

# FACT SHEET

## INCREDIBLE 5 POINT SCALE



The Incredible 5 Point Scale is used to assist students in becoming aware of their emotions, such as anger or pain, and the stage of level of the emotion.

### 1 What is the Incredible 5 Point Scale?



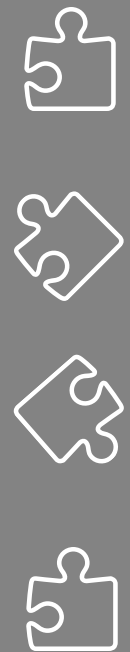
The Incredible 5-Point Scale is used as a teaching strategy to help individuals understand social and emotional situations in a concrete systematic way. The scale can be used with a variety of students but can be particularly effective for students with Autism Spectrum Disorder. One-to-one instruction is suggested as the best at to introduce this strategy. Using eh scale, the student rates their emotions or status of a condition or state.

Possible areas of focus may include anger, worry, anxiety, voice level, body space, etc. This then allows the student to:

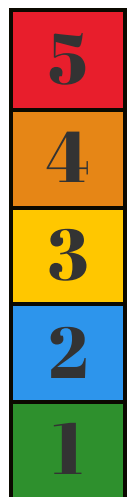
- provide information to the teacher about how they are feeling
- become more effective in managing their thinking process
- implement the desired behavior as a proactive approach

Giving a number instead of trying to describe or name an emotion helps students think efficiently to make good decisions in a variety of situations. Buron and Curtis (2003) suggest paring the scale with a story of narrative to provide additional information about using the scale.

### 2 Steps for Implementation

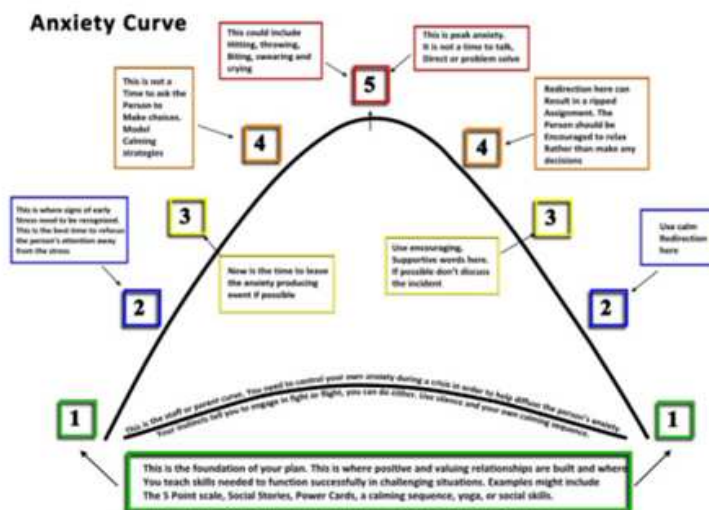


1. Choose the target behavior. Any kind of behavior or status can be a target behavior if rating the level of status of behavior enhances adaptability. Anxiety or other feelings that usually result in problem behaviors may also be targeted for rating.
2. Decide on the content for each scale point associated with the target behavior. In the Incredible 5 Point Scale, each of the 5 stages represents the level or magnitude of the target behavior.
3. Develop a story or visual cue for the story if necessary (according to the individual students' need). The story or visual cue should be developed carefully based on the student's interest or level of understanding. It should explain how the scale is to be used.
4. Introduce the scale to the student. To use the scale successfully the student must learn how to discriminate and identify each stage.
5. Practice the scale with the student, revising it if necessary. Peers who understand the student can support as the target student practices the appropriate behavior or interaction by using the scale. Adults, including parents, teachers, or others, in the setting, can help by using the scale with the student in various situations.



### 3 The Anxiety Curve:

The anxiety curve model has been used by Buron and Curtis to visually illustrate the power of anxiety and its influence on student behavior. Box '1' is meant to identify typical anxiety producing triggers such as loud noises, illness, late bus, etc. Box '2' holds basic information about how the person looks, what they might say or do when their anxiety is starting to increase. It is also a place to direct the person to the individual's calming sequence and or other relaxation strategies that are known to be effective.



Boxes '3' and '4' are primarily for the caregiver to assist with the calming process in a very quiet and calm manner. The individual with autism at a '4' is not able to manage many choices or decision-making. Box '5' represents the crisis or most heightened stage of the individual's anxiety.

Additional examples of the 5 Point Scale.

5		Screaming Emergency Voice Someone is hurt or you are in danger
4		Outside Voice Be quiet, voice, shouting or a game, or calling the dog outside
3		Classroom Voice Talking voice
2		Whisper Soft voice / library voice
1		No Talking It's time to listen

Voice

5		Angry I've lost control. I'm not thinking anymore. I could be hurt or hurt. I need a quiet place to calm down.
4		Overwhelmed Everything is too loud. I'm feeling confused and need to leave the environment. I can't calm my anger.
3		Frustrated I'm not getting it. I'm becoming angry. I should take a break.
2		Anxious I'm feeling nervous. I'm feeling nervous. I'm feeling nervous. I'm feeling nervous.
1		Happy I'm happy and ready to think.

Anger

## Additional Resources:

### References

Buron, K. D., & Curtis, M. (2012). The incredible 5-point scale: The significantly improved and expanded second edition. Assisting students with autism spectrum disorders in understanding social interactions and controlling their emotions responses. Shawnee Mission, KS: Autism Asperger Publishing Company.

### Resources

<https://www.5pointscale.com>

5	<b>Angry</b> I've lost control. I am not listening anymore. I could hit, kick or bite. I need a quiet place to calm down	
4	<b>Overwhelmed</b> Everything is too hard. I'm losing control and need to leave the environment I'm in. Give me space	
3	<b>Frustrated</b> I'm not getting it. I'm showing signs of stress. I should take a break now	
2	<b>Anxious</b> Trying to stay focused, but having a hard time staying on task. Use calming strategies now	
1	<b>Happy</b> Ready and willing to work	

