

**Autism  
seminars**  
for families



# Managing anger

Supporting families to manage anxiety,  
distressed behaviours and meltdowns

## Seminar booklet







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# **Managing anger**

Seminar booklet



**Published in 2017 by The National Autistic Society**  
**393 City Road, London EC1V 1NG**  
**[www.autism.org.uk](http://www.autism.org.uk)**

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**ISBN 978-1-910707-07-4**

Illustrations by **Claire Lythgoe**

Printed by **RAP Spiderweb**



**With thanks to the Morrisons Foundation for their support.**

# Autism seminars for families

## Managing anger Seminar booklet

This seminar booklet is designed to accompany the **Managing anger** seminar.

A range of people deliver this seminar, including National Autistic Society employees and professionals who have bought our facilitator pack. The materials in the pack, including the presentation and seminar booklets, were all written and developed by The National Autistic Society.

The seminars and booklets are based on the highly successful help! programme The National Autistic Society developed in 2002.

This seminar you are attending today is being delivered by:

### Language used to describe autism

Our most recent research into the language we use to describe autism showed there is no single term that everyone prefers. Although it does suggest a shift towards more positive and assertive language, particularly among autistic communities, we recognise that many parents prefer 'person-first' language such as 'child with autism' and 'child on the autism spectrum'. Therefore we have used these terms throughout this booklet.

For more information on the research, visit [www.autism.org.uk/describingautism](http://www.autism.org.uk/describingautism).

This is a seminar aimed at parents who have a child with an autism diagnosis who is experiencing difficulties with managing their emotions. This can result in difficulties with anger, anxiety, distressed behaviours and meltdowns.

The aim of the seminar is to support families with managing distressed behaviours and potential meltdowns. The seminar is called 'Managing anger' as this is the term that many parents use when referring to their child's distressed behaviour.

We use the term 'anger' throughout the seminar, but it is important to recognise that children with autism may display a range of distressed behaviours linked to anxiety, confusion or frustration, much of which is displayed in a way that appears very much like anger. We have chosen to use the term 'anger' throughout to encompass many of these issues.

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# What is anger?

**Anger is a normal reaction as well as a useful survival instinct.**

**It can be expressed verbally, physically or be internalised and can be directed at self, others or objects.**

When people are angry they can often react by becoming more physically alert. The body's instinctive response is 'fight or flight'. This is a primitive reflex that brings about changes in the ways our bodies function that make us ready to fight or run away, both of which are useful survival mechanisms.

This fight or flight response can occur in both the child who is angry and a parent who is faced with their child's anger.

Some of the physical effects of a 'fight or flight' response include:

- reduced mental ability to reason
- increased heart rate
- shallow and faster breathing
- increased sweat production
- tighter muscle tone
- increased adrenaline (a naturally-occurring hormone and neurotransmitter)
- narrower attention focus, which means we may miss important information.

We need to be aware of these bodily changes so the 'thinking' part of the brain can make decisions to stay in control of our reactions. You may be able to use this information to explain anger reactions to your children.

## Why more anger?

Children with autism can often seem to have more anger than the typical child.

This is not because they are naturally more aggressive than anyone else. Their angry responses are due to the frustrations and stresses they face in life and difficulties in expressing feelings in socially acceptable ways.

There are many reasons why your child may feel frustrated, stressed and angry. Some of these are outlined next.

## Vulnerability, confusion and jealousy

Many children with autism feel vulnerable and confused by daily events. They are unsure why other children and adults behave the way they do. They may find it hard to trust other people due to past experiences of being misunderstood.

Some may feel jealous of other children and may wish they could be as popular or as skilled socially. They may wish they could be as good at sports as other children or just be able to hold easy conversations and fit in, as most children can.

## Anxiety and stress

Children with autism generally experience higher levels of anxiety and stress as a result of living in a world in which they are in the minority. They may be afraid of others judging them for their difficulties or differences.

## Coming to terms with their diagnosis

Although the diagnosis often brings relief, understanding and other benefits, your child may be angry about their diagnosis, especially if it was a later diagnosis or it was not presented in a positive way. Some children deny their diagnosis which can make supporting them harder. Other children may have limited understanding of their differences.

## Misinterpreting other people's intentions

Due to their difficulty in evaluating other people's motives, children with autism sometimes think other children or adults are attacking them personally.

At times, children with autism can be teased or bullied by others. Some children will not react to negative actions or comments from others until several hours, days or even weeks after an incident.

## Sensory differences

Many children with autism have difficulties processing sensory information from the world around them, affecting their sight, hearing, taste, smell, touch, balance and body awareness. They may be over sensitive (hypersensitive) and/or under sensitive (hyposensitive). They may also find it difficult to filter out sensory information and/or have problems with being at the right level of arousal for the situation they are in (self-regulation).

An assessment – sometimes called a sensory profile – of these difficulties may help to find out which of your child's senses, if any, are affected.

If sensory needs are not met, it can lead to increased anxiety, as a result of which you may see more distressed behaviours and meltdowns.

## Inability to recognise and/or express thoughts and feelings

Some children with autism find it difficult to recognise emotions in other people and in themselves. It also seems that many children on the autism spectrum find it hard to understand and express more complex feelings such as embarrassment or sadness, so these feelings often get expressed as anger.

They may not understand the feeling is anger, and may not realise they are getting angry until it is too late to do anything about it. Because of their difficulties with social understanding, they may not realise that they need to tell other people how they are feeling – they may assume the other person knows.

## Emotional and social immaturity

Children with autism are often considered to be socially and emotionally younger than those not on the autism spectrum. They may show a 'patchy' developmental profile, meaning that they may be very skilled in certain areas but show difficulties in others. Sometimes, their abilities in certain areas can make it difficult for people to see the huge challenges they face in other areas.

**“The single tip that has made most difference to us was being told by his psychologist our son is six or seven years behind socially. It helps us understand him now when he flares up in anger, he is reacting like a younger child.”**

Parent of young adult with autism

## Adolescence

Adolescence brings changes in hormones, development of sexuality, and changing relationships with parents and other children, all of which can confuse as well as interest a child with autism.

Adding the complications of adolescence to all the other reasons they may feel upset or confused, it is little wonder that many autistic teenagers need support with managing their anger.

## Anger in children with autism can be difficult because...

- it comes to the surface quickly
- it happens more often

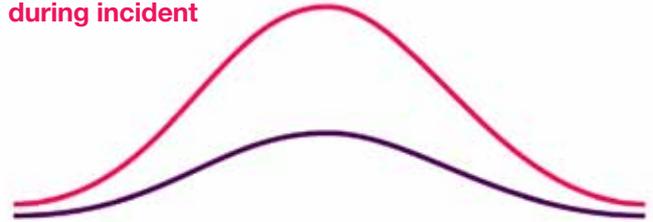
- it happens with less control
- it can be expressed physically as well as verbally.

## Our responses

When coping with distressed behaviour, as adults we need to recognise and manage our own responses.

When we are faced with distressed behaviour, our behaviour often takes a predictable path:

### Child stress/anger during incident



### Adult stress/anger

When faced with their child's angry behaviour, parents have reported a range of emotions, including feeling:

- angry
- frustrated
- embarrassed
- powerless
- burnt out
- scared
- lonely
- guilty.

If the behaviour is displayed in public, parents may feel embarrassed or as if they are being judged by others.

If your child is verbally and physically aggressive on a regular basis, you can easily feel as if you are failing as a parent. It is vital that you are not hard on yourself.

How you see your child's behaviour has a big impact on your stress level. So remind yourself that you are a good parent and you are doing your best in a difficult situation. In other words, try to see anger less as a threat to your parenting ability and more as a common behaviour for children with autism.

Your child is struggling with life for all the reasons outlined in the introduction. And even if you do everything 'right' as a parent, a child may still sometimes behave in ways that upset and challenge you.



# What is a low arousal approach?

**A low arousal approach is one that is generally non-confrontational. It uses clear, calm communication. The approach aims to create an uncluttered, calm home and school environment and carefully considers the child's sensory needs.**

It works best if all the adults in your child's life take a low arousal approach, but there is no overnight solution. It is important to aim for consistency. So taking a little time to agree on how you will tackle difficult behaviour will often be rewarded by fewer outbursts.

Dealing with aggression is difficult and parents often find themselves losing their temper with their children. This will happen, so it is important to remember that what matters are the messages we give, not the daily ups and downs.

## Communicate clearly

Clear communication is a really important part of managing anger. Misunderstandings, unclear expectations and an overload of words can make a child with autism frustrated, which can lead to anger.

- Give clear, simple instructions. For example, "first 15 minutes' homework, then ten minute break".
- Use fewer, but better chosen words.
- Give more time to process information. Use the six second rule (give the information, wait approximately six seconds to allow processing time, then if necessary repeat the information using the same words).

## Provide structure

Creating structure for your child can help reduce anxiety and angry reactions.

- Make sure your child knows what is going to happen daily.
- Use visual supports and timetables.
- Have clear places for things and use labels.
- Give your child time alone to recharge.

## Use rewards

Rewards can be used to encourage the positive behaviour you want to see. Each family will have different reward systems and what works for one child won't work for another.

A reward is defined as whatever makes the appropriate behaviour happen more! For example, money, food, praise, games, TV/internet time or time alone with a special interest.

It is a common mistake to make rewards too difficult to achieve. It is also often best to reward little and often (though the little rewards may add up to a longer-term reward as well).

Do make sure rewards are achievable and don't reward with too much or you will soon run out of rewards!

Encourage or reward your child's attempts at social behaviour, eg "good sharing!"

## Reduce confrontation

Some children with autism seem to prefer non-verbal methods of communication and find them less confrontational. The spoken word seems to increase annoyance for some children.

Thinking about other methods of communication may be useful at times, for example using email, text, post-its, notes, 'being helpful' cards, wipe boards, rules on walls, etc. For example, one social worker did his first two interviews with a young person by mobile phone!

- visual supports
- clearer expectations
- house rules
- family contracts.

## Does shouting ever work?

All or nearly all parents have shouted at their children at some point, and it is important to say that, in very rare circumstances, it can work for some. Occasionally parents have said that when their son or daughter has done something seriously wrong or dangerous, shouting has been the best tactic to really get the point across. But generally, shouting is not a successful tactic to use with your child.



# Coping with meltdowns



**Not all children with autism have major meltdowns, but many have very confrontational or aggressive outbursts. A low arousal approach is best whatever the degree of anger.**

## The 'rumbling stage'

The 'rumbling stage' or 'build-up' are terms used to describe times when your child is becoming more stressed – and it may lead to a meltdown if no action is taken. Sometimes it is very hard to spot signs that tell you your child is in the rumbling stage. A few children may not show any signs of being in the rumbling stage – they just seem to explode without warning.

**“When I am stressed I shut down and my face gives away nothing.”**

Autistic young adult

## Things that can push your child into the rumbling stage

There are many things that may push your child into an increased sense of stress, anger or frustration. You may be able to identify some of the more obvious things and plan to avoid or better manage these – this will help you to prevent meltdowns.

Some of the more common reasons that may push your child into the rumbling stage or straight into meltdown are:

- things not making sense – needing more information
- not feeling in control
- plans changing without warning

- being asked to do things that are too difficult
- being asked to do things that seem pointless
- being asked to do things too many times
- not being listened to
- promises being broken
- entering new social situations
- too much sensory stimulation
- too many people around them
- too many words being spoken at them
- having to wait
- not getting what they want
- having to stop doing something they enjoy
- losing arguments or games
- making mistakes
- being criticised
- getting teased or bullied
- being left out
- feeling vulnerable
- speaking about a topic that upsets them
- situations related to their phobias or fears.

## Possible signs of the rumbling stage

It is important to be able to spot signs that your child is in the rumbling stage. If you are able to spot these signs, you may be able to prevent a meltdown by using diversion, distraction or by changing how you communicate. Different children will have different ways of showing us that they are getting stressed and closer to meltdown.



## How to stop rumbling turning into meltdown

Every parent will find their own way to try to prevent a meltdown when their child seems to be heading towards one.

Different strategies will work at different points in the rumbling stage. For example, using humour or gently reminding your child of their options may work very early on in the rumbling stage. But if this tactic is used later, it may actually have the opposite effect and tip the child into meltdown.

Below are some of the more common tactics parents have used over the years to try to prevent or reduce meltdown. These tactics are all along the lines of using a low arousal approach.

**Remember that if your child is close to losing all control, the priority is to avoid meltdown. The time for imposing discipline, making constructive criticism or other learning has gone, and now your attention must focus on simple damage limitation – saving face for everyone.**

### Divert, distract or change tack

- **Stop arguing** – this is always a good tactic as arguing often makes things worse.
- **Use silly, obvious humour** – this can work for some (for others it will make them more likely to go into meltdown). It is often best to make the humour at your own expense and to make sure you catch your child early on in the rumbling stage.
- **Remind your child what happens if they do stay calm**, and of any potential reward systems or consequences.
- **Talk about something they are good at** and remind them you love them.
- **Try to change the subject.**
- **Give them time on their favourite interest, topic or toy.**
- **A walk, drive or cycle ride** – but try not to talk if they don't want to.
- **Reduce sensory distractions**, eg background TV, stereo, strong smells, bright lights, too much movement.
- **Build in more opportunities for sensory stimulation that they enjoy.**
- **If you are out with your child, remember to take things with you that will help to prevent a meltdown** (magazine, snack, handheld computer game, etc).

- **If possible, compromise.** For example saying, “OK, we can do it quickly together, then let's have a sandwich” or “OK, I will do X if you do Y”. Remember this is not about backing down, it is about spotting the rumbling signs and avoiding a meltdown situation.
- **Offer a quick snack.**
- **Suggest they use any other self-calming techniques** and direct them to these. For example self-regulating movements ('stimming'), favourite music, trampoline, exercise bike.
- **Time alone can be the most important form of stress reduction**, so allowing your child to 'exit' to his or her bedroom can be a useful tactic.

With a younger child, you may need to take their hand and lead them gently, for example saying, “Calm time” or “Break time”. Some older children may be taught to recognise the signs of rumbling and take themselves to their room or other safe place, but it can take time.

It's important not to make this time alone seem like a punishment, that you are backing down or that it is 'time out'. It is simply the best option for when we are stressed – to have some time alone. For example saying, “You need to have a break from us because we are making you stressed”.

### Adapting our communication

- **Make less eye contact** – If you glare at someone, they may become more anxious and upset. Using less eye contact may help to lessen the confrontation.
- **Keep your voice at a lower pitch and volume** – Usually your voice will get higher and louder when you are being confronted; try to be aware of your voice pitch and volume and keep them lower to lessen the confrontation. Try using a quiet voice or a whisper so they have to shout less to hear you.
- **Use fewer words** – Generally, we use too many words when talking to autistic people. This is especially true during a highly stressful situation, if they are close to a meltdown. Many parents report that they use no words at all if their child is in meltdown as they are unable to process the meaning of words at that point.
- **Use simple signs and gestures** – Some parents find that using basic sign language or simple gestures can help when their child is close to a meltdown. For example, a sign for 'chill out in your room'. Agree with your child in advance what the signs mean.

## Adapting our communication continued

- **Try to make fewer requests** and think about how you phrase them, or their timing. If you can see a child is rumbling, avoid making the request until later.
- **Use slower, controlled breathing** – Controlled breathing helps to reduce the body's stress levels, making it easier to cope with confrontations because the body isn't reacting as if it is in a 'fight or flight' situation. You and your child can try it. It is one of the few things that is guaranteed to calm your body.
- **Use body language to show you are listening** – Most parents find that saying, "We'll talk when you are calm" doesn't work. By letting your child rant and not interrupting them (so long as it is not unnecessarily abusive), your child may feel you are listening to them, which may stop them getting more angry.
- **Slow down your movements** – Relax your posture and don't tower above the child.
- **Keep your distance and avoid touch** – Sometimes it is tempting to try to touch your child to reassure them or to calm them down. This is usually not a good idea. Step back, avoid crowding them and think about your exits from the room, if necessary. Some children cannot visually focus during a meltdown so they may walk or run into you without realising, unless you leave plenty of space around them.

- **Remove any audience** – If brothers and sisters are in the room, try to get them to leave (unless your plan is to help the child having the meltdown to leave). Either way, the important thing is to remove an audience. This is for several reasons. The first is safety. The second is to avoid sending too many mixed messages to your child or letting them get wound up even further. Thirdly, the fewer people present, the less your child will feel like they're 'losing face'.
- **Repeat to yourself, "I can pretend to be calm!"** Repeating key phrases in your head may help when confronted with aggression.
- **Go at your child's pace** – If your child is about to have a meltdown, it is best to leave other things until they calm down. It may mean making a phone call to say, "sorry we are going to be late", and then going back to help your child. Usually, trying to rush them will make things worse.

## Remember

**Even if your child is using abusive language or threatening to hurt you or someone else, remind yourself that by using these low arousal techniques, you are at least doing the right thing, even if sometimes it is extremely unpleasant to be on the receiving end.**

## Here is a basic controlled breathing exercise that you can use:

- Start off by slowly breathing out once. Then as you slowly breathe in, place your hand on your stomach and you will feel it rise and fall slightly with each in and out breath. Hold for a count of three then breathe out slowly through the mouth for another count of three. Repeat this three to six times and your body will start to relax.
- You will need to demonstrate this technique to your child so they fully understand what to do. When explaining this technique, it may help if you say, "pretend your stomach is like a balloon". This will help them see how their diaphragm should rise and fall. You need to make sure they breathe in and out with control and not too quickly or too deeply – these are common mistakes.
- You might like to create a prompt card with a picture of something your child likes to smell and a picture of bubbles with some text about breathing in (like smelling your favourite smell) and breathing out (like gently blowing bubbles). This will act as a visual reminder of the controlled breathing technique.



## Example of a 'rumbling plan' for home

### Rumbling plan for home – John

#### Usual triggers

- tiredness
- the pressures of a day at school
- anything new at home
- people talking during his favourite TV programmes
- people smelling of cigarettes
- being asked questions without preparation while he is in the middle of something
- not being given a warning of the end of an activity
- having to eat meals with the rest of the family
- food types mixing on the plate
- giving him a dinner he has not chosen
- not having his red plate to eat from.

#### Signs of his rumbling stage

- swearing more than usual
- trying to get into his brother's room and annoy him
- increase in facial tics
- more fiddling
- more snappy.

#### Rumbling stage strategies

- check how stressed he is feeling, on a scale of one to five
- drink and/or snack
- time in bedroom
- chill-out music on
- offer going out – walk, run, bike or car ride.

## Example of a rumbling plan for school

### Rumbling plan for school – Jack

#### Key things to avoid as they cause anger

- being told off in front of classmates
- not being able to sit near the front
- classroom instructions not being clear and simple
- being asked a question unless he has his hand up
- being rushed.

#### Check if he is displaying any of the following behaviour:

- placing his 'take a break' token on the edge of his desk
- getting out of his seat
- being argumentative
- calling out
- being very quiet and fiddling more than usual
- muttering to himself
- swearing.

#### If he shows any of the above behaviour, try one of these tactics:

- ask if he needs a break and let him go out of the classroom for five minutes

- suggest he goes to Reception with a note
- give him some books to take to another teacher he knows
- suggest he goes to the quiet room
- if none of these tactics work, ask him politely to leave: "Please leave the classroom and have a ten-minute break in the quiet room."

#### Some important dos and don'ts

- Make sure a teaching assistant goes with him if he is in a very agitated state.
- Stay calm and remember he has great difficulty understanding his own feelings and can't express them as well as other children.
- Don't raise your voice.
- Don't confront him.
- Acknowledge he is looking angry or stressed, but do not ask him why.
- Ask him in a friendly way, "How can I help you?" or "Is everything alright?"
- Think about removing the other children from the class if he goes into meltdown, leaving one adult with him, at a distance.



## Reaching meltdown

A meltdown happens when a person loses control for a period of time, possibly resulting in damage to property, self or others. The damage to self and others may be physical or verbal.

Meltdowns can vary from child to child, and how you manage them will be very individual to your child and your family.

We know that experiencing a meltdown can be upsetting and frightening for all those who are involved or who witness it. Once your child has reached the point where they will have a meltdown whatever you do, it may be about trying to let it happen as safely as possible.

## Having a meltdown plan

Many parents have found that having a meltdown plan helps with managing the meltdown. It won't stop meltdowns happening, but it will help to have agreed in advance what everyone involved will do, so the meltdown can be managed as safely as possible. It may also help with reducing the duration and impact of the meltdown.

It is vital to combine the rumbling and meltdown plan and communicate them to all the people involved (including school, grandparents, siblings or neighbours).

## Key things to include in a meltdown plan

- triggers for stress or anger
- physical or verbal signs that your child is close to meltdown
- words to use or avoid
- stay with or leave alone
- guidance about touch
- environment.

## Make your home safe

Sometimes, it is necessary to think about making your home safe to prevent injury. You might want to consider:

- removing breakables and pictures from walls (maybe store in loft for a few years)
- adding soft edging to tables
- having curtains that easily come away from the rail if your child pulls these down regularly (maybe using velcro)
- using melamine instead of china, and plastic glasses instead of glass ones
- hiding treasured items or important documents under lock and key

- taking out insurance for items your child is likely to break
- tying a towel around door handles to stop your child slamming doors
- locking cupboards and doors to keep siblings and their possessions safe
- having a secure lock on the front door if your child is likely to run out during a meltdown and could be in danger
- creating a safe meltdown area with cushions or pillows, where your child can be directed to.

Some children may threaten to physically harm themselves or others. In these circumstances, it is best if you lock away any knives, scissors, potato peelers, lighters and matches, as the safety of your family is important. If you find part of your meltdown plan is actually making the situation more dangerous, stop using that strategy. Always get professional support if you or any family member is at risk of physical harm.

Some parents have had to resort to placing locks on their own bedroom doors for times when their child becomes physically threatening towards them and walking away just provokes further escalation. Parents who find themselves in this situation may want to seek further support from the statutory services, including Social Services or the Health Service.

Although the long-term aim is to try to use a low arousal approach and the strategies discussed during the rumbling stage, there may still be times where you cannot avoid a meltdown.



## Example of a 'meltdown plan' for home

### Meltdown plan for home – John

#### Mum's plan

- If John is abusive or shouting, but not physically attacking, stay in the room with him. Don't argue, just sit safely, little or no eye contact.
- If verbal rant/meltdown carries on more than a few minutes (and if safe to do so), leave the room. If he follows, say, "OK I can stay in the lounge with you" and return to room.
- If physical attacks or threats, say, "I need to let you have some time" and retreat. Go into bathroom if necessary.
- Come out if no noise for several minutes. Don't try to talk to him for at least half an hour.

#### Dad's plan

- Get brother and sister out. Say, "Let's go out for a bit". Stay calm and don't shout back.
- Look in if the meltdown carries on more than five minutes. If Mum says nothing, Dad to leave again. If Mum says, "I need a cup of tea", this means Dad take over.

**Report all major incidents, serious physical threats and/or injuries to:**

**Social Services emergency out of hours team:**  
(insert phone number here)

**Social Services daytime team number:**  
(insert phone number here).

**Also consider speaking to school or a health professional.**

## Example of a meltdown plan for all environments

### Meltdown – Melissa

**Melissa has had several outbursts recently, during which she has hit herself or others or just been very upset and angry.**

- 1 Remember **not** to intervene if Melissa slaps herself, as this will make things much worse and she will hit out and scratch whoever is with her or hit walls, mirrors or windows, which could be very dangerous.
- 2 Firmly tell her what you want her to do. Melissa needs support and encouragement to help her control herself at these times. Try saying "hands down" so she won't lash out or "sit down" so she is in one place where she can start to calm down.
- 3 Sometimes it is worth trying to distract Melissa by making silly noises or trying to make her laugh, but this depends on how upset she is and if you can catch things early enough.
- 4 Don't shout or tell Melissa to shut up or be quiet as it will make things much worse. If Melissa has gone past the point where you are able to reason with her, you must make sure she is safe and let her calm down in her own time. This could take five to 20 minutes.
- 5 Don't try to intervene physically or discuss the problem with her directly, however hard this may be for you. Give Melissa the space she needs without putting her, or others, at risk of danger.
- 6 Don't leave Melissa until she is completely calm. She shows she is getting calmer when she starts saying things like, "I feel sad" or "Melissa is crying". Do not intervene before this or she will start up again.
- 7 Repeat any phrases Melissa may say to herself that reassure her things are OK. For example, "It's OK Melissa, it's alright Melissa."

#### Key people for further advice:

**Mrs Smith:** [insert phone number here] | **Mr Jones:** [insert phone number here]



## Recovery

The third stage of the meltdown is recovery. How children react after a meltdown will vary greatly, depending on how severe the meltdown is, their age and understanding, and how others behave around them. Some children seem to recover quite quickly, but many take longer.

“He was screaming at the top of his voice and threatening to harm himself with a knife, then five minutes later he asked me if we could go for lunch at his favourite café. It was as if nothing had happened in the first place.”

“She was shouting and throwing things at me, including her dinner; then she got really upset about the fact that everything was on the floor and about the scratch on my arm from where the plate had hit me, and it took me ages to console her.”

There are several things to bear in mind in helping your child to recover.

### Leave plenty of time to recover

The most common mistake after a child has a meltdown is to put pressure on them too soon. So even if your child appears to have got over the meltdown quite quickly, it is best to allow them plenty of time to calm down. This allows their brain time to make sense of what happened and their body to metabolise adrenaline. They may need to sleep, be quiet or be alone – some children take over a day to recover.

Your child may feel worried that they have ruined their relationship with you or feel embarrassed. If so, you need to approach them carefully.

Children vary in their need for physical contact after a meltdown. Some will need cuddles for reassurance; others will need you to give them plenty of time alone.

## It is important for you to recover

Many parents have reported that although their child may appear to recover quickly from a meltdown, they are often experiencing a range of emotions. Some parents have said they have felt upset, angry, frustrated or worn-out. It is important to think about how you are going to manage your own feelings after the event.

### Use the meltdown to see what lessons can be learned

It is not always obvious what caused the meltdown. Some parents suggest they find it useful to discuss this with their child after they have fully recovered. You may find this helpful. Feeling over-stimulated, embarrassed about something, worried or scared may be expressed as anger in your child, so it is worth asking a few questions to find out more.

If your child can tolerate it, when they are calmer, bring up discussion about the meltdown. If the child is able to communicate what made them angry it can help you and them in the future. It can also be useful to talk about how you can help them during a meltdown. It's usually best to try to work together to solve the problem. And it helps if your child understands you are on their side. For example, “Does it help if I stay out of the room when you feel like that?”

Try using a visual reward chart to encourage your child to use strategies to help them before and during a meltdown. Tick off whenever your child uses strategies to prevent meltdowns.

One parent felt she had reached a breakthrough moment when her son was mature enough to begin answering questions about his feelings towards meltdowns:

**Parent:** “How does your body or head feel just before you have a meltdown?”

**Child:** “My head hurts...”

**Parent:** “OK, when your head starts hurting like that next time, that's when it's time to stop doing what you're doing and go to your room.”

For another parent it was an important moment when her son began to understand the impact his behaviour had on others:

“The feeling remorseful after he has done something wrong is a new thing which we consider a huge breakthrough. He says he really doesn't want to do these things, and doesn't know why he does.”

Parent of 11-year-old with Asperger syndrome



# Helping your child to manage their feelings

**Many children with autism have limited understanding of their own and other people's feelings. One of the things we can do to reduce their general level of stress and anxiety is to try to give them ways to express their feelings.**

## Ways to communicate feelings

The ways in which we can try to teach children to communicate their feelings will vary depending on your child's level of understanding and willingness to participate.

## Visual ways to communicate

These can vary from simple symbols to let someone know how they are feeling through to complex visual rating systems.

- write or draw how you are feeling on a piece of paper
- have pictures of feelings/faces to discuss moods on the wall so all the family can say which 'face' they are feeling
- time out/chill out/break cards
- door signs – useful for the child to use to let others know how they are feeling eg 'Do not disturb' or 'I am in a bad mood'
- introduce rating scales for your child to rate their mood:
  - > traffic light systems (eg green = happy/  
red = angry)
  - > numerical scales (eg one to five)
  - > linked to an object (eg stepladder or body)
  - > linked to a special interest (eg Star Wars or Doctor Who)
- the book *The Incredible 5 Point Scale* by Kari Dunn Buron has some useful ideas
- some children may like to use different colour wrist bands or hair ties to let others know what mood they are in. For example using the traffic light system: "red means keep away from me, amber means you can talk to me but be aware I am stressed, and green means I am in an OK mood – you can talk to me".

## Stories or books

There are a variety of books aimed at explaining emotions and anger to children (see 'Useful reading' at the end of this booklet). You might also find Social Stories™ useful to explain different reactions to anger.

## Introduce ideas for all the family

Introducing some of the ideas mentioned to your whole family might help your child understand them and want to join in with them. Many children find it hard to understand that other people have different emotional states to them, so it is also a useful way to try to teach this.

Some families have tried using visual supports for all members of the family – children and adults. This can be particularly useful for children with limited verbal skills.

## Talking about your worries

It may help to set aside a specific time to talk about worries with your child. Building this into your daily or weekly routine may help.

Some children can be encouraged to write a diary or blog.

Use a sheet for writing down worries that has a 'beyond my control' box at the bottom of the page and write in it about those worries or stresses that are 'beyond our control'. This is something that will be explained in the seminar.

## Using different means

Different children will benefit from talking about their worries in different ways. Some may find it useful to talk through things like puppets or pets; others may benefit from having something to tell the worry to, like puppets or worry dolls.

Some children may not like to discuss things face to face but would be happy to talk about things over the phone, via text message, email or instant messaging.

## Talk about the good things

As your child may have low self-esteem, it is important to remind them of the things that they are good at or that they enjoy.



## Additional support

If you have a child with autism, there may be support that you can access from your local statutory services and from local autism organisations or other voluntary agencies.

## The National Autistic Society

The National Autistic Society has a range of information and advice to support people with autism and their families.

See the 'National Autistic Society contacts' handout for more information or visit the website at [www.autism.org.uk](http://www.autism.org.uk).

## Local support

There may be statutory agencies that can offer you advice and support.

In the UK, your child should have their social support and care needs assessed by your local authority. Requesting the assessment in writing is always better than requesting it over the phone.

The National Autistic Society website has information sheets which explain this in more detail as well as a sample letter you can adapt for your own situation and use to request an assessment at [www.autism.org.uk/about/benefits-care/community-care/support-for-carers.aspx](http://www.autism.org.uk/about/benefits-care/community-care/support-for-carers.aspx)

You may also be able to access NHS services such as Child and Adolescent Mental Health Services (CAMHS) through a referral from your GP.

## And finally...

The 'Managing anger' seminar can give you ideas about why your child may have difficulties with their anger, and some ways in which you can try to manage this.

Some important messages to take away that have come from parents who have attended The National Autistic Society family seminars:

## Be a detective

All behaviour happens for a reason, and if we're trying to change or teach new behaviour, we need to start by looking at the reasons behind a behaviour.

## Don't give up – changes in your child's behaviour can take a while

A low arousal approach is a long-term approach. It may not change your child's behaviour overnight, but clear and calm communication along with consistency are all aiming towards reducing your child's overall level of anxiety and anger.

## Remember you are doing a difficult job as well as you can

Your child has a diagnosis of autism and this means that a lot of their behaviour may be different and more challenging than the behaviour of children without autism.

## You are the most important resource your child has... so look after yourself!

It is important to take care of yourself as well as your child. When you have a child with autism, you can find that they place a lot of demands on your time. Making sure you look after yourself will enable you to continue supporting them. The idea of chill-out time is just as important for you, and for the rest of your family, as it is for your child.

## Make a note

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# Useful reading

Powell, A. (2015). *Autism: understanding and managing anger*. London: The National Autistic Society

Woodcock, L. and Page, A. (2009). *Managing family meltdown: the low arousal approach and autism*. London: Jessica Kingsley Publishers

May, F. (2005). *Understanding behaviour*. London: The National Autistic Society

Smith Myles, B. and Southwick, J. (2005). *Asperger syndrome and difficult moments: practical solutions for tantrums, rage and meltdowns*. Kansas: Autism Asperger Publishing Company

Bolick, T. (2003). *Asperger syndrome and adolescence: helping preteens and teens get ready for the real world*. Massachusetts: Fair Winds Press

Whitaker, P. (2002). *Challenging behaviour and autism*. Kansas: Autism Asperger Publishing Company

Baker, J. (2008). *No more meltdowns*. Arlington: Future Horizons

Sims, P. (2010). *Mental health and autism: A guide for child and adolescent mental health practitioners*. London: The National Autistic Society

Smith Myles, B. et al. (2001). *Asperger syndrome and sensory issues*. Kansas: Autism Asperger Publishing Company

Yack, E, Aquilla, P and Sutton, S. (2015). *Building bridges through sensory integration*. Arlington: Future Horizons

Hattersley, C. (2014). *Autism: understanding behaviour*. London: The National Autistic Society

Fidler, R. (2015). *Can I tell you about pathological demand avoidance syndrome?* London: Jessica Kingsley Publishers

Begley, J and Francis, S (2014). *Navigating the world of digital social communication*. Birmingham: Autism West Midlands

Loni, N. (2014). *Online safety for children and teens on the autism spectrum: a parent and carers guide*. London: Jessica Kingsley Publishers

Kutscher, ML. (2016) *Digital kids*. London: Jessica Kingsley Publishers

Dunn Buron, K. and Curtis, M. (2008). *The incredible 5 point scale*. London: The National Autistic Society

## Useful books for young people with autism

Dunn Buron, K. (2007). *A "5" could make me lose control! An activity-based method for evaluating and supporting highly anxious students*. Kansas: Autism Asperger Publishing Company

Dunn Buron, K. (2006). *When my worries get too big! A relaxation book for children who live with anxiety*. London: The National Autistic Society

Al-Ghani, KI. (2008). *The red beast: controlling anger in children with Asperger's syndrome*. London: Jessica Kingsley Publishers

Oram, H and Kitamura, S. (2008). *Angry Arthur*. London: Andersen Press

Ironside, V. (2011). *The huge bag of worries*. London: Hodder Children's Books

Baker, J. (2006). *The social skills picture book for high school and beyond*. Arlington: Future Horizons

Jaffe, A and Gardner, L. (2006). *My book full of feelings*. Kansas: Autism Asperger Publishing Company

Aspden, KL. (2015). *Help! I've got an alarm bell going off in my head*. London: Jessica Kingsley Publishers

**Many titles are available to buy from The National Autistic Society online shop – [www.autism.org.uk/shop](http://www.autism.org.uk/shop).**

Make a note 

A series of horizontal dotted lines for writing notes.





## Autism seminars for families

### The National Autistic Society

**We are the UK's leading autism charity. Since we began over 50 years ago, we have been pioneering new ways to support people and understand autism. We continue to learn every day from the children and adults we support in our schools and care services.**

Based on our experience, and with support from our members, donors and volunteers, we provide life-changing information and advice to millions of autistic people, their families and friends. And we support professionals, politicians and the public to understand autism better so that more autistic people of all ages can be understood, supported and appreciated for who they are.

**Until everyone understands.**

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Autism Helpline: **0808 800 4104**  
Supporter care: **0808 800 1050**  
Email: **[nas@nas.org.uk](mailto:nas@nas.org.uk)**  
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ISBN 978-1-910707-07-4