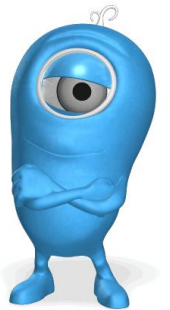




MANAGING FRUSTRATION

MODULATING EMOTION



Struggles - Managing Frustration

- Difficult to communicate their feelings, wants, and needs
- Limited ability to identify different emotions
- Trouble understanding and reading the emotions and perspective of others
- Sensory struggles can impact self management
- Overwhelmed by emotions
- Focusing on one feeling which excluding others (Smith-Myles, 2016) – they can be hijacked by one emotion
- Shifting from or between emotions



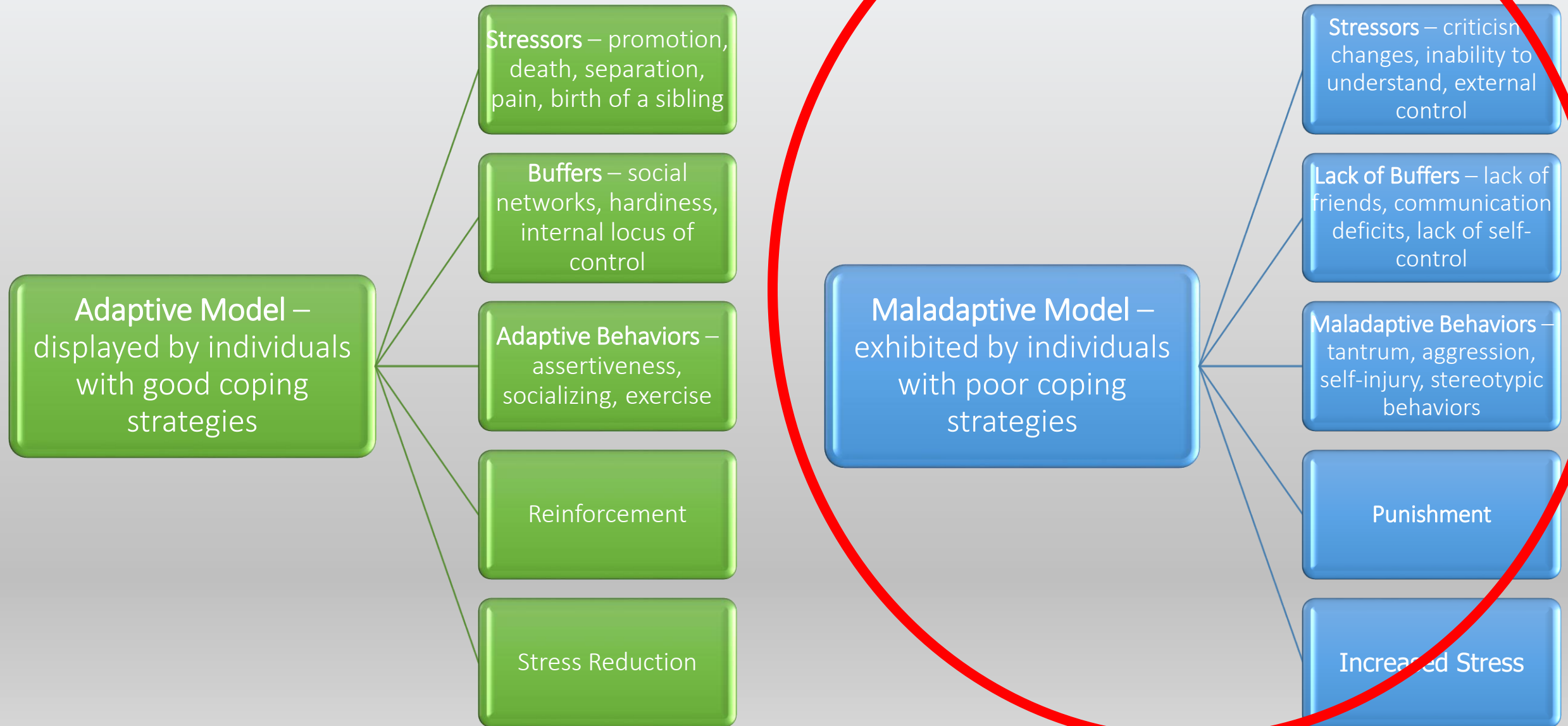
Struggles – Modulating Emotion



- Regulating emotions and behaviors to . . .
 - Match events
 - Match cultural expectations
 - Match the social expectations of the situation or environment
- Calming oneself
- Remaining calm
- Identification of a strategy to manage emotion (positive or negative emotions)
- Difficulty distinguishing between minor and major offenses or events

Adaptive and Maladaptive Coping Model

(Grodén et al., 1994 as cited in Rinaldi, nd)



Other factors that impact self-regulation

- 50% of children with ASD expressed having self regulation problems that manifest physically (Smith-Myles, 2016).
- Recent research suggests 47 to 84% of individuals with ASD experience clinically significant levels of anxiety (Rinaldi, nd).
- Our brains rely on history to set the safety of the present (Forbes, 2012).
- A student's past is critical to understanding their present state and reactions in the classroom (Forbes, 2012).

**Sleep, food (quality of food), cleanliness



Common Coping Skills for Children with ASD

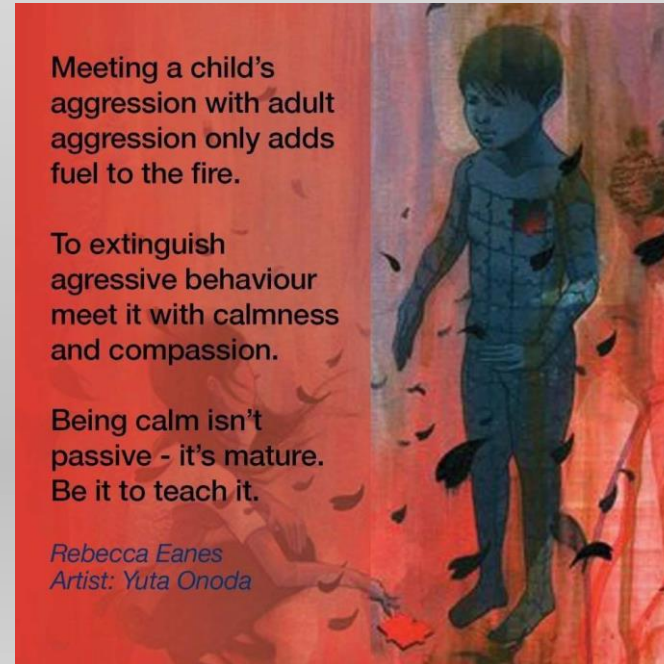
✓ yet ineffective

- Withdrawal or self-isolation (elopement)
- Self-injurious behavior – hitting self, biting self, hitting other objects
- Self-stimulating behavior – spinning, flapping, pacing, rocking etc . . .
- Vocalizations – humming, self talk, echolalia of preferred sounds or lines from a movie, other random sounds
- Obsession over preferred or favored objects
- “Excessive avoidance or intense seeking of a particular sensory experience” (Rinaldi, nd).



Adults must monitor their own emotions and model positive self-regulation for their students.

“Kids in stress create in adults their feelings and, if not trained, the adults will mirror their behavior.” (Long & Fecser, 2000).



Skill Deficits?



- Does the student have a language impairment?
- Does the student have effective communication when not escalated?
 - If they communicate better with pictures, do they have a visual way to communicate how they feel?
- Does the student have processing deficits?
 - Are their emotions racing faster than their ability to process those emotions
- Does the student have working memory deficits?
 - When escalated remembering WHAT to do may be difficult without an identified support

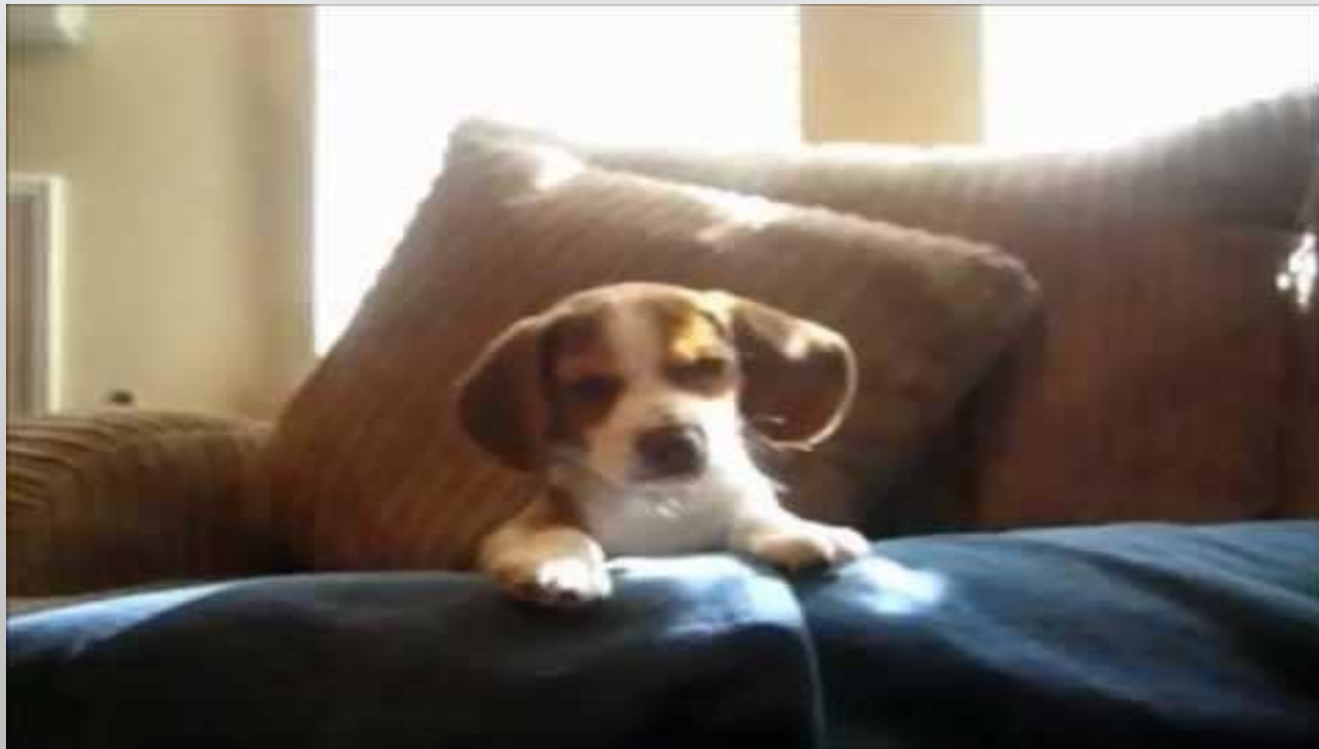
During a meltdown, **the child is literally out of their mind. Their emotions take over -- overriding the frontal cortex of the brain, the area that makes decisions and judgments** (Dreisbach, 2016).

Start with teaching students to identify how they feel

- Teach students to identify feelings – teach emotional vocabulary
 - For younger students start with 2 – happy/sad, hot/cold, tired/excited
 - The add different emotions and categorize
- Play videos or songs and talk about how they make the child feel
- Play clips from movies and talk with the students about how the characters feel
 - Pause and highlight facial expressions, the reactions of other characters, body language
 - <https://www.youtube.com/watch?v=vZAF75hwPUQ>
 - [Anger and Disgust clip from Inside Out](#)
 - [Sadness from Inside Out](#)
- Incorporate areas of interest “specialist subjects” into the lesson



How does this video make you feel?



How does this video make you feel?

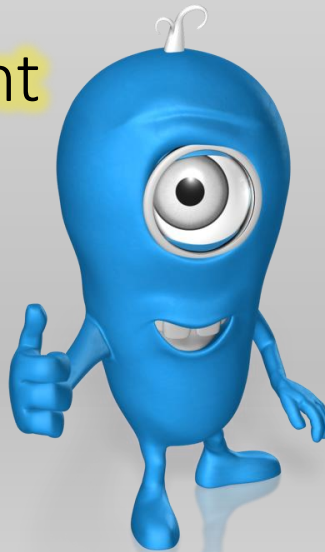


Talk and reinforce. . .

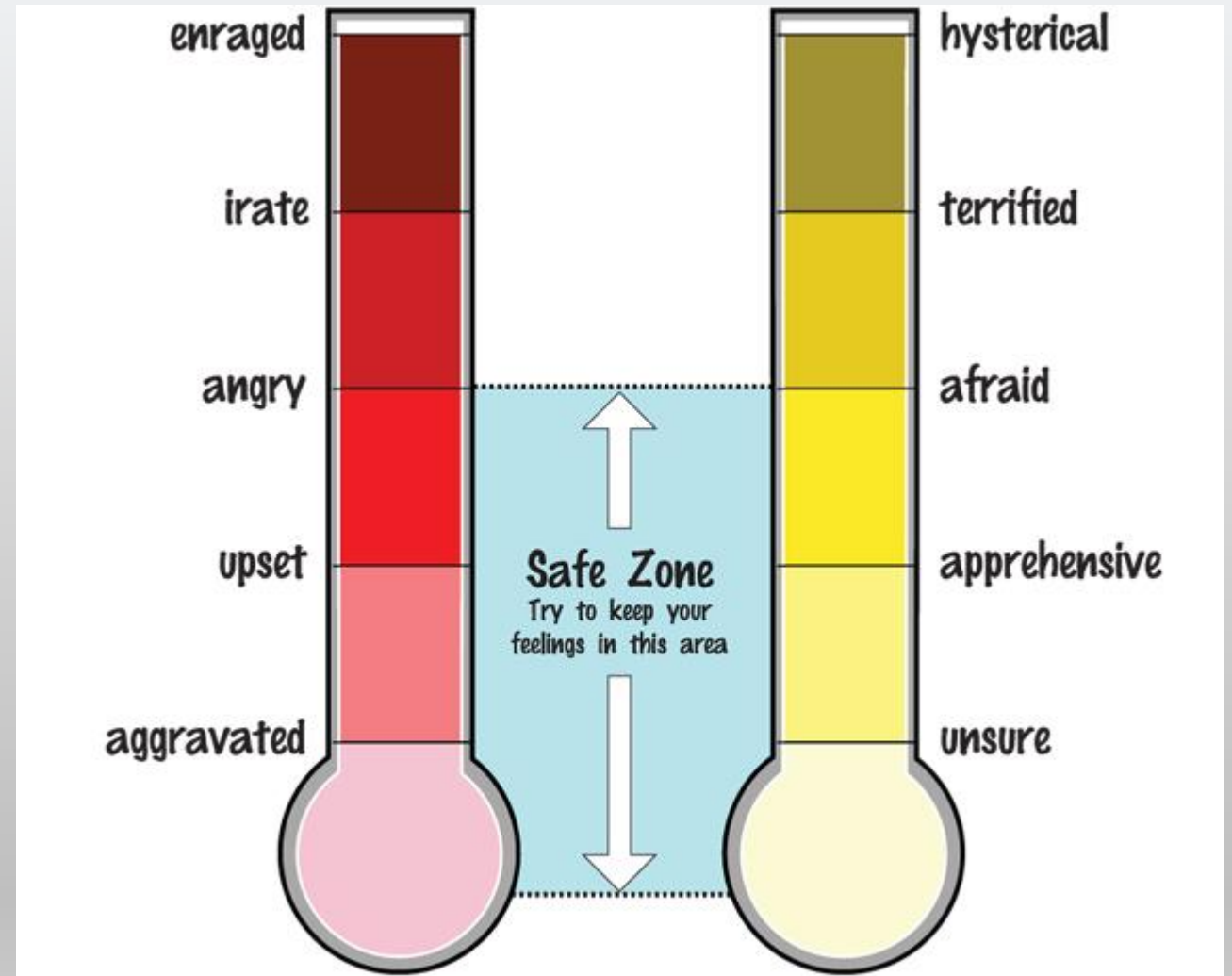
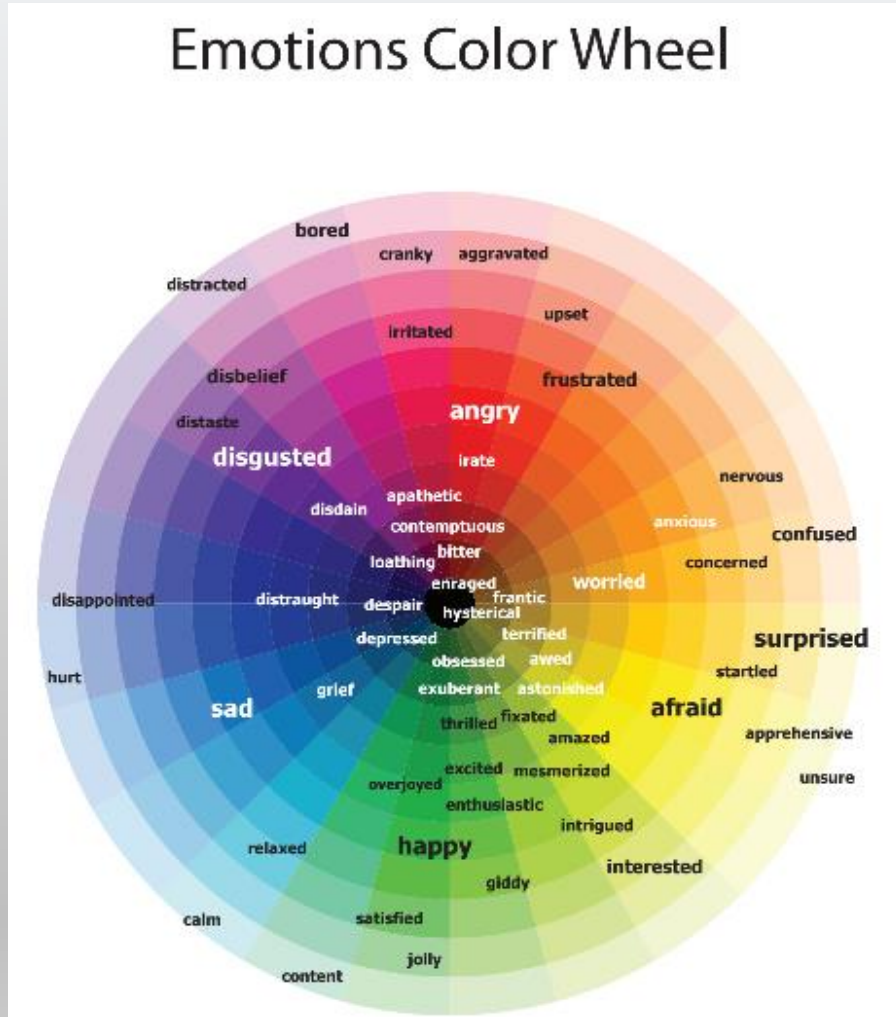
- Catch and target talk different emotions during the day, with the child and other family members as well as with others in the community
- Reward and reinforce when your child identifies and/or labels their feelings and emotions

Work with the student to identify how their body feels with the different emotions and feelings

- Understand and identify when these feelings and emotions begin
- Understanding when these emotions intensify
- Identify situations that trigger these different emotions



Teach students emotions – how to stay on the outside



Emotions toward the center can also cause other people to become more emotional and mirror your emotions.

Emotional Check-In

(Level 1)

Name: _____ Date: _____

Today, I am feeling:



Calm Happy Excited Confused Nervous Afraid



Disappointed Hurt Sad Bored Upset Angry

Emotional Check-Out

Name: _____ Date: _____

Now, I am feeling:



Calm Happy Excited Confused Nervous Afraid



Disappointed Hurt Sad Bored Upset Angry

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Emotions Worksheet

Name: _____ Date: _____

Emotion of the Day:

Definition: _____

What makes me feel this way? _____

Synonyms: _____

DRAW IT!

Here's what _____ looks like to me:

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Emotions Worksheet

(Level 1)

Name: _____ Date: _____

Emotion of the Day:

This word means: _____

What makes me feel this way? _____

DRAW IT!

Here's what _____ looks like to me:

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<http://www.do2learn.com/activities/SocialSkills/EmotionCheckIn-Checkout/index.html>

After identifying emotions:

Work with the student to identify how their body feels with the different emotions and feelings

- Understand and identify when these feelings and emotions begin
 - Understanding when these emotions intensify
 - Identify situations that trigger these different emotions
-
- Identify coping strategies for the different emotions
 - Make this visual
 - Create with the child, incorporating their ideas and interests
 - Use lists or visuals of different coping strategies to prime or prompt ideas
 - Share your list of coping strategies with your child

Three ways to calm the body's nervous system

(Forbes, 2012)

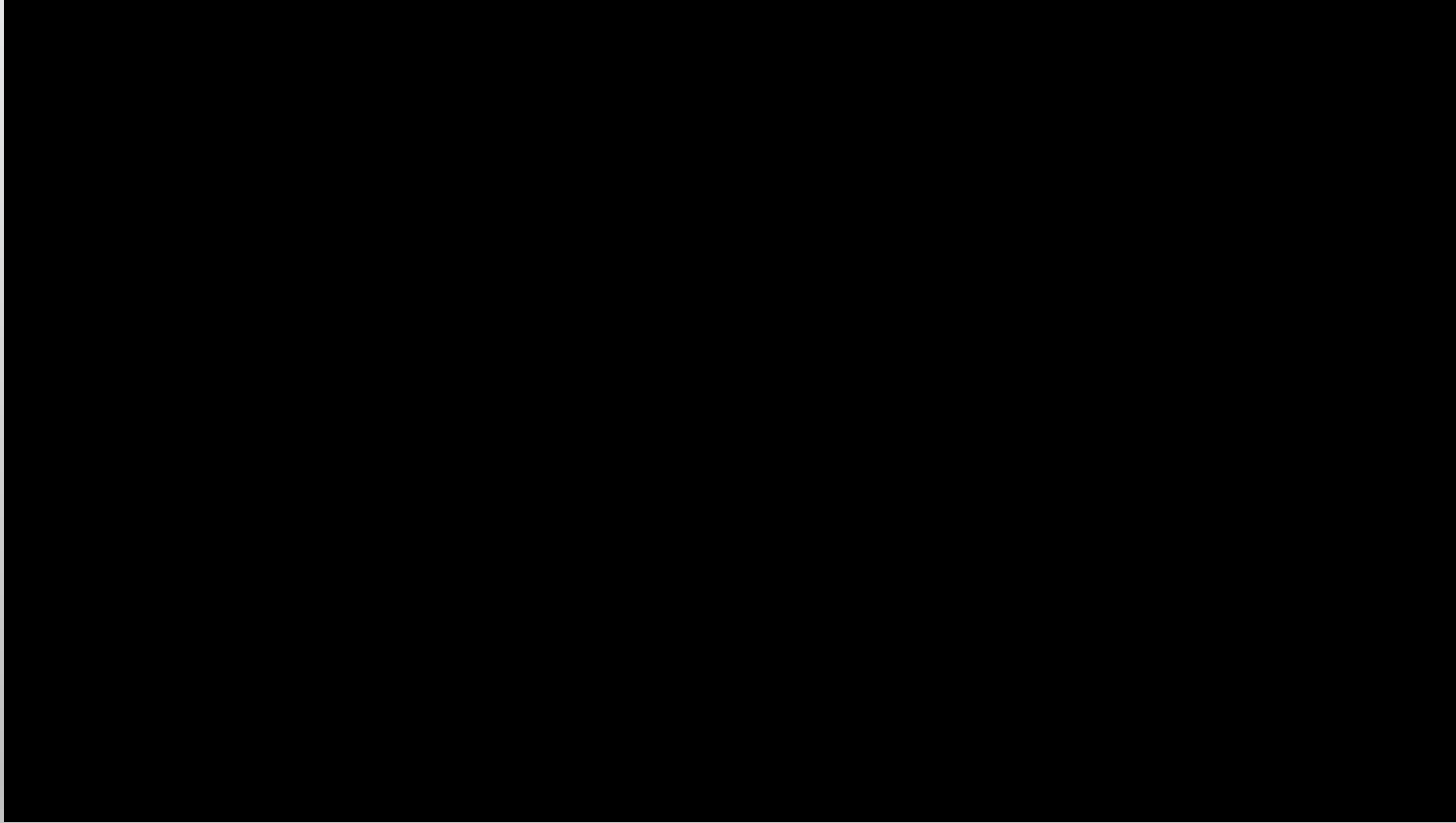
- Input or physical exercise
- Glucose or food
- **OXYGEN – BREATHING**

(Forbes, 2012)



From a neurological or physiological perspective, deep belly breathing slows the heart rate, lowers blood pressure, and sharpens the mind's ability to focus and learn by slowing down the amygdala and supporting the higher brain function taking place in the frontal lobes.

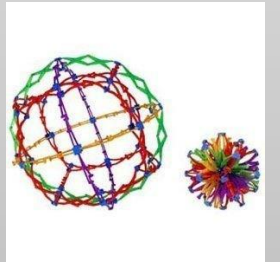
Mindful Breathing



Breathing Techniques -

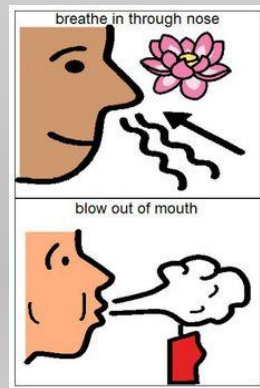
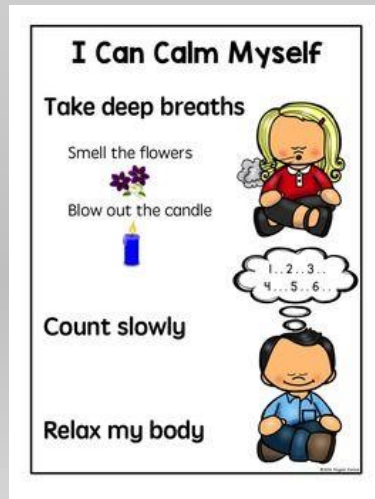
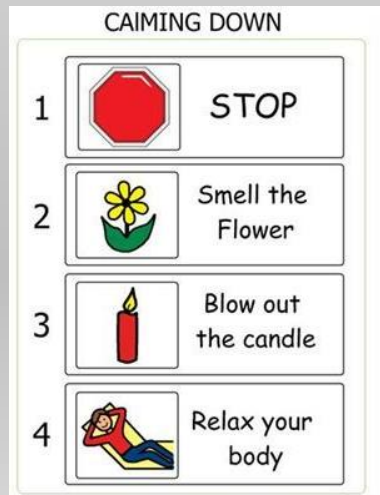
“Incorporate breathing techniques into the regular classroom routine as a preventative measure in controlling behavior as well as to help calm the student whose nervous system has become charged up” (Forbes, 2012).

- **Hobermann Sphere:** Have students slowly inhale while you slowly expand the Hoberman sphere and then exhale as you slowly shrink the sphere back to its original size. This is also a great way to demonstrate the expansion of the lungs.
- **Back to Back:** Have students sit on the floor back to back. One student begins by inhaling deeply. The other partner should feel the expansion in their partners back as they breathe deeply. Take turns back and forth.



Breathing Techniques -

- **Objects on the stomach:** Have students place a small stuffed animal or object on their stomachs. As they breathe deeply, they should feel the stuffed animals or objects rise and then fall when they exhale. For younger students, you can tell them their job is to rock the stuffed animal to sleep using the rise and fall of their stomachs.
- **Pinwheels:** Have students practice deeply inhaling and then using the exhale to control the speed of the pinwheel.
- **Flower and candle breathing:** smell the flower, blow out the candle



Conscious Discipline Breathing Techniques



S.T.A.R



Drain



Balloon



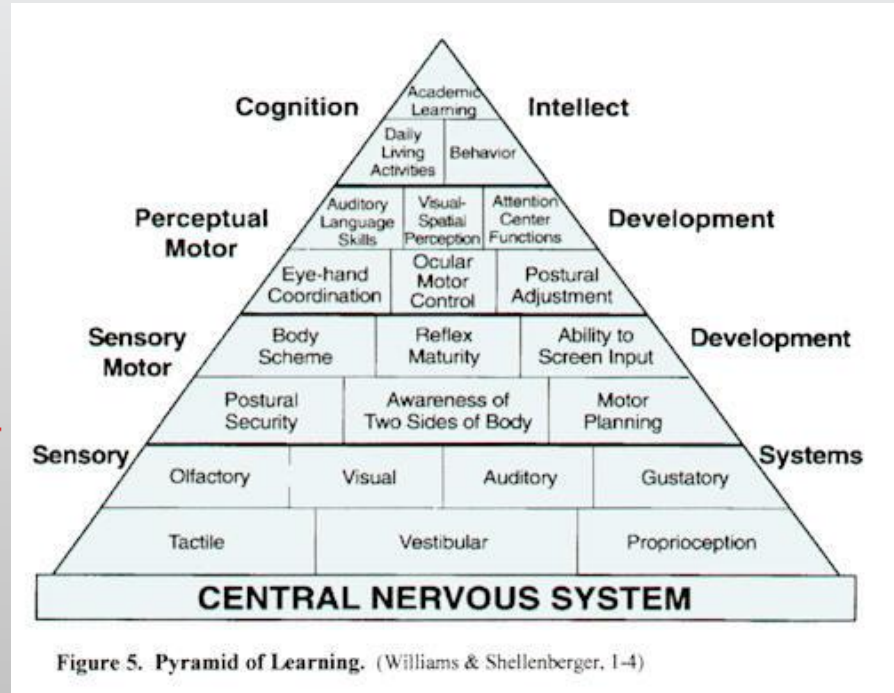
Pretzel

Movement

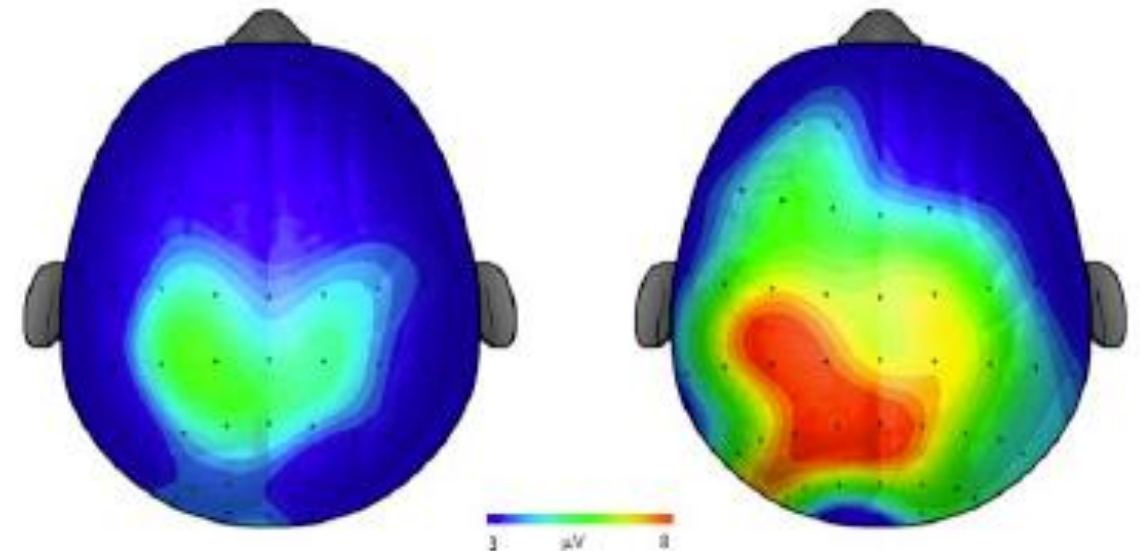


- For some children, **repetitive motor movements can be key in helping with regulation**. Movements that are patterned, rhythmic and repetitive settle and activate the brain (Forbes 2012).
- John Ratey, *Spark-The Revolutionary New Science of Exercise and the Brain*, stated “**Exercise is like taking a little bit of Prozac and a little bit of Ritalin because, like the drugs, exercise elevates the same neurotransmitters.**”
- **When you exercise** at the cellular level, the brain is drenched with serotonin, glutamate, norepinephrine, dopamine and growth hormones, **all wielding a powerful influence something like Miracle-Gro for the brain.**

Movement



These two brain images, taken from the top of the head, represent the average amount of students' neural activity during a test following sitting and walking for 20 minutes. The color blue represents lower neural activity, while the color red denotes higher brain activity in a given region.



After 20 minutes of sitting quietly

After 20 minutes of walking

Image courtesy of Charles Hillman, University of Illinois at Urbana-Champaign

Ways to Incorporate Movement

- Quiet brain breaks
- Brain break cards – individual, small group, whole group
- Minds in Motion
- Yoga

Online Resources:

- [Move to Learn](#)
 - [Cosmic Kids Yoga](#)
 - [Adventuretofitness.com](#)
 - [Fit Factor Kids – YouTube workouts](#)
 - [Zumba Fitness Kids](#) *(more difficult and faster moves)
 - <http://www.healthetips.com/jam-program.php> - Jam School Program (1 minute videos)
 - <http://5-a-day.tv/> (subscription required)
 - [Gonoodle.com](#)
- Apps:**
- **Super Stretch Yoga** – (free) super hero stretching and yoga
 - **Jump Froggy Jump** – (free) – exercises that coordinate with movements between the student and the iPad which creates an interactive gameYuvi
 - **Story Aerobics** – (free version = 1 episode), \$7.99 all episodes and reinforcement. This app creates exercises to go along with different stories. Students can earn virtual stickers for completing episodes which can build to a larger reward.
 - **NFL Play 60** – (free) -exercise while collecting coins which allow players to unlock other characters
 - **MotionMaze** – (free) - this is a puzzle game where you help the captain find the hidden treasure with different exercises
 - **Kids Yogaverse: I am Love** - \$3.99

Sensory Input –

(When in doubt go with proprioceptive or end with proprioceptive.)



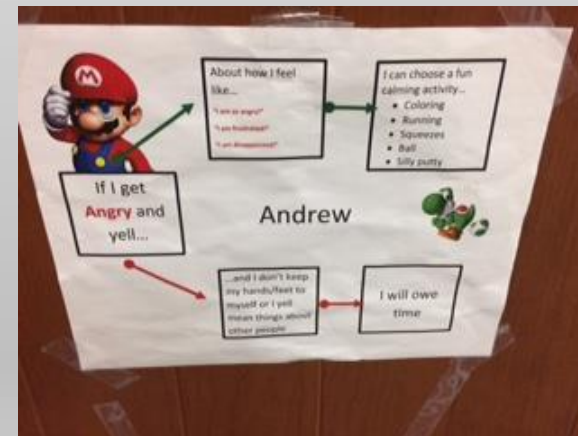
- **Vestibular** – alerting, wake up
- Swinging
- Toe Touches
- Help teacher pick up items
- Climbing up and down on playground equipment
- Swinging
- Animals Walks
- Bending over to pick up items from the floor
- Dizzy disc for spinning, or chair
- Teach student to do somersaults
- Spin on a scooter
- Bending over an exercise ball on belly or back



- **Proprioceptive – Calming**
- Weighted or compression items,
- Jump on a trampoline,
- Push, pull or carry something heavy,
- Roll up in a blanket like a burrito, body sock,
- Push play-doh/clay to make pancakes,
- Wall, floor, desk pushups,
- Crab walk or crawl with scooter,
- Toss a weighted ball,
- Weighted back pack to and from set location, and/or
- Crunchy or chewy snacks.

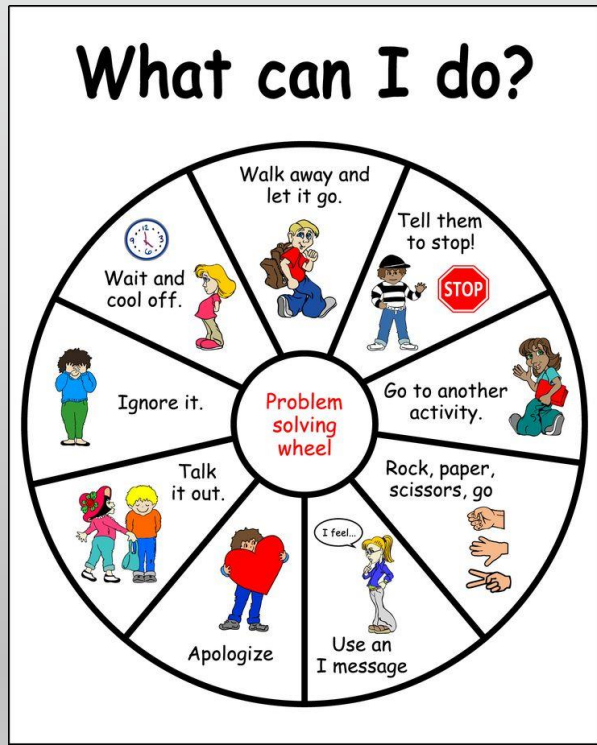
Safe Place

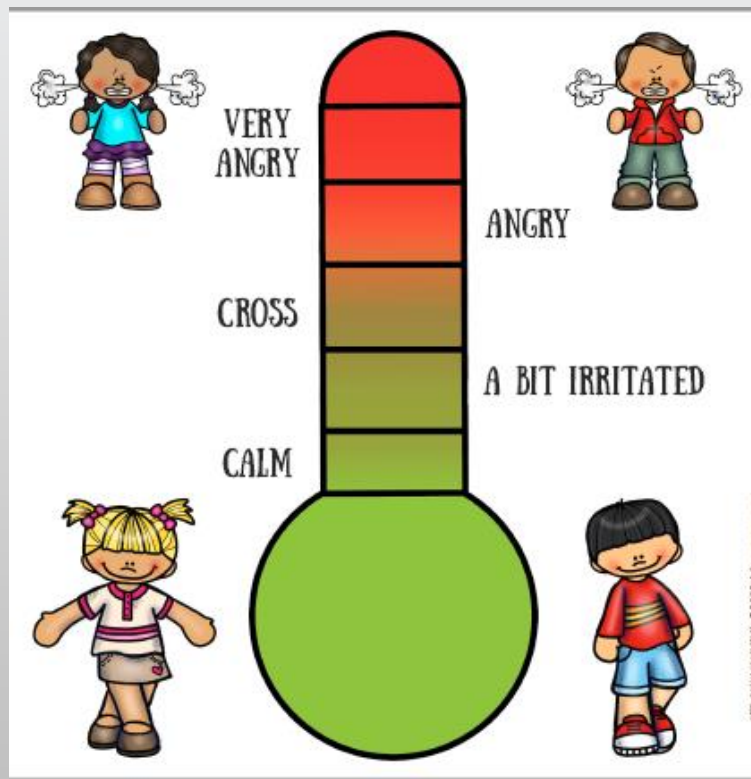
- Develop the location and tools within the space WITH the student
- Introduce this to the student as a proactive tool, not punishment
- Practice and model the use of this space with the student
- Try to proactively utilize the space before frustration escalates
- Pair use of the safe place with meaningful reinforcement
 - Double up reinforcement if student uses the space independently



Visuals to cue coping skills

- Don't assume the student knows what to do
- When escalated, tired, anxious or afraid - processing and working memory are impacted





Calming Strategy Cards

jump	push	walk
stretch	run	

happy thoughts	relax	drink
quiet space	yoga	breathe






listen to music	read a book	play with blocks
squeeze	pat a pet	count

5 Point Scales Paired with Options and/or Coping Skills

(create with the student)











Frustration Scale			
How do I feel?		What can I do?	
5	angry mad frustrated		Take deep breaths 
4	disgusted irritated annoyed frustrated		Squeeze a pillow/bell 
3	scared nervous		Run outside 
2	sad tired		Relax on bean bag 
1	happy excited		

CHECK IN		
5		
4		
3		
2		
1		











The Incredible 5 Point Scale			
	What it looks like...	What it feels like...	What I will try to do...
5	 Mean Jean	Super mad and screaming. Violent and out-of-control.	Push the wall or door
4	 Glass Man	I'm breaking down. Mad.	I need a break to get away and calm down. I can ask to take a break or an adult may tell me to take a break.
3	 Rock Brain	Can't process anything correctly. Starting to forget what happens and act or do things too fast.	I can ask to get a drink at school or go play outside at home.
2	 Grump-Grumpandy	Tired, Annoyed	I can think of funny things, listen to Zane tell jokes, rub my legs, breath in and out 3 times & try to get back to a 1.
1	 SuperFlex!	Happy	Happy! I can try to stay this way!

Scales Paired with Options and/or Coping Skills -

Make with the student and consider incorporating areas of interest

		How I feel	Looks like	I need
5		I am frustrated, I am out of control! 	Throwing things, hitting, pushing, kicking.	Help me go to a safe place and lay under a blanket until I am calm
4		I am very upset and angry. I do not feel in control. 	Clenched fists, yelling, talking back	Leave the room for a break with timer, sit with low lights, squeeze and release fists, rub legs, wall push ups
3		I am starting to feel out of control, anxious or upset. 	Talking back, growling at others, leaving my area.	Deep breaths, squeeze something, count to 10, put head down to rest or hold Mikey
2		I might be a little nervous but, I can handle it! 	Stomach turning, heart beating faster	Take a deep breath, talk to an adult
1		No problem. I am cool. I am in complete control. 	No problem at all, I feel great!	

Feelings Chart		
	How I feel	What I can do
5	 I need some help!	<input type="checkbox"/> Ask to go visit Mrs. Holland <input type="checkbox"/> Ask to take a break/use therapy <input type="checkbox"/> Hold on to Luke Skywalker [if he is here] <input type="checkbox"/> Take 4 or 5 deep breaths
4	 I'm really upset.	<input type="checkbox"/> Ask to go visit Mrs. Holland <input type="checkbox"/> Ask to take a break/use therapy <input type="checkbox"/> Hold on to Luke Skywalker [if he is here] <input type="checkbox"/> Take 4 or 5 deep breaths
3	 I've got a problem.	<input type="checkbox"/> Let a teacher know that you have a problem and need some help <input type="checkbox"/> Play with your squishy thing <input type="checkbox"/> Hold on to Luke Skywalker [if he is here] <input type="checkbox"/> Take 4 or 5 deep breaths
2	 Things are pretty good.	<input type="checkbox"/> Play with my squishy thing <input type="checkbox"/> Think of my favorite things <input type="checkbox"/> Say "I'm going to be O.K." to yourself <input type="checkbox"/> Take 3 or 4 deep breaths
1	 Feeling Great!	<input type="checkbox"/> Enjoy the feeling! <input type="checkbox"/> Have fun

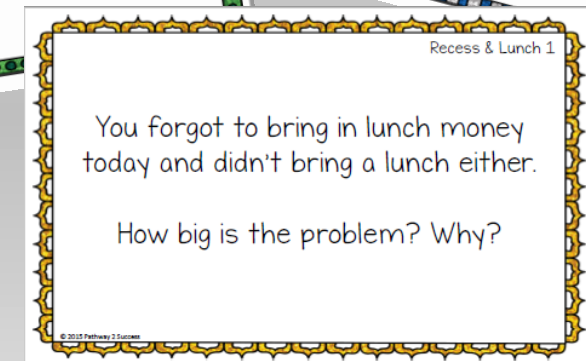
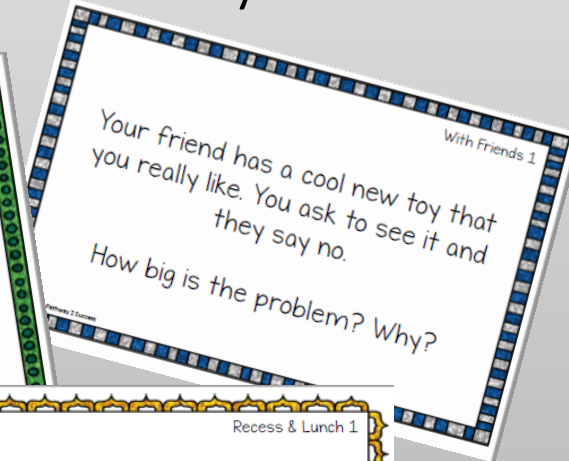
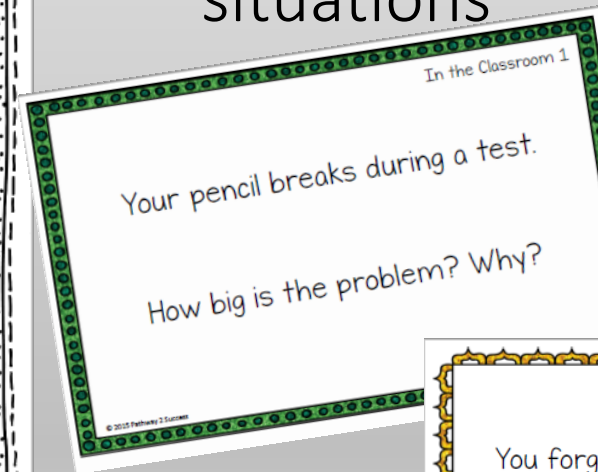
The Angry Birds Five Point Scale			
		How I feel	What I can do
5		I'm ready to explode! I feel like screaming or hitting and I've lost control.	Find a calm, quiet place 
4		I'm starting to lose control and I'm upset! I may feel like saying things that are hurtful.	Take slow, deep breaths 
3		I'm a little out of control. I may feel frustrated or excited and move all over. I'm starting to get overwhelmed.	Do something I like that helps me feel calmer 
2		Something's bothering me. I might feel worried or be getting frustrated.	Tell an adult how I feel 
1		I feel good! I'm completely in control of myself.	Now I'm all calmed down! 

Teach range of problems (Would coordinate with 5 Point Scale)

HOW BIG IS MY PROBLEM?		
5	Emergency -Earthquake, tornado, fire, or other danger -Broken bone -Someone's hurting you	I can: cry, scream, call for help, feel worried or scared
4	Gigantic -Hurt or bleeding -Parents are divorcing -Grandparent is very sick -Pet passed away	I can: cry, tell a teacher, go to the nurse, feel sad, worried or scared
3	Big -Someone didn't respect your personal space -Feel really sick -Someone is destroying your or classroom property	I can: tell a teacher, go to the nurse, feel frustrated or disappointed
2	Medium -Forgot homework -Argued with a friend -Someone was mean to you or is bugging you -Lost recess time	I can: take a break, use an i-message or a meaningful apology, feel irritated, frustrated or disappointed
1	Small -Got a toy taken away -Someone cut in front of you in line -Stuck on a problem or assignment -Working with someone you don't like	I can: take a deep breath, take a break, use an i-message, try a different strategy, feel irritated, frustrated or disappointed
0	Glitch -Don't have a pencil -The teacher didn't call on me -Not first in line	I can: borrow a pencil, feel disappointed

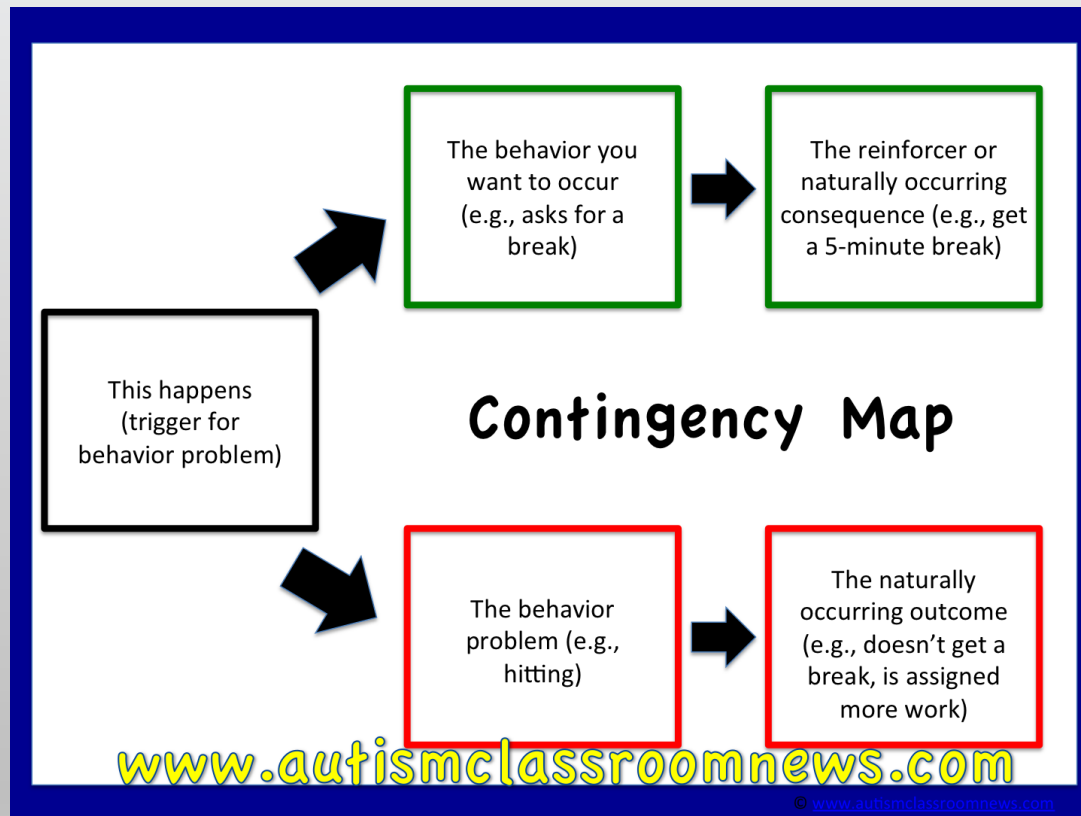
How Big is My Problem?	
5	Emergency Need serious help right away from adult Tornado, Earthquake, Car accident, Immediate danger
4	Massive Problem Need a lot of help from an adult Someone is hurt, Things are being destroyed
3	Big Problem Need some help from an adult Argument with a friend, Someone saying something mean to you
2	Medium Problem Need a little help from an adult Feeling sick, Having to work with someone you don't get along with
1	Little Problem Need a small amount of help or a reminder from an adult or friend Don't understand assignment, Lost your favorite pencil
0	Glitch Don't really need help - can fix on your own Dropping your pen, Not being the first in line, Changes in schedule

- Discuss problem levels
- Place different scenarios into the different levels
- Practice with a variety of situations



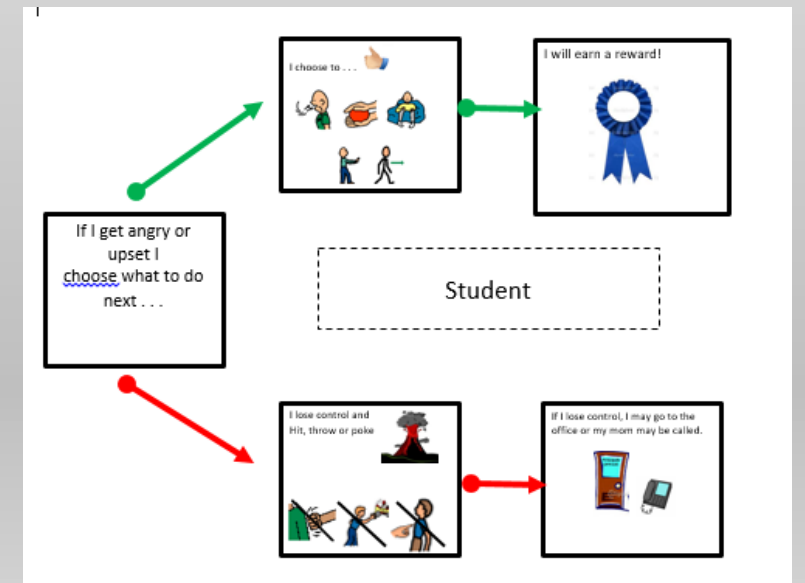
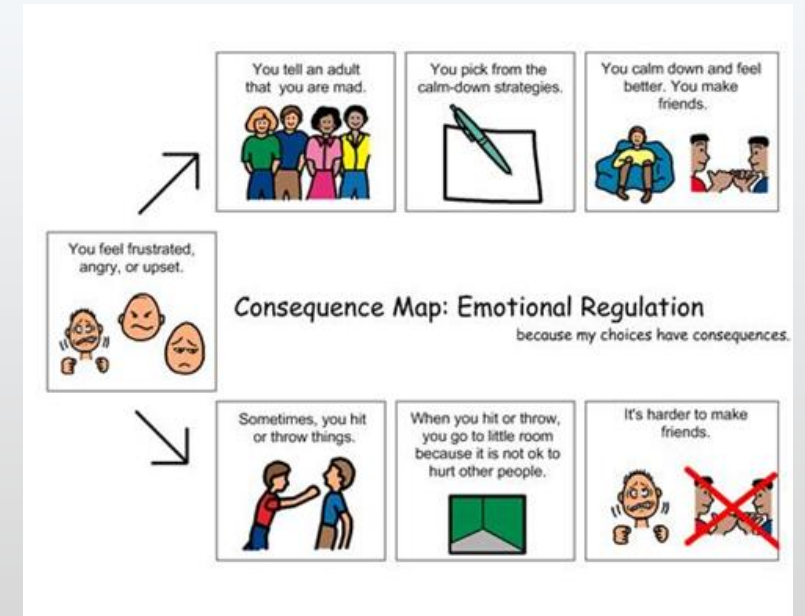
[How Big is My Problem Free Sampler on TpT](https://www.teacherspayteachers.com/Store/Pathways-2-Success)

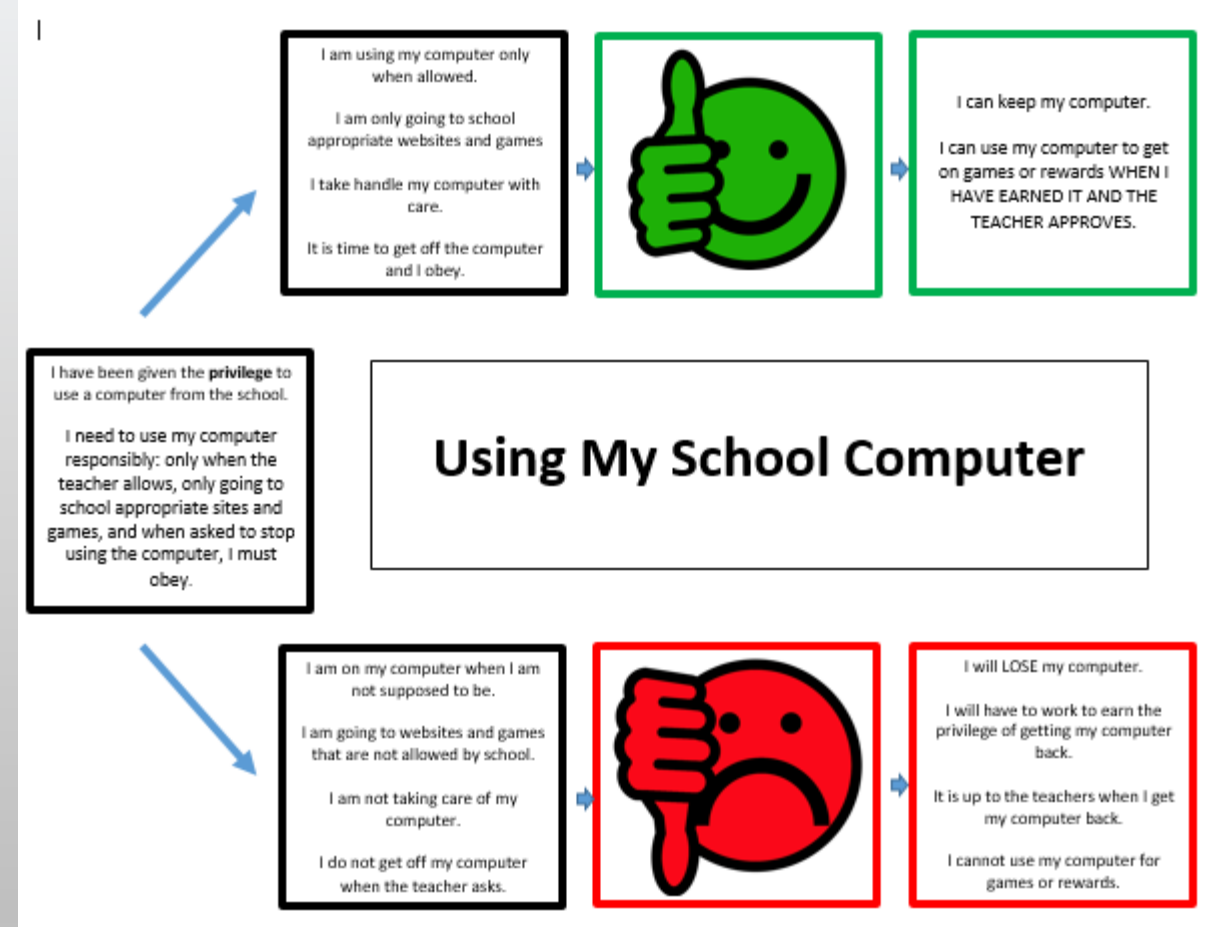
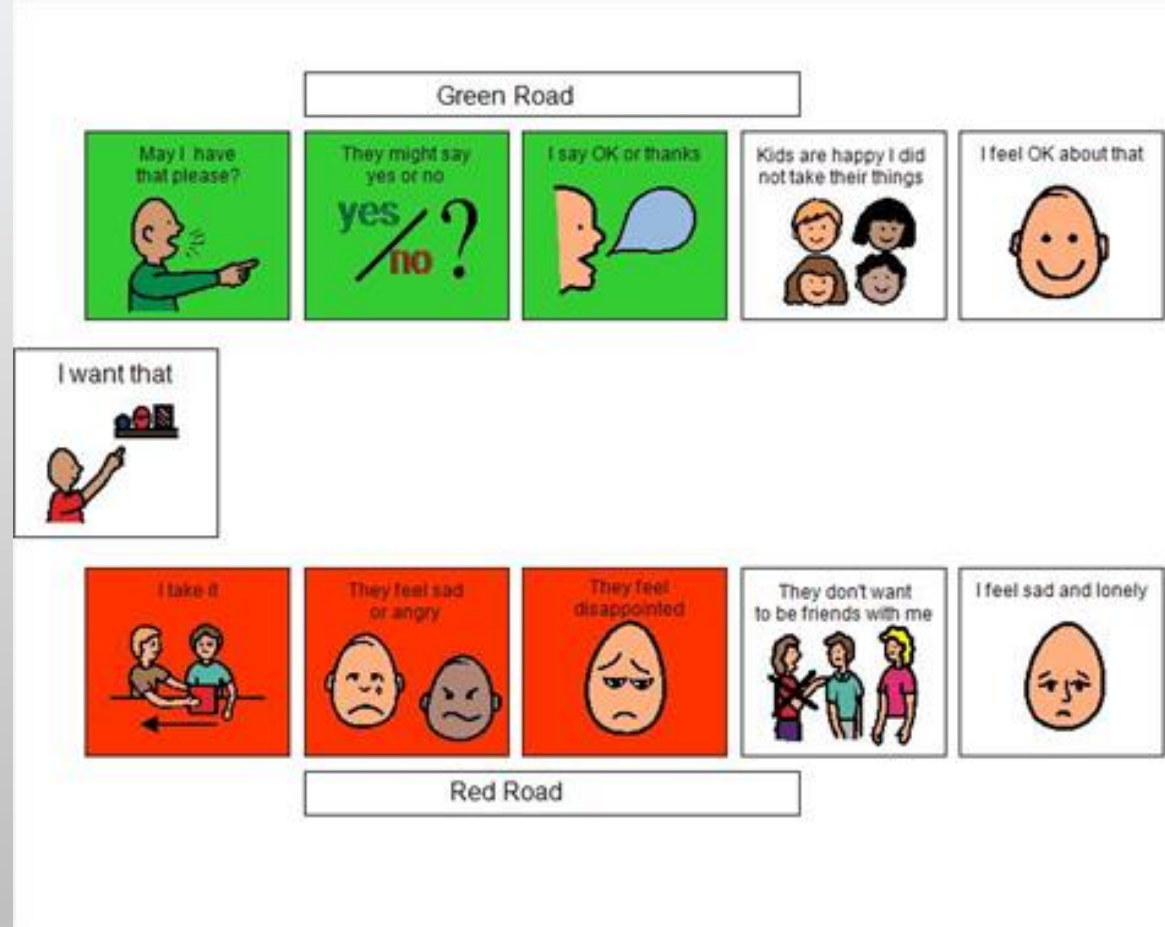
Consequence/Contingency Maps



<https://i1.wp.com/4.bp.blogspot.com/-3XjLZ6cQMuy/UmskTgdqFI/AAAAAAAAACEY/BLJNUjGEegc/s1600/Slide03.png>

<https://images.boardmakeronline.com/thumbnails/C4FF8C6E0BAA215FAA78780804187910.png?h=393&w=491>





Resources for Teaching Emotion

- [Teaching emotions to students with autism/aspergers](#)
- [Happy or Sad? Emotion flash card quiz for children with ASD](#)
- [Learning Time Fun You Tube video to teach emotions](#) (6 min)
- [Sesame Street Name that Emotion YouTube](#)
- [Kids Vocabulary for Feelings Video](#)
- [Feelings and Mood](#)
- [Controlling Emotions](#)
- [The Feelings Song](#)
- [Emotions Bingo Video](#), [Emotions Bingo Card](#)
- [Free emotion flash cards with activities](#) – from Super Simple Learning
- [Free emotion flash cards](#) – free photographs – from Have Fun Teaching
- [Teaching Feelings and Emotions](#) - free printable flash cards and posters characters
- [Robot emotion flash cards](#) – free
- [Emoji emotion flash cards](#) - free
- [Conscious Discipline How do you feel? Chart](#)
- [Lego Faces Feeling Chart](#)
- [Do2 Learn Emotions color wheel and activities](#)
- [Do 2 Learn Emotions Check in/Check out](#)

Emotions Word Bank

Things to consider before you begin: Select target emotion word based on pre-determined pace, scope, and sequence.

Use this Word Bank sheet and Emotions Color Wheel as you answer these questions:

1. **Pace:** How often should I introduce a new emotion word?
How often will I review targeted words to promote maintenance?
2. **Scope:** How many words will I target?
Will I only choose words from level 1 based on student ability?
3. **Sequence:** Will I target words within a certain type (i.e. "Happy" emotions) first or within a certain emotional range (i.e. mild emotions) first?

Note: On the Emotions Color Wheel, the emotional types are grouped by color ("Happy" = green). In terms of range, mild emotions are on the outer perimeter of the circle; the most extreme emotions are found in the circle's core.

Level 1 Words might be used with younger students or with students who have more limited expressive and receptive language skills:

Calm Happy Interested Excited	Surprised Confused Concerned Nervous Afraid	Cranky Bored Upset Angry Disgusted	Disappointed Hurt Sad Depressed
--	---	--	--

Level 1 & Level 2 Words:

Calm Content Jolly Satisfied Relaxed Happy Giddy Interested Enthusiastic Overjoyed Excited Mesmerized Amazed Thrilled Fixated Exuberant Obsessed	Surprised Startled Unsure Apprehensive Afraid Confused Concerned Nervous Anxious Worried Afraid Astonished Awed Terrified Frantic Hysterical	Bored Cranky Distracted Aggravated Irritated Upset Frustrated Angry Distaste Disbelief Disgusted Irate Apathetic Contemptuous Bitter Disdain Loathing Enraged	Hurt Disappointed Sad Distraught Grief Depressed Despair
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Scenario Cards Level 1-2 (page 1)

1. I am lying down, listening to my favorite song. Everything is peaceful and quiet. I feel...	2. I just finished all of my work for the day. I feel...	3. My mom just gave me the best birthday present! I feel...	4. The teacher is talking about Japanese culture. I have always wanted to learn more about this subject. I feel...
5. My class just won a pizza party for selling the most tickets! I feel...	6. I did not know that my brother was coming to my recital! I feel...	7. I do not understand this job assignment at all. I feel...	8. My friend has not called me back all day. He should have arrived home by now. I feel...

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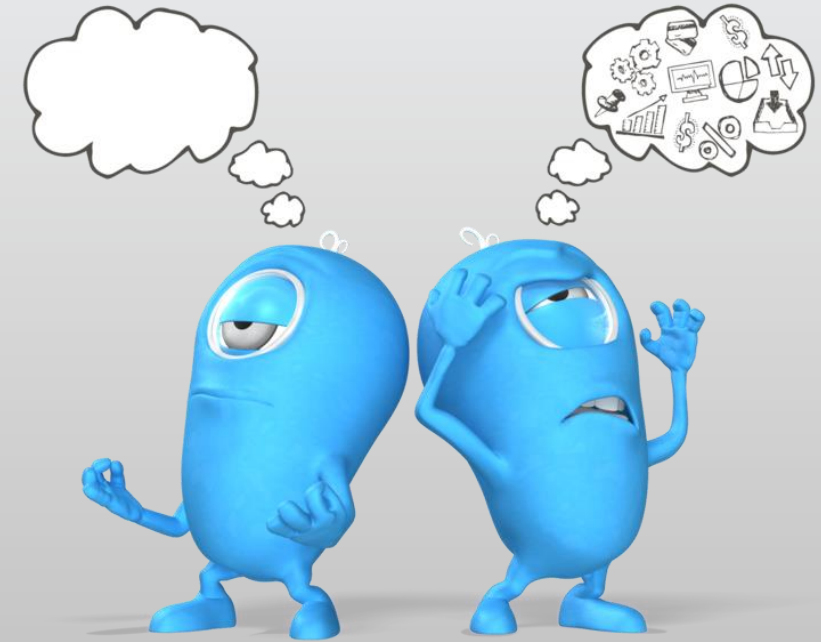
Resources to Teach Coping Skills/Calming

- [Conscious Discipline Breathing Techniques and Posters](#)
 - [STAR breathing](#) - video
 - [Pretzel breathing](#) - video
 - [Drain breathing](#) – video
 - [Balloon Breathing](#) – video
- [I Can Calm](#) video based on the Conscious Discipline Book
- [Victories'n Autism](#) self-regulation visual supports
- [Physical Coping Dice](#)
- [Brain Gym Movement Cards](#)
- [Go Noodle Unwind](#)
- [Mind Yeti](#) – calming, getting along, resetting, and focus
- <https://www.calm.com/schools>



Apps

- [Nag](#) – Free, set alerts and repeating reminders
- [Fluid 2](#) – Free – Turns the iPad into a pond, can relax with the water, make wishes, change water color etc .
- ..
- [Stop Think Breathe](#) – Free –
- [Breathing Bubbles](#): Free – gage emotion, release a worry or receive a joy
- [Calm](#) -
- [Breathe, Think, Do with Sesame Street](#) –
- [Breath Pacer](#)- Free
- [Guided Breathing with Jacob the Frog](#) - \$.99
- [Relax Melodies](#) – Free
- [Sand Draw](#) – Free
- [Gloop](#) – Free
- [Autism 5-Point Scale](#) – Free
- [Autism 5Positive Penguins](#) - \$.99 - Positive Penguins app is a resilience-building app for all children. Added a simple 5-minute guided meditation for children to learn to sit, relax and let go of the thoughts as they come into their heads.



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QUESTIONS

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