



## User Guide

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This is version 1.2 of the MyFriendQuest User Guide dated 10 September 2009. You can download the latest version of this document free of charge at [www.myfriendquest.com](http://www.myfriendquest.com)

*To achieve best results MyFriendQuest should be used as described in this User Guide – along with all the additional activities described. Because of the complex range of children with special needs, no guarantee or warranty can be given that particular (or any) results will be achieved for any particular child. If for any reason the child's behaviour is of concern, we recommend you seek professional advice immediately.*

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Thank you for purchasing MyFriendQuest by BrightMind LABS. We are sure you will find this product therapeutically useful that your child will enjoy playing!

## What is MyFriendQuest?

MyFriendQuest is a downloadable computer game designed to teach children to recognize, perceive and respond appropriately to emotions. Unlike many educational or learning resources, MyFriendQuest has been designed by a clinical psychologist working closely with computer gaming specialists to create a product that has clinical input – and is also engaging for kids to play on its own merits.

MyFriendQuest does not require intensive training by the parent or caregiver. This game is embedded with specialized knowledge and clinical experience. MyFriendQuest was originally designed for children from four (easy level) to ten years of age with Asperger's Syndrome and High Functioning Autism. It is also useful for children with conditions such as dyspraxia, shyness, social phobia and poor social skills.

However, MyFriendQuest can be played and enjoyed by any child regardless of age who is able to learn about the perception and management of emotions and how to act in social situations.

After an introduction with an adult, your child will probably be able to play MyFriendQuest by themselves. However, for best results we suggest that the full range of activities described in this User Guide are also used in conjunction with the game, which will require input from a parent or caregiver.

The intended outcomes for your child from playing MyFriendQuest in accordance with this User Guide are:

### **For the Easy Level**

- For your child to develop skills in recognizing emotions;
- Deciphering emotions;
- Learn to copy these emotions;
- Learn to practice emotions; and
- Learn to convey emotions more appropriately.

### **For the Difficult Level**

- All the above in easy level plus:
- For your child to improve social skills;
- Understand inner feelings; and
- To improve management of his or her own emotions.

## How will I know the game is helping my child?

As your child learns to gather friends within the game more quickly and easily, you will know that progress is being made. The player gains certificates each time an emotion is successfully completed, and these can be printed out as a gauge of progress. The child must complete each character's face correctly in order to complete the easy level – and there are additional social skills questions to complete the difficult level.

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Your child is unlikely to learn MyFriendQuest by rote. With over 1,000 possible permutations, the game plays randomly each time your child plays.

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## How to Play MyFriendQuest?

It is best to play this game once through with your child to introduce him to MyFriendQuest. After the Introduction, click on HOW TO PLAY and a screen will come up explaining how to play the game.

*Hint: Place a brightly coloured sticker on the left mouse button so your child can easily see which button to press.*

As a caregiver, parent or professional you may also be challenged deciphering the emotions. This game was designed to be challenging! It will take time to become aware of the subtleties in the emotions expressed. We have taken utmost care to create commonly expressed features to go with the emotion, but cannot cover all the features in emotions expressed. Your child will be more likely to benefit if he plays **3 times a week** for at least **45 minutes**.

MyFriendQuest has been designed so the player can navigate through the game and try the emotions in any order.

# HOW TO PLAY

## How to move

Vinny will always follow your mouse. To move him around Clamsville all you need to do is place your mouse to either side of him. Placing the mouse near the edges of the screen will make Vinny run.



Place your cursor to either the left or right and Vinny will run towards it.



## How to meet people

If you see a rotating star click it to make Vinny approach that person.

## How to print certificates

After you complete a face the Print Button will appear - **PRINT**

Click the Print Button to print a certificate congratulating you on reading the emotion.

If the Print Button isn't visible, there are no certificates to print.

## The Diary

There is also a diary that you can open by clicking this button - **MY DIARY**

Use it to enter your own thoughts while you make new friends. You can keep adding to the diary each time you play and it can be printed out.

*This is only available in "difficult" mode*

## How to make a face

When Vinny approaches a person you will see a panel appear. Yvette will guide you through the first expression 'Happy' when you start the game.

You can complete the faces in any order. Feel free to explore, then come back and complete any faces. You will need to complete them all to finish the game. Good luck!



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# HOW TO PLAY

## The Profile Button

When you click on the Profile button, you can read about your friend, what they like to do, what books they read and much more.



## The Help Button

If you need help, click here. It will describe the features of the face you are trying to make.



## Feelings Metronome

This is an extra game that you can play. Click on the character's faces to listen and watch the metronome keep time with the emotion you have chosen. You can press the mute button if you don't like the sound it makes.

*This is only available in "difficult" mode*



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## Easy Level

Once you and your child have read the instructions, press Continue. Where prompted, enter your child's name and press Enter. This will personalize the game. Next click the "PLAY EASY LEVEL NOW" button.

The game starts with an explanation of how to choose the features to make a happy face. Once your child has successfully chosen the correct features he will collect a friend and also have the opportunity to print out a personalized certificate.

To complete the easy level, the player must successfully identify all 15 emotions. This will typically take around one hour or more – and the player can navigate through the game and complete the emotions in whatever order he wishes, leaving the ones he finds trickiest until last. The game can be played over and over again, and presents differently at random each time it is played.

## Activities for Easy Level

### **Mirror Game**

To play the Mirror Activity, simply introduce a mirror to the game and ask your child to copy each expression as he encounters them.

### **Mute Button Guessing Game**

You could also press mute and play the Mute Button Guessing Game. You would sit out of the view of the screen while your child mimics each emotion as she encounters them. You try to guess which emotion she is expressing.

### **Expression Guessing Game**

In the Expression Guessing Game, you demonstrate different emotional expressions to your child and ask him to guess what you are conveying. This is something that many parents, caregivers and professionals forget to do! It is important your child knows what you are expressing if the communication between you is to be as good as it can be.

### **Variations Game**

The Variations Game is an aid to teach the variations that come with expressing each emotion. Start with "happy", and explain that a happy expression could come with an open or closed smile. Also teach him the body language, voice tones and variations that come with happy. Try different voice tones and ask him to guess which ones sound like a happy voice. Explain to your child for example that shouting does not necessarily mean an angry voice, but the person may be really happy and excited – and that someone could be angry without shouting. This is not easy, so try to keep to one or two emotions at each session and preferably ones that have a contrast.

### **Bodily Reactions Game**

The Bodily Reactions Game gives you the opportunity to explain how different emotions can create different bodily reactions. For example, you could explain that when people get frightened or angry, their bodies can get 'charged up' as we perceive the situation to be dangerous. Hearts beat faster and breathing gets quicker and so on and we get ready to either fight (get angry) or flight (get scared and run). To get you started we have designed the game so that the first character is happy and the second is angry. You can stop after two emotions and then let your child just have some fun time playing MyFriendQuest. In the difficult level, the Feelings Metronome is an extension to this activity.

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Educating children about the nuances and subtleties of emotions is crucial – especially for those with Asperger’s Syndrome, who often take things literally.

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### Scrapbook Activity

The Scrapbook Activity is to enter all the activities and events as your child progresses through the game. This activity will also extend into the Difficult Level. The Scrapbook is to collect photos of your child, yourself and others expressing different emotions – and also to insert the certificates earned during the game.

#### Summary box : activities to do for the easy level

1. Play the game once through to familiarize yourself and your child. Use a mirror. Ask your child to copy the expression.
2. Put the mute button on. Try to guess the expression your child is making.
3. Ask your child to guess the expression you are making.
4. Educate your child on the variations of emotions. Demonstrate body language, tone of voice, facial expression. Attempt no more than 2 emotions per game.
5. Collect photos of you, others and your child making different facial expressions and the certificates acquired throughout the game. Place in the scrapbook.

Once your child has the learnt the 15 expressions progress to difficult level.

## Difficult Level

The games and activities described in this User Guide for the easy level are the building blocks to progress to the difficult level. (**please read** activities for easy level as these games can be applied in difficult mode) The player will need to be able to read in order to complete the difficult level – or alternatively you can play the game with your child and read the text for him.

The difficult level plays the same as the easy level with the addition of multiple choice text boxes on either how to respond in certain situations, identify inner/body feelings, or observe extra mannerisms that accompany the emotions. The text box is designed with clinical features such as the introduction of cognitive behavioural therapy pitched appropriately for children on the high functioning end of the autistic spectrum.

### Text Boxes in Difficult Level

After each emotion is correctly identified a text box will automatically pop up and ask your child a question about the emotion that they have just completed. The questions have been specifically designed to develop:

1. a repertoire of social responses
2. expand their observation of the situation
3. develop understanding of inner bodily feelings
4. recognize that others have different thoughts and perspectives

Here is an example:

*Jessica is worried and has broken your toy by accident. How do you know it is an accident?*

- A. Because Jessica is worried
- B. Because Jessica is happy
- C. Because Jessica is angry

This may seem like a straight forward answer to the neurotypical child but many children with Asperger's Syndrome do not differentiate between the event and the intention and can only see the end result. The texts have been designed to 'open up' conversations with your child for example, If Jessica was happy or angry then it may be possible to conclude she broke it on purpose but if she was worried it is likely to be an accident . A worried expression and intentionally breaking something do not go together.

## Additional Features

### Computer Diary

Once the diary has been downloaded from the game, it can be saved to the computer desktop for your child to submit and save their entries. The diary will bring up today's date but can be clicked onto another day for entry purposes. At any point in the game the child can click on the diary, enter a log and then go back to the game.

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Some children on the spectrum have difficulty writing and prefer to use a computer to record information. We found that children on the spectrum tend to be more engaged with a computer diary and preferred this to a notebook form.

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The diary is an important feature as it gives the child an opportunity to record what has happened, how they felt about it and what they did. **Note**, it is important not to judge the child's thoughts feelings or reactions but work towards how to solve the problem for next time.

It is important that with every entry which is a negative experience for the child, you also encourage the child to write down a positive achievement or strength they have. The first entry to the diary should be a positive recording of an achievement or strength. This helps to raise self esteem without focusing on the child's social or emotional difficulties.

## Feelings Metronome

Given that children on the autistic spectrum can vary in likes and dislikes, the metronome has been designed to accommodate most children. The metronome works for children who love noise and making music.

Studies from autism research have already shown us that rhythm or music often provokes engagement and interest in kids with autism or Asperger's Syndrome.

For those who cannot abide rhythmic sounds, there is a mute button to turn off the noise leaving the metronome in visual mode only. The metronome works as both a visual and auditory teaching aide but has the added value of reflecting the psycho physiological effects of reflecting inner feelings ("flight and fight"). This adds as an excellent learning tool in helping your child understand and label their feelings.

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Some children with Asperger's Syndrome respond well to quantifiable information that they can measure. For example, a thermometer is often used to show intensity of feeling. In this case, measurement is in beats per minute.

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At any point in the game the child can click on the metronome and have a go and then return to the game.

An interactive metronome is already in use to help children with disabilities to improve motor co-ordination and attentional difficulties. Since some children on the autistic spectrum can have attentional difficulties this tool could aid in improving focus on understanding emotions.<sup>1</sup>

Ask your child to face away from the screen and to guess which feeling it seems like to her when you press the button on one of the character's emotions. It does not really matter if she gets some of them wrong. It's about the beginnings of understanding her own bodily feelings and putting a name to that feeling.

Your child can also draw a thermometer and make the comparison between emotions. For example, 1 (cold) to 5 (very hot) and compare this to their beats per minute on the metronome and their numbers on the thermometer.

The metronome has been specifically designed for children aged between 7 and 14 (the resting beats per minute for this age range) but can be used with younger children too. This additional tool is suitable for children who can or cannot read.

## Character Profiles

This is mainly for fun. Each character in the game has a profile which the child can click on. This tells the child the characters interests where they live and their likes and dislikes. It also gives the opportunity of showing that others have different perspectives on life.

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<sup>1</sup> Please note we are making no claims that this metronome improves motor co-ordination or attentional difficulties

## Activities for Difficult Level

### *Applying Cognitive Behaviour Therapy*

The Difficult Level introduces Cognitive Behavior Therapy – a tool used by Psychologists, typically with children functioning at the mental age of six or above. The following activities are examples of how you can use MyFriendQuest to work with your child on identifying his thoughts feelings and reactions and how you can help him to manage his emotions and deal more effectively with social situations.

#### **Step 1:**

Your child is playing the game and for example completes the “Angry” emotion. You could ask, “can you think of a time you were angry, tell me what happened?” Your child explains what happened.

The important fact here is not to add your own thoughts observations or judgements of the situation. You are merely reporting the events as the child perceives them. You can say things like, “what happened next?”, “then what happened?” Children with Asperger’s Syndrome can take things literally and can misinterpret situations because of the difficulty in recognizing the social nuances. It is important to clarify her understanding of **word meanings** and **observations** so that you fully grasp how she interprets a situation.

#### **Step 2:**

We have included in the appendices a Body Chart. This can be photocopied and used as a record of your child’s bodily feelings – and can eventually connect with their diary logs. You can use the scrap book to place the body charts in.

Show the body chart, and ask your child what his body might feel when he is – for example, angry. You can ask about how his head, heart or chest feels or other body parts such as hands feet and shoulders. For example, your child might say his heart beats fast, his chest is tight, his head feels hot or his legs are tense. The important message here is for your child to identify as many features of his bodily feelings he can. Once complete write these words down at the bottom of the Body Chart. Using his own words is fine, for example such as “wobbly legs”, “bumping heart”, “floppy arms” or “dizzy brain”.

This is a good time to introduce the metronome game to show intensity of emotion. Alternatively you can use a drawing of a thermometer on a scale of 1 (cold) to 5 (very hot). The important point here is that the child can label different emotions with different levels of intensity. This helps your child read her emotions so she becomes more aware when intense feelings are on the rise.

#### **Step 3:**

You can help your child to identify other words to explain each emotion. See the chart in the appendices for examples to get you started.

#### **Step 4:**

Many therapists use color to describe emotions. For example, red may represent being mad, angry or out of control. Yellow may represent feeling unsettled or nervous - and green for happy and relaxed. It is useful to let the child choose her own colors for the emotions. So in your child’s case you can ask what feeling goes with angry, nervous, happy etc or if angry was a color what would it be? Then ask your child to use the color to draw the brain etc in the body chart in the color they have chosen.

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Colors are an excellent short cut way to communicate when a situation is heated. When your child looks angry or stressed, you can say 'what color are you?' He can then respond, so you both know immediately what's going on.

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**Step 5:**

Help your child write thought bubbles with the body chart in the same color. Cognitive behavior therapy works on the understanding of how our thoughts can influence our emotions and behaviors. It is making these connections that helps your child to identify what is going on for him and how to manage these emotions. If your child thinks bad thoughts it follows that they will have bad feelings and therefore react and behave in a way not necessarily appropriate for that event. In addition the feelings and reactions can feed the bad thoughts. You can help your child change those thoughts and encourage them to think good thoughts instead which can change his emotions and behaviors. This can be tackled a number of ways as detailed in the following steps.

**Step 6:**

Create another body chart for relaxed, calm or happy. Ask her to describe a time when she felt like this and repeat steps 2 to 5. You may want to use several body charts for relaxed / happy as you child may have a number of experiences that create these emotions. Examples may be playing on the computer, reading a book, finding a quiet place, doing physical exercise, or activities she is interested in. Once you have established a number of activities you can move towards exploring thoughts that make her happy such as going fishing, a safe place, or safe person. She can then practice thinking about these to help her feel calm. Also instruct your child to practice 3 or more big deep breaths to help her relax. These thoughts are especially useful when practical strategies are not available at a time when she is stressed. Help your child to practice these techniques. Finally many children respond to physical release of their emotions when it all gets too much. Using strategies like a stress ball or going for a run helps release these pent up emotions.

**Step 7:**

Your child types in the diary sections. You may need to help him. What happened? What thoughts did he have? How did he feel? What did he do? Who helped him? Your child should now begin to understand his bodily feelings and make connections between these sensations, his thoughts and feelings. Initially any negative experiences will probably demonstrate both inappropriate or distorted thoughts and feelings to the situation and strategies that did not help him. This is to be expected. However, if his thoughts, feelings and actions are appropriate for the event, then finish here. Do not continue to step 8.

**Step 8:**

This is where you help your child think of alternative ways of thinking based on the evidence. Here is an example; Your child is upset because a boy called Jim who was his friend yesterday does not want to play with him today.

He says "Jim doesn't like me anymore, no one likes me, no one plays with me."

Ask your child a series of questions based on what evidence they have.

You might ask, "what happened that Jim did not want to play with you today?"

"What did you do?"

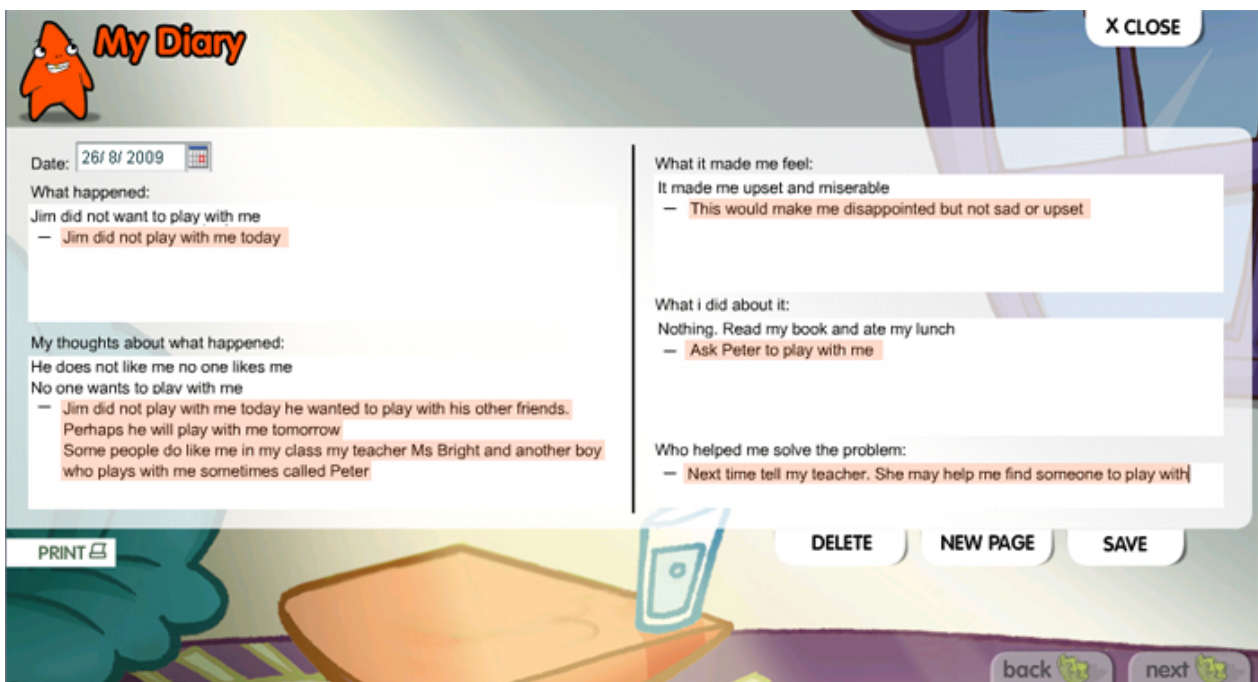
"What was his expression on his face when he walked away?"

"Did he say anything to suggest he does not like you?"

"Did you ask anyone else to play with you?"

"How do you know that no one likes you, has every child in your class told you so?"

The purpose is to challenge your child's thinking with logical reasoning. Now enter some alternative or positive thoughts, feelings and behaviours in a different colour with your child under each of his entries. Here is an example:



Many therapists act as a detective to solve the problem and encourage the child to do the same. Once you have arrived at a more logical explanation, you can encourage your child to come up with more positive ways of thinking, which helps move towards more effective strategies to deal with the situation. The strategies should be practical exercises put in place to help the child practice socialization skills. **Note:** This is important as the practice helps the child overcome his difficulties. You can set weekly (make the goals small and easy to attain) goals for the child to accomplish e.g. to invite a friend over after school or arrange to meet a school friend at the local park with his parents so he can play. Or answer 3 questions in class discussion. He can then write about these events in his diary and follow up with discussing what was easy or difficult for him to do.

It is also important to explore multiple stress releases and not let the child have only one avenue of tension release. Many children with Asperger's syndrome have a liking for computers and parents often complain that they cannot get him to do anything else. It's important to allow him to have his de-stress time but also for it not to become obsessive. Tony Attwood highlights the importance of this and if not kept in balance may lead to obsessive compulsive disorder.

Finally many stressors for the child can come from the physical classroom environment and I have found particularly for the child with Asperger's syndrome that they benefit from simple interventions such as; cutting out external noise by wearing an iPod or relieving the stress around handwriting by completing assignments on the computer. The aim for many is to create a structured environment that has low arousal levels. The teachers can also help by handing out written assignments.

Entries in the diary may include many things, not just issues about socialization.

### **Tips when trying to help your child understand emotions**

If you find your child is struggling to understand his feelings and how to manage them, the following tips can help: Children – particularly those with Asperger's Syndrome – are


often interested in a particular character or subject such as maths, electricity, animals, dinosaurs or characters such as Star Wars. It can be a very effective way of communicating with your child when you connect to his special character or interest. However, a word of warning; check out and research the character they identify with. Their hero or heroine may be a character that happily blows up people or smashes them up when they are angered. Not good! If this is the case, try to find other characters or role models that are good at problem solving and dealing with difficult dilemmas.

### Metaphors

Metaphors are another way of training your child to understand emotions. Using science or their special interest is a useful way to connect. For example, one boy I worked with was keen on astronomy. We used the planets as metaphors for his emotions. Mercury represented his intense feelings as anger and upset and Pluto represented his boredom and coolness to situations. Tony Attwood in his book "Exploring Feelings" talks about a teenage girl and adapting her interest of weather systems. In that case, confusion was seen as being in a fog, anxiety as being frozen with fear and an approaching tornado was her intense pleasure.

Younger children may not be able to make this jump to metaphors and even some older children struggle with the concept. As you explore with the child it will soon become apparent whether he understands how to utilise metaphors to explain his emotions and if not, keep the emotion exercise descriptive and simple.

#### Summary box : activities to do for the difficult level

1. Ask her to think of a time she was say, for example, angry and to tell you what happened<sup>2</sup>.
2. Show the body chart (see page 19)
3. Ask her to identify bodily feelings associated with the emotion. Introduce the metronome game.  
(click on the metronome) 
4. Introduce other words for the emotion being discussed e.g. angry could also mean mad or furious.
5. Match colours to the emotions e.g. she can draw in the body chart a red chest, and head for angry.
6. Ask about her thoughts e.g. when you get angry what are you thinking. Do you have any thoughts before you get angry?
7. Create another body chart for either relaxed or happy. Ask her about a time when she felt relaxed / happy. What was she doing / playing / thinking. Ask her to list places people activities that make her relaxed/happy. Suggest the relaxation techniques.

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<sup>2</sup> Please note if at any point in time the child is suffering at school or elsewhere because of being bullied this should be addressed immediately and strategies put in place to remedy the situation.

8. Write a log in the diary for the emotion/s she has discussed in steps 1 to 5. If the thoughts, feelings and behaviours are inappropriate and negative continue to step 8 - otherwise finish here.
9. Challenge in a gentle and constructive way her thinking if it is negative and inappropriate
10. Your child may want to continue with the scrapbook. She can combine her photos, body charts and diary entries together to create a complete portfolio for each emotion. E.g. Shocked could have your child's photo, her friend's photo taken when shocked, coupled with your child's body chart and diary entry for shocked.

## Clinical Features of MyFriendQuest

The game has been designed in conjunction with clinical research to utilise what is already known about how the ASD child perceives the world around him.

Listed here are some of the features that fit in with results from academic research.

- It is well established that children with ASD prefer predictability. We have designed the game so that the main character Vinny Star is predictable in his movements within the game. The child can control Vinny Star in a linear fashion creating a sense of familiarity and safety.
- Some children on the spectrum are known for their interest in machines and spinning objects, wheels etc. The spinning star was designed to attract the child's eye towards the faces in the game.
- Choosing features of the face creates the sense of movement. Research has shown that children on the spectrum respond more positively to animation than real faces.
- We used photographs of real faces and then transferred them into animations using the most commonly used expressions but also created variation with the different characters such as, different shaped eyebrows. Children on the spectrum often struggle with change and can be fixed in their thinking. We have designed the game to gently introduce variation to expand the child's thinking.
- Some ASD children are known for attention to detail and for being systemizers. We deliberately divided the features of the face up into sequences of eyebrows, eyes and mouth to make the expression. The child will be looking for familiar patterns to create a whole which is exactly the purpose of this game.
- The game is totally randomised so the child cannot learn by rote but has to learn by observation of the pattern shapes in making expressions. There are over 1,000 permutations in this game.
- Some research has shown that children on the spectrum avoid eye contact as it triggers the amygdala to feel threatened. The characters have been designed so they do not look directly at the child.

- Children on the spectrum can often get stressed and retreat into imaginary worlds. It has been noted that it is not always helpful for them. This game has been designed so that they can enter an imaginary world but benefit from learning about the real world.
- In our Beta trial we observed ASD children play this game with neurotypical children. There is a wonderful opportunity here for schools to aid peer relationships for the child on the spectrum. We recommend one neuro-typical child (age 7 upwards) plays the easy level with a child on the autistic spectrum with initial guidance from a teacher.
- Making friends is the goal of the game and personalized award certificates can also be printed. This will aid in developing confidence and self esteem.
- The emotions were picked based on peer reactions to children on the Autistic spectrum and feelings often reported by the child with Asperger's syndrome or High Functioning Autism such as angry, sad, happy and confused.
- The child is guided through the game by Yvette and asked to complete a face for each emotion. Yvette expresses each emotion by voice tone.
- Social skills. There are 75 case scenarios that will help the player understand what to do in social situations, reflect on bodily feelings and understand emotions.
- The background colours have been deliberately muted to limit distraction when playing. Many ASD children can easily get distracted by too much detail that is irrelevant to the task in hand.

## Research Acknowledgements

BrightMindLABS design on MyFriendQuest has adapted the game based on the findings below.

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Battaglia, M. (2005). Very Shy Children May Process Some Facial Expressions Differently. *Arch Gen Psychiatry*. 2005; 62:85 -94

Brain Imaging Expert Recruited to Study Autism at The Children's Hospital of Philadelphia. (2009) Dr Robert Schultz.  
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Shaffer, R.J. et al; (2001). Effect of interactive metronome rhythmicity training on children with ADHD. *American Journal of Occupational Therapy*, 55,155-162. Or visit [www.interactivemetronome.com](http://www.interactivemetronome.com))

## Additional Resources

Many parents who have a child with autism or Asperger's syndrome often talk about how they want their child to try and understand other's perspective. There are three resources that I have found particularly useful. For further information look at:

1. Comic strip conversations. Developed by Carol Gray, these are an excellent resource. A technique which uses a comic strip style, with stick figures and speech or thought bubbles. To help the child realize that others have different thoughts and perspectives to their own.
2. From my personal experience I have found virtual pet programmes also useful as well as the classic Tamagotchi, which is a handheld virtual pet game that can be carried around in one's pocket. Another is the Pokemon Pikachu virtual pet, which has been popular with neurotypical and Asperger's Syndrome boys. Also very popular is the Dinosaurs virtual pet game. There are virtual pet games for girls too such as My Littlest Pet Shop or Cats and Dogs. These games help to develop the skills needed to think of others and to look after them. For further details contact any computer games shop that supply Nintendo or Playstation platforms. Alternatively the child having real pets that they have to care for can help too.
3. Another excellent source are two books on anger and anxiety by Dr Tony Attwood that are specifically designed for children aged between 9 and 12 with Asperger's syndrome or High Functioning Autism. This follows through with a cognitive behavioral program with social stories and taking others perspectives.

Gray, C.A (1998) 'Social Stories' and Comic Strip Conversations with students with Asperger Syndrome and High-Functioning Autism. In Schopler , E., Mesibov, G. and Kunce, L.J. (eds)  
Asperger's Syndrome or High Functioning Autism New York: Plenum Press

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Attwood, T. Exploring Feelings. Cognitive Behaviour Therapy to Manage Anxiety. Future Horizons. 2004

Think Good-Feel Good. A cognitive behaviour therapy workbook for children and young people. Paul Stallard. John Wiley and Sons. 2002

## Emotion words list

Here is a sample list of other words you could suggest. The child may also come up with their own words to express the emotion.

<b>Emotion in game order</b>	<b>Other words to express the emotion</b>
1. happy	Cheerful, content, joyful
2. angry	Furious, hateful, mad
3. sad	Unhappy, low, depressed
4. scared	Frightened, terrified, afraid
5. excited	Thrilled, delighted, enthusiastic
6. embarrassed	Ashamed, flustered, bashful
7. worried	Uneasy, tense, apprehensive
8. shocked	Stunned, aghast, amazed
9. grumpy	Sulky, sullen, cranky
10. confused	Baffled, spaced out, bewildered
11. interested	Hooked, keen, fascinated
12. disappointed	Let down, disheartened, saddened
13. nervous	Apprehensive, shaky, agitated
14. upset	Hurt, distressed, tearful
15. bored	Turned off, disinterested, fed up
16. calm (metronome only)	Relaxed, serene, content

# Body Chart

