

DONNA

Talking Matters

www.talkingmatters.com.au Ph: 8255 7137
Helping your child to reach their potential



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Using your feeling book

This book is designed to help children develop understanding of their emotions and how to manage them, as well as to understand the emotions of others and appropriate ways to respond. It is based around ideas presented in various workshops by Tony Attwood and further information about developing awareness and management of feelings can be found in his numerous publications and on his website <http://www.tonyattwood.com.au/>

The book provides printable pages which can be used in any order and adjusted to the needs of different children. The pages can be completed using writing, drawing, photos or symbols depending of the child's language and literacy levels. Pages of words and symbols are included at the end which can be used as needed.

It is usually recommended that children begin by talking about their own emotions and how to recognise them, then later moving onto the emotions of others, such as parents, teachers, siblings and friends. The pages include "my feelings" type pages and pages that can be used to discuss other people in the child's life.



It is usually best to start with "happy" as some of the "things that make me happy" can be used later as strategies to "fix" the other negative emotions. Next you can move through sad and angry feelings. You may then go onto some of the more subtle emotions from the lists with older children.

The thermometer pages are designed to help children understand the degree of emotion, such as "a little bit happy/angry" to "very, very happy/angry". Children can then learn that different strategies are needed to "fix" different levels of feelings. It can also be used to help children learn to recognise early more subtle emotions and to use an appropriate strategy before things escalate to higher levels.

The child may begin completing the book with an adult such as a parent, therapist, teacher or SSO. It is ideal if one emotion is done in a session and then the child uses the book at home or school for a week or so, thinking about the target emotion, looking for the emotion in real situations, both in themselves and in others. They can record what they see in the book and discuss it before moving onto another feeling. This will help the child transfer skills learned into real situations.

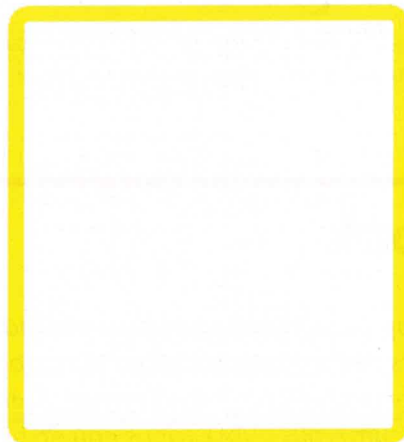


My feeling book

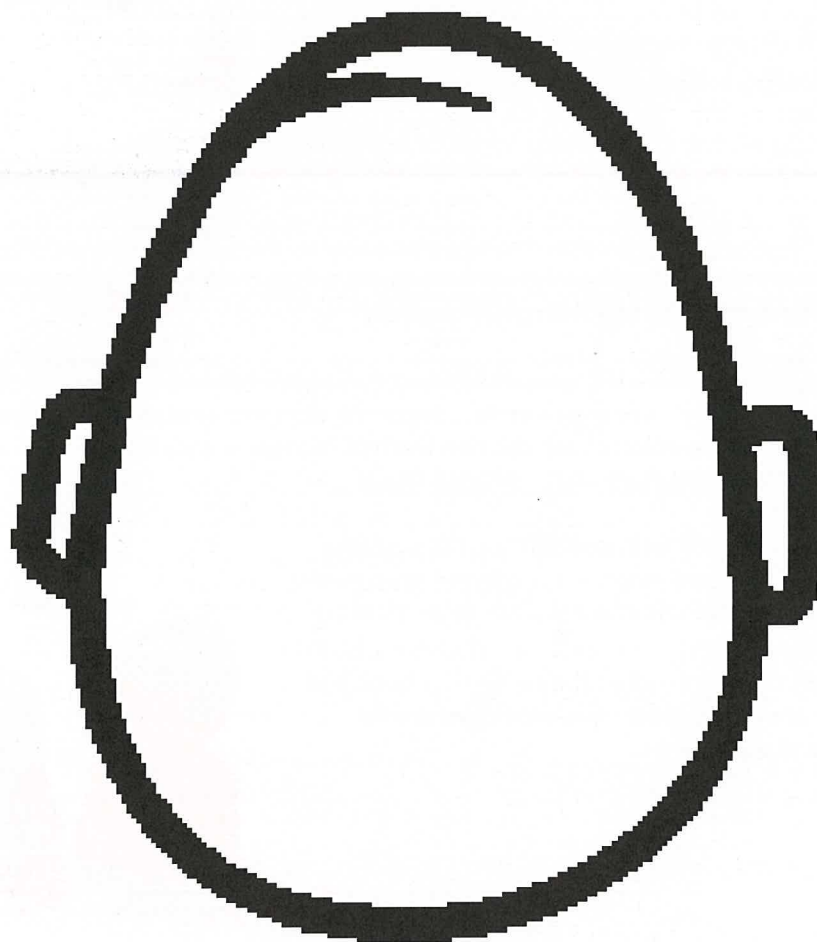
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When I feel



my face looks

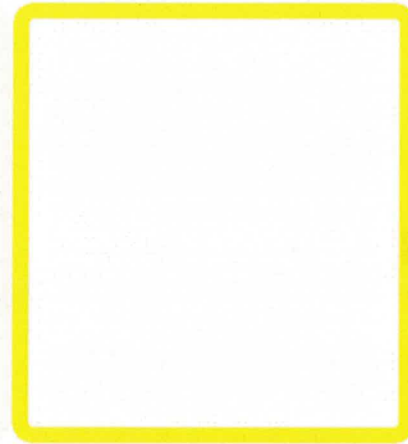


My feeling book

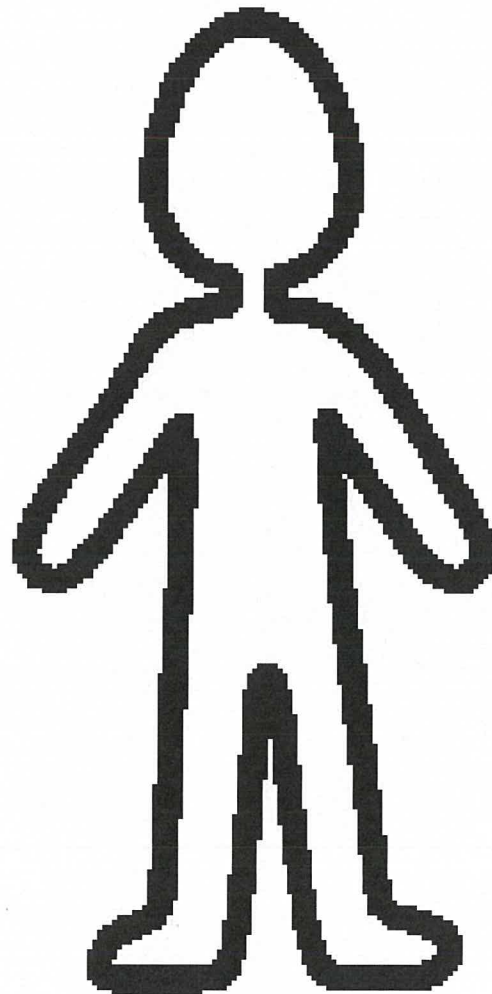
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When I feel



my body feels



My feeling book

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Things that make me feel

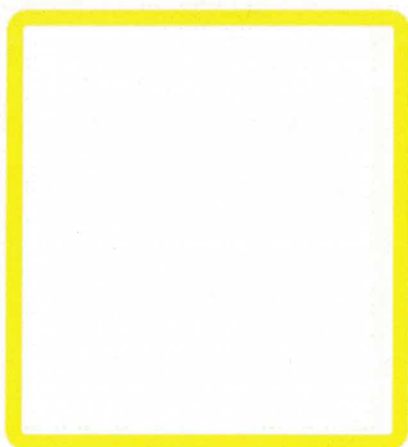


My feeling book

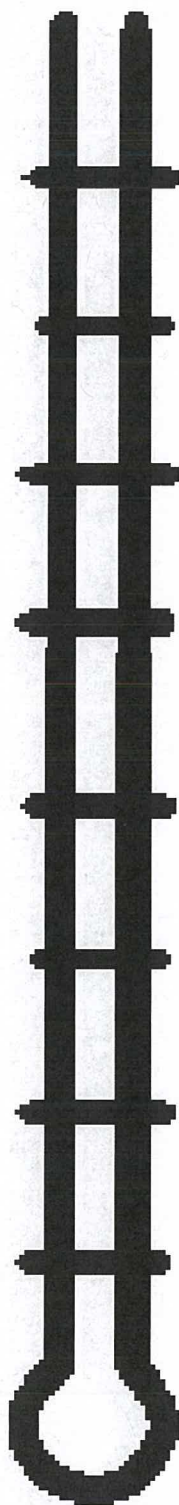
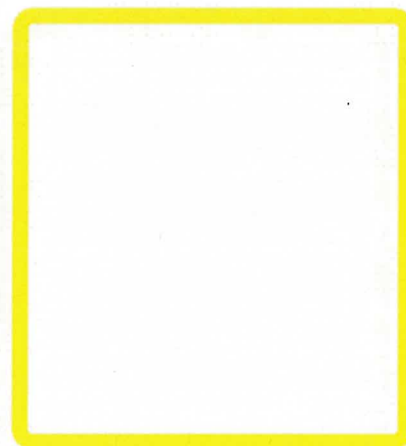
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Feeling



What makes me feel that?

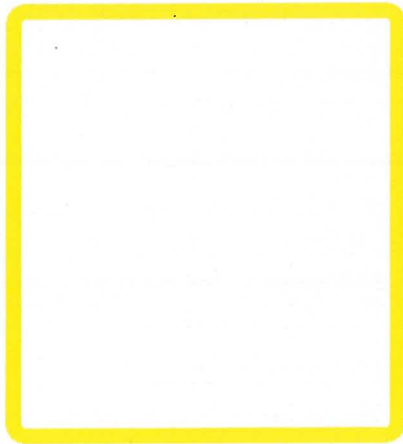


My feeling book

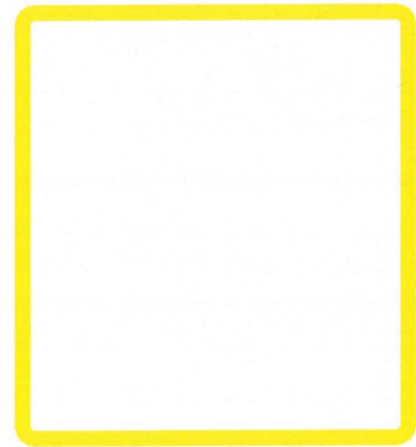
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Feeling



How can I fix the feeling?



My feeling book

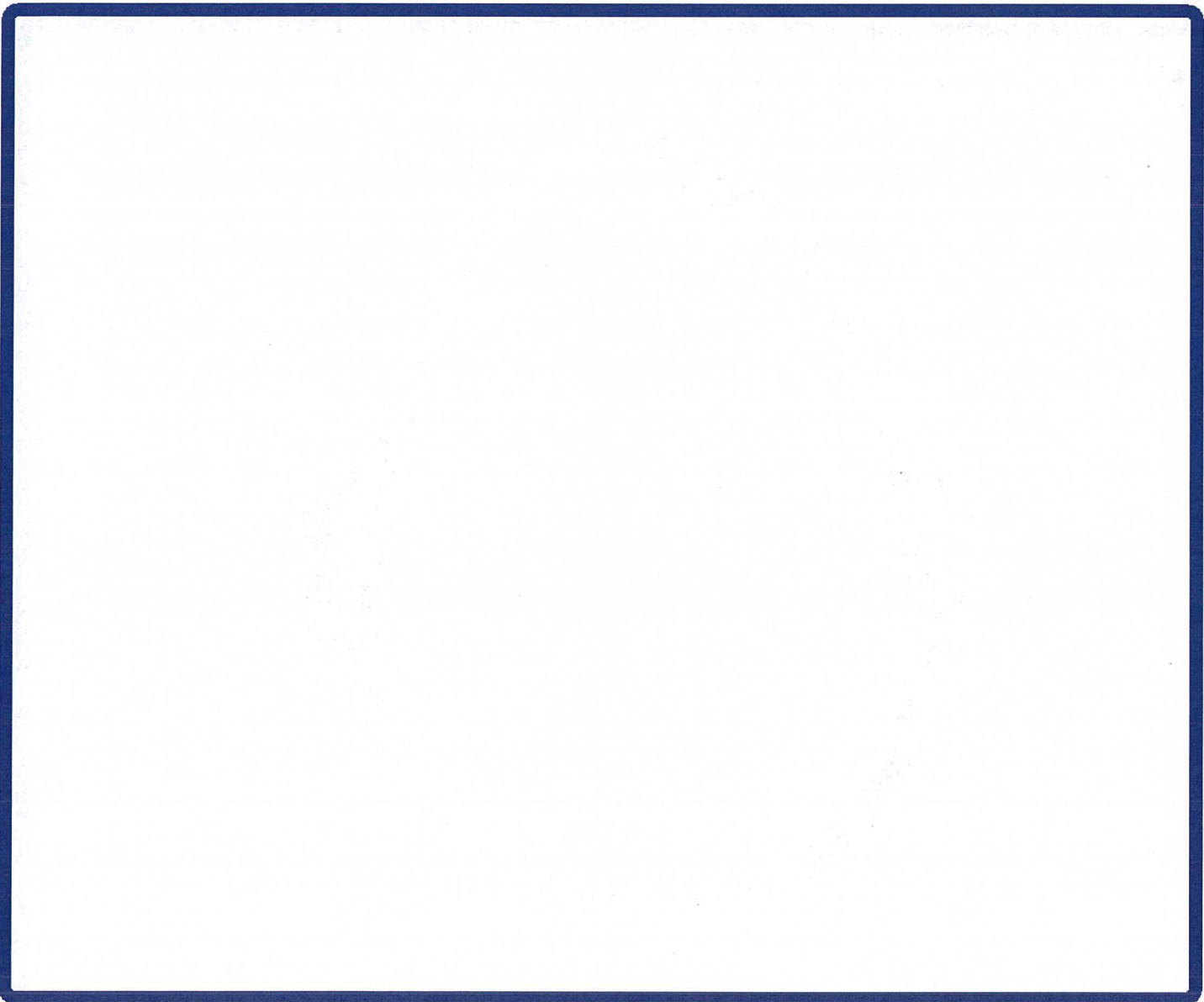
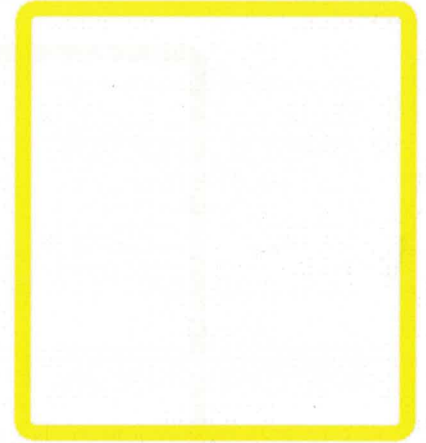
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Things that
make



feel



My feeling book

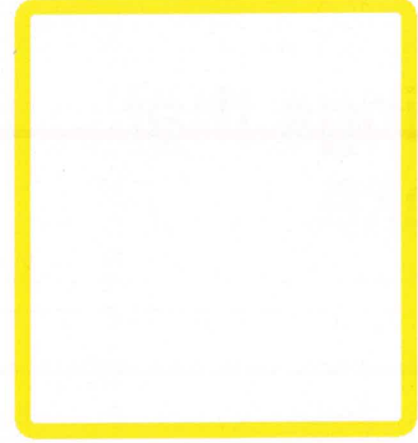
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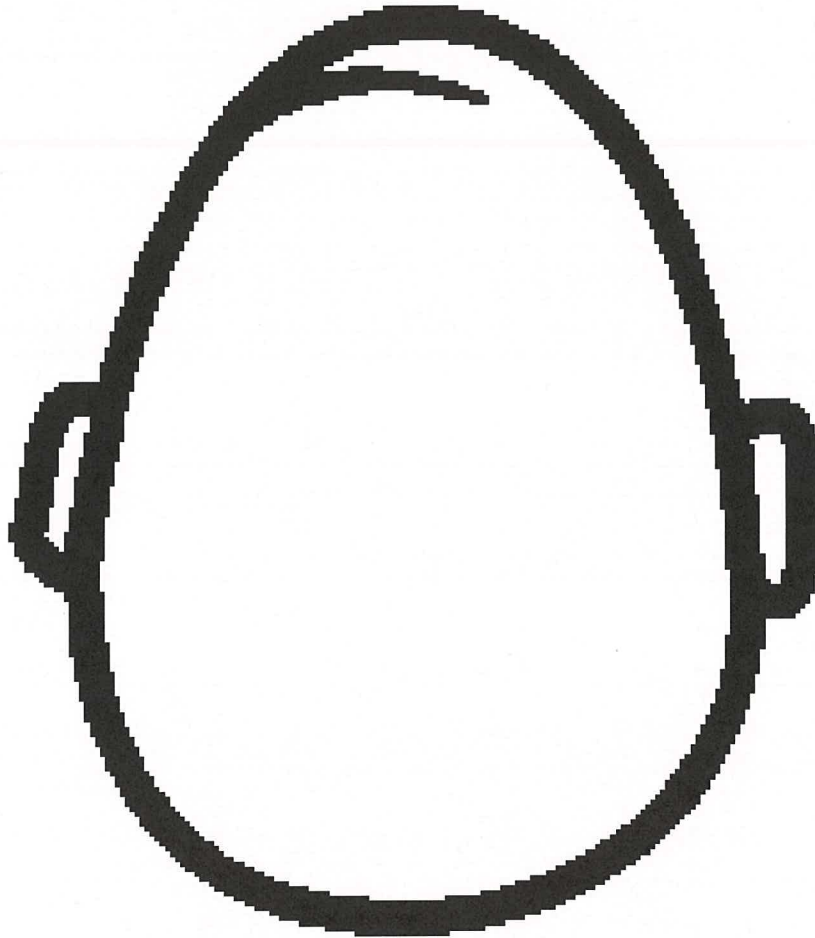
When



feels



their face looks

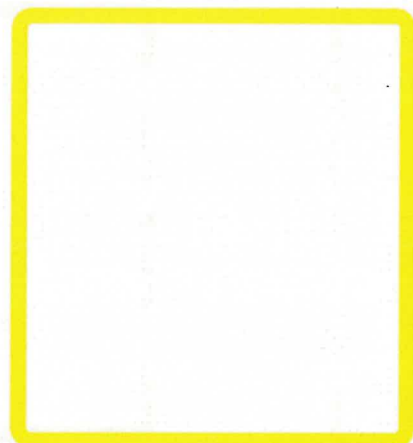


My feeling book

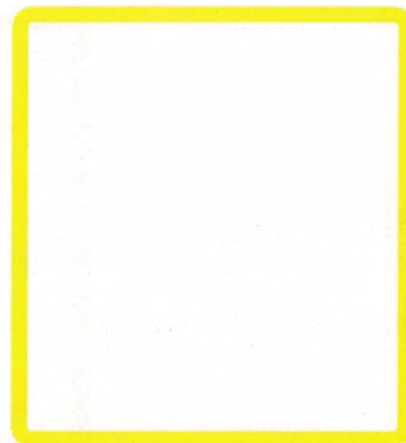
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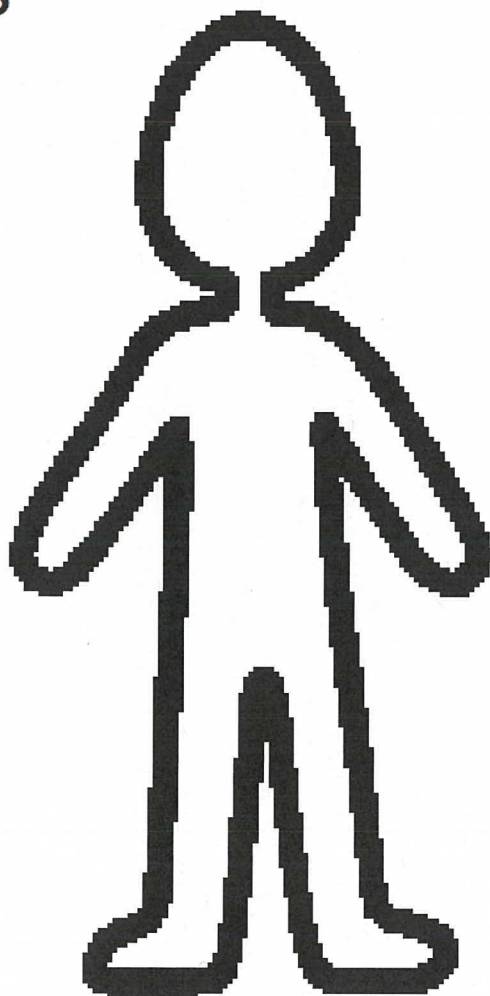
When



feels



their body is



My feeling book

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Things
that make

A large, empty square box with a thick yellow border, intended for a child to write down something that makes them feel a certain way.

feel

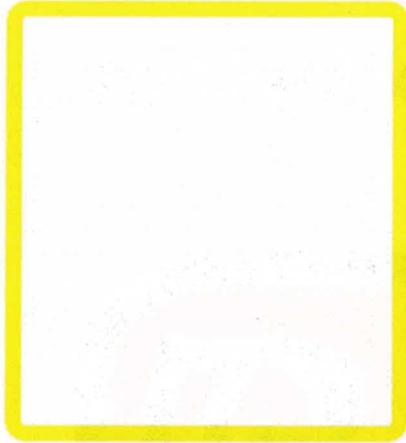
A second large, empty square box with a thick yellow border, identical to the first one, for writing another example.A large, empty rectangular box with a thick blue border, occupying the bottom half of the page, for additional notes or a longer response.

My feeling book

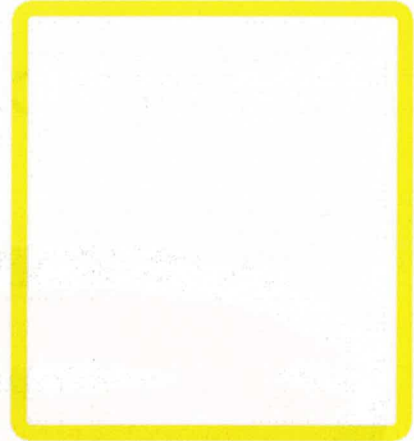
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When



feels



I can

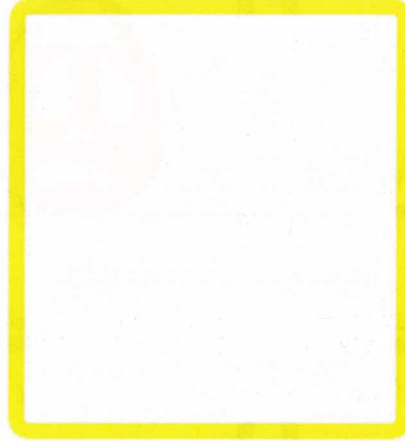


Bag of tricks to fix feelings



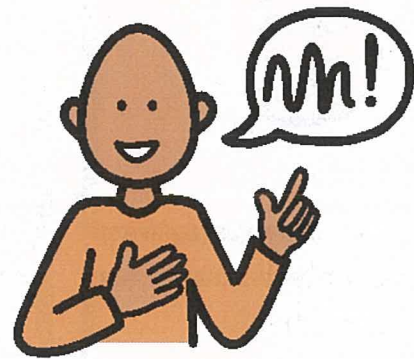
My feeling book

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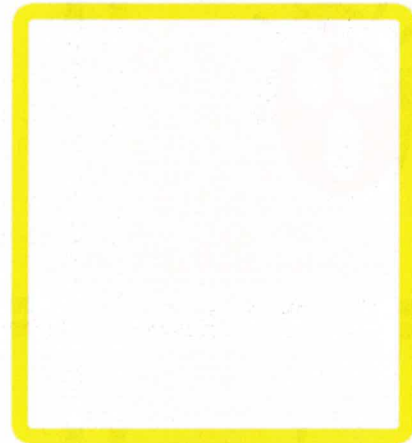
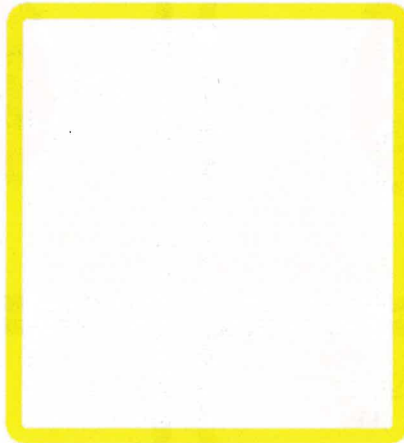


When I feel

I can fix the feeling



by



Then I will be okay



My feeling book

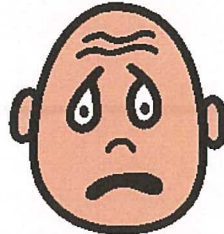
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sad



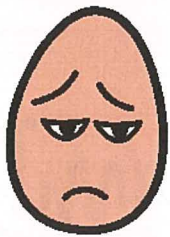
afraid



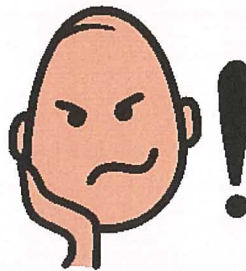
embarrassed



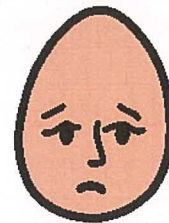
disappointed



angry



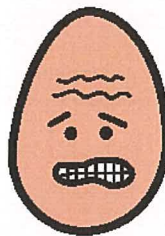
hurt



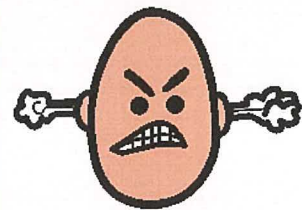
terrified



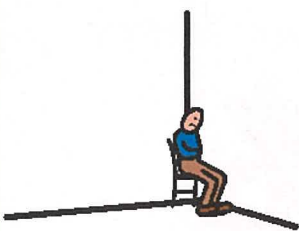
worried



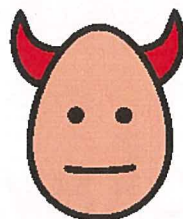
mad



lonely



naughty



My feeling book

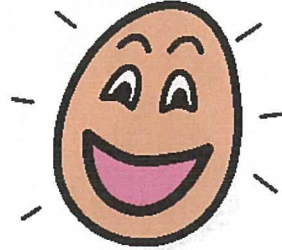
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happy



excited



proud



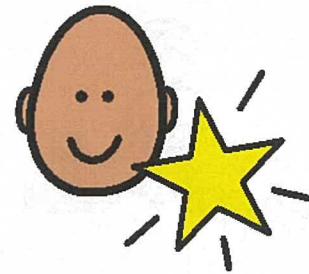
curious



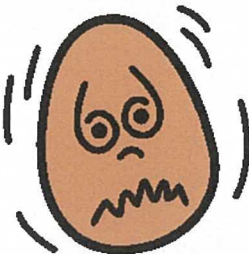
shy



special



confused

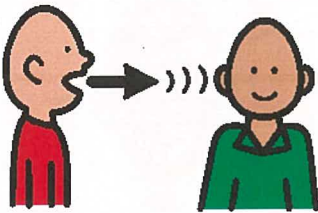


My feeling book- things to do

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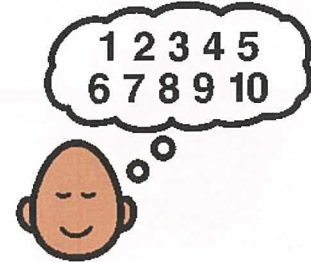
talk to someone



read a book



count to ten



play with favourite toy



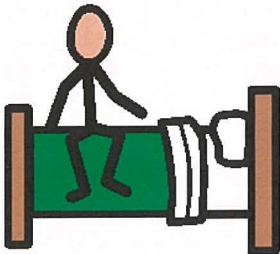
sit and think



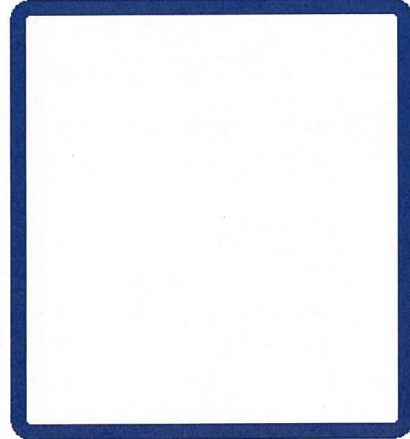
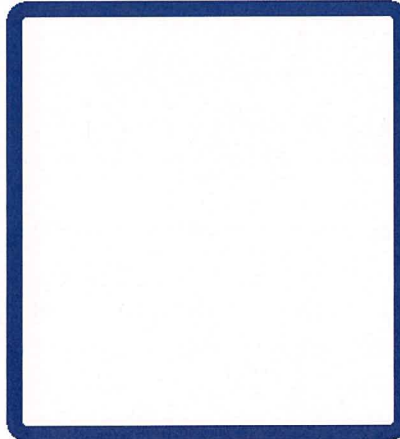
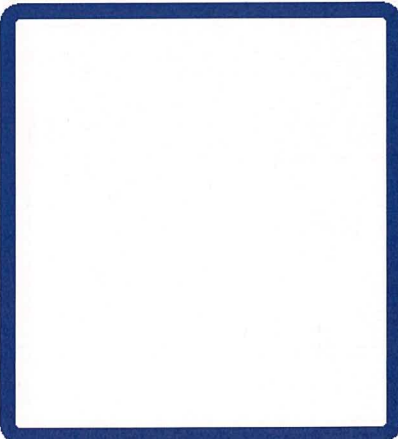
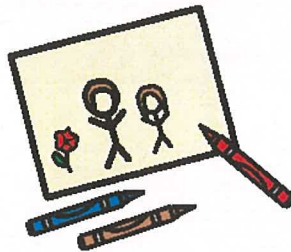
look at nice things



go to my room



draw or write

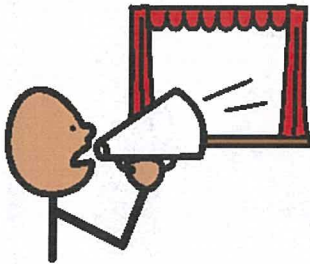


My feeling book

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loud noises



bumping



someone mean



doing work



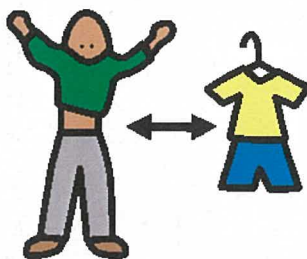
things getting broken



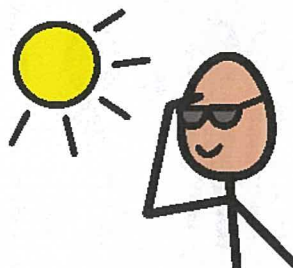
playtime ends



changes



bright lights



being left out



waiting



can't have



hug

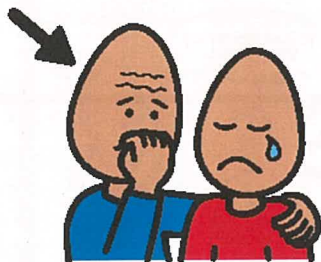


My feeling book

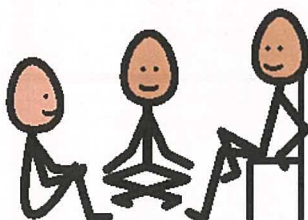
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say sorry



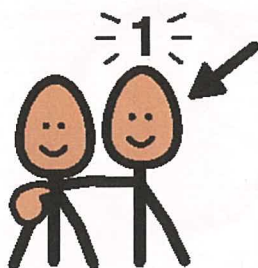
stay with them



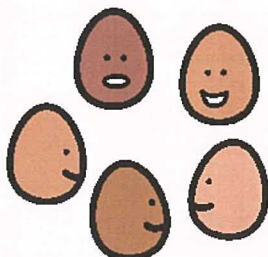
be kind



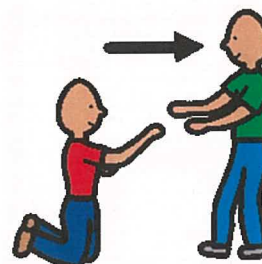
give a hug



ask "are you okay?"



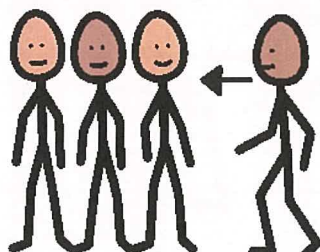
be a helper



talk nicely



ask to play



My feeling book

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Paper to answer questions in Task 4

Dan Siegel

Name it to tame it.

Hypervigilant children

Hypo children

Relevant to trauma.

Background →

- assessment process.

Importance of language.

- common language.

Language-

Intervention strategy.