



Skills System Consultation Community

July 2, 2021



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1

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1



Consultation Community on July 2, 2021

Thanks for Joining us!

Orientation:

- Please don't share any identifying information regarding clients.
- This meeting is being recorded.
- Share verbally or in the chat. (Corey will be managing the chat)
- Videos are on the Consultation Community page on your E-Learning.
- Let me know about any IT issues.



Goals/Plans

- Improve our supports for our most complex/vulnerable/unique learners
- Increase our self-efficacy, motivation, and creativity so we can all make skills instruction accessible, relevant, and fun for clients, families and team members of differing ages and abilities.

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2

2



Consultation Community on July 2, 2021

Agenda for today's session:



Clear Picture

- Get a Clear Picture using Skills System Text Handout 1
- Quick Step Review
- Discussion about getting a Clear Picture

Skills Review:

- Creating Quiz Games: Who Wants to Be a Skillionaire

Teaching Points: Feeling Rating Scale

- Feelings Rating Scale Resources
 - Elementary School & High School Worked Examples
- Teaching Points:
 - Clients rating their feelings
 - Coaches rating their feelings
 - Coaches estimating the feelings ratings of the clients

Discussions

- Challenges related to rating feelings

Q & A

- Announcements/projects
- Questions

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3

3



Last Month- Clear Picture Poster



1. Clear Picture

All-the-Time Skills
0 1 2 3 4 5
FEELINGS

I Focus 100% on this Moment As It Is

Notice my
Breath



*Where do I feel my
breath?
What does it feel like?*

Notice my
Surroundings



*What is around me
right now?*

Do a
Body Check



*What body sensations
do I notice right now?*

Label and Rate
Emotions



*What feelings do
I notice right now?
How strong are they?
0-1-2-3-4-5*

Notice my
Thoughts



*What thoughts do I
notice going through
my mind right now?*

Notice my
Urges



*What do I feel like
doing right now?*

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4

4

Skills Posters are on the E-Learning
Free PDF Downloads on both Course 1 & Course 2

SkillsSystem
 Home / Skills Basics Course

Skills Basics Course

PRINT YOUR CERTIFICATE

Earn badges for completing each lesson
 Your Progress:

Return to dashboard

- ▶ Lesson 1a – Introduction to Emotion Regulation (3:00)
- ▶ Lesson 1b – Skills List (2:46)
- ▶ Lesson 2a – Feelings Rating Scale (5:11)
- ▶ Lesson 2b – Categories of Skills (2:59)
- ▶ Lesson 2c – Recipe for Skills (2:25)
- ▶ Lesson 3 – Clear Picture (7:15)
- ▶ Lesson 4 – On-Track Thinking (8:35)
- ▶ Lesson 5 – On-Track Action (5:15)
- ▶ Lesson 6 – Safety Plan (6:55)
- ▶ Lesson 7 – New-Me Activities (7:40)
- ▶ Lesson 8 – Problem Solving (6:47)
- ▶ Lesson 9 – Expressing Myself (6:22)
- ▶ Lesson 10 – Getting It Right (6:07)
- ▶ Lesson 11 – Relationship Care (9:01)

How to use this e-learning course

Welcome to the Skills System Skills Basics course! When you are ready to get started, click on Lesson 1a – Introduction to Emotion Regulation to watch the first video.

SKILLS MAP The Skills Plan Map, a handy one-page Skills System resource, should be printed in color and in landscape orientation.

SKILLS CARD GAME Press the Skills Cards Game button to print a set of skills card that will help you practice what you learn and have fun doing it!

SKILLS POSTERS PDF Download and print the Skills Posters to remind you to use skills during your day.

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Today's Clear Picture Resources

APPENDIX A

Skills System Handouts and Worksheets

The Emotion Regulation Skills System for Cognitively Challenged Clients
 A DBT-Informed Approach
 JULIE F. BROWN

Skills System			
Handout 1	199		
Handout 2	200		
Worksheet 1	201		
Worksheet 2	202		
Worksheet 3	203		
Handout 3	204		
Feelings Rating Scale			
Handout 1	205		
Handout 2	206		
Worked Example 1	207		
Worksheet 1	208		
Worked Example 2	209		
Worksheet 2	210		
Categories of Skills			
Handout 1	211		
Worksheet 1	212		
Worked Example 1	213		
Worksheet 2	214		
Worksheet 3	215		
Recipe for Skills			
Handout 1	216		
Worked Example 1	217		
Worksheet 1	218		
Worksheet 2	219		
Week 2 Practice Activity			
Worked Example	220		
Worksheet	221		
Skills Diary Card	222		
Skills System Review Questions	223		
1. Clear Picture			
Summary Sheet	224		
Handout 1	225		
1. Clear Picture (continued)			
Worksheet 1	226		
Worked Example 1	227		
Worksheet 2	228		
Breathing			
Handout 1	229		
Notice Surroundings			
Handout 1	230		
Worked Example 1	231		
Worksheet 1	232		
Body Check			
Worked Example 1	233		
Worksheet 1	234		
Worked Example 2	235		
Worksheet 2	236		
Exercise 1	237		
Label and Rate Feelings			
Handout 1	238		
Handout 2	239		
Worked Example 1	240		
Worksheet 1	241		
Notice Thoughts			
Handout 1	242		
Worked Example 1	243		
Worksheet 1	244		
Notice Urges			
Worked Example 1	245		
Worksheet 1	246		
Worked Example 2	247		
Worksheet 2	248		
Worked Example 3	249		
Worksheet 3	250		
2. On-Track Thinking			
Summary Sheet	251		
Handout 1	252		


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Resource: Tibetan Singing Bowls

Showing results for *tibetan bell*
Search instead for tibetan bell

Amazon's Choice



Sponsored ⓘ
Tibetan Singing Bowl Set —
Meditation Sound Bowl Handcrafted
in Nepal for Healing and Mindfulness
★★★★☆ ~ 13,668
\$24⁹⁷
prime Get it as soon as Tomorrow, Jun

Sponsored ⓘ
Tibetan Singing Bowl Set —
Meditation Sound Bowl Handcrafted
in Nepal for Healing and Mindfulness
- With Gift Box
★★★★☆ ~ 1,096
\$29⁹⁷

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7

7



Clear Picture Instructions for Using Handout 1 and the Bell

Instructions before getting a Clear Picture:


- I will ask you to focus your attention each of the Clear Picture Do's. After I say each Clear Picture Do's I will ring the bell. When the sound is finished, I will say the next Do.
- During this exercise we will practice experiencing this one moment, as it is- right here, right now.
- That sounds easy, but our minds can wander.
 - You might notice your mind wandering to things in the past or in the future.
 - You might notice your mind getting stuck on one of the Do's.
- When you notice your attention leaving the Do's or getting stuck, gently bring it back to the Clear Picture Do we are practicing at that time.
- Do you have any questions? Give a thumbs up when you are ready.



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8

8

Focus 100% on the Clear Picture Do's

- 1. Notice my breath 
- 2. Check my surroundings 
- 3. Body check 
- 4. Label and rate my feelings 

0 1 2 3 4 5
- 5. Notice my thoughts 
- 6. Notice my urges 

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225



Sharing After Clear Picture

Questions to ask after getting a Clear Picture:

What did you notice during the Clear Picture Do's?

- Breath?
- Surroundings?
- Body Check?
- Feelings and rating?
- Thoughts?
- Urges?

What did you notice about your mind?

- Did it wander?
- Get stuck?
 - When your mind got stuck, what happened to your feelings?

How did you handle it when that happened?

- What was that like?



Quick Step Assessment = Accessibility

(Text pages 80-82; E-Learning Course 2-Lesson 3)



Step 1: Assess cognitive load demands

Proactive Planning:

Before doing instruction- *What are the cognitive load demands of the proposed intervention?*

Reactive Adjusting:

During instruction- *What are the cognitive load demands of the current intervention?*

Step 2: Evaluate the person's cognitive functioning

Proactive Planning:

Before doing instruction- *What factors are likely to decrease the person's abilities to manage cognitive load?*

Reactive Adjusting:

During instruction- *Is the person experiencing cognitive overload?*

Step 3: Adjust the intervention

Proactive Planning:

Before doing instruction- *How can the intervention be adjusted to reduce cognitive load?*

Reactive Adjusting:

During instruction- *How can the intervention be adjusted to reduce cognitive load?*

11

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Quick Step and the Clear Picture Exercise

Quick Step Assessment discussion questions about the people (clients, families, and staff) you work with:

Speed of the Clear Picture exercise:

- How does the speed affect the process of getting a Clear Picture?

Bell Sound:

- How would the bell help/not help people get a Clear Picture in group or 1:1 instruction?
 - Would it reduce or increase cognitive load?

Instructions during the exercise:

- Do the people you work with do better with more or less guiding instructions during Clear Picture?

Handout:

- How do visual aids affect the process of getting a Clear Picture?
- Did you notice a difference when we used the Clear Picture Poster last month and the CP Handout 1 this time?

12

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Skills Review

Who Wants to Be a Skillionaire?



Quiz games, while fun, can create pressure that increases cognitive load.



13

13



Skills Review

Adjust the Format to Increase Self-Efficacy &
Create Fun Ways to Get Help



Phone a friend



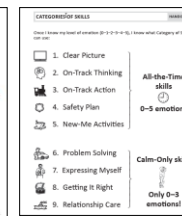
Lifeline



50/50: Take away options



New question



Allow access to visual aids
(Creates interaction with the material)

14

14



Skills Review

Creating Quiz Games & Cognitive Load

Our goals:

- Have fun- Increasing the client's self-efficacy is key!
- Create a positive relationship with learning and using skills
- Shape behavior:
 - For example: Use visual aids and to move towards free recall.

Creating the quiz question (What is the questions cognitive load?):

- Lower: *What is Skill 1?*
- Medium: *What is Skill 2?*
- Higher: *What is Skill 6?*

Different ways to reduce cognitive load: (lowest to highest CL)

- Broad question: *Who knows the name of any skill?*
- Specific question with 2 answer options:
 - *What is Skill 1?*
 - Clear Picture
 - Relationship Care
- Specific question with 4 answer options:
 - *What is Skill 1?*
 - Problem Solving
 - Safety Plan
 - Relationship Care
 - Clear Picture
- Open-ended question with no answer options:
 - *What is Skill 1?*

15

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15



Skills Review

Developing Quiz Questions

Create Different Quiz Question Options: (Easy and more difficult questions; deploy questions depending on the person's abilities)

- What are the names of the skills?
 - *Sample: What is skill 1?*
- What are the numbers of the skills?
 - *What number skill is Safety Plan?*
- What are the pictures of the skills?
 - *What is the picture for Problem Solving?*
- What are the initials of the skills?
 - *What are the initials for Relationship Care?*
- What Categories are the skills?
 - *Is On-Track Thinking an All-the-Time or Calm Only skill?*
 - *What Category of Skill is on-Track Thinking in?*
- What are the skills in a specific skills chain
 - *What skills are in a 1234 skills chain?*
- What are the functions of skills?
 - *What skill do we use to get what we want from other people?*
- What are the skills being used in a scenario?
 - *James noticed he was breathing really fast.*
- Skills roleplay (charades with talking) and guess the skill.
 - *Mary tells Samantha that she really values their friendship.*

16

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16



Feelings Rating Scale Resources

Skills System Resources: Combining the 12-Week Curriculum & E-Learning



12-Week Curriculum

E-learning: Course 1. Skills Basics

- Week 1: Skills List → Lesson 1a - Introduction to Emotion Regulation (3:00)
- Week 2: System tools (p. 118-126) → Lesson 2a - Feelings Rating Scale (5:11)
 - Rating feelings (0-5), → Lesson 2b - Categories of Skills (2:59)
 - Categories of Skills (Calm Only), → Lesson 2c - Recipe for Skills (2:25)
 - Recipe for skills
- Week 3: Clear Picture (p. 126-134) → Lesson 3 - Clear Picture (7:15)
- Week 4: On-Track Thinking (p. 134-139) → Lesson 4 - On-Track Thinking (8:35)
- Week 5: On-Track Action (p. 139-145) → Lesson 5 - On-Track Action (5:15)
- Week 6: Safety Plan (p. 145-150) → Lesson 6 - Safety Plan (6:55)
- Week 7: New-Me Activities (p. 150-156) → Lesson 7 - New-Me Activities (7:40)
- Week 8: Problem Solving (p. 156-161) → Lesson 8 - Problem Solving (6:47)
- Week 9: Expressing Myself (p. 161-165) → Lesson 9 - Expressing Myself (6:22)
- Week 10: Getting It Right (p. 165-170) → Lesson 10 - Getting it Right (6:07)
- Week 11: Relationship Care (p. 170-177) → Lesson 11 - Relationship Care (9:01)
- Week 12: Review (p. 177-180)

17

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17



Feelings Rating Scale Resources

Week 2- 12-Week Group Curriculum Topic: System Tools on pp. 118-125



118 THE EMOTION REGULATION SKILLS SYSTEM FOR COGNITIVELY CHALLENGED CLIENTS

as many times as you can. We will talk about when you noticed your breathing and what you noticed about it. Do you have any questions?

"If anyone would like to study skills at home this week, you can do the Skills System Worksheet 1 or 2 (p. 201 or p. 202). You could also review today's handouts. Going over the Skills System Review Questions on page 223 is very helpful. Perhaps you can go over this sheet with staff members. As staff members learn skills, they are able to be skills coaches for us. Talk to me after group if you would like to go over these."

Note: Be sure the group members are clear about the locations of materials. Skills System Worksheets 1, 2, or 3 (pp. 201, 202, or 203, respectively) and the Skills System Review Questions (p. 223) can be completed as self-study or as homework in later cycles through the material. Following group, meet with any individuals to make a plan for completing the worksheets.

➤ **Orient to group ending.** "We ring the bell six times at the end of group. It is a chance to notice our breathing. We take a moment to focus our minds as we go back to our activities. Who would like to ring the bell today?"

Skills System Component Handouts to Review in Future Cycles or for Home Study

- ✓ Skills System Worksheet 1 (p. 201)
- ✓ Skills System Worksheet 2 (p. 202)
- ✓ Skills system worksheet 3 (p. 203)

WEEK 2: SYSTEM TOOLS

Preparing for Group

Handouts Needed

- ✓ Skills System Review Questions (p. 223)
- ✓ Skills System Handout 3 (p. 204)
- ✓ Feelings Rating Scale Handout 1 (p. 205)
- ✓ Categories of Skills Handout 1 (p. 211)
- ✓ Recipe for Skills Handout 1 (p. 216)
- ✓ Week 2 Practice Activity Worked Example (p. 220)
- ✓ Week 2 Practice Activity Worksheet (p. 221)

E-Spiral Phase 1. Exploring Existing Knowledge Base (Review)

➤ **Welcome group.** "It is great to see everybody. How are you all doing? Are we ready to learn about skills?"

➤ **Orient to the mindfulness activity: noticing the air going in and out of my nose.** "What do we do first in group? You are right; we ring the bell. Why do we do that? Very good, because

8

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18



Feelings Rating Scale Resources

Feeling Rating Scale Handouts

FEELINGS RATING SCALE HANDOUT 1

At a 5, I harm myself, others, or property. **5** OVERWHELMING FEELING

At a 4, I have a hard time talking and listening and staying on-track. **4** STRONG FEELING

3 Medium feeling

At 0-3 feelings, I can talk and listen and stay on-track.

2 Small feeling

1 Tiny feeling

0 No feeling

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Feeling Rating Scale Handouts 1 & 2 (p. 205-206) introduce basic information about the FRS

FEELINGS RATING SCALE HANDOUT 2

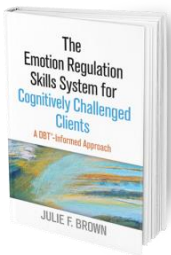
Rating feelings using the 0-1-2-3-4-5 scale helps me to know which skills I should use AND how many skills I need to use.

0 1 2 3 4 5

None Tiny Small Medium Strong Out of control

Rating level	How I feel at different levels of emotion
0	A 0 is when I am not noticing a feeling. For example, a 0 anger means that I am not feeling angry at that moment. I can be a 2 sad and 0 angry.
1	A 1 is when I am having a tiny feeling. At a 1, I may notice just enough body sensations to label the emotion. The situation may make me feel a 1 or it may mean that a stronger emotion is beginning to happen. It may also mean that a stronger feeling is reducing to a 1. In all of these cases, at a 1, I am able to think clearly and control my urges, impulses, and actions. Because I am able to think clearly when I am at a 1 feeling, I can use all of my skills, even the Calm-Only ones!
2	A 2 is when I am having a small feeling. I may notice more body sensations than at a level 1. My thinking may be affected by the level 2 reaction. For example, at a 2 angry I may feel my heart beating faster and my thoughts may speed up. I am still able to think clearly so I can use all of my skills at a 2, even the Calm-Only ones. This may be a good time to use Expressing Myself rather than at a 3 feeling or above.
3	A 3 is a medium feeling. This level of reaction will cause stronger body sensations. At a 3, these body sensations may make me feel uncomfortable. For example, at a 3 angry, my heart might pound and my breathing may be heavier. I can focus, talk, and listen, and stay on-track, even though I am stressed. I can still use my Calm-Only skills at a 3 feeling: if I am unable to focus, stop listening, or raise my voice, I am going over a 3. I create problems for myself when I try to use Calm-Only skills over a 3.
4	A 4 is a strong feeling. At a 4 there will be strong body sensations, and it will be harder to control my thinking. When I notice I am at a level 4, I use all five of my All-the-Time skills to help me become calmer. If I don't use enough of the All-the-Time skills at a level 4, I may try to use Expressing Myself and yell or do Problem Solving and make things worse! I have to wait to use my Calm-Only skills until I have gone down below a 3. I know I am at a 4 (rather than a 5) when I have strong emotions but do not hurt myself, others, or property.
5	A 5 is an overwhelming feeling. At a 5 I am not in control. The body sensations, thoughts, and urges are overwhelming. At a 5, I take actions that hurt myself, others, or property. For example, at a 5 anger I may break a window on purpose. My emotional mind is in the driver's seat (rather than my skills) and I do things that I regret. I have to use all of my All-the-Time skills and double up on New-Me Activities or On-Track Actions to get back on-track.

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Feelings Rating Scale Resources

Feeling Rating Scale Worksheets & Worked Examples

FEELINGS RATING SCALE WORKED EXAMPLE 1

Name: _____ Date: _____

Please list events and feelings for each level 0-5.

I blink my eyes. **0** *Anger*
When this happens, I don't feel. No feeling

My stomach grows. **1** *Hungry*
When this happens, I feel → Tiny feeling

There is no good food in the house. **2** *Frustrated*
When this happens, I feel → Small feeling

I order a pizza to be delivered. **3** *Excited*
When this happens, I feel → Medium feeling

The pizza man yells at me and I am frozen. **4** *Nervous*
When this happens, I feel → Strong feeling

The pizza man grabs my arm. **5** *Fear*
When this happens, I feel → Overwhelming feeling

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Feeling Rating Scale Worksheet 1 and Worked Example 1 (p. 207-208) link events to levels of different emotions

Complete Worksheets 1:1 or as a Group



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FEELINGS RATING SCALE WORKSHEET 1

Name: _____ Date: _____

Please list events and feelings for each level 0-5.

When this happens, I don't feel. **0** No feeling

When this happens, I feel → **1** Tiny feeling

When this happens, I feel → **2** Small feeling

When this happens, I feel → **3** Medium feeling

When this happens, I feel → **4** Strong feeling

When this happens, I feel → **5** Overwhelming feeling

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Feelings Rating Scale Resources

Feeling Rating Scale Worksheets & Worked Examples

FEELINGS RATING SCALE **WORKED EXAMPLE 2**

Name: _____ Date: _____

Please list events and feelings that may lead you to feel each level of that emotion.

Feeling: *Fear*

I wake up in the morning. **0** *Fear*
When this happens, I don't feel. No feeling

I hear the wind blowing hard. **1** *Fear*
When this happens, I feel → Tiny feeling

I look outside and see it's snowing. **2** *Fear*
When this happens, I feel → Small feeling

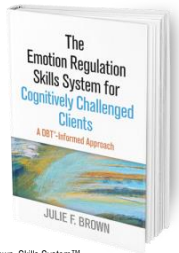
I have to drive to work. **3** *Fear*
When this happens, I feel → Medium feeling

I skid and hit another car. **4** *Fear*
When this happens, I feel → Strong feeling

I'm trapped and can't get out. **5** *Fear*
When this happens, I feel → Overwhelming feeling

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209



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21

Feeling Rating Scale Worksheet 2 and Worked Example 2 (p. 209-210) link events to levels of one emotion emotions

Complete Worksheets 1:1 or as a Group

FEELINGS RATING SCALE **WORKSHEET 2**

Name: _____ Date: _____

Please list events and feelings that may lead you to feel each level of that emotion.

Feeling: _____

When this happens, I don't feel. **0** No feeling

When this happens, I feel → **1** Tiny feeling

When this happens, I feel → **2** Small feeling

When this happens, I feel → **3** Medium feeling

When this happens, I feel → **4** Strong feeling

When this happens, I feel → **5** Overwhelming feeling

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210



Feelings Rating Scale Resources

Kids Worked Examples

APPENDIX A

Skills System Handouts and Worksheets

With Worked Examples for Elementary School-Aged Children
Contributors: Susanne Braughman, Kate Buccì, Blake Flannery, Corey Gifford, Kimberly Martin, Scott McDowell, Polly LeCompte, Jason Tuell, Bobby Wade

Skills System		1. Clear Picture (continued)	
Handout 1	199	Worksheet 1	226
Handout 2	200	Worked Example 1	227
Worksheet 1	201	Worksheet 2	228
Worksheet 2	202	Breathing	
Worksheet 3	203	Handout 1	229
Handout 3	204	Notice Surroundings	
Feelings Rating Scale		Handout 1	230
Handout 1	205	Worked Example 1	231
Handout 2	206	Worksheet 1	232
Worked Example 1	207	Body Check	
Worksheet 1	208	Worked Example 1	233
Worked Example 2	209	Worksheet 1	234

APPENDIX A

Skills System Handouts and Worksheets

With Worked Examples for High School-Aged Children
Contributors: Susanne Braughman, Kate Buccì, Blake Flannery, Corey Gifford, Kimberly Martin, Scott McDowell, Polly LeCompte, Jason Tuell, Bobby Wade

Skills System		1. Clear Picture (continued)	
Handout 1	199	Worksheet 1	226
Handout 2	200	Worked Example 1	227
Worksheet 1	201	Worksheet 2	228
Worksheet 2	202	Breathing	
Worksheet 3	203	Handout 1	229
Handout 3	204	Notice Surroundings	
Feelings Rating Scale		Handout 1	230
Handout 1	205	Worked Example 1	231
Handout 2	206	Worksheet 1	232
Worked Example 1	207	Body Check	
Worksheet 1	208	Worked Example 1	233
Worked Example 2	209	Worksheet 1	234






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22



Feelings Rating Scale Resources

Sample of Elementary School Worked Example

FEELINGS RATING SCALE		WORKED EXAMPLE 2	
Name: _____ Date: _____			
Please list events and feelings that may lead you to feel each level of that emotion.			
Feeling: <u>Fear</u>			
<u>I wake up in the morning.</u>		<u>0</u>	<u>Fear</u> No feeling
When this happens, I don't feel.			
<u>I have old sneakers.</u>		<u>1</u>	<u>Fear</u> Tiny feeling
When this happens, I feel →			
<u>A kid was staring at me on the play ground.</u>		<u>2</u>	<u>Fear</u> Small feeling
When this happens, I feel →			
<u>Three kids laughing at me.</u>		<u>3</u>	<u>Fear</u> Medium feeling
When this happens, I feel →			
<u>A kid insults my family.</u>		<u>4</u>	<u>Fear</u> Strong feeling
When this happens, I feel →			
<u>The kid pushes me.</u>		<u>5</u>	<u>Fear</u> Overwhelming feeling
When this happens, I feel →			



Skills System Resources

Getting the Kids Worked Examples

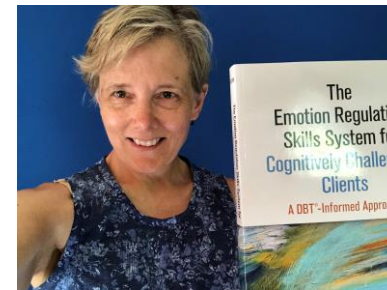
Skills System Handouts
and Worksheets
*With Worked Examples for
Elementary School-Aged Children*

Skills System Handouts
and Worksheets
*With Worked Examples for
High School-Aged Children*

How can I get a copy of these?

Anyone who would like a copy of the Children's handouts please:

- Email a picture of you and your 2016 Skills System text.
- In the email, please commit to following the Guilford Press copyright guidelines.





Feelings Rating Scale Resources

Using E-Learning Videos and Exercises



E-learning
Course 1- Lesson 2a
Feelings Rating Scale



Lesson Video explains FRS terms, concepts, & examples



Practice Exercises 2a — Feelings Rating Scale

Question 1 of 19
What are the THREE System Tools?

- Feelings Rating Scale
- Skills Scale
- Categories of Skills
- Recipe for Relationships
- Recipe for Skills

Practice Exercises practice FRS term/concept knowledge and FRS application

25

25



Feelings Rating Scale Resources

Using E-Learning Videos and Exercises



E-learning
Course 1 and Course 2
Downloadable Skills Posters

Feelings Rating Scale

Level 5 =
Hurting Self, Other, or Property

5 Overwhelming

Level 4 =
Fuzzy Thinking;
Unable to Talk, Listen
& Have a 2-Way Street
Relationship

4 Strong Feeling

3 Medium Feeling

2 Small Feeling

1 Tiny Feeling

0 No Feeling

Levels 0-3 =
Clear Thinking;
Able to Talk, Listen &
Have a 2-Way Street
Relationship

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26

26



Feelings Rating Scale Resources

Write a Worked Example or Scenario on a White Board
During 1:1 and/or Group Instruction

Question: Who handled a challenging situation this week?

Jim's Check In: Last Thursday at 4 pm.

5- No Level 5's!!!!!! Great Job!

4- He started yelling and said my name. I went out to the hall. He came at me. I went back in my room and closed the door.

3- My roommate seemed upset.

2- I heard people talking in the hall.

1- I was chilling in my room after work.

0 -

Discussions questions to have about this scenario:

- What feelings might Jim be having at each level?
- What was happening with Jim's breath at each level?
- Body Check? Thoughts? Urges?

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27

27



Teaching Points Feeling Rating Scale



Teaching Points- Rating Our Own Feelings

- Distinctions between levels
 - Levels 0-3: Able to talk & listen; able to focus
 - Level 4: Not able to talk & listen; unfocused- possibly urges to hurt, self, others, and/or property.
 - Level 5: Hurting self, other or property
- Ratings for both comfortable and uncomfortable feelings.
- In beginning of instruction people have lots of 0's and 5's.
- 0's ratings can be a sign the person relies heavily on repression
- Our goal is to expand abilities in the middle-ground of the scale.
- **Not the goal to always be at low levels.** Level 4's are part of everyday life. Starting Clear Picture etc...early in the chain can help people go to a 4 and not to a 5.

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28

28



Discussion: Feelings Rating Scale

Discussion Question:

- *What are some challenges clients have when trying to rate their feelings?*

Discussion Question:

- *What are some challenges coaches have when trying to rate their own feelings?*

29

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Feelings Rating Scale Resources

Skills Coaching: Rating Feelings



**E-learning
Course 2- Lesson 1b
Rating Feelings
Levels of Others**



Dashboard My Account Logout Help

Home / Lesson 1b: Rating Feelings (6:58)



Return to dashboard

- ▶ Lesson 1a: Introduction to Skills Coaching (6:16)
- ▶ Lesson 1b: Rating Feelings (6:58)
- ▶ Course 2: Lesson 1b: Practice Exercises- Rating Feelings
- ▶ Lesson 2a: Validation (4:29)
- ▶ Lesson 2b: Validate Strategies (4:28)
- ▶ Lesson 2c: Validation and Invalidation (7:20)
- ▶ Lesson 3: Quick Step Assessment (9:39)
- ▶ Lesson 4: A-B-C: Column A- Person A's Perspective (2:16)
- ▶ Lesson 5: A-B-C: Column B- Person B's Perspective (8:40)
- ▶ Lesson 6: A-B-C: Column C- Collaborating (9:13)
- ▶ Lesson 7: Managing Level 4-5 Feelings (8:54)

Return to Course 2 Skills Coaching Strategies

Lesson 1b. Rating Feelings (6:58)



[View Without Captions](#)

LESSON 1B TRANSCRIPT

Exercises	Status
1 Course 2: Lesson 1b. Practice Exercises- Rating Feelings	✓

[← Previous Lesson](#)



[Next Lesson →](#)

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30

Feelings Rating Scale Resources
Skills Coaching Strategies Checklist

E-learning Course 2
Skills Coaching Strategies Poster Download

Skills Coaching Strategies Checklist

Column A - Person A's Perspectives

- Make a general inquiry
- Find a suitable location

Use Validation Strategies throughout the coaching conversation

- 1. Pay attention
- 2. Reflect back
- 3. Share observations (help Person A get a Clear Picture)
- 4. Reactions make sense because of past experiences
- 5. Reasonable human response
- 6. Being genuine (don't be assert, personal)

Use the Quick-Step

- Simple language
- One step at a time
- Show visual aids
- Go step-by-step
- Rehearsal

Help Person A Get a Clear Picture

- Notice Breath
- Notice Surroundings
- Notice Thought
- Body Check
- Label & Rate Feeling
- Notice Urge

Assess Person A's Plan-Goal Alignment

- Ask about Person A's Plan for the situation.
- Ask about Person A's Goal to reach the goal in this situation.

If the Plan-Goal are Aligned

- Clarify the Next Step Action-First Step to the Goal
- Summarize Person A's Plan (Use visual aids to bridge informed life)
- Reduce barriers Practice Skills & Troubleshoot possible challenges
- Rehearse Check/doing statements
- Offer positive reinforcement

Column B - If Person A's Plan-Goal are NOT Aligned

- Wait for consent
- Ask Permission to offer 2 Cents
- Share our observations about the Plan-Goal Alignment (Move in Validation)
- Offer to collaborate to make a new ability plan
- Wait for consent

Column C - Collaboration

- Manage time effectively
- Standard Approach or A-La-Carte Approach (Use visual aids)
- Rehearse about possible skills systems (Use visual aids)
- When Person A's Plan and Goal are aligned, Shift to Column A

Person A's Perspective

Column A - Person A's Perspectives


- Make a general inquiry
- Find a suitable location

Rate own Feelings Rating & Person A's Feelings Rating

COACH'S FEELINGS: 0 1 2 3 4 5
 PERSON A'S FEELINGS: 0 1 2 3 4 5

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Teaching Points
Skills Coaching: Rating Feelings



Feelings Rating Scale

Level 5 - Hurting Self, Other, or Property
5 Overwhelming

Level 4 - Angry, Frustrated, Upset, or Sad, Cries & Has a 2-3 Day "Stuck" Relationship
4 Strong Feeling

Level 3 - Frustrated, Annoyed, or Irritated
3 Medium Feeling

Level 2 - Annoyed, Irritated, or Frustrated
2 Small Feeling

Level 1 - Frustrated, Annoyed, or Irritated
1 Tiny Feeling

Level 0 - Frustrated, Annoyed, or Irritated
0 No Feeling

Teaching Points- Rating Others' Feelings

- Rating others is an estimate!
- At 0-3: Person A appears to be able to talk & listen and focus.
 - Depends on their baseline functioning
- Level 4: Person A appears not able to talk & listen and is unfocused.
 - May/may not report urges to hurt, self, others, and/or property.
 - May be at a 4 and not appear behaviorally escalated
- Level 5: Hurting self, other or property

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Teaching Points

Skills Coaching: Rating Feelings



Discussion Question:

What are some challenges we/staff experience when trying to rate the feelings level of people we work with?

JB: Rating Biases

- Staff over-estimate the feelings level as being a 5, saying this like *"They are always at a level 5"*
- Staff under-estimate feelings levels being 0-3, although there is evidence that the person is at a 4.

JB: Insufficient Data

- Sometimes it is challenging to see the changes between levels and the escalation can move quickly. Statements like *"They go from a 1 to 5 with nothing in between"* tell me that more careful observation is needed to see the transition 0-1-2-3-4-5

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33

33



Q & A

QUESTIONS:

Skills System Announcements:

- Adapted Handouts for Children are now available.
- Email me if you want to make a set of adapted handouts for a specific population (jbrown@skillssystem.com)
- Oct 5-6 Live Online 2-Day Skills System Instruction Training- Sign up to learn more about teaching skills
- 2nd Edition of the Skills System textbook- 2022 hopefully😊
- 6 CEU's for the E-Learning course 1 and 2 combined are on the way😊

34

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34