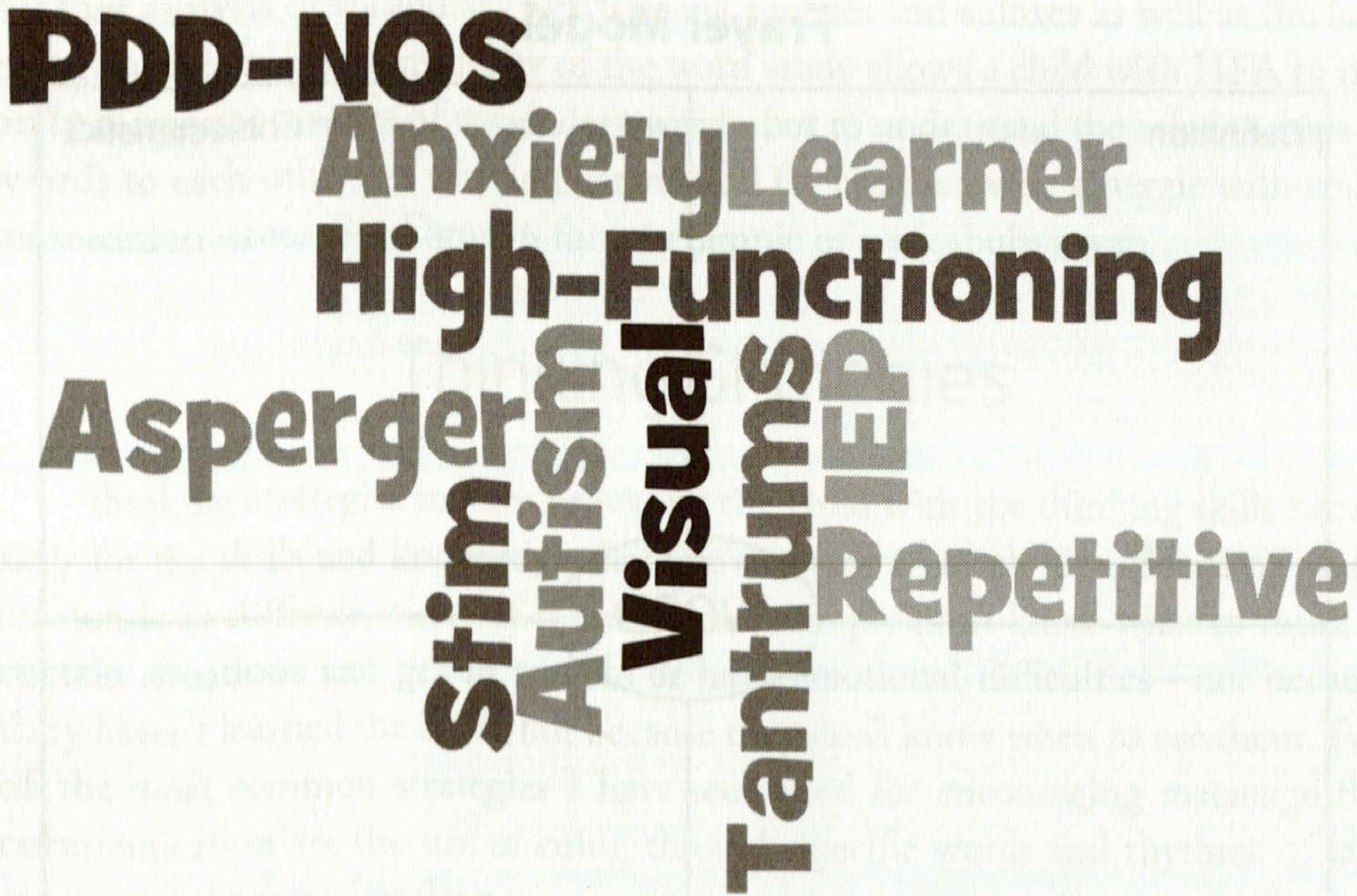


An Introduction to Regulation and ASD

Joseph Falkner, MST/CCC-SLP



PDD-NOS
Anxiety Learner
High-Functioning
Asperger
Stim
Autism
Visual
Tantrums
IEP
Repetitive

A word splash graphic featuring various terms associated with autism. The words are arranged in a cluster, with 'PDD-NOS' at the top left and 'Repetitive' at the bottom right. The words are in different sizes and orientations, creating a dynamic visual effect. The background is a light, textured surface.

Figure 4. Word splash of vocabulary words associated with autism



Regulation Definitions

- a factor in social-emotional development,(and) refers to one's ability to regulate emotional state and to organize a behavioral response to experience" (Gomez & Baird, 2005, p. 108)
- Prizant et al. (2006) the ability to regulate emotional states and physiological arousal, which includes the regulation of mood, self-calming, preparation for social interactions, coping with challenges, and delayed gratification.



Regulation is about control

Self-regulation is about self-control

Mutual regulation is about the
sharing of control

Stages of Emotional Development (Schetter, 2006 in Hughes-Lynch, 2012)

- Stage 1 (Birth to Age 2), Immediate: The child is not aware of emotions as being something he can manage or even identify. He is aware of his physical and nurturing needs and asks for responses to fill those needs. When his needs are not met or he is overwhelmed, he may:
 - Cry
 - Suck
 - Disengage, or
 - Sleep



Stages of Emotional Development (Schetter, 2006 in Hughes-Lynch, 2012)

- Stage 2 (Ages 2-5), Physical: Children become aware of their emotional states and seek physical actions to soothe themselves or to get rid of the emotions. These physical actions can look like:
 - Snuggling with a “lovey”
 - Repetitive motions such as rocking in a rocking chair
 - Throwing a tantrum, or
 - Hitting or biting

Stages of Emotional Development (Schetter, 2006 in Hughes-Lynch, 2012)

- Stage 3 (Ages 5-8) Verbal: Children become better able to “use their words” to release their emotions. To release their pent-up emotions or to make themselves feel better, they may:
 - Argue
 - Negotiate
 - Yell, or
 - Tell someone about it



Stages of Emotional Development (Schetter, 2006 in Hughes-Lynch, 2012)

- Stage 4 (Ages 8+) Metacognitive: Children and adults begin to take an active role in shaping their emotional experience and tell themselves what they are feeling and what actions they can take when they don't like the experience, such as:
 - Talking yourself “down”
 - Identifying changes to make, or
 - Reframing the experience



Redl and Wineman Model of Self-Control—Self-Control Skills

- Tolerate frustration
- Recall personal contributions to conflict
- Maintain composure during unstructured activities
- Use previously satisfying experiences as resources
- Distinguish between subjective and objective time
- Assess feelings of others
- Learn from personal experience
- Participate in competitive games and activities
- Use material appropriately
- Take care of possessions
- Accept affection and gratification
- Are realistic about rules and routines
- Anticipate consequences
- Evaluate group norms
- Learn from others' experience
- Cope with success
- Manage group pressure
- Cope with mistakes and failure
- Select alternative ways of getting along with others

Redl and Wineman Model of Self-Control—Experiences that Trigger Loss of Self-Control

- Anxiety, insecurity or fear
- Unfamiliar situations or experiences
- Reminders of traumatic experiences
- Group excitability
- Open or unstructured space
- Guilt

Experiences that Trigger Loss of Self-Control for Individuals with ASD in Schools (Hughes-Lynch, 2012)

- Annoying behavior by a peer or adult that impacts the sensory system
- Losing a competition
- Running out of materials and not being able to complete a project
- Misplacing an item
- Interrupting an activity
- Cancelling an activity
- Delaying an activity
- Changing the sequence of an activity, and
- Separating from a person or object of attachment

Losing Control (Baumeister, Tice, Heatherton, 1994)

- Difficulties with regulation can be characterized as:
 - Under-regulated
 - Mis-regulated
- May be due to (mis-regulation):
 - Over-generalization of rules/knowledge
 - Belief that one can control something that they cannot
 - Distortion in self-knowledge
- May be due to (under-regulation):
 - Conflicting standards
 - Reduction in monitoring
 - Inadequate strength/unlearned skills
 - Inertia (Psychological)
 - Renegade attention
 - Rolling snowball
 - Acquiescence

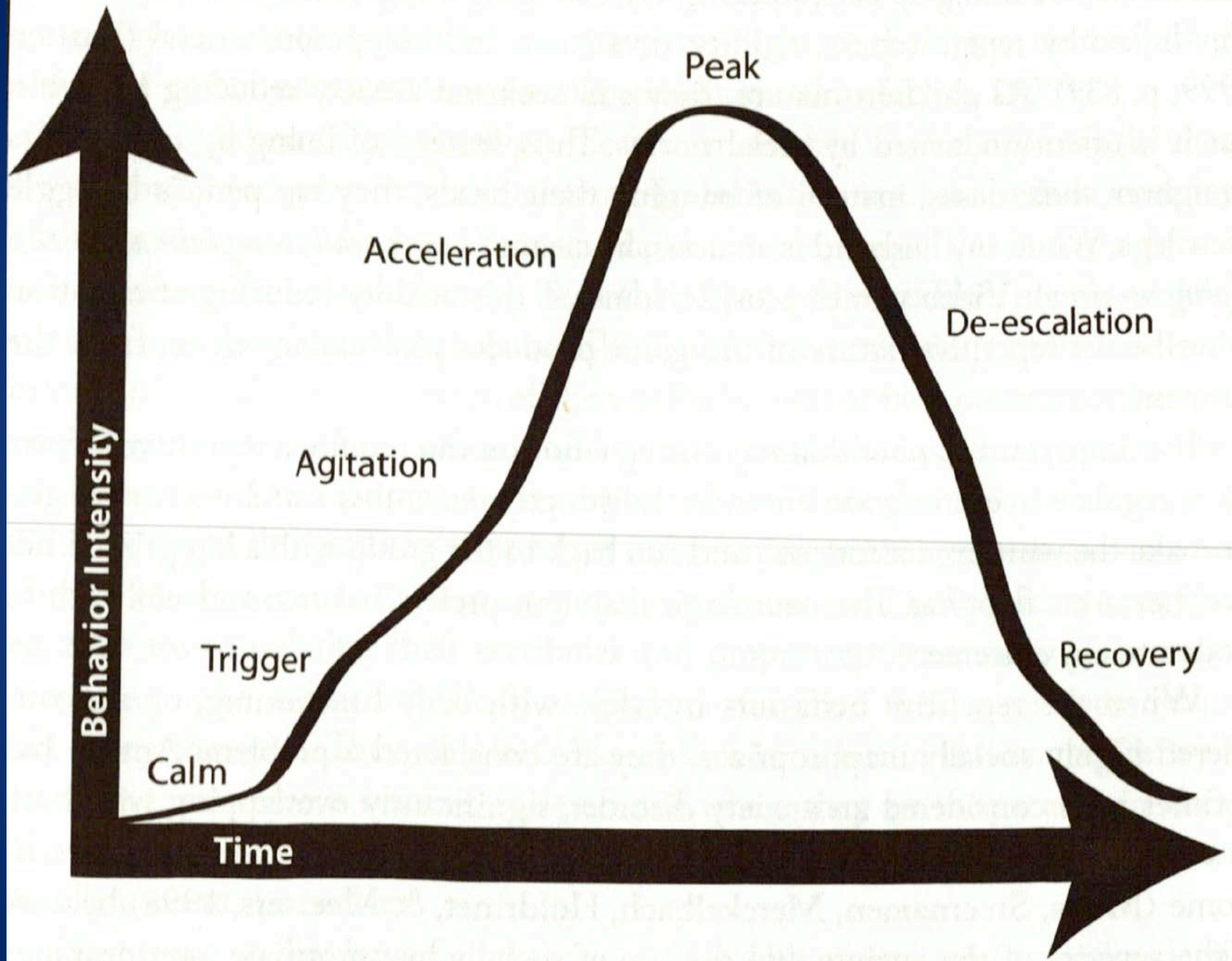


Figure 8. Escalation cycle.

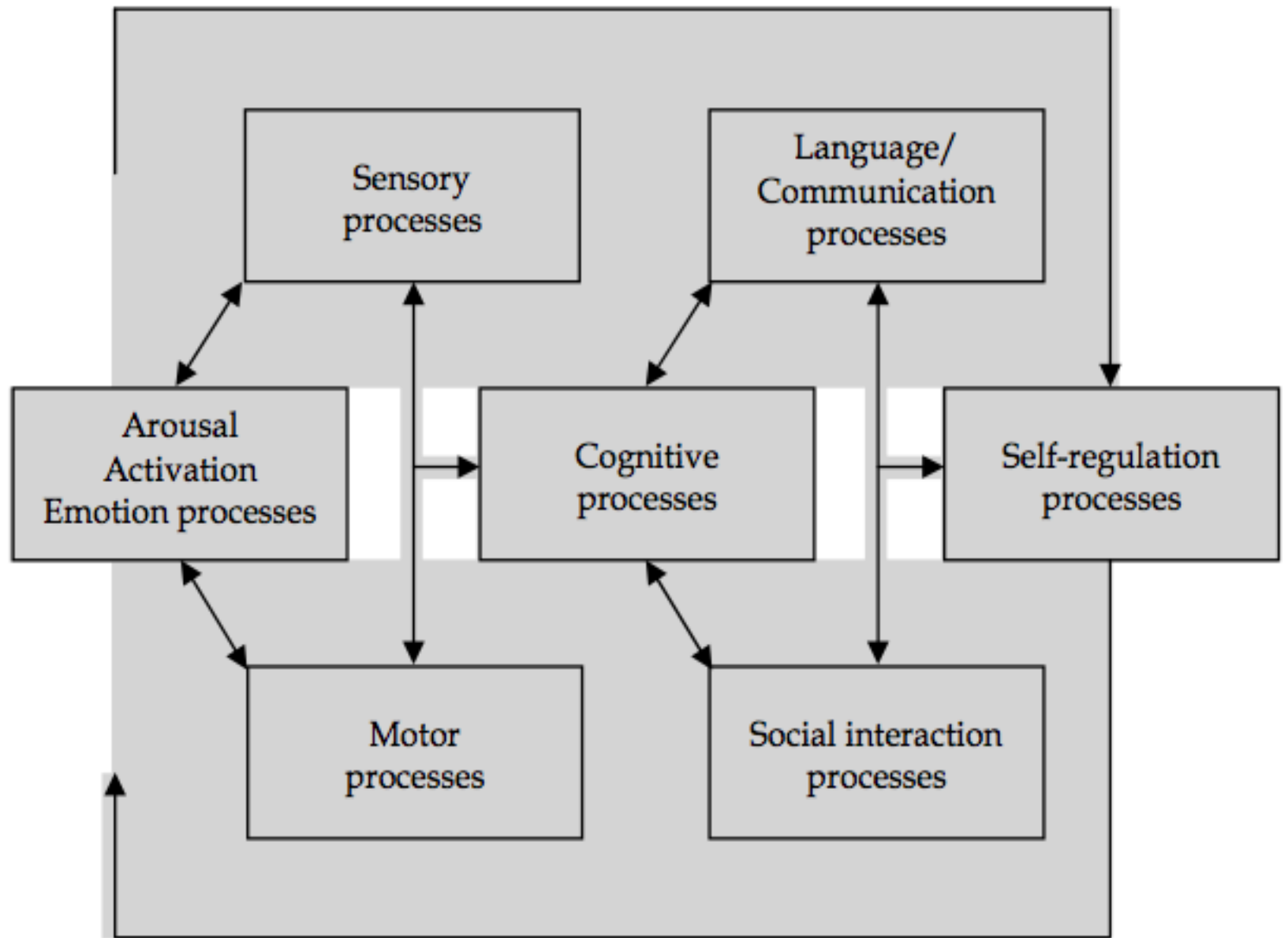


Fig. 1. Whitman's model of self-regulation in the development of autism.

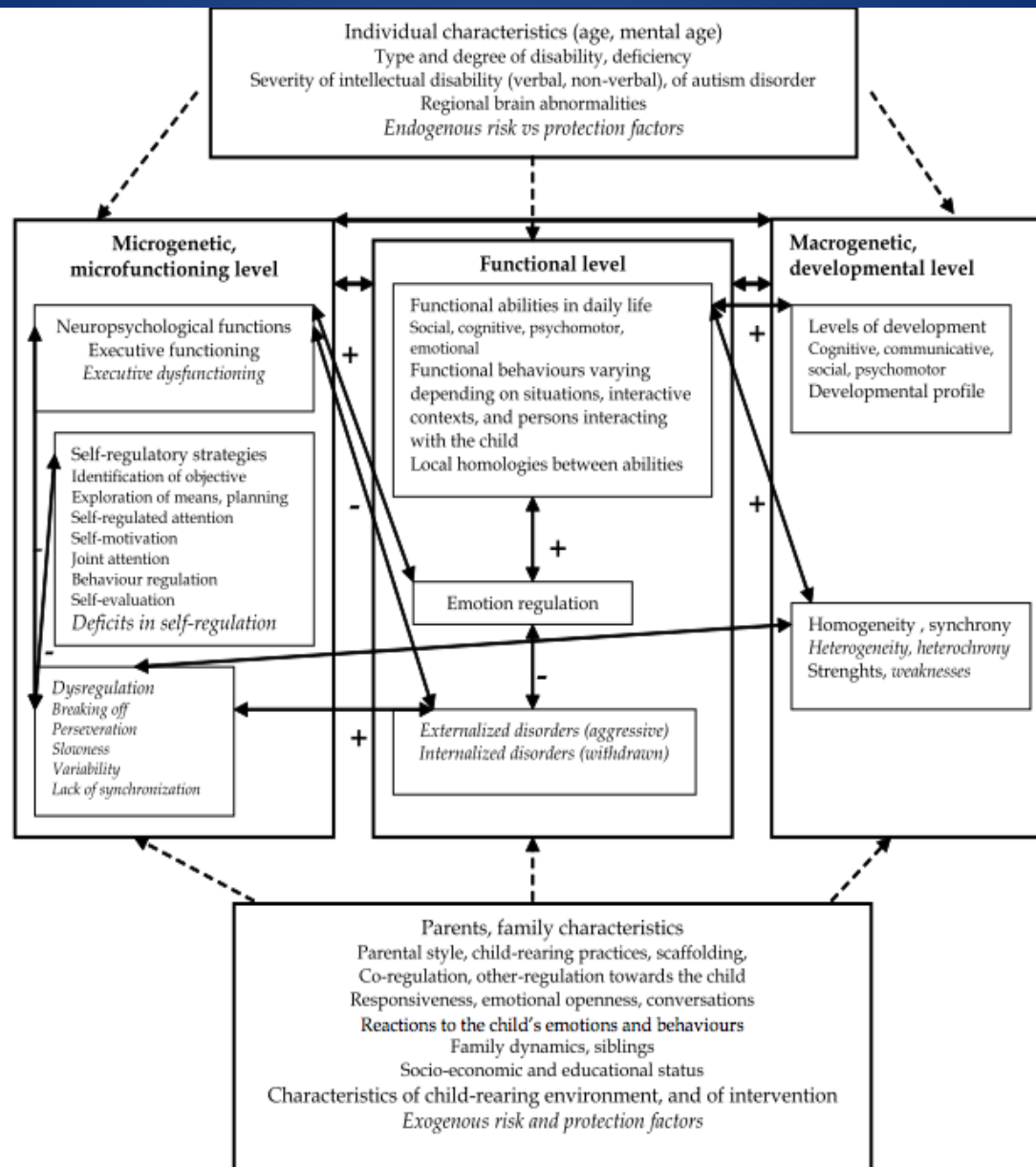


Fig. 2. Integrative model of regulation in the functioning and development of children with ASD



Regulation and ASD

- Homeostatic regulation
 - Sleep disorders
 - Feeding disorders
 - Gastrointestinal disorders



Regulation and ASD

- Arousal regulation
 - Anxiety
 - Agitation
 - Aggression
 - “Fight or Flight”



Regulation and ASD

- Emotional regulation
 - Affective regulation difficulties
 - Difficulty recognizing the emotions of others
 - Difficulty monitoring own emotions
 - Difficulty maintaining emotions
 - Difficulty inhibiting emotions



Regulation and ASD

- Cognitive regulation
 - Executive functions deficits
 - Behavioral inhibition difficulties
 - Narrative difficulties



Regulation and ASD

- Social regulation
 - Difficulty forming and maintaining meaningful/reciprocal relationships
 - Difficulty understanding social cues/rules/norms
 - Difficulty taking the perspective of others