

Practical Strategies for Challenging Behaviors for Children With Autism Spectrum Disorders

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Emotional Regulation

“My Child is Not Being Naughty”

Anxiety and Emotional Dysregulation

Additional Factors Leading to Emotional Dysregulation:

1. Physiological
2. Sensory
3. Environmental disorganization
4. Cognitive
5. Communication
6. Interpersonal styles
7. Social complexities
8. Motor demands
9. Developmental incongruities
10. Emotional Regulation Strategies



Emotional Regulation

Less time spent coping is more time spent learning:

- Self-regulation
- Mutual-regulation
- Optimal arousal
- Recovery from over arousal



Technical Assistance Advisory, August 25, 2006

Marcia Mittnacht, State Director of Special Education, Mass Depart. of Education

Best Practice Guidelines- requires that IEP teams consider and address certain and specific needs of children with ASD. The team must consider these seven specific areas of need when designing programs for children with ASD for appropriate education

1. Verbal and non-verbal communication
2. Social interaction skills and proficiencies
3. Needs resulting from unusual responses to sensory experiences
4. Needs resulting from resistance to environmental change or change in daily routines
5. Needs resulting from engagement in repetitive activities and stereotyped movements
6. Need for positive behavior intervention strategies
7. Needs resulting from the child's disability that impacts general curriculum, including social/emotional difficulties



Emotional Regulation

The child is available for learning when he/she is able to:

1. Attend and maintain focus
2. Process information
3. Maintain engagement
4. Initiate interactions
5. Respond to others
6. Actively participate in activities



Emotional Regulation

Assessment and Intervention issues:

1. Coping vs. learning
2. Predictability, consistency, expectancy
3. 5 Wh-questions
4. Learning in relation to people
5. Model and demonstrate



Emotional Regulation

Assessment and Intervention Issues

6. Shared control
7. Controlled variation
8. Maintenance (engagement) of activity
9. Contingent response
10. Creating balance across the day

“Be smart enough to listen to the children”



Contact Information

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