

Intervention Handouts/Tools

A Walk in My Shoes

**Trauma-Focused Cognitive Behavior Therapy
with Children and Adolescents**

**Collected/Assembled by:
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3: Relaxation

Sample Scripts for Relaxation Training

Step 1: Explain rationale for progressive muscle relaxation to child

"Sometimes we all feel a little on edge, or nervous. When we have those feelings, our bodies can sometimes get tense or tight. This is an uncomfortable feeling - sometimes it even hurts to be tense. To help get rid of those tense feelings, we're going to figure out a way to help you learn to relax your body. This will help you feel looser and calmer."

Step 3: Demonstrate technique and induce relaxation

Script for young children/full body relaxation

"Have you ever seen spaghetti noodles before they are cooked? What do they look like? Right, they are very stiff and not relaxed at all. How about spaghetti after it's cooked, what is that like? Right, bendy and twisty. Well, that's what I'd like us to do. First, we'll pretend to be uncooked spaghetti and be very tense and standing up very straight. And then we'll be cooked, loose and relaxed spaghetti. Good! OK now...Let's see you do it. Uncooked spaghetti (pause a few seconds)... Cooked spaghetti."

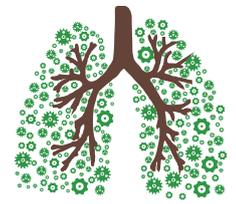
Script for older children/progressive muscle group relaxation

"OK now that you are comfortable, I'd like you to listen carefully. I am going to be making you aware of certain feelings of tension in your body and then showing you how to reduce those tensions. Watch the movements I make and then make them yourself. First, point your toes back up toward your head. Feel the tension that occurs in your feet, ankles, and lower legs. Pay close attention to the feelings of tightness and tension. And now relax your feet, let them return to their normal position. Feel the difference in your feet, ankles, and lower legs; where it was tense just a moment ago, there is now a feeling of relaxation. Now straighten your right leg and lift it off the chair. Feel the tension on the top of your leg and also in your stomach. Pay attention to that feeling of tension. And now let go, let your leg relax and return to the chair, and note the difference between the relaxation you now feel and the tension that was there before."

This same basic instruction is then given for each major muscle group moving up the body, such as arms/biceps, stomach, shoulders, neck, face, and eyes/forehead.

[Close Window](#) | [Print Script](#)

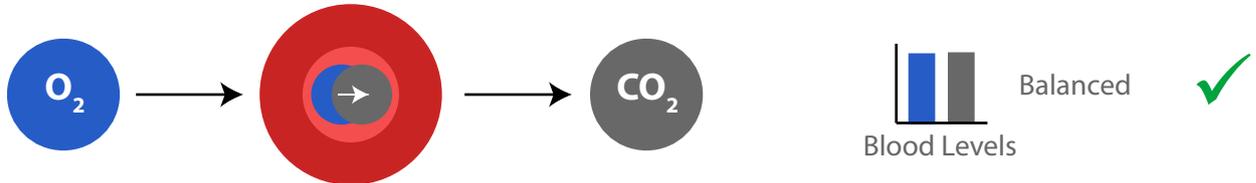
How Breathing Affects Feelings



The way we breathe is strongly linked to the way we feel. When we are relaxed we breathe slowly, and when we are anxious we breathe more quickly.

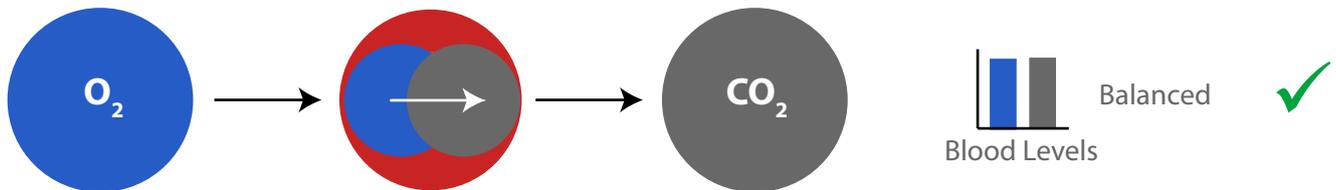
Normal breathing

When we breathe we take in oxygen (O_2) that is used by the body. This process creates carbon dioxide (CO_2), a waste product that we breathe out. When our breathing is relaxed the levels of oxygen and carbon dioxide are balanced - this allows our body to function efficiently.



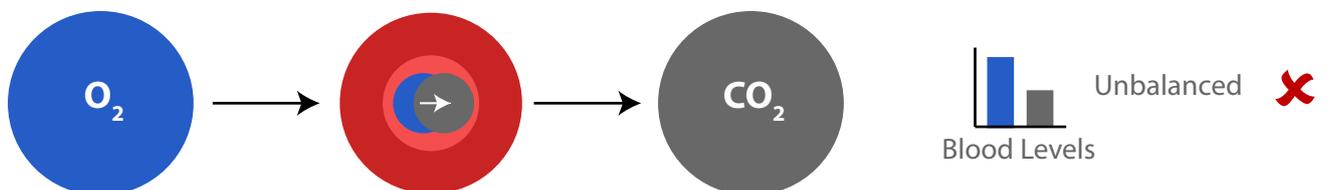
Exercise breathing

Our breathing rate increases during exercise to take in more oxygen. The body uses the extra oxygen to fuel the muscles and so produces more carbon dioxide. The increased breathing rate leads to more carbon dioxide being expelled. This means that the balance between oxygen and carbon dioxide levels is maintained.



Anxious breathing

When we are anxious our breathing rate increases: we take in more oxygen and breathe out more carbon dioxide than usual. However, because the body is not working any harder than normal it is not using up any extra oxygen, and so it is not producing any extra carbon dioxide. Because carbon dioxide is being expelled faster than it is being produced its concentration in the blood goes down (leading to a temporary change in the pH of the blood called respiratory alkalosis). This change in CO_2 blood concentration can lead us to feeling unpleasantly light-headed, tingly in our fingers and toes, clammy, and sweaty.



When our breathing returns to its usual rate the levels of carbon dioxide in the blood return to normal, and the symptoms resolve. You can deliberately relax your breathing to feel better.

Relaxed breathing instructions

- 1) Sit or lie down comfortably. Close your eyes if you would like to
- 2) Breathe *slowly* and *steadily* in through your nose for a count of 4
- 3) Hold your breath for a count of 2
- 4) Breathe out *slowly* and *steadily* for a count of 4
- 5) Repeat for a few minutes

Mindfulness for Parents

Use for: Relaxation

Breathing in, I calm my body.

Breathing out, I smile.

**Dwelling in the present moment,
I know this is a wonderful moment.**

Thich Nhat Hanh

Breathing in, I calm my body. When we breathe in and say these words to calm our bodies, we become aware that we even have a body. As mothers, it's so easy for us to live in our heads or to be so busy that we forget to tune in to what our bodies need. When we breathe in and give our bodies permission to become calm, our shoulders relax and our stress level begins to decrease.

Breathing out, I smile. This is such a simple instruction, yet the result is so effective. This is not about faking happiness or covering up what we're really feeling. It is about finding the smile that exists in the most ordinary of moments. It is discovering that even when things are crazy – the kids are totally out of control, coworkers are completely unmanageable, traffic is backed up for miles – a part of us remembers that we can smile. It is as if a tiny gap appears between what's happening and the part of us that can observe it all – and smile.

Dwelling in the present moment. As we take this second breath, we recognize how much we live life in the past or in the future. It's as if a tape recording continuously replays what happened or anticipates what might happen. When we push the pause button, take a breath, and dwell in the present moment, we become aware that this really is the only moment that exists. All future moments are only present moments.

I know this is a wonderful moment. These words help us appreciate how a moment that seems ordinary is actually full of wonder. Suddenly, we have new appreciation for what is right in front of us: the way the sun is coming through the windows, the laughter of our children, even the dishes in the kitchen sink. Most moments, if we truly connect to ourselves and to those moments, are wonderful. If it feels like too much to say a moment is wonderful, we can say: I know this is the only moment. That is always true.

Sample Scripts for Controlled Breathing

Step 1: Explain rationale for breathing to child

"Today we're going to be learning a way to help ourselves calm down and control our nervous and upset feelings. I'm going to show you a special way of controlling the way you breathe that can really help you calm down and feel better. When you learn to control your breathing, you'll find that it's much easier to control your emotions and calm down. It's also something you can do anytime and anywhere. When you get good at it, we'll have you show your parent how to do it, too."

Step 2: Demonstrate proper body positioning

"OK, let's get in a comfortable position. Can you sit like I am? Now, put one of your hands here, right above your belly button, and the other up here on your chest."

Step 3: Demonstrate proper breathing technique

"Now, let's concentrate on our breathing. When we breathe in, the hand on our tummy should move up, and when we breathe out it should move down. The hand on our chest should stay still and not move the whole time. This means we are breathing correctly... Okay, now that you're getting the hang of it, let's try to breathe more slowly when we breathe out than when we breathe in. I'll count while we practice, and let's see if I can count higher when we're breathing out than when we're breathing in."

Step 4: Introduce relaxing word

"Now that we've learned the helpful, calming way to breathe, let's try to add a way to keep our thoughts and minds calm as we're breathing. You keep breathing like you are, but each time you breathe out, I want you to say the word 'Calm' to yourself. I want you to try to concentrate on the word calm. If you have other thoughts pop into your head besides 'calm,' try to picture them floating away with your breath as you exhale."

Step 5: Have the child demonstrate

[Close Window](#) | [Print Script](#)

CONTROLLED BREATHING LOG

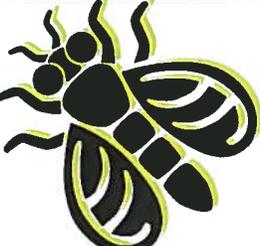
Practice the breathing we learned in session today for 10 minutes twice a day. Write down each day and time that you practice. Bring this in with you to your next session.

Day: _____
Time 1: _____
Time 2: _____

Progressive Muscle Relaxation

	<p>Squeeze both hands like you are squeezing a lemon and getting all of the juice out of them!</p> <p>1-2-3-4-5</p>
	<p>Stretch forward like a cat; go forward as far as you can!</p> <p>1-2-3-4-5</p> <p>Stretch up towards the ceiling like a cat and stretch as tall as you possibly can, taller!</p> <p>1-2-3-4-5</p>
	<p>Pretend someone put an ice cube down your back and you are trying to get it out, pull your shoulders back and arch your back.</p> <p>1-2-3-4-5</p>
	<p>Stretch your toes out of in front of you like a ballerina</p> <p>1-2-3-4-5</p> <p>Stretch your toes towards your nose and flex them like a ballerina</p> <p>1-2-3-4-5</p>
	<p>Tighten your stomach really tight like an elephant is going to step on it</p> <p>1-2-3-4-5</p> <p>Uh oh! There is a baby elephant coming, tighten it again!</p> <p>1-2-3-4-5</p>
	<p>Oh no! There is a fly on your nose and you can't get it off with your hand, scrunch your nose so it will go away!</p> <p>1-2-3-4-5</p> <p>Now it's on your forehead, tighten your face so it will fly away!</p> <p>1-2-3-4-5</p>

Progressive Muscle Relaxation

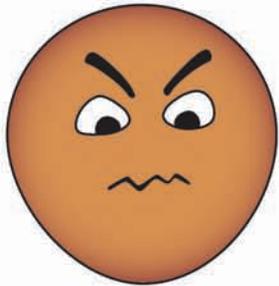
	<p>Squeeze both hands like you are squeezing a lemon and getting all of the juice out of them!</p> <p style="text-align: center;">1-2-3-4-5</p>
	<p>Stretch forward like a cat; go forward as far as you can!</p> <p style="text-align: center;">1-2-3-4-5</p> <p>Stretch up towards the ceiling like a cat and stretch as tall as you possibly can, taller!</p> <p style="text-align: center;">1-2-3-4-5</p>
	<p>Pretend someone put an ice cube down your back and you are trying to get it out.</p> <p style="text-align: center;">1-2-3-4-5</p>
	<p>Pretend you are in a big mud puddle and squish your toes down in it</p> <p style="text-align: center;">1-2-3-4-5</p> <p>Now pull your toes out of the mud puddle and flex them towards your nose</p> <p style="text-align: center;">1-2-3-4-5</p>
	<p>Tighten your stomach really tight like an elephant is going to step on it</p> <p style="text-align: center;">1-2-3-4-5</p> <p style="text-align: center;">Uh oh! There is a baby elephant coming, tighten it again! 1-2-3-4-5</p>
	<p>Oh no! There is a fly on your nose and you can't get it off with your hand, scrunch your nose so it will go away!</p> <p style="text-align: center;">1-2-3-4-5</p> <p>Now it's on your forehead, tighten your face so it will fly away!</p> <p style="text-align: center;">1-2-3-4-5</p>

4: Affect Expression and Modulation

Feelings

	none	some			medium			a lot		Yes, huge!	
	0	1	2	3	4	5	6	7	8	9	10
Anxious	0	1	2	3	4	5	6	7	8	9	10
(nervous, uneasy, worried, apprehensive, anxious, frightened, scared, alarmed, fearful, terrified)											
Angry	0	1	2	3	4	5	6	7	8	9	10
(irritated, vexed, irate, cross, incensed, furious, enraged, rageful)											
Curious	0	1	2	3	4	5	6	7	8	9	10
(puzzled, interested, wondering)											
Disappointed	0	1	2	3	4	5	6	7	8	9	10
(crestfallen, frustrated, disenchanted, disgruntled, disillusioned, frustrated, hopeless, unsatisfied)											
Disgusted	0	1	2	3	4	5	6	7	8	9	10
("turned off", sickened, horrified)											
Embarrassed	0	1	2	3	4	5	6	7	8	9	10
(flustered, bewildered, ashamed, humiliated, regretful, guilty, disappointed in self, mortified)											
Happy	0	1	2	3	4	5	6	7	8	9	10
(amused, pleased, glad, grateful, excited, passionate, joyful, delighted, elated, ecstatic)											
Hurt	0	1	2	3	4	5	6	7	8	9	10
(bruised, tender, harmed, vulnerable, damaged, crushed)											
Lonely	0	1	2	3	4	5	6	7	8	9	10
(forlorn, abandoned, alone, empty, forsaken, isolated, rejected, uncherished)											
Sad	0	1	2	3	4	5	6	7	8	9	10
(melancholy, feeling down, withdrawn, blue, gloomy, bitter, sorrowful, depressed, despairing)											
Shocked	0	1	2	3	4	5	6	7	8	9	10
(cynical, incredulous, quizzical, skeptical, aghast, appalled, offended, stunned)											
Confident	0	1	2	3	4	5	6	7	8	9	10
(hopeful, upbeat, positive, courageous, certain, self-assured)											
Other:											
_____	0	1	2	3	4	5	6	7	8	9	10
_____	0	1	2	3	4	5	6	7	8	9	10

How do you feel?



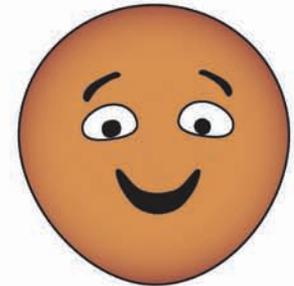
Angry



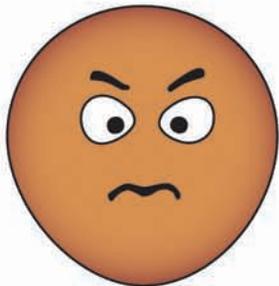
Scared



Sad



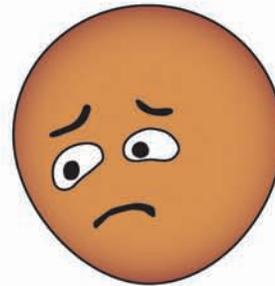
Happy



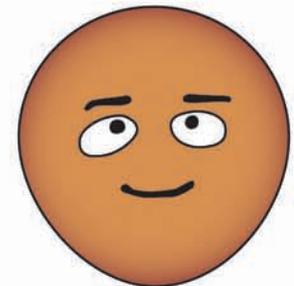
Frustrated



Anxious

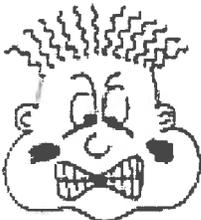
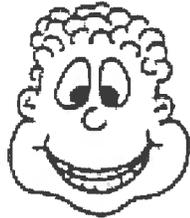


Disappointed



Calm

Name the Feelings



How Do I Feel When I Get Angry?

Check off how you feel when you are angry

My head hurts _____

My heart beats faster _____

I get sweaty _____

I can't think straight _____

My body/face feels hot _____

I feel anxious _____

I can't sit still _____



If you have some feelings not on the list, record them below:

Why Do I Get Angry?

Check off the reasons why you get angry

An adult gets mad at me _____



I can't figure something out _____



I feel left out _____



My sibling and I fight _____



It's too loud _____



I lose a game _____



I'm picked on _____



I break something _____



Favorite Therapeutic Activities for
Children and Teens:
Practitioners Share Their
Most Effective Interventions

Edited by
Liana Lowenstein, MSW



I Am Check-In Activity

Source: Tina Luna

Theme: Feelings Expression

Recommended Age Range: Ten and Up

Treatment Modality: Individual, Group

Goals

- Establish a positive and safe therapeutic environment
- Increase open communication
- Gather information about client's feelings and needs
- Increase group cohesion

Materials

- Copy of activity sheet, cut up into individual strips
- Pencil or pen
- Glue

Advance Preparation

Photocopy the activity sheet template on brightly coloured paper and cut into strips.

Description

At the beginning of each session, the client/group member completes the sentence "I am ...," according to how he/she feels that day. Or the slip can be filled out however the client wishes to complete the sentence. Examples could be: "I am going to my dad's house today," or "I am excited because I am going to a sleepover tonight," or "I am sad because my mom is sick."

The client's sentence completion is used as a point of departure for further discussion.

Discussion

This is an effective "check-in" activity, especially with client's who do not share easily. It can be helpful to let the client know that if she/he is not feeling comfortable sharing, he/she can keep the "I am ..." to her/himself and glue the written sentence into the scrapbook. When used in a group, this activity gives the members an opportunity to listen to each other, and gives the members who are quieter a structured time to speak. As the client becomes more engaged in therapy, the sharing may be more detailed.

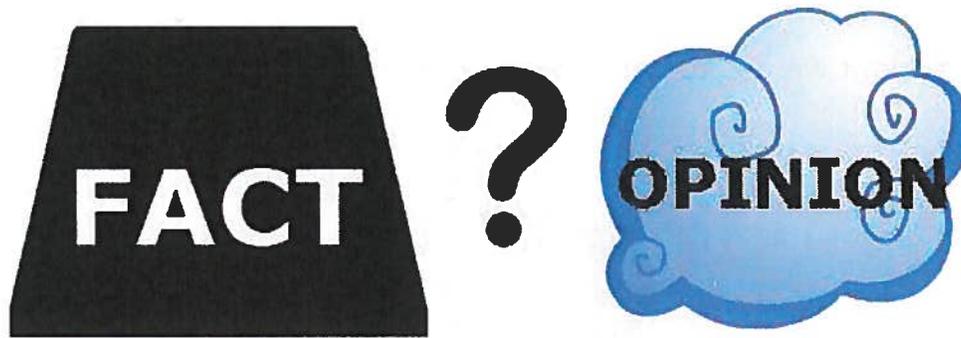
I am _____

I am _____

I am _____

I am _____

FACT or OPINION



FACT

- Evidence to support its truth
- Undisputable
- Driven by rational thought
- Head

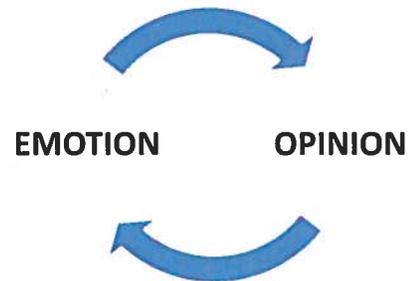
OPINION

- Based upon a belief or personal view
- Arguable
- Driven by and reinforced by emotion
- Heart

At stressful times, we tend to be driven by our emotions and opinions, which create a vicious cycle by fuelling each other. Our emotions strengthen our opinions, which in turn, intensify our emotions.

This leads to impulsive acts and unhelpful longer term consequences, which help to maintain the overall problem.

Realising that many thoughts are opinion rather than fact makes it less likely that we'll be distressed by them, and more able to make wise and calm decisions about the best action to take.



It is helpful to ask ourselves whether our thoughts are FACT or OPINION.

- If OPINION, then we can look at the facts – what we do **know** about the situation.
- If FACT, then we can make choices about the best thing to do.

FACT or OPINION ?

FACT or OPINION

Example

What words might we use to describe this picture?



Fact

Evidence-based

- Clown
- Painted face
- Colourful
- Circus performer
- Smiling

Opinion

Varies, personal view

- Funny
- Weird hair
- Scary
- Happy
- Ugly

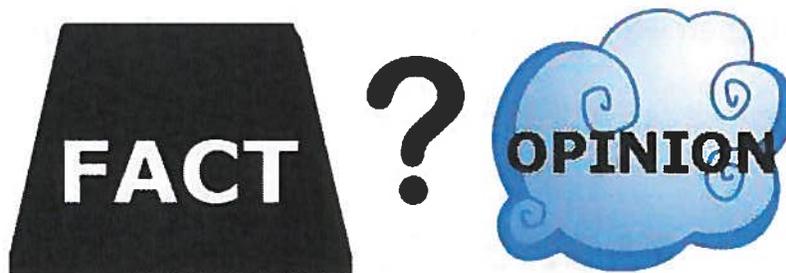
In the same way, individuals can have many varied opinions about the same event or situation. If someone we know walked past us without saying hello, we might think, "they deliberately ignored me", "she's being snooty and rude", "they didn't want to talk to me because they don't like me" and so on.



This might lead us to feel upset, and react in ways that are unhelpful.

The only fact is that the person walked past, anything else is opinion – our own personal interpretation of the event. The reality is that they just didn't see us.

Get into the habit of asking yourself:



Reading Nonverbal Cues

The column on the left contains examples of nonverbal communication. The center column is how a receiver might interpret the sender's data. In the column on the right list other ways the sender's data could be interpreted.

Sender Data	Receiver Interprets	Other Possibilities
Folds arms	Feels superior	
Drums fingers	Is uninterested	
Shakes head sideways	Is disagreeing	
Nods head vertically	Is agreeing	
Hands on hips	Is defiant.	
Avoids eye contact	Isn't truthful	
Stares at you	Is threatening	
Looks at watch	Is impatient	
Leans forward	Ready to disagree	
Leans back	Dislikes your message	
Removes eyeglasses	Has a headache	
Raises eyebrows	Does not believe	

1. How might your initial reactions affect your communication and impact on others?
2. Compare your list with someone else. What does that tell you?

John Gottman-The Five Key Steps to Emotion Coaching

1. Become aware of the child's emotion-To do this, a parent must be aware of and comfortable with their own emotions. This can be scary or intimidating, but is crucial in allowing for all feelings in a non-judgmental way.

2. Recognize the emotion as an opportunity for intimacy and teaching-As parents, we can teach empathy, build intimacy with our children, and teach them ways to handle their feelings. Here, negative emotions are not threats to our authority or something else we need to fix. When you talk to your kids when problems are small, you show that you are their ally, and that together you can face their difficulties-they don't have to do it alone!

3. Listen empathetically, validating the child's feelings-Here, listen in many different ways, with your ears for information, with your eyes for physical evidence of emotion, with your imagination to see the situation from the child's perspective, and with your words to reflect back what they are hearing and to help label emotions. But most importantly, use your heart to feel what the child is feeling. Simple observations may work better than probing questions in making a connection. Also, avoid questions to which you already know the answer-don't set up mistrust or ask them to lie.

4. Help the child find words to label the emotion he is having-this goes hand in hand with empathy. Saying to a child who is in tears "You feel very sad, don't you?" not only shows understanding, but helps the child to describe this intense feeling. This is labeling only what IS, and not telling what kids OUGHT to feel. Be as precise with the child as possible-not just angry, but frustrated, jealous, enraged, or confused It is important to name and allow for several, often contradictory feelings at once.

5. Set limits while exploring strategies to solve the problem at hand-There are five steps involved here. 1-SET LIMITS-set limits on the behaviors or actions, not the feelings or wishes. State clearly what is not appropriate about what happened. Allow here for "normal" kid stuff. Provide consequences that are fair, consistent, and related to the misbehavior. 2-IDENTIFY GOALS-Ask or work with your child to figure out what they would like to accomplish related to the problem at hand, whether it's accepting the loss that led to the anger, or fix the broken item that led to the tantrum. 3-THINK OF POSSIBLE SOLUTIONS- What can get you toward the goals? Have the kid come up with these as much as possible, directing them toward past successes (when older), but when young, try several and then decide what worked the best. 4-EVALUATE YOUR PROPOSED SOLUTIONS BASED ON YOUR FAMILY'S VALUES-Validate their ideas, and perhaps use these questions-Is the solution fair?, Will this solution work?, Is it safe?, How am I likely to feel? How are other people likely to feel? 5-HELP YOUR CHILD CHOOSE A SOLUTION-Encourage them to choose, but involve yourself a bit more here. Tell how you solved a problem like this and what you learned from it. Allow them to pick one that you don't think will work, and encourage them toward another if it fails. Help this be a learning process and show that failures don't mean all is lost.

Paraphrased from *Raising an Emotionally Intelligent Child: The Heart of Parenting* by John Gottman 1997

5: Cognitive Coping

DEALING WITH TRAUMA: A TF-CBT WORKBOOK FOR TEENS

By Alison Hendricks, Judith A. Cohen, Anthony
P. Mannarino, and Esther Deblinger

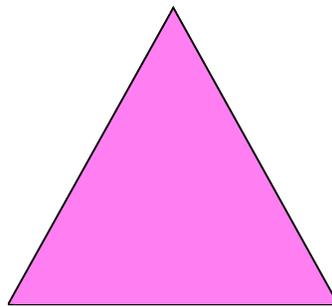
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THOUGHTS MATTER

Our thoughts affect the way we feel and how we act. When something happens, we form thoughts about the event that lead to feelings and actions. The way we talk to ourselves in our heads also affects how we feel and what we do.

Thoughts

Behavior



Feelings

Let's look at your thoughts and how they make you feel and act. List three different thoughts you had today (or recently), how each thought made you feel, and what you did.

Thought	Feeling	What You Did

THE “WHAT ARE YOU THINKING?” TEAM

“All or Nothing” Allen (All-or-nothing thinking)



Allen only sees things in “black and white” or “right or wrong.” Nothing is ever in the middle. When he got a 92% on his math test, he thought he was a failure because he didn’t get a 100%. Even though he got a lot of great presents for his birthday, he was very unhappy because there was one present that he didn’t get.

“Blaming” Blake (personalization)



Blake is always blaming somebody for a problem. Sometimes he blames himself; sometimes other people. He’s so busy blaming that he never really deals with the problem! Sometimes it’s not even his fault or the other person’s fault! One time he blamed himself for not giving his friend a birthday present, even though he didn’t know it was his birthday. Another time he blamed his teacher for a bad grade on a test even though he didn’t study for it.

“Over and Over” Oliver (overgeneralization)



When something bad happens to Oliver, he thinks it’s going to happen over and over again. When his basketball team lost a game, he decided that he didn’t want to play anymore because he thought they were just going to keep losing. He thinks he has really bad luck and that he never catches a break. He doesn’t think anything is ever going to turn out okay.

“Negative” Nate (mental filter, disqualifying the positive)



Nate only notices the bad stuff that happens to him. He thinks nothing good ever happens to him, and if something good does happen he acts like it doesn’t mean anything. When he got an A on his science test, he said, “I’ll probably still fail the class anyway.” When he finally got the pair of shoes he’d been wanting forever, all he noticed was that they weren’t the color he had wanted.

“Not a Big Deal” Norman (minimization)



Norman always plays off important things as not being a big deal. When someone at school stole \$20 from him he told the teacher, “Don’t worry about it. It doesn’t matter that much.” When his coach congratulated him on a great shot he made Norman just said, “No big deal. I just got lucky.”

The “WHAT ARE YOU THINKING?” TEAM

“Shoulda” Sharonda (should statements)



Sharonda always talks about the things she “should” do or she “must” do even though nobody else is telling her she has to do them. When she’s hanging out with her friends she thinks, “I should be studying so I can be a straight “A” student. No matter how much she does, she always thinks she should be doing more. Then she feels guilty. Sharonda also thinks a lot about what other people “should” be doing. If they don’t do it she gets very angry and frustrated.

“Drama Queen” Jean (catastrophizing)



Jean blows everything out of proportion. Even if a really small problem happens, she acts like it’s the end of the world. People are always telling her she’s making too big of a deal out of things. One time she got into a huge fight with a friend because the friend couldn’t come over to Jean’s house after school. Jean made a big deal out of it and said, “I hate you!” to her friend. Now they aren’t friends anymore.

“Psych Out” Sam (mind reading, fortune teller error)



Sam always psychs himself out by expecting the worst. He usually thinks people don’t like him or that they’re out to get him, even though he doesn’t really know for sure. He decided his teacher thought he was stupid just because she didn’t call on him in math class. Sam also thinks things are going to turn out bad before he even starts. One time he decided not to talk to a new girl at school because he was sure that she would be mean to him if he did.

“Bad Mouth” Brandy (labeling)

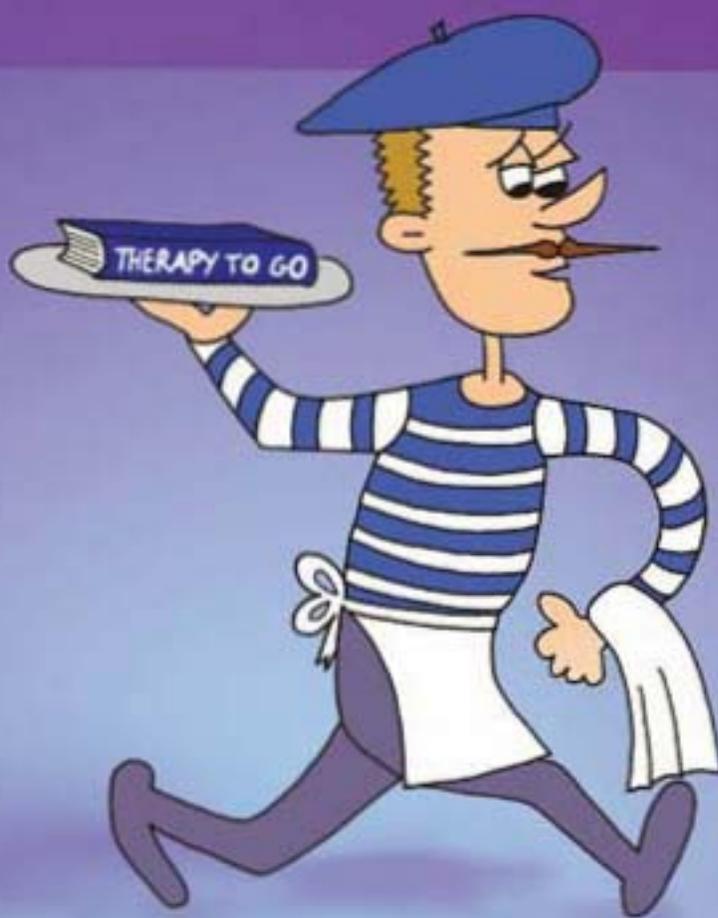


Brandy likes to call people names... Even herself! If she makes a mistake, instead of trying to fix it, she just focuses on what a “Loser” she is. If her friend makes her mad she thinks, “She is such a jerk!” Once Brandy “bad mouths” someone, she doesn’t change her mind very easily. Even if Brandy does something really well she is probably thinking, “I’m still a loser!”

“Emo” Emily (emotional reasoning)



Emily always lets her feelings be in control. If she feels upset, she thinks that means everything must be awful even though it really may not be that bad. She thinks, “If I feel it, it must be real.” For example, Emily felt nervous and scared when she met her mom’s new boyfriend so she decided that he must be a really awful person... Even though she doesn’t know anything about him!



Therapy To Go

**Gourmet Fast Food Handouts
for Working with Child,
Adolescent and Family Clients**

Clare Rosoman

- For any kind of therapist
- Themed chapters
- Creative activity ideas



Challenging your Thoughts

When you feel upset, angry, scared or sad, see if you can catch the thoughts behind those feelings. For example, if someone feels scared they could be thinking: 'Oh no! I'm sure something bad is going to happen!'

Once you have caught the unhelpful thoughts, use one of the challenges below:

- **Am I making a big deal out of this?**
- **Am I sure this is really going to happen?**
- **Does it really matter what other people think?**
- **Is this really true?**
- **Is it the end of the world?**
- **Have I coped with this before?**
- **Is it helping me to think like this?**
- **If my best friend thought this way, what would I say to them?**
- **How could I answer back to this thought to put it in its place?**



Changing your Thinking

Event: _____ Emotions (0-10): _____

Behaviour: _____

Thoughts What you actually told yourself	Challenge Pick a challenge question from the Challenging Your Thoughts list for each thought – answer back to your thought!	Alternative thought A more helpful and realistic thought
How do you feel now? Emotions (0-10):		

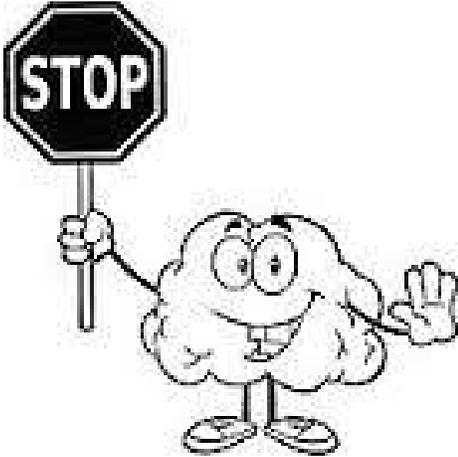


Helpful Thoughts, Unhelpful Thoughts

Some thoughts are unhelpful because they make you feel sad or scared, other thoughts are helpful because they make you feel happy and safe. When you have an unhelpful thought, see if you can turn it around into a helpful thought! Try below!

Unhelpful thoughts 	Helpful thoughts 
'Nobody likes me.' 'I'm bad because I got in trouble.'	'I have one good friend and I will make more.' 'I did one thing wrong, that doesn't make me a bad person.'

This STOP Plan is for:



Senses?

Thoughts?

Other helpful thoughts?

Plan and practice!

<u>S</u> enses? What is going on in my body? What am I feeling?)	<u>T</u> houghts? What am I thinking?	<u>O</u> ther helpful thoughts? What is something else I can think?	<u>P</u> lan and <u>P</u> actice! What is something calming I can say to myself? What can I do next time?

Things I Can Do To Calm Down!



Take 3 deep breaths

Count from 1 to 10 (and if you're still angry, count again from 10 to 1)

Find a trusted person to talk to about what is bothering you

Get a hug or give a hug

Draw a picture of why you're angry

Jump up and down for a minute

Think of a peaceful place or look at a picture of your peaceful place

Listen to music or play music on an instrument

Hit a pillow

Sing a song

Talk yourself into being calm: say, "Be calm, be calm" or "I can handle this"

Tense and relax your muscles

Feel your pulse

Visualize yourself calming down