

My Emotional Intensity Meter

Use fictional examples. Leave out diagnoses, medical information, names, passwords and contact details.

Learning goal: Notice intensity changes and choose help without diagnosing emotions.

Feelings can be strong and can change. You decide how to describe them; numbers, words or symbols are optional. If you feel very distressed or unsafe, stop and contact a trusted adult.

1. Choose a real or made-up learning situation. Leave out names, diagnoses and private details.
2. Explore the three activities. Choose supports that fit you; skip any that do not.
3. Write, type, draw, point, sign, use AAC or ask someone to scribe your own ideas.
4. Choose one next step and an adult who can help make it possible.

Grades 3–5 support: Use the prompts and examples, or explain your ideas in your own way. Ask for words, a scribe or one direction at a time.

Create my scale

Use comfortable, building and high-intensity, or choose your own three descriptions.

My lower-intensity description

My building-intensity description

My high-intensity description

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Match support to intensity

Use a fictional school challenge. Choose support before and during overwhelm.

Optional choices · choose any, none or your own

☐ Pause ☐ Quiet space ☐ Fewer demands ☐ Chosen movement ☐ Help communicating

Support when intensity begins to build

Trusted adult/support when intensity is high

Optional deeper thinking · Grades 6–8

Compare how different situations can create similar intensity and why the same support may not suit every situation.

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A compassionate next step

Practice asking for support and returning only when ready.

My help-seeking message

A gentle next step after support

My next step

What will I try, and who can support it? Write, draw, dictate, sign or use AAC.

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Accessibility & alternative responses

Use text/symbol labels rather than color alone. Offer AAC, adult scribing and the choice to skip personal reflection.

Teacher facilitation

Do not assign emotions from behavior or require a public rating. Supports are individualized. These resources do not replace mental health services; follow safeguarding procedures for serious distress.

Family-use suggestion

Invite the learner to choose what to share. Try one support together, ask what helped, and change the plan with their permission. Do not turn this sheet into a test or require private information.

Specialist formats

These printouts are not Braille. Embossed Braille and specialist tactile materials need qualified, technically validated production. The accessible digital version supplies structured text, not a specialist-format substitute.