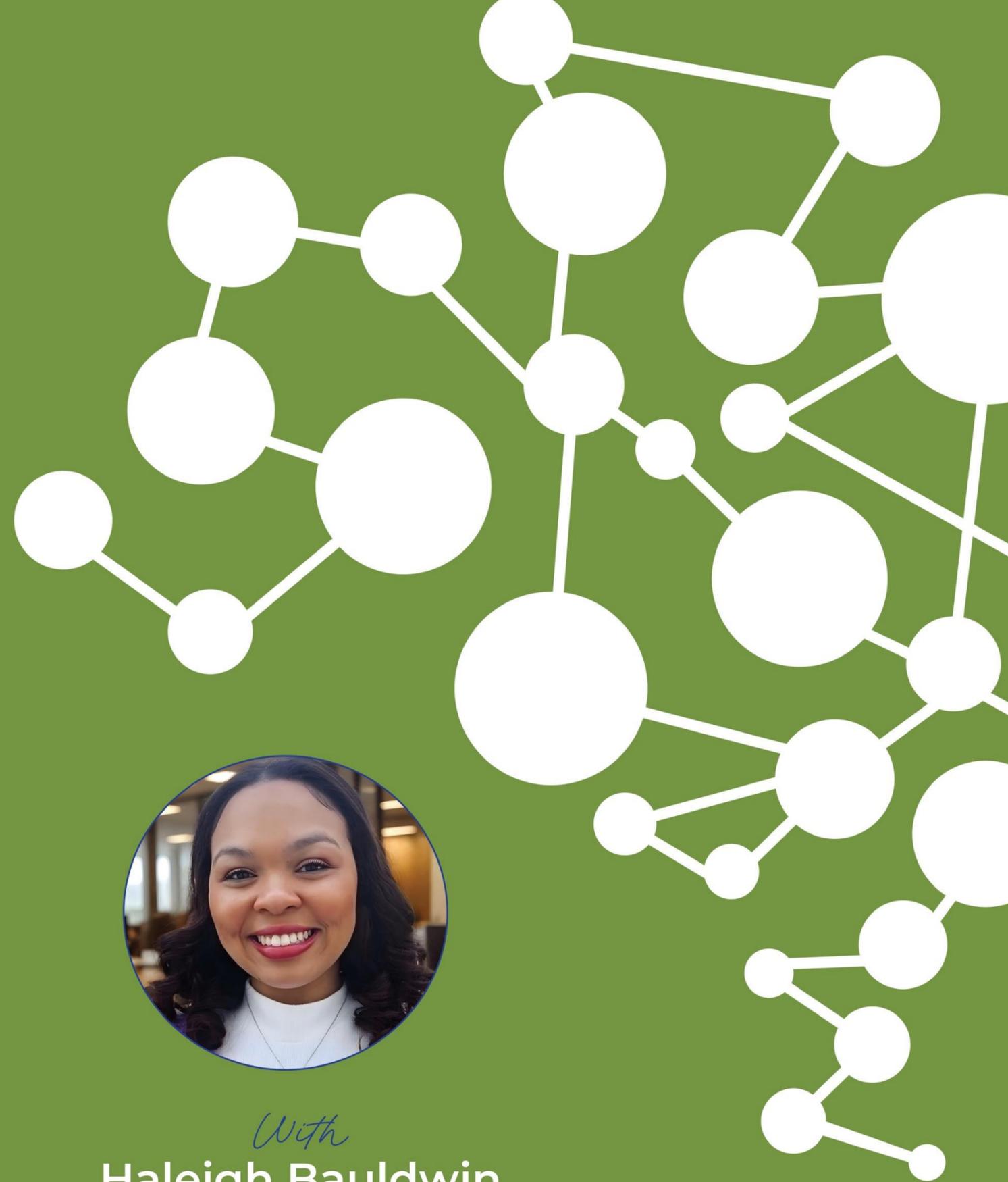


Understanding Behavior & Emotional Regulation

Understanding and managing behavior, especially in children, requires a multi-faceted approach. This guide will delve into key concepts and strategies to help foster positive behaviors and emotional regulation.



With
Haleigh Bauldwin





Words of **wisdom**
On belonging to
A little person with
autism...

The ABCs of Behavior



The ABCs of behavior provide a framework for understanding and influencing behavior:

- **Antecedent:** This is what happens before a behavior. It could be an event, a request, or a change in the environment that triggers the behavior.
- **Behavior:** This is the observable action or response. It's what the child does in reaction to the antecedent.
- **Consequence:** This follows the behavior, affecting whether the behavior is likely to be repeated. Consequences can reinforce or discourage future behavior.

The ABCs of Behavior



In the context of child behavior, the ABC model—Antecedent, Behavior, and Consequence—can be an effective way to understand and address certain actions.

An **example** involving a child not wanting to do what is asked might look like this:



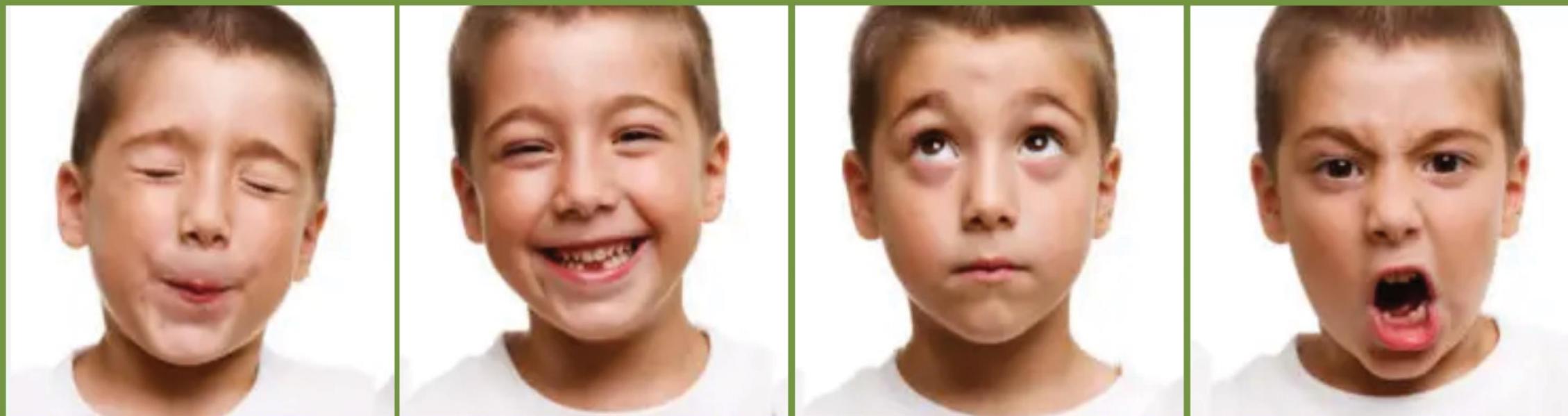
Antecedent: A parent asks their child to clean up their toys before dinner time.

Behavior: The child responds by throwing a tantrum, refusing to pick up the toys, and shouting "No!"

Consequence: The parent decides to implement a time-out, explaining that the child will not be able to play with their toys after dinner if the behavior continues.

This sequence can help parents and caregivers identify patterns and develop strategies to modify the child's behavior in a positive way.

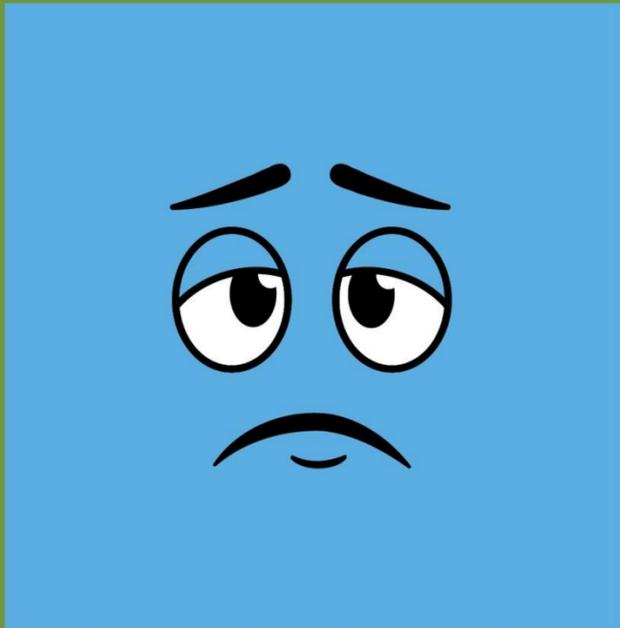
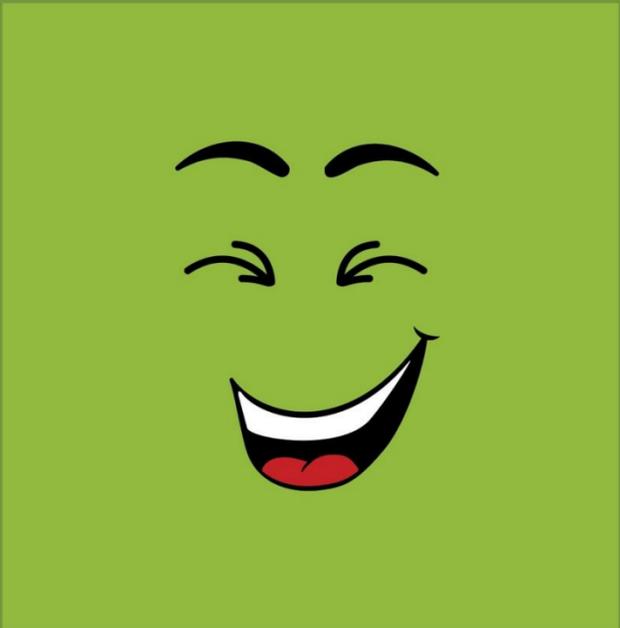
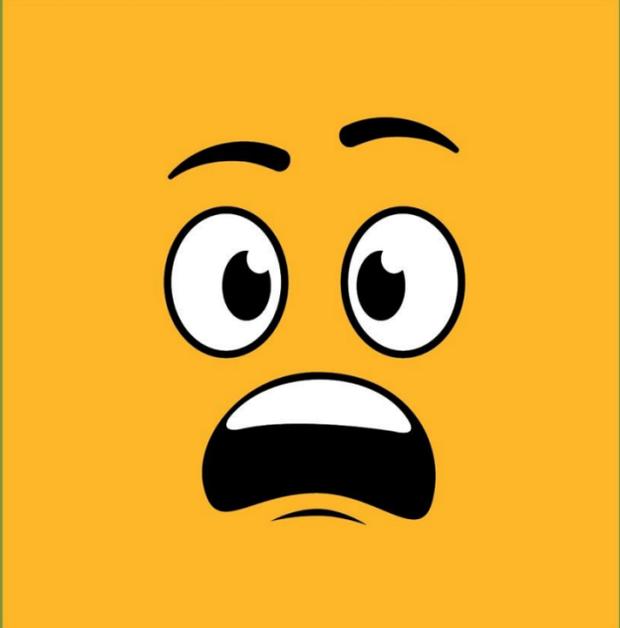
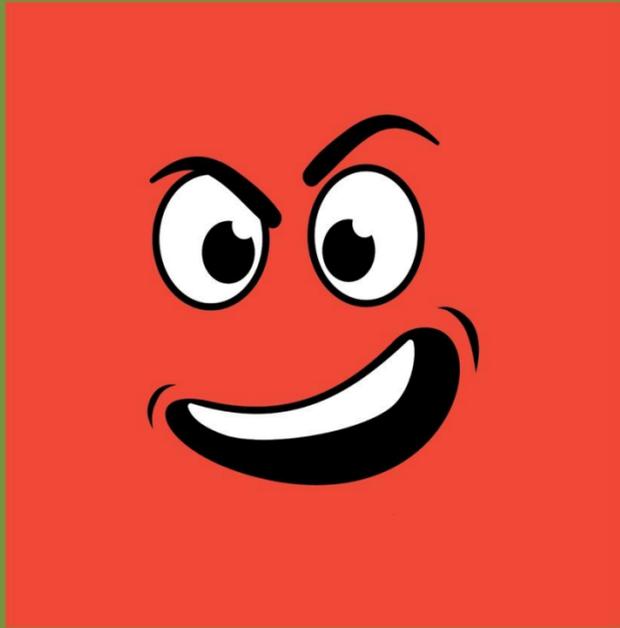
The 4 ZONES of Emotional Regulation





Zones of Regulation



			
LOW	HAPPY	WOBBLY	ANGRY
Running Slow	Good to Go!	Caution!	STOP!
unhappy tired withdrawn fearful	positive proud calm focused	excited nervous frustrated annoyed	mad furious yelling aggressive



Blue Zone:

Characterized by low energy emotions like sadness or boredom.

Intervention: Provide comfort and encouragement. Engage in activities that increase energy levels.



Green Zone:

Represents a calm and focused state.

Intervention: Encourage and maintain this state through praise and structured activities.



Yellow Zone:

Involves heightened emotions such as stress or frustration.

Intervention: Use calming techniques like deep breathing or a quiet space to regain control.



Red Zone:

Indicates extreme emotions like anger or panic.

Intervention: Ensure safety first, then use techniques to de-escalate the situation, like a calm voice or physical space.



- The concept of ***stretching the yellow zone*** in emotional regulation refers to extending the period during which one can effectively manage and moderate their emotions before reaching a breaking point.
- This zone is crucial for intervention, as it provides an opportunity to implement strategies that prevent escalation to the red zone, where emotions can become overwhelming.

Happy



Angry

- In the **blue zone**, where one might feel low energy or sad, interventions such as engaging in physical activity, practicing mindfulness, or reaching out for social support can be beneficial.
- In the **yellow zone**, focusing on calm-down strategies, heavy work, cognitive reframing, and problem-solving techniques can help maintain balance and prevent escalation.
- When reaching the **red zone**, where emotions are intense and potentially unmanageable, it is important to seek immediate support, utilize grounding techniques, or temporarily remove oneself from the triggering situation.
- Finally, in the **green zone**, where emotions are stable and balanced, reinforcing positive habits, maintaining healthy routines, and practicing gratitude can help sustain emotional well-being. By applying these interventions appropriately, individuals can better navigate emotional fluctuations and enhance their overall emotional resilience.

Examples of Heavy Work



De-Escalation Techniques

- **Remove any potential stressors or distractions.** (dim lights, reducing noise, etc.)
- **Speak in a calm and soothing voice,** validating the child's feelings..
- Engage the child in **deep-breathing exercises** or **mindfulness activities** to help them relax.
- **Providing choice** can empower the child, helping them regain a sense of control.
- Use visual aids, like **emotion cards**



Things I can do when I need to

CALM DOWN

1. CHOOSE 2-3 FROM THE LIST
2. REPEAT OR CHOOSE MORE IF NEEDED
3. ONCE CALM- TALK TO AN ADULT



TAKE A BREAK
IN MY ROOM



PLAY WITH
FIDGETS



WRITE A
LETTER ABOUT
HOW I AM
FEELING



TAKE A BREAK
WHEN I AM ASKED
EVEN IF IT FEELS
HARD



BLOW
BUBBLES



TAKE A
NAP



DRINK
COLD
WATER



WARM
BATH OR
SHOWER



EXERCISE



READ OR
COLOR A
PICTURE



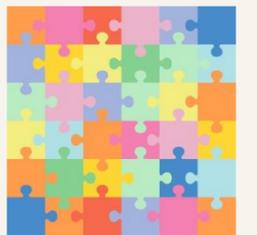
BEAR
HUG



5-4-3-2-1-



COUNT
BACKWARDS



DO A
PUZZLE



SMELL MY
FAVORITE
SCENT



SQUEEZE
SOMETHING



WATCH A
CALMING
TV SHOW
OR VIDEO



EAT A
SNACK



LISTEN
TO
MUSIC



HUG A
TOY



DO AN
ACTIVITY
OUTSIDE



PLAY
WITH
PLAYDOU
GH OR
CLAY



PLAY
WITH
A PET

CAUTION

WHEN INTERACTING WITH CHILDREN, ESPECIALLY DURING MOMENTS OF HEIGHTENED EMOTION OR EXCITEMENT, IT IS CRUCIAL FOR PARENTS TO MAINTAIN A CALM AND STEADY DEMEANOR RATHER THAN MATCHING THE CHILD'S ENERGY LEVEL.

MEETING A CHILD AT A HEIGHTENED EMOTIONAL STATE, SUCH AS A LEVEL TEN, CAN ESCALATE THE SITUATION, MAKING IT MORE CHALLENGING TO GUIDE THE CHILD BACK TO A CALM STATE.

BY MAINTAINING A LOWER ENERGY LEVEL, PARENTS CAN PROVIDE A STABILIZING INFLUENCE, HELPING THE CHILD TO FEEL SECURE AND UNDERSTOOD. THIS APPROACH ENCOURAGES EMOTIONAL REGULATION, AS CHILDREN LEARN TO MIRROR THE CALMNESS AND CONTROL DEMONSTRATED BY THEIR PARENTS.

ADDITIONALLY, IT CREATES A MORE SUPPORTIVE ENVIRONMENT WHERE CHILDREN FEEL SAFE TO EXPRESS THEMSELVES WHILE ALSO UNDERSTANDING THE IMPORTANCE OF MANAGING THEIR EMOTIONS CONSTRUCTIVELY. OVERALL, THIS STRATEGY FOSTERS BETTER COMMUNICATION, STRENGTHENS THE PARENT-CHILD RELATIONSHIP, AND ENHANCES THE CHILD'S EMOTIONAL DEVELOPMENT.



Reinforcement Strategies



Reinforcement strategies are essential for encouraging positive behavior:

- **Positive Reinforcement:** Offering a reward following a desired behavior to increase the likelihood it will occur again. **Example:** Giving a sticker for completing homework on time.
- **Negative Reinforcement:** Removing an unpleasant stimulus when a desired behavior occurs. **Example:** Allowing extra playtime when chores are done without reminders.
- **Celebrating Positive Behaviors:** Recognizing and praising adaptive behaviors to encourage them. **Example:** Acknowledging a child for sharing toys with a sibling.

 help at home.



 LEARN

Understanding Attention-Seeking Behaviors

Children often engage in behaviors to gain attention. Understanding motivations can guide constructive responses:

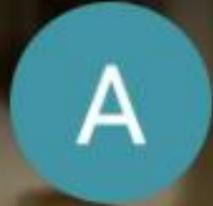
Attention-Seeking Examples:

- Interrupting conversations
- Throwing tantrums
- Excessive talking

Constructive Responses:

Acknowledge positive behaviors, offer attention when the child is behaving appropriately, and set clear boundaries.





ABC Behavior Analysis Example



Share



MORE VIDEOS



0:05 / 1:14



YouTube





How to Respond to Attention Seeking Behavior ...



Share

MORE VIDEOS



0:01 / 2:12



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The Strategy of Planned Ignoring

Planned ignoring involves deliberately not reacting to certain behaviors to reduce their occurrence. This strategy is effective for minor, non-harmful behaviors:

Implementation: Ignore whining or minor disruptions while reinforcing appropriate behaviors. Consistency is key to success.





Behavior Basics Skill 4: Planned Ignoring



Share



Seattle Children's

FAST Behavior Basics

MORE VIDEOS

Mute (m)

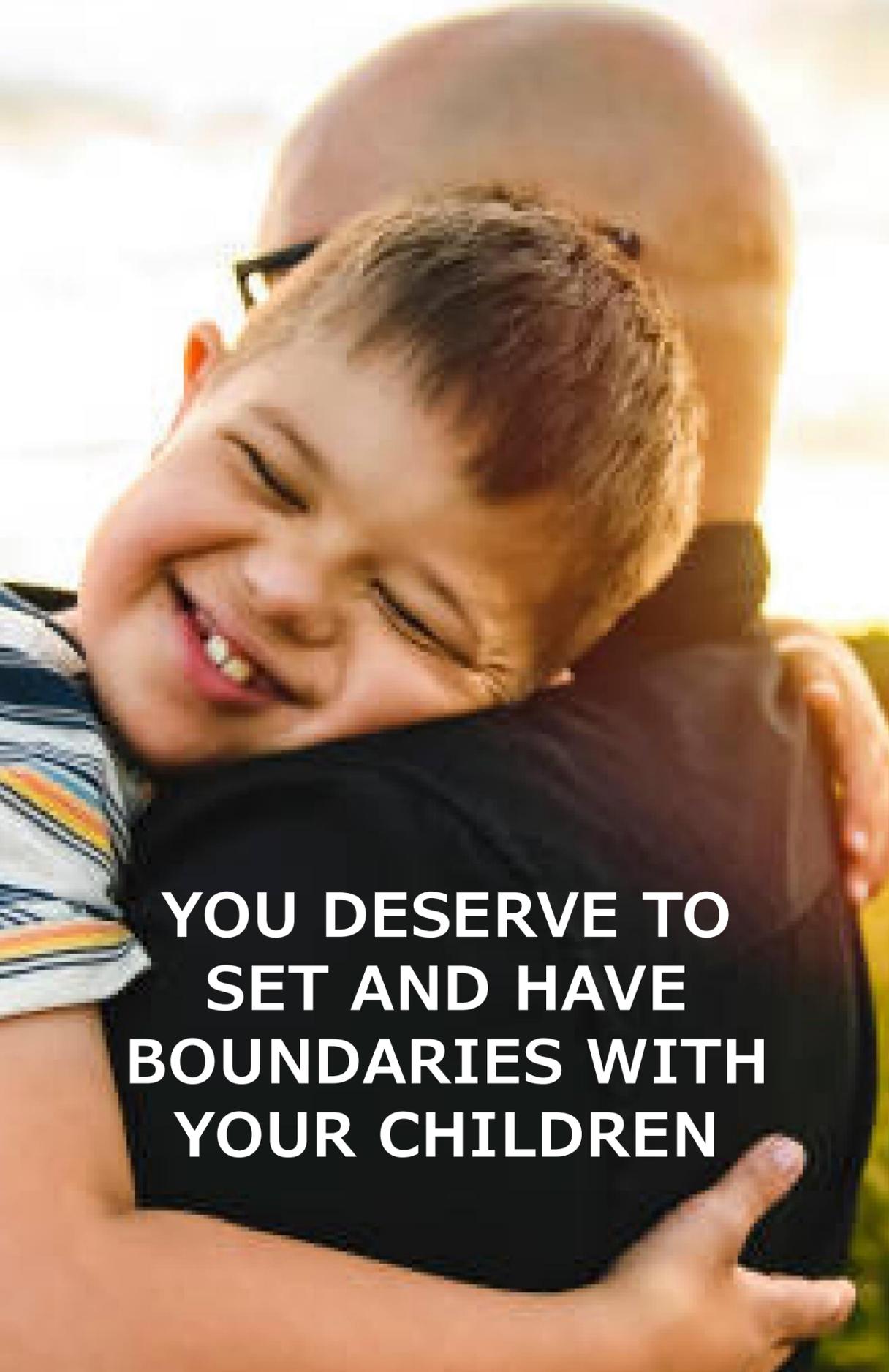


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**YOU DESERVE TO
SET AND HAVE
BOUNDARIES WITH
YOUR CHILDREN**



Consistent Implementation of Strategies

Consistency is crucial for the effectiveness of behavioral strategies:

Examples of Follow

Through: If you promise a reward for a completed task, ensure it is delivered. Consistency builds trust and predictability.

Importance of

Consistency: It helps children understand expectations and the consequences of their actions.

Neurodivergent Skill Building

Part 1 is complete.

This section likely explored the diverse range of neurodivergent conditions, such as autism, ADHD, and dyslexia, emphasizing the importance of recognizing and valuing different ways of thinking and learning.

Part 2: Specific skill-building techniques and real-world applications tailored to the needs of neurodivergent individuals.



With
Mandie Moore

