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Implementation of the AIM Social Skills Curriculum

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Abstract

The AIM social skills curriculum was designed to introduce the elements of mindfulness, acceptance and commitment therapy (ACT), and applied behavior analysis (ABA) to children in a fun and accessible way. The elements of the AIM curriculum have been used as the treatment approach for children with social and emotional disabilities. This paper focused on the implementation of the program with students who are determined to have emotional disabilities. Combining the elements of mindfulness, acceptance and commitment therapy and applied behavior analysis allows for targeting the variables that maintain maladaptive behavior, the way the environment is either increasing or decreasing the likelihood of adaptive, flexible behaviors, which can alter the effects of contexts in which the child interacts with both his or her thoughts and the contingencies he or she encounters. Overall, the components of the AIM curriculum have proven to effect a positive change in the behavior of the children in this study.

Keywords: social emotional behavior, social skills, mindfulness

Implementation of the AIM Social Skills Curriculum

The AIM Social Skills curriculum was designed to introduce the elements of mindfulness, acceptance and commitment therapy (ACT), and applied behavior analysis (ABA) to children in a fun and accessible way (Dixon, Paliliunas, & Critchfield, 2018). The curriculum can be implemented with minimal background knowledge of any of the three concepts and can be used with students across multiple settings. This paper will focus on the implementation of the AIM curriculum with elementary age students who are determined to have or be considered at risk for emotional behavioral disorders.

Students with Emotional Behavioral Disorders

Students with emotional behavioral disorders (EBD) have an inability to learn that cannot be explained by an intellectual or health factor and often exhibit externalizing behaviors such as physical aggression, verbal aggression, and property destruction (Mansurnejad, Malekpour, Ghamarani, & Yarmmohamadiyan, 2019). These students also tend to experience low academic achievement and have difficulties in building relationships with peers and adults (Mansurnejad, Malekpour, Ghamarani, & Yarmmohamadiyan, 2019). Difficulties in building relationships can cause a child significant problems throughout their lives including lower self-esteem, school drop-out, and entering the criminal justice system. Early identification, together with interventions can help prevent school adjustment problems, school failure, and even unemployment in adulthood (Mansurnejad, Malekpour, Ghamarani, & Yarmmohamadiyan, 2019).

Many students who have been determined to have an emotional disability also have a co-morbid condition such as ADHD (Schnoes, Reid, Wagner, & Marder, 2006) and autism (Maskey, Warnell, Parr, Couteur, & Mcconachie, 2012). When choosing which social skills

intervention to use, it is important to consider the needs and interests of individual students, including whether the student has the necessary skills to engage in the task or behavior (Mansurnejad, Malekpour, Ghamarani, & Yarmmohamadiyan, 2019). For example, children with ADHD may benefit from mindfulness activities but may lack the attention to perform the task independently while students with autism may benefit from acquiring socially acceptable behaviors. Conroy and Sutherland (2012) indicate that the use of effective instructional practices in school prevents problematic behavior from occurring and an effective education includes the utilization of a social skills curriculum that is designed to assist students in dealing more effectively with their thoughts and feelings (Zabel & Jones, 1992).

Social Skills for Elementary School Students

Children who lack the appropriate social skills to be successful in school often resort to maladaptive behaviors. Social skills refer to the specific abilities or behaviors that allow for effective responding in a social task (Silveira-Zaldivara, Ozerk G., & Ozerk K., 2021). The importance of teaching evidence-based social skills interventions to children with social deficits has been researched for decades (Jones & Doolittle, 2017). Competency in social skills refers to getting along with others, being able to form and maintain close relationships, and responding in adaptive ways in a social setting (Silveira-Zaldivara, Ozerk G., & Ozerk K., 2021). Social skills practices have recently included components of mindfulness, acceptance and commitment and therapy, and applied behavior analysis (Dixon, Paliliunas, & Critchfield, 2018).

Mindfulness

Mindfulness has been defined by the Merriam Webster dictionary as “the practice of maintaining a nonjudgmental state of heightened or complete awareness of one’s thoughts, emotions, or experiences on a moment-to-moment basis.” The practice of mindfulness serves to

develop a person's awareness of the present moment. Mindfulness practices have proven to increase the performance on attention-based tasks in a child diagnosed with ADHD and to decrease the number of aggressive occurrences in children with autism (Dixon, Paliliunas, & Critchfield, 2018). Mindfulness studies as a treatment for childhood ADHD show promising results in reducing ADHD symptoms and may be a potential alternative to medication due to the fact that mindfulness targets the core symptoms of ADHD (Meppelink, Bruin, & Bogels, 2016). Traditional treatments for ADHD include the use of stimulant medications whose side effects include insomnia, loss of appetite, and headaches. Mindfulness based interventions are associated with many positive psychological effects, such as improved well-being, reduced emotional reactivity, and regulation of behavior (Meppelink, Bruin, & Bogels, 2016).

It may seem that teaching mindfulness to children, especially those who have an emotional disability, is an impossible challenge. However, children are very receptive to the act of mindfulness training when it is presented in an engaging manner. There are many forms of mindfulness activities available today including board games, television shows, smartphone apps for meditation, books, card games, and mindful coloring books. While meditation is an accepted form of mindfulness, Dixon, Paliliunas, & Critchfield (2018) believe that children may initially appreciate more sensory-focused mindfulness experiences, such as moving their bodies, noticing and listening to the sounds surrounding them, and even eating in a mindful manner. In learning to understand how impulses guide their actions, children can begin to use mindfulness practices to choose how to better respond to a given situation rather than react on autopilot (Meppelink, Bruin, & Bogels, 2016).

Applied Behavior Analysis (ABA)

ABA techniques are frequently used by parents, teachers, and therapists to improve children's behavior and teach them new skills (Dixon, Paliliunas, & Critchfield, 2018). Applied behavior analysis is the process of modifying the environment in order to change behaviors. In ABA, practitioners utilize the ABCs of behavior (antecedent, behavior and consequence) to determine the function of the behavior and how the environmental factors maintain the occurrence of the behavior. The practice of applied behavior analysis includes four primary functions of behavior: attention, escape, tangible, and sensory. Dixon, Paliliunas, & Critchfield (2018) believe that all behavior can be related to one of these four functions and that rarely do multiple functions of behavior coexist within the root cause of behaviors in children.

The function of attention behavior refers to a child who seeks social interactions with other people. The interactions do not need to be positive in nature in order to satisfy the function. Behaviors with an escape function are maintained by the removal of the unwanted task or item. Such instances can include a child being sent out of the classroom when their behavior escalates to an unacceptable level or if a child is allowed to get out of doing a particular task. Tangible related behaviors are maintained by access to a child's preferred items. Preferred items could be food, toys, or other favorite objects. Behaviors that are maintained by a sensory function include some sort of physical sensation including movements, lights, and sounds (Dixon, Paliliunas, & Critchfield, 2018).

Many children with emotional disabilities, especially those with autism as a co-morbid condition require remediation with self-help and social interaction skills (Peters-Scheffer, Didden, Korzilius, & Sturmey, 2011). In their study, Peters-Scheffer, Didden, Korzilius, and Sturmey (2011) analyzed the use of the ABA-based Early Intensive Behavioral Intervention (EIBI) program and found that in children with autism, the programming is effective in achieving

the generalization of social skills when conducted with intensity. One problem that behavior interventionists encounter is how to trace verbal events and thought patterns to a child's present behavior. The inclusion of techniques such as acceptance and commitment therapy (ACT) helps to understand how verbal events can come to be related to, and transform the function of behavior in the present context (Dixon, Paliliunas, & Critchfield, 2018).

Acceptance and Commitment Therapy (ACT)

ACT has been described as a cognitive behavioral therapy with the added elements of mindfulness and acceptance (Hancock, Swain, Hainsworth, Dixon, Koo, & Munro, 2016). Acceptance and commitment therapy is focused on the development of psychological flexibility which refers to teaching an individual to accept or become willing to experience unpleasant feelings without overreacting to them or trying to avoid situations that cause unwanted emotions such as anxiety (Dixon, Paliliunas, & Critchfield, 2018). The use of metaphors and experiential approaches in ACT may be particularly suited to children, as they think less literally than adults and may readily grasp abstract concepts through experience (Hancock, Swain, Hainsworth, Dixon, Koo, & Munro, 2016).

There are six main components in the acceptance and commitment therapy model that promote psychological flexibility. Those pieces are acceptance, committed action, present moment, self-as-context, defusion, and values and together, they make up the hexaflex. Each piece of the hexaflex can be structured toward the age and ability level of the target individuals. In early elementary, the definitions for each piece of the hexaflex are simple: acceptance - be okay with things; committed action - don't give up; present moment - be here, not there; self-as-context - be the real you; defusion - step back from your mind; values - what are you working for (Dixon, Paliliunas, & Critchfield, 2018).

The purpose of ACT is to alter the individual's responses to thoughts to produce adaptive, flexible behavior (Dixon, Paliliunas, & Critchfield, 2018). For example, a student may engage in refusal behavior when asked to complete a reading assignment because they may have had prior experiences in reading failure, and the attachment to that failure or the idea that they are terrible at reading will cause them to feel embarrassed in front of peers if asked to read at school. The teacher must then guide the student in understanding why reading will benefit the student in the future and help them make a plan of what success they want for themselves upon choosing to complete the reading assignment.

AIM Curriculum

AIM is the acronym for accept, identify and move. Together, these three words provide a powerful directive towards positive behavior change (Dixon, Paliliunas, & Critchfield, 2018). For about 10 years, the elements of the AIM curriculum have been used as the treatment approach for children with social and emotional disabilities. Combining the elements of mindfulness, acceptance and commitment therapy and applied behavior analysis allows for targeting the variables that maintain maladaptive behavior, the way the environment is either increasing or decreasing the likelihood of adaptive, flexible behaviors, which can alter the effects of contexts in which the child interacts with both his or her thoughts and the contingencies he or she encounters (Dixon, Paliliunas, & Critchfield, 2018). Many professionals who implement the AIM curriculum practice the entire program while others may focus solely on one of the main concepts.

Research Based Components

The AIM system involves five main components: mindful practices, daily ACT lessons, AIM point system, functional reinforcement, and ongoing progress monitoring. The goal of

integrating these five components is to teach children how to regulate their behaviors in a way that fits within the parameters of their present culture (Dixon, Paliliunas, & Critchfield, 2018). The key to making these research based components work to teach children how to regulate themselves is to show up and personally practice each skill with them. In that way, the children will begin to see that everyone struggles with different events - including adults.

Mindful Practice

Developing mindful practice in children involves getting the child to notice their mind, to understand how their mind pulls them away from the present, and how the drifting into thoughts can cause them to miss out on other events that are important to them in their lives (Dixon, Paliliunas, & Critchfield, 2018). Mindfulness activities in elementary aged students can be as simple as having them focus on their breathing, listening to the sounds that are occurring around them, or focusing on how their feet feel inside of their shoes.

The AIM curriculum includes mindfulness intervention in two ways. The first is the use of mindful moment activities that can be easily used at any point in the day. Mindful moment activities include guided focus on the student's minds, bodies, and interactions. Dixon, Paliliunas, & Critchfield (2018) provide mindful moments of the mind which prompt the students to notice their thoughts and practice letting go of those thoughts. Mindful moments of the body focus on the child's awareness of the sensations in their body movement. Interactive mindful moments incorporate mindfulness of both the mind and body. The second mindfulness intervention that AIM includes are the lessons that focus on the core properties of ACT. These lessons are more detailed and provide a deeper therapeutic approach toward lasting change.

Daily ACT Lessons

The authors of the AIM curriculum developed 175 daily lessons that interventionists can use in a multitude of ways with school-aged children across a wide range of ages. Each lesson has three tiers and can be used together or independently of one another. Tier 1 was designed as a universal support for all students as a mindful supplement to social and life skills development. Tier 2 can be utilized as a class-wide intervention that focuses on low to medium intensity behaviors. Tier 3 was designed as a small-group or individualized intervention for students with a higher level of need for behavioral support. Tier 1 provides only a narrative script and a prompt for discussion. Tiers 2 and 3 each provide two sections: a discussion prompt and an experiential activity. The interventionist may decide which experiential activities are appropriate for their students, and can modify any lesson as long as the message of the lesson is maintained.

In addition to the tiers, each lesson has a focus on one of the ACT concepts of psychological flexibility from the hexaflex. Dixon, Paliliunas, & Critchfield (2018) state that in the school setting, all adults within the system should be familiar with ACT and how to incorporate specific ACT language into interactions with students. Both proactive and reactive ACT language should be built into the natural communication flow with the child. In the event of challenging behavior, the child should be encouraged to use any strategies learned from prior lessons and be provided with reinforcement when the child begins to engage in any flexible behaviors.

AIM Point System

An important component of the AIM curriculum is the use of the point sheets to deliver and remove points contingent upon the child's behavior. Dixon, Paliliunas, & Critchfield (2018) have included five versions of the point sheet in the text, depending on the setting in which the intervention is used. The settings include the classroom, a therapy session, daily therapy

behavior, weekly behavior, and at home behavior. Within each point sheet is an area where the day or session is broken down into various time blocks. For each block of time, the child can earn and lose points for social and ACT-related behaviors. It is imperative that the student earn or lose points at the end of each block of time (Dixon, Paliliunas, & Critchfield, 2018). In addition to the gain or loss of points, the point sheets for the classroom also include space to record the observed function of behaviors, and the function of the student's purchases made in the classroom store.

Functional Reinforcement

Maintaining a system of functional reinforcement involves the design and maintenance of a “store” at which the students can use earned points to purchase functional reinforcers (Dixon, Paliliunas, & Critchfield, 2018). When developing functional reinforcement and designing a classroom store, educators must consider how to acknowledge appropriate behavior. The AIM program suggests the use of points but other options include the use of a token system or a sticker chart. Next, the implementer must decide on how to acknowledge inappropriate behavior. Major behaviors can cause a child to “spend” their points on behaviors rather than have them be used in the classroom store during the pre-determined “cash-in” times allotted in a day, this is also known as a response cost. The number of times that students may purchase items from the classroom store should be developmentally appropriate. The authors of the AIM curriculum suggest that implementers need to ensure access to high quality reinforcement at reasonable time intervals.

In the classroom store, there should be multiple items related to the four functions of behavior and multiple levels of price points ranging from a minimum of the least amount of points earned for one block of time to a maximum price of 90% of possible points possible for

the week. The higher the price point, the more rewarding the reinforcer should be. For example, a student who uses challenging behaviors to escape a demand in the classroom may buy a five minute break for 50 points and use it when they don't want to complete a task whereas the same student could spend 150 points and purchase a fifteen minute break. Both items reinforce the escape behavior but do so in a functional manner. Ultimately, the goal is for the student to understand that the response cost of their challenging behavior costs more than the purchase of the reinforcer in the classroom store and eventually, once the child makes those connections, they will learn to pick their battles.

Progress Monitoring

Zabel and Jones (1992) stated that many classrooms have great concern with behavioral point systems, but those systems seemed designed to maintain silence in the classroom rather than teach students how to better manage themselves in that environment. Data collection and progress monitoring are essential to any successful behavior intervention program. The AIM curriculum is no different, and incorporates three methods in which interventionists can collect data for progress monitoring student success: the AIM point calculator data, the AIM ABC record log, and the AIM ACT record log.

The AIM point calculator provides data on the number of earned points per week and the total points that were possible. By calculating the possible points earned and dividing by the actual points earned then multiplying by 100, the interventionist is able to calculate the weekly point percentage for that student. When the weekly data is entered into a spreadsheet or other tool, the effectiveness of the programming for the student should be obvious by the number of points change in the weekly percentage of points earned.

Secondly, the creators of the AIM curriculum incorporated an ABC (antecedent, behavior, consequence) record log. The ABC record should be used each time a child engages in challenging behavior. The observer of the behavior records basic information such as the date, time, and setting of the event. Also included in the record are the observed antecedent, behavior, and consequence along with the duration and intensity of the behavior. Finally, the form has an area to mark the perceived function of the behavior and the possible inflexibility the student was exhibiting in that moment. The benefit to using this ABC record form is that all of the information is already on the sheet and the observer needs only to check the boxes that apply to that behavior. It is a quick and easy way to record the data. Once the data has been recorded, it can be used in multiple ways. It can be used to reveal patterns of behavior that happen at certain times of the day or it can help reveal the patterns in the environmental events that contribute to a behavior.

The third method of collecting data in the AIM curriculum is using the AIM ACT (awareness, communicate, treat) record log. This log is similar to the ABC record in that it collects the basic information of the date, time, and setting. Under the awareness section, the observer of the behavior would mark the psychological inflexibility that was exhibited by the student during the behavior. The communication section is used to mark the language used by the observer to communicate the elements of ACT with the child and finally, the treatment techniques are marked. This form is used to track both the frequency of each component and to evaluate whether the correct communication and treatment is being used in regards to the function of the behavior.

The authors of the curriculum warn that it is important to establish data collection methods and plans for ongoing progress monitoring prior to beginning any components of the

AIM curriculum. It is also beneficial for students with emotional behavior disorders to have the structure and understanding of how their behaviors contribute to the daily earning and loss of points within the system. In completing the data collection point sheets with the child at each interval of time, both the student and the interventionist gain a better understanding of positive and challenging behaviors while utilizing the ACT record log can give guidance in areas of psychological flexibility.

Reflection

Upon being introduced to the AIM curriculum, I was disheartened at the thought of adding another social skills curriculum to my already abundant collection, but excited to learn a new model for potentially teaching children how to regulate their behaviors. I went through the four day training and then put the materials away for the next two months. I did not think that the AIM curriculum would benefit my students as the lessons seemed really short and I was unsure if they would understand the use of so many metaphors in the lessons. Another drawback to beginning the new curriculum was the time it was going to take to create a classroom store. Finding items to use and organizing the items by price range and function of behavior seemed like a lot of work on top of all that needs to be done to ensure a smooth start to a new school year. However, I decided to dive-in to the curriculum and fully implement it for the new school year.

First, I developed a point sheet that would work for every student in the classroom, ensuring that the blocks of time were universal. Instead of going with time on the clock, I decided to calculate points based on blocks of expected work such as a block for morning meeting, math lesson, independent reading time, etc. That way, when the data was analyzed, if there was a certain activity that the student was struggling with, it would be easily apparent. Next

I used each student's functional behavior assessment to individualize the target positive and challenging behaviors that would be used when assigning points earned and lost for each interval of time. Then, I developed an electronic system for entering the data on the point sheets and the ABC record logs. This piece was important in my classroom because the behavior techs help me by entering the data at the end of each day. This gives me more time to analyze and interpret the data rather than spending time inputting. Finally, the classroom store was developed using items we already had available in the school and thinking about the students and their most preferred items that would motivate them to want to earn points and not spend them on challenging behaviors.

Setting up the classroom involved creating a space to use for mindfulness activities and daily meditations. Within our classroom, we have a separate room that is our calm space. In that space, every student has their own yoga mat to lay on and we do a guided relaxation every morning before beginning academic activities. This practice has seemed to be a welcome part of the day for both students and staff. Additional classroom setup involved creating a points tracker to hang up for posting the daily points of every student. Publicly posting the points earned for each time interval for every student seemed like a counterintuitive measure to take as I thought the children who hadn't earned points or lost them would be upset that everyone could see that, however, it is a place in our classroom where students reflect on how they can earn more points and are proud to show other people who enter the room how good their day is going.

Our classroom schedule allows for a 20-minute AIM lesson daily. The flexibility in the lessons allows me to individualize the daily lesson to meet the needs of the students. To my surprise, they really enjoy most of the lessons. The language is relatable for most of them and the activities are engaging. Everyday, we discuss the tier 1 prompt and complete the activity in tier 2.

Depending on the depth of the topic, we will do the tier 3 discussion and activity as well.

Something the students enjoy is posting the work they do during the activity portion of the lessons. This step is important as it allows the students to see all the elements of the hexaflex in use and also serves as reminders about what we are learning when they are struggling to remain in control of their emotions.

Overall, the components of the AIM curriculum are having a positive effect on the behavior of the students in our classroom. While there are still plenty of tough moments, the utilization of the language from the ACT portion of the curriculum helps children defuse and quickly step away from thoughts and feelings they get stuck on. In using mindfulness and meditation practices, I can see the students taking deep breaths when they are frustrated with tasks they are working on and sometimes, they will go to the break room and get their yoga mat out to sit on for a few minutes to calm down. Students are taking more time to think about the consequence of their actions because of the response cost and are choosing to stay in the classroom to take a break rather than eloping out of the classroom. They understand that it is more fun to spend their points on the items in the store than to spend them on behaviors. We are definitely still a work in progress in understanding the AIM curriculum and properly utilizing all of the elements, but we know we can accept what is going on, commit to the things we want in life, and try really hard to get them, no matter what!

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Appendix A

Data Recording Sheet

AIM Point Calculator A

Name:		Date:			Starting Points:			
Classroom Behavior Points					ACT Behavior Points			
	Time Period	Points Earned	Points Lost	Target Positive Behaviors	Points Earned	Points Lost	Challenging Behaviors	Function
AM PM	Morning Work	0 5 10	0 5 10		0 5 10	0 5 10		S E A T
AM PM	Morning Meeting	0 5 10	0 5 10		0 5 10	0 5 10		S E A T
AM PM	Read w/ Teacher	0 5 10	0 5 10		0 5 10	0 5 10		S E A T
AM PM	Word Work	0 5 10	0 5 10		0 5 10	0 5 10		S E A T
AM PM	Writing	0 5 10	0 5 10		0 5 10	0 5 10		S E A T
AM PM	Read to Self	0 5 10	0 5 10		0 5 10	0 5 10		S E A T
AM PM	Specials	0 5 10	0 5 10		0 5 10	0 5 10		S E A T
AM PM	Math Lesson	0 5 10	0 5 10		0 5 10	0 5 10		S E A T
AM PM	Math Game	0 5 10	0 5 10		0 5 10	0 5 10		S E A T
AM PM	Ind. Math	0 5 10	0 5 10		0 5 10	0 5 10		S E A T
AM PM	Lunch / Recess	0 5 10	0 5 10		0 5 10	0 5 10		S E A T
AM PM	Social Skills	0 5 10	0 5 10		0 5 10	0 5 10		S E A T
AM PM	Science/ Social St.	0 5 10	0 5 10		0 5 10	0 5 10		S E A T
Total:		Possible =			Earned =			

10 pts for > 1 instances of appropriate/targeted positive behavior OR no violations of rules/negative behavior
 5 pts for 1 instance of appropriate/targeted positive behavior OR 1 violation of rules/negative behavior
 0 pts for 0 instances of appropriate/targeted positive behavior OR > 1 violation of rules/negative behavior

Bank Balance:	
AM	Earned Points:
	Lost Points:
	Sub-Total:
	Cash Out:
	Total:
	Purchase Function: S E A T
PM	Earned Points:
	Lost Points:
	Sub-Total:
	Cash Out:
	Total:
	Purchase Function: S E A T

ACT Reflection	
Student Ex.	Present Moment:
	Acceptance:
	Defusion:
	Self-as-Context:
	Committed Action:
	Values:
Teacher Ex.	Present Moment:
	Acceptance:
	Defusion:
	Self-as-Context:
	Committed Action:
	Values:

Notes:

End of Day Balance:



Appendix B

Inventory of Class Store

Behavior Points Menu			Response	Cost
Reward Store Purchase				
<u>10 Points:</u> <ul style="list-style-type: none"> ▪ Shoes off in classroom ▪ 3-minute break ▪ Switch seats ▪ Gum / small candy 	<u>50 Points:</u> <ul style="list-style-type: none"> ▪ Play with sensory toys ▪ 5-minute break ▪ Choose class meditation ▪ Prize Box 	<u>100 Points:</u> <ul style="list-style-type: none"> ▪ S.T.E.A.M Box ▪ 10-minute break ▪ Choose group math game ▪ 1 snack 	Swearing at adult or peer	10
			Disrespectful statements to adult or peer	15
			Disruptive action	20
<u>150 Points:</u> <ul style="list-style-type: none"> ▪ Listen to music on iPad ▪ Take a walk ▪ Sit with a friend at lunch ▪ Choose 2 <u>Pokemon</u> or <u>Football</u> cards 	<p style="text-align: center;">WHO IS THE MOST AWESOME PERSON TODAY?</p> 	<u>200 Points:</u> <ul style="list-style-type: none"> ▪ Sensory room (20 mins) ▪ 20-minute break ▪ 20 minutes 1:1 time with staff ▪ iPad time (20 mins) 	Refusal to complete a task	20
			Ignoring a direction	20
			Destruction of materials	40
<u>250 Points:</u> <ul style="list-style-type: none"> ▪ Extra PE time ▪ Homework Pass ▪ Teacher's helper for the day ▪ Computer free choice 	<u>500 Points:</u> <ul style="list-style-type: none"> ▪ Sensory room (30 mins) ▪ Skip an assignment ▪ 30 minutes 1:1 time with staff ▪ iPad time (30 mins) 	<u>1000 Points:</u> <ul style="list-style-type: none"> ▪ Class Movie and popcorn ▪ Extra recess (25 mins) ▪ Lunch with teacher ▪ Play with Nintendo DS 	Verbal threats to adult or peer	50
			Physical aggression (pushing, hitting, or kicking)	100
			Elopement (leaving the designated area)	100
Stay tuned for Daily and Weekly Specials!				

Appendix C

Example Tier 1, 2, and 3 Lesson

My Mantra (Present Moment)

Tier 1 Script: A mantra is a strategy you can use when you are practicing being mindful. It is a phrase that you can silently repeat as you take deep breaths in and out, noticing each breath and letting your thoughts pass as you repeat your mantra to yourself.

Tier 2 Discussion: A mantra isn't usually a random phrase that we repeat in our minds while we practice mindful breathing. A mantra has some meaning or importance to us. For example, it could be something like "I am peaceful" or "Let it go." Brainstorm ideas together, a few mantras that could be used when breathing mindfully.

Tier 3 Discussion: Mantras can be useful when you are feeling upset in some way and feel a need to calm down. Think of things that make you feel upset and maybe "lose your cool." You can develop your own mantra that helps you manage those feelings.

Tier 3 Activity: Students take an index card and create a mantra for themselves, writing down their mantra and decorating the card. Students keep the cards with them throughout the day, reminding them to use it with breathing and come back to the present moment.

