

THE INCREDIBLE 5 POINT SCALE

PURPOSE

- Teaches the social and emotional information by dividing the concept into parts for children
- Can be used as a debriefing after problem has occurred.
- Teaches how to manage reactions to certain situations.
- Visual structured approach to be used in a range of settings.

HOW TO MAKE A 5 POINT SCALE

1. Ask yourself:
 - What is the student doing that you would like them to stop doing?
 - What are they not doing that you would like them to do?
 - What is the social situation they seem to be confused about?
2. Identify the skill or social concept:
 - What skill or social concept does the student need to learn?
3. Break the skill or concept into five parts:
 - Number one will be the smallest on the scale and at the bottom.
 - Number five will be the biggest on the scale and at the top.
 - Avoid using the terms 'good' and 'bad'.
4. Use a story, a simple memo or a video to introduce the scale:
 - This will help explain to the student how they can use the scale.
 - The book 'When My Worries Get Too Big' explains how to use the scale for anxiety.
 - Social Narrative, Power Cards, or a Social Story
5. Review the scale with your child:
 - Before the predicted difficult time that you think your child look over the scale with your child.
 - During and after the predictable times 'check in' to see where your child is on the scale
6. Create a portable scale:
 - The student will be able to carry the scale around them as a visual reminder.
 - Check-in where your child is on the scale through the day
 - Can be used in any environment, home, school, shopping, park...



EXAMPLES OF CONCEPTS FOR 5 POINT SCALES

- | | | |
|----------------------|-----------------|---------------------------|
| • Personal distance | • Voice volume | • Tolerance for others |
| • What is fair | • Tone of voice | • Speed walking in school |
| • Fear | • Worrying | • Asking for help |
| • Emotions | • Distractions | • Who is a friend |
| • Self-advocacy | • Energy level | • Touching |
| • Losing and winning | • What is funny | • Anger |

TIPS

- Involve you the student in the process of making the scale
- Favourite characters or objects can be used as descriptors or visuals on the scale
- Remember it's a tool to teach the student what to do, not a behaviour management strategy.

Reference: *The Incredible 5 Point Scale* by Kari Dunn Buron and Mitzi Curtis

Links:

- <https://m.youtube.com/watch?v=tkV2fzbin2A>
- <https://m.youtube.com/watch?v=IR54GBAfycc>
- <https://www.5pointscale.com/>

5	<p><u>I can't stand this. I am ready to explode.</u></p> <p>I want to hit or kick someone or something. I need an adult to help me go to a safe place so I can calm down.</p>	
4	<p><u>I am getting too angry.</u></p> <p>My brain isn't working clearly. I might say or do something I will be sorry for later. I need to go to my safe place at the back table to calm down.</p>	
3	<p><u>I am getting really irritated.</u></p> <p>I need to walk away from a bad situation. I will tell my teacher that I need a break.</p>	
2	<p><u>I am doing OK.</u></p> <p>I'm not pleased, but I'm not upset. I can stay where I am and keep working. I can control my anger by myself.</p>	
1	<p><u>I am doing great.</u></p> <p>I feel good about myself, and about what is going on around me.</p>	

My Voice Volume Scale

5	Screaming/ Emergency Only	
4	Outside Voice	
3	Inside/ Classroom Voice	
2	Whisper/ Soft Voice	
1	No Talking Silent/Shh	

The Angry Birds Five Point Scale

		How I feel	What I can do
5		I'm ready to explode! I feel like screaming or hitting and I've lost control.	Find a calm, quiet place 
4		I'm starting to lose control and I'm upset! I may feel like saying things that are hurtful.	Take slow, deep breaths 
3		I'm a little out of control. I may feel frustrated or excited and move all over. I'm starting to get overwhelmed.	Do something I like that helps me feel calmer 
2		Something's bothering me. I might feel worried or be getting frustrated.	Tell an adult how I feel 
1		I feel good! I'm completely in control of myself.	Now I'm all calmed down! 

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Strategic Director of Children's and Adult Services – David Quirke-Thornton

Rating	Concept: i.e. Volume, anxiety, self control... Describe what it looks/sounds like (This column can be divided in half to include the student's perspective of feels like to them)	What I can try to do instead/ where/ a visual/who can help
5		
4		
3		
2		
1		

Pocket Scale can be used for checking in:



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