

These fall into 4 key areas:

1. Identifying the pupil is anxious and/or stressed and to what level

✂ TOOL 14: OBSERVATION SCHEDULE FOR STRESS

2. Teaching the individual to recognise their stress and giving them strategies which will enable them to communicate this to an appropriate individual

✂ TOOL 15: STRESS BUCKET (example and template, how to teach it)

✂ TOOL 16: EMOTION THERMOMETER

✂ TOOL 17: 5 TO 1 (example and template)

✂ TOOL 18: HOW DO I FEEL? (example) (volcano)

✂ TOOL 19: HOW FAST IS YOUR ENGINE? (template and guidance)

The tools identified above describe some, but by no means the only way for a pupil on the autism spectrum to describe how alert s/he feels. Alternatively, you could also use:

- colours (red for high, yellow for low, green or blue for just right)
- animals (maybe cheetah for high, tortoise for low, and bear for just right)
- Winnie the Pooh (Tigger for high, Eeyore for low, and Pooh for just right)
- The pupils' special interest
- Some pupils who are very literal might find it easiest to understand the concept using images of themselves taken at various stages of arousal.

3. Working together to establish techniques for reducing stress

✂ TOOL 20: HAPPY BOOK

✂ TOOL 21: RELAXATION BOOK

✂ TOOL 22: COGNITIVE PICTURE THERAPY

✂ TOOL 23: VISUAL IMAGERY FOR RELAXATION

✂ TOOL 24: TURTLE TECHNIQUE

4. Supporting and managing behaviour

✂ TOOL 25 & 26: STAR CHART & STAR ANALYSIS

✂ TOOL 27: SKILLS AND MOTIVATORS

✂ TOOL 28: TOKEN REWARD CHARTS

✂ TOOL 29: MOTIVATOR PUZZLES

✂ TOOL 14: OBSERVATION SCHEDULE FOR STRESS

What is it?

This is a tool to support you in recording the stress levels of a pupil over time, so that you can identify key times and contexts which are creating stress for the individual.

When would you use it?

For pupils who are clearly suffering from anxiety, as an observation tool to identify which settings, times and/or activities are creating stress and anxiety, as well as the situations in which the pupil appears most relaxed.

How to use it?

- The observation has 5 levels of anxiety – none, mild, medium, high and outburst. Before starting to record, you need to first clearly define what those levels of anxiety look like for an individual.
- Decide how you want to 'chunk the time' and record in the time section. You might want to do it by the hour, or chunk it according to the day e.g. for Monday to Friday before lessons begin, before morning break, after break, lunch and so on. NB This table can be amended to reflect times – you can remove or add rows as required.

- It is helpful to record anxiety levels across the whole week. To do this, use the home recording sheet and ask parents to complete it. You might want to work with them to support them in chunking time. It should include before and after school across the school week, and reflect a typical weekend on Saturday and Sunday.
- Rate the level of activity for each time period, environment and activity, filling in comments where appropriate.
- Look for patterns in time, activity, environment.
- You might find it helpful to look at Groden & Cautela (2001) 'Stress Survey Schedule for Individuals with Autism'.



In school

[illegible]

Signature:

Tool 14: Anxiety level assessment

Child's name:

At home - school week

Environment	Activity	Time	M	Tu	Wd	Th	Fr	Comment
			None	None	None	None	None	
			None	None	None	None	None	
			None	None	None	None	None	
			None	None	None	None	None	
			None	None	None	None	None	
			None	None	None	None	None	
			None	None	None	None	None	
			None	None	None	None	None	
			None	None	None	None	None	
			None	None	None	None	None	
			None	None	None	None	None	

At home - weekend

Environment	Activity	Time	M	Tu	Wd	Th	Fr	Comment
			None	None	None	None	None	
			None	None	None	None	None	
			None	None	None	None	None	
			None	None	None	None	None	
			None	None	None	None	None	
			None	None	None	None	None	
			None	None	None	None	None	
			None	None	None	None	None	
			None	None	None	None	None	
			None	None	None	None	None	
			None	None	None	None	None	

Date recording started:

Recorded by:

Signature: