

# My feelings thermometer

Read it from the bottom up. The child shows where they are, then picks a strategy card. Fill it in together, calmly, before you need it.

|   |                                                                                                                                                                                                                                                                                                                     |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | <div data-bbox="204 421 354 568"> </div> <div data-bbox="379 443 774 521"> <p><b>I am going to blow up, I ask for help</b></p> </div> <div data-bbox="807 344 1283 371"> <p>What I feel in my body, what puts me in this state:</p> </div> <div data-bbox="807 398 1497 636"> <hr/><hr/><hr/><hr/><hr/><hr/> </div> |
| 4 | <div data-bbox="204 779 354 927"> </div> <div data-bbox="379 835 647 873"> <p><b>I am very angry</b></p> </div> <div data-bbox="807 703 1283 730"> <p>What I feel in my body, what puts me in this state:</p> </div> <div data-bbox="807 757 1497 994"> <hr/><hr/><hr/><hr/><hr/><hr/> </div>                       |
| 3 | <div data-bbox="204 1137 354 1285"> </div> <div data-bbox="379 1193 644 1232"> <p><b>I am frustrated</b></p> </div> <div data-bbox="807 1066 1283 1093"> <p>What I feel in my body, what puts me in this state:</p> </div> <div data-bbox="807 1120 1497 1357"> <hr/><hr/><hr/><hr/><hr/><hr/> </div>               |
| 2 | <div data-bbox="204 1496 354 1644"> </div> <div data-bbox="379 1552 644 1590"> <p><b>I am a bit tense</b></p> </div> <div data-bbox="807 1424 1283 1451"> <p>What I feel in my body, what puts me in this state:</p> </div> <div data-bbox="807 1478 1497 1715"> <hr/><hr/><hr/><hr/><hr/><hr/> </div>              |
| 1 | <div data-bbox="204 1854 354 2002"> </div> <div data-bbox="379 1910 549 1948"> <p><b>I am calm</b></p> </div> <div data-bbox="807 1783 1283 1809"> <p>What I feel in my body, what puts me in this state:</p> </div> <div data-bbox="807 1836 1497 2074"> <hr/><hr/><hr/><hr/><hr/><hr/> </div>                     |

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|   |                                                                                                                                       |                                                                                                |
|---|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 5 |  <p><b>I am going to blow up, I ask for help</b></p> | <p>What I feel in my body, what puts me in this state:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| 4 |  <p><b>I am very angry</b></p>                       | <p>What I feel in my body, what puts me in this state:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| 3 |  <p><b>I am frustrated</b></p>                     | <p>What I feel in my body, what puts me in this state:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| 2 |  <p><b>I am a bit tense</b></p>                    | <p>What I feel in my body, what puts me in this state:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| 1 |  <p><b>I am calm</b></p>                           | <p>What I feel in my body, what puts me in this state:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

# The feelings cards

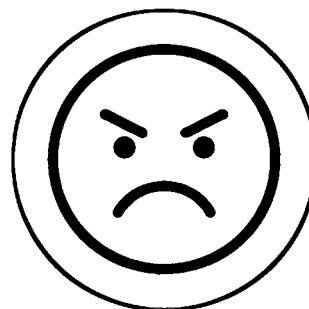
Cut along the dotted lines. The border colour tells you the type of word.



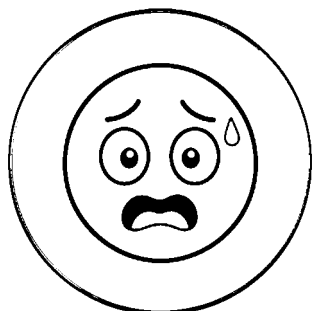
Joy



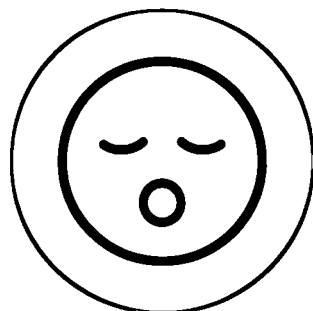
Sadness



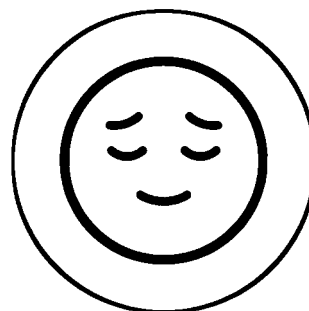
Anger



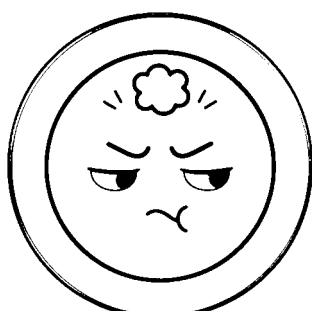
Fear



Tiredness



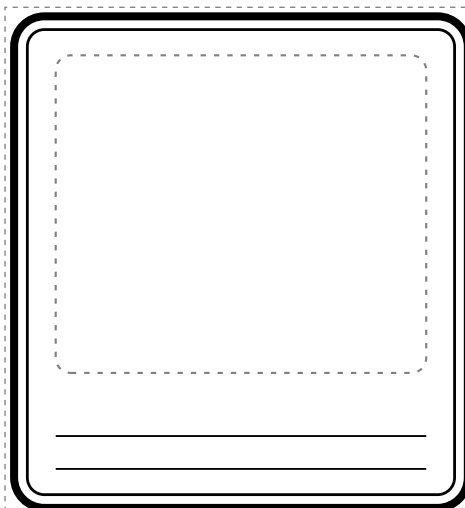
Calm



Frustration



Pride

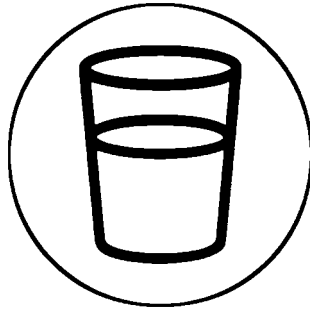


# The strategy cards

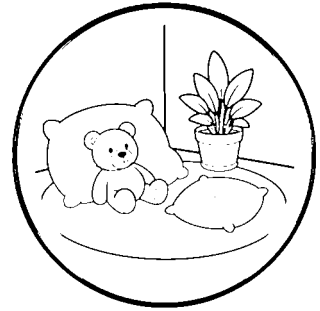
Cut along the dotted lines. The border colour tells you the type of word.



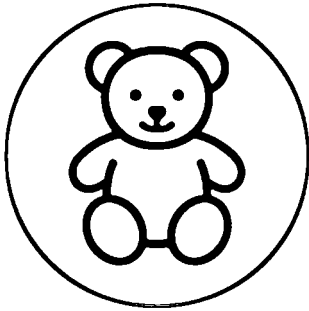
I breathe slowly



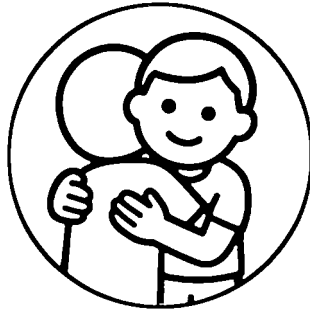
I drink some water



I go to the calm corner



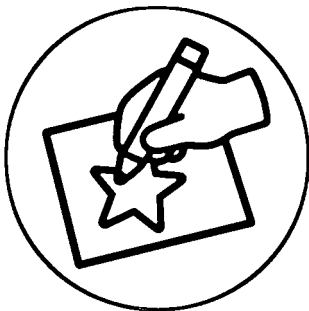
I hug my soft toy



I ask for a cuddle



I move, I jump



I draw



I ask for help

A blank card with a dashed rectangular box for drawing or writing, and two horizontal lines at the bottom for text.

# My own cards

Stick your own images here: a photo of the real object, the real place, or the gesture itself. Write the label using the words you use at home

|                                   |                                   |                                   |
|-----------------------------------|-----------------------------------|-----------------------------------|
| <div><div></div><div></div></div> | <div><div></div><div></div></div> | <div><div></div><div></div></div> |
| <div><div></div><div></div></div> | <div><div></div><div></div></div> | <div><div></div><div></div></div> |
| <div><div></div><div></div></div> | <div><div></div><div></div></div> | <div><div></div><div></div></div> |

# My feelings this week

One line per day. The child circles their level in the morning and in the evening. After two weeks, the difficult moments become visible.

Week of: \_\_\_\_\_

|           | MORNING               |                       |                       |                       |                       | EVENING               |                       |                       |                       |                       |
|-----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|           | 1                     | 2                     | 3                     | 4                     | 5                     | 1                     | 2                     | 3                     | 4                     | 5                     |
| Monday    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tuesday   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Wednesday | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Thursday  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Friday    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Saturday  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sunday    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

# Setting up a visual routine

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*A visual routine makes predictable what would otherwise have to be asked for again every day. The child reads the sequence of steps instead of hearing it. Here is how to set one up without it becoming one more thing to manage.*

## Start with one sequence, only one

- Pick the moment of the day that gets stuck the most. Just one. A routine that is actually running beats four pinned to the wall.
- Leave the other sheets aside for two or three weeks. You will bring them out when the first one runs by itself.

## Put it up at the child's height, where the action happens

- The tooth brushing strip goes in the bathroom, above the sink, at the child's eye level. Not on the fridge.
- If the sequence runs across two rooms, cut the strip in two and put each half where it is used.
- A plastic sleeve, or wide tape along the edges, is enough to hold it for several months in a damp room.

## Do it together, then beside them, then from a distance

- For the first few days, show each step and name it, using the same words as the ones written on the sheet. Identical words matter as much as the images.
- Then stay nearby but let them do it, and only point at the next step.
- In the end, one sentence is enough: “look at your strip”. That is the point.

# Fading the support, and common mistakes

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## Fading, step by step

- The aim is not for the child to keep the poster for life, it is for them to stop needing it. Support is withdrawn in small steps, in this order.
- Physical help first, then the pointing gesture, then the spoken cue, then the poster itself.
- Only withdraw a support once the step has worked several days in a row. If it slips, put the previous support back without making a thing of it.
- That is exactly what the progress chart is for: it shows what is acquired and what is not yet.

## Common mistakes

- Too many steps at once. If the child drops out, cut the sequence in two and only display the first half.
- Changing the words. “Put your shoes on” one day, “get your shoes” the next: for a child who leans on language, those are two different instructions.
- Using the strip as a discipline tool. It describes what is going to happen, it is there neither to threaten nor to reward.
- Doing it for them when you are in a hurry. That is understandable, but the child then learns that waiting is enough.
- Giving up after the first week. Count on three weeks before judging.

## What this pack contains

- The routine strip, to put on the wall, which gives the sequence of steps.
- The progress chart, one line per step, to tick off what is done and see what still needs support.
- The cut-out cards, to handle, sort, or build the sequence with the child rather than handing it over finished.
- The blank version, to stick in your own photos: the child's own bedroom, their own toothbrush, their own school bag.

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*These sheets are free to use at home, in the classroom and in practice. You may print and photocopy them as often as you need.*



# Evotonomia

These pictograms come from Evotonomia, the app that turns these routines into interactive missions, with a timer, points and progress tracking.

## No adverts, no subscription

One-off purchase. Nothing to renew, nothing to cancel.

## Works offline

No data sent. Everything stays on the device.

## Over 250 pictograms

In the Fitzgerald colour code, the convention used in AAC.



App Store



Google Play

All the free packs:

**[evotonomia.be/en/ressources](https://evotonomia.be/en/ressources)**

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New free packs every month  
[evotonomia.be/en/ressources](https://evotonomia.be/en/ressources)