

# 1 – 1 Resources

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# 5 Point Scale

Children can become engrossed in play and immerse themselves in the game. On occasions they may display negative behaviour whilst playing, this can be because they're caught up in the game, or responding to a situation, an internal response to a trigger or the behaviour is masking an additional need. Children are often led by their emotions and can react quickly rather than pausing to think about a situation. To support your child, this simple activity can be completed together to manage their emotions, so together you can begin implementing techniques to support them in understanding their thoughts and feelings. The 5 point scale was developed as a system to teach social and emotional concepts to individuals on the autism spectrum. Created by Kari Dunn Burton, it aims to help children become aware of their emotions.

## What to do:

Use the template as a guide to fill out the blank template (on the next page) with your child. Discuss how they feel and observations you have made to agree which techniques can work. This can be an on-going tool which you review together to assess how well the techniques are working.

**Feels like...**  
I feel bad and I'm not sure how to stop this. I want to scream, hit someone, break things or punch someone.

**I can...**  
Take a break/leave the room, take some deep breaths, go for a run or do a calming activity.



5

I am going to explode  
I need an adult to help me

**Feels like...**  
I feel like I'm starting to lose control or I might say or do something I could regret later. I'm yelling at the game and I'm arguing with people.

**I can...**  
Take a break and move away from what's upsetting me. Take a brain break - drink some water, choose another activity, take some time to calm down.



4

Rumbling, I need some support

**Feels like...**  
I'm starting to feel frustrated. I'm getting frustrated with the game. My voice is getting louder and I feel worried.

**I can...**  
Let someone know how I am feeling. Take a break, take some deep breaths, focus on my senses or something else that makes me happy.



3

Feeling I might need to take a break

**Feels like...**  
I'm listening to my body and I'm doing my best. My eyes are tired and my body feels tired.

**I can...**  
I'm ok to keep playing but I know I need to listen to my body. Take deep breaths, have a drink and do some quick stretches.

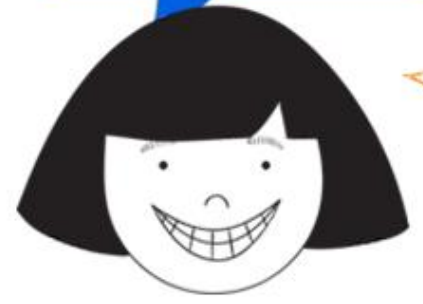


2

I know something doesn't feel right but I know what to do

**Feels like...**  
I feel good about myself, I'm enjoying playing. I can recognise if I feel tired, angry or stressed.

**I can...**  
I know to take regular breaks - have a drink and get some fresh air and I can carry on having fun.



1

I'm happy





Feels like...  
I can...

4  
Rumbling, I need some support

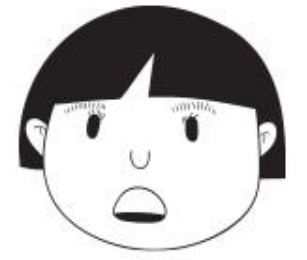


Feels like...  
I can...

2  
I know something doesn't feel right but I know what to do

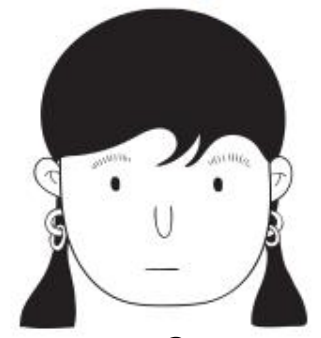


Feels like...  
I can...



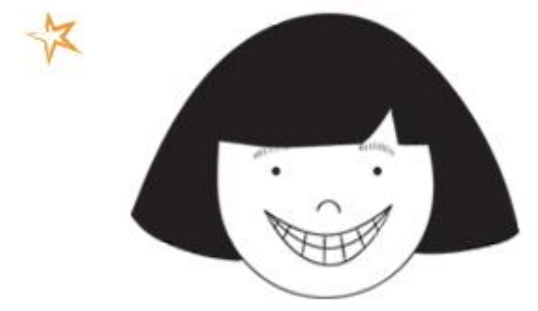
5  
I am going to explode  
I need an adult to help me

Feels like...  
I can...



3  
Feeling I might need to take a break

Feels like...  
I can...



1  
I'm happy



# Behaviour Management Techniques for Children and Young People

Anger and frustration are common behaviours displayed by children during and after gaming. There can be many reasons, and some may be directly linked to the game itself.

Here we have some techniques you can use with your child to help them identify their negative emotions and implement safe and healthy practices.

**Activity: When I feel angry**  
Evaluation questioning: (Recommended Age 10+)  
Complete the table below with your child, helping them to identify their feelings and what they can do to develop coping strategies.

When I get angry	
What happens in my head?	
What does my body do?	
How do I feel?	
How do I want to react?	
How can I vent my anger safely?	





## Level of anger

### Activity: Feelings Thermometer

(Recommended Age 7+)

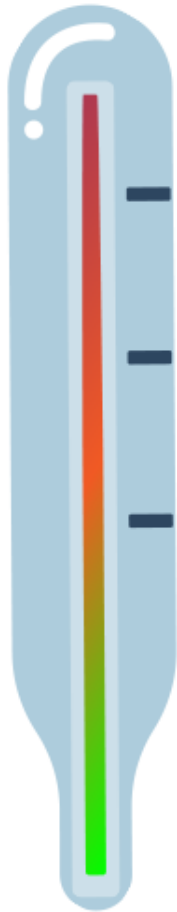
An important step to understanding anger is understanding how intense it can become and the situations that trigger this.

Children sometimes find it difficult to assess a situation and their reaction to the situation.

A feelings thermometer is a good visual way to help children reflect on how intensely they feel anger, how strongly they react, and how the anger affects the situation and themselves.

Ask the child to think about what they can do to help each emotion on the scale. Using the template below as a visual aid, they can identify which level they are at and look at what activity they can do to help.

Please see the example displayed: You can talk this through with your child.



Uncontrollable

Enraged

Furious

Irate

Upset

Frustrated

Annoyed

Calm

Annoyed	Distract yourself with an activity
Frustrated	Use the glitter jar for distraction,
Upset	Do something comforting, watch a film, read a book, ask for a hug
Irate	Exercise – go for a walk, ride a bike
Furious	Concentrate on breathing exercises, listen to music
Enraged	Kick a football against the wall, do some colouring
Uncontrollable	Go to my safe space and use my box of tools to calm myself down

## Activity: Self reflection

(Recommended age 13+)

This is suitable for older children. Once a child has calmed down, or the next day, discuss with the child ask the following:

- ✓ What made them feel angry?
- ✓ How did they react?
- ✓ Did their reaction make things better or worse?
- ✓ What can they do differently?
- ✓ What triggers could indicate they are starting to get angry?
- ✓ What techniques can they implement if they experience these feelings again?



## Other Resources

Sometimes a child may find it hard to identify their emotions. Using a third party may help.

For younger children you can use a doll or a puppet.

Example questions/phrases:

“Oh, look (insert doll/puppet name) is feeling cross today. What do you think made them feel like that?”

“When (insert doll/puppet name) is asked to finish playing their game they become very cross. What do you think we could do to help them?”

Books are another good tool. You can use them to explore the behaviours of the characters and promote empathy.

Additionally you may wish to read:

- ✓ What were you thinking. Bryan Smith. 2016
- ✓ I feel angry. Brian Moses.1993
- ✓ A volcano in my tummy. Elaine Whitehouse & Warwick Pudney.1998
- ✓ Don't rant and rave on Wednesdays. Adolph Moser. 1994
- ✓ Hot stuff to help kids chill out. Jerry Wilde. 1997





# Bad Mood Buster

I am feeling

I feel like this because

Where can I feel it?

I want to feel

When did this feeling start?

I will:

Can you help me to:










I can:
















 Happy	 Alone	 Excited	Feelings card Today I feel...
 Sad	 Worried	 Nervous	
 Angry	 Scared	 Frustrated	

 Happy	 Alone	 Excited	Feelings card Today I feel...
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## Mood Diary: Today I feel

How do you feel?

What colour would this feeling be?

Where abouts in your body do you feel this?

Can you describe this feeling?

Can you give your feelings a name?

What made you feel this way?



## My Mindful Mind

When I am calm:

(close your eyes, relax you body and mind. When you are calm consider how this impacts your senses. Jot down your ideas in the boxes, or draw a picture. You can colour in the images.)



I feel	
I hear	
I smell	
I taste	
I see	



## To look after myself I need:

My self care plan:

**I need:** (list/draw all the things you need to be well)

**Sleep:**

**Exercise:**

**Time outdoors:**

**Water:**

**Sleep:**

One thing I will improve is:





# Support System

Sometimes I feel:

I am struggling with:

I can get support from: (who can support you/ are there agencies that can support you?)

**What, When, How.**

What can they do to support?

When do you need support?

How can you get this support?





# YGAM

## Resources

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