

Lake Ridge Community Support Services

GET ANGRY? A "how to" lesson on coping strategies for children with ASD

"The content of this presentation has been developed for a parent audience, but the strategies that we will discuss can be used by other caregivers such as support workers and teachers".



LRCSS
Lake Ridge Community Support Services



Get Angry?

The focus of this workshop is to:

1. Provide practical strategies
2. Help children cope with anger and frustration.

Topics

- Teach children to identify their anger cues
- Recognize their anger triggers
- Learn appropriate replacement behaviours

What is Emotional Regulation?

- A process of being able to control, modulate, and modify emotional arousal (positive or negative) to enable your child to function adaptively.

Traffic Light

STOP

Walk Away,
Listen to Music,
Ask for Space

Strategies

Squeeze Stress
Ball, Deep
Breathing,
Tapping, Fidget
Items,

Happy Activities

Bouncing,
Skipping,
Singing,
Dancing

Adapted from: Kuypers,
L.M. (2011). *The Zones of
Regulation*.

My Anger Scale

	Looks like	Feels like	I can try to
5	Yelling, Stamping Feet, and Biting Things	Tummy Hurts and Feels Hot	Walking Away, Listening to Music, Asking for Space
4	Clicking Teeth, Shaky Arms and Legs	Head Hurts	Deep Breath, Squeeze Stress Balls
	Shoulders Up, Clenched Fists	Tummy feels funny	Rubbing Legs
2	Slouching	Sweaty, Clammy	Fidget Items, Bracelets
1	Bouncing, Skipping, Singing	Feels good	Stay that way

(Dunn Buron, 2003)

Teaching Coping Skills to Children with ASD

- 1: Emotions
- 2: Self-Awareness
- 3: Appropriate Coping Strategies
- 4: Create Coping Plan
- 5: Teaching
- 6: Reinforcement
- 7: Practice

Emotions

"A conscious mental reaction (such as anger or fear) subjectively experienced as strong feeling usually directed toward a specific object and typically accompanied by physiological and behavioral changes in the body" – Merriam Webster Dictionary



Anger

"Anger is an emotion that results from our thinking. It can range from a little irritated to furious rage" (McFadden, A.T. & Cooper, K., 2007)



1: Emotions

- Angry
- Fearful
- Happy
- Sad
- Surprised
- Scared

What we want our kids to know about **ANGER**

- Anger is a feeling
- Everyone experiences anger
- It is acceptable to feel angry
- There are appropriate and inappropriate ways to express feelings of anger

How would you feel?

You got a present.

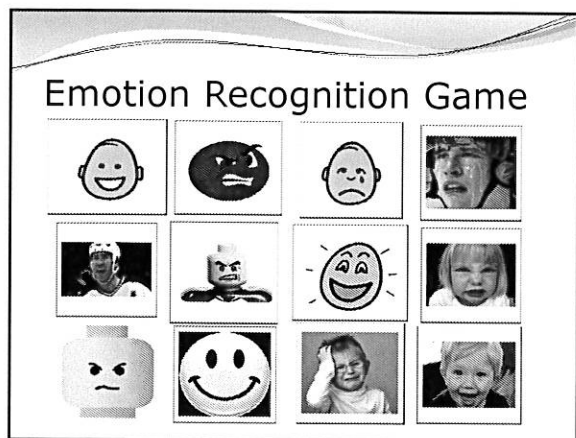
Happy **Sad** **Angry**

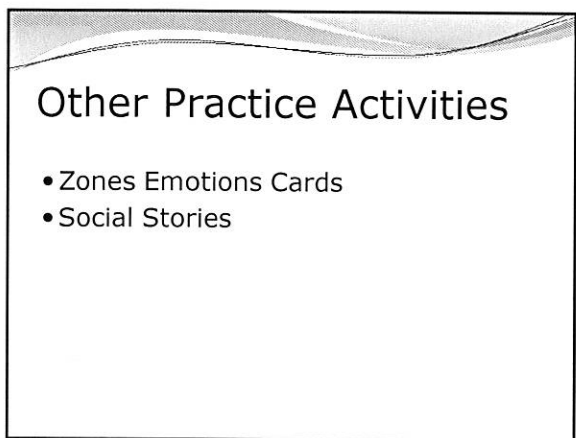
Someone laughed at your new coat.

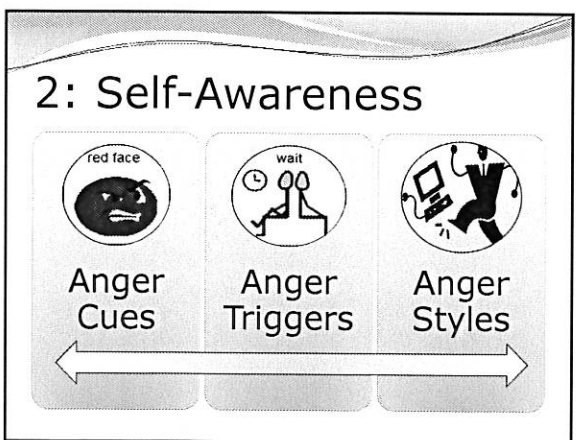
Happy **Sad** **Angry**

Your friend is sick.

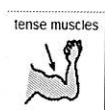
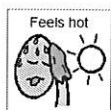
Happy **Sad** **Angry**







Anger Cues



Anger Cues

- Anger cues are natural responses in the body that alert us to our anger
- Different people experience different anger cues

Anger Cues

- Recognizing your anger cues can alert you as to when you are angry
- When you notice your anger cues you can do something to help you calm down

Anger Cues

- Sweating Palms
- Rapid Heart Beat
- Stomach Ache
- Headache
- Red in the Face
- Clenching Teeth

Anger Cues

Circle the anger cues you have when you are angry

Clenched Teeth 	Feeling Hot 	Red Face
Feeling Cold 	Dry Mouth 	Loud Voice
Racing Heart 	Breathing Fast 	Stomachache
Tense Muscles 	Chest Pain 	Clammy Hands

LAKE MICHIGAN COMMUNITY SUPPORT SERVICES

Parent Training Session: Coping Skills

Anger Signs Worksheet

MY ANGER SIGNS

When you feel angry, your body gives you physical signals that you feel that way.

Circle the signs or clues of feeling angry that are true for you.

Face

Blushing Blushing only when Blushing all the time

Feeling Feeling only when Feeling all the time

Head

Headache Headache only when Headache all the time

Feeling dizzy Feeling dizzy only when Feeling dizzy all the time

Feeling hot Feeling hot only when Feeling hot all the time

Feeling cold Feeling cold only when Feeling cold all the time

Feeling sick Feeling sick only when Feeling sick all the time

Feeling tired Feeling tired only when Feeling tired all the time

Feeling nervous Feeling nervous only when Feeling nervous all the time

Feeling angry Feeling angry only when Feeling angry all the time

Feeling sad Feeling sad only when Feeling sad all the time

Feeling happy Feeling happy only when Feeling happy all the time

Feeling scared Feeling scared only when Feeling scared all the time

Feeling surprised Feeling surprised only when Feeling surprised all the time

Feeling disappointed Feeling disappointed only when Feeling disappointed all the time

Feeling lonely Feeling lonely only when Feeling lonely all the time

Feeling jealous Feeling jealous only when Feeling jealous all the time

Feeling proud Feeling proud only when Feeling proud all the time

Feeling ashamed Feeling ashamed only when Feeling ashamed all the time

Feeling guilty Feeling guilty only when Feeling guilty all the time

Feeling embarrassed Feeling embarrassed only when Feeling embarrassed all the time

Feeling confident Feeling confident only when Feeling confident all the time

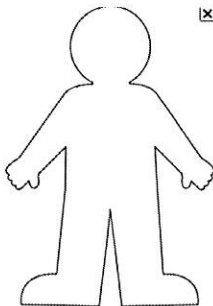
Feeling self-conscious Feeling self-conscious only when Feeling self-conscious all the time

Feeling insecure Feeling insecure only when Feeling insecure all the time

Feeling nervous Feeling nervous only when Feeling nervous all the time

Feeling shy Feeling shy only when Feeling shy all the time

When I feel worried or stressed, my body might show signs of worry. Here are the signs that I might feel:



☒


- Headache
- Tears/Crying
- Breathing Fast
- Sweaty Hands
- Stomach Hurts
- Dizzy
- Heart Beating Fast
- Cold
- Tight Neck and Shoulder Muscles

Jill Kuzma, M.A., CCC-SLP, 2/2011
http://jillkuzma.wordpress.com


Other Practice Activities

- Worksheets
- Model
- Point out on caregivers cues
- Discussion (when calm)
- Write them down
- Draw them

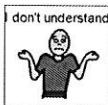
Anger Triggers



wait



plans change



don't understand

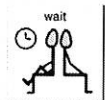
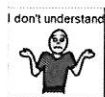
Anger Triggers

- Different situations that cause you to feel angry
- May cause different responses in people
- Helps you to develop a plan to deal/cope with your triggers

Common Anger Triggers

- | | |
|----------------------------------|---|
| • You don't understand something | • Plans Change |
| • You have to wait | • People aren't listening to you |
| • Someone touches your things | • Someone asks you to do something you don't want to do |


What makes you feel angry?



What Are My Poppers?

NAME _____ DATE _____

Directions:
List your three
top poppers.



24 HOW TO STOP BEFORE YOU POP © 2007 BARKLEY PRODUCTS, INC. 1-800-444-7187

What makes me angry

1. _____

2. _____

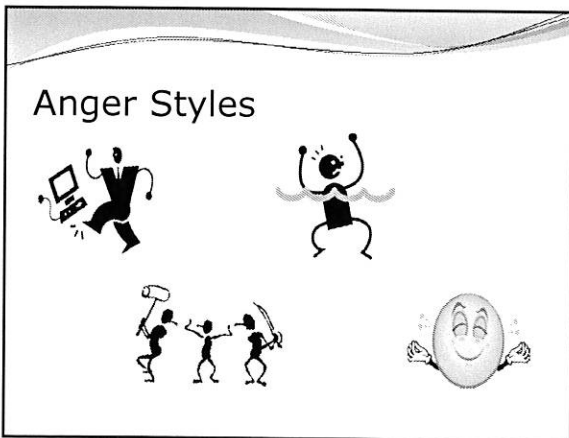
3. _____

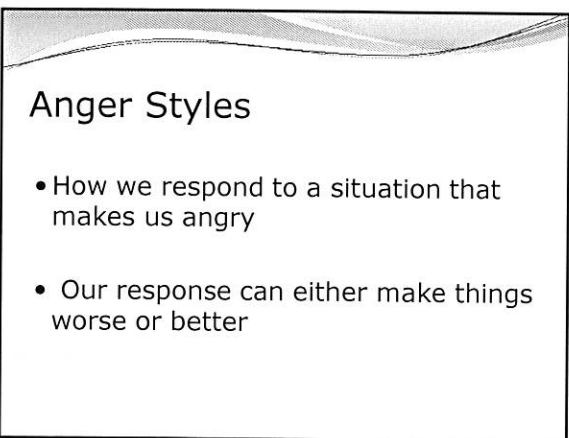
4. _____

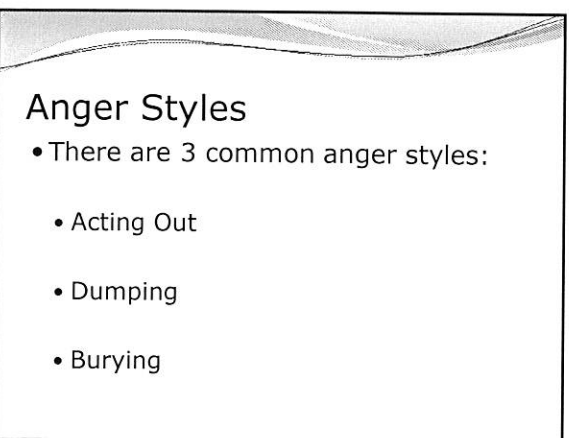
5. _____

Other Practice Activities

- What makes me angry checklist
- Social Stories
- Talk/Ask
- Recall Situations
- Give examples of own

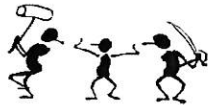






Acting Out

- Verbally or physically lashing out at another person
- The negative consequence is that the other person may act-out as well



Dumping

- Becoming angry with someone who is not even involved in the situation instead of the person who provoked the anger



Burying

- Not expressing your feelings
- Keeping it to yourself
- Can result in physical ailments








Acting Out: Hitting your mom because she tells you to get off the computer.

Dumping: Yelling at your brother because mom wouldn't let you watch tv.

Burying: Deciding not to talk about how upset you are with your teacher.

Anger Output

Circle the ways you release your anger

<small>Eyes</small> 	<small>Mouth</small> 	<small>Hands</small> 
<small>Feet</small> 	<small>Teeth</small> 	

Other Practice Activities

- Role Plays
- Social Stories
- When I Get Angry I...
- Draw/Write
- Talk/Ask

Coping

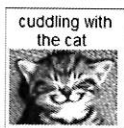
- Trying to calm down before taking action
- Attempting to deal with the situation using a problem solving approach
- This style reflects our goal!



3: Appropriate Coping Strategies



Fire Breathing Dragon
Rosoman, C. (2008)



Appropriate Coping Strategies

- Teach appropriate replacement behaviour
- What we want to see them do when upset/angry/frustrated instead of the inappropriate yelling/hitting/etc.

Appropriate Coping Strategies

- Calming Self talk
- Deep breathing
- Count to 10
- Walk away
- Listen to music
- Muscle tension

Fire Breathing Dragon



When you feel scared or upset you can breathe like a **FIRE - BREATHING DRAGON** to feel more brave and strong!








Take a Deep Breath...Hold It...And Count to 5: **1...2...3...4...5**
Then Blow it All Out **LONG** and **SLOW** Through your Nose....Like a **FIRE - BREATHING DRAGON**
Then Repeat with **SMALLER, SLOWER** Breaths...until you are ready to be **Brave and Strong!**

Rosoman, C. (2008)

What do you do to Relax?

1. _____
2. _____
3. _____
4. _____
5. _____

Muscle Relaxation

1	Face	Make an Angry Face	
2	Jaw	Clench Teeth Together	
3	Neck and Shoulders	Shoulders Up	
4	Arms and Hands	Arms Straight Out and Make A Fist	
5	Stomach	Suck it In	
6	Thighs	Squeeze Your Butt Cheeks Together	
7	Legs and Feet	Legs Straight Out and Curl Your Toes In	

Other Practice Activities

- Ask them
 - what are some things they like to do
 - what makes them happy
 - what do they like to do to relax

Break Time ☺

We will take a 10 minutes break

4: Create Coping Plan

- 2 types that are commonly used for children:
 - Traffic Light
 - 5 Point Scale

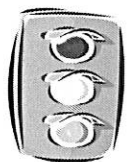
Creating a Coping Plan

- 1: Identify problem behaviour
- 2: Identify triggers (which we have already done)
- 3: Identify Release Strategies
- 4: Looks like, Feels like, What I can do instead**
- 5: Teach them how(later in presentation)

Traffic Light

(Kuypers, L.M., 2011)

- Adapted from *The Zones of Regulation*
- Made up of 3 components



Step Four: Create Coping Plan

- Green: Happy thoughts
- Yellow: Negative thoughts
- Red: Emotional Outburst

Step Four: Create Coping Plan

Green Light

Yellow Light

Red Light

Step Four: Create Coping Plan

Green Light

Bouncing, skipping, singing, dancing,

Yellow Light

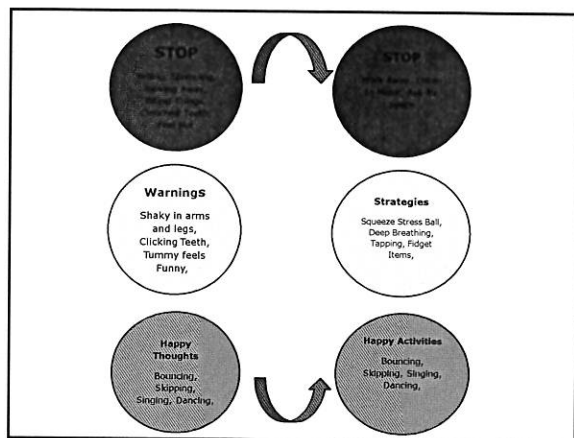
Shaky arms and legs, clicking teeth, tummy feels funny, sad, scared, uncomfortable

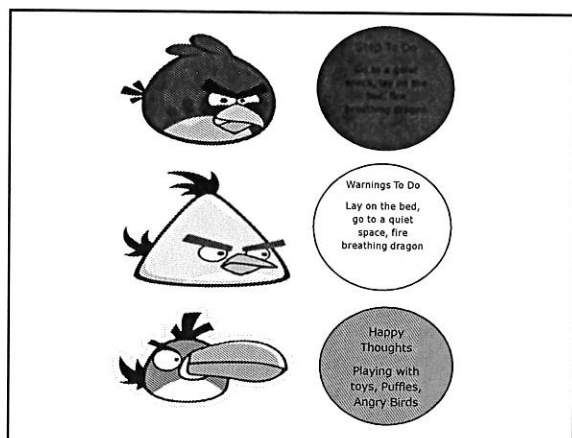
Red Light

Yelling, Stomping , moving away, feel hot, bite things, clench teeth

What I like to do to Relax

- Squeeze Stress Balls
- Do Deep Breathing
- Play with Fidget Items
- Walk Away
- Listen to Music
- Ask for Space





The Incredible 5-Point Scale

(Buron & Curtis, 2003)

- A visual scale of how they are feeling at any given time.

5	Walking Away, Listening to Music, Asking for Space
4	Deep Breath, Squeeze Stress Balls
	Rubbing Legs
2	Fidget Items, Bracelets
1	Stay that way

	Looks like	Feels like	I can try to
5			
4			
2			
1			

	Looks like	Feels like	I can try to
5	Yelling, Stomping Feet, and Biting Things	Tummy Hurts and Feels Hot	Walking Away, Listening to Music, Asking for Space
4	Clicking Teeth, Shaky Arms and Legs	Head Hurts	Deep Breath, Squeeze Stress Balls
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1	Bouncing, Skipping, Singing	Feels good	Stay that way

I can try to....	
5	Walking Away, Listening to Music, Asking for Space
4	Deep Breath, Squeeze Stress Balls
	Rubbing Legs
2	Fidget Items, Bracelets
1	Stay that way

Traffic Light Meets The 5-Point Scale

Visual prepared by Ellen Scittle, Behaviour Consultant, Lake Ridge Community Support Services, essittle@csss.com
 Visual developed using "The Incredible 5-point Scale" by Kim Dunn, Burton & Miza Curtis, 2004 and The Traffic Light adapted from: Kussers, L.M. (2011). The Zones of Regulation.

5: Teaching

- Prompting:
 - Reminder/hint of what the expectation is BEFORE they are expected to demonstrate the behaviour.
- Prompt them to use the skills/strategies when the behaviour is not occurring.
- Set them up for success

Teaching

- Tell
- Show
- Help

6: Reinforcement

Reinforcement: When something is added or removed from the environment following a behaviour, and as a result, the likelihood of that behavior occurring again in the future is increased (Cooper, Heron & Heward, 2007).

What Is a Reinforcer?

- Something that occurs after a behaviour that increases the probability that the behaviour will occur again

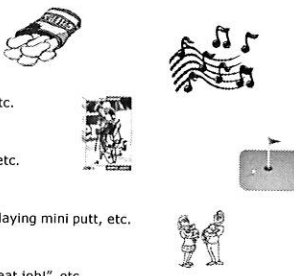


Cooper, Heron & Heward, 2007

Possible Types of Reinforcement

- **Edible**
 - Preferred foods
- **Sensory**
 - Flashing lights, music, etc.
- **Tangible**
 - Stickers, trading cards, etc.
- **Activity**
 - Playing a board game, playing mini putt, etc.
- **Social**
 - Hugs, smiles, saying "great job!", etc.

Cooper, Heron & Heward, 2007



Important Factors of Reinforcement

- Chosen based on the preferences of the individual
- Must be motivating
- Restricted Access
- Should be given immediately after the desired behaviour
 - Token Economy Ex., Shopper Optimum Points
- Should be given every time the behaviour occurs

7: Practice

- Learning opportunities are best when the child is not engaged in the behaviour, they are more apt to listen and comprehend what is being discussed
- The more practice they get the more natural the replacement behaviour becomes

Practice

- Role Plays – set up situations,
- Lead by example- model using the strategies in front of the child
- Games

Book Resources

MacLeod, K. (2008). *William Battles the Anger Squiggles: An Anger Management Program for Grades 3-6*. MarCo.

Buron, K.D. (2006). *When My Worries Get Too Big! A Relaxation Book for Children Who Live With Anxiety*. Autism Asperger Publishing Company.

Jaffe, A. & Gardiner, L. (2006). *My Book Full of Feelings: How to Control and React to the Size of Your Emotions*. Autism Asperger Publishing Company.

Resources

Apps (smartphone/tablet/iphone/ipad)

The Feelings Book App

http://www.commxroads.com/index.php?option=com_content&view=article&id=27&Itemid=47

5 Point Scale App

<https://itunes.apple.com/us/app/autism-5-point-scale-ep/id467303313?mt=8>

General Apps

http://www.autismspeaks.org/autism-apps?utm_source=social-media&utm_medium=text-link&utm_campaign=espeaks

Apps Wheel

Included in handouts

Website Resources

5pointscale.com
stressfreekids.com

Carol Gray

<http://www.thegraycenter.org/social-stories/carol-gray>

Jill Kuzma

<http://jillkuzma.wordpress.com/>

References

Baker, J. (2008). *No More Meltdowns: Positive Strategies for Managing and preventing out-of-control behavior*. Arlington, TX: Future Horizons.

Buron, K.D. & Curtis, M. (2003). *The Incredible 5-Point Scale*. Shawnee Mission, Kansas: Autism Asperger Publishing Co.

Cooper, J.O., Heron, T.E., & Heward W.L. (2007). *Applied behaviour analysis*. (2nd ed.) Upper Saddle River, NJ: Pearson Education Ltd.

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Kuypers, L.M. (2011). *The Zones of Regulation*. San Jose, CA: Think Social Publishing, Inc.

McFadden, A.T. & Cooper, K. (2007). *Leave No Angry Child Behind. The ABC's of Anger Management for grades K-12*. Chapin, SC: youth light inc.

Rosoman, C. (2008). *Therapy to Go. Gourmet Fast Food Handouts for Working with Child, Adolescent and Family Clients*. Philadelphia, PA: JKP Resource Materials.

Questions



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