MANAGING FRUSTRATION

MODULATING EMOTION

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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

Adaptive Model – displayed by individuals with good coping strategies

- Stressors – promotion, death, separation, pain, birth of a sibling
- Buffers – social networks, hardiness, internal locus of control
- Adaptive Behaviors – assertiveness, socializing, exercise
- Reinforcement
- Stress Reduction

Maladaptive Model – exhibited by individuals with poor coping strategies

- Stressors – criticism, changes, inability to understand, external control
- Lack of Buffers – lack of friends, communication deficits, lack of self-control
- Maladaptive Behaviors – tantrum, aggression, self-injury, stereotypic behaviors
- Punishment
- Increased Stress

(Groden 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

• 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).

Caroline Miller: https://childmind.org/article/how-to-handle-tantrums-and-meltdowns/
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

http://www.do2learn.com/organizationtools/EmotionsColorWheel/transitions.htm

Emotions Color Wheel

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

Name: ___________________________ Date: ___________________________

**Today, I am feeling:**

Calm  Happy  Excited  Confused  Nervous  Afraid

Disappointed  Hurt  Sad  Bored  Upset  Angry

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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:**

This word means: ___________________________

What makes me feel this way?

Definition: ___________________________

What makes me feel this way?

Synonyms: ___________________________

**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.

https://themindfulclassroom.wordpress.com/category/deep-breathing/
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.

https://themindfulclassroom.wordpress.com/category/deep-breathing/
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

https://themindfulclassroom.wordpress.com/category/deep-breathing/
Conscious Discipline Breathing Techniques
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

http://activelivingresearch.org/sites/default/files/ALR_Brief_ActiveEducation_Jan2015.pdf
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 game Yuvi
• 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
5 Point Scales Paired with Options and/or Coping Skills (create with the student)
Scales Paired with Options and/or Coping Skills - Make with the student and consider incorporating areas of interest
Teach range of problems (Would coordinate with 5 Point Scale)

- 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
Consequence/Contingency Maps

Contingency Map

- The behavior you want to occur (e.g., asks for a break)
- The reinforcer or naturally occurring consequence (e.g., get a 5-minute break)
- The behavior problem (e.g., hitting)
- The naturally occurring outcome (e.g., doesn’t get a break, is assigned more work)

Consequence Map: Emotional Regulation

- You feel frustrated, angry, or upset.
- Sometimes, you hit or throw things.
- When you hit or throw, you go to a little room because it’s not ok to hurt other people.
- It’s harder to make friends.

https://i1.wp.com/4.bp.blogspot.com/-3XjLZ6cQMuY/UmnskTgdcFI/AAAAAAAACEY/BL3NUjGEegc/s1600/Slide03.png

https://images.boardmakeronline.com/thumbnails/C4FF8C6E0BAA215FAA78780804187910.png?h=393&w=491
Using My School Computer

Green Road

- May I have that please?
- They might say yes or no?
- I say OK or thanks
- Kids are happy I did not take their things
- I feel OK about that

Red Road

- I want that
- I take it
- They feel sad and angry
- They feel disappointed
- They don't want to be friends with me
- I feel sad and lonely

I am using my computer only when allowed.
I am only going to school appropriate websites and games.
I take care of my computer.
I am not taking care of my computer.
I do not get off the computer when the teacher asks.

I can keep my computer.
I can use my computer to get on games or rewards WHEN I have earned it and the teacher approves.

I have been given the privilege to use a computer from the school.
I need to use my computer responsibly: only when the teacher allows, only going to school appropriate sites and games, and when asked to stop using the computer, I must obey.

I am on my computer when I am not supposed to be.
I am going to websites and games that are not allowed by school.
I am not taking care of my computer.
I do not get off my computer when the teacher asks.

I will lose my computer.
I will have to work to earn the privilege of getting my computer back.
It is up to the teacher when I get my computer back.
I cannot use my computer for games or rewards.
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 YouTube 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
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.
References

• Smith-Myles, B. (2016) Individuals with ASD who present with behavior and executive function challenges: practical solutions. [training handout]. Indiana Resource Center for Autism: Indiana Institute on Disability and Community. Bloomington, IN.


• Self-Regulation One Breath at a Time - https://themindfulclassroom.wordpress.com/category/deep-breathing/


• http://activelivingresearch.org/sites/default/files/ALR_Brief_ActiveEducation_Jan2015.pdf
QUESTIONS

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