



Helping Kids Stay Calm and Manage Their Emotions

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Welcome to our session! We're so glad you could join us.

Special Education Parent Resource Center (PRC)

www.apsva.us/prc

The PRC provides information and support to parents, primarily those with children with disabilities, as they work with school staff to identify and meet their children's unique needs. We welcome you to schedule a consultation with us, borrow materials from our lending library, attend our learning events, access resources on our website, and visit the PRC.

SUBSCRIBE to our weekly messages to keep up to date with PRC Events and News!

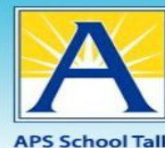


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**Individual
Consultations**

**School and
Community
Connections**



**Parent
Resource Center**
Monday Message



**Parent and
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Emotional Regulation: The ability to exert control over our emotional state

- Calm
- In control
- Listening
- Focused
- Able to participate
- Communicate needs in expected ways



Dysregulation: an inability to control or regulate one's emotional response

- Frustration
- Confusion
- Irritability
- Mood swings
- Behaviors of concern
 - Tantrums
 - Self-injury
 - Aggression
 - Elopement



Having a Disability can Contribute to Dysregulation

Difficulty with
change

Anxiety

Difficulty
understanding
directions

Difficulty
expressing wants
and needs

Hard time sitting
still or waiting

Motor skill deficits

Sensory differences

Unable to predict
what will happen



Medical Concerns Can Cause Dysregulation

Sleep Disorders

- *2/3 of children with ASD have a history of sleep difficulty
- *Levels of melatonin
- *↑sensitivity to outside stimuli

Epilepsy

- *25-40% of children with ASD develop seizures
- *Puberty/hormones (Catamenia Epilepsy)

Diet/GI Symptoms

- *Selectivity/eating rituals
- *Gastrointestinal Symptoms
- *Constipation/Diarrhea
- *Food Allergies/

Use of Medications and Their Side Effects

- *Stimulants
- *Antipsychotics
- *Anti-Depressants
- *SSRI's
- *Neuroleptics

Additional Medical Issues

- *Anxiety
- *Depression/mood disorders
- *Allergies
- *PICA
- *Ear infections



ASD and Sensory Issues

- Unusual responses to sensory stimuli.
- Hyper (over) or hypo (under) sensitive to one or more senses.



Affected senses include:

Auditory (Hearing)

Tactile (Touch)

Vestibular (Balance)

Proprioceptive (Gross motor)

Olfactory (Smell)

Visual (Seeing)

Gustatory (Taste)

Hyposensitivity: Sensory Seeking

- Spinning
- Jumping
- Running
- Chewing on non-edible substances
- Making noises
- Sniffing hair
- Pulling hair



Hypersensitivity: Sensory Avoiding

- Picky eater
- Avoiding public restrooms
- Sensitive to bright or fluorescent lights
- Hiding in small spaces
- Needs headphones
- Won't wear clothes with tags
- Takes off shoes and/or socks



A decorative graphic on the left side of the slide consisting of three parallel, wavy vertical lines. The outermost line is white, the middle line is a light teal color, and the innermost line is a slightly darker teal color. They all follow a similar wavy path from top to bottom.

Strategies

Using Visuals to Identify Emotions

How are you feeling?

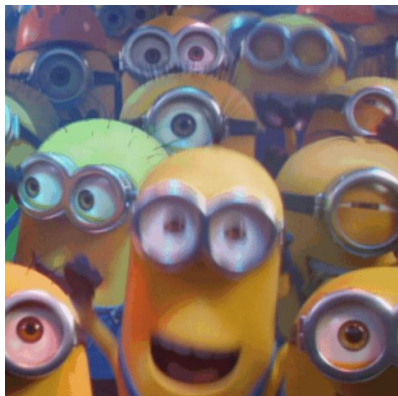
How is your child
feeling?

On this sheep-scale,
how do you feel today?





HOW TO SIGN
SAD



How do you feel?



Hopeful



Surprised



Happy



Sad



Mad



Confused



Hurt



Excited



Embarrassed



Scared



Disappointed



Proud



Tired



Worried



Angry

Emotion

Looks Like

Feels Like

Sounds Like

Uncomfortable



Calm



Lonely



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Frustration Scale

How do I feel?

What can I do?



angry
mad
frustrated



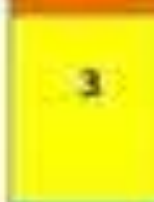
Take deep breaths



disgusted
irritated
annoyed
frustrated



Squeeze a pillow/ball



scared
nervous



Run outside



sad
tired



Relax on bean bag



happy
excited



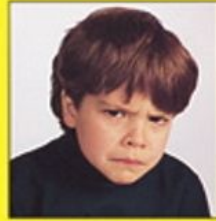
Emotions



happy



sad



angry



excited



afraid



shy



guilty



tired



jealous



loved



hopeful



bored



proud



sorry



embarrassed



surprised

Happy



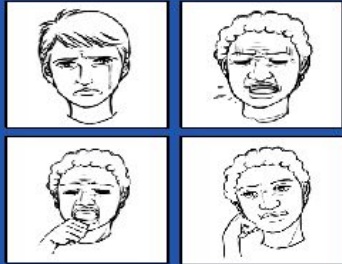
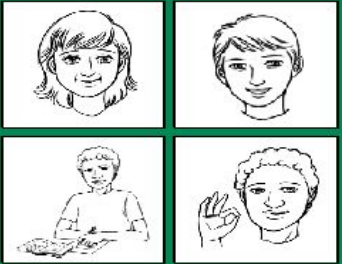
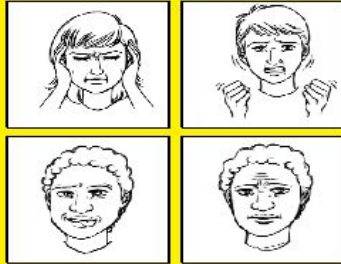
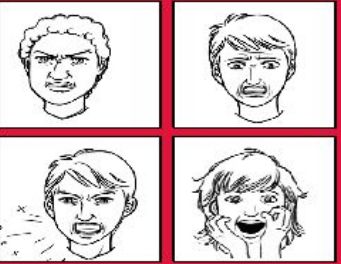
Sad



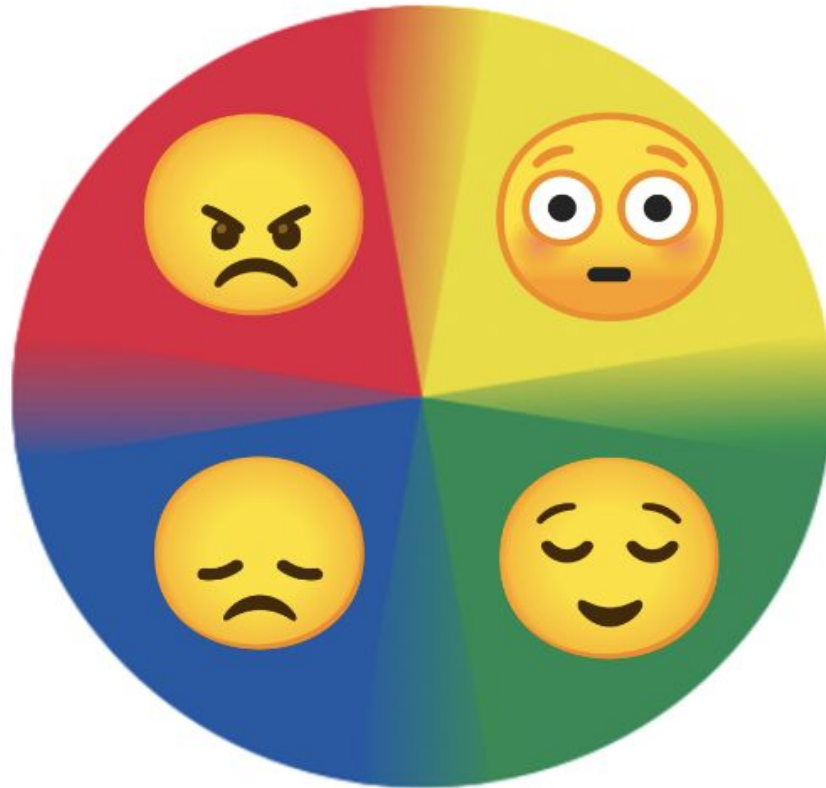
Mad



The **Zones** of Regulation™

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

What **ZONE**
are you in?



Help children learn what their body feels like, looks like, and sounds like with different emotions

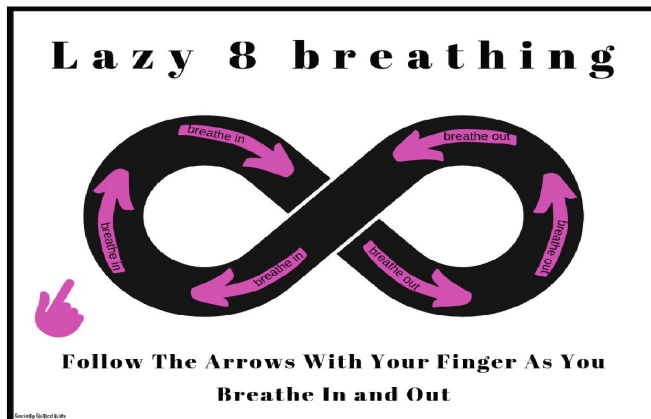
- Checklists
- Photos and videos
- Mirrors
- Modeling

I have a calm body when...

5	I can take 5 deep breaths.	☐
4	I can count to 10.	☐
3	My body is relaxed.	
2	I have a quiet calm mouth.	
1	I am ready to return to work.	



- Blow bubbles
- Blow up a balloon
- Lie down and place child's hand on stomach to feel the air moving
- Lazy 8 Breathing



Take a Deep Breath

**Breathe
with me**



Create a Sensory Toolbox



Sensory Supports: **Olfactory (Smell)** and **Gustatory (Taste)**

- *Chewelry™* or other safe chewable items
- Crunchy foods, like carrot sticks
- Cinnamon candy
- Sugarless gum
- Aromatherapy inhalers
- Hand lotion



Sensory Supports: **Auditory (Sound)**

- Noise-canceling headphones
- Soft earplugs
- White noise machine
- Nature sounds
- Listening to music
- Musical instrument
- Jewelry with a bell



Sensory Supports: Visual (seeing)

- Sunglasses
- Hats
- Fidgets that provide visual stimuli (glitter wand, kaleidoscope, etc.)



Sensory Support: Tactile (touch)

- Fidget rings
- Weighted vests or blankets
- Squeezy balls
- Pop-it
- Fidget cube
- Slime or playdough



Sensory Supports: Kinesthetic and Proprioceptive, and Vestibular (movement)

- Swinging
- Rocking
- Head massage
- Jumping
- Exercise
- Heavy work
- Give yourself a hug



Model Regulation Strategies



Calming Menus

- Individualized
- Pictures or photos of child using the strategy



Adapting for Autism

Social Narratives

- An individualized story
- First -person
- Focusing on what TO do
- Validate feelings
- Photos or visuals



Additional Supports:

Tools for Creating Structure and Routine



CREATE STRUCTURE

- Have a regular routine
- Could include a beginning and ending song
- Use a schedule
- Use “first/ then”
- Visual timers



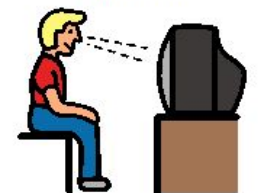
First

clear table



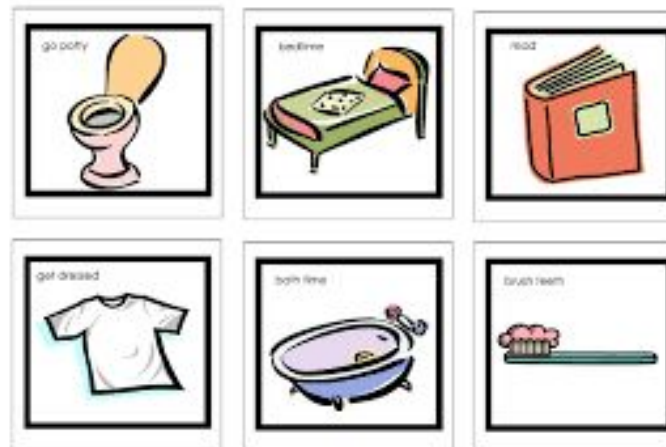
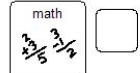
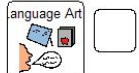
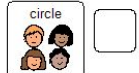
Then

watch TV



VISUAL SCHEDULES

Megan's Daily Schedule



TOOLS FOR CREATING VISUAL SCHEDULES

- Boardmaker Share
- LessonPix
- Google Images
- Photos
- Binder
- Velcro
- Color-coding
- Cookie Sheet
- White board or Refrigerator

- Apps:
 - Todo Visual Schedule
 - Visual Schedule Planner
 - ChoiceWorks
 - First Then Visual Schedule
 - Happy Kids Timer
 - 30/30

COVID-19 Daily Schedule for kids		
Before 9am	Wake Up	Wake up, eat breakst, make bed, get ready for the day
9-10am	Free Time	Watch TV, Ipad, Play Games, ect
10-11am	Outside Time	Take a walk, play in the yard or walk dog
11-12am	Creative Time	Art projects, Slime, Coloring, ect
12-12:30pm	Lunch	
12:30-1pm	Chores	Do appropriate chores
1-2pm	Quiet Time	Read, Puzzle, Nap, or color
2-4pm	Academic time	Educational Games, Math, Online education, Science Project, Writing
4-5pm	Outside or Play Time	Go outside to ride bikes or play in the house
5-6pm	Dinner	
6-9pm	Free time until bed	Free choice time, fam Movie Take showers/ready for bed



What we sometimes see as
a failure to **BEHAVE**
properly,

is actually a failure to

COMMUNICATE
properly.

Communication Tools

- Give Wait Time
- Core Vocabulary Boards
- Augmentative and Alternative Communication Devices (AAC)
- Visual directions

PROCESSING
TIME



www.theautismpage.com



Visual necklace with quiet picture



Visual for Nice Hands



people	me	what	where	now	later	today	some	different	big	little
is/am	are	to	first	next	last	all gone	ready	busy	happy	sad
can	have	come	feel	know	give	menty	good	bad		
you	do	eat	drink	finish	get	sing	that	a the	and	more
your	back	go	help	open	put	see	again	is	away	on
here	there	like	play	read	stop	walk	show	out	up	off
yes	no	want	take	tell	turn	watch	write	front	down	with

Use Visuals For Communication

Example: horseback riding class choice board



horse



brown horse



hug



walk



ride



go



stop



hi



up



down

If a Child is in Crisis:

- Stop talking or use few words and calm, quiet voice
- Sensory supports: calm music, turn down lights, chewie, etc.
- Remember: Immediate goal is de-escalation
- Offer visuals
- Give plenty of personal space
- Calming menu





Thank you for
coming!

Questions??