

1. Confidentiality (The information and things we discuss in our sessions stays between you and me. There are some limitations to confidentiality. If at any point you are to express a desire to harm yourself or to harm others around you then I will need to involve some other people)
  - Possibly ask her to explain what she thinks confidentiality means
2. Highs and lows (Ask the student to share two highs from their day and one low if they want to. Provide student with a stress toy or fidget toy)
3. Review what we talked about last session
  - a. identified emotions (played a game with different emotions on the rolling dice and then explained a time when we felt that emotion)
  - b. expanded our emotional vocabulary (named other words that may describe how the student is feeling other than the normal-mad, sad, glad, scared. We identified words such as disappointed, anxious, content).
4. Ask about her journal entry and if there was an emotion or situation this week that she wrote about or identified in her everyday (if not, that is ok). I know you have a ton going on with school so if it is easier for you to draw how you are feeling and then explain your picture to me then you can do that too.
5. Work to build a plan for when she is triggered: breathing and journaling
  - a. "Calm Down Plan" worksheet (Using colors that provide calm thoughts and feelings) -provide multiple sheets that she can do on her own in different contexts as we are only working toward the one at school (Home, friends house, in public)
    - i. Brainstorm strategies and create illustrations or use color to help calm themselves
  - b. "Cleaning up negative thoughts" (journaling)
    - i. In her journal, the student will write down any negative or long lasting thoughts that are bothering her. With every negative emotion or thought she will say something positive. After she writes down the negative thought, she will cross it out after she expresses her positive thought
6. Wrap-up what was discussed
7. End with breathing exercise