



Developing Your Teen's Profile Part 2

Step Two: Add self-regulation, emotional dysregulation, social skill impairments and possible sensitivities into your teen's profile

To Prepare:

1. Review the information on self-regulation, emotional dysregulation, social skills and sensitivities
2. Review the ABC chart or any other type of record keeping that you have used to record times of dysregulation (you might want to involve the teen in this process)

Write down the triggers that you are able to recognize without further investigation.

Ask yourself and your teen if:

- there are specific places, times, experiences or people that your teen has difficulty with;
- there are physical sensitivities that make them more irritable;
- they are more susceptible to dysregulation when they are hungry or tired; and
- school work in general increases their anxiety, or if it is only certain types of school work and if so, which subjects or activities?

Observe your adolescent while they are struggling with a difficult school assignment or task. When frustrated are they able to cope? If not, how do they react. How do others around them react? Documenting specific examples can be helpful.

Observe your teen in different environments of light, sound, smell etc. Do they become agitated or more distracted in environments with high levels of stimuli? Do they avoid certain environments that are noisy etc., or have a variety of stimuli occurring at the same time? Are they sensitive to certain lights, sound, textures etc.?

Chat with your teen informally and at a variety of times when they are calm. Ask about times they feel overwhelmed? Are they able to think of particular examples? Do they recognize when their stress is building? They may only be able to give you vague clues since they may be unaware of when they become stressed. However, as they get older this should improve somewhat. Use [Tips for Speaking with Your Teen About Their Functioning.](#)

Questions to Ask Your Child, Yourself and the Teacher.

Are they able to deal with transitions – if not give examples? What consequences occur due to this?

Are they stressed in social settings? Do they get along with their peers? Are they accepted into social circles, if not, why not? Does this worry or annoy them?

Do they display mood regulation issues? Are they irritable, moody or down most of the time or just some times and when do those times occur?

Do they become easily frustrated and find it difficult to deal with that frustration in appropriate ways? How do they react? How do others react to this?

Are they extra sensitive to criticism, or what they perceive as emotional rejection?

Are they easy to anger and do they stay angry longer?

Can they walk away when confronted or annoyed?

If specific interactions can be charted, do so.

What strategies have they found and implemented that work for them?