Emotional Regulation Systems



Purpose: To motivate us towards resources



Nuclus accumbens



Dopamine

Feelings:

Wanting, pursuing, achieving progressing, focused



Purpose: To manage distress & promote bonding





Prefrontal cortex Opiates, oxytocin

Feelings:

Contented, safe, protected, cared-for, trust

Threat System

Purpose: Threat detection & protection "Better safe than sorry"



Amygdala



Adrenaline, cortisol

Feelings:

Anxiety, anger, disgust





Threat System in ASD Is a big deal!

Threat System in ASD

- Early development of Amygdala (adrenaline/cortisol)
- Delayed development of PFC
- Challenges in EF and Emotional Regulation
- Very sensitive to their environment, people, places and events
- Even in a supportive environment for neurotypical child, ASD child goes into Red more easily
- Changes to environment and parental interaction required to support coregulation



Drive System in ASD Are they lacking drive?

Drive System in ASD

- Individuals with ASD like all humans respond to reward and dopamine increase, but they
- may access their reward system in unusual ways.
- They may avoid tasks others would do in order to receive social praise from teachers or parents
- May not consider social praise or achievement others value as reinforcing
- Access to what the individual finds rewarding and of interest can be paired with more socially acceptable behaviours.





Shifting Drives to more socially acceptable tasks (providing dopamine contingently)





Soothing System Some aberrant ways of self soothing

Soothing System in ASD

- Individuals with ASD usually struggle to self sooth and to accept typical methods of soothing from parents.
- Touch may not be soothing, or may need to be specific or delivered in a non social/human contact way
- Pressure, sensory stimulation, and access to soothing environments can be introduced and taught to replace aberrant methods (stimming)
- Identification of stressors, what it feels like and how to sooth need to be targeted and taught.





How Am I feeling today...

SCALE	Looks Like	Peels Like	I Can Tiry
5			
4			
3			
ž			
1			

Recorded outer south

More appropriate ways to access the soothing system.

We can use equanimity to support co-regulation



Learning to stand behind the waterfall

What are you learning in this program to help you sooth yourself, and balance your system?

