



## **GETTING STARTED!!!**

### **Rainbow of Emotions and Emotional Management**

*By*

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## Acknowledgements

*Getting Started: Rainbow of Emotions and Emotional Management* has been produced with funding received by School for Parents from the Non-Government Centre Support for Non-School Organizations of Western Australia. It is the sixth booklet in the *Getting Started!* series. This practical booklet is for parents, teachers, therapists and support staff who support children, adolescents and adults who express their emotions inappropriately and have difficulties with managing their emotions. For the purpose of convenience the term 'student' will be used throughout the booklet in place of the words child, adolescent and adult. The aim of this booklet is to help the student identify, express and manage their emotions in a socially acceptable manner by using the *Rainbow of Emotions* App for the iPad on the iTunes App Store <https://itunes.apple.com/us/app/rainbow-of-emotions/id628301874?mt=8>. All proceeds from the purchase of the App will go to School for Parents (a not for profit organization). This booklet will guide you step by step on how to set up the *Rainbow of Emotions* App, use it and review the student's progress.

Dolly Bhargava is a disability specialist speech pathologist and has developed this booklet. Dolly works with children and adults with intellectual and/or multiple disabilities in a variety of settings. She has also completed a Masters in special education (sensory disability). She provides consultancy and training services on a range of issues relating to communication, behaviour management, emotional literacy, vocation, culture and disability both nationally and internationally. She developed this booklet in collaboration with the teaching staff and children at Carson Street School and Carolyn McMurtrie from Auzzie Notes (graphic artist).

### **Suggested Reference:**

**Bhargava, D. (2013). *Getting Started: Rainbow of Emotions and emotional management*. Perth, Australia: Carson Street School.**

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## Topic 1 - What is my *Rainbow of Emotions* app?

The *Rainbow of Emotions* App provides the student with the means to express their emotions appropriately and use tools to manage their emotions in constructive ways.



## Topic 2 - Who can benefit from my *Rainbow of Emotions* app?

Everyone has trouble with emotional management from time to time. This app is useful for children, adolescents and adults with communication difficulties. The range of diagnostic labels includes but is not limited to students with:

- Intellectual disability
- Disorders (for example, Autism spectrum disorder, Attention deficit disorder, Executive functioning disorder)
- Aphasia (for example, Alzheimer's Disease, Acquired Brain Injury, Stroke)
- Sensory impairments (for example, Hearing impairment, Vision impairment)
- Syndromes (for example, Down's syndrome, Fragile X syndrome)
- Multiple disabilities (for example, Cerebral Palsy, Deaf/blindness)
- Speech disorders (for example, Dyspraxia, Dysarthria, Articulation disorders)
- Mental Health Disorders (for example, Depression, Anxiety)

### Topic 3 - Why is emotional management so important?

Emotions exist as an essential part of human nature. Emotions stimulate us to react and respond to events. For everyone, the journey from newborn to adulthood involves facing the many challenges of life, which can give rise to a variety of emotions.

No matter who we are, where we are or what our age is, we will all face stressful situations. We have no choice about many of the stressful things that happen to us in life. As highlighted in this example we do have a choice about how we emotionally manage these situations. *We have all experienced being stuck in a traffic jam, a stream of cars for kilometers ahead and behind us. As we think about the waste of precious time and fuel, our blood pressure begins to rise. We prepare to scream a barrage of scathing remarks at the cars ahead of us. At the last moment, the thought crosses our mind that getting angry, frustrated or distressed will only make the situation worse. Therefore, we opt to pacify our irritation by using one or more coping strategies. We could listen to the radio, eat something, look around at people and their cars, or think about the weekend.* As you can see, if you don't manage your emotions, then your emotions will manage you (Childer and Rozman, 2006).



Infants begin displaying and managing their emotions as early as the first weeks of life. However, there are wide variations in how children manage their emotions. One child may become easily frustrated and cry with even moderate levels of stimulating play. Whereas another child may enjoy rough play and seek out more exciting events (Rothbart & Rueda, 2005). As the child's brain develops, their emotional management skills will become more sophisticated (Kopp 1982; Blair & Diamond 2008). However, many students with communication and/or learning difficulties have trouble with social, emotional and behaviour development (Burton & Wells, 2011).

Learning how to control or redirect unpleasant emotions is not just a matter of luck or chance the student needs explicit teaching. Without this guidance, there is a mismatch between the emotion the student is experiencing and their knowledge of how to manage the situation constructively. Emotional management problems underlie behavioural problems in the classroom, workplace, home and community (Killick, 2006).

Behaviour problems otherwise known as challenging behaviours are perceived to be disruptive and challenge the physical safety of the individual or others in the environment. Challenging behaviours can seriously limit or delay the individual's access to certain activities, services and experiences which can interfere with their social relationships, academic achievement, employment and inclusion in different settings. Hence, impacting on the individual's ability to reach their full potential (Bailey & Wolery, 1992; Baumgart, Jeanne & Helmstetter, 1990, Emerson et. al, 1987; Gresham, 1985; Koegel, Koegel & Dunlap, 1996, and Stremel et. al, 2002).

Often for students with communication impairments the challenging behaviour is the only behaviour the student has to react to a challenging situation because they can't communicate appropriately what they are feeling, what is bothering them and don't know how to manage their emotion appropriately.

Challenging behaviours maybe observable (externalised challenging behaviours) or be not as obvious (internalised challenging behaviours). This table lists some of the externalized and internalized challenging behaviours that the student may resort to using.

EXTERNALISED BEHAVIOUR	INTERNALISED BEHAVIOURS
<p><b>Aggressive behaviours</b></p> <ul style="list-style-type: none"> <li>• Hitting</li> <li>• Kicking</li> <li>• Punching</li> <li>• Scratching</li> </ul>	<ul style="list-style-type: none"> <li>• Appearing shy</li> <li>• Being fearful</li> <li>• Consistently tired</li> <li>• Lacking motivation</li> <li>• Refusing to participate in an activity</li> <li>• Being withdrawn and not interacting</li> <li>• Failing to respond</li> <li>• Avoidance of people or activities</li> <li>• Hopeless/Helpless behaviours</li> </ul>
<p><b>Destructive behaviours</b></p> <ul style="list-style-type: none"> <li>• Throwing objects</li> <li>• Breaking things</li> <li>• Overturning furniture</li> <li>• Burning</li> </ul>	
<p><b>Stereotypic/Repetitive/Ritualistic/ Self stimulatory behaviours</b></p> <ul style="list-style-type: none"> <li>• Body rocking</li> <li>• Repetitive noises/speech</li> <li>• Pacing</li> <li>• Twirling</li> <li>• Hand flapping</li> </ul>	

<p><b>Disruptive/Antisocial/Dangerous behaviours</b></p> <ul style="list-style-type: none"> <li>• Screaming/tantrums</li> <li>• Spitting</li> <li>• Persistent non co-operation pica, faecal smearing</li> <li>• Lying</li> <li>• Putting other people down (e.g. gossiping, spreading rumors, teasing)</li> <li>• Stealing</li> </ul>	
<p><b>Self-injurious behaviours</b></p> <ul style="list-style-type: none"> <li>• Head banging</li> <li>• Eye poking</li> <li>• Hand biting</li> <li>• Picking at skin</li> <li>• PICA (Eating non-food stuff)</li> </ul>	

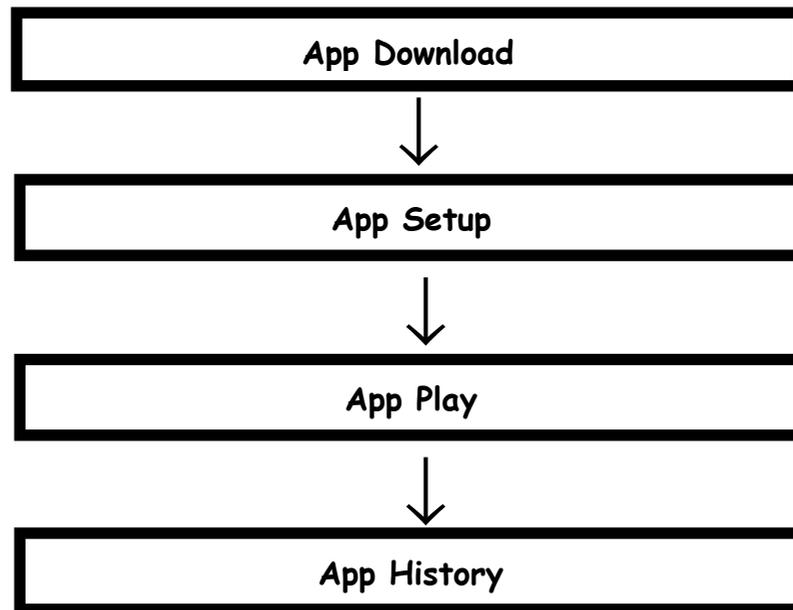
Remember it is never too late too late to promote positive change in your student by developing their emotional management skills. Our emotions and reactions are not set in concrete. We have a choice about how we think and react to challenging situations. Between any event and a response, there is a space. In that, space is our power to choose our emotional response. In choosing effective emotional responses lie our growth and our freedom (Frankl, 2000). The *Rainbow of Emotions* app can assist the student develop these crucial emotional management skills.

#### **Topic 4 - Who can set up the *Rainbow of Emotions* app for the student?**

Parents, teachers, therapists and support workers play a critical role in helping the student learn how to manage their emotions (Fox & Calkins, 2003; Rothbart, Posner, & Kieras, 2006). The information in this booklet can be used to create the *Rainbow of Emotions* app and coach the student to use to learn how to manage their emotions effectively. Please remember that the information contained in this booklet is not meant to be prescriptive and should be used with flexibility. When designing the app it is important to give the student the opportunity to contribute ideas and suggestions in the set up and use of the app as appropriate. So please adapt, expand or modify the suggestions to suit the student you are supporting.

#### **Topic 5 – Getting Started: *Rainbow of Emotions* App**

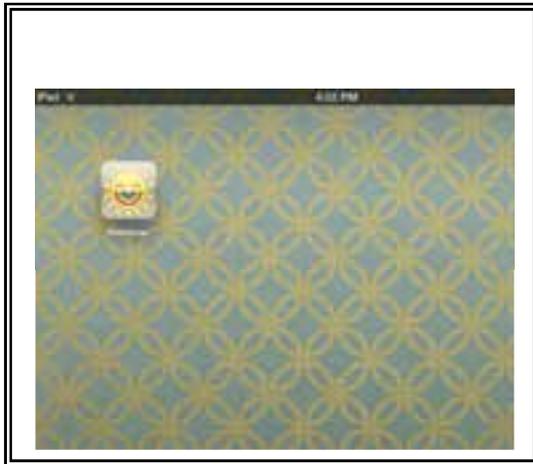
The following section includes background Information and step by step instructions on how to setup, play (use) and history (review the app usage).



## App Download

Download the *Rainbow of Emotions* app for the iPad on the iTunes App Store <https://itunes.apple.com/us/app/rainbow-of-emotions/id628301874?mt=8>.

Once you have downloaded the app an icon should appear on your iPad as shown below.



Click on the Rainbow icon.

## App Setup

1. Click on the Setup box.



2. Insert photo and type your name.



## App Setup....contd.

3. Click on Done.



4. Click on Rainbow of cool and physical emotions or Rainbow of cool and uncool emotions. Please read the information on pages 13 – 15 before you proceed.



## BACKGROUND INFORMATION

### Rainbow of cool and uncool emotions and Rainbow of cool and physical emotions

A rainbow is an arch formed in the sky in special circumstances. It is made up of different coloured parallel lines. Similarly, within each one of us, we have our own *Rainbow of Emotions*. Each emotion can be thought of as a coloured line on the rainbow. We need to help our student discover what their rainbow looks like. Being able to recognize and identify the emotion they are experiencing is the first important step in learning how to manage them.

Emotions can be categorized as being:

- Pleasant / unpleasant,
- Positive / negative,
- Healthy / unhealthy,
- Cool / uncool,
- Comfortable / uncomfortable and
- Physiological/physical emotions

In this app, we will be categorizing emotions as being:

Cool



Uncool



Physical



- Physical emotions tell us what our body is experiencing (e.g. hurt, sore, sick, nauseous, tired, hungry, thirsty, cold and hot).
- Cool emotions tell us when we are feeling positive. In this app we will only be focusing on the happy emotion.
- Uncool emotions tell us if we are feeling negative (e.g. sad, angry, afraid, nervous, bored, confused, lonely and embarrassed).

Based on your understanding of the student’s level of emotional understanding and management you can decide to start at the beginner level, gradually proceed to the intermediate and then the advanced level. The divisions of beginner, intermediate and advanced levels are not age specific. They are meant to represent where the student is at, in terms of the range of their emotional vocabulary, and their ability to manage their emotions.

Here is some more information which can help you decide which rainbow level to select.

**Beginner level**

Rainbow of cool and physical emotions	Beginner level rainbow of cool and physical emotions is made up of a maximum of 4 rainbow lines (1 rainbow line is permanently assigned for the cool emotion of ‘happy’ and upto 3 rainbow lines for 3 physical emotions). You can choose three physical emotions from a choice of hurt, sore, sick, nauseated, tired, hungry, thirsty, cold and hot. Degrees within each emotion are not shown at the beginner level.
Rainbow of cool and uncool emotions	Beginner level rainbow of cool and uncool emotions is made up of a maximum of 4 rainbow lines (1 rainbow line is permanently assigned for the cool emotion of ‘happy’ and upto 3 rainbow lines for 3 uncool emotions_. In the app we have suggested you commence with angry, sad and afraid. Degrees within each emotion are not shown at the beginner level.

**Intermediate level**

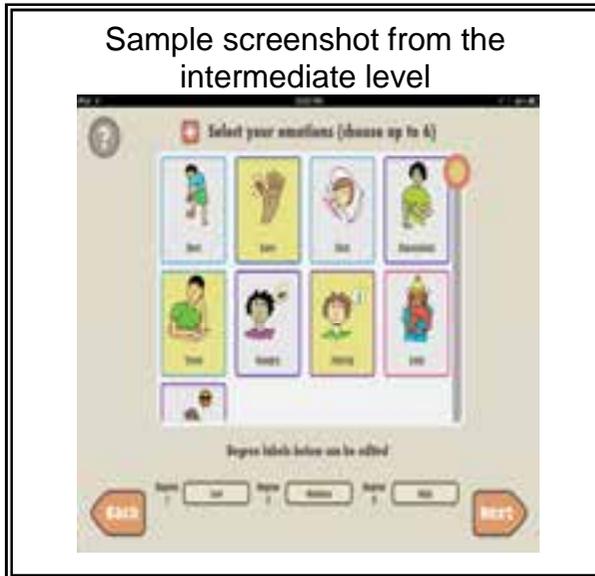
Rainbow of cool and physical emotions	Intermediate level rainbow of cool and physical emotions is made up of a maximum of 7 rainbow lines (1 rainbow line is permanently assigned for the cool emotion of 'happy' and upto 6 rainbow lines for 6 physical emotions). You can choose three physical emotions from a choice of hurt, sore, sick, nauseated, tired, hungry, thirsty, cold and hot. Degrees within each emotion are shown numerically 1 -2-3 and with a degree label low – medium –high). You can change the degree label (e.g. a little- very-extremely or low-moderate-high).
Rainbow of cool and uncool emotions	Intermediate level rainbow of cool and uncool emotions is made up to 7 rainbow lines (1 rainbow line is permanently assigned for the cool emotion of 'happy' and upto 6 rainbow lines for 6 uncool emotions). You can choose upto six uncool emotions from a choice of sad, angry, afraid, nervous, bored and confused. Other emotions you can select from include guilty, jealous, mean, shocked, lost and homesick. Degrees within each emotion are shown numerically 1 -2-3 and with a degree label low – medium –high). You can change the degree label (e.g. a little- very-extremely or low-moderate-high).

**Advanced level**

Rainbow of cool and physical emotions	Advanced level rainbow of cool and physical emotions is made up of a maximum of 10 rainbow lines (1 rainbow line is permanently assigned for the cool emotion of 'happy' and upto 9 rainbow lines for 9 physical emotions). You can choose upto 9 physical emotions from a choice of hurt, sore, sick, nauseated, tired, hungry, thirsty, cold and hot. Degrees within each emotion are labelled numerically 1 -2-3-4-5-6-7-8-9-10 and you have the option to name the degree label.
Rainbow of cool and uncool emotions	Advanced level rainbow of cool and physical emotions is made up of a maximum of 10 rainbow lines ( (1 rainbow line is permanently assigned for the cool emotion of 'happy' and upto 9 rainbow lines for 9 uncool emotions). You can choose from sad, angry, afraid, nervous, bored, confused, lonely, embarrassed, guilty, jealous, mean, shocked, lost and homesick. Degrees within each emotion are shown numerically 1 -2-3-4-5-6-7-8-9-10 and you have the option to name the degree label.

## App Setup...contd.

- Depending on the rainbow level you have selected level i.e. Beginner, Intermediate or Advanced a choice of emotions will appear. Click on the emotions of your choice.



### OPTIONAL

- Rename the degree label (text) in the intermediate level.
- Click on the red box with the white cross on the left hand side of the instruction (select your emotions (choose up to ....) to make changes to the image(refer to the next step).

## App Setup....contd.

6. If you have clicked on the red box in step 5 with the white cross on the left hand side of the instruction (select your emotions (choose up to ....) you can now make changes to the image.

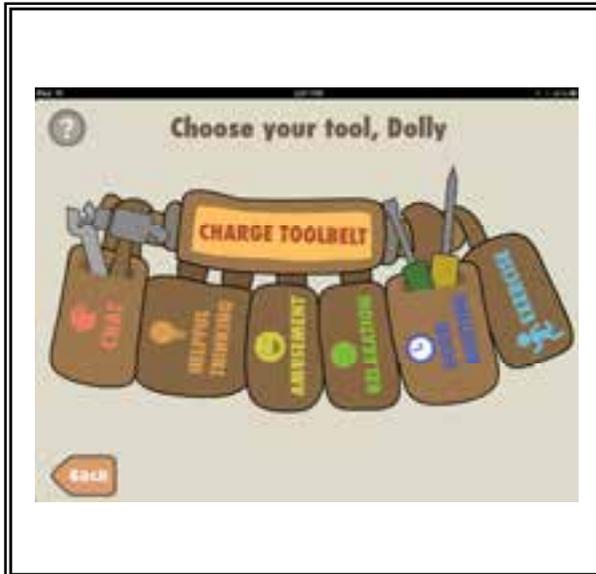


You may choose none or all of these features for some or all of the emotions you have selected:

- Add voice – it allows the student or another person to record their voice as they verbally say the name of the emotion. This will allow the student to verbalise their emotion.
- Edit image – it allows you to replace the image with the student's preferred image.
- Add music – it allows you to add music that conveys a particular emotion for the student.
- Select colour – it allows you to select the colour of the emotion and it will automatically colour the matching rainbow line (e.g. if you want angry to be purple then the rainbow line for angry will be purple).

## App Setup....contd.

7. Design your CHARGE toolbelt. Please read the information on pages 18 – 21 before you proceed.



## Background Information

### Designing my CHARGE Toolbelt

Everyone experiences stressful events, which can give rise to uncool and physical emotions. How we respond to the stressful events largely depends on the tools that we have to repair or fix the uncool or physical emotion and restore our emotional equilibrium.

Like carpenters, builders, electricians or trades people, we need to have a tool belt which contains an assortment of tools to help us to be effective emotional managers. If we do not have enough tools in our tool belt, it will be hard to manage stressful situations constructively and harmoniously. Imagine you are a carpenter and the only tool you have in your tool belt is a hammer. If the only tool you have been taught to use is that hammer, suddenly you treat every situation like a nail. You pull out your hammer and start hammering away. Pounding, hitting and beating is probably not the best way to fix every problem.



Similarly, we need a number of different tools that we can use to help us cope during difficult times. The CHARGE tool belt aims to give the student the power to choose alternative ways to manage their emotions appropriately. The acronym CHARGE stands for the different categories of emotional management tools – **C**hat tools, **H**elpful thinking tools, **A**musement tools, **R**elaxation tools, **G**ood routine tools and **E**xercise tools.

**C**hat tools

**H**elpful thinking tools

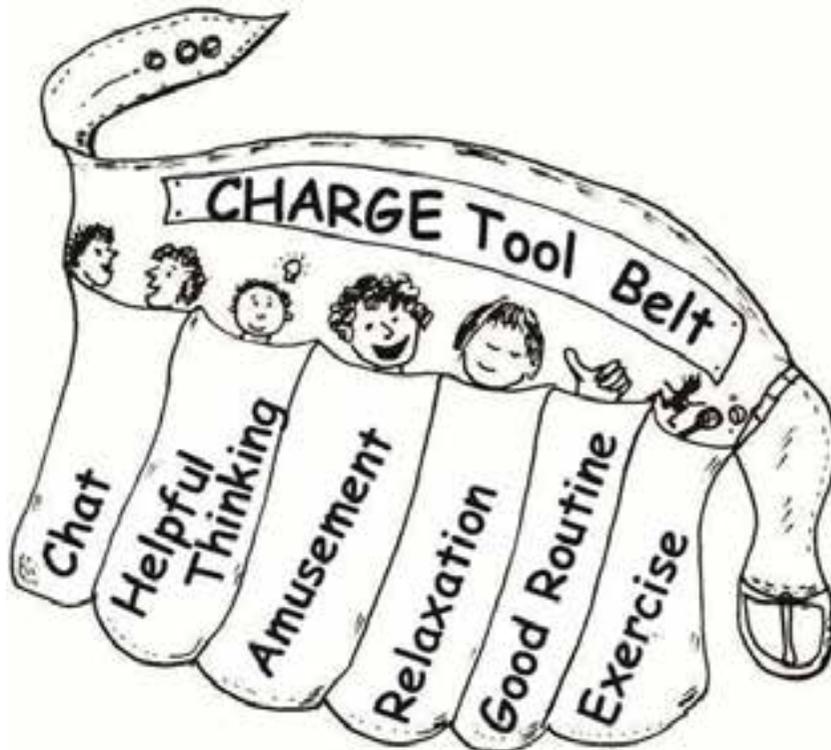
**A**musement tools

**R**elaxation tools

**G**ood routine tools

**E**xercise tools

These tools can be used to respond to uncool and physical emotions in a constructive and harmonious way. You can help the student choose the tools most suited to them *and* the situation. They can then practise using the chosen tools to deal with the challenging situation.



### **TIPS FOR SELECTING CHARGE TOOLS**

- Identify tools the student is already using.
- Identify other CHARGE tools with the student.
- With the student, name the tool, identify what it looks like and how it will be used
- Review the effectiveness of tools regularly as the student's emotional needs may change over time, so some tools may need to be deleted, modified or added. Help the student learn how to use the tools to repair and fix their emotions.

### Chat Tools



Chat tools are tools that help the student talk about their emotions in an appropriate manner by:

- Finding the right person (and/or pet) for emotional support
- Communicating about what emotion they are experiencing
- Talking and sorting out the problem.

### Helpful Thinking Tools



Helpful thinking tools are tools that help the student change their thinking from unhelpful and unhealthy ways of thinking into more realistic, helpful and healthy ways of thinking by:

- Thinking in a balanced and realistic way about the situation
- Responding with a calmer mind to the challenging situation
- Thinking in ways that enables the student to stay in control of their emotions.

### Amusement Tools



Amusement tools are tools that help the student shifting their focus *from* the stressful situation giving rise to uncool emotions *to* something fun by:

- Distracting themselves so that they stop focusing on the stressful situation
- Improve their mood
- Release their tension to better deal with the challenging situation.

### Relaxation Tools



Relaxation tools are tools that help the student calm down by:

- Preventing further escalation of the emotion
- Regaining their sense of control
- Returning the student to a calmer state so that they can act and think in a controlled manner.

### Good Routine Tools



Good routine tools are tools that help the student have a sense of structure, predictability, security and balance in their day by:

- Providing information about the sequence of activities in their day
- Incorporating mood enhancing (pleasurable) activities, healthy lifestyle activities, choice making opportunities and daily goals
- Information about any changes in their day.

### Exercise Tools

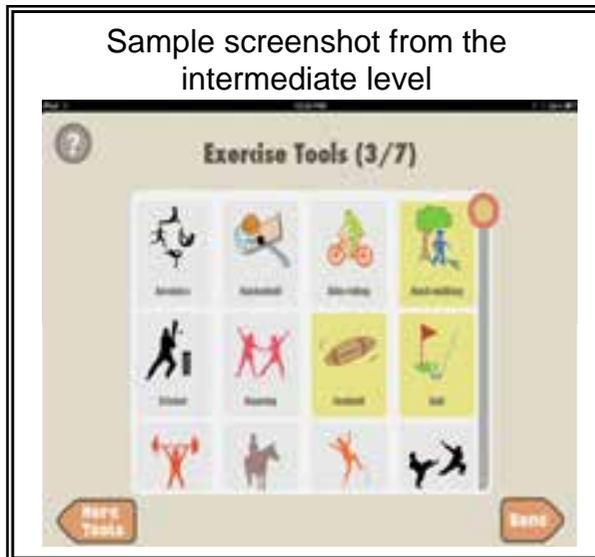


Exercise tools are tools that help the student discharge any negative energy by:

- Engaging in physical activities that suits their personality, preferences and fitness levels
- Stimulate the production of endorphins (feel good hormones)
- Regain composure.

## App Setup....contd.

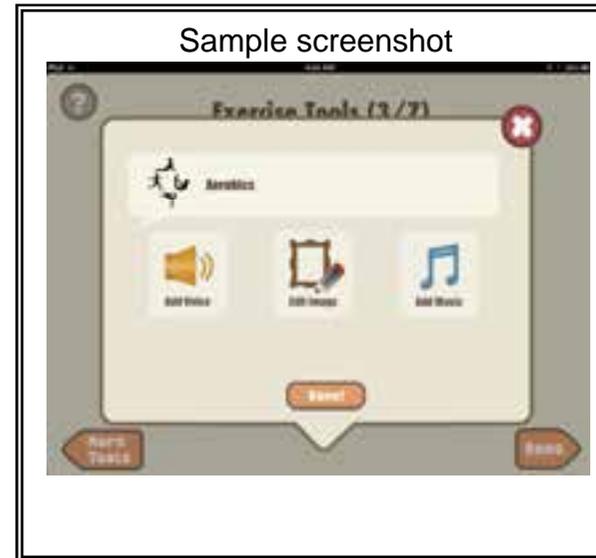
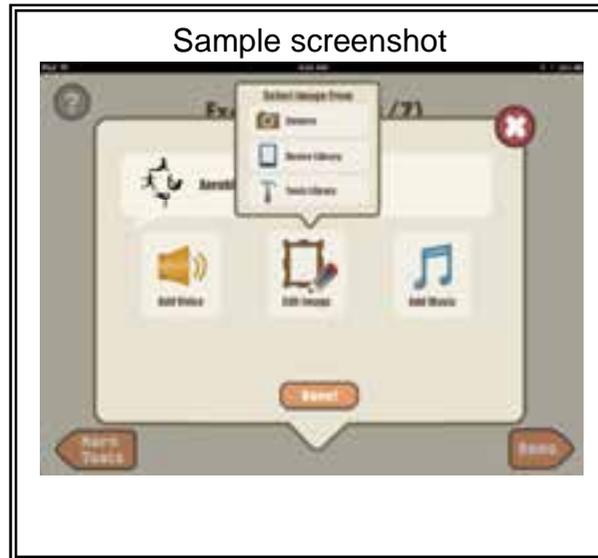
8. Depending on the level (beginner, intermediate, advanced) you can select the appropriate number of tools. Please refer to the table on page 23 for information.



<b>Tool category</b>	<b>Beginner level</b>	<b>Intermediate level</b>	<b>Advanced level</b>
<b>Chat tools</b>	Choose upto 4 tools	Choose upto 7 tools	Choose as many as appropriate (no limit)
<b>Helpful thinking tools</b>	Choose upto 4 tools	Choose upto 7 tools	Choose as many as appropriate (no limit)
<b>Amusement tools</b>	Choose upto 4 tools	Choose upto 7 tools	Choose as many as appropriate (no limit)
<b>Relaxation tools</b>	Choose upto 4 tools	Choose upto 7 tools	Choose as many as appropriate (no limit)
<b>Good routine tools</b>	Make a daily routine for the student.	Make a daily routine for the student.	Make a daily routine for the student.
<b>Exercise tools</b>	Choose upto 4 tools	Choose upto 7 tools	Choose as many as appropriate (no limit)

## App Setup....contd.

9.



You may choose none or all of these features for some or all of the tools you have selected:

- Add voice – it allows the student or another person to record their voice as they verbally say the name of the tool. This will allow the student to verbalise the tool they will use.
- Edit image – it allows you to replace the image with the student's preferred image.
- Add music – it allows you to add music that can also assist the student in repairing or fixing their emotion as they use a tool.

## App Setup....contd.

10. Click on more tools to go back to the CHARGE toolbelt to choose another category.



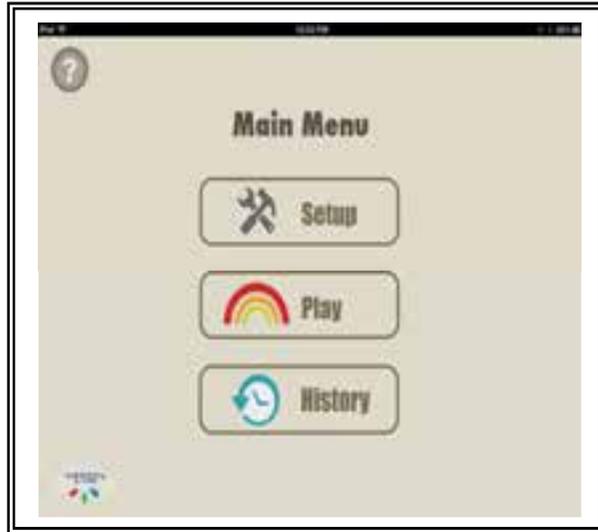
Click on done when you have finished choosing all the tools from as many categories as appropriate.

11. Design the other rainbows(i.e. rainbow of cool and physical emotions or rainbow of cool and uncool emotions) at the same level (i.e. beginner, intermediate, advanced).

12. Now the app has been setup and is now ready to be used.

## App Play

1. Student selects play.

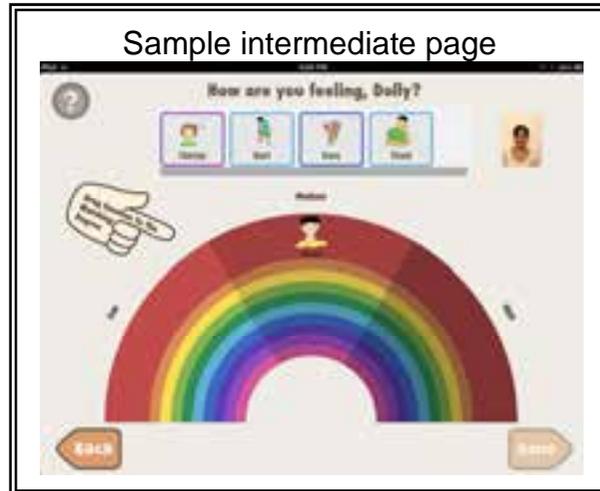


2. Student selects rainbow of cool and physical emotions or rainbow of cool and uncool emotions



## App Play.....contd.

3. Beginner level - Student drags the emotion into the corresponding line to indicate how they are feeling.  
Intermediate / Advanced level - Student drags the emotion into the corresponding rainbow line to indicate how they are feeling and the degree of the emotion.



4. Student clicks on tool category.



## App Play.....contd.

- Student clicks on tool category.



Student selects a tool from that category. You can

- Students uses tool.



## App Play.....contd.

7. Student indicates if the emotion has been resolved by selecting happy on the rainbow.



However, if the emotion has not been resolved then the user selects the uncool/physical emotion and repeats the process to identify another tool they can use to resolve their emotion.

## App Play.....contd.

8. The student can stop using the app once the emotion has been resolved.



# App History

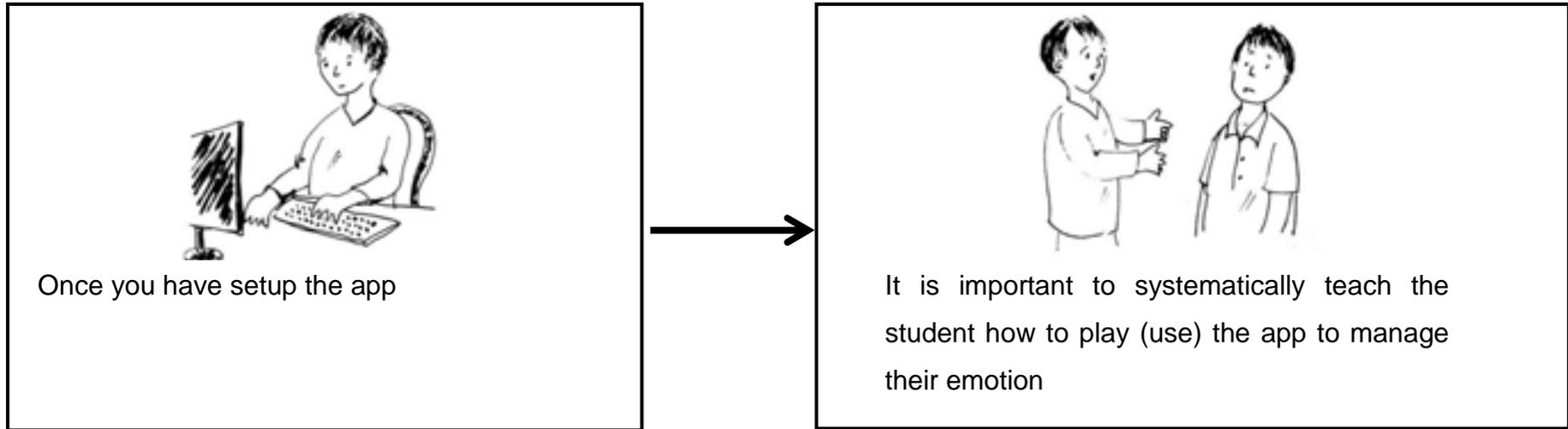
1. Click on history



2. A record on how the app has been used till now by the student is displayed.



## TOPIC 6 – Systematic Teaching Process



To help the student learn the skills to play (use) the *Rainbow of Emotions* app, there are four phases involved in the teaching process.

### **Phase 1: Provide a rationale**

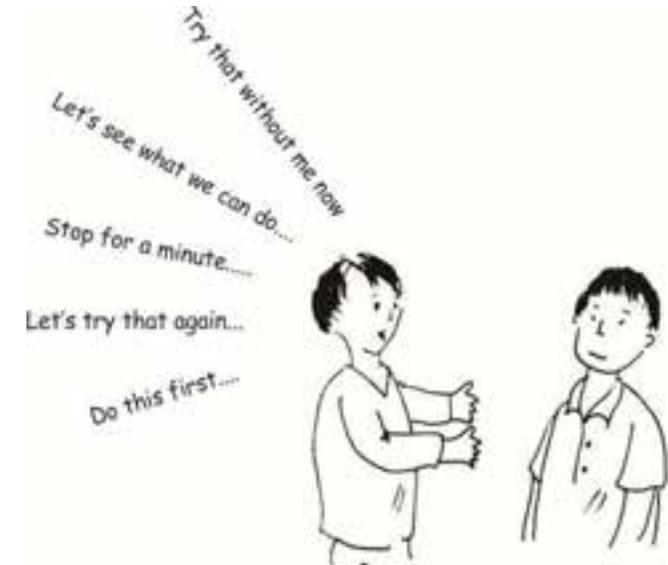
Help the student understand “why” the app and emotional manage skills are useful.

### **Phase 2: Provide modeling**

- Demonstrate to the student how? When? Where? What? And who? To use the app
- As you demonstrate the skill, provide the student with *specific* steps involved in the skill.
- As you use the app give descriptions of the people involved in the situation, their actions and reactions.

### Phase 3: Provide guided practice

- Provide the student with multiple opportunities to practise or rehearse using the app in staged situations that are like the actual situation.
- Use a variety of teaching techniques, such as:
  - Coaching the student through the steps
  - Role playing
  - Videotaped interactions
  - Structured games and activities
- You will need to freeze activities at key points to ask questions, comment on the skills and identify strategies on how to fix the situation. Having practiced the steps associated with an interaction, the student is more likely to be comfortable in the real life situation.



As the student develops their skills and becomes confident, minimize your assistance so that they can carry out the skill as independently as possible.

*Always remember to support the student's learning by providing positive encouragement and praise.*



When first learning a new skill, the student needs feedback and specific encouragement on their efforts to continue using the skill. Filling your interactions with positive statements and providing a positive environment is a big step towards building your student's self-esteem.

**PRAISE** and **ENCOURAGEMENT** are essential vitamins for a student but there is a difference between them.

- Praise focuses on the end result
- Encouragement focuses on the process of what a student does i.e. the effort, participation, improvement or displays of confidence they show during the learning process.

You need to use a combination of praise and encouragement to provide guidance and ongoing reassurance, so that the student feels secure and valued. They will then develop greater confidence to explore and build on their social abilities.

#### **Phase 4: Promote generalisation**

Generalisation programming should be considered from the start and become a part of the skill instruction program. The goal at this stage of instruction is for the student to use the skills they have learned in a variety of situations, helping them build satisfying relationships with their peers.

It is important to provide opportunities for the student to use newly acquired skills with a number of different settings, people, situations and times. The effectiveness of the skills and strategies can then be informally gauged in terms of how well the student can adapt these skills into their everyday life settings. They can be motivated by their successes, and the joy they experience in developing relationships. This then promotes further building of their skills.

The app should not be only made available to the student only in specific sessions or when the student is having emotional difficulties in coping. It is something that they should have access to throughout the day (NSW DET, 1998; Rogers, 2003).

Emotions can change from minute to minute, hour to hour and day to day depending on the situation. By using the app throughout the day the student can learn to recognize that emotions can change in response to external factors/events. The consistent use of these practices will lead to maintenance and generalisation of the skill across time, people, activity and environments (NSW DET, 1998).

Developing emotional management skills is not a goal or a destination within itself. Hence, it is important to engage in continuous monitoring, reviewing and refining of the program resources according to the expectations, people and situations that the student will encounter throughout their journey.

## TOPIC 7 – References

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