

Emotional Regulation:

Workbook

**Learning Objectives:**

1. To define emotional regulation
2. To learn general guidelines for increasing communication about emotions
3. Help reinforce basic positive regulation strategies

Review

**What is ASD?**

ASD stands for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 2 Core areas:

1. Communication/Social Deficits
2. Fixed/Repetitive Behaviours
   * Present in early development
   * Cause significant impairment in social, occupational, or other areas of life
   * Not better explained by an intellectual disability or global developmental delay

* 3 Levels:

1. Level 1: Support Needed
2. Level 2: Substantial Support Needed
3. Level 3: Very Substantial Support Needed

**What is ABA?**

ABA stands for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* ABA is a set of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that are used to improve \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ behaviours.

**What are some concerns you have about your child’s emotional regulation?**

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| --- | --- |
| **Emotions that are Difficult:** | **Behaviours that happen:** |
| *Anger* | *Yelling* |
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**Emotional Regulation Skills:**

* Demonstrate understanding of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + In self and \_\_\_\_\_\_\_\_\_\_\_\_\_.
* Shows emotion appropriate to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* \_\_\_\_\_\_\_\_\_\_\_\_ about emotions regularly.
  + \_\_\_\_\_\_\_\_\_\_\_\_ for others and self
* Uses appropriate \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_to deal with difficult emotions.
  + Eg. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_.

**Why would we work on Emotional Regulation?**

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| --- | --- |
| Short Term: | Long Term: |
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**How do we teach emotional regulation skills?**

1. Use \_\_\_\_\_\_\_\_\_\_\_\_\_\_ strategies.
2. Use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to build skills.
3. Provide \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .
4. Lead by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
   1. Demonstrate good \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ ourselves.

**Suggestions for teaching:**

|  |  |
| --- | --- |
| Skill | Suggestions: |
| Teaching Emotion Recognition |  |
| Linking Emotions to Situations |  |
| Setting up the Environment |  |
| Labeling Emotions |  |
| Calming Strategies |  |

**Key Points about Calming Strategies**

* Age appropriate
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Child has most/all of the necessary skills
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Neutral Tasks (not highly reinforcing or aversive)
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Choose and teach a variety of strategies
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Calming Strategies to use:**

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| Skill | Suggestions on how to practice: | Situations it can be used: |
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