

Emotional Regulation in Students with an Autism Spectrum Disorder and/or other Neurodiverse Disorders - Masterclass Handout

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- ✓ *4 Modules*
- ✓ *Watch at your own pace*
- ✓ *Downloadable Activities*

- ✓ *Plus Bonus Materials*



Recap of Prior Learning & Course Handout

Overview of Course

Module 1 - Introduction to Emotional Regulation

Module 2 - Watch all Lessons, then Select Activities for Programming

Introduction & Complete Documents to Download

- **Lesson 1:** Provide Specific Location for Student to go to Self-Regulate (*Take a Break Table*)
- **Lesson 2:** Linking Emotions & Self-Regulating Strategies (*Wheel of Calm*)
- **Lesson 3:** Create List of Positive Strategies to Repair Negative Emotional Experiences (*How to Feel Happy & Calm Again*)
- **Lesson 4:** Create an Immediate Action for the Student when Faced with a Situation that might Trigger an Emotional Reaction (*Stop Think Do*)
- **Lesson 5:** Pre-empt and Prepare for Situations that might Trigger an Emotional Reaction (*Social Scripts*)
- **Lesson 6:** Use Games/Activities to Recognise/Label Emotions & Strategies to Regulate (*Emotional Regulation Dominoes*)
- **Lesson 7:** Use Technology to Visually Show Situations & Reactions (*Video Modeling/Role Play*)
- **Lesson 8:** Using Books to Talk about Emotions
- **Lesson 9:** Empowering the Student to Self-Regulate (*Take a Break Cards*)
- **Lesson 10:** Prepare Sensory and Calming Tools for Student to Access to Promote Self-Regulation (*Create a Calm/Sensory Box*)
- **Lesson 11:** Promote Flexibility and Alternative Plans for the Student to Use (*Change Your Mindset*)
- **Lesson 12:** All Students Benefit from Learning Emotional Regulation and How each other React & Regulate (*Posters of Emotions*)
- **Lesson 13:** Use Games/Activities to Recognise/Label Emotions in Themselves and Others (*Emotion Game*)
- **Lesson 14:** Identify the Role of Physical Activity/Movement to Self-Regulate (*Physical Breaks*)
- **Lesson 15:** Teach How to Identify the Intensity of a Range of Emotions (Create a Scale)

Final: Reflection and Role of Executive Functioning

Module 3 - Create Your Plan

Module 4 - Creating Consistency

Your Bonuses, Evaluation & Certificate

- How to Teach your Students to Use their Journal (*My Feelings Journal*)
- Process of Teaching a Feeling (*5 Step Plan*).
- Recommended Resources

Course Documentation

- **Course Handout**
- **Activities, Templates, Time-Savers, Tip Sheets (over 74 pages)**
- **Bonus Activities, Templates**

MODULE 2: DOWNLOAD & PRINT: ACTIVITIES, TEMPLATES, TIME SAVERS, TIP SHEETS


OPTION #1 - PRINT NOW
DOWNLOAD/PRINT ALL ACTIVITIES
IN ONE DOCUMENT (74 PAGES)

DOWNLOAD NOW



OPTION #2 - PRINT LATER
PRINT EACH INDIVIDUAL
DOCUMENT (ATTACHED IN EACH
LESSON)

Welcome Refresher


This is a Masterclass and builds on your prior learnings with myself or Dr Tony Attwood

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Individual
To know someone with ASD is not to know ASD



1. **Strategies** wear out
2. **Not every strategy** works for everybody
3. Strategies may only work for **1 in 10** people but for that **1** it makes the **WORLD** of difference!

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What did you do to keep calm?

- Time = Anxiety Management
- Routines = Know what is happening
- Visuals = Refer back to
- Information = Calming, Planning
- Sensory: Music, Drink, Fiddle, Exercise etc.
- Social = Information, Help, Ride etc.
- **** Need a Range of Strategies**

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50% STRATEGIES FOR THE ADULTS TO USE TO MANAGE THE STUDENTS BEHAVIOUR



50% STRATEGIES FOR THE CHILD TO USE TO MANAGE THEIR OWN BEHAVIOUR



STRATEGY+	ACTION =	INDEPENDENCE & SUCCESS
<ul style="list-style-type: none"> Use a range of visuals to support understanding. Use visual schedules to help students know what is happening. This reduces anxiety and increases independence 	Model	<ul style="list-style-type: none"> Follow a visual schedule. Understand changes in schedules and regulate own anxiety if these occur. Refer to visuals to increase understanding
Use Timers to: <ul style="list-style-type: none"> Pre-warn Indicate HOW long they need to do a task 	Practice	<ul style="list-style-type: none"> Understand time limits through use of timers and clocks. Start/finish agreed task once timer has finished, particularly useful for transitioning. Refer to timer for time management
Allow the child time to process	Persistence	Ask for help, let adults know when they need time to think etc. Use Social Stories to support, to ask for help or extra time.
Pre-warn and allow completion of tasks before moving on to next activity	Small Steps	Accept they need to 'finish' for now and can complete the activity later (regulate own anxiety)
Use Preventative Breaks <ul style="list-style-type: none"> Notice signs of anxiety (change in facial expression, body language etc). Put in place strategies like a sensory area. drink/toilet break 	Consistency	<ul style="list-style-type: none"> Request a break before behaviour escalates. Rejoin the group after calming themself.
Teach signs of anxiety and what to do	Repetition	Notice their anxiety and putting in place strategies to reduce it.
Use social stories	Range of Strategies	Refer to Social Stories and put in place their strategies.
Be aware of your own tone of voice and motions as this can cause behavioural difficulties	Rewards Using Utrategies Independently	Understand other people's emotions and regulate their own.
Use Organisational Supports <ul style="list-style-type: none"> Colour coding books Clear Timetables Homework: having equipment ready, drink and food 	Social Stories	Independently use the organisational supports.
Create consistent routines. When the child knows what is happening and when it reduces anxiety	Timers	Independently follow the routines.
Use of sensory tools allows children "sensory breaks" and encourages processing during listening activities.	Visuals	<ul style="list-style-type: none"> Independently access sensory tools to self-regulate anxiety. Understand sensory needs and use sensory tools to self regulate.

50/50 Plan

Included the one page summary 50/50 to remind you of key strategies

- This Masterclass is mainly about 50% Child/ Student strategies.
- Take a moment to consider what you already have in place

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FAIR ISN'T
everybody getting the same thing.....

FAIR IS
everybody getting what they need
In order to be
SUCCESSFUL.

My Course : [Understanding ASD](#) –
Module 5 Discussed 3 phases of Meltdowns & meltdowns verses Tantrums

[Early Childhood Course](#) –
Module 8 Discussed- Pro- Active & Reactive Strategies

Dr Tony Attwood
Lesson 3 –Tim's Barometer and Using a Toolbox of Strategies

**Highly recommend you relook at handouts as a refresher*

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If you want to understand Meltdowns & Tantrums BEST BOOK ever

Range of other books on my website too
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3 Phases of Behaviour Meltdown- In my experience strategies we are discussing in this course only work phase 1 & 2. Remember once in Phase 3 lost cognitive function so can't access emotional regulation strategies

1. Build Up /Rumbling
2. Survival
3. MELTDOWN

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"When our little people are overwhelmed by big emotions it's our job to share our calm, not join their chaos." L.R. Knost.

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Course Overview

Module 1 – Watch first – Introduction

Module 2– Select topics of interest or watch in order up to you

- Includes resources to print/make
- Tips sheets and Strategies

Module 3– Create your plan

Module 4 – Creating Consistency

- Bonus Materials

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Module 1

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Part 1
Identify
Emotion

→

Part 2
Regulate
Emotion

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Do 'emotion' activities with the whole class helps create calm and engaged students.

- It also helps children understand **why** some children are acting in certain ways, and how they can support them, i.e. "Sarah is anxious so she hid under the table", "I can do x,y,z to help her".
- **Why** there is different rules/supports for different students ie. "Take a Break"

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Great Resources to teach about emotions to whole class/ family!



Recommended Resources Available
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By using the books and activities, you can support students at your 'Take a break', 'Peace Corner', 'Zen Zone' or 'Time out' table to:

- 1) Identify the problem/emotion.
- 2) Find solutions to regulate emotions.

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Remember managing emotions is also a vital part of social skills.
Children need to manage emotions, as well as recognise other people's emotions, to work or play with other children.
This is particularly important in our Collaborate Learning Environments

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Important Reminders

- Don't assume '**NO**' emotion just because they don't "show" emotion.
- Often feel emotions intensely and have a 6th sense of others emotions, but can't accurately express the emotions

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- Many kids I work with don't express emotions through facial expression, body language. Stephen would get in trouble for "NOT looking sorry!"
- People often say to me "They don't care" I like to say "They don't show they care!". There is a difference
- YOU need to look deeper at change in behaviour/routine, engagement, posture, etc.

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• Remember in my Course /Workshop I discuss the 3 phases of Meltdown and the first phase is that change of body posture, change of way engaging, routine etc.

• Tony Attwood discusses Tim's Barometer and his phases

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Difficulty Judging the
INSENSITY of the emotion

- Intense and over reaction
- Delayed reaction

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Identify & Label Emotions

- It is hard to manage your emotions if you can't label them
- So the first step is to teach children to label emotions (theirs and others)

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Identify Emotions

- **Feelings can include** - Angry, Anxious, Frustrated, Disappointed, Excited, Confused, Surprised, Tired, Worried
- **Teach the range of emotions** ... *don't forget love for older students*

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Use the Child's Language

- Use the child's language or if they are non verbal / selective mute check what language the family use.
- For example: Do the family say Upset or Sad, Annoyed or Irritated ?
- Check with peers, this can guide you to the language they say, ie. 'Angry' or 'Raged'!

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Use Photos of People they know & themselves

- When you make resources, take photos of the child, friends, adults, family, teachers etc. they know

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Create a Scale

Make Visuals to support scale:

- Angry ok Happy
- Colours ie. Zones of Regulation
- Numbers - 0 5 10
- Buckets, Batteries etc. etc.

* Use the system/language the school uses

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Help them to Connect Emotions to Events that Produce the Emotion

- *I call it emotional literacy*

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Ways to Promote Emotional Literacy

- Books – Red Beast (see Module 2)
- Activities – Cards – snap, making bookmarks (see Module 2)
- **Connect Activity to Emotional Reaction**
- Movies/TV Shows great way to talk about emotions. Especially their favourites – Inside Out, Toy Story, Nemo, Lego Movie

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- Point out **Your** emotions
- **Others** emotions
- **Their** emotions
- **Tone** of voice
- **Body Language**
- **Facial Expressions**

• Support with visuals

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Label Emotions – Explicit Teaching

You will be amazed how quickly they pick it up if you make a conscious effort to point out emotions.

Then start asking them “How do you think Mrs Larkey feels”

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Journal


- Make a Journal adding more and more events and how they felt
- PLEASE ensure you include Happy, Proud, Excited, Annoyed, Love too

**Do with whole class / family this shares invaluable information*

- **Bonus – Journal (Events, Emotion, Photos too)**

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Download picture template and instructions on how to use in the Bonus Section : '5 Steps to Teach Feelings'



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Where in your body do you feel emotion?

- Use books/movies/tv shows to help recall emotions.

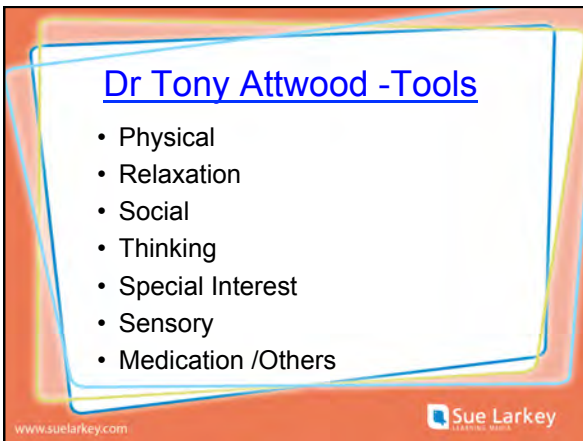
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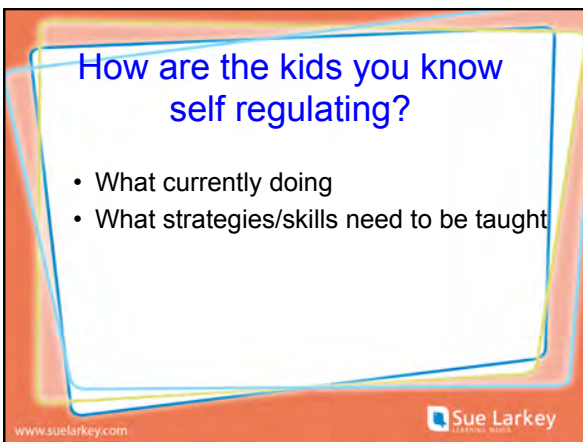
Identified the emotions
NEXT 'what to do' strategies

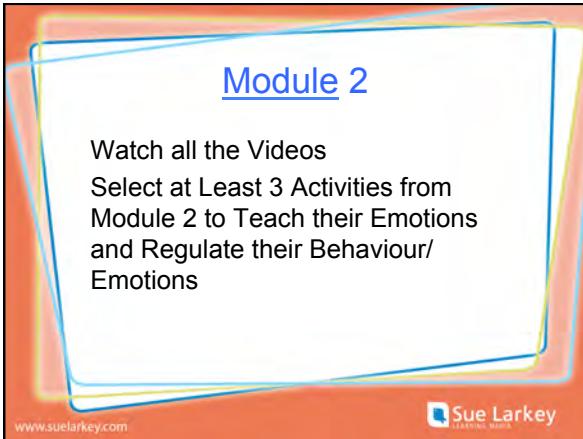
1. Emotion
2. Event that makes me feel this way
3. What to do

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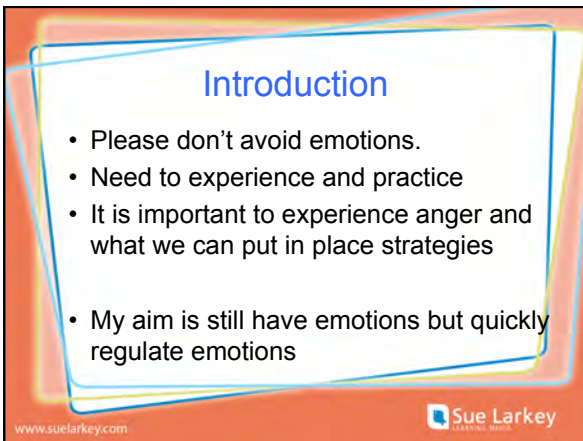




Module 2

Watch all the Videos
Select at Least 3 Activities from
Module 2 to Teach their Emotions
and Regulate their Behaviour/
Emotions

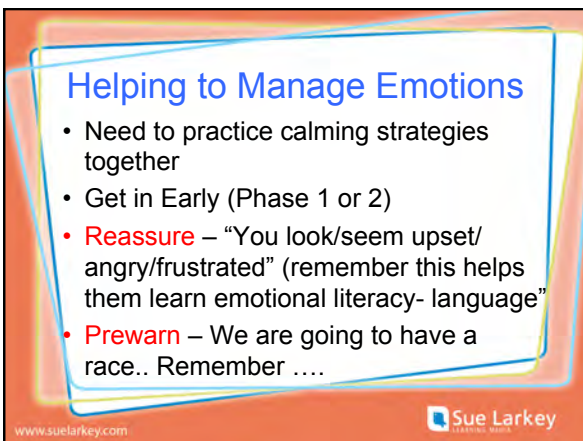
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Introduction

- Please don't avoid emotions.
- Need to experience and practice
- It is important to experience anger and what we can put in place strategies
- My aim is still have emotions but quickly regulate emotions

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Helping to Manage Emotions

- Need to practice calming strategies together
- Get in Early (Phase 1 or 2)
- **Reassure** – “You look/seem upset/angry/frustrated” (remember this helps them learn emotional literacy- language”
- **Prewarn** – We are going to have a race.. Remember

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Direct to their calming routine/activity

- Use calm, monotone voice
- Simplify instructions
- Use Visuals where possible (Social Story Script)
- Quiet area or room if possible
- Reduce choices (ie. don't overwhelm)
- Clear, concise, simple instructions

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Reward for using new strategies & regulating emotions!!

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Lesson 1 :Take a Break Table

- Take a Break table, Zen Zone etc.
- Use Social Scripts (Lesson 5)
- Use Journal (in Bonus Section)
- Sensory Tools - See PDF below

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Lesson 2: Wheel of Calm

- Include individual strategies that help the student calm
- Or include Problems / solutions

Extra Tip: Make Wheels for other things like "Focus" "What to do"

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Lesson 3: How can I feel Happy/Calm Again

- Make little books with laminate & velcro

Extra Tip : Use photos of them doing activities that make them happy and calm

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Lesson 4: Stop/ Think / Do

- Write them down and keep them so you can refer back to

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Lesson 5: Social Scripts/
Stories

“Improvement in behaviour doesn’t come from the social script. It comes from improved understanding of events and social situations”

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Lesson 6: Games /Activities to
Practice Emotions

- Use the cards to make up your own games – Bingo, Snap, etc.
- Remember use the child’s language when you make your own cards

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- Make into cards and match to how to be calm/happy again
- Or turn over card with what to do
- Practice, Practice, Practice

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Lesson 7: Video Modeling/
Role Play

- Make little videos of them or people they know
- Model Events and HOW to fix emotions up
- Use the cards in Lesson 6

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Lesson 8: Using Books to Talk
about Emotions

- Use books and movies to talk about emotions



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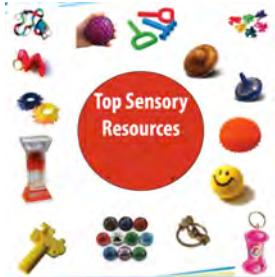
Lesson 9: Take a Break Cards

Remember "Help the child feel like they are part of the solution"

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Lesson 10 : Create Calm Box / Pencil
Case /Bag

Include range of sensory tools



Lesson 11: Change your
Mindset

- Particular important for perfectionists and those who have a fear of making mistakes.
- What is our Plan B?
Think of something else to do

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Lesson 12: Posters of
Emotions

- Photos of people they know
- Emotions -Happy, Sad, Scared, Annoyed

Tip: Use photos to - Make little books, Put on Scale, etc.

Get everyone involved

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Lesson 13: Emotion Game

- I Love Trains
 - I Love BBQ Shapes
 - I have _____ for dinner
 - I am going to the _____
-
- Includes Emotions, Body Language, Sarcasm etc.
 - Use Photos from Poster Activity or Emojis to create emotion cards
 - Use Cards from Bonus section "Emotional Regulation Task Cards"

Lesson 14: Physical Breaks

- ✓ Hopping in the Hallways
- ✓ Circuits
- ✓ Beanbag Targets
- ✓ Jumping Jacks
- ✓ 1-2-3 repeat!
- ✓ Make up your own activities
- ✓ Singing whilst doing activity
- ✓ ODD kids need variety
- ✓ Might need to Time Break Or make task have start and end



Remember

- ✓ Use Timers
- ✓ Tell them what they are doing AFTER Physical Break



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TEACHING WITH A PURPOSE

Lesson 15
Create a Scale using Books/
Special Interests

- Minecraft
- Inside out
- Red Beast

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Module 2
Reflection & Importance
of Executive Functioning

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Please Pause the Video
Select One Student

- ✓ Reflect on their current
Emotional Regulation strategies
- ✓ Select 3 Activities from the 15
Lessons
- ✓ Record the 3 activities to use in
Module 3

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Executive Functioning



Emotional Control

Struggle with emotional control, often have trouble accepting negative feedback. May overreact to little injustices. Often struggle to finish a task when something upsets them (i.e. mistakes).

Impulse Control

Calling out, rushing through activities without checking, inconsistency with following rules.

Planning & Prioritising

Difficulty deciding the steps needed to reach a goal order of importance. May not know how to start planning a project and become easily overwhelmed trying to break tasks into smaller chunks.

Organising

Ability to keep track of information and things. Organisational issues are constantly losing or misplacing things.

Task Initiation

Struggle with issues with planning and prioritising too. Without having a plan for a task, it's hard to know how to start. Can come across as lazy or as simply procrastinating. But often they're just so overwhelmed they freeze and do nothing.

Flexibility

Inflexible thinking in very concrete ways and take things literally. They don't see other options or solutions. They find it difficult to change course.

Working Memory

Inability to hold information in their mind and use it to complete a task. Struggle with multi-step tasks, remembering directions, taking notes or understanding something you've just explained to them.



This is just a visual, it doesn't depict places in the brain for executive functioning

Strategies to Improve Executive Functioning

Visuals

Colour code, visual plans for assignments, mind maps, take photos to show them how their desk, locker should look.

Transition Supports

Pre-warn about change using a timer, use transition cues like a bell or announcement.

Modelling

Show and use assistance to support the child to do the actions of what is required.

Routines

Packing bag, pencil cases, book marks in books, diary for homework.

Systems

Put notes in plastic sleeve in same part of bag every time.

Minimise

Reduce clutter by having containers, drawers, extra shelving. Ensure labelled so return to correct place.

Time management

Time Timers, Digital Schedules, scheduling with a timer – break routines into steps or tasks to complete in certain times.

Social Scripts

Give clear descriptions of what is going to change and what they need to do.

Executive Functioning

- Remember regulating emotions requires **impulse control** which for many kids with ASD, ADHD will take time to learn.
- It is a muscle and needs continual practice

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Module 3

- Creating Individual Programmes
- Range of Performa's to use
- Home & School need to implement

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4 Steps to Success

- Step 1: Introduce it
- Step 2: Notice it
- Step 3: Model it
- Step 4: Practice it

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Emotional Regulation Feedback Loop

```
graph LR; A[Part 1 Identify Emotion] --> B[Part 2 Regulate Emotion]; B -- Review --> A;
```

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Review

- Plan B
- What else can you do?
- Check “How do you feel now?”
- Use Journal to record emotion – strategy- Plan A & Plan B

Feedback Loop very important

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"You can't teach children to behave better by making them feel worse. When children feel better, they behave better." - Pam Leo.



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Module 3 Programme

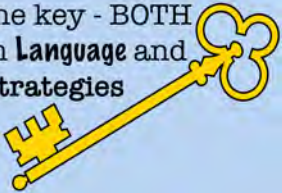
Create a Programme

- ✓ Notice Emotions
- ✓ Label Emotions
- ✓ Model Emotions
- ✓ Practice Regulating Emotions

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Module 4

Consistency is the key - BOTH in **Language** and **Strategies**



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