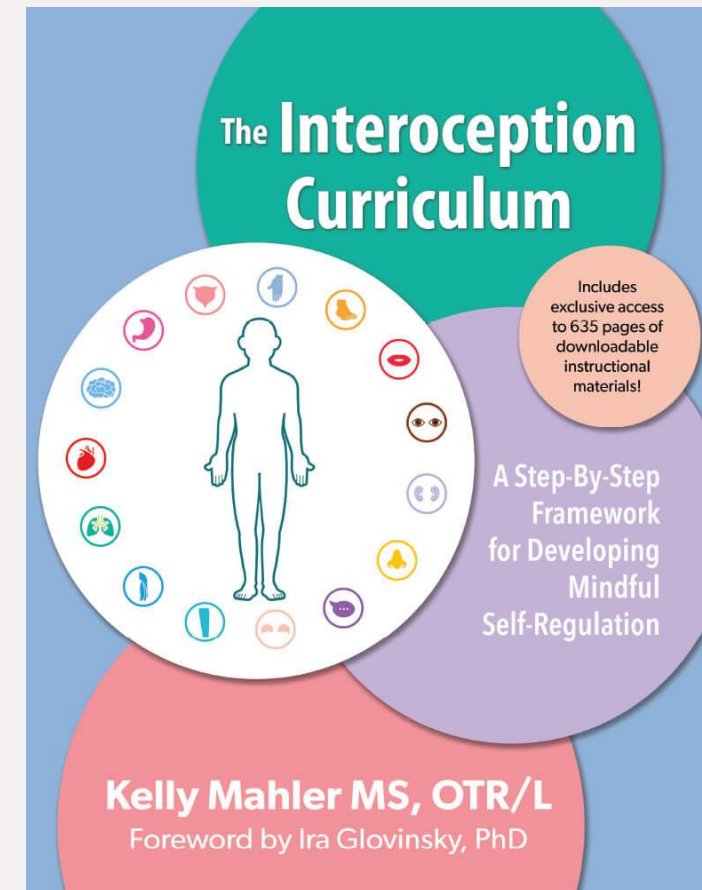
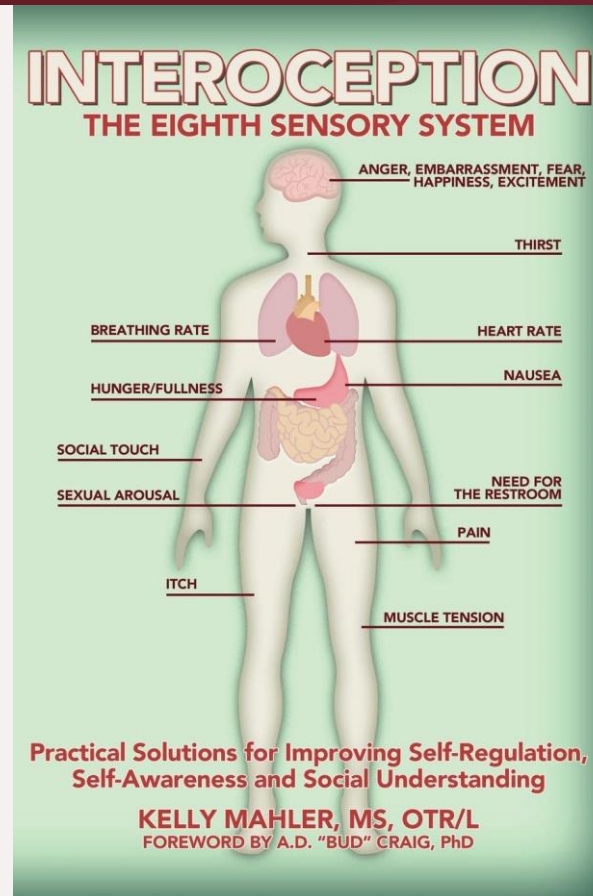
■ Ability to process
what is seen.

Interoceptive Awareness (IA)

The ability to:

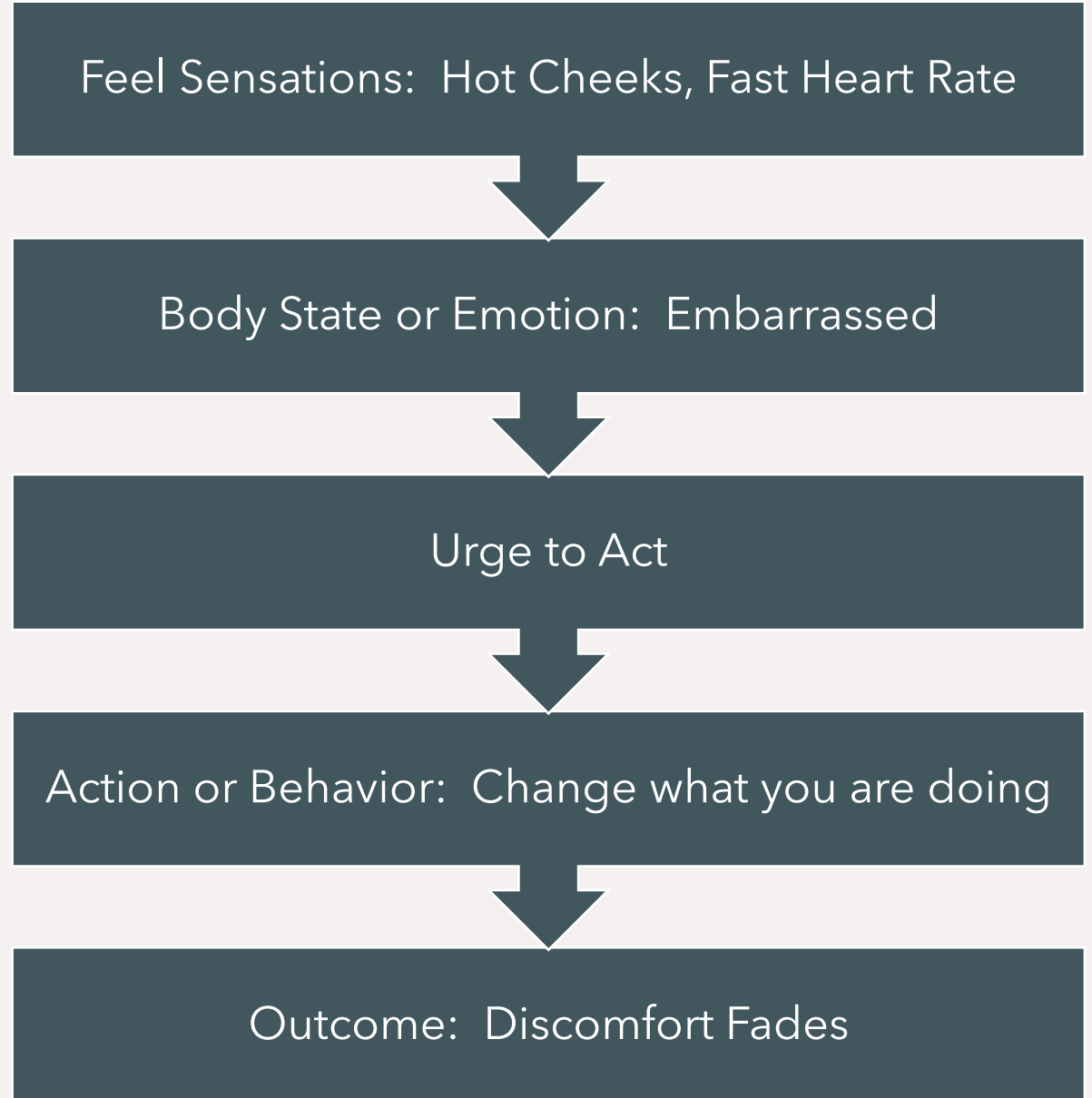
1. Listen to our body
2. Understand its messages

<https://www.kelly-mahler.com>



IA and Self-Regulation: The ability to control the way we feel

<https://www.kelly-mahler.com>



IA and Self-Regulation: The ability to control the way we feel

<https://www.kelly-mahler.com>

Feel Sensations: Fast Heart Rate, clenched fists, tight muscles



Body State or Emotion: Angry



Urge to Act



Action or Behavior: Go for a Walk



Outcome: Discomfort Fades

Interoception / Body Check



- Interoception, Kelly Mahler (2015)

<https://www.kelly-mahler.com>

IA and Emotional Regulation

- Feel Frustrated – Find another way
- Feel Confused – Ask for help
- Feel Guilty – Apologize
- Feel Embarrassed – Alter Actions
- Feel Sad – Seek a Friend
- Feel Scared – Run
- Feel Bored – Find Activity
- Feel Calm – Keep Going
- Feel Excited – Celebrate
- Feel Angry – Get Out

Factors that influence our emotions

- Environment
- Task in front of us
- How we physically feel
- The emotions and behavior around us



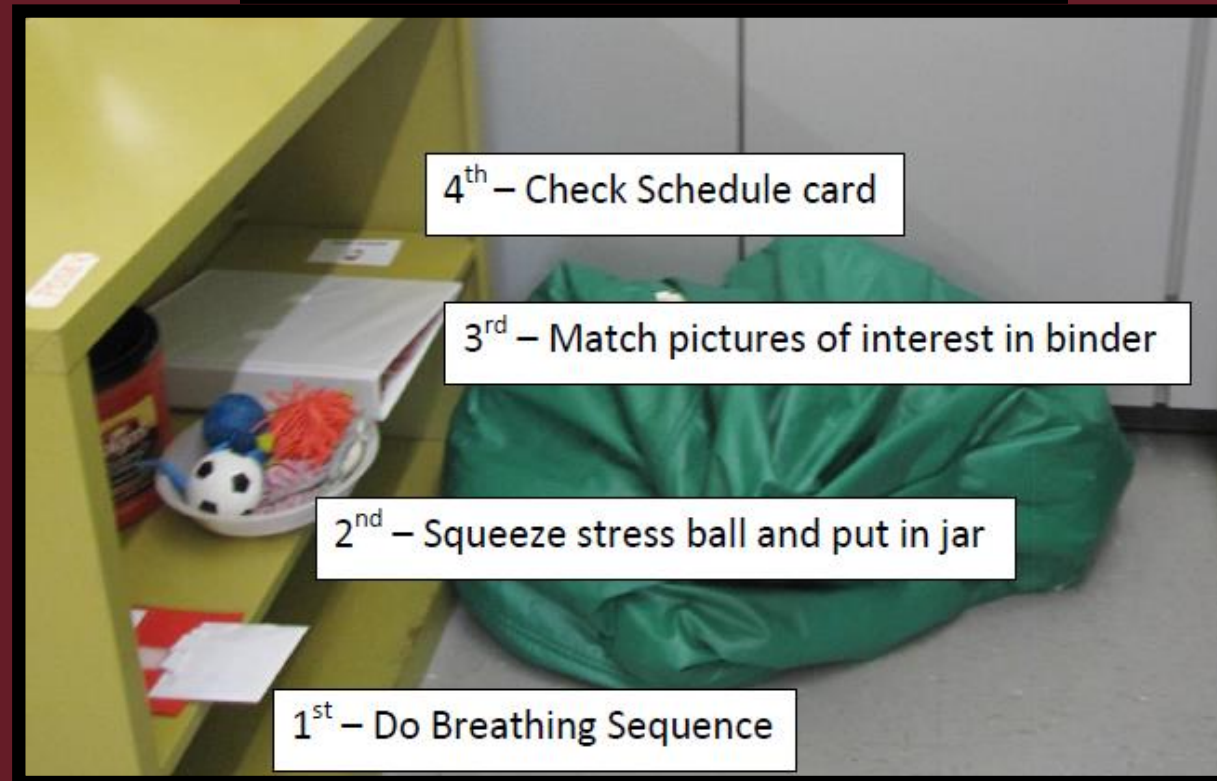
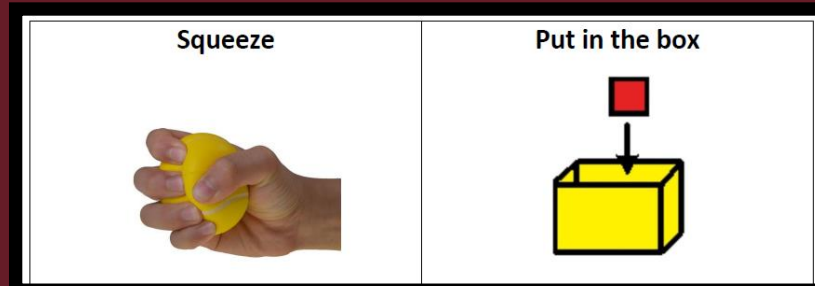
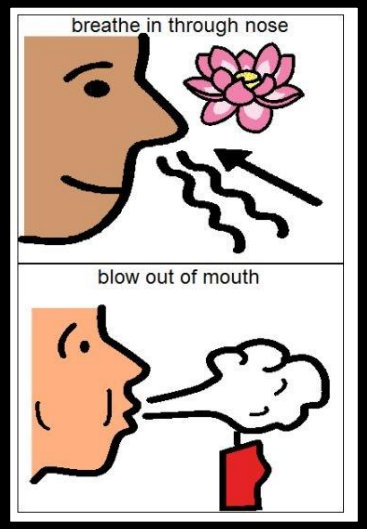
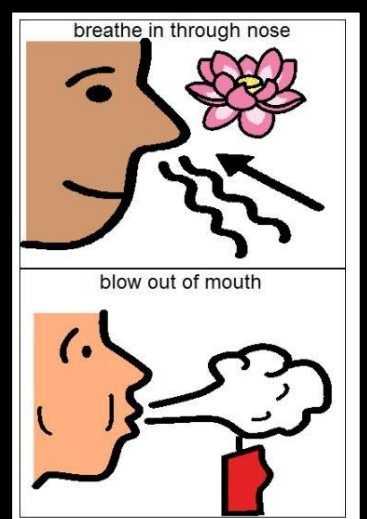
What does Calm feel like?

- Teach the individual to recognize what **CALM** feels like
- May not know how to physically get calm once they are taking a break ... this is why many times calming strategies don't work

Create a Calming Space



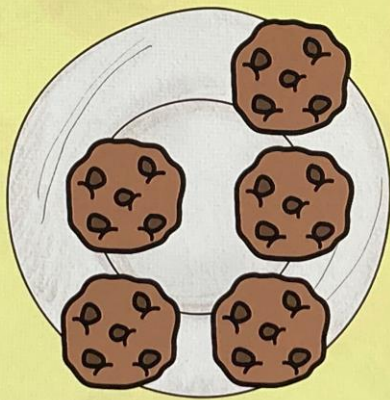
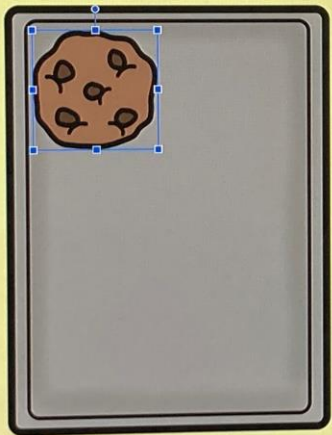
Teach a Calming Routine



Mindfulness with Visual Supports

Cookie Breathing

Imagine you have a tray of warm cookies fresh out of the oven! Slowly breathe in to smell them. Then, breathe out to cool them off. After each breath, move a cookie to the plate.



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Butterfly Breathing

Imagine you are a butterfly flying from flower to flower. Move a butterfly each time you breathe in and out. Then move them back!



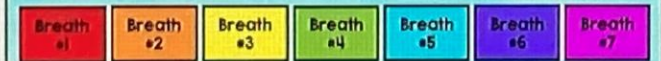
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Mindfulness A-Z Activity Book

Digital & Print Activities

Rainbow Breathing

Put your finger on the outer rainbow. Slowly breathe in. Then, breathe out. After each breath, move a rainbow to the board below. Continue 7 times.

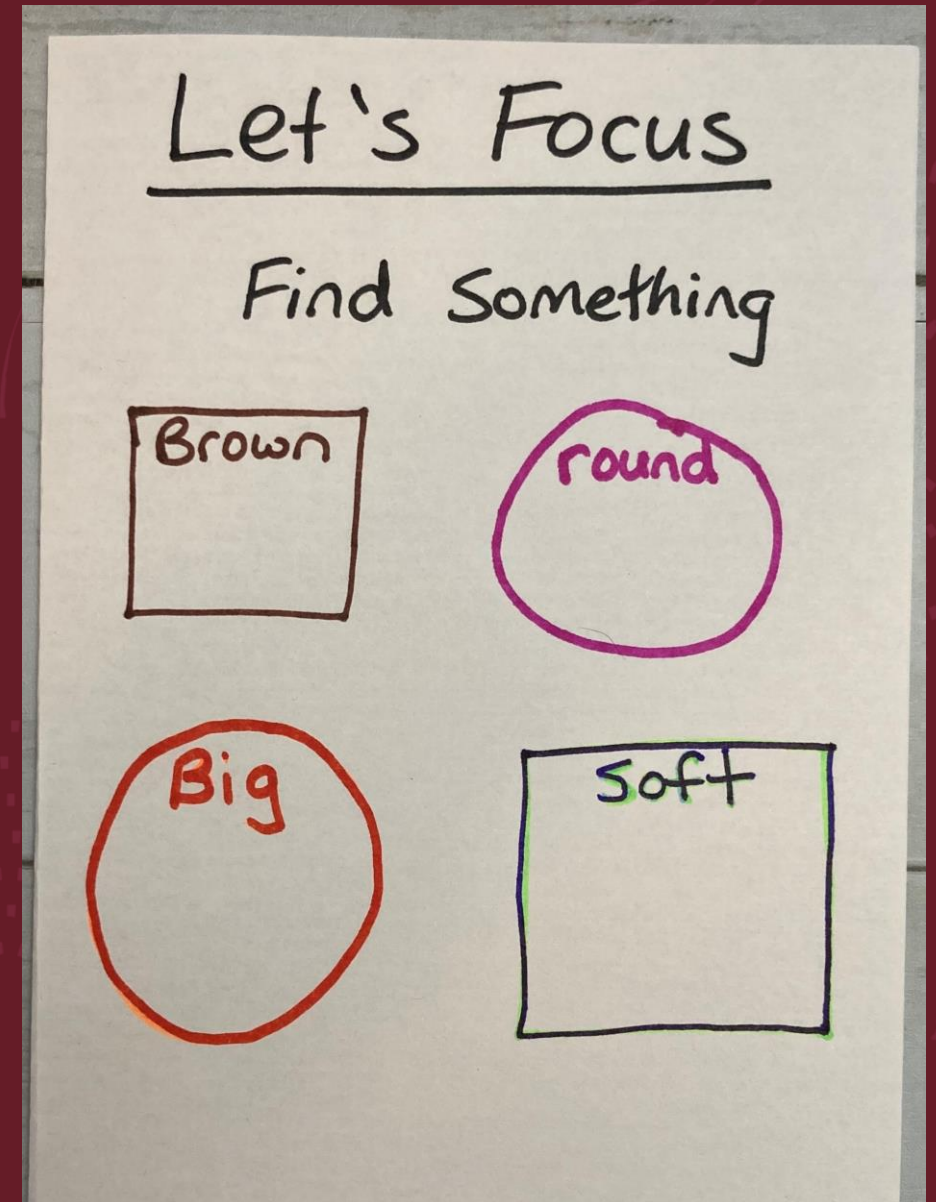


Go back to beginning and start again

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Pathway 2 Success
on
Teachers Pay Teachers
website

Mindfulness using some visual structure



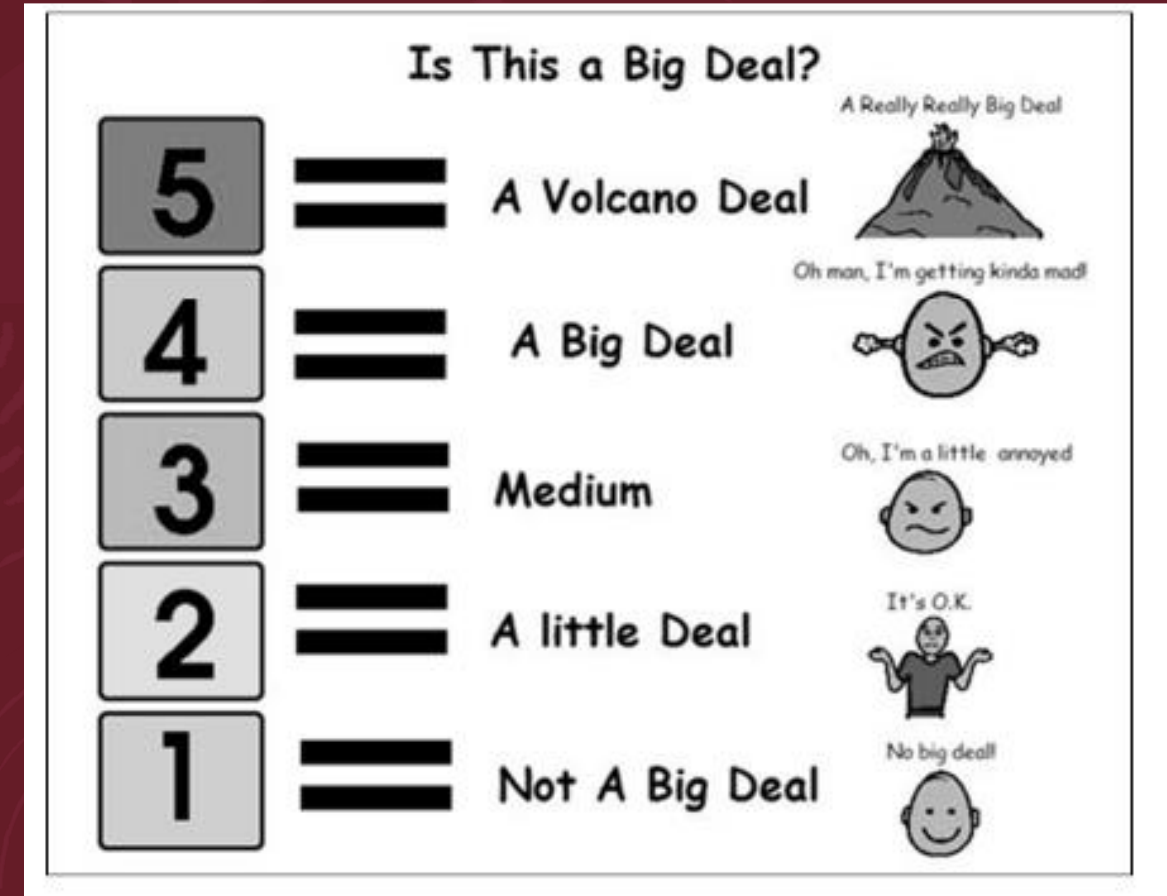
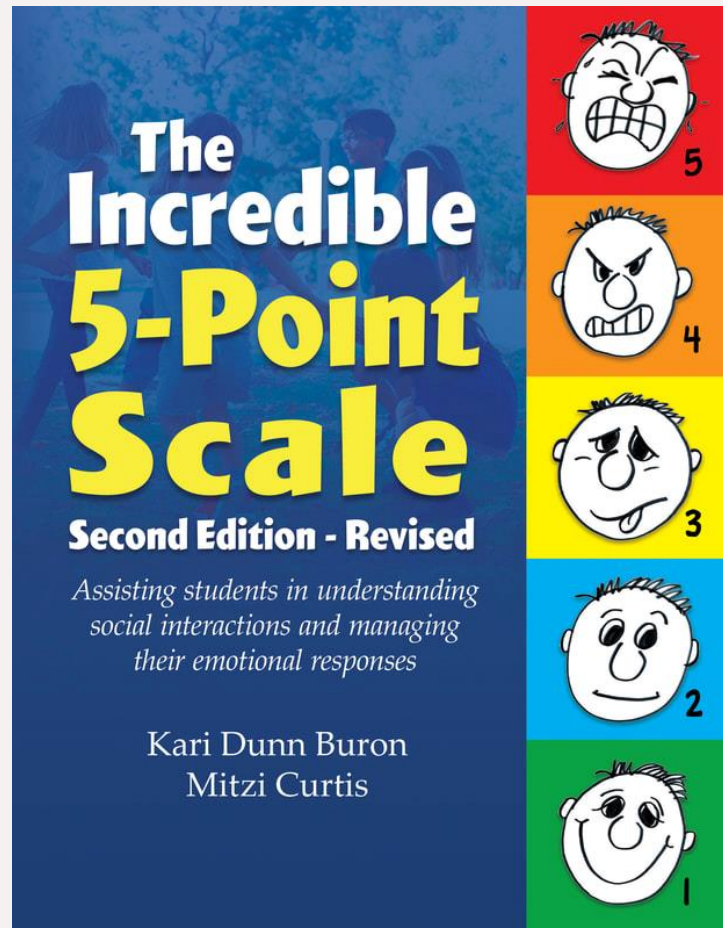
Dimmer vs. on/off

- Need to be able to adjust the intensity of our emotions and the outward expression of those emotions






The 5 Point Scale

by Kari Dunn Buron

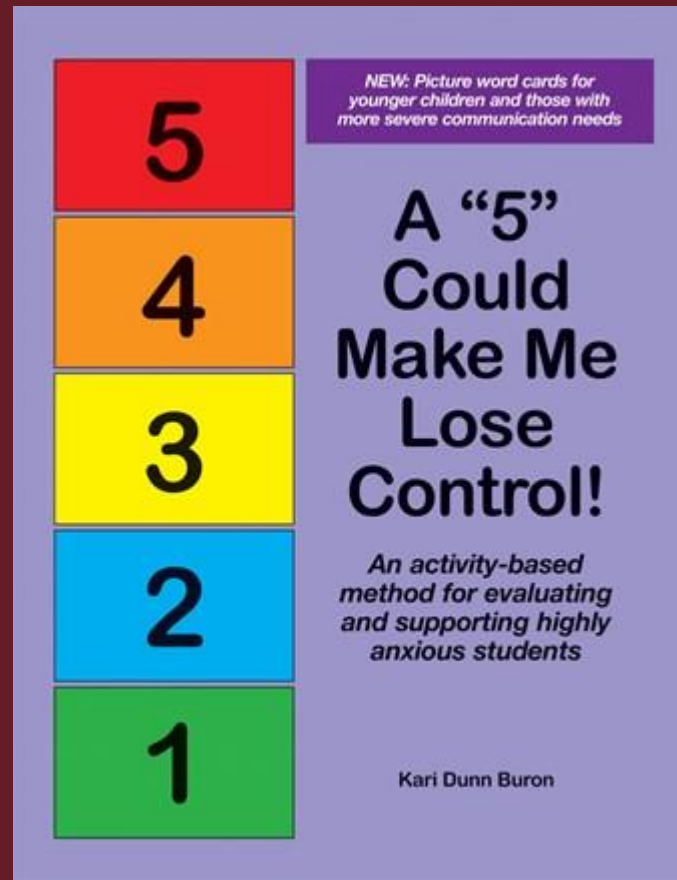
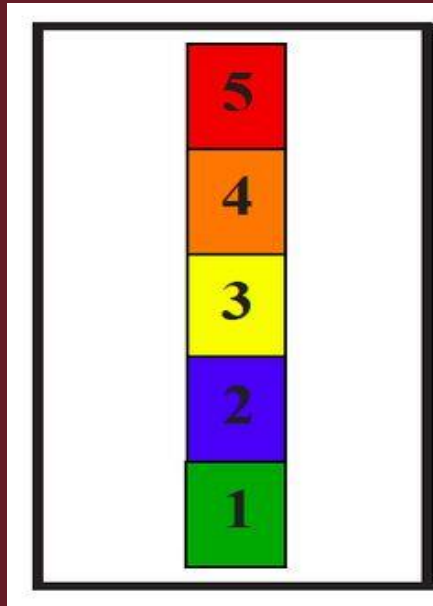


www.5pointscale.com

5 Point Scale

	<i>Looks Like</i>	<i>Feels Like</i>	<i>I Can Try To</i>
	<i>Kicking or hitting</i>	<i>My head will probably explode</i>	<i>Call my mom to go home</i>
	<i>Screaming, almost hitting</i>	<i>Nervous</i>	<i>Go see Mr. Peterson</i>
	<i>Quiet, rude talk</i>	<i>Bad mood, grumpy</i>	<i>Stay away from kids</i>
	<i>Regular kid</i>	<i>Good</i>	<i>Enjoy it</i>
	<i>Playing</i>	<i>A million bucks</i>	<i>Stay that way</i>

5 Point Scale





5		Feeling like I'm going to explode- I need help to calm down
4		Feeling angry- I need to calm down
3		Feeling anxious- something is bothering me
2		Feeling fine- everything is OK
1		Feeling happy-things are going well

Do a Check-in



Regulation
Visual

Kenworthy et al.

How am I feeling right now?

1 Just Right	2 Warm	3 Too Warm	4 Hot	5 Red Hot
				

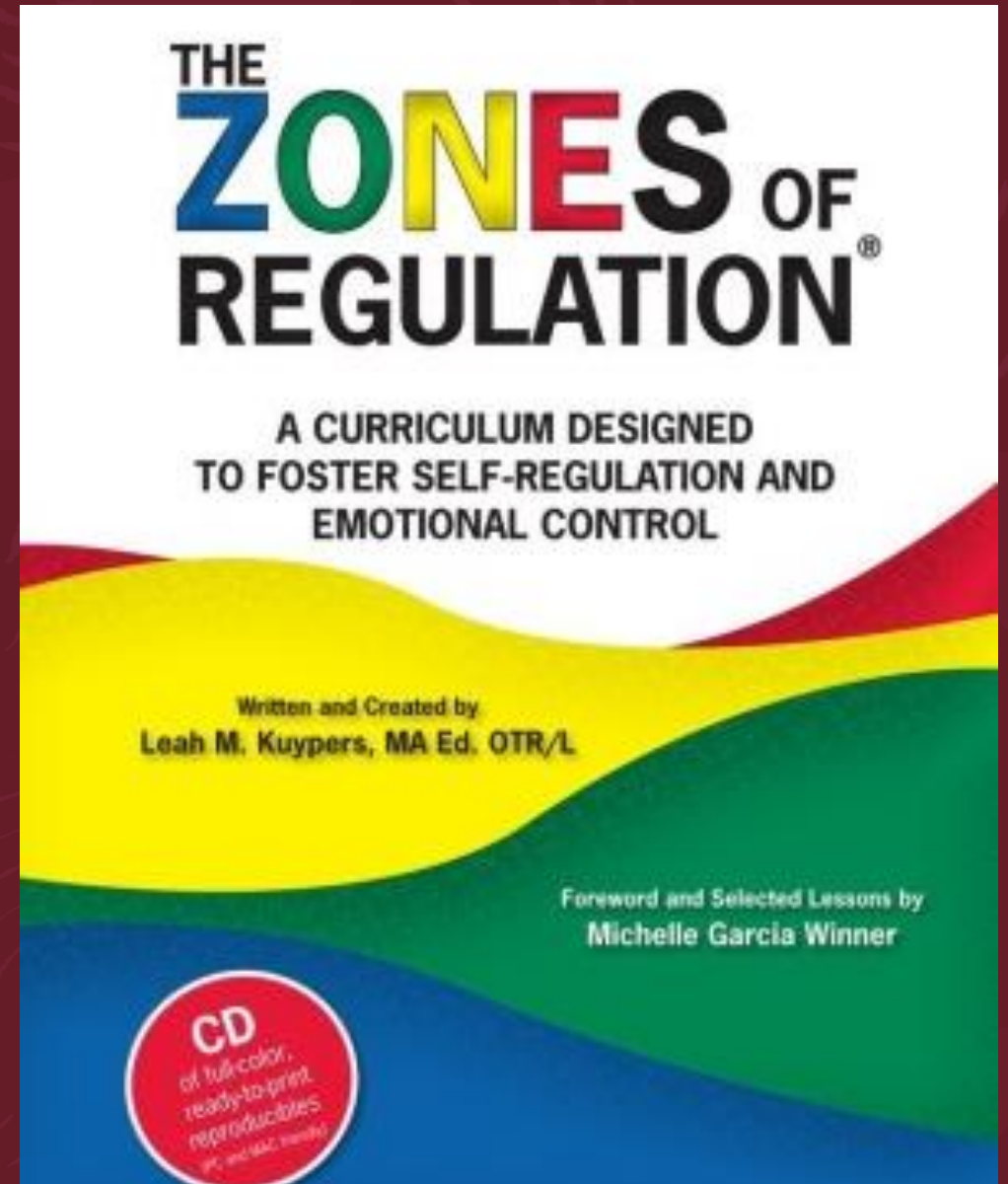
How do I wish to feel?

1 Just Right	2	3	4	5 Red Hot
				





















What strategy should I use?

ZONES of Regulation

- Refer to the Zones of Regulation Program
 - **Blue**: Low state of alertness: Sad, tired, bored
 - **Green**: Ideal state of alertness: happy, calm, focused
 - **Yellow**: Heightened state of alertness: frustration, anxiety, silliness, excitement
 - **Red**: Extremely heightened state of alertness: rage, anger, panic, extreme grief



The Zones of Regulation

 <u>Blue</u> Rest Area	 <u>Green</u> Go	 <u>Yellow</u> Slow Down	 <u>Red</u> Stop
 Sad	 Happy	 Nervous	 Angry
 Upset	 Excited	 Surprised	 Yelling
 Hurt	 Calm	 Confused	 Aggressive
 Tired	 Proud	 Silly	 Mad



Blue Zone

Tools: Rest Stop

- Take a break.
- Think happy thoughts.
- Talk about your feelings.
- Ask for a hug.
- Draw a picture



Green Zone

Tools: Go Time

- Complete your work.
- Listen to the teacher.
- Remember your daily goal.
- Think happy thoughts.
- Help others.



Yellow Zone

Tools: Slow Down

- Take a break.
- Talk to the teacher.
- Squeeze my stress ball.
- Go for a walk.
- Take three deep breaths.



Red Zone

Tools: Stop

- Take a break.
- Squeeze my stress ball.
- Take three deep breaths.
- Count to ten.
- Talk about my problem.

**How Does
Your Engine
Run?**

**The Alert
Program**

Cruising



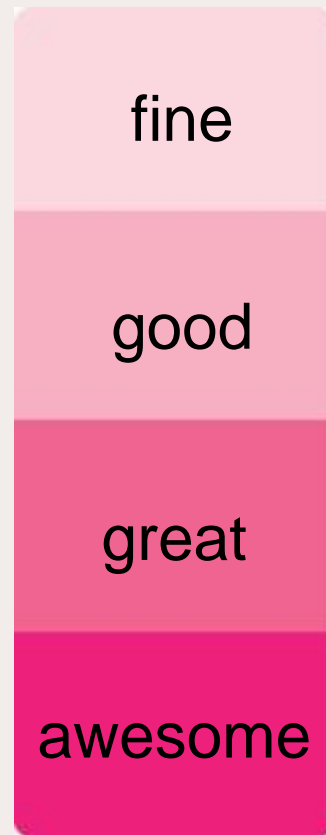
**Low N
Slow**



Speed



Emotional Vocabulary





Teach Levels of Intensity


1	Pencil breaks, get a math question wrong, someone says something gross	irritated, grumpy
3	People ignore you, phone dies, someone changes your avatar	sad, mad
7	Hole in backpack, lose \$20, lose your phone charger	upset, fiery/hot
10	Someone dies, drop phone in coffee, Xbox gets smashed	inconsolable, explosive, furious





Teach Levels of Intensity

1	What does it look like?	What can I do?
3		
7		
10		





Support Flexible Thinking

- Frustration
- Anxiety
- Disappointment
- Excitement
- Next best thing...

Structured Script with choices to teach flexibility

When I Feel Frustrated

I'm frustrated because	I don't know how to answer this question ----- I got in a fight with my brother	I choose	To ask my teacher for some help ----- To talk to Mr. Jones	So I can focus on my work
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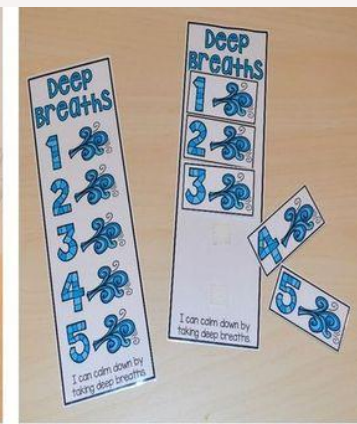
Social Narrative

A Change Today

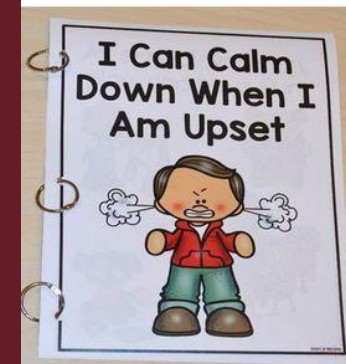
Sometimes things change. Change is not bad. It just means that I will do something different than what I thought. Today I will go to Music instead of PE. I will go to PE tomorrow. I can hold my stress ball during Music to help me stay calm. I will try to be okay when changes happen. I can use my calming strategy if I start to feel upset.

Offer Choices - Calming Cards

ANGER MANAGEMENT 23 CALMING STRATEGY CARDS



Calm down kit for little learners

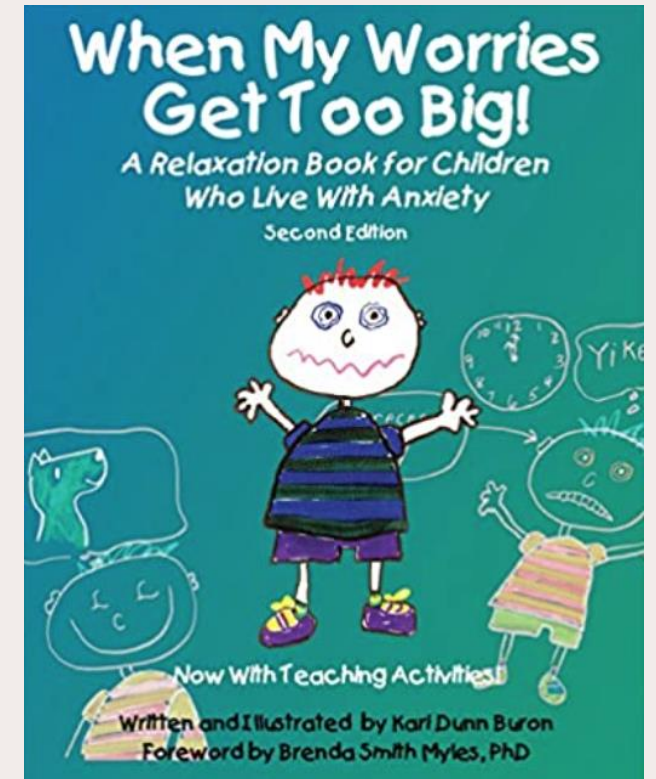
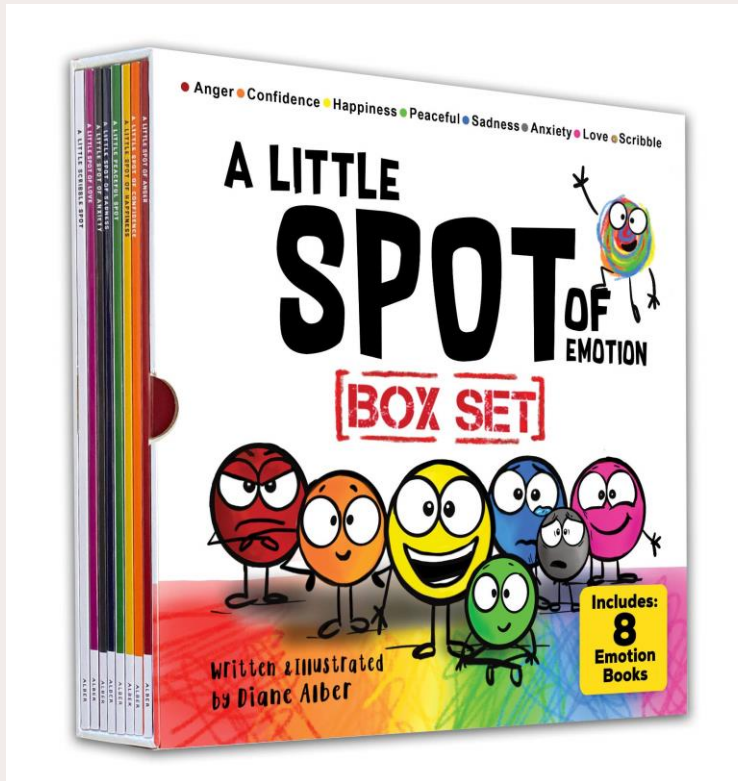
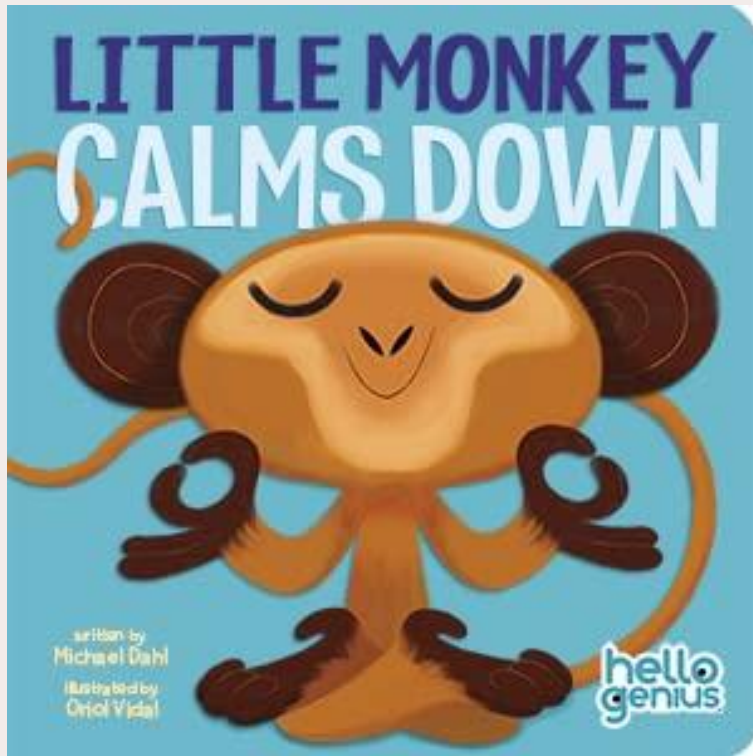


Songs / Positive Self Talk



- ✓ Daniel Tiger songs:
 - ❖ "When you feel so mad that you're gonna roar..."
 - ❖ Grownups come back
 - ❖ It's ok to feel sad
 - ❖ Use your words
 - ❖ Calming down
 - ❖ Keep trying

Books to support Emotional Regulation



Evaluate Calming Techniques

Go for a bike ride

X school

X home (he doesn't have a bike at home)

Take a bubble bath

X school

+ home

Close your eyes

+ school

+ home



Strategy Evaluation

	How much does this strategy help?					I like this strategy	I don't like this strategy
	1 <i>None</i>	2 <i>A little</i>	3 <i>Some</i>	4 <i>A lot</i>	5 <i>I feel better</i>		
Coping strategy							
Take five deep breaths.							
Close your eyes and think of a "happy place" (e.g., the beach).							
Close your eyes and think of your favorite activity.							
Run outside (maybe a lap around the house or ball field).							
Chew a piece of gum.							
Have a drink of water.							
Take a break.							
Read.							
Draw.							
Make your own strategy: _____ _____							
Make your own strategy: _____ _____							

**What's your
plan to
support
Emotional
Regulation?**



Practice,

Practice,

Practice

Use the strategies
throughout the day

Model

Reinforce the use
of strategies

The right Emotional Regulation supports will...

- Help decrease stress
- Change level of alertness
- Increase engagement
- Influence all aspects of life

Best
wishes!

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