COGNITIVE BEHAVIORAL *Worksheets*

SEW

5

4

3

2

1

0

Round the Bases Name: _____ Date:_____

Thought

"No one calls me a name. They are going to pay."

Physical Feeling
My fists get tight.
My face gets red.

Trigger
...a name

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How My Kite Flies

Name:

Date:

My fists get tight. My face gets red.

No one calls me a name. They are going to pay.

Thought

Feeling

Angry

Physical Feeling

Behavior

I yell and call people names too.

Triggering Events
Someone calls me a name

Wave

Name: _____

Date: _____

angry thoughts

friend

Deep breaths
5 minute drawing break
Wall push-ups

Go to the break spot
Deep breaths
Ask for Help

Angry

Quiet
Deep
Scrun...

Frustrated

Furious

Bothered

...ky

Cognitive Behavioral Worksheets
Expanded Edition

What's Included

12 Different Types of CBT Worksheets

Emotional Rating Scales

1. Emotional Thermometers (Color and BW).
2. The Wave
3. Feelings Circles
4. Meltdown Mountain

Connecting Thoughts, Feelings, and Behaviors

1. Think-Feel-Act Sheets
2. Baseball Diamond
3. Blank Face Sheet: Students can draw in the expression, write down their thoughts and feelings.
4. Daily Thought Record
5. One Way to Think About It

Problem Solving Maps

1. Problem Solving Road Map
2. Strategies Sheet
3. I'm in Control

Thank You for Your Purchase!

Emotion Rating Scales

1 **Emotional Thermometers (Color and BW)**
Great for helping students begin to understand the following concepts: emotions vary in intensity, our emotions effect how we react, our reactions shouldn't be stronger than our emotions, sometimes we need help to handle strong emotions, we can use strategies to handle strong emotions.
These are a great compliment to cognitive behavioral techniques and programs, like Zones of Regulation (R).

2 **Ride The Wave**
This graphic can be used to plot a student's feelings. As you go up the wave, the feelings get more intense. You can also add in what strategies to use at which part of the wave. For example, drawing may work when you are bothered, but will end in broken crayons and crumpled paper when you are furious. You can also use the crashing wave as a metaphor for how you feel after intense emotions.

3 **Feelings Circles**
This activity helps students show how strong or big their emotions are. They color the inner circle and expand outward to show how much their feelings have grown. This can be really helpful to use at the beginning or end of sessions, as well as over time to show how a student may be feeling differently in response to certain events.
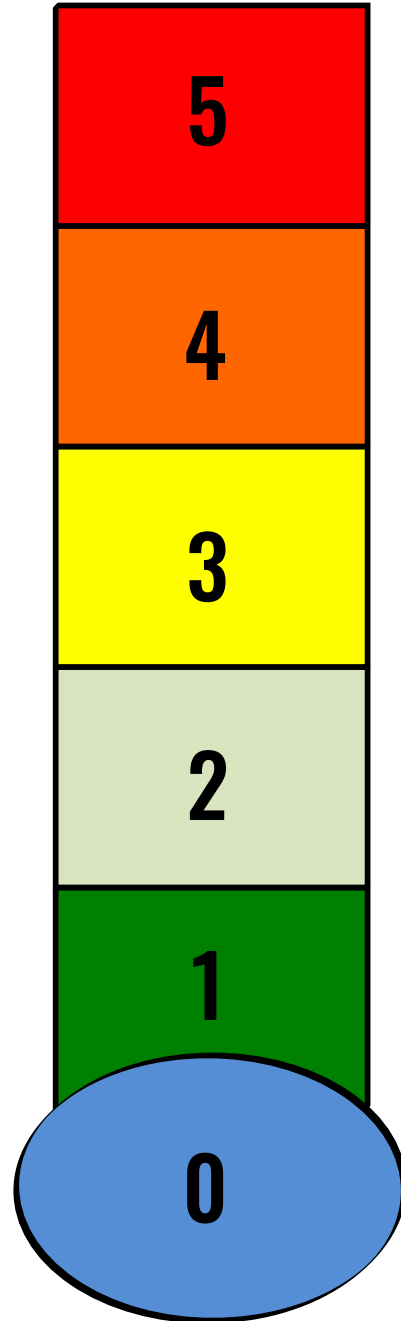
4 **Meltdown Mountain**
This visual can be used with staff or with students. For staff, you can add in what a student acts like when they feel a certain emotion, and then pair it with a strategy that can help deescalate the student. It also emphasizes that some strategies won't work at certain times. This can also be used for students to see how their meltdowns build up and how they resolve.

Emotion Thermometer

How do you feel?

5

4

3

2

1

0

What are you doing?

Emotion Thermometer

5

4

3

2

1

0

Emotion Thermometer

	How do you feel?		What are you doing?	Triggers
Emergency		**5**		
Adult Help		**4**		
Kid Fix with Adult Help		**3**		
Kid Fix		**2**		
Easy Fix		**1**		
No Problem		**0**		

Emotion Thermometer

Big Problem		**5**		
		4		
Medium Problem		**3**		
		2		
Small Problem		**1**		
No Problem	**How do you feel?**	**0**	**What are you doing?**	**Triggers**

Emotion Thermometer

5

4

3

2

1

0

REGULATION SCALE

How Do You Feel?

3	red
2	yellow
1	green
0	blue

What are You Doing?

REGULATION SCALE

	3	
	2	
	1	
	0	

Emotion Thermometer

	5	
	4	
	3	
	2	
	1	
How do you feel?	0	**What are you doing?**

Emotion Thermometer

	5	
	4	
	3	
	2	
	1	
	0	

Emotion Thermometer

		How do you feel?		What are you doing?	Triggers
Emergency	5				
Adult Help	4				
Kid Fix with Adult Help	3				
Kid Fix	2				
Easy Fix	1				
No Problem	0				

How do you feel?   **What are you doing?**   **Triggers**

Emotion Thermometer

Big Problem		**5**	
		4	
Medium Problem		**3**	
		2	
Small Problem		**1**	
No Problem	**How do you feel?**	**0**	**What are you doing?**	**Triggers**

Emotion Thermometer

5
4
3
2
1
0

REGULATION SCALE

	3	
	2	
	1	
	0	

How do you feel?

What are you doing?

REGULATION SCALE

3

2

1

0

Name: _____ Date:_____

Ride the Wave

Name: _____ Date:_____

Think happy thoughts
Use fidget
Talk to a friend

Deep breaths
5 minute drawing break
Wall push-ups

Go to the break spot
Deep breaths
Ask for Help

Angry

Think happy thoughts
Drink water
Talk to a friend

Quiet space
Deep Breaths
Scrunch/Flatten Paper

Frustrated

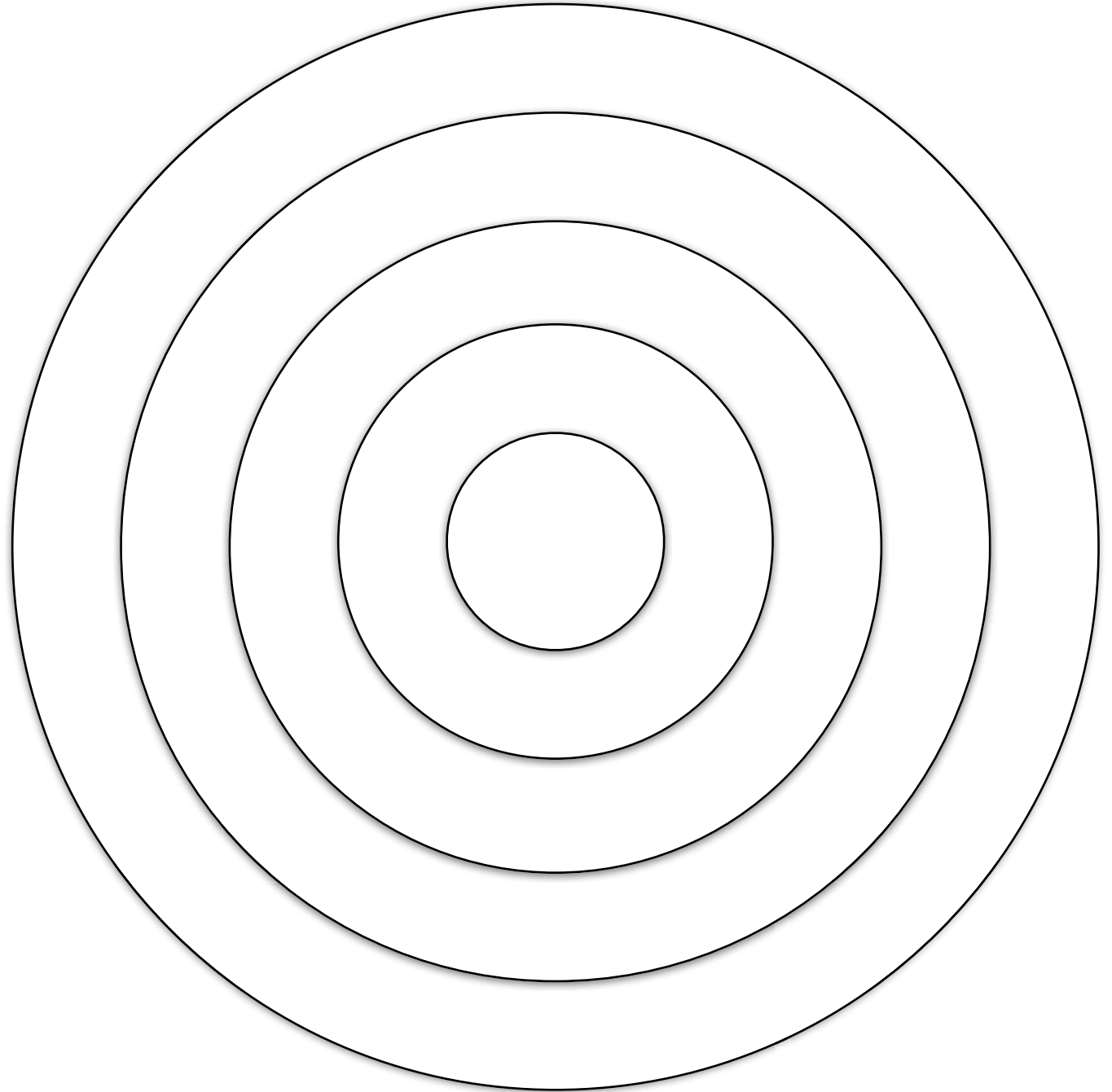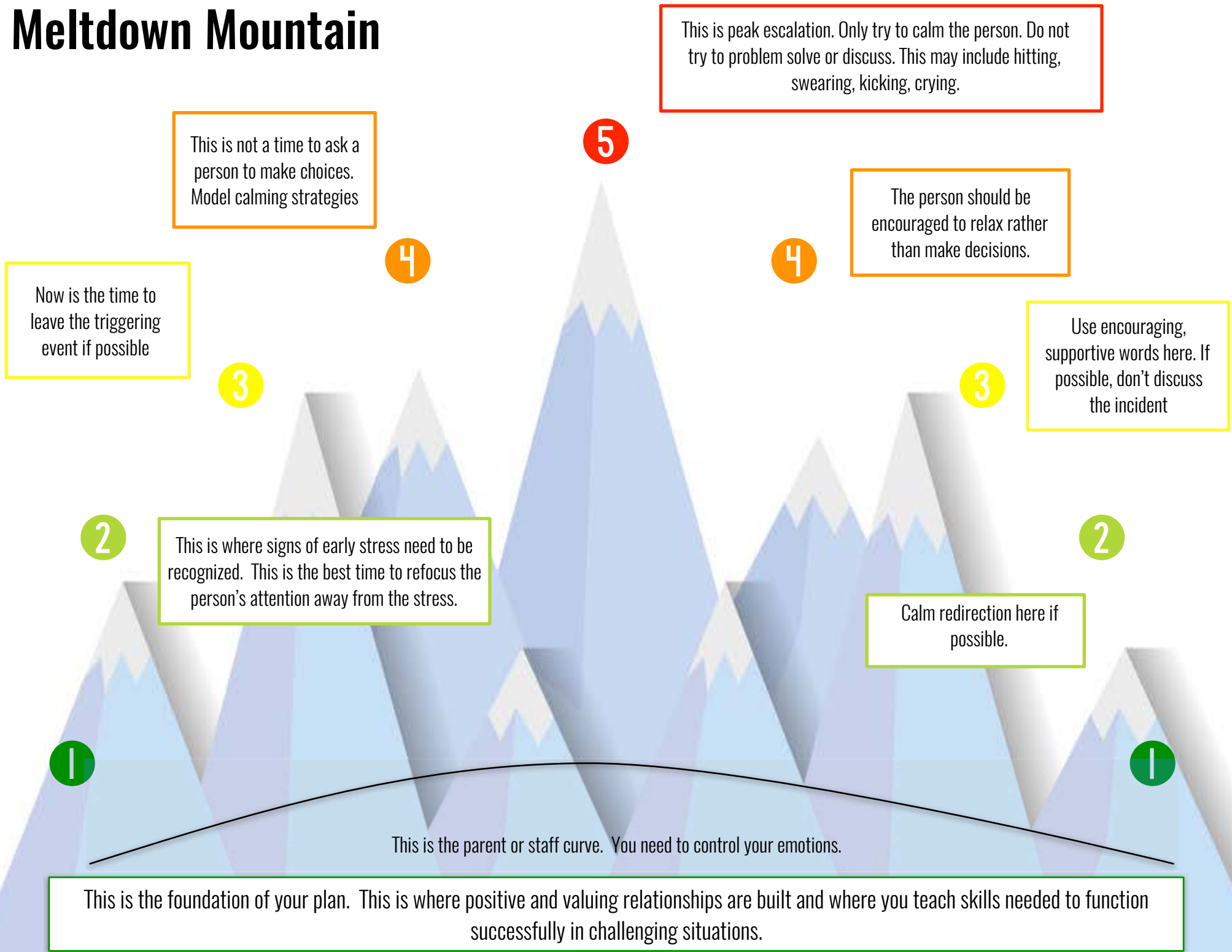**Furious**

Bothered

Cranky

Feelings Check-In

Color in circles starting from the center to show how big or strong your feeling is. For example, if I got pushed on the playground and was furious, I would start with the smallest circle and color all the way out to the biggest circle. On the other hand, if someone skipped my turn in class and I'm feeling frustrated, I would start with the center circle and color in one more circle.
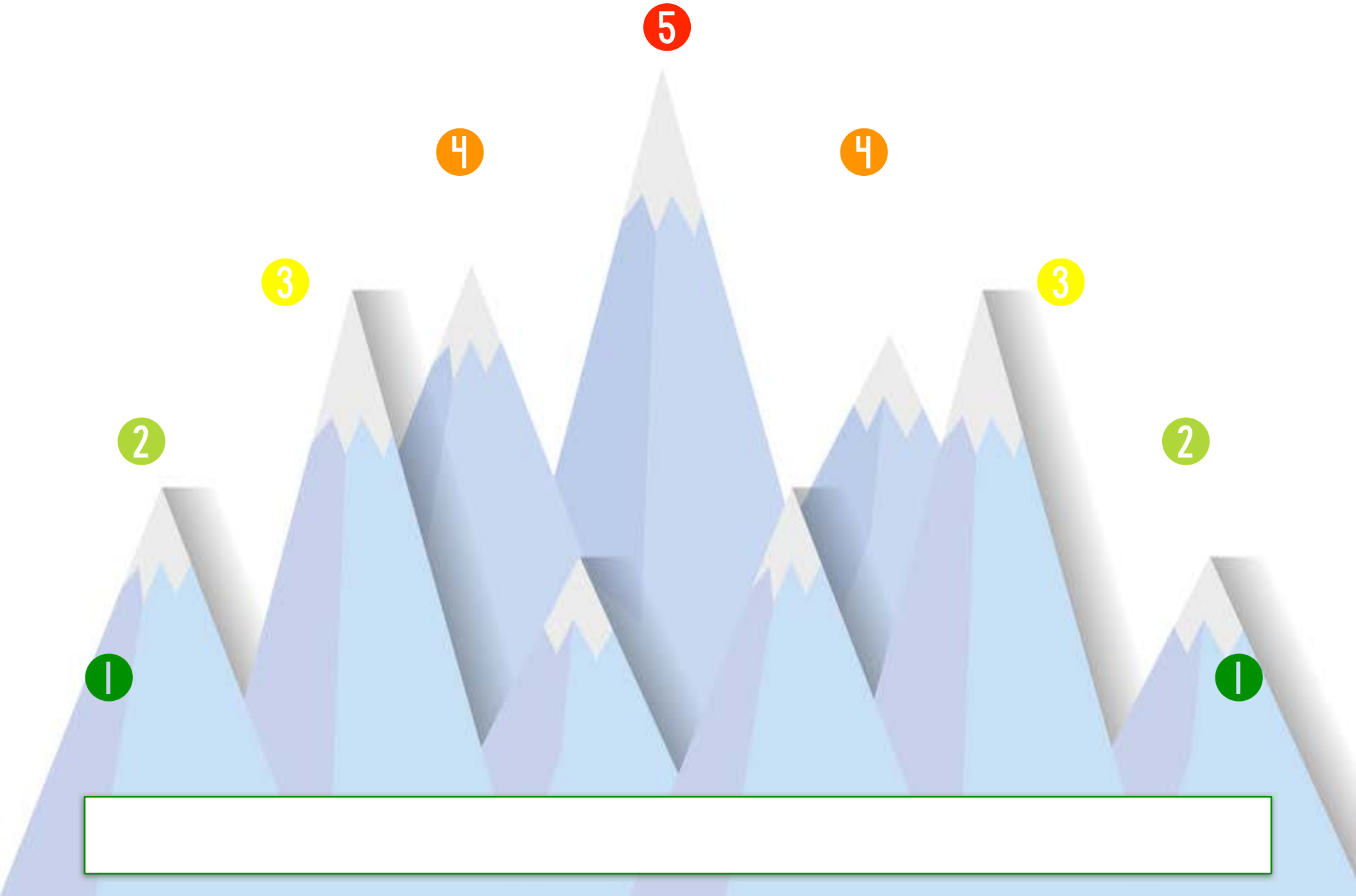
Name: _____   **Date:**_____

Meltdown Mountain

This is peak escalation. Only try to calm the person. Do not try to problem solve or discuss. This may include hitting, swearing, kicking, crying.

5

This is not a time to ask a person to make choices. Model calming strategies

4

The person should be encouraged to relax rather than make decisions.

4

Now is the time to leave the triggering event if possible

3

Use encouraging, supportive words here. If possible, don't discuss the incident

3

2

This is where signs of early stress need to be recognized. This is the best time to refocus the person's attention away from the stress.

2

Calm redirection here if possible.

1

1

This is the parent or staff curve. You need to control your emotions.

This is the foundation of your plan. This is where positive and valuing relationships are built and where you teach skills needed to function successfully in challenging situations.

Meltdown Mountain

Thoughts-Feelings-Behaviors

1 **Think-Feel-Act Sheets**
Simple visual that helps students break apart their thoughts from their feelings and their behaviors and begin to see how those impact each other. One sheet let's you plot an alternative pathway so the student can see how a change in thoughts or feelings would effect their behavior.

2 **Round the Bases (Baseball Diamond)**
Great way to introduce the relationships between physiological responses, thoughts, feelings, behaviors and a triggering event. For example, a student or counselor can first identify a problem event/trigger for the student. The student then identifies they physical feeling or response they had, followed by what they thought, what they felt emotionally, and then how they reacted. You can complete the diamond a second time with alternate thoughts that would positively impact the student's emotions and behavior.

3 **How My Kite Flies (Kite)**
This has the same premise as Rounding the Bases, but with a different visual.

4 **Blank Face**
An easy visual where students can draw their facial expression, thoughts, and feelings in reaction to an event.

5 **Daily Thought Record**
You can use this one to have students keep track of their thoughts in reaction to certain events and how they felt. This can also be used if you are working to have student replace negative thoughts.

6 **One Way to Think About It**
This visual has students write down two ways to think about a situation. This is great for students who need practice with combating negative thoughts or understanding that people can see situations differently.
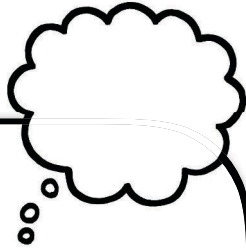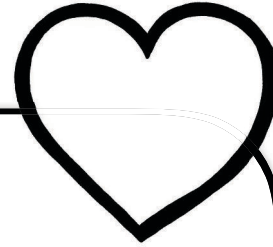
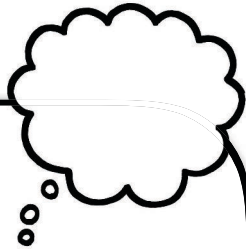# My Problem:

Think
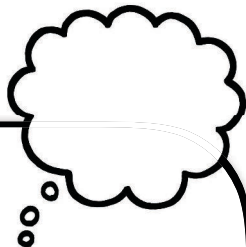
Feel
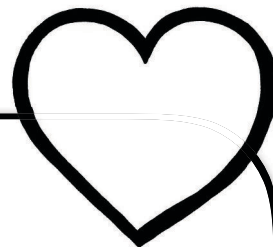
Act

My Problem:

Think

Feel

Act

Social Emotional Workshop ©2017

My Problem:

Think

Feel

Act

Think

Feel

Act
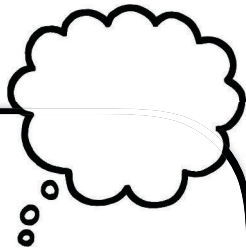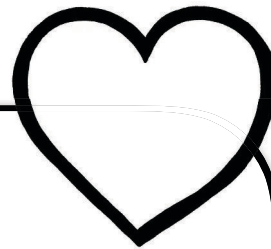
My Problem:
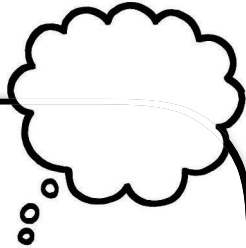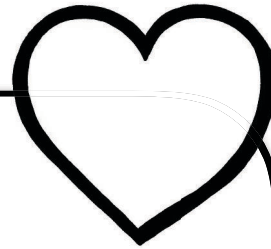
Think

Feel

Act

Think
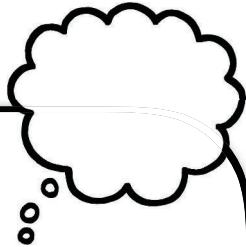
Feel

Act

Round the Bases

Name: _____ Date:_____

Thought

Feeling

Physical Feeling

Behavior

Trigger

Round the Bases

Name: _____ Date:_____

Thought

"No one calls me a name. They are going to pay."

Feeling

Angry

Physical Feeling

My fists get tight.
My face gets red.

Behavior

I yell and call people names.

Trigger

Someone calls me a name

How My Kite Flies

Name: _____ Date:_____

Thought

No one calls me a name. They are going to pay.

Feeling

Angry

Physical Feeling

My fists get tight. My face gets red.

Behavior

I yell and call people names too.

Triggering Events

Someone calls me a name

How My Kite Flies

Name: _____ Date:_____

Thought

Feeling

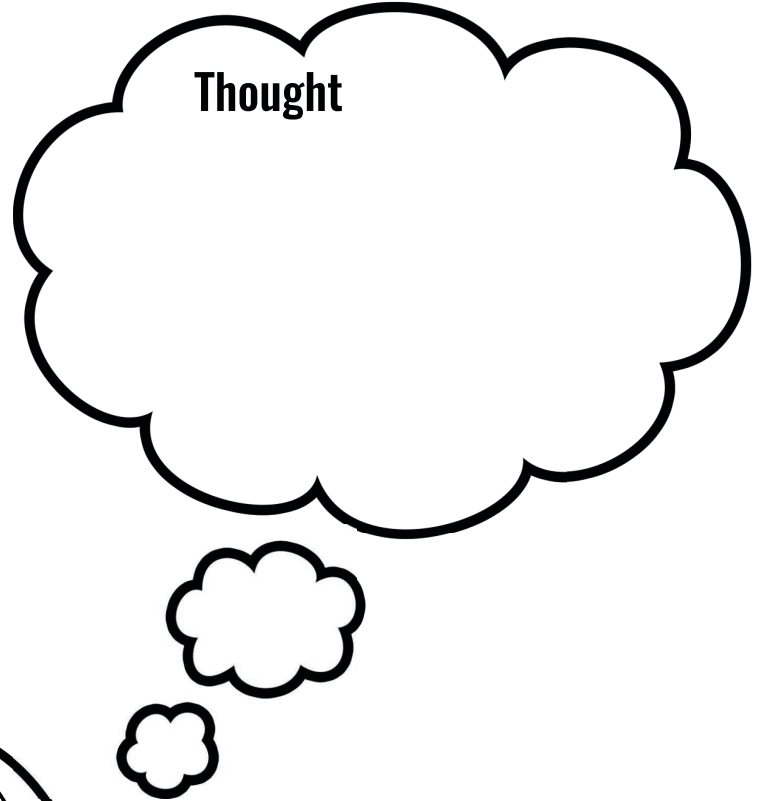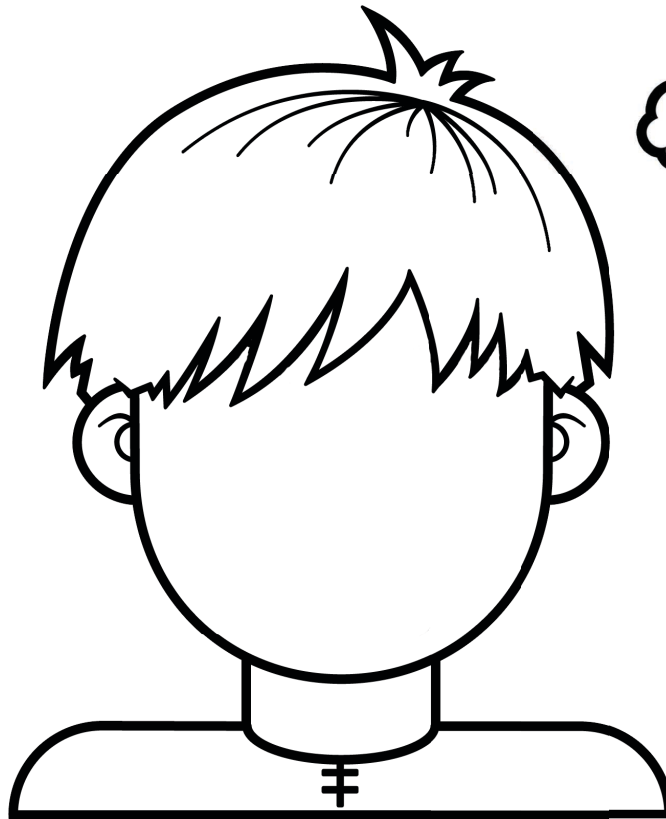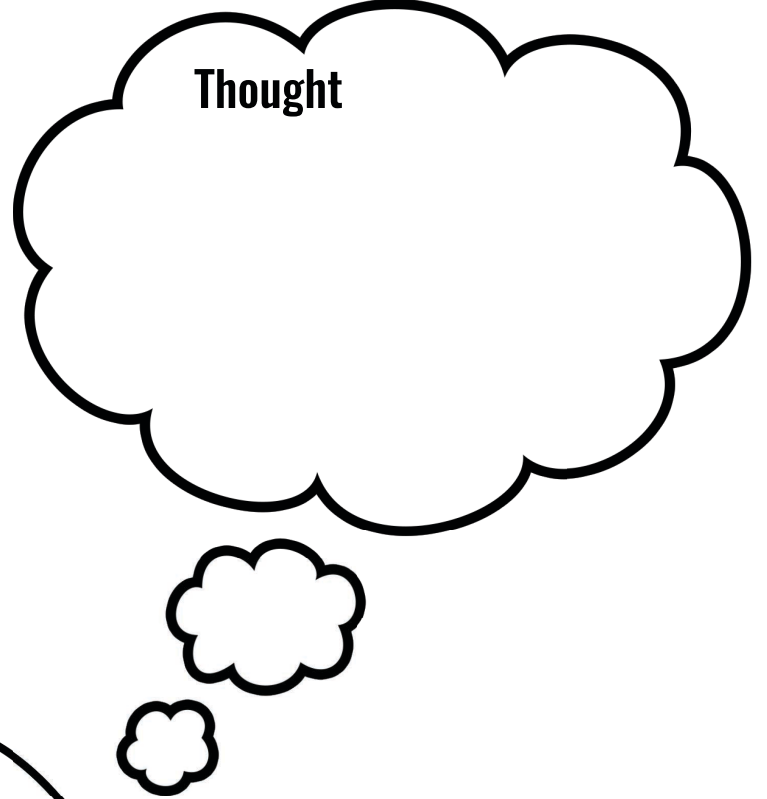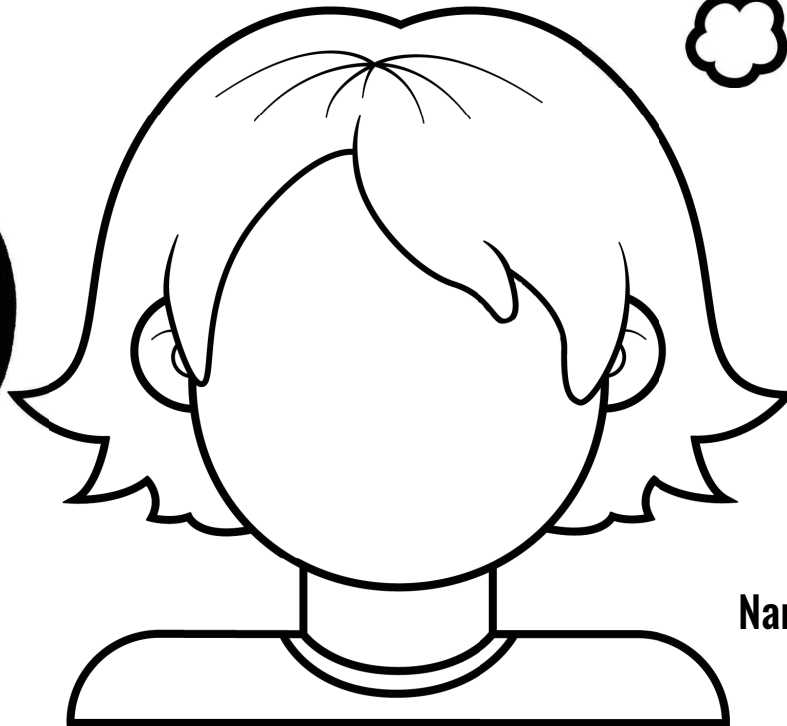Physical Feeling

Behavior

Triggering Events
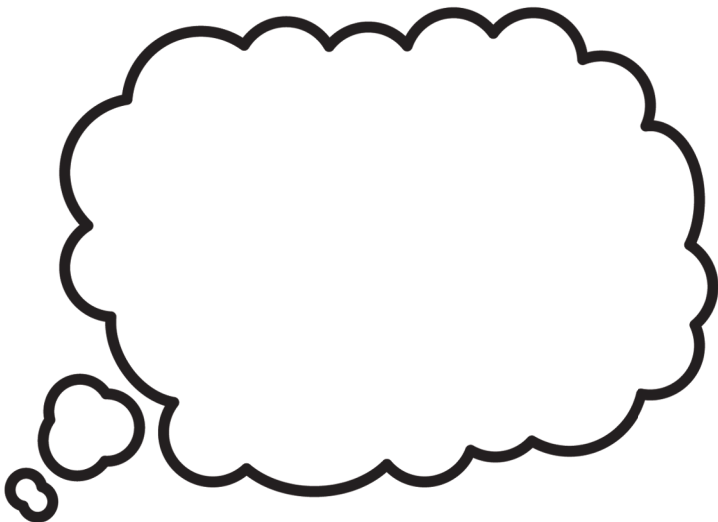
Event

Thought

Feeling

Name: _____

Date:_____

Event

Thought

Feeling
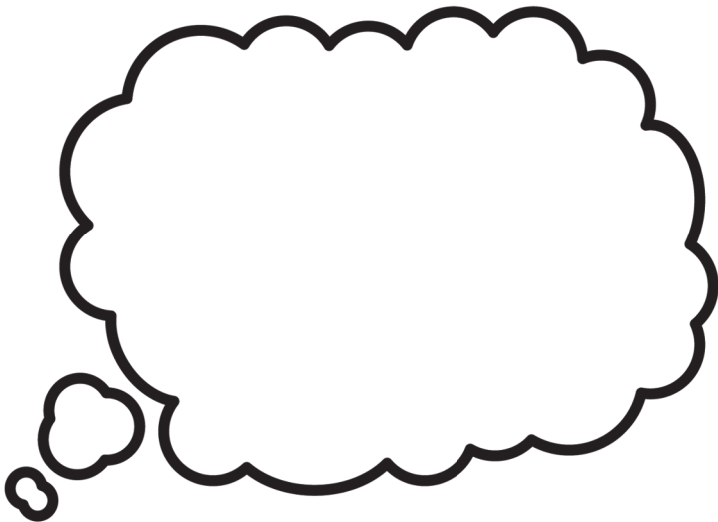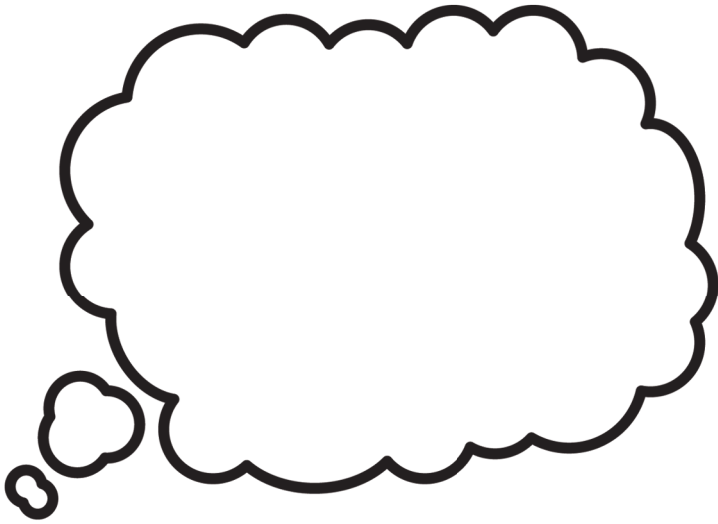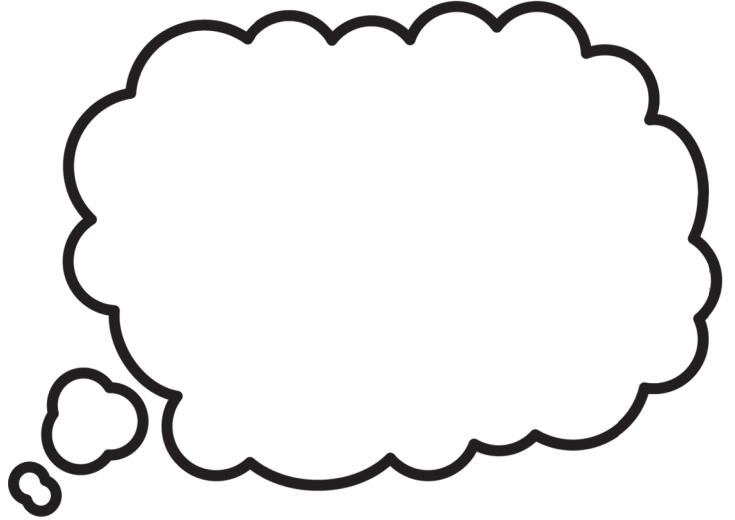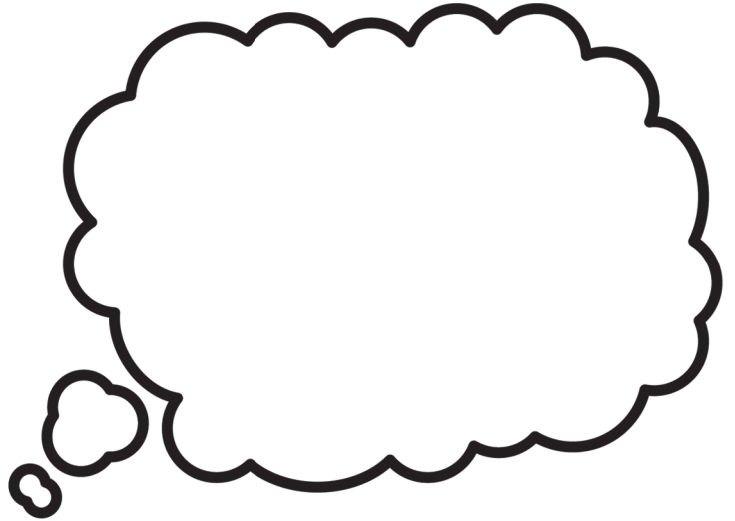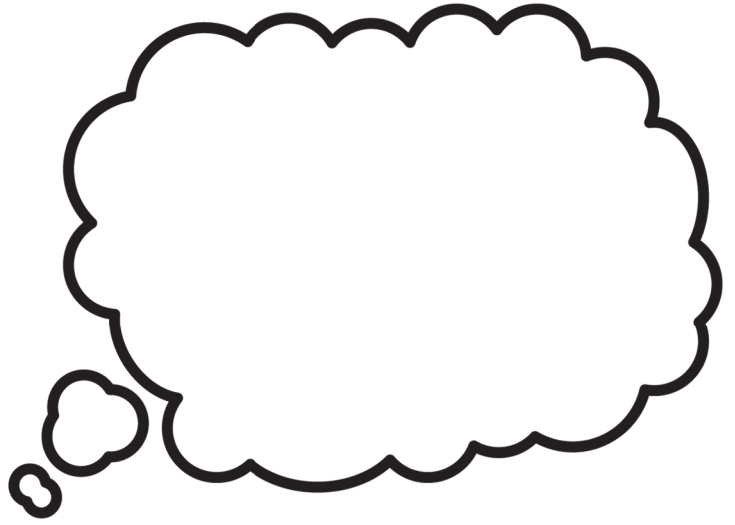
Name: _____

Date:_____

THOUGHTS -> FEELINGS

Write down a thought you had and the feeling that followed.

DAILY THOUGHT RECORD

Write down an event that happened and what your thoughts were. Include the date and/or time, who was there, where you were, etc.

EVENT:

ONE WAY TO THINK ABOUT IT

ANOTHER WAY TO THINK ABOUT IT

Problem Solving

1 **Problem Solving Road Map**
Simple visual for younger students to lead them through a problem solving process.

2 **Strategies Sheet**
Brainstorm sheet to help student generate strategies to manage their thoughts and feelings.

3 **In My Control**
Simple activity for younger students to help them visualize what types of things are within their control. They can control their feelings, thoughts, and behaviors with practice. Even with practice, they can't control how other people feel, what other people think, or how other people behave.

Problem Solving Road Map

Why did this happen? Could it have been prevented?

What happened? What's the problem?

THIS WAY ST

Solution #1

Solution #3

Solution #2

What are you going to do

DETOUR

GO

My Problem:

Strategies

My Problem:

Strategies

- Self Talk
- What's My Evidence?
- Progressive Muscle Relaxation
- Deep Breathing
- Mental Imagery/Visualization
- Counter Negative Thoughts
- Stress Busters
    - Go for a walk
    - Listen to music
    - Talk to a friend/teacher
    - Write in journal
- Thought Stopping
- Problem Solving Road Map

I'm in Control

Name: _____

Date: _____

Inside the person, write down or draw things that you can control. Some things you can control might be your feelings or your thoughts or your actions.

Outside the person, write down or draw things you can't control. Some things you can't control are how other people act, how they feel, or what they think.
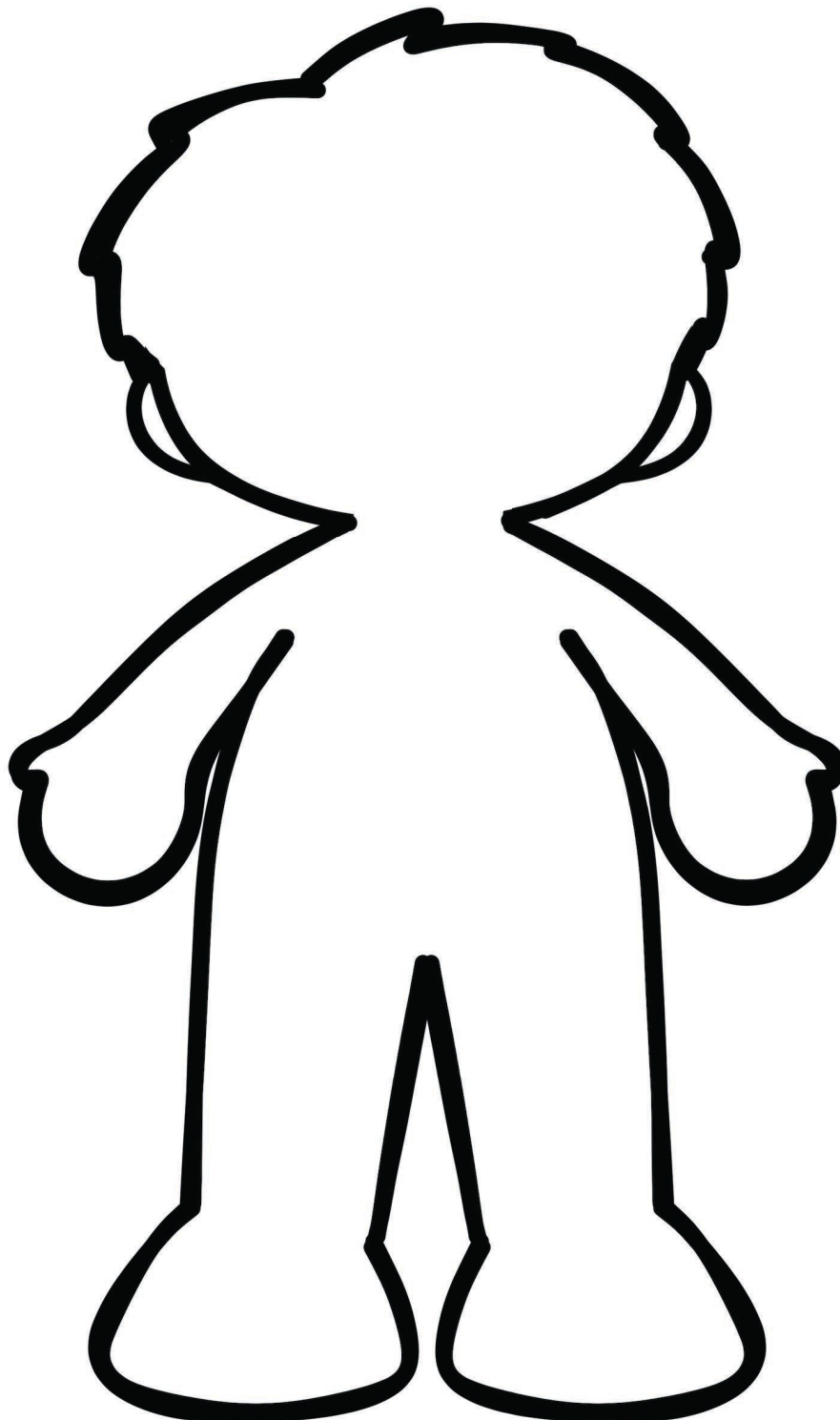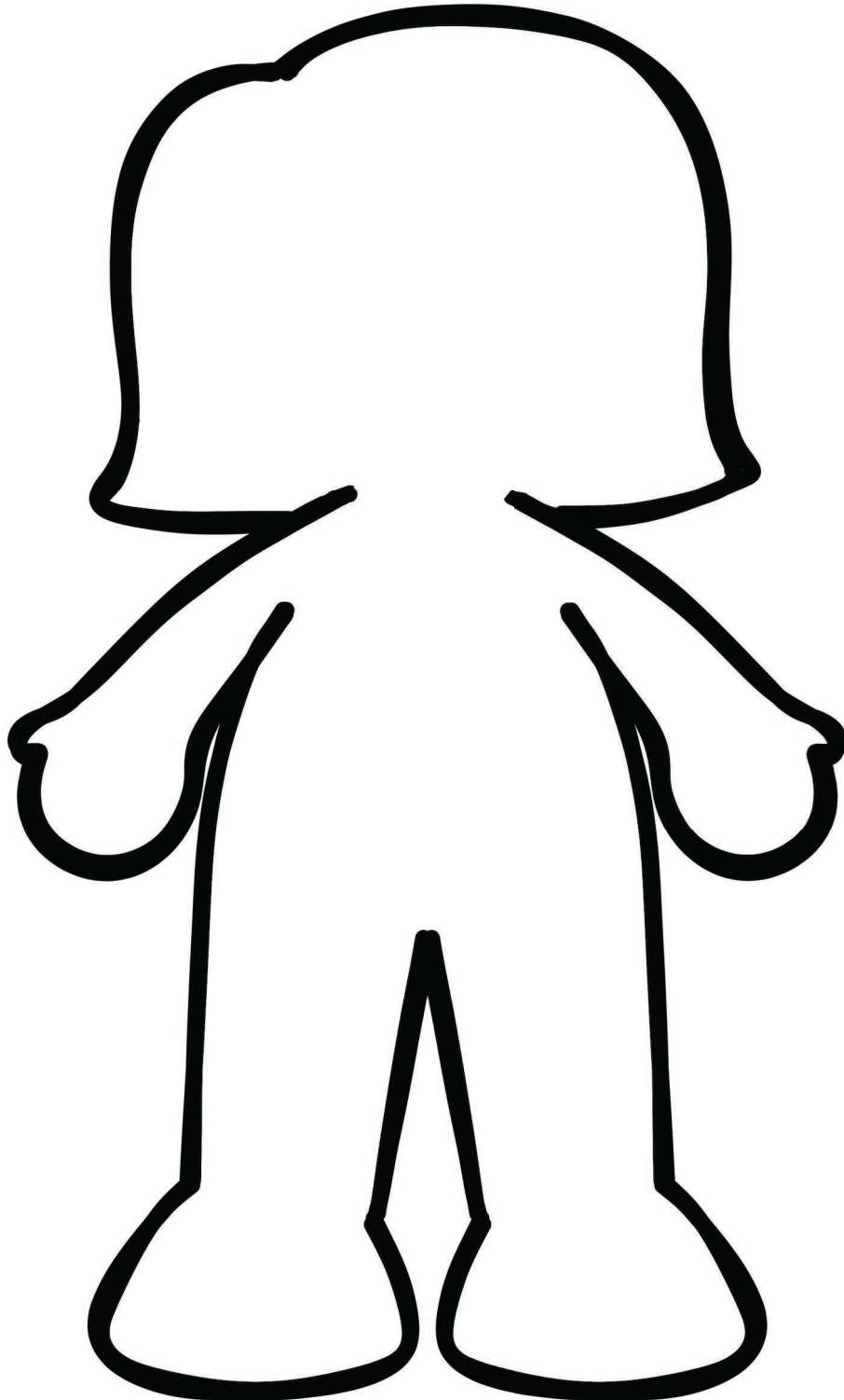
I'm in Control

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Name: _____

Outside the person, write down or draw things you can't control. Some things you can't control are how other people act, how they feel, or what they think.
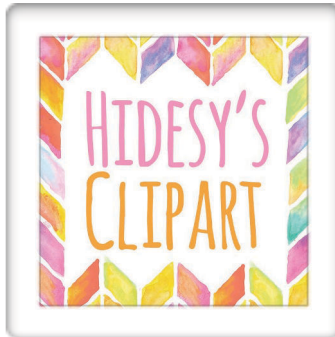
Date: _____

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Get In Touch

About Social Emotional Workshop & Me

I'm a school psychologist with a passion for social and emotional learning and the impact it can have on students and schools. I create products for practitioners working with the neediest students.

Questions or Suggestions

Please contact me, Laura, at socialemotionalworkshop@gmail.com.

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