



Mood Movers

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And

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5 Important questions to consider ?

1. Why do children with social and communication difficulties and autism struggle to cope?
2. Why do they become moody frustrated and anxious?
3. Why do they struggle to understand their own and other people's feelings?
4. Why do they not seem to pick up on social cues and struggle with social interactions?
5. What can we do to help?

In this workshop I will answer these questions.

Children with social and communication difficulties and autism may have difficulty with...

- Communicating their feelings to others
- Changing their feelings when they are anxious
- Knowing their reasons for feeling anxious.
- Knowing when their worries are big worries, medium sized worries or little worries.
- Because of this they may experience the following:-
 - Tantrums
 - Becoming withdrawn
 - Pain
 - Distress
 - Fatigue
 - A lack of motivation
 - Changes to sleep patterns

Communication.....

Is more than just words!

Communication is not just about the words we use, but how we use our **facial expressions** and **tone of voice** as well as **body language** to communicate with other people.

Children with autism have difficulties understanding messages that people give to each other without speaking including:

- The meaning we put into our voices
- The expressions on our faces
- Gestures (e.g. using our hands to wave and point)
- What it means to shrug our shoulders



Children with autism have problems understanding what other people are thinking or feeling

They find it difficult to see something from someone else's point of view.

They also struggle with humour and they take things very literally.



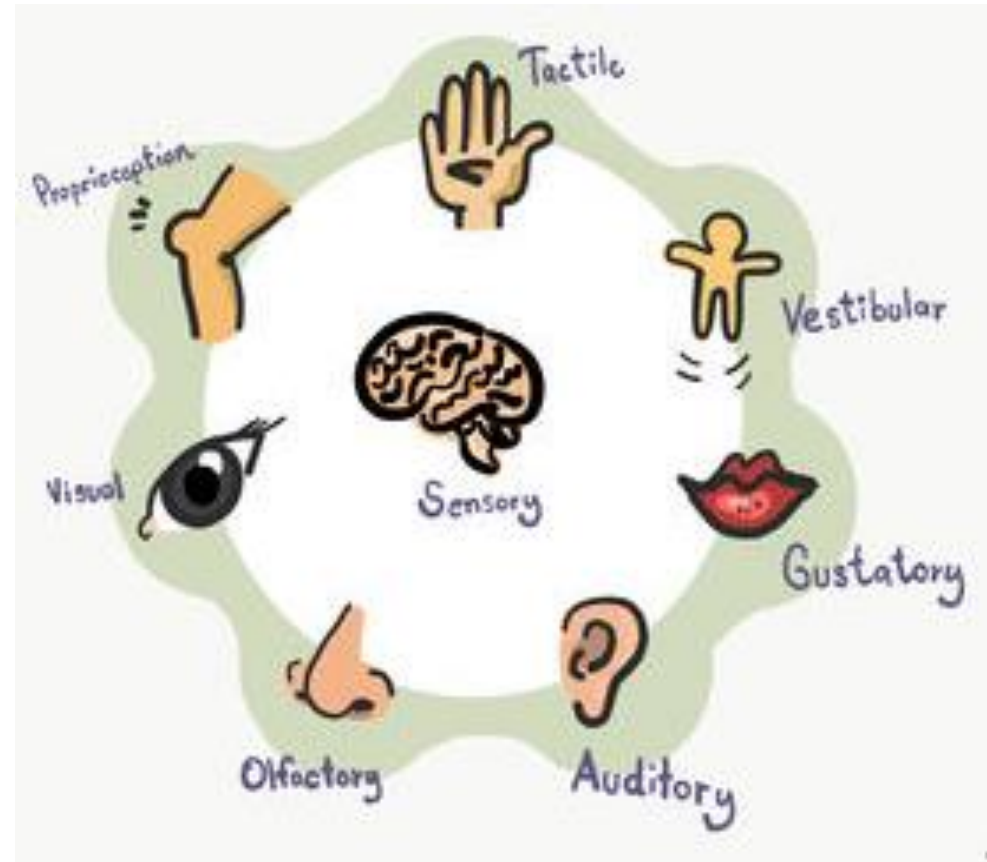
“But you must know about the dream I had last night – you were in it!”

Understanding Sensory Needs

Children with autism have problems understanding and expressing their own sensory needs.

They may be:

- **over-responsive**
- **under-responsive**
- **Or present with sensory seeking behaviour**



By **over-responsive** it may mean that a young person:

- Dislikes loud/unexpected noise
- Is easily startled
- Likes to chew to damp down noise
- Hates alarms going off
- Talks loudly
- Hates loud busy environments
- Doesn't like bright lights
- Prefers a dark environment
- Is distracted by a lot of visual information
- Gags easily when eating/ dislikes strong flavours or smells

By **under-responsive** it may mean a young person:

- Misses name when called
- Has volume on very loud on tv or music player
- Enjoys fast loud music
- Talks loudly
- Likes bright spinning fast moving toys and objects.
- Chews on non food items
- Over fills mouth
- Craves strong flavours
- Doesn't notice smells around them
- Doesn't feel pain

By **sensory seeking** it may mean a young person:

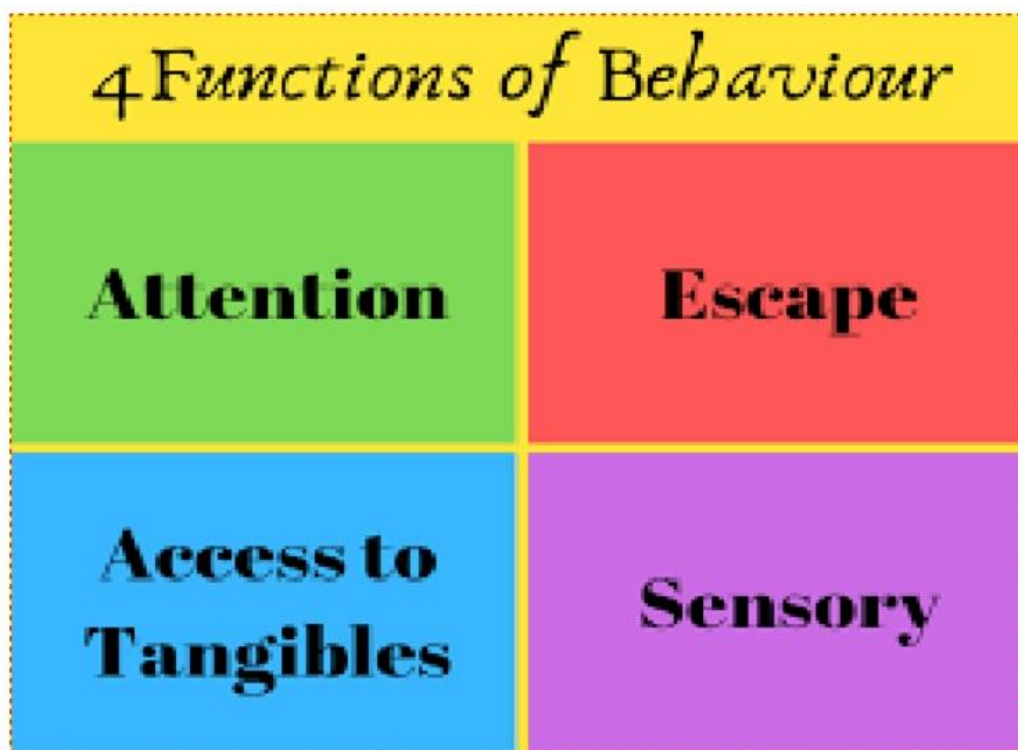
- Licks or bites
- Gives people tight hugs
- Crashes into objects to feel the physical pressure and contact
- Rocks their bodies or move arms frequently
- Enjoys rough play
- Enjoys rolling

What can cause anxiety?

- Trying to make sense of the world or what is happening and social rules
- New places activities or people
- Being given too many choices
- Not being able to make themselves understood or being able to communicate directly
- Differences in sensory processing
- Transitions and experiencing any change however small
- Focusing too much and getting stuck on unpleasant memories stresses or events and never letting go



Too much anxiety can lead to changes in behaviour and **understanding** the behaviour is important for parents!



All behaviour has a function...

As parents we can try and think:

- What does my child get out from doing this behaviour?
E.g. I shout and scream and then get taken out of the shop.
- Is my child experiencing unpleasant sensory experiences?
E.g. Too hot, too bright, too many people around, too much noise
- Keep an eye out for triggers
- Remember:
- The **rumble** is the **start of the behaviour**, e.g. fidgeting or pulling a face
- The **rage** is the **acting out or meltdown** - *When you child is reaching maximum stress levels and they have little control*
- The **recovery** is when the **behaviour has passed** and your child has worn himself out.

What can parents do to help?

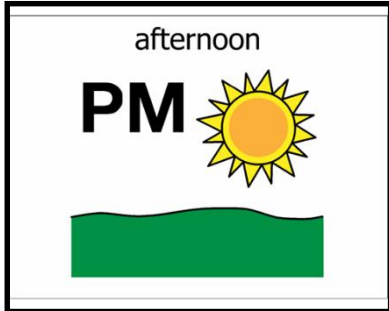
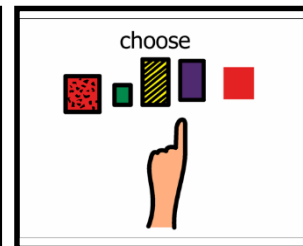
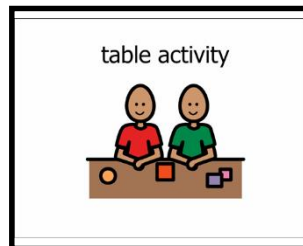
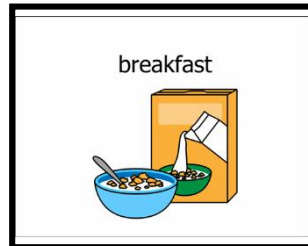
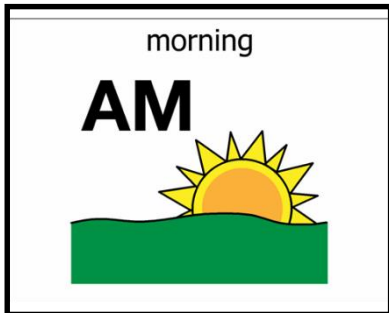
- Stay calm – hard but your own anger and frustration and worry may increase the problem
- Identify a safe place for your child to go to for example a pop up tent, a quiet place in the house.
- Allow plenty of breaks between any activities
- Make routines and stick to them
- Give one instruction at a time
- Give a warning of “something different”. Make it all visual.
- Try and think of the triggers , or what set off the anxiety outburst
- Use the emotional thermometer so your child has a way of communicating the level of their anxiety.
- Use fiddle toys, such as stress balls, clicker cubes play doh or glitter in plastic jars and divert attention



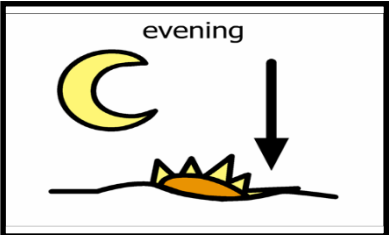
What can help?

Use visual schedule for daily activities.

Our Daily Routine at Home



Remove the symbol when the activity has finished. Put the symbol in a finished packet.



What can help?

Use another
Visual

Give a warning that an activity is about to start, nearly finish or it is finished

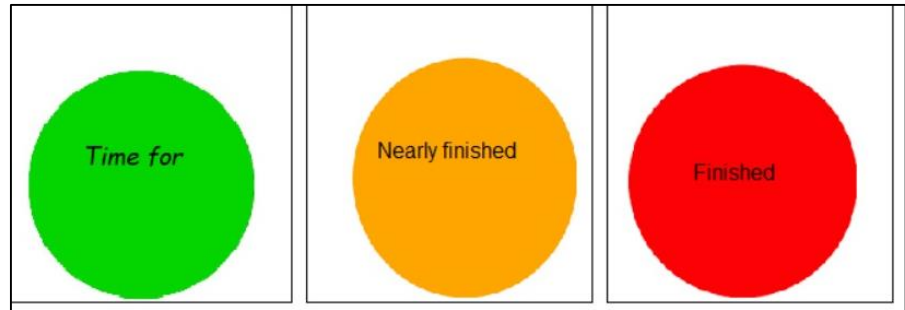


Use a
Timer



Prepare young people for change

Use traffic lights



Show
something
different card

*Something
different*

What can help?

Use visuals

I'm ok

I'm
not ok

Talk about
emotions.



What can help?

All the family talking about how they are feeling?

I am on green.

I feel ok.

I am on blue.

I feel a bit cross.

I am on yellow.

I am not feeling happy.

I am on orange.

I feel very cross.

I am on red.


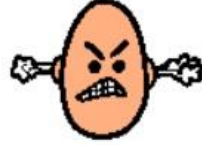
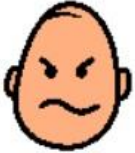


I am losing control.

I can try this .

Go for a walk.

Take a break.

Exercise.

Level	Person place or thing.	Makes me feel like this:	I can try this:
5			
4			
3	Mum has burnt the toast		Take a break and have a cup of tea
2			
1			

Emotion Thermometer

	How do you feel?		What are you doing?	Triggers
Emergency		5		
Adult Help		4		
Kid Fix with Adult Help		3		
Kid Fix		2		
Easy Fix		1		
No Problem		0		

The **ZONES** of Regulation[®]

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p>

THE ZONES OF REGULATION®

 sad	 sick
 tired	 bored
 moving slow	

I can try...

 asking for hug	 going for a walk
 jumping on trampoline	 bouncing on ball

 good	 quiet hands
 happy	 nice feet
 ready to	

I can try...

 working	 expected behaviors
 play with a friend/teacher	 petting pig

 frustrated	 worried
 silly	 excited
 wiggly	

I can try...

 bean bag chair	 going for a walk
 bean bin	 squeezing putty

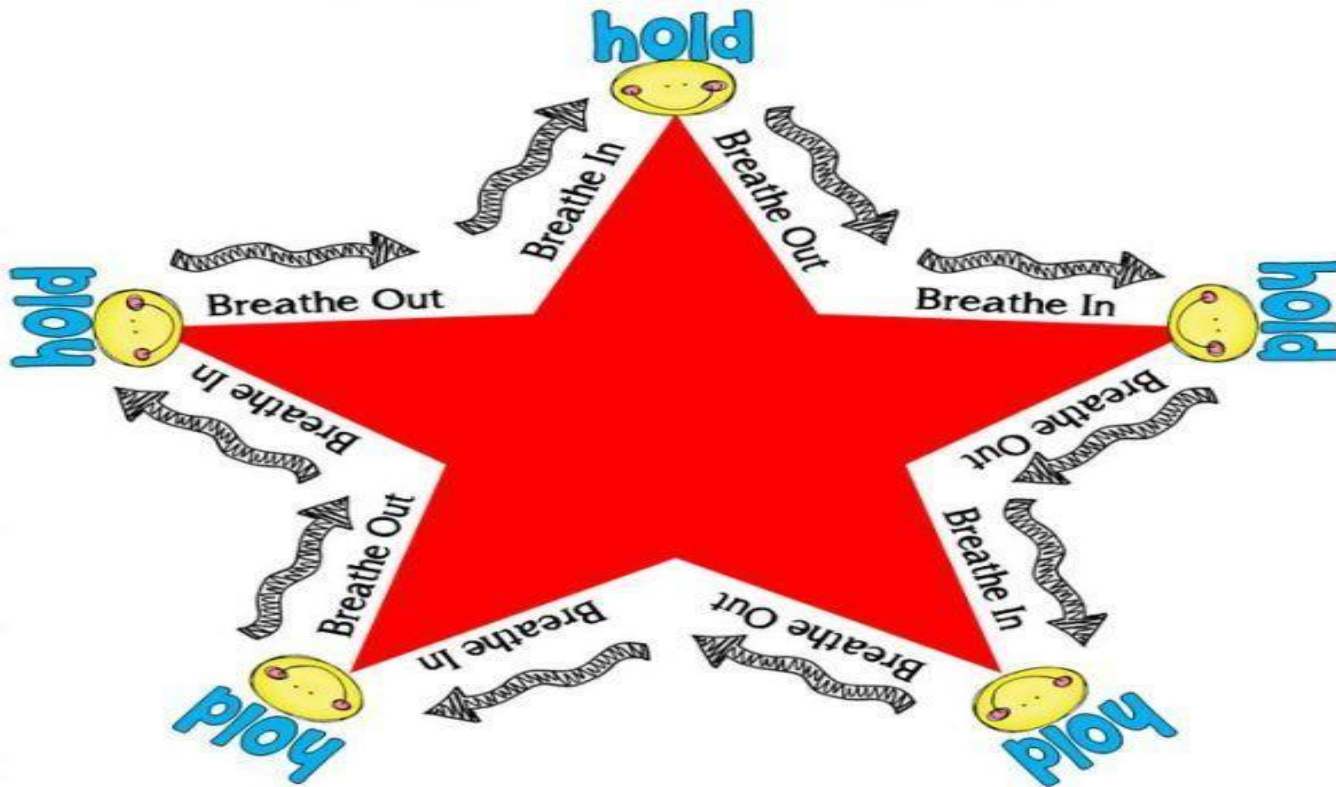
 mad	 afraid
 hitting	 kicking
 swiping	

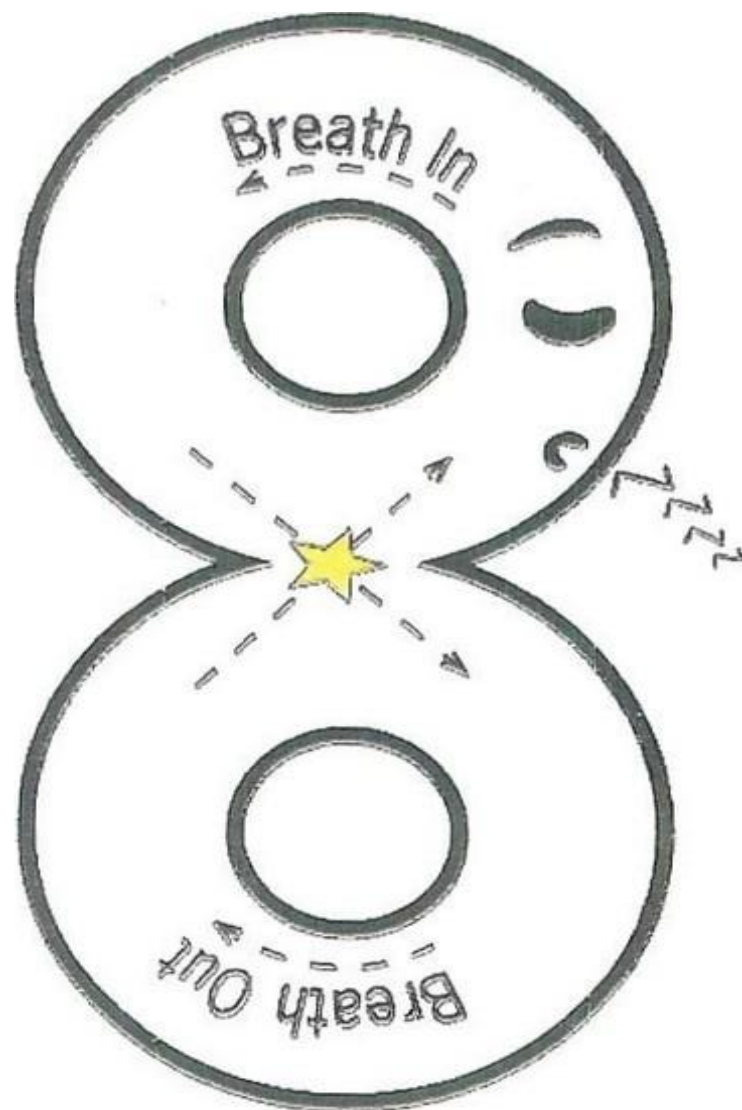
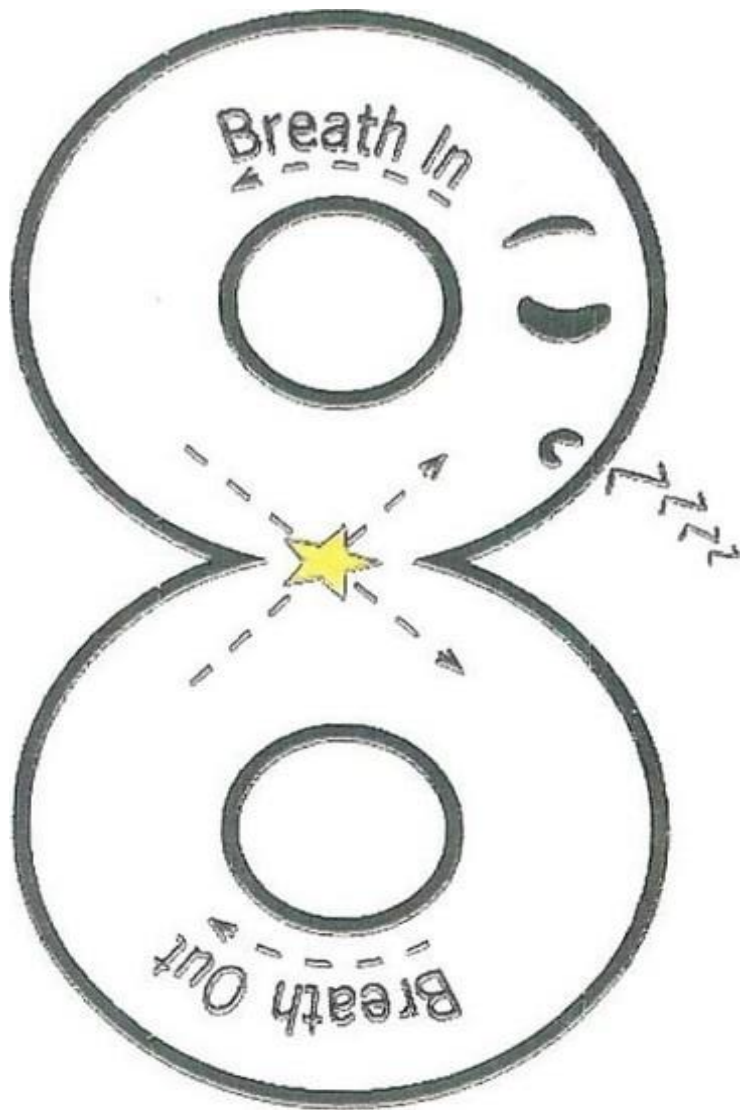
I can try...

 weighted blanket	 deep breaths
 count to 20	 squeezing a ball

Star Breathing

Breathe in, hold at the point, and breathe out.
Follow your way around the star.







Happy

Or

Sad



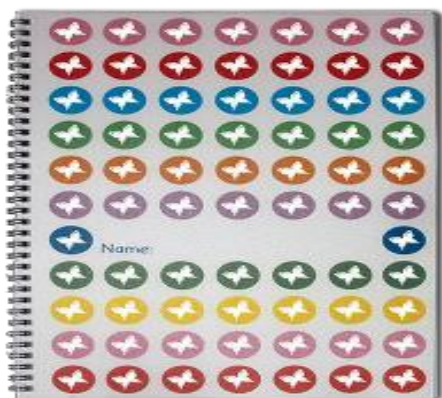
Happiness Box



Journals -

Four different designed journals to be used as they are, then through action research staff will personalise for each pupil.

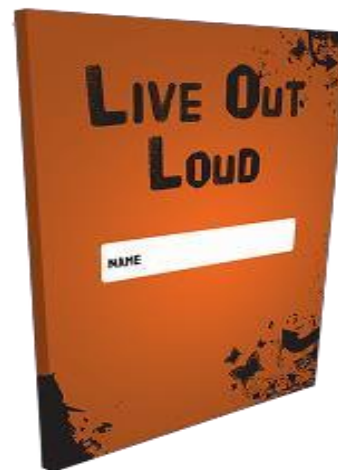
Key-Stage 1-2



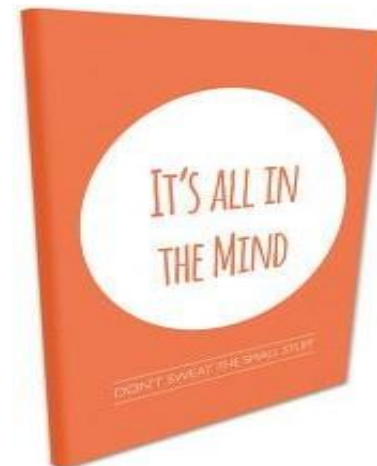
Key-Stage 2 - 3



Key-Stage 3-4

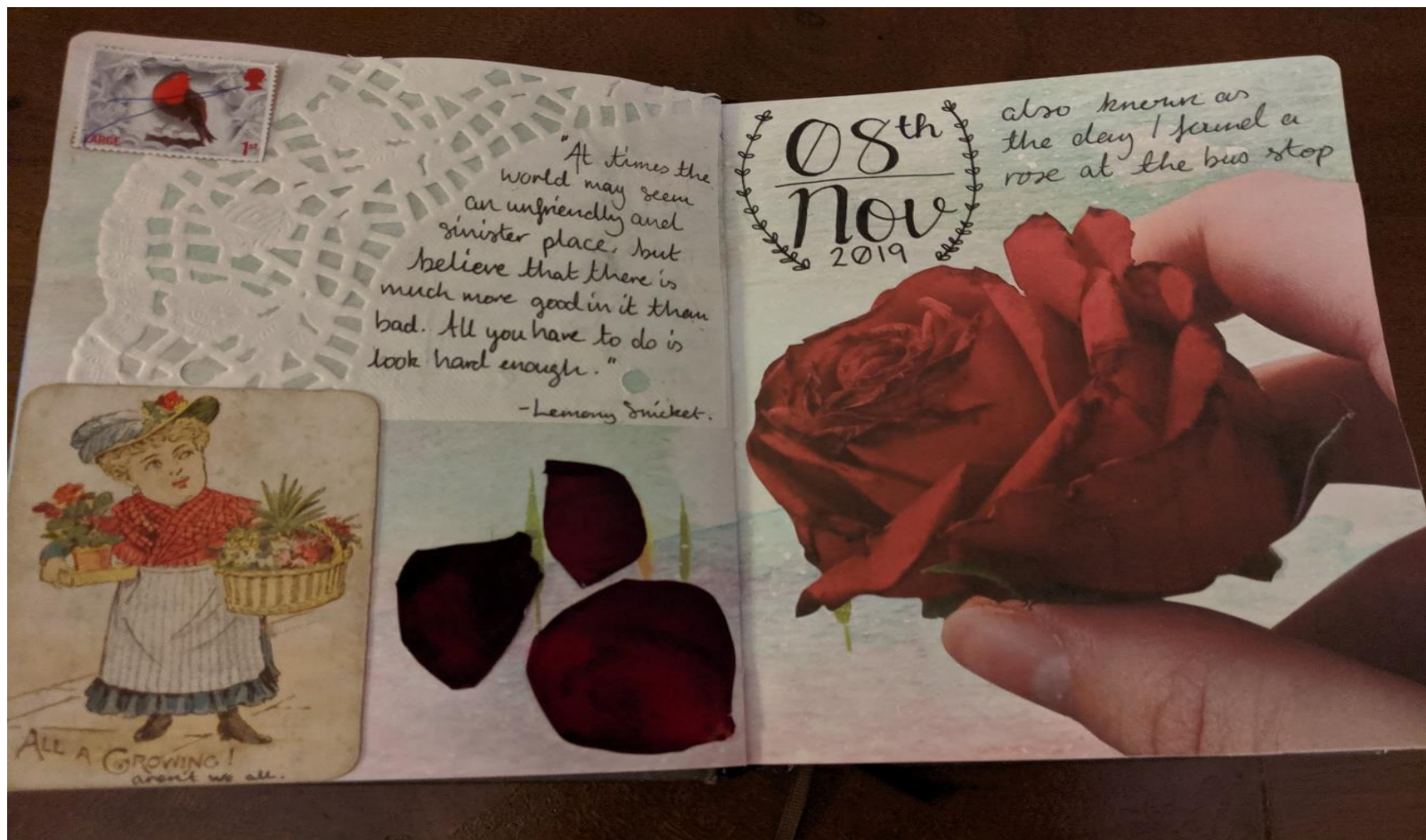


Key-Stage 4-5



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Journal as a positive experience



Useful Websites

<https://www.seftondirectory.com/autism>

<https://campaignresources.phe.gov.uk/schools/resources/active-roleplay-lesson-starters>

<https://www.seftondirectory.com/kb5/sefton/directory/advice.page>

<https://www.autism.org.uk/advice-and-guidance/topics/sensory-differences>

<https://www.bbc.co.uk/bitesize/articles/zh9v382>

<https://www.pinterest.co.uk/>

<https://www.twinkl.co.uk/>

- **USEFUL BOOKS**
- Me and my feelings. A kids' guide to understanding and expressing themselves.
By Vanessa Green Allen.
- My book full of feelings little medium big How to control and react to the size of your emotions, by Amy v. Jaffe and Luci Gardner
- When my worries get too big by Kari Dunn Buron