

APPENDIX D

Youth Educational Handouts and Worksheets

- | | |
|--|-----|
| About My Feelings | 309 |
| <ul style="list-style-type: none">• This worksheet targets basic Affect Identification in self by helping the child identify times he or she felt a variety of emotions. | |
| What Are They Feeling? | 310 |
| <ul style="list-style-type: none">• This worksheet targets basic Affect Identification in other by helping the child identify perceived emotions in drawings or magazine pictures. | |
| Tuning In to Feelings | 311 |
| <ul style="list-style-type: none">• This worksheet supports advanced identification and modulation by helping the child describe intensity and context of an identified feeling. | |
| Where Do I Feel . . . ? (girls' version) | 312 |
| <ul style="list-style-type: none">• This worksheet targets Affect Identification with a focus on helping the child identify ways that feelings show up in the body. | |
| Where Do I Feel . . . ? (boys' version) | 313 |
| <ul style="list-style-type: none">• This worksheet targets Affect Identification with a focus on helping the child identify ways that feelings show up in the body. | |
| Noticing My Feelings | 314 |
| <ul style="list-style-type: none">• This worksheet helps build Affect Identification in the moment by helping the child observe and record information about one feeling each day. | |
| The Body's Alarm System | 316 |
| <ul style="list-style-type: none">• This youth educational handout provides psychoeducation about trauma, the danger response, and triggers. | |

- My Body's Alarm System** 319
- This worksheet supports a child in identifying his or her own examples of the human danger response (fight–flight–freeze).
- My False Alarm Goes Off When . . .** 321
- This worksheet supports a child in identifying potential triggers based on historical experiences.
- Identifying Triggers** 322
- This worksheet supports a child in exploring a particular triggered response in an in-depth way that incorporates situation, response, and coping strategy.
- My Nonverbal Cues** 323
- This worksheet supports a child in building awareness of the ways in which he or she communicates emotion by identifying his or her own nonverbal emotion-related cues.
- Emotional Intensity Meter** 324
- This worksheet helps build an understanding of degrees of feeling (Modulation) by helping a child visually track the intensity of an emotion on a bidirectional (freezing–flooding) scale.
- Checking My Pulse** 325
- This worksheet helps build a child's understanding of the arousal response (Modulation) by concretely linking pulse/heart rate to activity level.
- Tracking My Energy** 326
- This worksheet supports Modulation by providing a tracking mechanism of a child's arousal response and comfort level before and after engaging in various activities.
- Bringing Down My Energy** 328
- This worksheet supports a child in practicing a "feelings toolbox" (Modulation) skill for bringing down energy.
- Circles of Trust** 329
- This worksheet helps a child to identify interpersonal resources (Affect Expression) through use of the "Circles of Trust" exercise.
- Starting a Conversation** 330
- This worksheet helps a child anticipate and evaluate the process of initiating communication (Affect Expression) with an identified other.

Appendix D	307
Giving Others Compliments	331
<ul style="list-style-type: none">• This worksheet supports positive interactions with others (Affect Expression) by helping a child identify/describe positive attributes of others. This worksheet may be particularly useful in a group context.	
Giving Myself Compliments	332
<ul style="list-style-type: none">• This worksheet supports positive esteem/efficacy (Self and Identity) by helping a child identify positive self-attributes.	
What Has Influenced My Identity?	333
<ul style="list-style-type: none">• This worksheet should be used in conjunction with the “Influences on Self” group or individual activity described in Appendix C. This worksheet and associated activity support a child in exploring influences on identity (Self and Identity—Unique Self).	
Identity Shields	335
<ul style="list-style-type: none">• This worksheet provides templates for completion of identity shields (Self and Identity—Coherent Self).	

About My Feelings

Name: _____ Date: _____

Please come up with examples of times when you have felt the following emotions during the week and why. Notice what was happening in your body and what was going on around you.

This week, I felt happy when . . .

This week, I felt mad when . . .

This week, I felt sad when . . .

This week, I felt worried when . . .

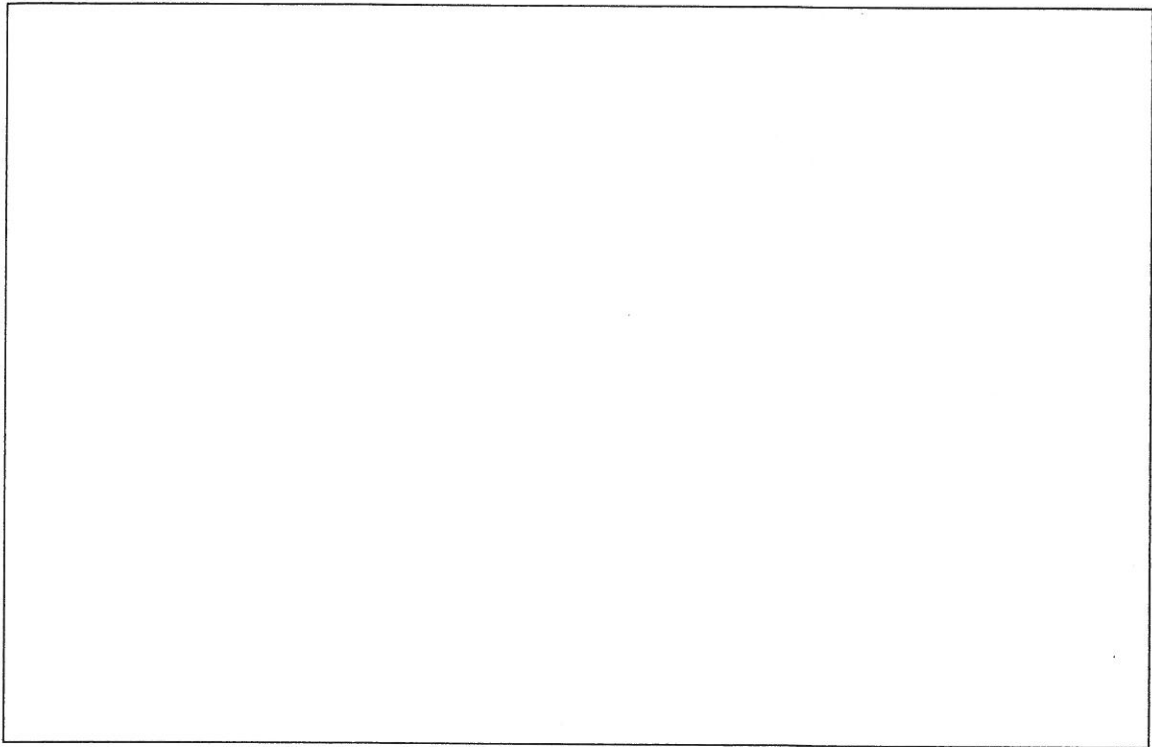
This week, I felt scared when . . .

What Are They Feeling?

Name: _____ Date: _____

Please look in magazines and find one picture of a person. Name all the possible emotions that you think this person/character is feeling.

Place your picture here:



Possible emotions that this person/character is feeling:

1. _____
2. _____
3. _____
4. _____
5. _____

From Margaret E. Blaustein and Kristine M. Kinniburgh (2010). Copyright by The Guilford Press. Permission to photocopy this form is granted to purchasers of this book for personal use only (see copyright page for details).

Tuning In to Feelings

Name: _____ Date: _____

Name of Emotion: _____

Rate the intensity of this feeling on the following scale:

-1	0	1	2	3	4	5	6	7	8	9	10
Shut Down		Low Energy/ Calm			Moderate Energy				High Energy/ Intense Emotion		

Did you like the feeling or not?

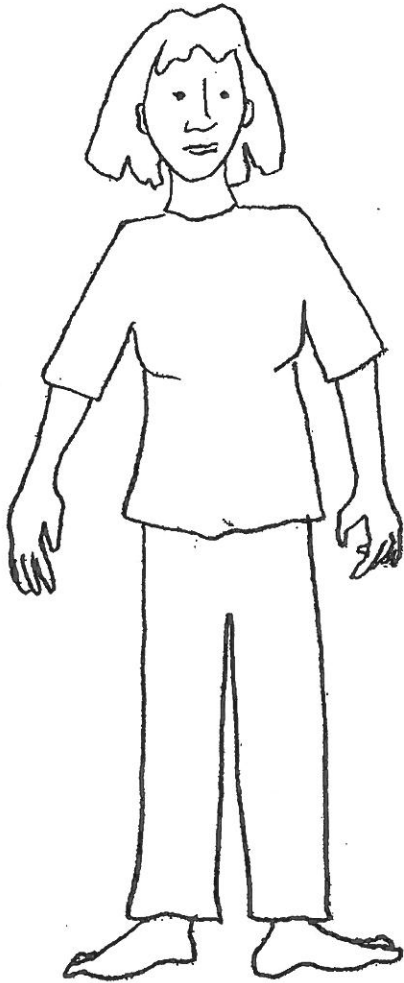
Why?

What was going on at the time? What do you think led to this feeling?

Where Do I Feel . . . ?

Name: _____

Date: _____



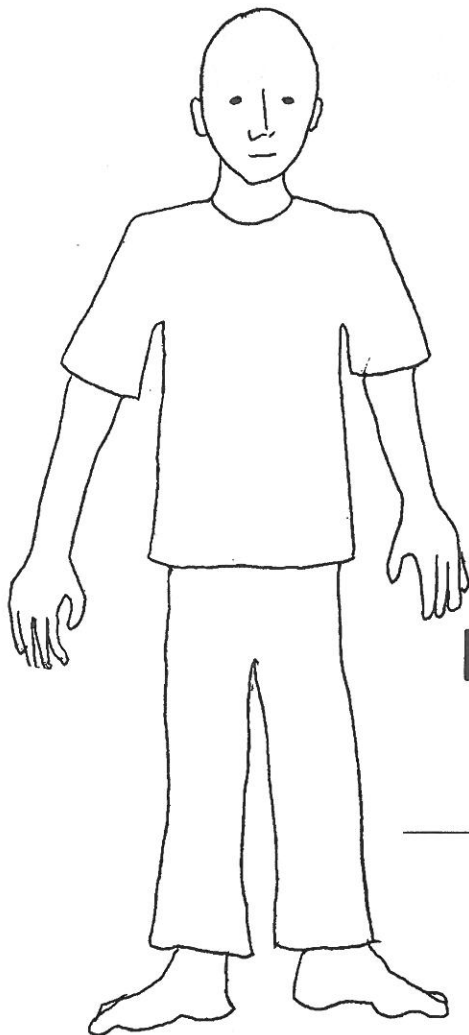
Key:

- Happy
- Sad
- Angry
- Worried
- Scared
- Excited
- Frustrated
- Proud
- _____

From Margaret E. Blaustein and Kristine M. Kinniburgh (2010). Copyright by The Guilford Press. Permission to photocopy this form is granted to purchasers of this book for personal use only (see copyright page for details).

Where Do I Feel . . . ?

Name: _____ Date: _____



Key:

- Happy
- Sad
- Angry
- Worried
- Scared
- Excited
- Frustrated
- Proud
- _____

Noticing My Feelings

Name: _____ Date: _____

In order to cope with our feelings, we first must be aware of *what we are feeling*. This week, pick one feeling each day and complete the feelings log.

Day 1: Feeling: _____

When I felt it (what was happening?): _____

Rate the intensity: -1----0-----5-----10

Where in your body was the feeling held? _____

Day 2: Feeling: _____

When I felt it (what was happening?): _____

Rate the intensity: -1----0-----5-----10

Where in your body was the feeling held? _____

Day 3: Feeling: _____

When I felt it (what was happening?): _____

Rate the intensity: -1----0-----5-----10

Where in your body was the feeling held? _____

(cont.)

From Margaret E. Blaustein and Kristine M. Kinniburgh (2010). Copyright by The Guilford Press. Permission to photocopy this form is granted to purchasers of this book for personal use only (see copyright page for details).

Noticing My Feelings (page 2 of 2)

Day 4: Feeling: _____

When I felt it (what was happening?): _____

Rate the intensity: -1----0-----5-----10

Where in your body was the feeling held? _____

Day 5: Feeling: _____

When I felt it (what was happening?): _____

Rate the intensity: -1----0-----5-----10

Where in your body was the feeling held? _____

Day 6: Feeling: _____

When I felt it (what was happening?): _____

Rate the intensity: -1----0-----5-----10

Where in your body was the feeling held? _____

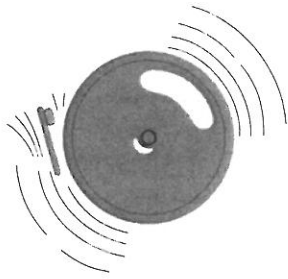
Day 7: Feeling: _____

When I felt it (what was happening?): _____

Rate the intensity: -1----0-----5-----10

Where in your body was the feeling held? _____

The Body's Alarm System



We all have a built-in alarm system that signals us when we might be in danger. One reason why human beings have been able to survive over time is because our brain recognizes signals around us that tell us danger might be coming. This helps our bodies prepare to deal with danger when it comes.

THE HUMAN DANGER RESPONSE

When our brain recognizes danger, it prepares our body to deal with it. We have three major ways to deal with something dangerous: We can **fight** it, we can get away from it (**flight**), or we can **freeze**.

What we pick to do sometimes depends on the kind of danger. So, for example, if a really small squirrel is attacking you, you might fight it, because you're bigger and stronger than it is. If a car comes speeding at you, and you're standing in the street, you'd probably run, because you can't really fight it, and if you stand still, you'll get hit. If you saw a big bear or some other animal nearby, you might freeze, because you can't really fight it, and you're probably not fast enough to run away.

OUR BODY GIVES US THE FUEL/ENERGY THAT WE NEED TO SURVIVE

When it's time for our body to **fight**, or **run**, or **freeze**, we need a lot of energy to do those things. So, when the brain recognizes danger, its "action" or "doing" part sends a signal to our body to release a bunch of chemicals, like fuel for a car. Those chemicals give us the energy that we need to cope with the danger.

THE OVERACTIVE ALARM

When the danger signal goes off, the "thinking" part of our brain checks out what is going on around us. If it is a false alarm, and there is no real danger,

(cont.)

From Margaret E. Blaustein and Kristine M. Kinniburgh (2010). Copyright by The Guilford Press. Permission to photocopy this form is granted to purchasers of this book for personal use only (see copyright page for details).

the "thinking brain" shuts off the alarm, and we can keep doing whatever we were doing. If there is danger, the "doing brain" takes over and gives the body fuel to deal with whatever is going on.

Sometimes, though, the danger alarm goes off too much. That usually happens when kids have had lots of dangerous things happen—like their parents hurting them, or someone touching them when they didn't want it, or someone yelling or fighting a lot. For kids who have had to deal with danger a lot, the "thinking brain" has gotten tired of checking things out and just assumes that the signals mean more danger. So now, when the alarm goes off, the "thinking brain" stays out of the way and lets the "doing brain" take over.

FALSE ALARMS

False alarms can happen when we hear, or see, or feel something that reminds us of bad things that used to happen. Those reminders are called "triggers." Our brain has learned to recognize those reminders because in the past when they were around, dangerous things happened, and we had to react pretty quickly.

Different people have different reminders. So, if someone got yelled at a lot, hearing people yell might activate the alarm and make the "doing" part of the brain turn on. If someone didn't have enough attention paid to them when they were little, feeling all alone or scared might turn on the alarm.

WHAT HAPPENS WHEN THE ALARM GOES OFF?

Once our alarm turns on, our brain preps our body for action. When that happens, our body fills with "fuel" to prepare us for dealing with danger. This is really important if it's real danger (like a bear, or a speeding car, or a really mean squirrel), but not so helpful if it's a false alarm, and there isn't really any danger around. Imagine if you were in math class and something felt dangerous—suddenly, your body is filled with fuel.

Remember that the fuel gives us the energy to fight, or get away, or freeze. When our body has all that energy, we have to do something.

(cont.)

So—some kids suddenly feel really angry or want to argue or fight with someone. Some kids just feel antsy or jumpy. Some kids want to hide in a corner or get as far away as they can—and sometimes they don't even know why. Other kids will suddenly feel really shut down, like someone flipped a switch and turned them off. All of these are ways your body is trying to deal with something it thinks is dangerous.

Sometimes, though, what set off the alarm isn't really dangerous—it's just something that feels bad or reminds us of something bad that happens. When kids have a false alarm like that, it can be hard for other people to understand what just happened, and to help. Sometimes, kids even get into trouble.

RECOGNIZING TRIGGERS

It's important to learn about what kinds of reminders might feel dangerous to you and how your body reacts when those reminders are around. Everyone has different triggers and different ways to respond when the alarm goes off. If we know what sets off your alarm, and how you respond, we can get your thinking brain on board to help figure out when the danger is real and when it's a false alarm.

My Body's Alarm System

Name: _____ Date: _____

Please come up with one example of each of the ways that our bodies protect us from danger . . . fight, flight, and freeze.

Fight Response:

Example: A squirrel jumps out of the trash can as you are walking to school. You jump and scream at the squirrel. (high energy—fight)

1. Your Personal Fight Response Example:

Flight Response:

Example: A car speeds toward you as you cross the street. You quickly run back to the sidewalk away from the car. (flight)

1. Your Personal Flight Response Example:

(cont.)

Freeze Response:

Example: A bear suddenly appears while you are out on a walk in the woods. You know that the bear is much bigger, stronger, and faster than you, so you stand perfectly still and quiet so the bear goes away and doesn't chase you. (freeze)

1. Your Personal Freeze Response Example:

My False Alarm Goes Off When . . .

Name: _____ Date: _____

Trigger

Reminds Me of . . .

1. Hearing people yell in loud tone of voice

Times when I was yelled at a lot

2. Feeling alone or being ignored

Times when I did not get enough attention when I was little

3. Smell of smoke

A bad fire

4. _____

5. _____

6. _____

7. _____

8. _____

Identifying Triggers

Name: _____ Date: _____

Trigger: Something that sets off our brain's alarm system and kick-starts our survival strategies: fighting, fleeing, or freezing. Notice your triggers. Pay attention to a time this week (or recently) when you were triggered.

What was the situation? What do you think triggered you?

What was your response? Describe as many as you can:

Body: _____

Thoughts: _____

Feelings: _____

Behavior: _____

Was this a fight, flight, or freeze response? _____

Rate the intensity of your arousal:

-1	0	1	2	3	4	5	6	7	8	9	10
Shut Down		Low Energy/ Calm			Moderate Energy				High Energy/ Intense Emotion		

How did you cope with the situation or the feeling?

From Margaret E. Blaustein and Kristine M. Kinniburgh (2010). Copyright by The Guilford Press. Permission to photocopy this form is granted to purchasers of this book for personal use only (see copyright page for details).

My Nonverbal Cues

Name: _____ Date: _____

Please come up with examples of how people would know that you were _____

_____.

(Pick a feeling.)

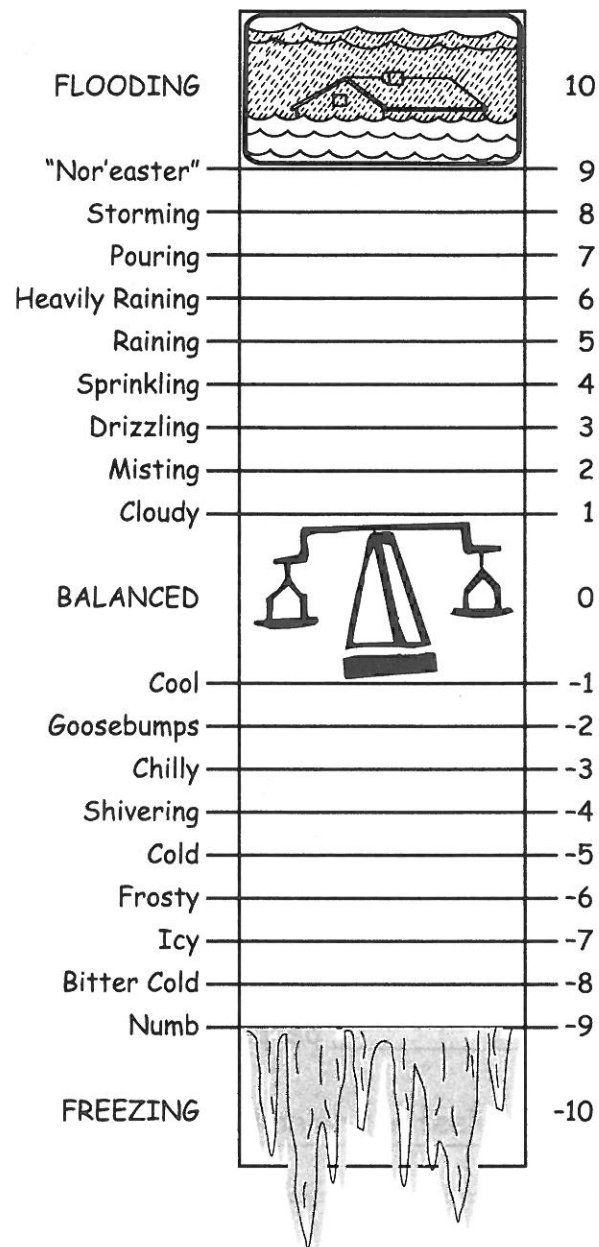
When I'm _____, my face might look like this . . .

When I'm _____, my body might look like this . . .

When I'm _____, my voice might sound like . . .

When I'm _____, people might notice that I do
this behavior . . .

Emotional Intensity Meter



From Margaret E. Blaustein and Kristine M. Kinniburgh (2010). Copyright by The Guilford Press. Permission to photocopy this form is granted to purchasers of this book for personal use only (see copyright page for details).

Checking My Pulse



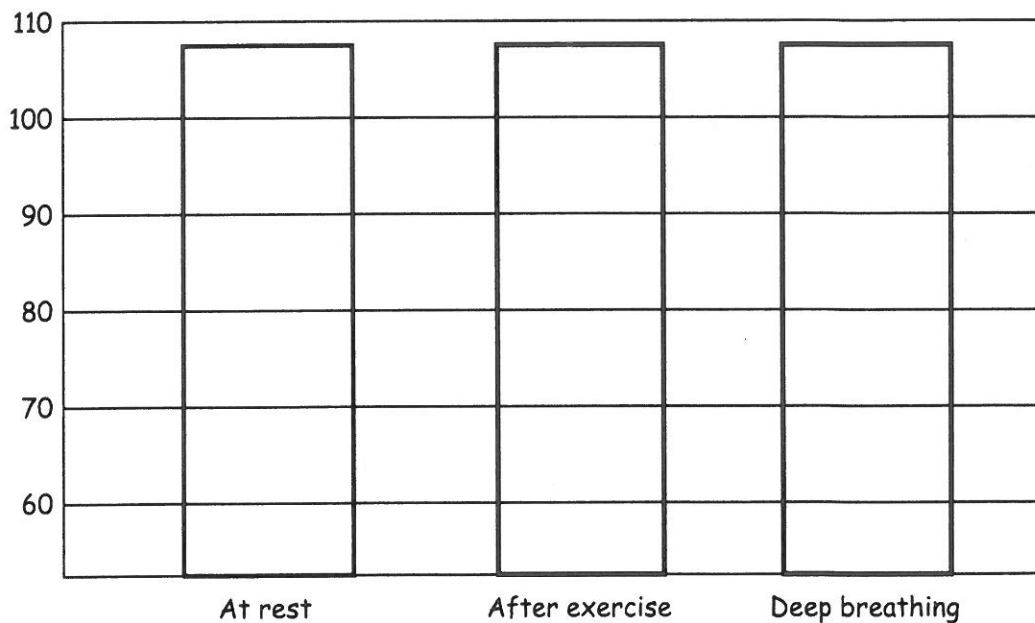
Name: _____ Date: _____

My resting heart rate is _____ beats per minute.

After exercise my heart rate is _____ beats per minute.

After taking deep breaths my heart rate is _____ beats per minute.

Plot it! On the chart below, color in your heart rate.



Tracking My Energy

Name: _____ Date: _____

Physical activities can help you cope with emotions and manage energy. Some physical activities increase your body's arousal level, and some decrease it; all of us respond in different ways. We will be exploring different activities and their effect on your arousal—your energy level. Track your response on this sheet.

Start Point: How do you feel right now? What are you noticing in your body?
Jot a few notes: _____

Rate your energy level right now on the following scale:

-1	0	1	2	3	4	5	6	7	8	9	10
Shut Down		Low Energy/ Calm			Moderate Energy					High Energy/ Intense Emotion	

Activity 1: Activity: _____

Starting arousal level: _____ Ending arousal level: _____

Reactions: _____

Activity 2: Activity: _____

Starting arousal level: _____ Ending arousal level: _____

Reactions: _____

(cont.)

From Margaret E. Blaustein and Kristine M. Kinniburgh (2010). Copyright by The Guilford Press. Permission to photocopy this form is granted to purchasers of this book for personal use only (see copyright page for details).

Tracking My Energy (page 2 of 2)

Activity 3: Activity: _____

Starting arousal level: _____ Ending arousal level: _____

Reactions: _____

Activity 4: Activity: _____

Starting arousal level: _____ Ending arousal level: _____

Reactions: _____

Activity 5: Activity: _____

Starting arousal level: _____ Ending arousal level: _____

Reactions: _____

Activity 6: Activity: _____

Starting arousal level: _____ Ending arousal level: _____

Reactions: _____

Bringing Down My Energy

Name: _____ Date: _____

Please practice your coping skills at least one time before our next meeting when you are calm to practice ways to bring down your energy.

You may want to try things like . . .

- Putting a weighted blanket or weights on your shoulders or lap
- Listening to soft, calming music
- Looking at pictures of sand and stones and concentrating on the details
- Squeezing a stress ball or tightening and relaxing your muscles
- Belly breathing

This week I practiced . . .

_____ to bring down my energy.

This is how I knew that my energy changed from higher to lower:

I practiced this skill with . . .

Name

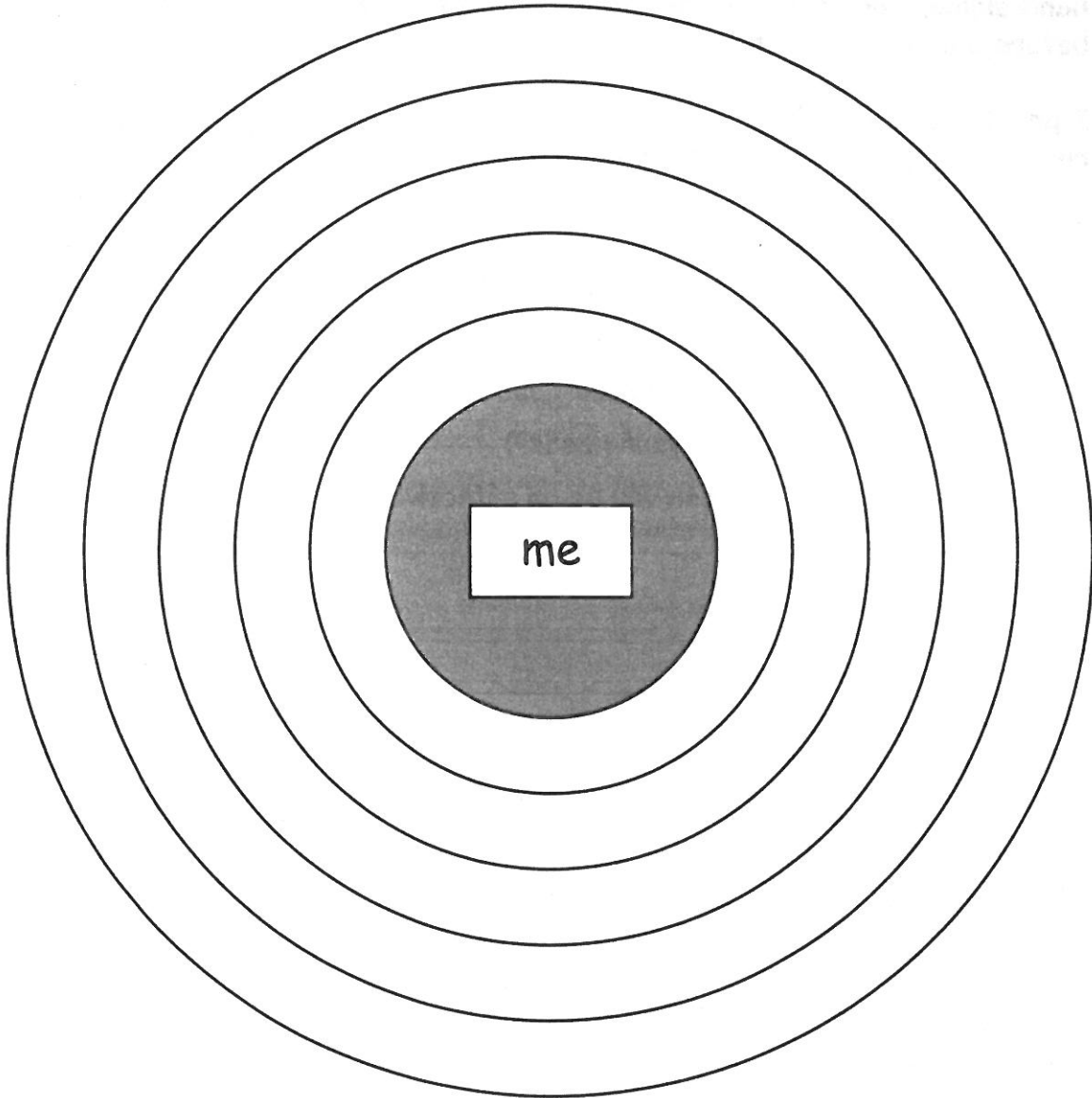
Caregiver (date)

From Margaret E. Blaustein and Kristine M. Kinniburgh (2010). Copyright by The Guilford Press. Permission to photocopy this form is granted to purchasers of this book for personal use only (see copyright page for details).

Circles of Trust

Name: _____ Date: _____

Think about all of the different people in your life. Map out how close they are to you.



From Margaret E. Blaustein and Kristine M. Kinniburgh (2010). Copyright by The Guilford Press. Permission to photocopy this form is granted to purchasers of this book for personal use only (see copyright page for details).

Giving Others Compliments

Name: _____ Date: _____

One thing that I like about _____ is _____

One thing that I like about _____ is _____

One thing that I like about _____ is _____

One thing that I like about _____ is _____

One thing that I like about _____ is _____

One thing that I like about _____ is _____

One thing that I like about _____ is _____

Giving Myself Compliments

Name: _____ Date: _____

In school I'm really good at _____

I'm really good at playing _____

_____ when I have free time.

I show that I'm a good friend to others by _____

One thing that I really like about myself is _____

From Margaret E. Blaustein and Kristine M. Kinniburgh (2010). Copyright by The Guilford Press. Permission to photocopy this form is granted to purchasers of this book for personal use only (see copyright page for details).

What Has Influenced My Identity?

Name: _____ Date: _____

Directions: All of us are influenced by many different things. Below are some examples of things that might influence who you are. Pick six things that you think have had the most influence on you and list them. Assign a different color to each thing on your list (e.g., "family" might be red; "peers," purple). Using those colors, create a sculpture (using colored Play-Doh, modeling clay, or similar) or some other art project (such as a painting, drawing, or tissue-color collage) to represent some of the influences on your identity.

Possible Influences:

- Family
- Neighborhood
- Peers
- Religion
- Cultural background
- Role models
- Music
- Media
- School
- Life experiences
- Other?

Your top six influences:

1.

2.

3.

4.

5.

6.

Color Code:

1.

2.

3.

4.

5.

6.

ME

Positive Quality of Influence

Negative Quality of Influence

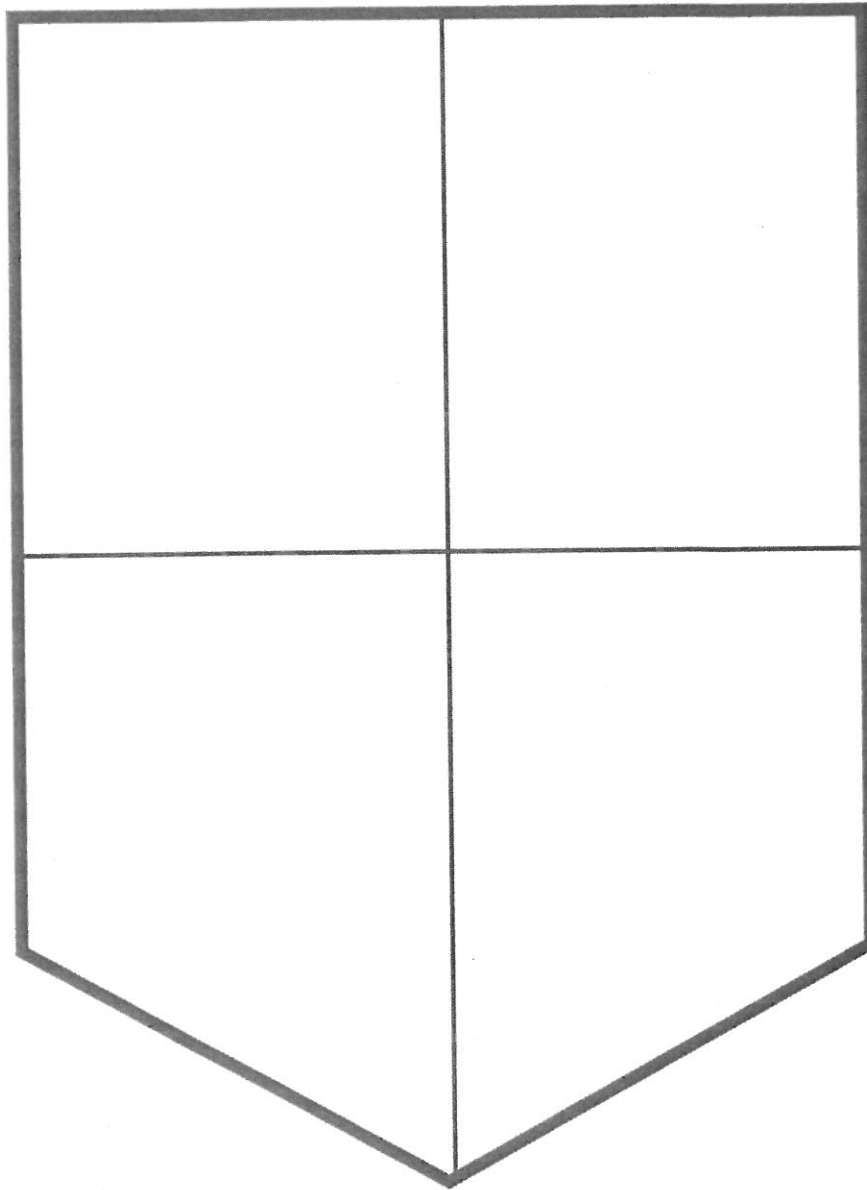
In the box write the name of a person you know who has influenced you in some way.

On the line next to the box, write the quality he/she has that has influenced you.

For instance, one person might write "Grandma" in one of the left-side boxes, and on the line next to it, write "caring," because her caring was a positive influence. Someone else might write "my cousin" on the right side and put "hard to trust" on the line, because it always felt like the cousin couldn't be counted on.

Identity Shields

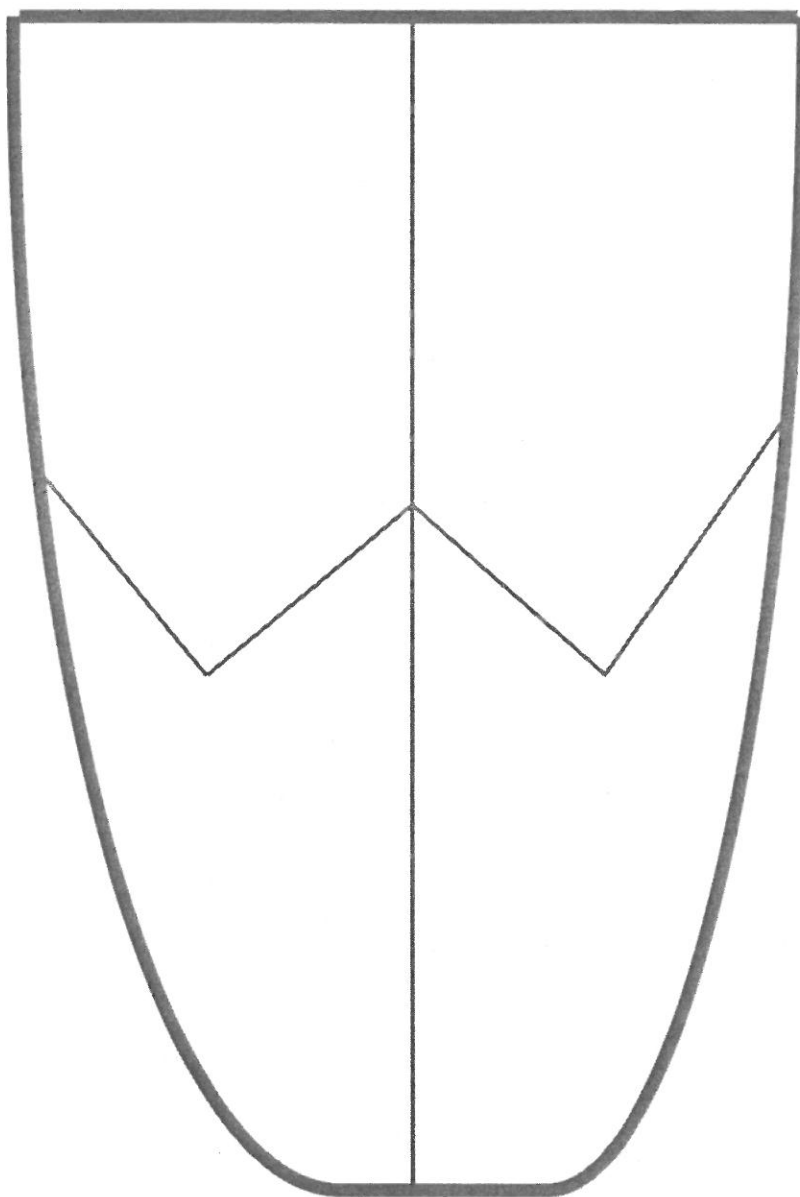
Directions: All of us have many different qualities—for instance, different parts of our personality, different ways we behave with various people, and things we keep on the inside and things we show on the outside. Use the shield below to create your own personal crest, or identity shield. In each section, draw or write something that symbolizes a different part of who you are.



From Margaret E. Blaustein and Kristine M. Kinniburgh (2010). Copyright by The Guilford Press. Permission to photocopy this form is granted to purchasers of this book for personal use only (see copyright page for details).

Identity Shields

Directions: All of us have many different qualities—for instance, different parts of our personality, different ways we behave with various people, and things we keep on the inside and things we show on the outside. Use the shield below to create your own personal crest, or identity shield. In each section, draw or write something that symbolizes a different part of who you are.



From Margaret E. Blaustein and Kristine M. Kinniburgh (2010). Copyright by The Guilford Press. Permission to photocopy this form is granted to purchasers of this book for personal use only (see copyright page for details).