

AIM

Accept. Identify. Move.



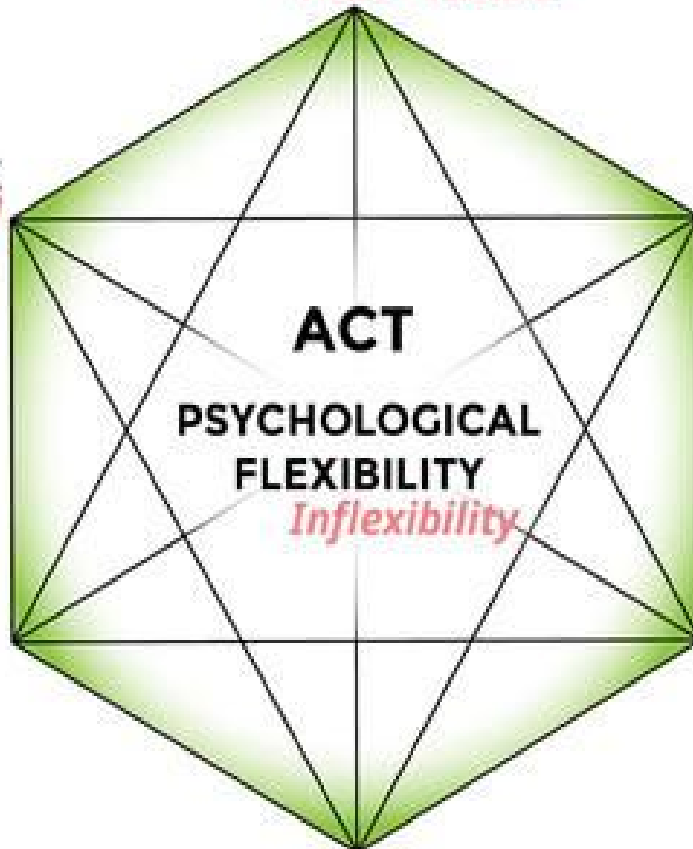
A Behavior Analytic Curriculum for Social-Emotional
Development in Children

ACT HEXAFLEX

PRESENT
Past - Future

VALUES
Lack of Direction

ACCEPTANCE
*Experiential
Avoidance*



COMMITTED ACTION
Inaction/Stuck

DEFUSION
*Cognitive
Fusion*

SELF AS CONTEXT
Self as Content

Brief Guided Daily Meditations

Morning Gratitude Meditation

“Good morning. Let us begin this day with a moment of gratitude. Begin by sitting in a comfortable position. Sit in a chair or on the floor with your legs crossed. Feel your body against the chair or the floor. Notice the air passing in through your nose and out through your mouth as gently and steadily breath. Take the next few moments to simply be aware of these breaths. [Wait 1 minute.] On your next in breath, think of something you are grateful for this day. You may be grateful for the sunrise this morning, an event upcoming today, the opportunity to be with a friend today, or anything else you appreciate today. On your next out breath, release all of your gratitude for this day out into the world. Let your joy and thankfulness out into the world. For the next several breaths breath in something you are grateful for and release your gratitude back into the world. [Wait 1 minute.] Return your attention to this moment, and feel ready to begin your day.”

Daily Focused Attention Meditation

“Find a comfortable position to sit in, with your feet flat on the floor, your spine straight, your shoulders relaxed, and your face looking straight ahead. Gently relax your eyes, so that they are closed or half-closed. Notice how your body feels in your chair, the temperature in the room, and noises quietly in the background. Now, bring your attention to your breath. Bring all of your attention to your breathing. Take gentle, steady, regular breaths. Take the next few moments just to breathe. [Wait 30 seconds.] Feel the air and is enters through your nose, and as it leaves your mouth. Notice how cold it is as you breathe in and how warm as you breathe out. Notice your thoughts as they come and go. If you find yourself becoming attached to a thought, simply notice it, and let it go. Each time a thought catches you, simply ‘Notice and Let Go.’ Take the next several moments to attend to your breathing, noticing and letting go of your thoughts. [Wait 3 minutes.] Bring your attention back to this moment, noticing the room around you again, slowly opening your eyes. Be ready to focus your attention throughout this day.”

Module 1: Introduction to the Hexaflex

Module Description:

This introductory week is designed to present the concepts of the Hexaflex to the child.

Preparation Notes:

When preparing daily activities, consider if whole group or small group arrangements would work best for your children, and plan your materials accordingly.

Materials List:

Tier	Day 1	Day 2	Day 3	Day 4	Day 5
2	»WS D1T2	»Paper »Pen/Pencils	»Balloons »Paper	None	»Tape
3	None	»3 different sounding bells, noisemakers, or chimes	»Balloons »Paper	None	»Tape

Journal Prompt:

What are the struggles you experience in your mind? How do they get in the way of things that matter most to you in life?

Day 1	Welcome to Your Mind	Present Moment
Tier 1	<p>Script: When was the last time you worked out or went to PE? When was the last time you worked out your mind? Have you ever stopped, noticed how you were breathing, closed your eyes, and just sat still? Do it for 3 min right now!</p>	
»Tier 2	<p>Discussion: What happens when we stop and pause? Does our mind stop too or does it still move a million times a minute? What was on your mind? Were you in the present here noticing your breathing, or were you elsewhere?</p> <p>Experiential Activity: Let's talk about what was going on in your mind. Take a piece of paper and draw three boxes on it. Write down in one box all the <u>past</u> stuff you thought about, in a different box, all the <u>future</u> stuff, and in the last box the <u>NOW</u> stuff.</p>	
Tier 3	<p>Discussion: Same as T2. Also add: Is it hard not to stop thinking of the past and the future? Were these bad or good things that you thought about? Do we spend more time worrying about bad things or enjoying positive memories? Why is this?</p> <p>Experiential Activity: Let us try and keep in the present moment. Let's try another 3 minutes of breathing, and noticing the world around us. This time however, as you start to drift with your thoughts to more distance places and times, keep coming back to NOW.</p>	

AIM ABC Record Log

Name: Julian

ID #: 2	Antecedent:	Behavior:	Consequence:	Duration:	Possible Function:
Date: 3/4	<input type="checkbox"/> Present task	<input type="checkbox"/> Refusal	<input type="checkbox"/> Verbal redirect	<input type="checkbox"/> <1 m	<input type="checkbox"/> Attention <input type="checkbox"/> Escape
Time: 13:30 p	<input type="checkbox"/> Asked to wait	<input type="checkbox"/> Physical aggression	<input type="checkbox"/> Physical prompt	<input type="checkbox"/> 1-5 m	<input type="checkbox"/> Tangible <input type="checkbox"/> Sensory
Setting: Rm 10	<input type="checkbox"/> End activity	<input type="checkbox"/> Verbal aggression	<input type="checkbox"/> Ignored	<input type="checkbox"/> 5-15 m	<input type="checkbox"/> Unclear
Initials: MP	<input type="checkbox"/> Activity Denied	<input type="checkbox"/> Self-Injury	<input type="checkbox"/> Continue task	<input type="checkbox"/> 15-30 m	Possible Inflexibility:
	<input type="checkbox"/> Item Denied	<input type="checkbox"/> Elopement	<input type="checkbox"/> Verbal reprimand	<input type="checkbox"/> .5-1 h	<input type="checkbox"/> Lack of contact with moment
	<input type="checkbox"/> Transition	<input type="checkbox"/> Disruption	<input type="checkbox"/> Removed from activity/location	<input type="checkbox"/> 1-2 h	<input type="checkbox"/> Experiential avoidance
	<input type="checkbox"/> Alone		<input type="checkbox"/> Alternative task	<input type="checkbox"/> 2+ h	<input type="checkbox"/> Fusion
	<input type="checkbox"/> Item Removed		<input type="checkbox"/> Time out	Intensity:	<input type="checkbox"/> View self-as-content
	<input type="checkbox"/> Loud setting			<input type="checkbox"/> Low	<input type="checkbox"/> Unclear values
	<input type="checkbox"/> Given attention			<input type="checkbox"/> Medium	<input type="checkbox"/> Inaction/impulsive action
	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> High	<input type="checkbox"/> Unclear

Notes: Math class: subtraction assignment presented. Allowed to complete a review worksheet instead.



AIM ACT Record Log

Name: Julian

ID #: 2	Awareness:	Communicate:	Treat:
Date: 3/4	<input type="checkbox"/> Not in the current moment	<input type="checkbox"/> Let's get back in the present moment.	<input type="checkbox"/> Acknowledge current environment
Time: 13:30 p	<input type="checkbox"/> Fused to thoughts	<input type="checkbox"/> It's ok that did not work out. We need to accept things, even stuff we don't like.	<input type="checkbox"/> Stepping back from current verbalizations
Setting: Rm 10	<input type="checkbox"/> Chasing non-values	<input type="checkbox"/> Is this the real you that is here right now?	<input type="checkbox"/> Reminding of stated values
Initials: MP	<input type="checkbox"/> Losing commitment	<input type="checkbox"/> Did this get you closer to your values?	<input type="checkbox"/> Encouraging commitment
	<input type="checkbox"/> Wrong self	<input type="checkbox"/> Tell me what your values are today.	<input type="checkbox"/> Refocus to self-as context
	<input type="checkbox"/> Difficulty with acceptance	<input type="checkbox"/> Stop, pause, and come back to the present.	<input type="checkbox"/> Acceptance of the entire event
		<input type="checkbox"/> Let's commit to doing better moving forward.	
		<input type="checkbox"/> I like the real you I see right now.	

Notes: Value identified: doing well in school.

AIM: ACT Phrases to Go

<p style="text-align: center;">Acceptance:</p> <p>(P) Accepting that you had to do work now was awesome. I know it can be hard to do sometimes.</p> <p>(P) I see you are accepting that's time for work.</p> <p>(P) I see you accepted that free time is over.</p> <p>(P) I know you want me to help you now, so thanks for accepting I will be there soon.</p> <p>(N) You have to accept that everything is not going to be perfect. And that's ok.</p> <p>(N) I know you really wanted X to happen. Accepting we have to do work is part of the day.</p> <p>(N) Your points are not high enough to buy X. Let's buy something else and accept it's a bummer. Let's get ready for next time.</p>	<p style="text-align: center;">Defusion:</p> <p>(P) Letting go of that thought was rough to do. Good job remembering what's really important.</p> <p>(P) You let go of your disappointment and did not lose points. Way to go!</p> <p>(P) Great job not responding to those comments/thoughts. Good defusion!</p> <p>(N) You don't need to be fused to that thought now. We have other things to do.</p> <p>(N) Are you letting those thoughts control you? Why don't you defuse them?</p> <p>(N) Cut the fuse off this mess, and let's get back to earning points.</p>
<p style="text-align: center;">Self-as-Context:</p> <p>(P) I like how are being the real (STUDENT NAME) right now!</p> <p>(P) I noticed that you seem ok right now being who you really are.</p> <p>(P) I like how you put that mess in the back of your mind for now, and are focused on right now.</p> <p>(N) Are you acting like the real you right now or is this behavior just the thoughts you have?</p> <p>(N) Are these thoughts just what other people say, or is this TRUE?</p> <p>(N) Are these thoughts descriptions or evaluations?</p> <p>(N) Where is the real (STUDENT NAME) right now?</p>	<p style="text-align: center;">Values:</p> <p>(P) I really like the way you are doing X. You must be working towards getting stuff you value from the store later today.</p> <p>(P) You are letting me know you value (learning/friendship/graduation/etc.) by doing (work/participating, etc.).</p> <p>(P) You are getting really close to getting your X. Keep chasing those values.</p> <p>(N) (Remember) what you are working for?</p> <p>(N) Do you value buying (bad behavior point removal), or buying (stuff in the store)?</p> <p>(N) You told me earlier that you wanted to buy X. Have you changed your values now that you are doing (bad behavior) instead?</p>
<p style="text-align: center;">Present Moment:</p> <p>(P) I really like how you are staying in the present now and not letting other stuff bug you.</p> <p>(P) I like how you are focusing on X. You are in the present moment! Way to go.</p> <p>(P) Way to block out those distractions right now. Hold on to the present.</p> <p>(N) Worrying about the future or what you think is happening is not part of the present.</p> <p>(N) That's all fine I guess, but I am staying in the present. Are you?</p> <p>(N) Are you right here right now, or have you drifted into the past to worry about x?</p>	<p style="text-align: center;">Committed Action:</p> <p>(P) You are doing a great job staying committed to your values. It's hard sometimes but you are keeping on track.</p> <p>(P) You are not letting of anything get in your way of completing your work today. Awesome! Stay committed!</p> <p>(P) I love how you came back and did X after you fell off the path towards your values.</p> <p>(N) I think you wanted to buy X later at cash out. Are you moving towards or away from the thing you value? Let's get back on track!</p> <p>(N) Doing X is not being committed to your values. Those are still your values, right?</p> <p>(N) Can you jump over this mess and stay committed to your value?</p>

AIM Point Calculator A

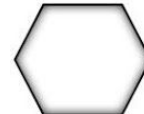
Name:			Date:			Starting Points:	
Classroom Behavior Points				ACT Behavior Points			
Time Period	Points Earned	Points Lost	Target Positive Behaviors	Points Earned	Points Lost	Challenging Behaviors	Function
	0 5 10	0 5 10		0 5 10	0 5 10		A E T S
	0 5 10	0 5 10		0 5 10	0 5 10		A E T S
	0 5 10	0 5 10		0 5 10	0 5 10		A E T S
	0 5 10	0 5 10		0 5 10	0 5 10		A E T S
	0 5 10	0 5 10		0 5 10	0 5 10		A E T S
	0 5 10	0 5 10		0 5 10	0 5 10		A E T S
	0 5 10	0 5 10		0 5 10	0 5 10		A E T S
	0 5 10	0 5 10		0 5 10	0 5 10		A E T S
	0 5 10	0 5 10		0 5 10	0 5 10		A E T S
	0 5 10	0 5 10		0 5 10	0 5 10		A E T S
TOTAL:		POSSIBLE =		EARNED =			

10 pts for >1 instances of appropriate/targeted positive behavior OR violations of rules/negative behavior
5 pts for 1 instance of appropriate/targeted positive behavior OR violation of rules/negative behavior
0 pts for 0 instances of appropriate/targeted positive behavior OR violations of rules/negative behavior

Bank Balance:		ACT Reflection		
AM	Earned Points:	+	Student Ex.	Present Moment:
	Lost Points:	-		Acceptance:
	Sub-Total:	=		Defusion:
	Cash Out:	-		Self-as-Context:
	Total:	=		Committed Action:
	Purchase Function:	A E T S		Values:
PM	Earned Points:	+	Teacher Ex.	Present Moment:
	Lost Points:	-		Acceptance:
	Sub-Total:	=		Defusion:
	Cash Out:	-		Self-as-Context:
	Total:	=		Committed Action:
	Purchase Function:	A E T S		Values:

Notes:

End of Day Balance:



AIM Point Calculator D

Name: _____ Date: _____ Therapist(s): _____

Classroom Behavior

Session	Points Earned	Behavior	Points Lost	Comments
1	0 10 20		0 10 20	
2	0 10 20		0 10 20	
3	0 10 20		0 10 20	
4	0 10 20		0 10 20	
5	0 10 20		0 10 20	

ACT Behavior

Session	Points Earned	Targeted Positive Behavior	Points Lost	Targeted Negative Behavior	Function: A = Attn. E = Esc. T = Tang. S = Sens.
		1) 2) 3)		1) 2) 3)	
1	0 10 20		0 10 20		A E T S
2	0 10 20		0 10 20		A E T S
3	0 10 20		0 10 20		A E T S
4	0 10 20		0 10 20		A E T S
5	0 10 20		0 10 20		A E T S

20 pts for >1 instances of appropriate/targeted positive behavior OR violations of rules/negative behavior
10 pts for 1 instance of appropriate/targeted positive behavior OR violation of rules/negative behavior
0 pts for 0 instances of appropriate/targeted positive behavior OR violations of rules/negative behavior

ACT Reflection

Child Ex.	Present Moment: _____	Present Moment: _____	
	Acceptance: _____	Acceptance: _____	
	Defusion: _____	Defusion: _____	
	Self-as-Context: _____	Self-as-Context: _____	
	Committed Action: _____	Committed Action: _____	
	Values: _____	Values: _____	

Bank Balance:

Session 1	Earned Points:	+
	Lost Points:	-
	Sub-Total:	=
	Cash Out:	-
	Total:	=
Purchase Function: A E T S		
Session 2	Earned Points:	+
	Lost Points:	-
	Sub-Total:	=
	Cash Out:	-
	Total:	=
Purchase Function: A E T S		
Session 3	Earned Points:	+
	Lost Points:	-
	Sub-Total:	=
	Cash Out:	-
	Total:	=
Purchase Function: A E T S		
Session 4	Earned Points:	+
	Lost Points:	-
	Sub-Total:	=
	Cash Out:	-
	Total:	=
Purchase Function: A E T S		
Session 5	Earned Points:	+
	Lost Points:	-
	Sub-Total:	=
	Cash Out:	-
	Total:	=
Purchase Function: A E T S		

CPFQ Children's Psychological Flexibility Questionnaire: CHILD REPORT

Name: _____ **Date:** _____ **Assessor:** _____ **Modality:** Written Oral

Directions: Read or listen to the following questions.
For each one, say how much you feel that way by choosing a circle.



Item	Question	NEVER	A LITTLE BIT	SOME-TIMES	A LOT	ALL THE TIME
1	I always notice things around me and what people say.	0	1	2	3	4
2	If I think something, that doesn't mean it's true.	0	1	2	3	4
3	There are things that I really care about.	0	1	2	3	4
4	If I do something bad, then I am a bad person.	0	1	2	3	4
5	I notice when my body feels different.	0	1	2	3	4
6	When I mess up, I get mad at myself.	0	1	2	3	4
7	Nothing matters that much to me.	0	1	2	3	4
8	If I cry it means that I'm wrong or bad.	0	1	2	3	4
9	It's OK to be scared.	0	1	2	3	4
10	I notice my thoughts and feelings, but that is not me.	0	1	2	3	4
11	I miss seeing stuff happen or hearing what people say.	0	1	2	3	4
12	My thoughts don't make me do what I do.	0	1	2	3	4
13	Everything I think and feel must be real.	0	1	2	3	4
14	It's OK to feel mad.	0	1	2	3	4
15	I know what I want to work for today.	0	1	2	3	4
16	If I lose I try again right away to do better.	0	1	2	3	4
17	I give up when things are too hard.	0	1	2	3	4
18	I worry a lot about stuff I did or need to do.	0	1	2	3	4
19	If I get angry, it means I messed up.	0	1	2	3	4
20	My thoughts and feelings tell me what to do.	0	1	2	3	4
21	I am what other people say about me.	0	1	2	3	4
22	If I did something wrong, that doesn't make me bad.	0	1	2	3	4
23	Grown-ups tell me what is important to me.	0	1	2	3	4
24	I try really hard every day.	0	1	2	3	4

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Children's Psychological Flexibility Questionnaire: Child's Score Report

Name: _____ **Date:** _____ **Assessor:** _____ **Modality:** Written Oral

Directions: Record the child's scores for each item next to the corresponding item number in the tables below. Items are grouped by ACT core process. Items in grey boxes are to be reverse scored using the metric below. Sum the items within each category to obtain the Core Process Subtotal. Sum all items to obtain a Psychological Flexibility Total Score. Higher scores indicate greater psychological flexibility, while lower scores suggest greater inflexibility.

Reverse Scoring Metric:	0 = 4	1 = 3	2 = 2	3 = 1	4 = 0
	<i>[CHILD'S SELECTION] = [SCORE RECORDED]</i>				

PRESENT MOMENT		SELF-AS-CONTEXT		CORE PROCESS SUBTOTALS:	
1		4		PRESENT MOMENT	
5		10		ACCEPTANCE	
11		21		DEFUSION	
18		22		SELF-AS-CONTEXT	
ACCEPTANCE		VALUES		VALUES	
8		3		COMMITTED ACTION	
9		7		PSYCHOLOGICAL FLEXIBILITY TOTAL SCORE:	
14		15		NOTES:	
19		23			
DEFUSION		COMMITTED ACTION			
2		6			
12		16			
13		17			
20		24			

AIM Program Design Checklist		
Component	<input checked="" type="checkbox"/>	Notes
Daily ACT Lessons		
Schedule		
# of Lessons/Week		
Tier Divisions Outlined		
Implementers Selected		
Groups Created (if needed)		
ACT Communication Planned		
Point System & Reinforcement		
Point Calculator Selected		
Time Intervals Selected		
Implementers Selected		
Self-Management Considered		
Reinforcer Store Organized		
Frequency of Cash Outs Determined		
Price Points Outlined		
Reinforcers Selected		
Reinforcer Menu Created		
Variability Established (ie Sales)		
Response Cost Outlined		
Bank Management Planned		
Physical Space		
Points Posted		
Menu / Store Info Posted		
Hexaflex Posted		
Lessons Posted		
Values/Actions Posted		
Additional Notes:		

