Cooling the Flame
Cooling the Flame

ANNOYED

PRETTY FRUSTRATED

REALLY ANGRY
“Pretend that your muscles are like water. Now we are going to change the form of our muscles to frozen (tense) like ice and then back to melted (relaxed) like water.”
Common Warning signs

1. Upset stomach
2. Headache
3. Clinched fists
4. Loud voice
5. Red face
6. Restless, fidgety, twitchy
7. Heart beating faster or louder
8. ______________________________
9. ______________________________
10. ______________________________

How I Calm down when these changes happen:
_________________________________
_________________________________
_________________________________
_________________________________
_________________________________
_________________________________
Take a Hike

Places to label on your map:
1. Safe Zones
2. Relaxing spots
3. Places to eat or drink
4. People that can help
5. Things to look at along the way
6. _________________________________________________
7. _________________________________________________

** Remember to stretch and take some deep breaths before, during and after your hike.

Draw Your Map Here
1. What does feeling safe mean to you?
__________________________________________________________________________
__________________________________________________________________________

2. What does feeling unsafe mean to you?
__________________________________________________________________________
__________________________________________________________________________

3. Things that I don’t want to think about when I’m trying to feel safe:
   1. _____________________________________________________________________
   2. _____________________________________________________________________
   3. _____________________________________________________________________

4. Things I need to remember when I’m trying to feel safe:
   1. Focus on what’s happening “right now”____________________________________
   2. _____________________________________________________________________
   3. _____________________________________________________________________

Draw You in Your Safe Place
Animal Stretches

Pick one of the animals and draw it moving in the blank box below.
You Can't Make Me Laugh

Take turns using funny words, stories, faces or actions to try to get each other to laugh.

Time limit:
Each person gets 30 seconds to get the other to laugh.

Rules:
1. No touching or invading personal space during this game
2. Keep words and actions appropriate
3. Have fun!

Strategies used:

1. _____________________________________________
2. _____________________________________________
3. _____________________________________________
4. _____________________________________________
5. _____________________________________________
Feelings Clip Art

Happy

Worried

Angry

Sad
Worksheet

The Emotional Safe

Event:
__________________________________________________________________________
__________________________________________________________________________

Thought:
__________________________________________________________________________
__________________________________________________________________________

Feeling:
__________________________________________________________________________
__________________________________________________________________________

Behaviors:
__________________________________________________________________________
__________________________________________________________________________

Cut here

Keys:
1. _______________________________________________________________________
2. _______________________________________________________________________
3. _______________________________________________________________________
Worksheet

Emotional Rain Gauge

Stressors:

1. ____________________________________________________________________

2. ____________________________________________________________________

3. ____________________________________________________________________

4. ____________________________________________________________________

5. ____________________________________________________________________

6. ____________________________________________________________________
**Short Story**

Laura and Mary were best friends. Mary lived on the same street as Laura and they went to the same school. They played together almost every day for three years. Then one day, when they were in the 4th grade, Mary told Laura that she was moving away. Later that day, Laura began to cry. She decided to talk with her Mother about it. As they talked, they found out that Laura was having lots of different feelings. Here are some of the things she was feeling and why:

- **Sad** .............She thought she was losing a friend
- **Angry** ............She thought her friend was leaving her or being taken away
- **Scared** ...........She thought she wouldn't be able to find a friend like Mary again

Once Laura and her Mother figured out how Laura was feeling, they could talk about each one of her feelings. Once we know what our feelings are, we can figure out what to do next.

**Your Story**

What happened in your story?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

What feelings are in the story?

1. _______________  2. _______________  3. _______________  4. _______________

**Color Key**

Primary Feelings: Red = Angry  •  Blue = Sad  •  Green = Happy  •  Yellow = Scared/Worried
Other Feelings: Grey = Guilt/Shame  •  Orange = Surprise
Jose's Day
Jose is an 8-year-old boy. He is in the 3rd grade. Last night he did not sleep very well. He woke up a lot in the night (pour). When he was getting ready for school he couldn't find the shirt he wanted to wear that day (pour). When he got on the bus, the only seat left open was at the back of the bus and he feels car-sick when he sits back there (pour). When he got to school, he realized he forgot to bring his homework that was due (pour). At recess he got hit in the face with the ball by accident while they were playing soccer (pour).

Jose was getting full of anger and stress (pour until the glass is full). Then when they were lining up for lunch, a girl in Jose's class named Lauren accidently bumped into Jose. Jose's container is full and overflows. He yells and screams at Lauren, then pushes her down (pour to indicate the emotional overflow). All of the anger and stress that had built up inside Jose came out on Lauren.

Jose's Better Day
Jose is an 8-year-old boy. He is in the 3rd grade. Last night he did not sleep very well. He woke up a lot in the night (pour). Jose told his mother and she made sure had an extra scoop of cereal to help him feel better (pour some of the water in the glass back out). When he was getting ready for school he couldn't find the shirt he wanted to wear that day (pour). He told his dad he was getting mad because he couldn't find his shirt. His dad helped him find it (pour some of the water back out). When he got on the bus, the only seat left open was at the back of the bus and he feels car-sick when he sits back there (pour). When he got to school, he realized he forgot to bring his homework that was due (pour). He told his teacher about it and she said he could bring it in the next day (pour some water back out). At recess he did not get picked to play on the soccer team he wanted to be on (pour). He asked the kids if they could switch teams tomorrow and they agreed (pour some water back out).

Then when they were lining up for lunch, a girl in Jose's class named Lauren accidently bumped into Jose. Jose calmly told Lauren to please watch where she was going.

Questions:
1. What do you think helped Jose's day go better this time?
2. Are there things that you can do to let your feelings out little by little so they don't build up and explode?
Worksheet

Free Healthy Expression

What are some things you are interested in?
1. ______________________________________________________________________
2. ______________________________________________________________________
3. ______________________________________________________________________
4. ______________________________________________________________________

Healthy ways I can Express my:

ANGER
1. Talk with someone about it
2. ______________________________________________________________________
3. ______________________________________________________________________

SADNESS
1. Talk with someone about it
2. ______________________________________________________________________
3. ______________________________________________________________________

FEAR/WORRY
1. Talk with someone about it
2. ______________________________________________________________________
3. ______________________________________________________________________

HAPPINESS
1. Share it with someone
2. ______________________________________________________________________
3. ______________________________________________________________________
Draw yourself as a fish in the water below. Write the behaviors on the poles and down the lines that others are doing to “bait” you into reacting and “hooking” yourself. Process how you can get past the hooks and make it to safety. Some hints are written on the seaweed.
Defiance Trap

First, draw yourself in the trap below.
Next, list the Freedoms or Privileges you would like to earn:

1. _____________________________________________
2. _____________________________________________
3. _____________________________________________

Write in thoughts or rule-breaking behaviors that are keeping you from reaching your goals:

1. _____________________________________________
2. _____________________________________________
3. _____________________________________________
4. _____________________________________________
Sara’s Math Test

Section 1

Math is difficult for Sara. She finds out that she has a test tomorrow in Math class. She starts thinking:

“I ___________________ Math. I am __________________ at it. I _____________ do ___________ on my Math tests. There is ________________ I am going to pass.”

WORD BANK:

hate terrible always horrible no way

Feeling(s): ________________________________________________________

On a scale of 1-100, how much does Sara feel this way? ________________

Section 2

“I ___________________ Math. I am __________________ at it. I _____________ do ___________ on my Math tests. There is ________________ I am going to pass.”

WORD BANK:

sometimes struggle in okay sometimes okay a good chance

Feeling(s): ________________________________________________________

On a scale of 1-10, how much does Sara feel this way? ________________
John’s Recess

Section 1

John is a new student and he is getting ready to go out for recess. He starts thinking:

“People __________ want to play with me. __________ likes me. I’m __________ at meeting new people. This is going to be __________.”

WORD BANK:

never nobody horrible awful

Feeling(s): ________________________________________________________
On a scale of 1-100, how much does John feel this way? ______________

Section 2

“People __________ want to play with me. __________ like me. I’m __________ at meeting new people. This is going to be __________.”

WORD BANK:

sometimes some people okay fine

Feeling(s): ________________________________________________________
On a scale of 1-10, how much does John feel this way? ______________
Finish Your Thoughts

Template

Section 1

Situation: ____________________________________________________________

I start thinking: “ ____________________________________________________

WORD BANK:

Feeling(s): __________________________________________________________

On a scale of 1-100, how strongly would you feel this way? ____________

Section 2

Situation: ____________________________________________________________

I start thinking: “ ____________________________________________________

WORD BANK:

Feeling(s): __________________________________________________________

On a scale of 1-10, how strongly would you feel this way? _____________
Let's look at how you can control the outcome.

### Decision points (interventions)

1. ________________________________________________________________________
2. ________________________________________________________________________
3. ________________________________________________________________________
4. ________________________________________________________________________

### Positive Pro-active Ending
Our thoughts can be like magnets.
Be careful about what thoughts you choose to think.
Stressors are things around us that are asking for some attention.

Draw line corresponding to perceived intensity level of the stressors, with those closer to the center being the most intense. Process ways to reduce negative impact and prioritize the stressors

**Stressors:**

________________________

________________________

________________________

________________________

________________________

SELF
Shaping Your Thoughts

Unhealthy Filter

Belief:

*Cut out the Triangles.

Square = Healthy Belief or Event

Triangle = Unhealthy Belief or Event
Shaping Your Thoughts

Healthy Filter

Belief:

*Cut out the Squares.

Square = Healthy Belief or Event

Triangle = Unhealthy Belief or Event
Shaping Your Thoughts

Events, Comments, Situations

Healthy & Helpful

Unhealthy & Not Helpful
Worksheet

Problem Solving
Remote Control

Situation:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Play........................................................Move at typical speed
Stop/Pause ................................................Calm Down, Reflect, Think
Fast Forward (FFD) ......................................Move ahead to see Outcome
Rewind (RWD) ...........................................Back up to Change behaviors
**Grow A Thought**

**Food & Water** ............... Things that help our thought plant grow

**Weeds** .......................... Things that keep our thought plant from growing

---

### **Seedling**

<table>
<thead>
<tr>
<th>&quot;Food &amp; Water&quot;</th>
<th>&quot;Weeds&quot;</th>
</tr>
</thead>
<tbody>
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### **Sprout**

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### **Full Plant**

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<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

---
Example:
Event – Another child cut in front of you in line.

Everybody is Against me!

He can't do that. I'm going to get even with him.

I can't control him, but I can control myself. I could let it go, talk to him, or ask the teacher.
Target Practice

Example:
Event

________________________

________________________

________________________

________________________

________________________

________________________

________________________

________________________
### Problem/Strategy Matrix

<table>
<thead>
<tr>
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<td>R</td>
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<td>Warning Signs</td>
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<td>Take a Hike</td>
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<td>Animal Stretches</td>
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<td></td>
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<td>You Can’t Make Me Laugh</td>
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<td>Don’t Take the Bait</td>
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<td>R</td>
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<td>Defiance Trap</td>
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<td>Finish Your Thoughts</td>
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<td>The Domino Effect</td>
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<td>Magnetic Thoughts</td>
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<td>Shaping Your Thoughts</td>
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<td>Target Practice</td>
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<td>R</td>
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</tbody>
</table>

**S** = Specifically designed to target problem area  
**R** = Related and useful for problem area
## Appendix B

### Assessment/Progress Monitoring Tool

Rate each on a scale of 1 to 10 with 10 being well-developed.

<table>
<thead>
<tr>
<th>Behaviors To Address</th>
<th>1st Rating (1-10)</th>
<th>Strategy Used (See Matrix)</th>
<th>Response</th>
<th>Outcome Rating (1-10)</th>
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<tbody>
<tr>
<td><strong>PHYSICAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Recognizes physical signs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses healthy calming strategies successfully</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EMOTIONAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies feelings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes responsibility and ability to change</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Expresses Emotions in healthy ways</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COGNITIVE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replaces Unhealthy thoughts with healthy beliefs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses Cognitive strategies to problem-solve</td>
<td></td>
<td></td>
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</tbody>
</table>

| STRENGTHS: | BARRIERS: |
Appendix C

Diagram of Self-regulation Training Philosophy

Evidence Base
Cognitive-behavioral Psychology

Strategies Target
Self-Regulation

3 Regulation Skill Domains
Physical, Emotional, Cognitive

<table>
<thead>
<tr>
<th>Academic Performance</th>
<th>Emotional Control</th>
<th>Motivation</th>
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<tbody>
<tr>
<td>Aggression/Violence</td>
<td>Executive Function</td>
<td>School Safety</td>
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<tr>
<td>Anger</td>
<td>Impulse Control</td>
<td>Self-efficacy</td>
</tr>
<tr>
<td>Anxiety</td>
<td>Learned Helplessness</td>
<td>Self-esteem</td>
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<tr>
<td>Attention</td>
<td>Locus of Control</td>
<td>Social interaction</td>
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<tr>
<td>Attribution</td>
<td>Longevity</td>
<td>Success</td>
</tr>
<tr>
<td>Cognitive Flexibility</td>
<td>Happiness</td>
<td>Trauma</td>
</tr>
<tr>
<td>Depression</td>
<td>Oppositional Defiance</td>
<td>Well-being</td>
</tr>
</tbody>
</table>
Dear Parent or Guardian:

This letter is to inform you that your child has been given the opportunity to participate in an interactive Self-regulation Training Program. This program utilizes interactive, engaging activities to increase your child's ability to:

- Physically calm down when he/she is upset
- Identify and express his/her emotions appropriately
- Implement problem-solving skills and gain understanding

The program consists of 8 brief sessions (15-30 minutes each).

Program Summary:

Week 1 – Develop physical calming skills  
Week 2 – Learn to accurately identify feelings and express them in healthy ways  
Week 3 – Learn problem-solving skills specific to problem areas  
Week 4 – Practice and reinforce Self-regulation skills

Research indicates that those with well-developed Self-regulation skills:

- Have better academic performance  
- Do better socially  
- Have fewer mental health issues  
- Live longer, happier lives

As with all things involving children, parental involvement is the key to success. Your child will be asked to speak with you about what he/she is learning. We would like to thank you for taking part in this important step toward preparing your child with the tools to cope with the challenges that he/she will face in life.

Sincerely,
Appendix E

Self-regulation Training Contract for Change

I ______________________________, agree that over the next few weeks I will try my best to help myself by learning these important skills. When I complete my training I will be able to calm myself down, express my feelings in healthy ways, and create solutions for some of the things I’ve been struggling with.

Together, use the next few lines to briefly describe a situation that has been troubling you. It could be something that you would like to learn how to solve on your own.

_______________________________________________________________________________________________
_______________________________________________________________________________________________

***COMPLETE THE LOWER PORTION AFTER YOU HAVE COMPLETED YOUR TRAINING.***

Describe a recent situation to process:
1. What happened?
_______________________________________________________________________________________________
_______________________________________________________________________________________________

2. How did your body feel?
_______________________________________________________________________________________________

3. What were your feelings? And how much? Feelings: _____________ _____________ _____________
How much (1-10)? __________

4. What were your thoughts about what happened?
_______________________________________________________________________________________________

Self-regulation Strategies:
1. Physical – What did you do to calm your body down? How did you do?
_______________________________________________________________________________________________

2. Emotions – What did you do to express your feelings? Was it healthy?
_______________________________________________________________________________________________

3. Cognitive – Were your thoughts about the event accurate and healthy? What’s the plan if this happens again?
_______________________________________________________________________________________________

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Appendix F

Event Processing Worksheet

Information:

1. What happened?

_______________________________________________________________________________________________

_______________________________________________________________________________________________

2. Any Warning Signs?

_______________________________________________________________________________________________

3. What did you feel? And how much? Feelings: _____________ _____________ _____________
   How much (1-10)? ____________

4. What were your thoughts about what happened?

_______________________________________________________________________________________________

Self-regulation Strategies:

1. Physical – What did you do to calm your body down? How did you do?

_______________________________________________________________________________________________

_______________________________________________________________________________________________

2. Emotions – What did you do to express your feelings? Was it healthy?

_______________________________________________________________________________________________

_______________________________________________________________________________________________

3. Cognitive – Were your thoughts about the event accurate and healthy? What’s the plan if this happens again?

_______________________________________________________________________________________________

_______________________________________________________________________________________________
Appendix G

My Self-regulation Strategies

Physical – These are the things I can do to calm my body down:
1. ________________________________________________________________________
2. ________________________________________________________________________
3. ________________________________________________________________________

Emotions – These are the things that help me figure out my feelings and express them in healthy ways:
1. ________________________________________________________________________
2. ________________________________________________________________________
3. ________________________________________________________________________

Cognitive Skills – These are things that help me figure out the answers to problems, or things I need to remember about myself:
1. ________________________________________________________________________
2. ________________________________________________________________________
3. ________________________________________________________________________
Congratulations to

for successfully completing the Self-regulation Training Program on

(date)

You now have the skills you need to control your body, your feelings, and your thoughts.

REMEMBER THAT SELF-REGULATION=SUCCESS!
Self-regulation = Success

3 STEPS
1. Body
2. Feelings
3. Thoughts