

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:**

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| 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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