

# The 5 Point Anger Scale



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.

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

The 5-Point Scale and Emotional Regulation was created by Kari Dunn Buron. <http://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.”

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.



## Teaching and using The 5 Point Scale:

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

### 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.

### Stage 1: (Heading of Chart)

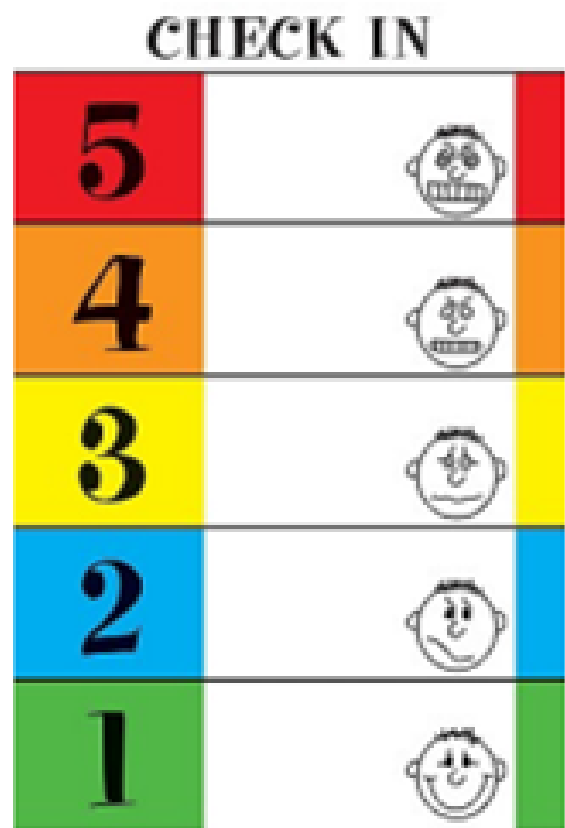
Rating	Looks Like	Feels like	I can try to
5			
4			
3			
2			
1			

## 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.**



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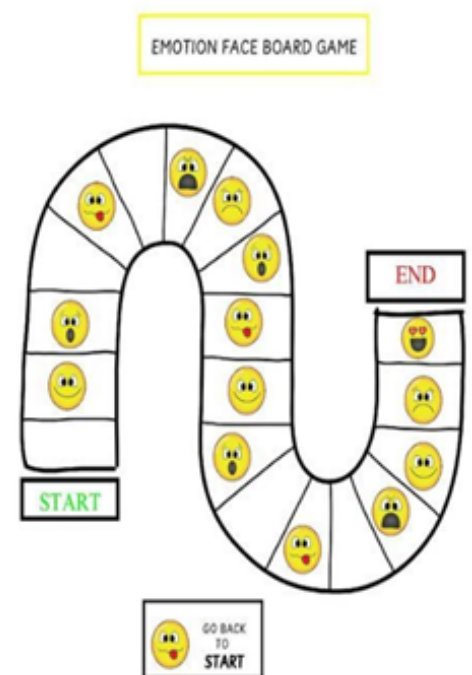
The ELSA and Twinkl websites have some very good resources. Please below for links



[www.elsa-support.co.uk](http://www.elsa-support.co.uk)



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



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

- 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.
- 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 Gingerbread man and draw on their how they feel in certain situations.



## Stage 4: I can Try... (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).



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

### Ways I can calm down:



Take deep breaths



Count to 10



Ask for a break



Go for a walk



Listen to music



Squeeze a ball



Talk to someone

**ABC**

Sing the ABC's



Draw or color a picture

- 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: The complete chart

#### Putting it all together

HOW I FEEL+WHAT I NEED TO DO =

**TEACHING MYSELF TO SELF-REGULATE MY OWN EMOTIONS**

- It takes work
- It will not work overnight
- It will not work every time
- It will really help you
- It will be an amazing life skill to regulate your own emotions

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.

- Use their favorite theme using their special interests.
- Make it appropriate for the young person using it.
- REWARD then for using the chart.
- Make travel size charts.
- You can use it too so they can see it working.
- Let your younger person know that sometimes we will get to scale number 5, and this is OK.
- We ALL get upset, stressed, and angry, it's what we do when we feel these ways that counts.

Rating	Looks Like	Feels Like	I can try
<b>5</b> I have lost control		Horrible  Rage, warm, hot, horrific, strong	Going outside to scream  Punch my pillow or punch bag
<b>4</b> This can really upset me		Mad, upsetting, knows he is going to explode	Take 5 minutes time out  Go to my room
<b>3</b> This can make me nervous		Low level boom  Not able to make good decisions	Tell some one how I am feeling  Go to my room
<b>2</b> This bugs me		Annoyed, irritated, distracted, rushing, making mistake	Tell the person i am annoyed at what they are doing
<b>1</b> This never bothers me		Cool headed, calm, happy, smiley, fine/ol  Pretty good	Keep doing fun things

## RESOURCES:

THE INCREDIBLE 5-POINT SCALE - HOME ([5pointscale.com](http://5pointscale.com))

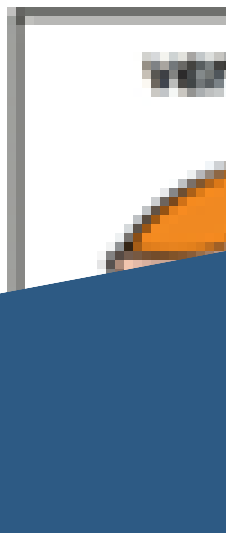
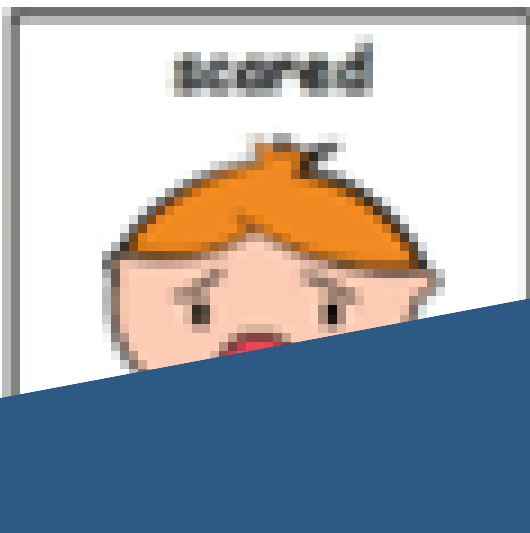
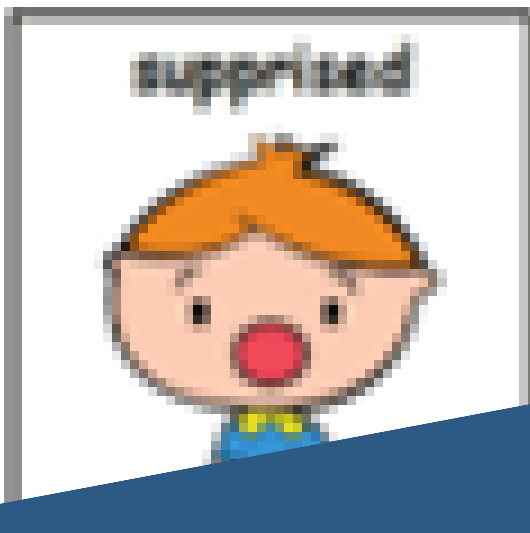
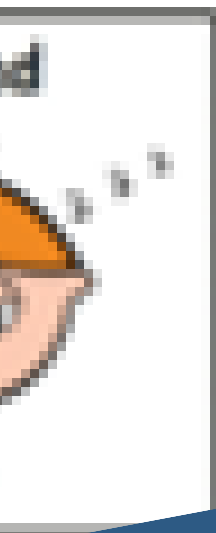
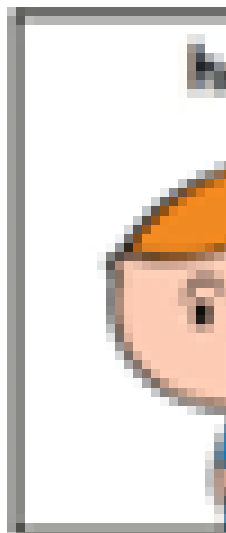
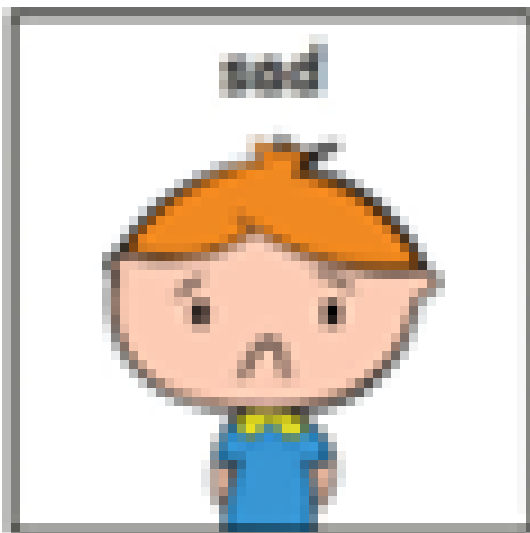
Downloadables - THE INCREDIBLE 5-POINT SCALE ([5pointscale.com](http://5pointscale.com))



# The 5 Point Anger Scale

2024 Edition

## Emotion Cards



[www.norfolkautismpartnership.org.uk](http://www.norfolkautismpartnership.org.uk)

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