

How are you feeling?

Presented by: Pine Tree Society's Communication Pathways Team



DISCOVERING
ABILITIES TOGETHER
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Presentation Overview

1. Background
2. Recognizing Emotions
3. Teaching emotions
4. Communicating Emotions
5. Q & A



Background

People with autism spectrum disorder (ASD) have a known difficulty with social communication, particularly with recognizing and understanding the emotions of others (American Speech-Language-Hearing Association [ASHA], 2016).



Background

Children with ASD typically have difficulty with both recognizing and responding to others' emotions (Baron-Cohen, Golan, & Ashwin, 2009), which contributes to their deficits in pragmatic language.

Because of this, the identification and labeling of emotions is a familiar part of many therapy programs, often using visual stimuli (Peterson, Slaughter, & Brownell, 2015).



Recognizing Emotions

- Facial expressions – Children with ASD are able to differentiate between emotions with prompting and practice.
- Body Language – Some evidence that individuals with ASD can match emotion to body posture as well as age-matched peers but may miss cues that are communicated by the face and eyes.
- Tone of Voice – Individuals with ASD have a reduced rather than a total lack of ability to perceive emotional prosody.



Challenging Behaviors

- Without a functional way to communicate their wants, needs, and emotions, some individuals exhibit challenging behaviors that may not have a clear cause.
- As frustrating as they might be, these situations are opportunities to identify teachable moments in the future. The unusual is usually an opportunity.



Where Do We Start?

- Teaching individuals with ASD to recognize emotion begins with educators/professionals/caregivers identifying these skills within natural opportunities and OFTEN with individuals with ASD.
- Facial Expressions – Is the student yawning? Wincing? Affect high or lower than usual?
- Body Language – Do they look tense? Are they moving during activities that usually get them excited and moving around?
- Tone of Voice – Are they unusually quiet? Unusually loud

Label this as you see it!
 Take a picture if it's clear, tangible,
 and easily recognizable



Teaching Tools

- Picture cards: Simple but effective.
- For the next level of teaching emotions: Cause and Effect Cards (using "because" to move beyond the concrete)




- DVDs (The Transporters)
- Video Modeling: Evidence-based! Fun! Allows for repetition and specificity of what to focus on.
 - Can be created for the client, created by client and clinician, or taken from other forms of media: TV, movies, YouTube. Guidelines: short and simple.
- iPad Apps (photobooth, Emotions app)
- Games (Moods, Bamboozle)
- Books
- Natural Opportunities!



The **ZONES** of Regulation®

BLUE ZONE Cool Relax Breathe Minimizing Worries	GREEN ZONE Happy Feeling Clear & Grounded Ready to Learn	YELLOW ZONE Frustrated Overwhelmed Fidgety Loss of Some Control	RED ZONE Flooded Overwhelmed Frenzied Out of Control
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Zones of Regulation

- Commonly used by OTs
- Can teach facial expressions, label emotions, make idioms for each zone.
- Offers tools to get back to the "green zone"

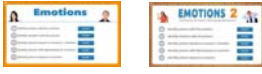
Custom-built Zones page in TouchChat

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- Social Stories – Follow the Social Stories trademarked strategy for creation (version 10.2)
- Guidelines can be found on carolgraysocialstories.com
- Comic Strip Conversations (Gray)/Thought Bubbles and Speech Bubbles (Winner)
- Flow Charts

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I Can Do Apps: Emotions



Model Me Kids Apps: Autism Emotions

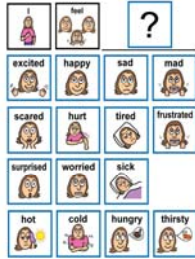


Create your own books: www.sandbox-learning.com

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Communicating Emotions

- Verbally
- High-tech AAC device
- Low-tech supports
- Sign Language



Finding Opportunities

- No one person is better at communicating their emotions when they are dysregulated than another. If a student is upset, that isn't the moment to ask them to tell you how they feel. If they have already escalated- it's too late for that. Try to catch them early with models and descriptions of what you see happening- **try to show empathy and label emotions before escalation happens**
- Debrief after the highly escalated moment. "Hey, next time..." This is IMPORTANT!



Communicating Pain

- When the person is obviously hurt (e.g. skinned knee, hit their head), make a BIG deal out of acknowledging and labeling it.
- Videos: Watch short videos and label what body part the person hurt
- Communicating pain with AAC



Model! Model! Model!

- Modeling without telling them how they feel
 - “That would make me feel...”
 - “It looks like you might be...”
 - “If that happened to me, I might say...”
 - “When I say things like that, I’m usually feeling...”



Q & A

- Thank you very much for your time and attention
- Handouts are available at the table!
- We hope you enjoy the rest of the conference!

Financial Disclosure: Neither Communication Pathways of Pine Tree Society nor the presenters have any financial relationship with the products or companies discussed during this session



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- Speechmark® ColorCards: Cause and Effect <https://www.alimed.com/colorcards-cause-and-effect.html>
- Social Stories – www.carolgraysocialstories.com
- Transporters DVD <http://www.thetransporters.com/>
- Zones of Regulation- <http://www.zonesofregulation.com>
- Touch Chat - <https://touchchatapp.com/>



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