Learning Better Ways to Cope: Teaching Students with ASD to Recognize and Manage Their Emotions

Objectives

1) Participants will describe the difficulties individuals with ASD may have in regulating their emotions and coping with stressful situations

2) Participants will employ modifications to the environment to make it easier for individuals with ASD to manage stressful situations

3) Participants will use strategies to teach students on the autism spectrum ways to cope and regulate their emotions
Emotion Regulation

Emotion Regulation: How we try to influence which emotions we have, when we have them, and how we experience and express these emotions (Gross, 1998)

https://www.youtube.com/watch?v=AQJhiymiCCg
Emotion Regulation and ASD

What do we know about emotion regulation in individuals with Autism Spectrum Disorder?

Recent study (Lecavalier, 2006) found that more than 60% of school-aged children with an autism spectrum disorder have high rates of behavioral and emotional problems.

Emotion Regulation and ASD

- Between 11% and 84% of children with ASD experience some degree of impairing anxiety (White, Oswald, Ollendick, & Scahill, 2009)
- Individuals with ASD use adaptive emotion regulation strategies (e.g., goal-directed behaviors, seeking social support) less effectively than controls (Jahromi et al, 2012)
- Individuals with ASD tend to use more maladaptive strategies such as avoidance and venting (Jahromi et al, 2012)
Fig. 1. Characteristics of ASD that may contribute to emotion dysregulation.

http://www.sciencedaily.com/releases/2015/01/150127100018.htm
ASD and Coping

Some common coping behaviors include:

- Self-isolation
- Biting and or motor stimulation
- Repetitive patterns in play, communication and familiar daily events
- Vocal stimulation (humming, echolalia self talk, whistling)
- Intense attachment to favored objects
- Excessive avoidance or intense seeking of particular sensory experience

http://www.fraser.org/tip_sheets/coping_skills.PDF

How Can We Help?
Adaptive and Maladaptive Coping Model (Groden et al., 1994)

<table>
<thead>
<tr>
<th>Maladaptive Model</th>
<th>Adaptive Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Exhibited by persons with poor coping strategies, especially by individuals with developmental disabilities)</td>
<td>(Exhibited by persons with good coping strategies)</td>
</tr>
<tr>
<td><strong>Stressors</strong> (taking criticism, changes, inability to understand instruction, external control)</td>
<td><strong>Stressors</strong> (pomotion, death, separation, birth of a sibling, pain)</td>
</tr>
<tr>
<td><strong>Inability to Use Buffers</strong> (lack of friends, communication deficits, lack of self-control)</td>
<td><strong>Buffers</strong> (social networks, hardiness, internal locus of control)</td>
</tr>
<tr>
<td><strong>Maladaptive Behaviors</strong> (aggression, tantrum, self-injury, stereotypic behaviors)</td>
<td><strong>Adaptive Behaviors</strong> (assertiveness, socializing, exercise)</td>
</tr>
<tr>
<td>Punishment</td>
<td>Reinforcement</td>
</tr>
<tr>
<td>Increased Stress</td>
<td>Stress Reduction</td>
</tr>
</tbody>
</table>

Mitigate and Cope (Ladd, 2007)

- **MITIGATE** - the adult (e.g., parent, teacher) makes environmental modifications to context
- **COPE** - the student is taught skills to “cope” with the context
Why Move Beyond Mitigation...

– Waiting too long – needs to start early
– Post graduation studies have show that our students with ASD are not faring well
– Lack of independence

Mitigate and Cope (Ladd, 2007)

• Austin is likely to have problem behavior when he is hungry
• Mitigate – teacher schedules an extra snack time for Austin during the day
• Cope – Austin is taught to indicate on a visual when he is feeling hungry
Mitigate and Cope (Ladd, 2007)

Example – ACTIVITIES/ROUTINES:

• Cameron is more likely to have problem behavior when she has to end a preferred activity
• Mitigate – parent provides access to a new preferred activity/object
  • In addition, parent gives/uses visual timer to indicate when preferred activity is going to end
• Cope – Cameron is taught to use her communication skills to request the new preferred activity that is appropriate

Mitigate and Cope (Ladd, 2007)

Example – SOCIAL:

• Hunter had more problem behavior when told “No, that’s wrong”
• Mitigate – teacher/parent said “Try again” instead of “No, that’s wrong”
• Cope – Hunter is taught to ask for help when he faces a difficult problem
When to Teach

Identifying Teachable Moments

Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
http://csefel.vanderbilt.edu/resources/training_preschool.html

Where/Who to Teach

• May need to practice some skills outside of the situation
• Important to also practice skill in actual context that behavior occurs in – plan time or set up scenario
• Also need to generalize individuals that person uses skill with
## Coping Skills: What to Teach

9 Families of Coping (Skinner et al., 2003)

1) Problem Solving
2) Support Seeking
3) Escape
4) Distraction
5) Positive Cognitive Restructuring
6) Rumination
7) Helplessness
8) Social Withdrawal
9) Emotional Regulation

### Emotional Regulation

- Recognize your emotions
- Express your emotions
- Control your emotions
Emotion Regulation: Recognizing How You Feel

- Learning to recognize what their body feels like
- Understanding when their feelings may be getting worse
- Recognizing other behavioral indicators of their internal state
- Identifying situations that make them feel a certain way
- Can be done verbally or nonverbally

Identifying Feelings
Mark whether each period makes you feel like you have a happy brain 😊 or a worry brain 😞:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Happy brain</th>
<th>Worry brain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning Routine</td>
<td>😊</td>
<td>☹</td>
</tr>
<tr>
<td>Math</td>
<td>☹</td>
<td>😊</td>
</tr>
<tr>
<td>Snack/Break</td>
<td>☹</td>
<td>☹</td>
</tr>
<tr>
<td>Computers/Library</td>
<td>☹</td>
<td>☹</td>
</tr>
<tr>
<td>Science</td>
<td>☹</td>
<td>☹</td>
</tr>
<tr>
<td>Lunch</td>
<td>☹</td>
<td>😊</td>
</tr>
<tr>
<td>Social Studies</td>
<td>☹</td>
<td>😊</td>
</tr>
<tr>
<td>Language Arts and Writing</td>
<td>☹</td>
<td>😊</td>
</tr>
</tbody>
</table>
Identifying Situations

- Knowing yourself
- Forecasting emotions that situations are expected to produce
- Taking into account these emotions when selecting situations you will be exposed to

Pena-Sarrionandia, Mikolajczak, & Gross, 2015)
Identifying Situations

Strategies to teach:

• How to identify situations that are difficult
• Linking situations with the emotions they will likely cause
• Weighing pros and cons of confronting or avoiding certain situations
• Appropriate ways to avoid known difficult situations
Expressing How You Feel

• Appropriately communicating how they feel can be an important part of the process
• Can be done verbally or nonverbally
• Alerts the adult to when intervention may be necessary
• Can be difficult for children with ASD – may require frequent labeling
• May not be a necessary step for all individuals
Expressing Emotions

How Do I Feel Right Now?

1. Curious
   - Relaxed
   - Content
   - Happy
   - Peaceful
   - Positive
   - Settled

2. Nervous
   - Worried
   - Concerned
   - Anxious
   - Fidgety
   - Jittery
   - Unsure

3. Tense
   - Insecure
   - Confused
   - Lost
   - Upset
   - Sad
   - Impatient

4. Overwhelmed
   - Uncomfortable
   - Agitated
   - Frustrated
   - Irritated
   - Discouraged
   - Cross

5. Angry
   - Panicked
   - Out of Control
   - Rage
   - Powerless
   - Frightened
   - Despair
Situation Selection

Situation Selection Options:

1) Experience – choosing to face a situation in spite of the negative emotions it might elicit (might have long-term benefits)

2) Avoidance – escaping or avoiding the situation
Decision Making Tools

- Decision-making is a life skill
- Students with ASD don’t always have much experience
- Students with ASD have a difficult time predicting or conceptualizing outcomes

Contingency Map

- If Andrew waits his turn and takes a deep breath, he gets another turn at the computer.
- If Andrew cries and doesn’t wait his turn, he doesn’t get another turn on the computer.

Graphics by www.autismclassroomnews.com
<table>
<thead>
<tr>
<th>Do Something Different</th>
<th>Do The Same Thing</th>
<th>Can I Make it Better?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRO:</td>
<td>PRO:</td>
<td></td>
</tr>
<tr>
<td>• Get to dance</td>
<td>• Won’t make any mistakes</td>
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<tr>
<td>• Hear great music</td>
<td>• Won’t get nervous trying to talk to strangers</td>
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<tr>
<td>• Hang out with friends</td>
<td>• Won’t be embarrassed that I wasn’t asked to dance</td>
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<tr>
<td>• Be part of a group</td>
<td>• Will feel safer</td>
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<td>• Meet new people</td>
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<td>• Meet someone to date</td>
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<tr>
<td>• Have lots of fun</td>
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<tr>
<td>CON:</td>
<td>CON:</td>
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</tr>
<tr>
<td>• Don’t like to make conversation with strangers</td>
<td>• Won’t get to dance</td>
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<tr>
<td>• Afraid no one will ask me to dance</td>
<td>• Won’t get to hear great music</td>
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<tr>
<td>• Might make an embarrassing mistake</td>
<td>• Won’t be able to see my friends</td>
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<tr>
<td>• Will feel really nervous</td>
<td>• Won’t meet anyone new</td>
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<td></td>
<td>• Won’t meet someone to date</td>
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<td></td>
<td>• Will be lonely</td>
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<td></td>
<td>• Will be bored</td>
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<td></td>
<td>• Will be sad</td>
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<tr>
<td></td>
<td>• Will never get to go to a dance</td>
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<tr>
<td>I CAN:</td>
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<tr>
<td>• Practice making conversation with _____ ahead of time</td>
<td>• Ask someone to dance with me instead of waiting to be asked</td>
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<td></td>
<td>• Ask good friends ahead of time if they’ll dance with me</td>
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<td></td>
<td>• Practice calming sequence so I won’t get nervous</td>
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</tbody>
</table>
## Just-Right Strategies Investigation

Try these out and see how you feel.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th><em>I like this strategy</em></th>
<th><em>I don’t like this strategy</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Take five deep breaths.</td>
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<tr>
<td>Close your eyes and think of a</td>
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<td>happy place. e.g., the beach.</td>
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<td>Close your eyes and think of your</td>
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<td>favorite activity.</td>
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<td>Run outside.</td>
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<tr>
<td>Think to yourself over and over.</td>
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<td><em>I am calm, I feel calm.</em></td>
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<tr>
<td>Have a drink of water.</td>
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<td>Ask to take a break.</td>
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<td>Try the deep breathing script.</td>
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<td>Read.</td>
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<td>Count to 20.</td>
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<tr>
<td>Draw.</td>
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<tr>
<td>Sing or hum.</td>
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<tr>
<td>Swing on the swings.</td>
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<tr>
<td>Make your own strategy.</td>
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</tbody>
</table>

### SQUARE BREATHING

1. Breathe in for 4 seconds
2. Hold for 4 seconds
3. Breathe out for 4 seconds
4. Hold for 4 seconds

HTTP://elearning.autism.net/visuals/main.php?g2_itemId=138
My **ANGRY** Scale

<table>
<thead>
<tr>
<th>Rating</th>
<th>Looks/Sounds Like</th>
<th>Feels Like</th>
<th>I Can Try To</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Swearing, Breaking stuff, Clenched Teeth, Wide eyes</td>
<td>I have to break something, I want to explode</td>
<td>Ask someone to help me leave and take a walk with me to calm down enough to talk</td>
</tr>
<tr>
<td>4</td>
<td>Swearing under breath, Twisting things</td>
<td>I am mad</td>
<td>Leave the room with permission and go to a safe place to calm down</td>
</tr>
<tr>
<td>3</td>
<td>No talking, Pacing, Breathing a little heavy</td>
<td>I am upset</td>
<td>Go get a drink and come back to the room</td>
</tr>
<tr>
<td>2</td>
<td>Scowling face, Keeping to self, Still interacting when asked to</td>
<td>I am irritated</td>
<td>Use deep breathing, Tell someone how I feel</td>
</tr>
<tr>
<td>1</td>
<td>Nothing different</td>
<td>I am a little anxious</td>
<td>Use deep breathing</td>
</tr>
</tbody>
</table>

**Autism 5-Point Scale App**  
By The Autism Society of Minnesota
Support Seeking

Skills to Teach:

- Knowing you need help
- Determining what kind of help you need
- Who to ask for Help
- How to Ask for Help
- When to Ask for Help – Is it the right time?
http://www.talkblocks.com/

READY TO TALK
You may come up and ask questions or ask for help.

BUSY RIGHT NOW
Right now I am busy with something else. You need to wait to ask me a question or talk to me.
When you need help, you can raise your hand or come and tap the teacher on her shoulder. You can say, "Excuse me, I need help please." Then wait for your teacher to respond.

I want

help

I need help please.

I need help please.
Problem Solving

1. Define the problem
2. Generate alternative solutions
3. Evaluate and select an alternative
4. Implement and follow-up to evaluate
Turtle Technique

1. Recognize that you feel angry.
   - Go into shell.
   - Take 3 deep breaths and think calm, coping thoughts.

2. "Think" Stop.

3. Come out of shell when calm and thinking of a solution.

http://csefel.vanderbilt.edu/resources/preschool.html
Distraction

- Helping student identify situations where using distraction may be beneficial
- Teaching the individual to select and engage in an activity that will distract them during the identified situation
- Teaching the individual to attend to the positive aspects of a situation instead of ruminate on the negative

DISTRACTION BOARDS

http://www.txautism.net/docs/Guide/Interventions/Relaxation.pdf
Distraction Objects

- Manual or Tactile
- Auditory
- Visual
- Cognitive

What is Mindfulness?

According to Jon Kabat-Zinn, mindfulness is paying attention in a particular way, on purpose, in a present moment and non-judgmentally.

Mindfulness also involves acceptance. This means paying attention to thoughts and feelings without judging or reacting to them.

When you’re mindful, there is no “right” or “wrong” way to think or feel in a particular moment.
A Mindful Minute

There are lots of ways to take a mindful minute.

“What if I fail the test?”
I have a worried thought.
It’s drifting by.
It’s okay. I know it’s temporary. I don’t have to react to it.
I am not my thoughts.

I’m bringing myself back from a worried future thought to the present by getting in touch with my senses. What do I touch, taste, smell, hear and see in this moment?

I’m paying attention to my breath. That’s it.
I’m observing my breath and if my mind wanders, that’s okay. I’ll just come back to my breath.

Before Mindfulness Training

Event
A problem or challenge

Reaction
Feelings and behaviors

www.gozen.com
Cognitive Behavioral Interventions

Established Intervention for students with Autism Spectrum Disorders (ages 6-14) – National Standards Project, 2015

- Some manualized cognitive behavioral intervention packages have been modified for students with ASD (e.g., The Coping Cat Program and Exploring Feelings)
- These interventions should be implemented by professionals trained in cognitive behavioral interventions that also have experience working with individuals with ASD
Cognitive Behavioral Interventions

• Recently there is more research on school-based implementation of these strategies
• Studies suggest that prevention programs using CBT in the schools are effective in reducing symptoms of anxiety in students (Nell & Christensen, 2009)

Cognitive Change

• Cognitive Change – changing one or more cognitive appraisal in a way that alters the situation’s emotional significance, by changing how one thinks either about the situation itself or about one’s capacity to manage the demands it poses
Cognitive Change

Recent research suggests that compared to typically-developing children and adolescents, individuals with ASD use cognitive reappraisal less frequently, which was associated with increased negative emotion experience, which in turn was related to greater levels of maladaptive behavior (Samson, Hardan, Lee, Phillips, & Gross, 2015)

Cognitive Restructuring Techniques

- Coping Modeling
- Identifying Negative Self-Talk
- Being a detective – What’s the evidence?
- Identifying positive replacement thoughts or realistic thinking

Bernstein, Aldridge, & May (2013)
<table>
<thead>
<tr>
<th>Type</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or White</td>
<td>Thinking immediately, people, as well as society and media, employ good or evil as a distinction.</td>
<td>Paul made and easy mistake during his class's basketball win. He began thinking, “This is total failure. Nobody will like me. Everyone will hate me.”</td>
</tr>
<tr>
<td>Exaggerating</td>
<td>Making self-critical or other statements that include terms like never, anything, everything, or always.</td>
<td>Sharon was not invited to the party. She thought, “I’m never going to be asked on a date. Nobody cares about me. Boys will always ignore me.”</td>
</tr>
<tr>
<td>Filtering</td>
<td>Only focusing on the positive things that were going well around them but ignoring those that were not going well.</td>
<td>Sara had her best friend cut short and ended differently. After receiving several complaints from friends and family, one person ran away. Sara thought, “I have to stay positive.”</td>
</tr>
<tr>
<td>Deemphasizing</td>
<td>Downplaying the importance or experience or doing something as unimportant or insignificant.</td>
<td>You ask, accompanied by his teacher to his summer camp where the group normally met. (He thought, “Surely he had done that. He doesn’t think I will ever talk to him.”)</td>
</tr>
<tr>
<td>Contemplating</td>
<td>Having expected consequences or outcomes in a negative direction.</td>
<td>Sara did not do the homework that was due the next day. She thought, “I’ll have to do it later. I have no time at all.”</td>
</tr>
<tr>
<td>Judging</td>
<td>Commenting or criticizing oneself or others with a harsh, negative tone.</td>
<td>Selena finally got up enough courage to tell a girl from school that she liked her. In spite of the fact that they had a friendly relationship the 50 days before, Selena hoped that the girl would say yes. She thought, “I have to be more relaxed or she’ll think I’m a jerk.”</td>
</tr>
<tr>
<td>Mindreading</td>
<td>Making negative assumptions regarding other people’s thoughts and feelings.</td>
<td>Aaron had a problem with some where he did not get the clothing into his camp, so he thought, “I know it’s because the camp is broken.”</td>
</tr>
<tr>
<td>Frustration</td>
<td>Thinking others will have fun.</td>
<td>Kelly found taking an important test. She assumed that she failed. She immediately predicted that she would fail. She never go to college, because I know it won’t work.”</td>
</tr>
<tr>
<td>Feelings are facts</td>
<td>Becoming anxious about a particular way, whether or not in thinking that feeling.</td>
<td>You did not have plans with his friends this weekend. He felt lonely and useless. He thought, “No one likes me. I have a terrible personality.”</td>
</tr>
<tr>
<td>Labeling</td>
<td>Calling or referring to someone or something with devalued or derogatory terms.</td>
<td>Brian had no response to the parents about not allowing his son to become a soccer player. “My parents are decisions. They are always telling me what to do.”</td>
</tr>
<tr>
<td>Self-blaming</td>
<td>Holding self responsible for an experience that was not completely under one’s control.</td>
<td>Lucy’s parents argued every night about the matter. She thought, “My parents are so much because of me. If I acted better they wouldn’t have to separate.”</td>
</tr>
</tbody>
</table>

Ways to Teach Cognitive Restructuring

- Using Thought Bubbles
- Using a Thought Record
Cognitive Restructuring

- “Flipping the Pancake”*
- Facing Your Fears - Group Therapy for Managing Anxiety in Children with High-Functioning Autism Spectrum Disorders - (Reaven, Blakeley-Smith, Nichols, & Hepburn)

http://autismteachingstrategies.com/
http://autismteachingstrategies.com/
Using Comic Strip Conversations

- Comic Strip Conversations (Gray, 1994) are one instructional strategies to help teach social understanding and cognition
- Illustrates conversation through simple drawings
- Can be used as a social autopsy

I walk in the hallway. There are a lot of people.
He bumps into me. My books fall to the floor.
I think: "He did that on purpose!"
I become upset and yell at him.
I walk in the hallway.
There are a lot of people.

He bumps into me.
My books fall to the floor.

I think "Deep breath. 1-2-3."
I say: "Hey man, you bumped into me."
He says: "I'm sorry, I didn't mean it."

I say: "It's ok."
He asks: "Can I help you with your books?"
## Cognitive Picture Rehearsal

<table>
<thead>
<tr>
<th>Feeling/Action</th>
<th>Responsive Thoughts</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm fine</td>
<td>Calm</td>
</tr>
<tr>
<td>breathe and relax</td>
<td>Relax</td>
</tr>
<tr>
<td>listen to music</td>
<td>Calm</td>
</tr>
<tr>
<td>change routine</td>
<td>Math might be my best subject, but I try hard. I'm better at...</td>
</tr>
</tbody>
</table>

## Cognitive Restructuring

<table>
<thead>
<tr>
<th>Common Worries</th>
<th>Feeling/Action</th>
<th>Helpful Thoughts</th>
<th>Feeling/Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm horrible at math!</td>
<td>Anxious</td>
<td>Math might not be my best subject, but I try hard. I'm better at...</td>
<td>Calm</td>
</tr>
<tr>
<td>I can't make any mistakes on my homework.</td>
<td>Worried</td>
<td>Mistakes help me learn. Everyone makes mistakes.</td>
<td>Calm</td>
</tr>
<tr>
<td>If I lose, I must be dumb.</td>
<td>Anxious</td>
<td>Everyone has a turn at winning and losing because everyone is good at different games.</td>
<td>Calm</td>
</tr>
<tr>
<td>The dog will bite me.</td>
<td>Scared</td>
<td>Most dogs I've seen have been friendly and didn't bite me.</td>
<td>Calm</td>
</tr>
<tr>
<td>What if someone laughs at me in the lunchroom?</td>
<td>Anxious</td>
<td>No one has laughed at me during lunch before and if they do I can ignore them.</td>
<td>Calm</td>
</tr>
<tr>
<td>I won't go places where there are dogs</td>
<td>Worried</td>
<td></td>
<td>Calm</td>
</tr>
</tbody>
</table>

Adapted from Managing Anxiety in People with Autism – Chalfant, 2011
Teaching cognitive strategies to younger children or children with cognitive delays (Macklem, 2011)

Suggested modifications:
- Decreasing cognitive load by using concrete examples, slowing pace, adding more frequent practice, increasing visual aids and modeling
- Decreasing discussion and adding more actions such as fun games
- Adding emotion education
- Adding reinforcement
- Involving Parents

Embedding Strategies into the Classroom

Why?
1) Children with ASD have difficulty generalizing from one setting to another.
2) Repetition is important for new skill acquisition.
Embedding Strategies into the Classroom
At the Elementary Level

1) Consider whole class social skills lessons

2) Choose books that correspond to skills being taught during large group reading.

3) Target skill use in the whole class reinforcement system.

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Embedding Strategies into the Classroom
At the Elementary Level and Beyond

1. Look for naturally occurring opportunities to use coping language.

2. Look for naturally occurring opportunities to practice skills as a whole class.
What to do when it doesn’t work

• Are maladaptive strategies continuing to “work” better for the student?
• Has the coping skill been adequately taught? (e.g., small steps, visuals, using reinforcement, modeling)?
• Does the student have the necessary prerequisite skills to perform the new behavior?
• Do they see the “benefit” of using the new behavior?
• Have they had enough opportunities to practice?
  Have they practiced in the actual stressful situation with prompting?

What about those Ruminators?

• Teaching Flexibility

Unstuck & On Target! An Executive Function Curriculum to Improve Flexibility for Children With Autism Spectrum Disorders

Lynn Cannon, Lauren Kenworthy, PhD, Katie C. Alexander, MS, OTR, Monica Adler Werner, and Laura Gutermuth Anthony, PhD
My Two Choices

**Stuck in the mud**
- Not happy
- Bad mood
- Angry
- Hungry

Did I get what I wanted? No
When I’m stuck, I
- Miss fun things
- Don’t get anything I want
- Am not with people I like
- Am upset
- Am angry
- Do not earn all my points

Bring stuck might also result in
- Getting in trouble
- Missed time
- Possibly missing part of lunch and recess or play time

**Flexible**
- Want to hang out
- Get happy
- Earn points
- Explored time with my family
- Make my parents proud of me

Did I get something I wanted? Yes
When I’m flexible, I
- Get something I want
- Don’t miss any part of the day
- Feel better
- Get to stay with people I like
- Get bonus points, etc.

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My Flexibility Dictionary

**Plan A/Plan B**

- With a Plan B, I have a good backup plan if Plan A doesn’t happen.

- We all have a way that we would like things to go. Our top plan is called Plan A.
- Plan A does not always work out.
- Without a Plan A, an alternative plan, you may get upset and then get bored because there is nothing to do.
- With a Plan B, you have another good plan for backup.
- Remember to make a Plan B when you make your Plan A.
Summary

• The world for individuals with autism spectrum disorders may be more stressful
• It is important to not just modify the individual’s environment to make things easier but also to TEACH COPING SKILLS
• Teach individuals how to recognize and express how they feel, and cope with the situation or problem-solve it
• The goal is to increase the individuals independence in using these skills in multiple settings

CARD Albany is now on Facebook
https://www.facebook.com/cardalbany

Required Coursework for Special Education Professionals now online – “Responding to the Needs of Students with ASD”
http://www.albany.edu/autism/nysed_autism_training.php

Online Distance Learning Training
http://www.albany.edu/autism/33452.php
New York State Regional Centers for Autism Spectrum Disorders
http://www.albany.edu/autism/nysrcasd.php

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http://www.wihd.org/awar-areas/?id=8948-J2InG55P-32

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Questions?

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