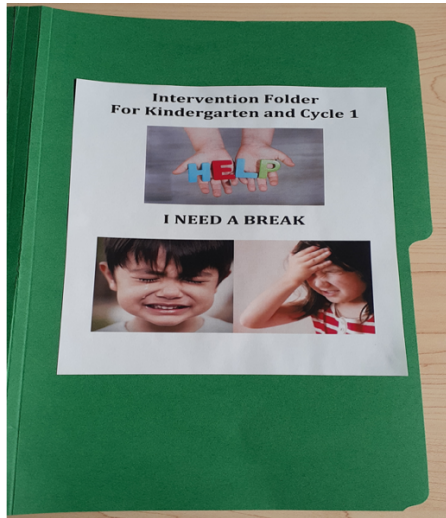




Tier 2 & 3 intervention

Emotions Intervention Folder K- Cycle 1



▶ [Emotions intervention folder k-cycle 1 explained](#)

▶ [Emotions intervention folder k-cycle 1 how to assemble](#)

Rationale:

Having an area dedicated with Emotions Intervention Materials demonstrates that emotions and their expression are invited and welcomed. This message needs to be explicit because there are so many venues where their emotions are not welcomed, or they are made to feel that 'something is wrong with them' if they are expressing their emotions. Helping students name, express and work through their emotions is a very important arena to support and prime their emotional development. These resources have been created exactly for this purpose. They can be used with students of all ages, matching them to their particular emotional level will be key. Moving forward with sensitivity and care will be essential, dealing with emotions is 'vulnerable territory,' it takes time, and more time to prime the conditions for growth to unfold. Although this folder is identified as K-Cycle 1, please know that it can be used with students in cycle 2 who are immature. Many students struggle with identifying and naming their emotions. This folder can be a wonderful way of providing support in this area. At the Centre of Excellence for Behavior Management, we have also developed an intervention tool for Cycle 2 and 3 students called the Squawk Box. Please see videos and explanatory documents in the CEBM Resources Centre website.

Benefits:

This folder is a tool to help prime emotional expression, name what is not working, and provide venues to channel emotional energy. Many students struggle to recognize and name their emotions. The Emotion Intervention Folder is an attempt to help pave the way in a manner that provides options and suggestions without making it a "right" or "wrong" answer...but simply "their" answer.

For whom: Students that have difficulties verbalizing what's wrong and naming how they feel. Those that need support choosing appropriate strategies.

How to use the Emotions Intervention Folder:

The folder has different sections, it is meant to be completely opened and used from left to right. It can be placed in a standing position or on a surface, whatever is most convenient for you.

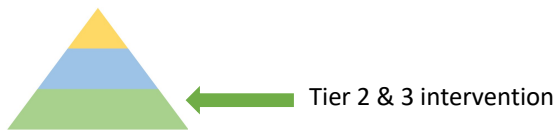
1. The first section invites the student to identify which emotion he/she may be feeling, by looking at the faces of the photos provided. Please note that photos are used versus pictograms, this was purposely chosen in order to help students to tune in to facial expressions and progressively become more capable of reading social cues. There are eight emotion cards (happy, sad, frustrated, worried, confused, excited, scared, surprised). Although there are many more emotions, it is felt that at this age level, these are the first ones we want to focus on. It is always possible to build more into a child's language of emotions. Some students will require the adult's assistance in making links with the photo



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cards and real-life experiences. When a student has identified how they are feeling, have them take the card and place it on the Velcro piece at the 'head' section of the silhouette. At times, students may say that they are feeling two emotions. Be creative and stick them side-by-side on the velcro...students often find this quite funny! This provides a great segway into sometimes we feel 1, 2, and maybe even 3 emotions because of what is going on.

2. Once we've identified how he/she is feeling, it is key to then move onto "WHAT'S NOT WORKING?" "What wasn't working how they would like it to, or how they thought it should have unfolded. This segways into areas of frustration, for different reasons what they had in mind did not work out. They may be surprised, baffled and/or upset because they clearly expected for things to work out exactly how they had perceived it. When asked the question "what wasn't working?" some students will be able to name this quite readily. They'll have lots to say! Providing them with time and space to express themselves in a safe manner is key. It is not easy for students to express their most vulnerable feelings; it is key that the adult listens and provides warm support for the student to share their most inner thoughts and feelings. Taking the time to read through the cards will help the student identify and relate to different things that may not be working well. The adult should read through the cards, slowly, providing the student time to think and respond to the item named on the card. Take the time to show the student each photo as you read it to them. This provides them with a visual, priming a more comprehensive understanding of what you are saying to them. One of the key elements here is not to rush the process, nor the student. By going too fast, they can quickly become overwhelmed and not feel the benefit of what you are trying to provide as a support. You can also re-trigger the emotions or provoke further emotional upset. If a student shares a situation that is not in the cards, please feel free to make a new card and add it to the mix! As the student identifies or agrees with a card being read, place it in one of the 4 squares with the Velcro. You may have 1, 2, 3, or 4 items but it is not necessary to fill them all before proceeding ahead.
3. Upsetting events fill our bodies with emotional energy. This energy needs to find a trajectory out of our body to help us move forward. As adults, we have come to know which type of activities are helpful in different kinds of situations. Something active when we have pent up frustration, something quiet when we feel sad or disappointed, something creative when we are missing someone. With children, they are often unaware of their pent-up energy and that different types of activities can be helpful with different types of energy and emotions. This section "MY TOOLS" aims to introduce students to a wide range of activities, however it is not meant to be exhaustive. If a student shares an activity that is not in the cards, please feel free to make a new card and add it to the mix! Taking the time to read through the cards will help the student identify the possibilities of what may be a good venue for them to expend emotional energy. It is possible to regroup the cards; some are more sensory based, physical outlets, different options of quiet time, creative outlets, primary needs of food and drink. As the student identifies or agrees with a card being read, place it in one of the 4 squares with the Velcro. Once a few cards have been selected, then proceed ahead to choosing which activity the student would like to do to expend his/her energy to help them move through the emotions and progress through their day. This will require that you have different materials available and accessible for your students. We recommend that you sort through the cards, see what is required as materials, and only offer the cards for which you have the materials readily accessible "at arm's reach" in your NSC. Remove the cards for which you do not yet have the materials, otherwise this would set the student up for more upset and frustration.



Supporting the student with their chosen tool:

1. If materials are required for the selected tool, show them where they are kept, how they are used and how you expect them to be returned after their use.
2. If the chosen tool is an activity that requires creating, this may need to be one in a few visits. Enable having a way of storing the started project along with a way of keeping it safe, ensuring that other students will not have access to their creation. This is often an area of anxiety with some students. Name that it is expected that some activities cannot and will not be completed in one visit to the NSC.
3. During and after the activity – seek the student’s feedback. Are they enjoying this activity? Is this activity helpful in expending their emotional energy? Using a ‘thumbs up, thumb to the side or thumbs down’ usually provides a quick response that is not too distracting from the activity at hand. For students who don’t particularly like to talk a lot, a ‘thumbs’ quick evaluation is generally appreciated and enables us to get their feedback.
4. If the activity is one that the student seems to particularly favor, and they come to the NSC regularly, you may want to consider making a **Personal Choice Board** with them and to keep these “preferred tools” readily available for them when they come to your NSC. A video and supporting document are also available describing and explaining how to make a Personal Choice Board with their accompanying supporting documents.

Suggestions:

Introduce the folder during a time when the student is receptive. You may refer to it as an activity/game. Adults can model an example to demonstrate by using the folder for themselves. Try to select an appropriate number of photos for each area (depending on the student’s age and abilities). Use a mirror to act out expressions. This helps younger students name emotions by seeing their personal expressions.



Documents:

- [k-cycle 1 emotions folder explained](#)
- [k-cycle 1 emotions intervention folder how to assemble](#)
- [How to make k-cycle 1 emotions intervention folder](#)
- [Folder labels EN](#) [Folder labels FR](#)
- [Today I feel boy EN](#)
- [Today I feel boy FR](#)
- [Today I feel Girl EN](#)
- [Today I feel Girl FR](#)
- [What's not working cards EN](#)
- [What's not working cards FR](#)
- [Tools to help cards EN](#)
- [Tools to help cards FR](#)

Caution Elements:

- The first time used, the folder should be introduced by an adult who takes the time to walk through its different segments with the student.
- At first, support and guidance are needed until students become more independent with its use.
- Having it available at eye level is an invitation for students to use.
- Limit photo selection to avoid students being overwhelmed by choice.

