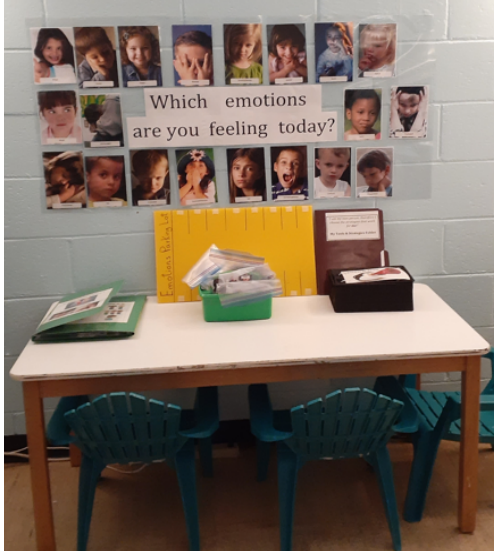




Tier 1,2 & 3 intervention

## Emotion Intervention Materials



[Video capsule](#)



### Rationale:

Having an area for emotion intervention materials demonstrates that emotions and their expression are invited and welcomed. Emotional health and well-being are only possible if we let emotions (all of them) express themselves. Knowing how uncomfortable it is for students to talk about themselves and their emotional world, we offer intervention materials to help students name, express, and work through their emotions. It is an arena to support and prime their emotional development. Co-regulation is of high importance as it eventually leads to self-regulation. [Co-regulation link](#)  
The materials can be used by students of all ages however, it will be key to match them to their emotional level.

### Benefits of emotion intervention materials:





- Gives students a venue to express their emotions
- Starts the conversation through play
- Ability to share without words; use activities that are 1-step removed and focus on a story or a character who's relatable. Examples: books, masks, puppets, costumes.
- Students learn to name emotions and identify what they are feeling
- Promotes practicing how to process emotions
- Provides tools to work through emotions

### Elements to consider:

- Special attention to not asking too many questions, because it forces the student to stay in their head rather than connecting with their body and emotions.
- Using an experiential approach (physical release and bodily sensation) is key because students must first express and feel their emotions, in order to develop, and eventually regulate and reflect on those emotions.



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 <p>Which emotions are you feeling today?</p>	 <p><b>FIVE STEPS</b> to emotional health and maturity</p> <p>reflecting regulating feeling naming expressing</p> <p>Co-regulation comes before self-regulation</p> <p>The first step is accepting, inviting, and assisting emotion</p> <ul style="list-style-type: none"><li>• Avoid getting into “therapy” mode. In a school setting, the experience of releasing emotions and co-regulating can be therapeutic without all the talking. Students become vulnerable when they open up and it can be a dangerous slope that the adults are not trained for.</li><li>• Proceed with sensitivity and care. Dealing with emotions is ‘<i>vulnerable territory</i>,’ it takes time, and more time to prime the conditions for growth to unfold.</li><li>• All emotions are welcome, there are no “bad” emotions, instead use words like; unpleasant or strong. Avoid colour associations; example: red = bad</li></ul>
<p><b>Tier 1:</b> <b>Universal practices</b></p> <p>Having a place in the classroom or a time when these activities are available can benefit the whole class, especially in cycle k and cycle 1.</p> <p>Support measures at Tier 1 for releasing and naming emotion include materials, such as games, activity sheets, books, sensory tools, emotion cards, emotional release activities, and more.</p> <p><a href="#">Emotion release activities</a> </p> <p><a href="#">Bingo</a></p>	<p><b>Tier 2 &amp; 3:</b> <b>Target and individualized practices</b></p> <p>Small group or one-on-one opportunities will have a huge impact on those students who require additional emotional support.</p> <p>Support measures at Tiers 2-3 include materials such as books with activities, CEBM emotion intervention tools, release activities within the Emotions Room, and more.</p> <p>Intervention material video capsules:</p> <p><a href="#">K-cycle 1 intervention folder</a> </p>





Tier 1,2 & 3 intervention

- [Memory game](#)
- [Emotion face & statements](#)
- [Emotions playdough mats](#)
- [Monster emotions I spy](#)



- [Emotion sharing tool](#) ▶
- [Personal choice board](#) ▶
- [Emotions parking lot](#) ▶
- [Squawk box](#) ▶

Some students may benefit from an Emotions room, should you have the place in your school. This is a safe place to expend excess emotional energy without repercussion. It helps students take up a relationship with their emotions and encourages them to notice how these feel in their body.

- [Emotions room](#) ▶

**Children's literature and accompanying activities:**

<https://www.cebmmember.ca/children-s-literature>

<https://www.cebmmember.ca/emotional-health-and-coregulation>

<https://padlet.com/ConsultantsISE/4-getting-physical-and-outside>

<https://padlet.com/ConsultantsISE/3-providing-opportunities-for-emotional-expression>

<https://padlet.com/ConsultantsISE/2-helping-students-name-their-emotions>

