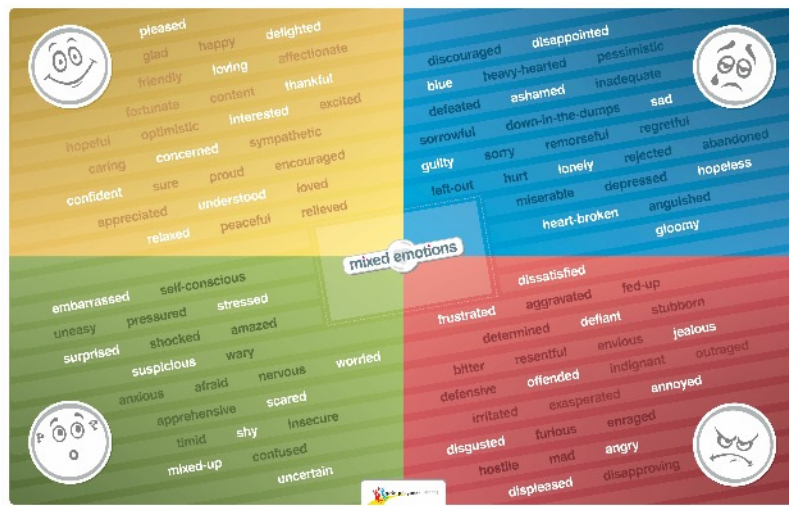




## and **Cognitive-Behavioral Therapy**



The **Mixed Emotions** materials are very versatile. In addition to the **Mixed Emotions** game, there are many other ways to use the board, chips and cards.

The materials provide a way to engage clients in **cognitive behavioral therapy** (CBT). CBT helps clients learn that thoughts can be “mental tools.” We can use these mental tools to our advantage: a shift in the way we perceive a situation can transform troubling emotions and behavior.

In CBT the therapist and client engage in a dialog in order to reflect on the connection between situations, thoughts, emotions and behavior. Adding the colorful **Mixed Emotions** board and chips to the dialog provides a tactile and visual component to the therapy, enhancing the learning process. This is vitally important in working with children, but clients of all ages enjoy and benefit from a multi-sensory approach.

This booklet includes a few examples of ways that therapists can incorporate the **Mixed Emotions** materials into therapy sessions:

1. Feelings Check-In
2. Let's Think About Feelings
3. Lights, Camera, Action!
4. Be a Feelings Detective

## #1. Feelings Check-In

**Goal:** This is a “check in” activity, used at the start of a therapy session, that helps clients talk about events that have occurred between sessions and more easily identify the emotions that accompanied those events. Information gleaned during the check-in can be incorporated into whatever therapeutic interventions are planned for that session.

**Materials needed:** *Mixed Emotions* board  
Color-coded chips

Place the chips in the center (or to the side) of the *Mixed Emotions* board. Ask the client to “show” any emotions experienced during the week, by using the chips to mark the emotions. After the chips are placed, the client then tells the therapist about the situation that gave rise to each feeling. This enables the therapist to quickly gather information about:

- a) recent events that have occurred in the client’s life and
- b) the client’s reactions to those events.

### Variation: Family Feelings Check-In

**Goals:**

- 1) Help family members to talk about events that have occurred between sessions.
- 2) When a significant event has occurred in their lives, help family members to share their perceptions of that event with one another.

**Materials needed:** *Mixed Emotions* board  
Color-coded chips

**NOTE:** For this activity, the color-coded chips will be used to represent different family members. Have each person choose a color to use during the activity and give the person all the chips of that color. (If there are more than four people in the family, have the other members each use a different type of small object; for example, one person could use paper clips, another could use small coins, etc.)

**1. For use as a routine check-in:** Ask each family member to think of three emotions that he or she experienced in the last week (or since the last session). Have each person place his or her (color-coded) chips on three feeling words. Once everyone has finished, have family members take turns telling when and where they experienced each feeling. (Have the first person tell one feeling, then go on to the next person. Continue until each person has shared all three feelings.) During that day’s session, the therapist can draw on information shared during the check-in activity.

**2. For use as a way to begin processing a significant event:** During any therapy session in which the family needs to talk about a significant event, use the board and chips to help members listen carefully to one another. Without speaking, have each person place chips on words that represent their emotions during and after the event. Then give each person a turn to talk about their perceptions and thoughts about what happened. The therapist may ask questions to clarify, but shouldn’t allow in-depth discussion during this activity, as the purpose is for each person to be heard as the others listen. (However, “active listening” skills can be modeled by the therapist and practiced by the family members.)

The therapist then uses the information learned during this activity to design appropriate interventions for the therapy session.

## #2. Let's Think About Feelings

**Goal:** Help clients to understand the link between thoughts, emotions and behavior

**Materials needed:** *Mixed Emotions* board & cards  
Color-coded chips

Using the cards that come with *Mixed Emotions*, select a card and read it aloud. Have the client indicate (using the chips) how the person might feel. Then follow up with some "What If?" questions. These are questions that will encourage the client to reflect on the connection between an event, one's thoughts or beliefs about that event, and one's consequent emotions and behavior.

Suppose the card chosen is:

*Keli had a bad day at school. When she gets home her mom is very busy taking care of the baby, talking on the phone and fixing dinner.*

and the client indicates that Keli feels:

*sad, annoyed, stressed, left-out, jealous*

### Examples of "What if?" questions:

#### A. What if the person changes what they are thinking?

1. "What do you think Keli was thinking to herself when this happened?"

Together with the client, "brainstorm" for possible thoughts related to the selected feelings.\* Take turns and try to elicit a number of different beliefs/thoughts from the client. Ask questions such as, "Keli is feeling **stressed**; I wonder what she is thinking that is making her feel stressed?" Maybe Keli is thinking:

*I hate school.*

*The baby gets all of the attention around here.*

*If I ask my mom to play with me, she'll probably say No.*

*I have so much homework to do and I'll never get it done.*

2. "What if Keli thinks about the situation in another way--then how would Keli feel?"

Brainstorm for different ways to think about the situation, for example:

*I'm glad school is over for today. Maybe tomorrow will be better.*

*Mom is busy now, but she always reads with me at bedtime.*

As the client generates alternative thoughts, they should also move the chips on the board to reflect any consequent change in feelings.

#### B. What if the person changes what is happening?

"Let's make a change in what is happening. **What if** Keli decides to ask her mom if she can help take care of the baby or help make dinner? Then what might Keli be thinking/feeling?"

Again, the client should also move the chips on the board to reflect any consequent change in feelings.

\*Clients may need some help in differentiating thoughts from feelings. If the client offers a feeling rather than a thought, the therapist could say "Yes, that's how the person feels. Let's try to think of what they may say inside their head that could make them feel that way." The therapist may need to give examples of possible thoughts and then brainstorm with the client for more thoughts. It is worthwhile spending time on this as it may help to elicit "hidden thoughts" that can influence emotions and behavior.

### # 3. Lights, Camera, Action! (child-friendly technique)

**Goal:** Help children to further reflect on the links between thoughts, emotions and behaviors, by enacting behaviors.

**Materials needed:** *Mixed Emotions* board & cards  
Color-coded chips  
Props for dramatization, such as puppets,  
stuffed animals, sandtray miniatures



Puppets, stuffed animals and/or sand-tray miniatures can be used to role-play the situations presented on the cards. Using the information generated in the previous *What If?* activity, encourage the client to play out several “takes” for each situation. (Make it more fun by using a director’s clapboard, available from party supply companies.)

#### **Examples:**

**Take 1:** Keli thinks to herself:

*The baby gets all the attention around here.*

**Take 2:** Kelli thinks to herself:

*Mom is busy now, but she always reads to me at bedtime.*

**Take 3:** Change the situation:

*“Let’s pretend Keli decides to ask her mom if she can help fix dinner.”*

For each “take,” have the child use props to act out what Keli might say and do, how the other characters in the situation might react, etc. The child can also use the board and chips to show the emotional outcomes for each of the characters involved in that “take.”

After the various scenarios have been enacted, the therapist can ask the child which “take” would be the best one for Keli, and why.

## #4. Be a Feelings Detective (Home Assignment)

**Goal:** Home assignments are often part of CBT and help clients to take the information learned in therapy and apply it to real-life situations. Clients are more likely to follow through on an assignment if the therapist

- puts it in writing and
- gives “hands-on” materials to be brought back to the next therapy session.

**Materials needed:** *Word Finder* chart (See page 6)  
Blank *Mixed Emotions* (See page 7)



These materials can also be printed from the Free Resources page our website. [www.playtherapyworks.com](http://www.playtherapyworks.com)

Make a copy of the **Feelings Word Finder** and give it to the client to take home. Ask the client to circle feelings that they observe in themselves and others and, on the back of the page, to write down the situation that gave rise to each feeling.

When the *Word Finder* is returned, have the client discuss the emotions and the situations that gave rise to them.

**Optional:** If desired, invite the client to make new situation cards for the *Mixed Emotions* game, based on the events they experienced. Many children like the idea of creating cards for the the game. However, children may first need help sorting out the events that led to the emotions. For example, Evan’s chart indicated that he felt **mad, angry, sad** and **left out**. On the back of the chart Evan had written: *My dad was mean to me*. The therapist questioned Evan and learned that “being mean” meant that his father yelled at him and sent him to his room and that this happened when Evan did not turn off the TV as instructed.



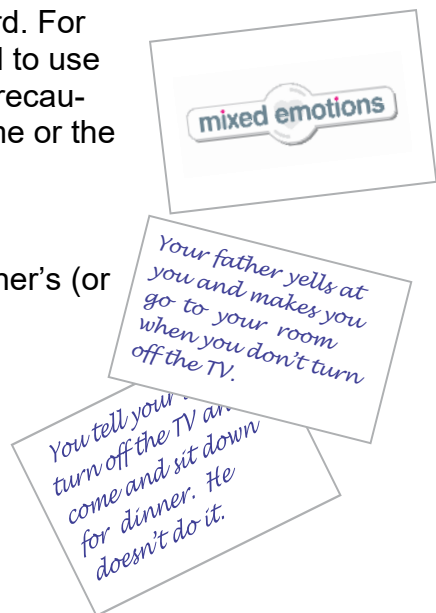
This fuller explanation of the situation can be used to create a card. For privacy reasons, keep any such cards in an envelope for the child to use at another time; do not use them with other clients. As a further precaution, don’t use the child’s actual name; instead use a fictional name or the third person point of view. (See example at right.)

To further expand on this activity, the therapist might also encourage Evan to make another card, this one from his father’s (or another family member’s) point of view:

*You tell your son to turn off the TV and come and sit down for dinner. He doesn’t do it.*

Evan could then use this card and the **Mixed Emotions** board and chips to show how a father in this situation might feel. This can help the child to be more flexible in the way he thinks about the situation. (Cognitive flexibility is one of the primary goals of CBT.)

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Another way to follow up on this assignment would be to have other family members join Evan and process this event together, as described in the previous activity, **Family Feelings Check-In**.

# Speak from the Heart *Word Finder*

## Put your **Feelings** into *Words*

Be a feelings detective:



Find the **word** that expresses the **feeling**. Put a star by any feelings that you have had today. Put a check by feelings that you have observed in others. Add new words in the blank spaces.

**Happy**  
pleased  
proud  
confident  
calm  
sympathetic  
friendly  
loved  
understood  
fortunate  
excited

**hopeful**  
content  
optimistic  
appreciated

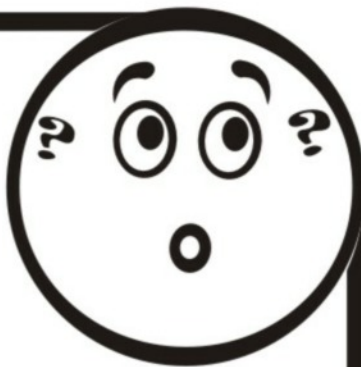


**left out**  
unhappy  
sorrowful  
discouraged

**Sad**  
blue  
lonely  
guilty  
ashamed  
embarrassed  
remorseful  
disappointed  
hopeless  
depressed  
miserable



**Unsure**  
nervous  
worried  
scared  
shy  
insecure  
suspicious  
surprised  
shocked  
mixed-up  
confused



**anxious**  
stressed  
afraid  
uneasy



**impatient**  
outraged  
offended  
aggravated

**Mad**  
annoyed  
disapproving  
fed-up  
jealous  
determined  
defiant  
disgusted  
frustrated  
angry  
furious

mixed emotions

mixed emotions

mixed emotions

mixed emotions

mixed emotions

mixed emotions

mixed emotions

mixed emotions

mixed emotions

mixed emotions

mixed emotions

mixed emotions

mixed emotions

mixed emotions

mixed emotions

mixed emotions

mixed emotions

mixed emotions

# More Tools for Cognitive-Behavioral Therapy



## Let's THINK About Feelings

This book provides practical, hands-on tools for cognitive-behavioral therapy. The engaging activities and visual tools make the principles of CBT more accessible for young people.

**Part 1** includes tools to help children differentiate emotions and identify stressors.

**Part 2** includes tools to help children regulate emotions and behavior, focusing on response inhibition, cognitive flexibility, self-calming and self-monitoring, and problem solving.

The paperback edition of this book is available at [Amazon.com](https://www.amazon.com)

**Speak from the Heart Word Finder**  
Put your **Feelings** into Words

HAPPY	SAD
loving	disappointed
excited	sorry
calm	lonely
surprised	frustrated
shy	annoyed
worried	jealous
SCARED	MAD

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**STRESSOMETER**

Get to know your stress!

What is a **situation** that causes stress in your life?

What **EMOTIONS** are part of the stress? How **BIG** is the stress?

Excited	10	10	10
Happy	9	9	9
Surprised	8	8	8
Excited	7	7	7
Happy	6	6	6
Surprised	5	5	5
Excited	4	4	4
Happy	3	3	3
Surprised	2	2	2
Excited	1	1	1

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**Top 4 Stress-Busters**

- STOP** doing things that aren't helpful.
- CHOOSE** the best way of thinking.
- CALM** your body.
- Make a good **PLAN**.

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**I Can Choose**

**STOP** Actions & Attitude

**GO** Actions & Attitude

Feelings

Feelings

Unhelpful Thoughts / Reheals

Helpful Thoughts / Reheals

**SLOW DOWN**

Be a Careful Thinker! When something happens, **slow down** and choose how to think about it.

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**Be a Mastermind!**

- Here's What Happened
- What emotions did you feel?
- Circle the thoughts that are helpful and true. Remember:
  - You can't change things that have already happened to you.
  - You can change the way you think about what happened.
  - Use your mind to figure out the most helpful thoughts and you will feel calmer and be better able to handle what is to come.
- What do you plan to say or do?
- Good job being a Mastermind! Rate your stress level now.

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**Slow Down and Get Calm**

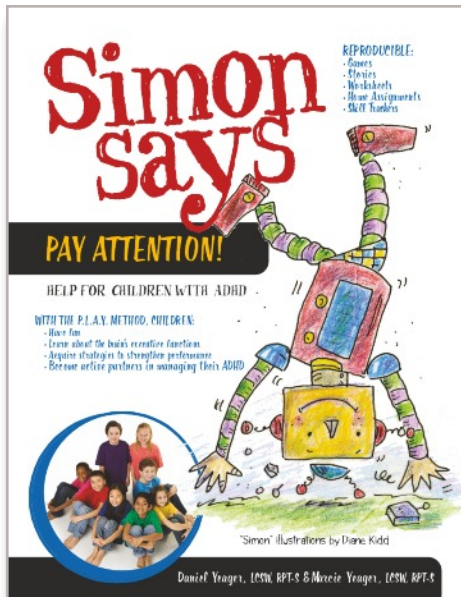
**SLOW DOWN**

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# Simon Says Pay Attention: Help for Children with ADHD

by Daniel Yeager, LCSW, RPT-S & Marcie Yeager, LCSW, RPT-S

*The latest edition has all-new illustrations plus added pages of family-friendly forms and handouts.*



Children with executive function (EF) delays may have good intentions, but often can't follow through on those good intentions. Parents and teachers who respond to the child's poor follow-through with traditional rewards and punishment often find that these methods don't work. This leads to mounting frustrations for the child and adults alike.

With the *Simon Says Pay Attention* program, therapists can help these children—and their caretakers—map out a plan for success, based on an understanding of the brain's **executive functions**. Children will learn strategies and tools for strengthening their performance in four executive skill areas:

- Working Memory**
- Response Inhibition**
- Cognitive and Behavioral Flexibility**
- Goal Orientation**

This manual provides practical application of the principles outlined in the authors' book, ***Executive Function and Child Development*** (W. W. Norton, 2013). It contains dozens of reproducible games, stories, worksheets, tools, home assignments and skill trackers.

The *Simon Says* program uses the P.L.A.Y. model to engage children as active partners in managing their ADHD. Following a 4-step plan, the therapist first uses a playful intervention to engage the child's interest and to allow the child to demonstrate specific abilities and skills. Next, using stories, worksheets and home assignments, the therapist provides insight and practical tools that will enable the child to utilize those skills in daily life and take more responsibility for managing their ADHD-related difficulties. Special emphasis is placed on strategies that provide external support at the "point of performance"--the actual daily situations that are challenging for the child.

Thousands of families have already gained a new and helpful understanding of ADHD by practicing the strategies outlined in ***Simon Says Pay Attention***. This edition has all-new illustrations plus added pages of forms and handouts to make it even more child- and family-friendly.



For more information:  
[www.playtherapyworks.com](http://www.playtherapyworks.com)

