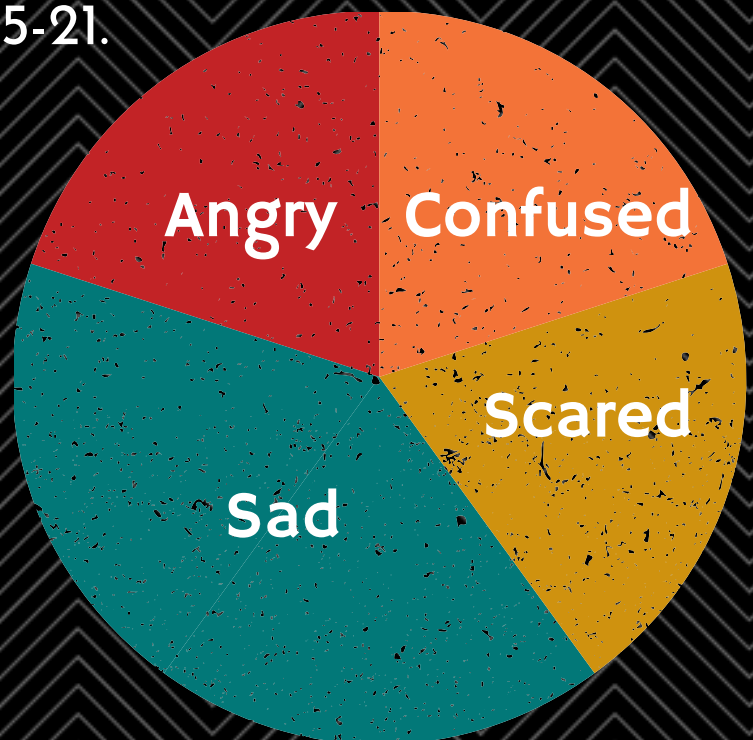


FEELINGS WHEEL ON STEROIDS

4 INTERVENTIONS FOR EMOTION EXPRESSION AND REGULATION

- This 15-page resource provides instructions, four samples, and materials list. It includes 5 printable worksheets to accompany 4 interventions that elicit emotions related to an adverse event, strategies to further process and effectively communicate clients' emotional experience, strategies to help them identify and regulate their own physiological response, as well as ways to help engage caregivers as partners in regulating their children's emotions.
- Appropriate for ages 5-21.



FEELINGS WHEEL ON STEROIDS

4 INTERVENTIONS FOR EMOTION EXPRESSION AND REGULATION

Materials

- Markers, crayons or colored pencils
- Printed worksheets
- Extra blank paper

Instructions: EMOTION EXPRESSION/ INTENSITY ACTIVITY

Feelings Wheel for Emotion Expression and Intensity:

1. Print the worksheets labeled "Feelings Wheel" (options 1 and 2).
2. Have the client identify as many general emotions as possible. It can help to create a challenge, letting them know that the record in your experience is X. (X= how old your client is). It's fair to cheat and give hints to help them reach that number. Small prizes make this even more fun as does a friendly competition with their caregiver to see who can name more.
3. See if they can name additional feelings others may have had if they had been through a similar adverse experience.
4. Ask the client to circle any that applied to them in that experience.
5. Ask the client to select one color of marker/crayon/colored pencil to represent each feeling they had.
6. Complete the boxes on the Option 1 worksheet with the "code"- each box gets assigned a different color; write the corresponding feeling beside the box.

FEELINGS WHEEL ON STEROIDS

4 INTERVENTIONS FOR EMOTION EXPRESSION AND REGULATION

EMOTION EXPRESSION/ INTENSITY ACTIVITY *continued*

7. Next, ask the client what their favorite kind of pizza is. Let them know that instead of this being a pepperoni or black olive pizza (whatever their favorite is), you're going to make a feelings pizza. This pizza reflects the feelings they had about the adverse event you are processing.

8. Ask the client to complete their feelings pizza/ feelings wheel with all the feelings represented. Each feeling gets as big a "piece" of pizza that best reflects how big each feeling was for the client. **See Sample A.** Based on the age of your client, you may use the worksheet Option 1 or Option 2. Older children will need more space to elaborate on their feelings when you get to the next step.

The therapist should be silent during this phase and watch without making comments to honor the child's emotional experience. *Note: some children/teens will misjudge and run out of space. It is fine to add "crust" to the pizza or use an additional worksheet. This can later be processed.*

9. Once the entire Feelings Wheel is colored in, ask your client to elaborate on why they put each feeling. Write their responses in quotes in the periphery with lines to each emotion. **See Sample B** for an example of how this looks.

10. Once you have made it all around the wheel and every feeling has been discussed, ask the client to reflect on what they learned:

- Were they surprised by any of their responses?
- Have any of the feelings changed in intensity over time? Why?
- What are their reactions to the totality of their emotional experience? What's it like to have all of these emotions simultaneously?

FEELINGS WHEEL ON STEROIDS

4 INTERVENTIONS FOR EMOTION EXPRESSION AND REGULATION

Instructions... PHYSIOLOGICAL RESPONSE ACTIVITY

Feelings Wheel for Physiological Response to Emotions:

1. Print the worksheets labeled "Physiological Response and Clues Indicating Distress" (options 1 and 2).
2. Have the client choose which worksheet best represents them. Ask the client to use the same colors they did on the previous intervention and show where in their bodies they feel each of their feelings previously described. It is helpful to label what happens for each physiological response. See **Sample C** for an example.
3. Many people are not in tune with their own physiological response to emotions. Explain that being able to "tune in" to what is happening in our bodies helps us to notice our feelings at the first sign of distress, rather than waiting until they get really big and more "out of control". Sometimes our bodies trick our brains into being more upset. For example, we may feel more than one feeling in an area of our body, and we may confuse emotions because of this. For example, when we are excited our heart might beat fast, but it might also beat fast when we are afraid. These feelings can sometimes be paired in our brains because of that.
4. Help the client recognize areas of overlap and also explain the importance of accurately labeling what we are feeling as a first step in regulating emotion. (See Dr. Dan Siegle's work on "Name it to Tame It" for more information.)

FEELINGS WHEEL ON STEROIDS

4 INTERVENTIONS FOR EMOTION EXPRESSION AND REGULATION

Instructions... IDENTIFYING NON-VERBAL CUES ACTIVITY

Feelings Wheel for Identifying Non-Verbal Cues:

1. Refer to the worksheet labeled "Physiological Response and Clues Indicating Distress" that you and client just began.
2. Explain that all of these feelings are going on inside their body, but no one can see them. Ask what the signs are on outside that others might see to know that they are distressed/having big feelings and need help. With teens, you can explain that comedians talk about people's "tells". What are their "tells" that they are having a distressing feeling, even when they try to cover it up? What are "tells" they have observed in other people? (They are typically great at recognizing their parents' tells.)
3. List as many of these "clues" or "tells" that others would see to know about these feelings on the inside as possible. You may need to label some of these for the client as you observe them and check for accuracy with them. The idea is that we want them to recognize that all of us have non-verbal cues that suggest to others what we are feeling, but sometimes these can be difficult to interpret accurately. We also want the client to be receptive to hearing from their caregiver later when they notice any of these clues so they can offer support. This activity helps them develop a common language that is strengths-based and used for problem solving, relying on their caregiver for help.

FEELINGS WHEEL ON STEROIDS

4 INTERVENTIONS FOR EMOTION EXPRESSION AND REGULATION

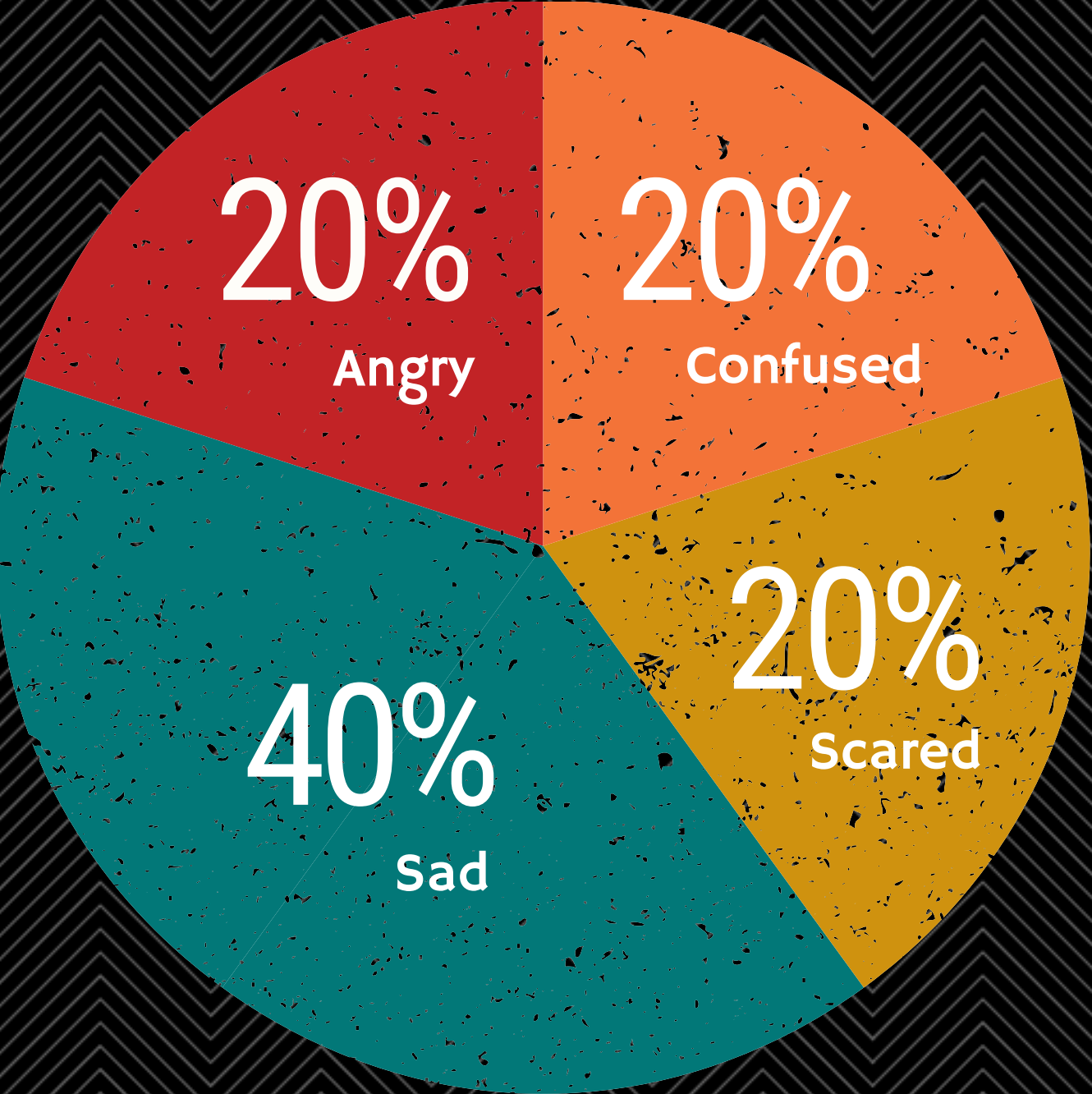
Instructions... PAIRING NON-VERBAL CUES WITH SPECIFIC COPING SKILLS FOR EMOTION REGULATION ACTIVITY

Feelings Wheel for Clues Indicating Distress and How My Caregiver Can Help:

1. Print the worksheet labeled "Clues Indicating Distress and How My Caregiver Can Help". Also see **Sample D** for a completed example.
2. Transfer their responses from the previous worksheet about the "clues" they have recognized in themselves suggesting some degree of emotion dysregulation to the "Clues" box on this worksheet.
3. Identify what coping skills the client prefers when experiencing emotional distress. Consider whether touch is something that helps or is not helpful when paired with a coping skill. What are the best coping options for a specific setting? For a specific emotion? How can the client access their caregiver's support in the way they need at the specific time? Putting thought into this in advance (while calm) helps the client and caregiver agree to a plan and put it in place when needed.
4. Separately prepare the caregiver to label the non-verbal cues signifying distress that they observe in their child (the "clues" that their child needs their support). Role play with the caregiver how they will label that for the child and engage them in practicing the chosen skill, with loads of specific praise for using this skill. Bonus points for parents who can check the child's level of distress before and after using the skill (red zone, yellow zone, green zone).
5. Send home this worksheet as a resource for both.

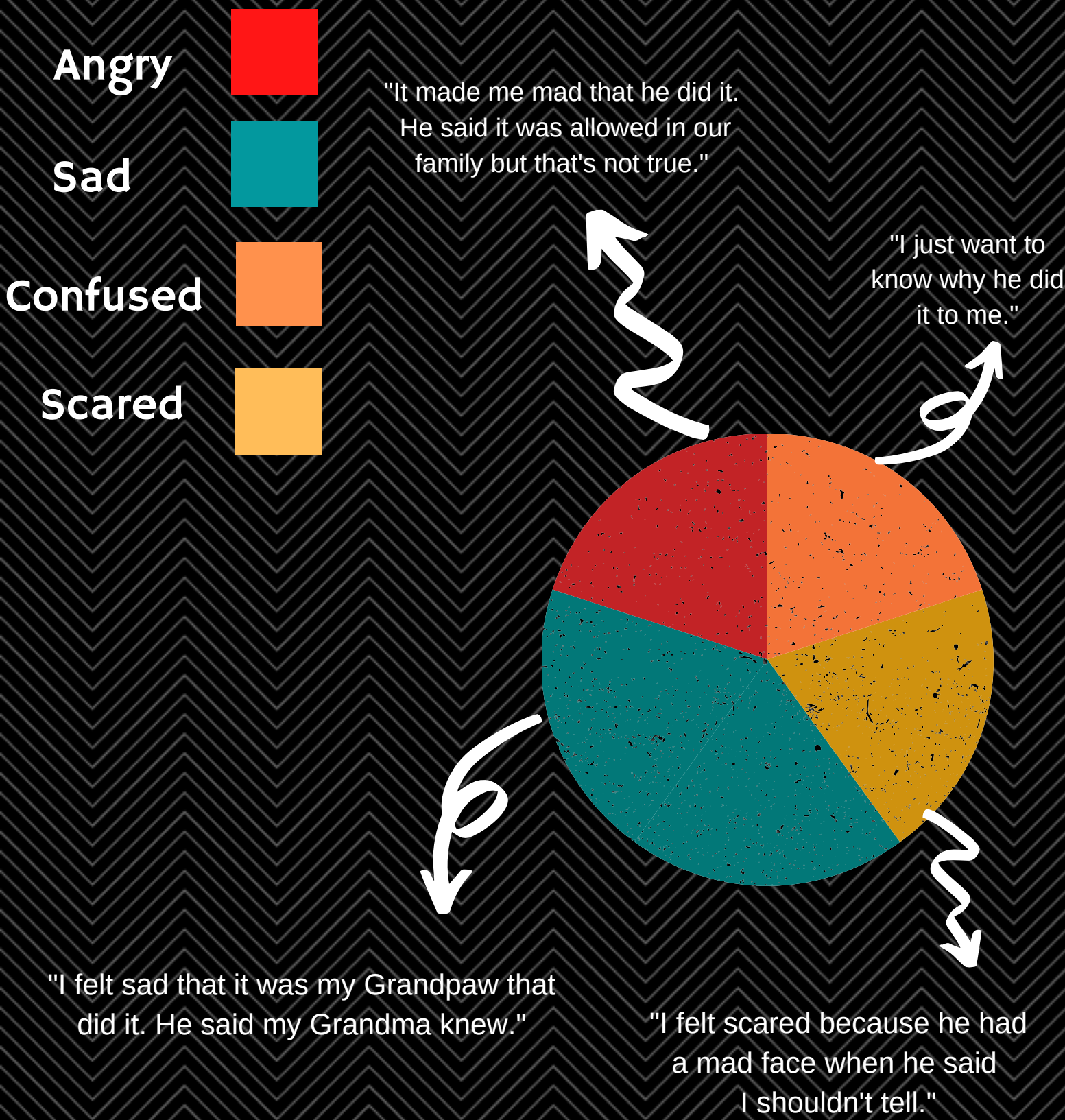
FEELINGS WHEEL

EMOTIONAL INTENSITY AND EMOTION EXPRESSION



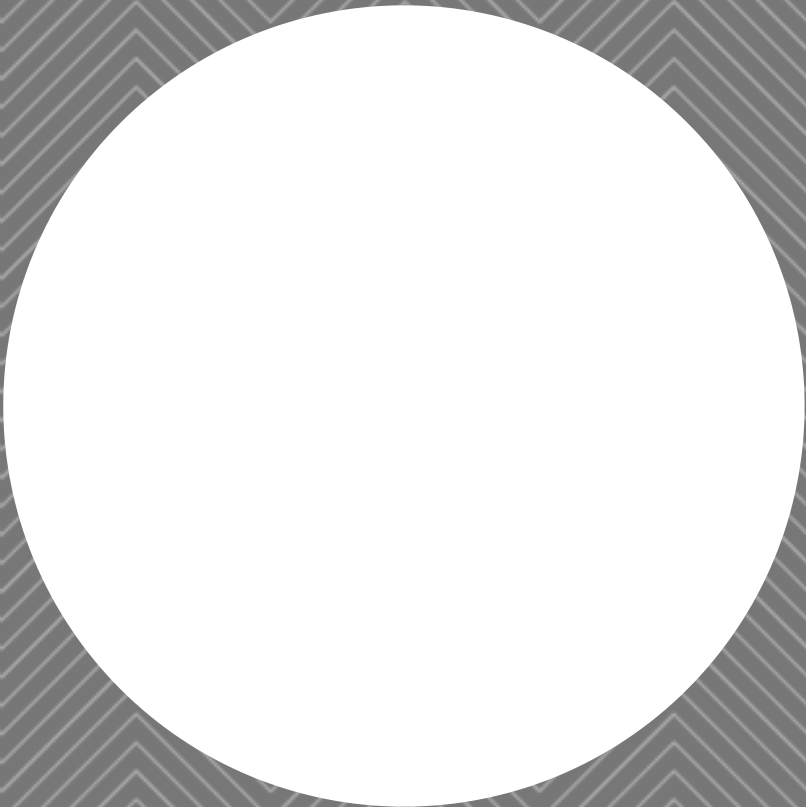
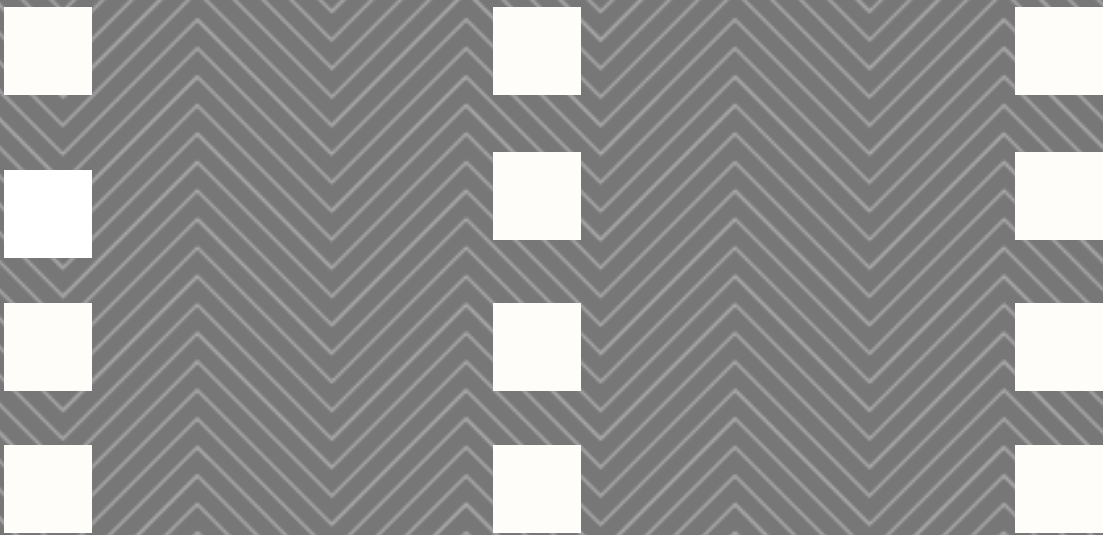
FEELINGS WHEEL

EMOTION INTENSITY AND EMOTIONAL EXPRESSION



FEELINGS WHEEL

EMOTION INTENSITY AND EXPRESSION



FEELINGS WHEEL

EMOTION INTENSITY AND EXPRESSION



FEELINGS WHEEL

PHYSIOLOGICAL RESPONSE AND CLUES INDICATING DISTRESS

Angry

Sad

Confused

Scared

Stomach churns

Face, eyes

Brain

Belly

CLUES:

1. Fists ball up

2. Mouth switches fast between smiling and straight when I'm trying not to cry

3. Move my hands a lot and get cracks to my forehead

4. Look around a lot

5. Get really quiet



FEELINGS WHEEL

PHYSIOLOGICAL RESPONSE AND CLUES INDICATING DISTRESS

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

CLUES:

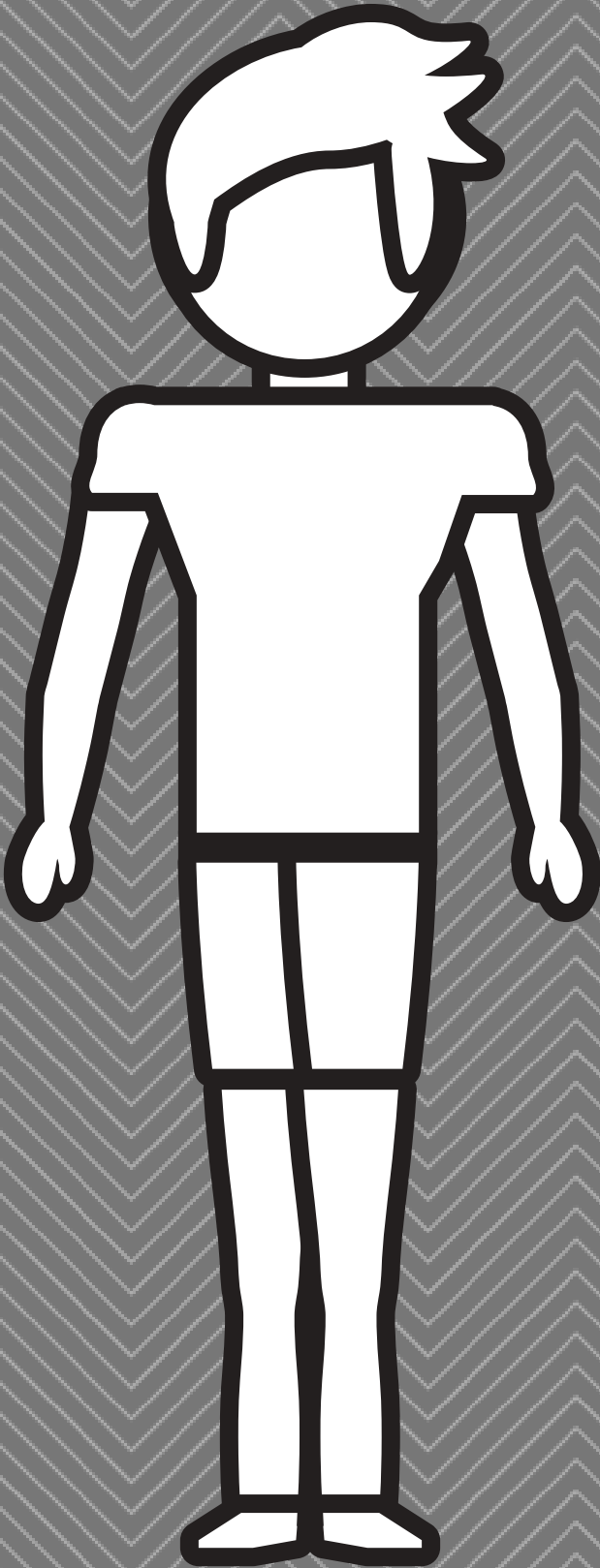


FEELINGS WHEEL

PHYSIOLOGICAL RESPONSE AND
CLUES INDICATING DISTRESS

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

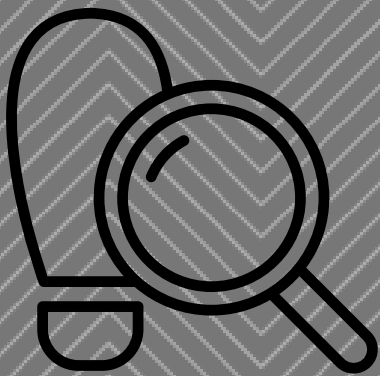
CLUES:



EMOTION REGULATION

CLUES INDICATING DISTRESS AND HOW MY CAREGIVER CAN HELP

CLUES to watch
for in me:



1. Fists ball up
2. Mouth switches fast between smiling and straight when I'm trying not to cry
3. Move my hands a lot and get cracks to my forehead
4. Look around a lot
5. Get really quiet
6. Freeze

HOW best to help:

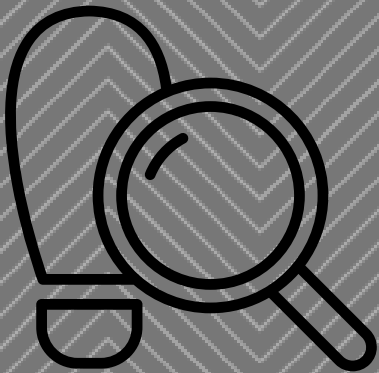


1. Ask if I need to take a walk
2. Deep breathing -- rub circles on my back while I do it and you count (5 count inhale, hold 2 counts, 7 count exhale)
3. Distraction -- Ask if I want to do a round of Rock, Paper, Scissors or ball toss
4. 4321 grounding

EMOTION REGULATION

CLUES INDICATING DISTRESS AND HOW MY CAREGIVER CAN HELP

CLUES to watch
for in me:



HOW best to help:

