

MANAGING THE EMOTIONS OF A CHILD WITH AUTISM: UNDERSTANDING, PREVENTING, AND SUPPORTING EMOTIONAL OUTBURSTS

For parents, grandparents, and family caregivers of autistic children

Learn to understand emotional outbursts and acquire concrete tools to prevent and manage daily crises

Duration : 1 hour	Modules : 5 modules
Lessons : 14 lessons	Audience : Parents and family caregivers of autistic children
Format : 100% online, asynchronous	Provider : N° 11757351875
Certification : Qualiopi	Price : On request

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Course description

Understand why an autistic child may react with intense emotions and why overflows can occur suddenly. Learn to identify typical crisis triggers and recognize warning signs to intervene before an explosion. Discover strategies adapted to autistic functioning and use visual and sensory tools to support regulation. Create a predictable, safe environment that fosters development and everyday well-being. Take away practical tools including pictograms, emotion thermometers, visual schedules, and regulation techniques you can use immediately.

Module summary

MODULE 1	Understanding Autism and Emotions	3 lessons
MODULE 2	Identify Triggers & Prevent Overflows	3 lessons
MODULE 3	Helping the child to regulate: suitable tools	4 lessons
MODULE 4	Daily Support & Strengthening Self-Esteem	4 lessons
MODULE 5	The COCO app to support a child with autism	1 lesson

Learning objectives

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- Understand autistic functioning and sensory particularities (hypersensitivity and hyposensitivity)
- Recognize warning signs of emotional overflow and identify the 5 typical triggers
- Use the 3-column tool to analyze difficult situations and identify underlying needs
- Make time visible with visual timers and create visual schedules with pictograms
- Set up a calm corner and create a sensory survival kit for outings
- Implement needs cards and an emotion thermometer for communication
- Apply sensory regulation techniques: deep pressure, sensory objects, movement, adapted breathing
- Follow the intervention script in case of a crisis with appropriate safety and support steps
- Use visual regulation tools: emotion thermometer, choice wheel, visual sequences
- Establish an adapted evening ritual and provide appropriate reinforcement
- Adapt your communication with literal language and visual supports
- Discover the COCO PENSE & COCO BOUGE application for emotional recognition and regulation

General information

Duration	1 hour of training divided into 5 progressive modules
Target Audience	Parents, grandparents, and family caregivers of autistic children who wish to understand their child's emotional functioning and acquire concrete tools to prevent and manage daily crises
Prerequisites	None

Price	Upon request – VAT not applicable (Article 261-4-4° of the General Tax Code)
Certification	Qualiopi – Certificate of completion
Training Organization	DYNSEO – Registration number: 11757351875

MODULE 1**Understanding Autism and Emotions**

3 lessons

Lesson 1 - What is autism?

- Different neurological functioning: another way of perceiving the world and processing information
- Two main dimensions: communication/social interaction particularities and restricted/repetitive behaviors
- Connection with emotions: same intensity but difficulty identifying, naming, and regulating them
- Brain overloaded by sensory and social information, leaving few resources for emotional management
- Essential point: reactions are not choices, whims, or manipulation – the nervous system is overwhelmed

Lesson 2 - Sensory and Emotional Particularities

- Sensory hypersensitivity: amplified, sometimes painful perception (noise, lights, textures, odors)
- Sensory hyposensitivity: active search for intense stimulation through touch, movement, or sounds
- Specific difficulties: recognizing own emotions, recognizing others' emotions, lack of internal regulation tools
- Detail-oriented thinking: perceiving details before the whole, generating anxiety with changes
- Neurological need for predictability, structure, and coherence to manage daily life

Lesson 3 - Signs of Emotional Overflow

- Early physical signs: restlessness or freezing, covering ears/eyes, increased self-stimulation
- Emotional signs: growing irritability, refusing usual activities, repetitive questions, anxiety
- Obvious warning signs: raising voice, tensing body, categorical refusal, attempting to flee
- Two forms of overflow: explosion outward (screaming, crying, gestures) or implosion inward (withdrawal, mutism)
- Objective: recognize early signs to intervene sooner and help develop self-regulation skills

MODULE 2**Identify Triggers & Prevent Overflows**

3 lessons

Lesson 1 - Typical Triggers in Autistic Children

- Sensory overload: environment too noisy, bright, cluttered, or crowded (cafeteria, shopping centers, parties)
- Changes and unexpected events: different route, substitute teacher, canceled appointment, moved furniture
- Transitions: moving from one activity to another requires considerable effort without preparation
- Communication difficulties: misunderstood instructions, inability to express needs or feelings
- Exhausting social interactions: decoding expressions, understanding intentions, managing conflicts after school

Lesson 2 - The adapted 3-column tool

- Column 1 - Trigger: identify what happened just before the crisis
- Column 2 - Reaction: describe exactly how the child reacted (actions, words, body language)
- Column 3 - Underlying need: determine what the child was trying to communicate
- Examples: rushed routine → need for calm time; different sweater → need for predictability/control
- Key principle: look for the need behind the behavior – difficult behavior is communication

Lesson 3 - Concrete Prevention Strategies

- Make time visible: visual timers, hourglasses, gradual warnings before transitions
- Visual planning: pictogram schedules for daily routines and social stories for new activities
- Sensory environment: create a calm corner at home and a sensory survival kit for outings
- Communication supports: laminated needs cards and emotion thermometer with color-coded levels
- These tools adapt to the child's functioning instead of forcing the child to adapt

MODULE 3**Helping the child to regulate: suitable tools**

4 lessons

Lesson 1 - Why the autistic child needs help to regulate themselves

- The child lacks internal tools to calm down – not a matter of will but different brain functioning
- During overflow: brain overwhelmed, regulation mechanisms short-circuited, no access to automatic strategies
- Reactions (screaming, crying, fleeing, withdrawing) are not choices but responses to internal distress
- Dual adult role: help navigate the crisis in the moment and gradually teach regulation tools
- Tools must be concrete, visual, sensory, and practiced regularly outside of crisis situations

Lesson 2 - Sensory Regulation Techniques

- Deep pressure: tight hugs, weighted blankets, sandwich between cushions, joint compressions
- Sensory objects: stress balls, modeling clay, slime, bubble tubes, fidget spinners to channel tension
- Movement: jumping, swinging, rolling, running – vestibular movements have calming effects

- Adapted breathing: visual supports like blowing feathers, pinwheels, or breathing with adult's hand on belly
- Identify what works for each child and keep tools accessible in survival kit

Lesson 3 - The crisis intervention script

- Step 1 - Safety: remove dangers, move to quieter place, stay calm with slow movements and low voice
- Step 2 - Reduce sensory overload: turn off TV/music, dim lights, move away people, create calm bubble
- Step 3 - Minimal communication: very short sentences, calm tone, avoid judgments and questions during crisis
- Step 4 - Offer regulation tools without forcing: blanket, calm corner, ball to squeeze, adapted to child's needs
- Step 5 - Accompany the crisis: let it run its course, stay present and patient, debrief later when calm

Lesson 4 - Visual Regulation Tools

- Emotion thermometer: four colors (green-calm, yellow-tense, orange-rising, red-crisis) to identify states
- Choice wheel: circle divided into regulation strategies for child to choose (breathe, calm corner, squeeze ball)
- Visual sequences: step-by-step pictograms showing how to use breathing or regulation techniques
- Build tools with the child including strategies that work for them
- Visual supports make abstract concepts concrete and accessible even during emotional overload

MODULE 4

Daily Support & Strengthening Self-Esteem

4 lessons

Lesson 1 - The Adapted Evening Ritual

- Regular predictable ritual: same time, same way, calm environment, just before bedtime
- Weather of the day: pictograms (sun, cloud, storm) to express how the day went without judgment
- Pride of the day: identify something successful, even small, to recognize victories
- Need for tomorrow: anticipate difficulties and worries, reassure before sleep
- End ritual always the same way: hug, song, or ritual phrase for consistency

Lesson 2 - Everyday Adapted Communication

- Use literal language: avoid figurative expressions, implications, and irony in all instructions
- One instruction at a time: allow completion before giving the next or use visual lists
- Allow processing time: count to 10 before repeating, as immediate repetition restarts the process
- Show rather than explain: accompany words with visual supports (pictograms, gestures, images)
- Anticipate and prepare: always announce transitions and changes as early as possible

Lesson 3 - The Appropriate Valuation

- Avoid vague compliments - use specific, descriptive feedback about precise actions
- Value efforts, not just results: recognize perseverance and strategy use
- Value intense interests as strengths: recognize impressive knowledge and use as motivators
- Adjust intensity: some children find excessive praise anxiety-inducing rather than motivating
- Observe reactions and adjust praise style to what the child finds comfortable and helpful

Lesson 4 - Coordination with Professionals

- Share tools that work at home with teachers, therapists, and support staff
- Transmit identified triggers and sensitivities (noise, transitions, social situations)
- Propose concrete adjustments: quiet spaces, noise-canceling headphones, regular breaks, change notifications
- Use communication notebook between home and school to share daily information
- Consistent environment across settings helps child feel more secure and supported

MODULE 5

The COCO app to support a child with autism

1 lesson

Lesson 1 - Introduction to COCO PENSE & COCO BOUGE

- Program designed to stimulate cognitive learning (memory, logic, language) with regular physical breaks
- Adaptations for autistic children: audio instructions, progressive difficulty, filters to select relevant games
- Automatic sports break every 15 minutes to regulate energy and release cognitive/emotional pressure
- Game 'Mimic an Emotion': develops emotional recognition and expression through concrete, playful exploration
- Personalized tracking and educational coach with tailored exercises, trophies, and progress recognition
- Multiple uses: at home, with professionals (speech therapists, occupational therapists), or in class

Teaching methods

- 100% online training accessible from computer or tablet

- Self-paced learning without time constraints
- Practical tools to download: 3-column chart, pictograms, emotion thermometer, visual schedules, regulation sequences
- Bonus: discovery of COCO PENSE & COCO BOUGE application with emotion recognition games and sports breaks
- Certificate of completion upon finishing the training

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