

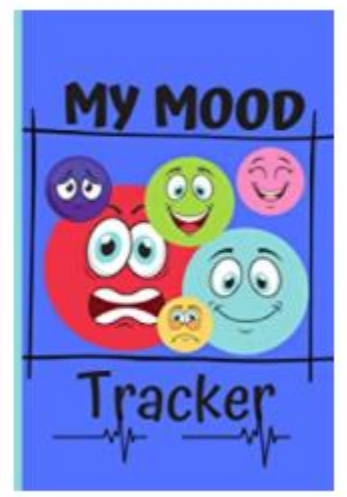
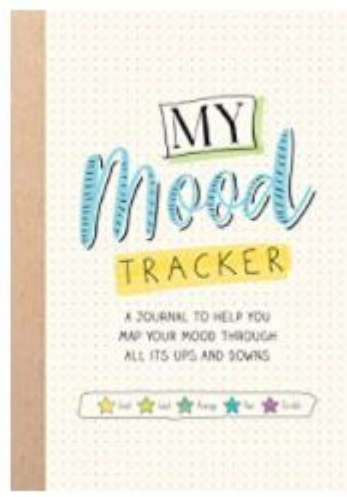
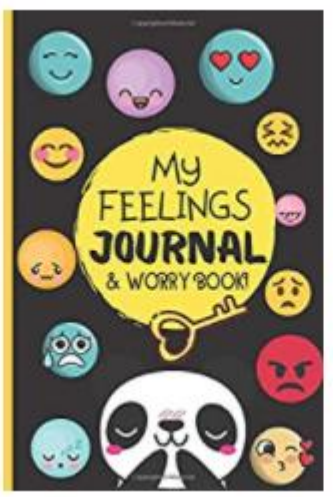
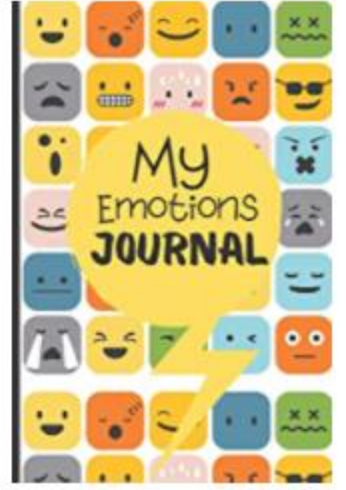
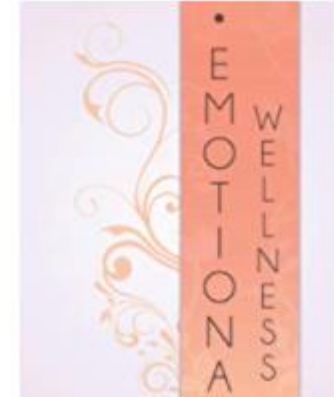
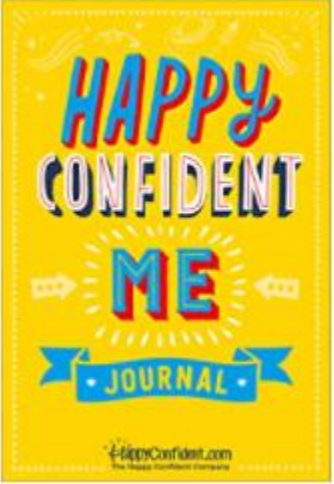
HERE'S HOW TO.....



USE A FEELINGS DIARY WITH A
STUDENT

JONATHAN SMEETON STLS SWALE

Best Seller




WHO IS THIS FOR?

- Students who struggle to identify what they are feeling
- Students with limited emotional vocabulary

WHY NOT JUST GIVE THEM AN EMOTIONAL REGULATION SYSTEM?

Level	Person, place or thing	Makes me feel	How does my body feel?	What can I do?
<p>3</p> 	Classroom when busy (change for PE, change of lesson)	<p>Worried, alert, scared, aware of myself</p> 	<p>My heart beats fast, my breathing is short and shallow I want to run</p>	<p>Use my classroom tent In my tent try my breathing (4 seconds in 4 out) Use my exit card and go for run on the playground</p>
<p>2</p> 	When my timetable changes	<p>Worried</p> 	<p>Tight knot in my stomach Sometimes feel dizzy</p>	<p>Use my scale Choose an activity from my calm tray</p>
<p>1</p> 	Playing with my friends at lunch	<p>Happy</p> 	<p>Light, fast, fun, laughing, excited</p>	<p>Enjoy! Take a break in the calm corner for 2 mins if too excited</p>

WHY NOT JUST GIVE THEM AN EMOTIONAL REGULATION SYSTEM?

When I am....		How does this feel?	What can I do?	What can my teacher do?
	Angry	hot want to be somewhere else doing something different	have a time out fiddle with something big deep breath	help calm me down by giving me something to fiddle with and letting me take a break to do this
	finding it hard to remember	angry very confused	write it down draw a picture use photos use a timer/buzzer	tell me 1 thing at a time
	finding it hard to listen	Bored distracted my mind wanders	sit up straight, look at the person	tell me 1 thing at a time talk for a short time
	Fidgety	excited uncomfy	get comfortable feet flat on the floor back against the chair	give me a 1 minute break, and then back to learning give me quick, short activities
	Calm and Happy	my body is still my brain is slow	get working!	<u>nothing!</u>

Emotional RULER



- **Recognising emotions in oneself (and then others)**
- **Understanding the causes and consequences of emotions,**
- **Labelling emotions with an accurate and diverse vocabulary, and**
- **Expressing and Regulating emotions (Rivers and Brackett 2011)**

THE COMPLEXITY OF EMOTIONS



EMOTIONAL LITERACY AND CO-REGULATION



HAPPY EMOTIONS

Curious	Proud
Confident	Respected
Courageous	Peaceful
Loving	Optimistic
Inspired	Playful
Brave	Thankful
Joy	




EMOTIONAL LITERACY AND CO-REGULATION









UPSET EMOTIONS

Pressured	Depressed
Scared	Lonely
Defensive	Abandoned
Worried	Unimportant
Worthless	Hopeless
Stupid	Guilty
Disrespected	Ashamed
Excluded	Disappointed
Threatened	Embarrassed
Nervous	Ugly
Misunderstood	Small
Angry	Bored
Let down	Stressed
Humiliated	Tired
Betrayed	Overwhelmed





SOME EXAMPLES

Learning	How long on timer?	Feelings	Comments
<p>Morning Check in and register, early work</p> <p><i>Topics and learning for the day here</i></p>	<p>20 minutes</p> <p><i>Times/Timer to be used if appropriate</i></p>	<p> happy, excited</p> <p><i>student to identify – do this throughout day after sessions and when student ready. If left until end of the day</i></p>	<p>Looking forward to science volcano experiment</p> <p><i>Comments from student – adult can help.</i></p> <p><i>Specific positive comments from adults</i></p>
<p>Handwriting and reading</p>	<p>45 minutes</p>	<p> </p> <p>Frustrated, embarrassed, forgetful</p>	<p>Hate the way my writing looks. Takes looks of energy and I get cross. Worried about the writing and forget what I'm writing.</p> <p>I could see you really concentrated on your writing well done.</p>

SOME EXAMPLES

Day	School	Home	Comments
Monday			<p>Couldn't find my bag – really cross</p> <p>Wanted gaming time to take my mind off it but dad said homework first.</p>
Tuesday	 <p>worry, scared,</p> <p>embarrassed</p>	 <p>proud</p>	<p>Worried about my line in class assembly. Proud I did it</p> <p>Really clear delivery in assembly – well done</p>
Wednesday	 <p>Excited Proud</p>		<p>None school uniform – got to wear my Arsenal shirt</p> <p>Great attitude all day – well done</p>

SOME EXAMPLES

	Morning	Evening	
Saturday			Little brother knocked the laptop and I lost my game – got told off for hitting him <i>Well done for saying sorry</i>
Sunday			Scored a goal for my team this morning Worried about the maths test tomorrow

FINAL THOUGHTS

- Use a format that suits the student
- Try yourself (you'll have an example to share)
- Whole class?
- Not a report
- Pupil's property