



The Incredible 5 point Scale

How to create and make a chart work

Our young autistic people can find it difficult to regulate their emotions and separate their emotional responses from the problem. The 5 point scale can help the autistic person structure and organise the problem, how they feel and what they can do to solve the problem and help regulate their emotions.

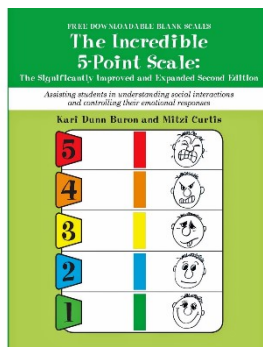
The 5-Point Scale and Emotional Regulation was created by Kari Dunn Buron

www.5pointscale.com

“The 5 Point Scale was developed to share information about the use of the 5-point scale and other systems to teach social and emotional concepts to individuals on the autism spectrum. Emotional regulation can be defined as the ability to separate your emotional responses to a problem from the thinking you must perform to resolve the problem. The 5-point scale is a visual system that can help to organize a person’s thinking when working through difficult moments, particularly those that require social understanding.”

5	I AM GOING TO EXPLODE!!!
4	I AM GETTING ANGRY
3	I AM A LITTLE NERVOUS
2	FEELING OK
1	CALM AND RELAXED

Books:



Teaching and using the 5 point Scale:

Please involve and work with the young person when creating a personalised 5 point scale. Do have a look at the books to help guide you.

***Important* Teach each stage before moving onto the next stage**





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Stage 1: (Heading of Chart)

The first step in using the scale to support emotional regulation is to identify problem areas for this person. For example, problems involving changes in routine, playing with peers, difficulties at school, recognising how you are feeling etc. Work with the young person, explore with them areas they find difficult. You can also just focus your 5 point scale on how they are feeling and how they manage those feelings. Where is the young person in terms of understanding emotions, both theirs and others? What makes them relaxed, annoyed, stressed etc. The child's recognition and understanding of their own emotions may be delayed compared to their peers.



Understanding my feelings

Rating	Looks Like	Feels like	I can try to
5			
4			
3			
2			
1			

Stage 2 (Column 1 of Chart / Rating)

The next step is to break the problem area into 5 parts clearly illustrating the degrees of the situation and putting this information onto a visual scale. A common issue when discussing emotional regulation is that of stress and anxiety. This is a good place to start, creating a scale that breaks down anxiety into the following 5 parts:

- **5: This could make me lose control: I feel I am ready to explode / run / cry/ shut down.**
- **4: This can really upset me: I feel cross / worried / scared**
- **3: This can make me feel nervous: I feel annoyed / unsure**
- **2: This sometimes bothers me : I feel restless**
- **1: This never bothers me: I feel relaxed / ok / calm / happy**
- **Use *their words...*and always reward**

CHECK IN

5	
4	
3	
2	
1	





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You may have to help them to start exploring and understanding their feelings and labelling those feelings

A common question we often ask is: How am I / you feeling?

- This can be a *really* hard question!
- If your child finds this question hard you need to start here.

Goal: To be able to recognise and label some key emotions.

Some ideas:

- Talk about things that have happened and how they made them feel – remember to scale them
- Have discussions about characters in books, magazines or TV programmes.
- Point out facial expressions and body language. (**eye contact / posture / touch / space / gestures**)
- Point out tone of voice
- Play games with them – Charades, Pass the Face etc....

The ELSA and Twinkl websites have some very good resources. Please below for links.

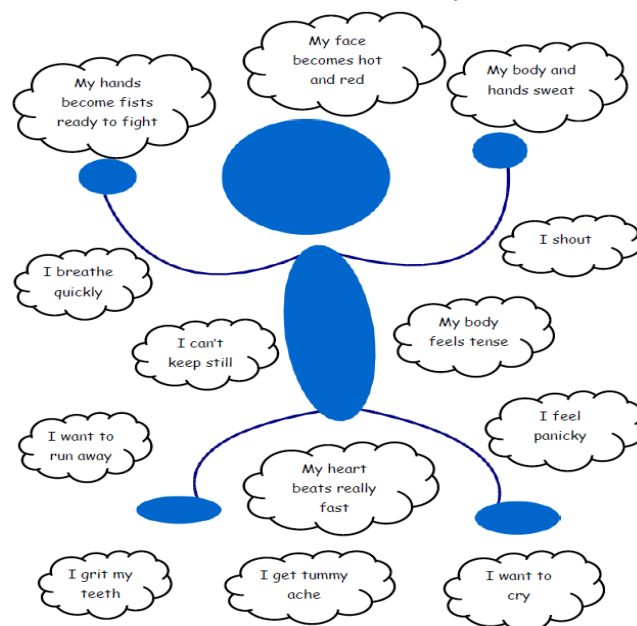


Stage 3: Explore those feelings (Column 2 of the Chart)

This is really important

- Help the young person get to know what these feelings *look* and *feel* like (in themselves *and* others)
- It is equally important that you also start to recognise how the young person feels and looks like. So when we see them start to get anxious / upset we can see this because we notice and observe facial expressions / body movements / noises / what they say.
- This makes the feelings much easier for your child – and you – to recognise these feelings.

When I am angry...



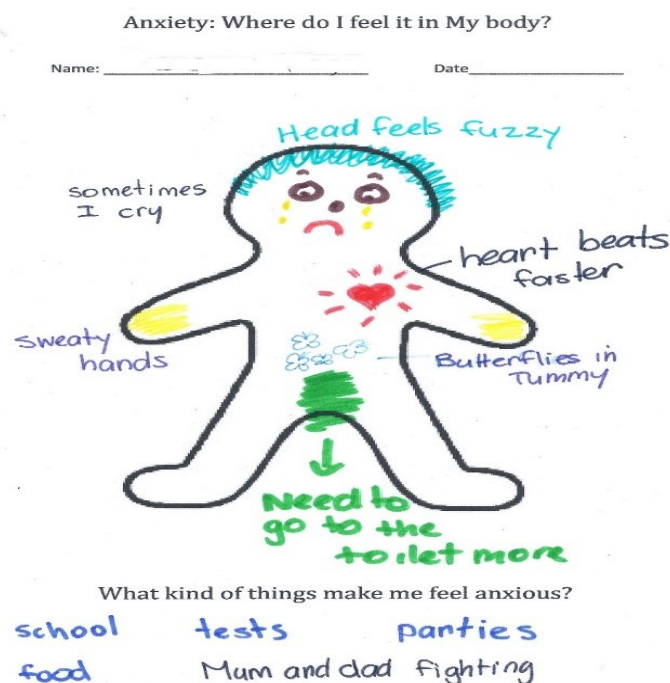


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- Pre – empt if you can, prompt them to use their cards / charts. They may need to be taught how to do this
- If you recognise a feeling is there something you can do about it = **the goal**

You can get them to draw an outline of themselves or of a Ginger bread man and draw on their how they feel in certain situations.



Stage 4: (Column 3 of the Chart)

So what are you going to *do* about it?

- This is really crucial.
- It is also very individual.
- It doesn't matter what these things are – within reason!
- Calm down bags and happy boxes can be a good here, and lists, or Velcro choice boards can work too.
- **The goal** is for you and the young person to be aware of all the things they can do which help calm them down (get them back to a 1 or 2).

It calms me back to a 2 or 1 when I...

Take some slow breaths

Read

Play Minecraft

Walk

Go to a quiet place

Play lego

Have a squeeze

Ideas?





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Ideas for Calming down and relaxing back down to a 2 - 1.

- Chill out Zone
- Time alone – door signs – not in the mood, leave me alone!
- Rating scales – Colours, Numbers,
- Physical Activities – Walking, running
- A Hug
- Talk things through
- Sensory snacks
- Controlled Breathing
- Deep Pressure
- Write or draw things down
- Listen to loud Music
- Put Together Visuals to help them remember
- Make a calm / happy box



Stage 5: One complete Chart

Putting it all together

How I feel + what I need to do = A great tool for self-regulation!

- It takes work
- It won't work over night
- It won't work every time
- But It will really help
- It is a great life skill to give our young people..

Make it unique to fit the young person get them involved in this process.

Remember, you need the young person to use it, and *want* to use it. They need encouragement so....

Rating	Looks/Sounds/Feels Like	I Can Try To/An Adult Can Help
5 Angry Mad Furious	I can't handle it! Hitting, Kicking, Screaming, Crying	Use my words Take a break Lay in blankets, listen to music Ask for something else Make a different choice Earn Points!
4 Upset	Whining, Demanding Can't Wait! Didn't get my way	Use my words, Take a break Lay in blankets, listen to music Ask for something else Make a different choice Ask again later Earn Points!
3 Frustrated Disappointed	Sometimes hungry, tired, or can't go to bathroom. Things aren't going my way Something's broken, lost, doesn't work...	Use my words Eat a snack Lay in blankets, listen to music Ask for something else Make a different choice Earn Points!
2 Scared Nervous Anxious	I'm not sure... I don't know... I want Mom or Dad	Ask for something else Take deep breaths Lay in blankets, listen to music Earn Points!
1 Feeling Good Happy	Everything's okay Smiling I give people hugs	Keep being a good friend Use nice words Share with friends Earn Points!





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- Use their favourite theme using their special interests.
- Make it age appropriate.
- Reward them for using the chart
- Have versions they can carry about.
- Show them you are using it too.
- Make sure they understand that sometimes they will hit a 5 and it's OK.
- We all get angry and stressed, it's what we do when we feel that way that counts.

Please see some examples below to help you. **NEED TO ADD THESE**

Websites

[THE INCREDIBLE 5-POINT SCALE - Home](#)

Explains the 5 point scale in more details and lists a number of books and further free resources you can use.

www.elsa-support.co.uk

Great resources to use for exploring emotions and feelings with young people.

<https://www.twinkl.co.uk>

More resources to help explain how they feel and visuals you can use with ideas on how to feel calmer and relaxed.

www.freeprintablebehaviorcharts.com

Free Charts for you to use or get ideas to create your own. These will again help with understand and identifying about emotions / how they feel and what they can do about it. All of this helps build up to your final chart.






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Petal's Control Scale

#	How does this feel?	What makes me feel this way?	How can I tell?
5	I could lose control!	When loud talking and laughing keep going. School bells and the smell of Fish.	Too late!! I am screaming! <i>Emergency!! Stop talking. Close eyes. Deep breaths</i>
4	This can really upset me	When the boys all laugh at one time. When I can't do my work. When I make a mistake.	I start swearing out loud. I say mean things to other people. I tear up my work. <i>Take a walk out of the room!</i>
3	This can make me nervous	When I hear the boys talking louder. When the chairs or desks scrape on the floor. When someone laughs out loud.	I say shut up real quietly. I start starrng at the boys. My brain starts thinking about the boys too much! <i>Take card to teacher</i> 
2	This sometimes bothers me	The sound of rain on the roof. When I can't have my turn right away. Walking on the power walk.	My stomach kind of hurts. I think things aren't fair. I start repeating the TV Guide schedule.
1	This never bothers me.	Doing my work. Reading teen magazines. Looking at adds in the paper. Watching TV.	My brain is relaxed. I am smiling. My mouth is relaxed. I am happy.





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5	<p><u>Out of Control</u> The Hulk</p> <p>I feel like I am about to explode! I feel completely overwhelmed and may become unsafe.</p>	
4	<p><u>Starting to Lose It</u> The Thing</p> <p>I'm getting very angry and I may start to say things I don't mean.</p>	
3	<p><u>Anxious/Worried/Excited</u> The Flash</p> <p>I feel like I need to run away as fast as I possibly can.</p>	
2	<p><u>I Think I Can Handle It</u> Spiderman</p> <p>I am going to push myself to try my very best even if it is hard. I will feel proud when I get through it.</p>	
1	<p><u>Just Right</u> Superman</p> <p>Nothing can bring me down! I am a man of steel and feel on top of the world!</p>	