

# Building the Values of Acceptance and Commitment in Children:

The World's First ACT School, Summer Camp, and Daily  
Treatment Guide to a Mindful Education



Mark R. Dixon, Ph.D., BCBA-D

Southern Illinois University

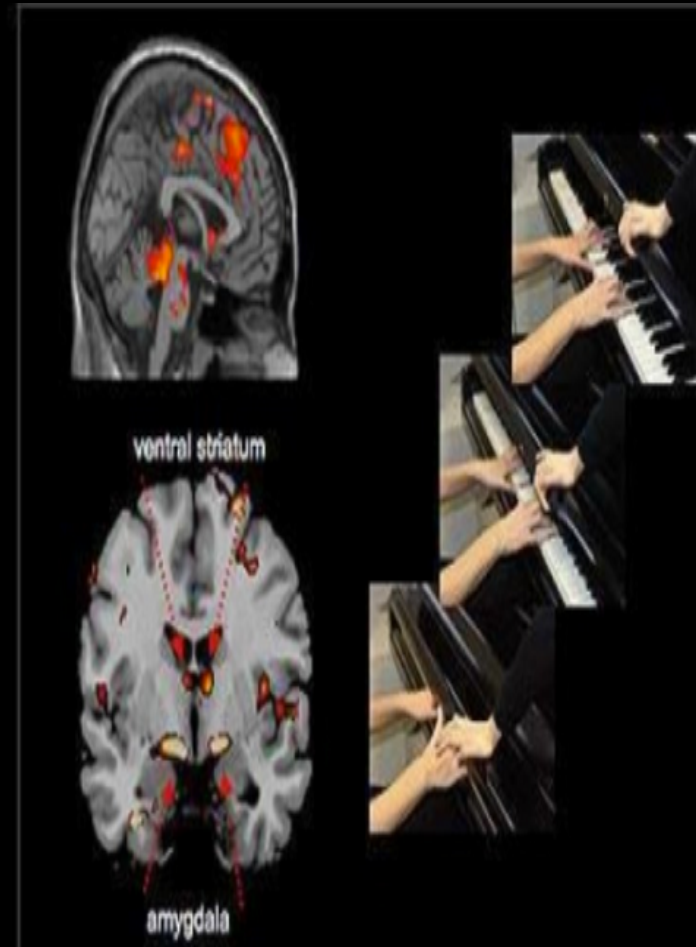
# Presentation Overview:

- Historical Context of Getting ACT in Schools
- ACT as a component of cultural change
- Getting buy-in from the educational system
- Evaluation of student outcomes
- Replication sites, and more replication sites
- Condensing the approach - summer camp
- Expanding the approach – 1000s of kids



# Historical Context

- Exponential rise in children with autism and social-emotional disorders in the past twenty years
  - Neuroimaging of students show objective differences
  - Co-morbid poverty, substance abuse, sexual abuse, etc.



# Historical Context

- **The elevator out of district:**
  - Behavior challenges in regular education
  - Referral to social worker, and maybe IEP minutes
  - Change of placement within building
  - Alternative building within district (bad kids school)
  - Outplacement from district
- Costs associated with last option is typically \$20-40k per year



# Always comes down to money...

- If we could “save” one student from outplacement, it would cover the costs of developing the program.
- If we could “save” 30 kids from outplacement, we would have almost 1 million in savings to district



# Bring Me the Worst of the Worst

- Approached 11 districts and offered them a cheaper alternative than existing placements
- Ensured academic growth
- Ensured active treatment





# The Little School in the Middle of Nowhere



Right about, here.



# The Game Plan

- Empty Elementary School
  - 6 classrooms
  - Gym
  - Kitchen
  - Locks on every door everywhere
  - Time out room built
- 5 Day ACT and FBA Boot Camp for Staff
  - 100% buy-in or bye-bye
- 20 Kids on Day 1
  - No suspensions
  - No kick out
  - PSI Instruction



# Who's Replicating?

- Highland
- Woodriver
- Jerseyville
- Mt. Vernon
- Benton
- Woodlawn
- Moline
- East Moline
- Mt Olive
- Gillespie
- Collinsville
- Bunker Hill
- And many others across the country



# The School Day

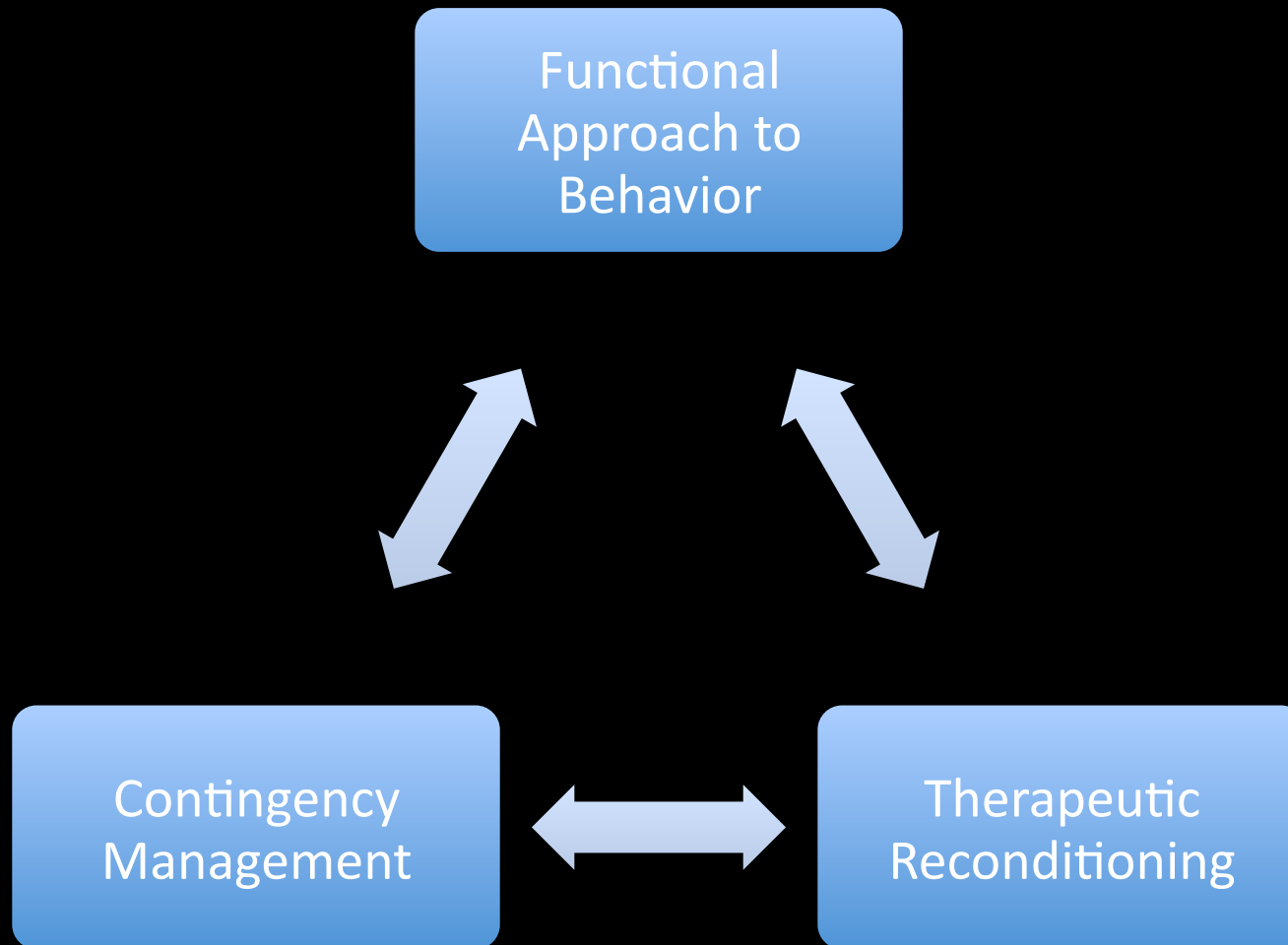
- 30 min of ACT every day
- Individualized instruction
- Every 30min “cash outs” in point economy
- Points earned for behavior compliance AND hexaflex compliance
- Check out at end of day, walking around hexaflex



# The ACT Question

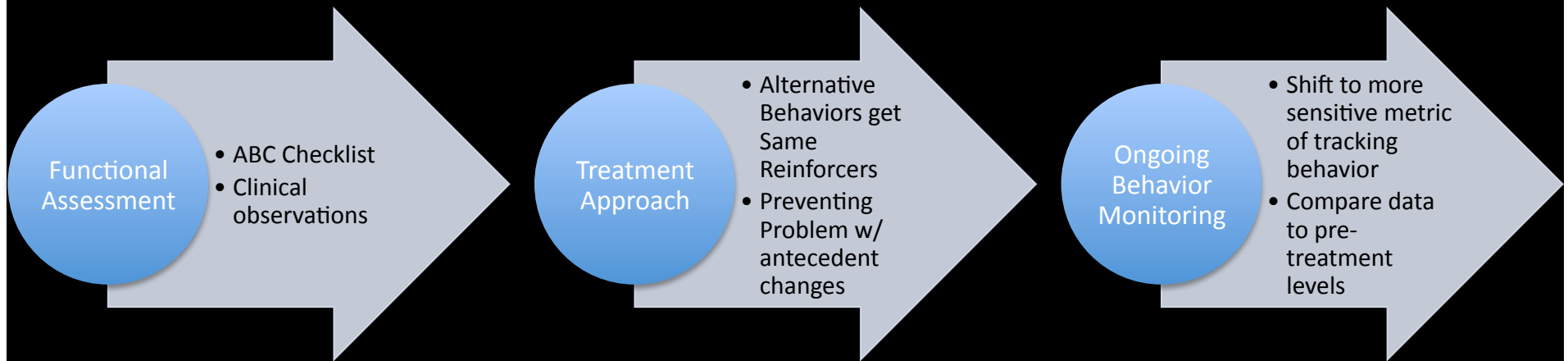
- In this moment, are you – not the stories you tell yourself – but you, ready to show up to what you are experiencing without defenses, move your life in a direction you value, and when you find yourself off-path, gently return to the direction you value?
- The kid version....
  - Accept what is going on, commit to the things you want, and try really hard to get them

# The ACT School's 3 Key Components



# Functional Approach to Behavior

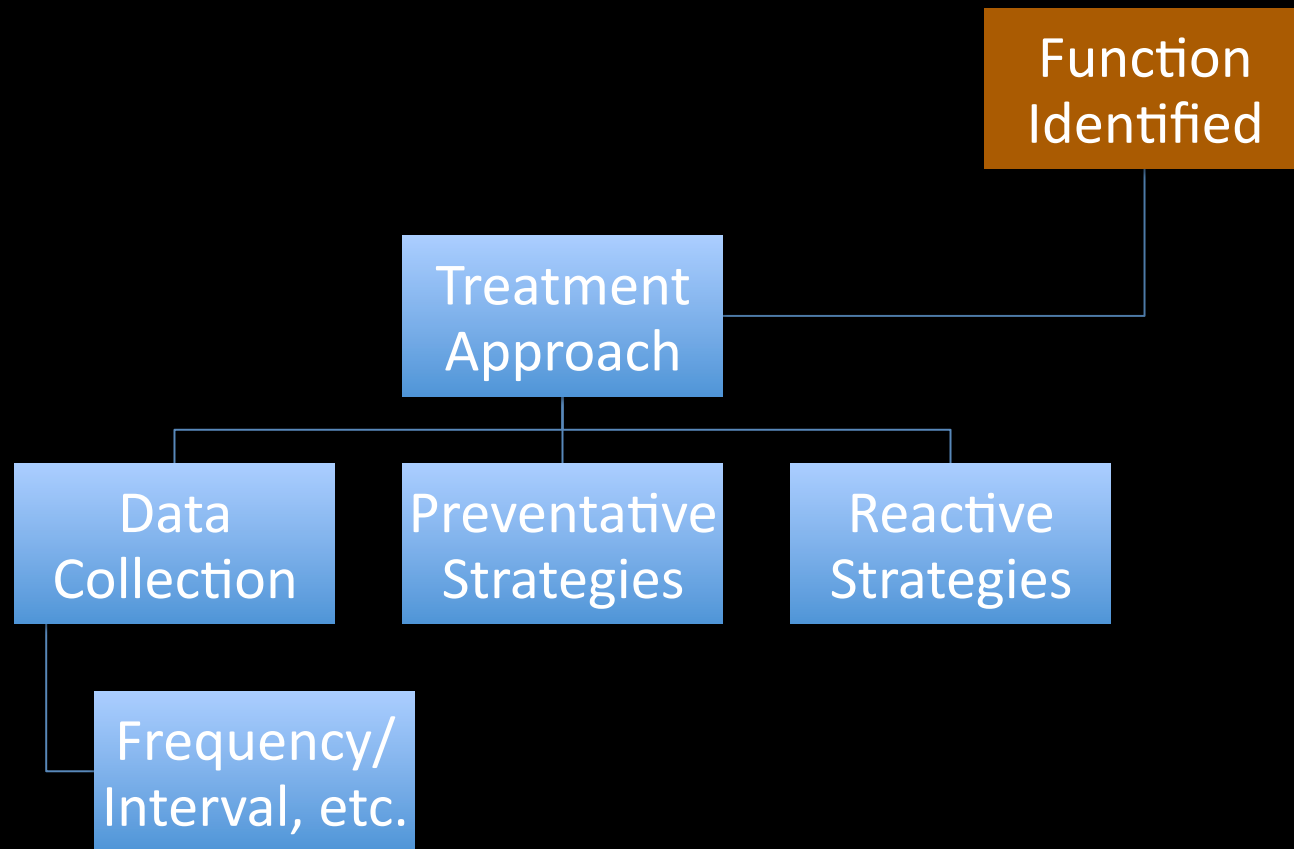
# From Function to Solution



# Functional Understanding

- Antecedent – Behavior – Consequence
- Same looking behavior for many different causes
- Key is to understanding the “antecedents” and the “consequences” that surround a behavior
- Only 4 possible causes for a behavior
  - Attention, escape, tangible and sensory
  - No excuses: control, bad day, upset, worried, no meds
- Identify the correct function – treatment works
- Identify the incorrect function – treatment makes things worse

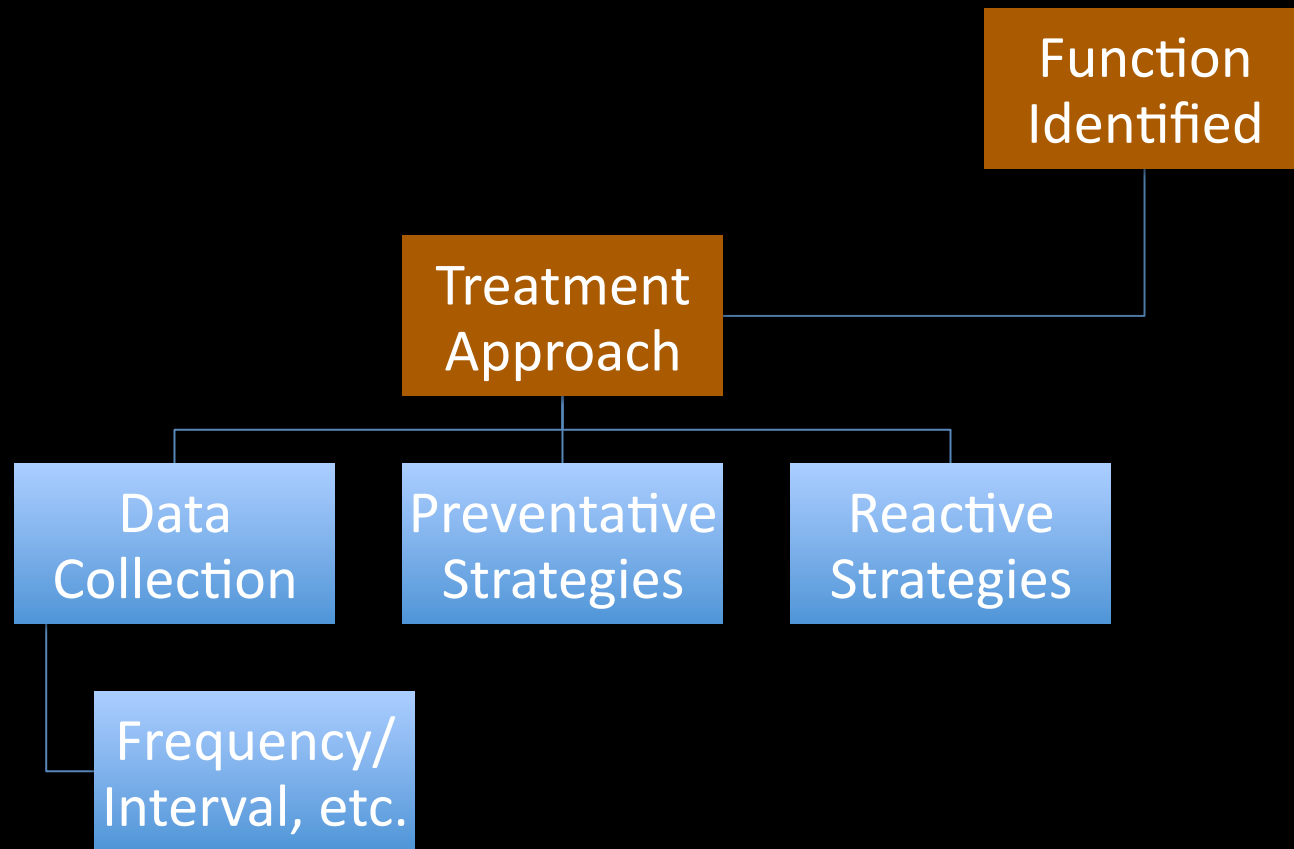
# Moving through the Process







# Moving through the Process



# The Menu for Success

## Attention

- Praise when on task
- Attention to other students
- 1:1 time w/ staff
- Removal from environment

## Escape

- Task completion to earn break
- Escape at random times
- Extra work
- Work pause when on task

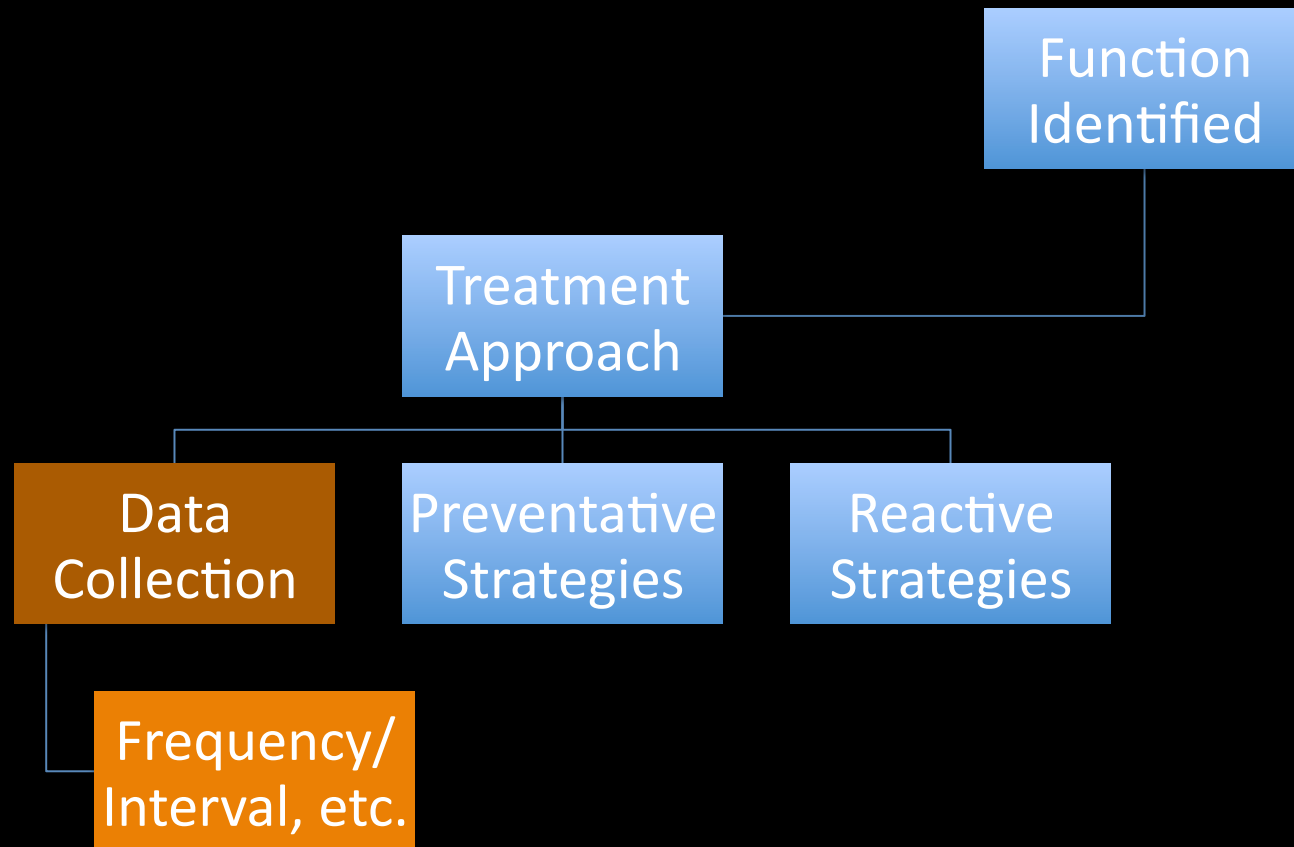
## Tangible

- Provide “stuff” while working
- Gain access to things at random times
- Access of preferred items given to others
- Lower preferred items given

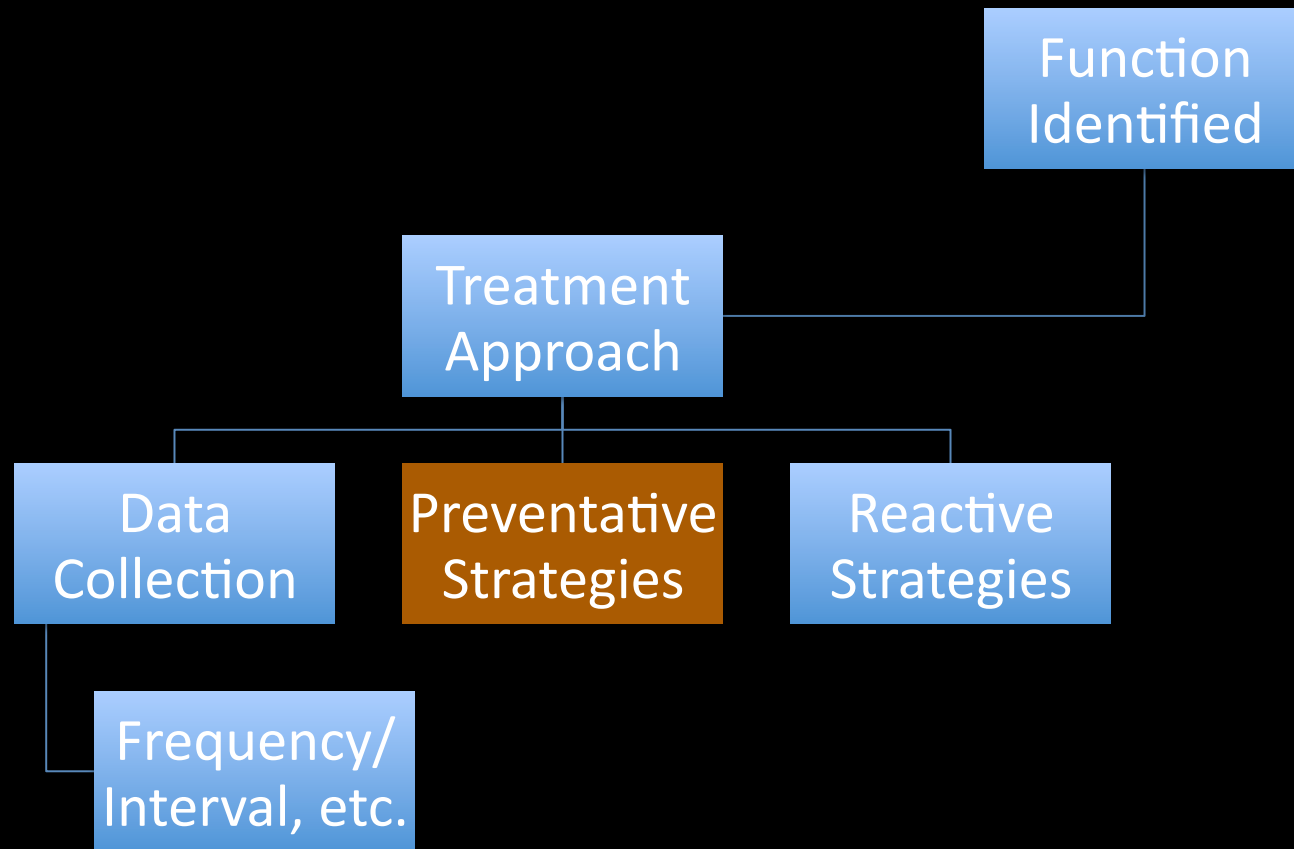
## Sensory

- Interruption of processing
- Providing access for work completion
- Minimizing impact by strengthening other antecedents/ consequences

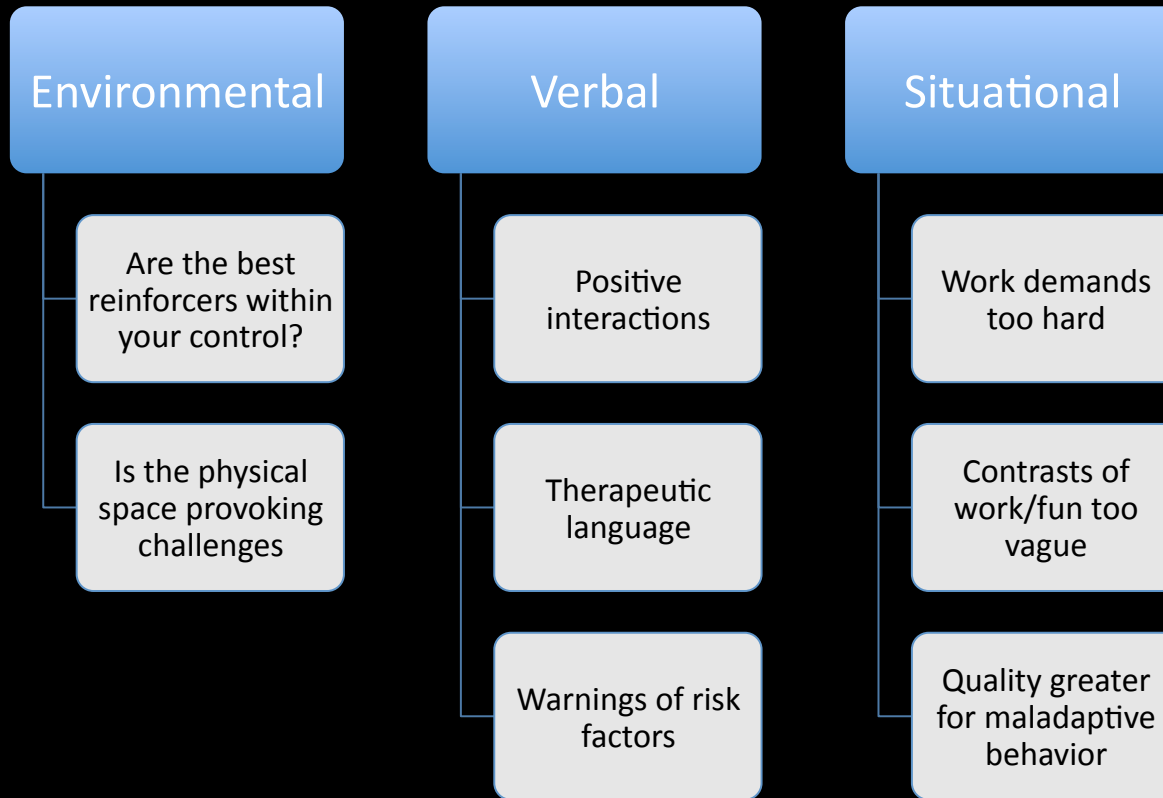
# Moving through the Process



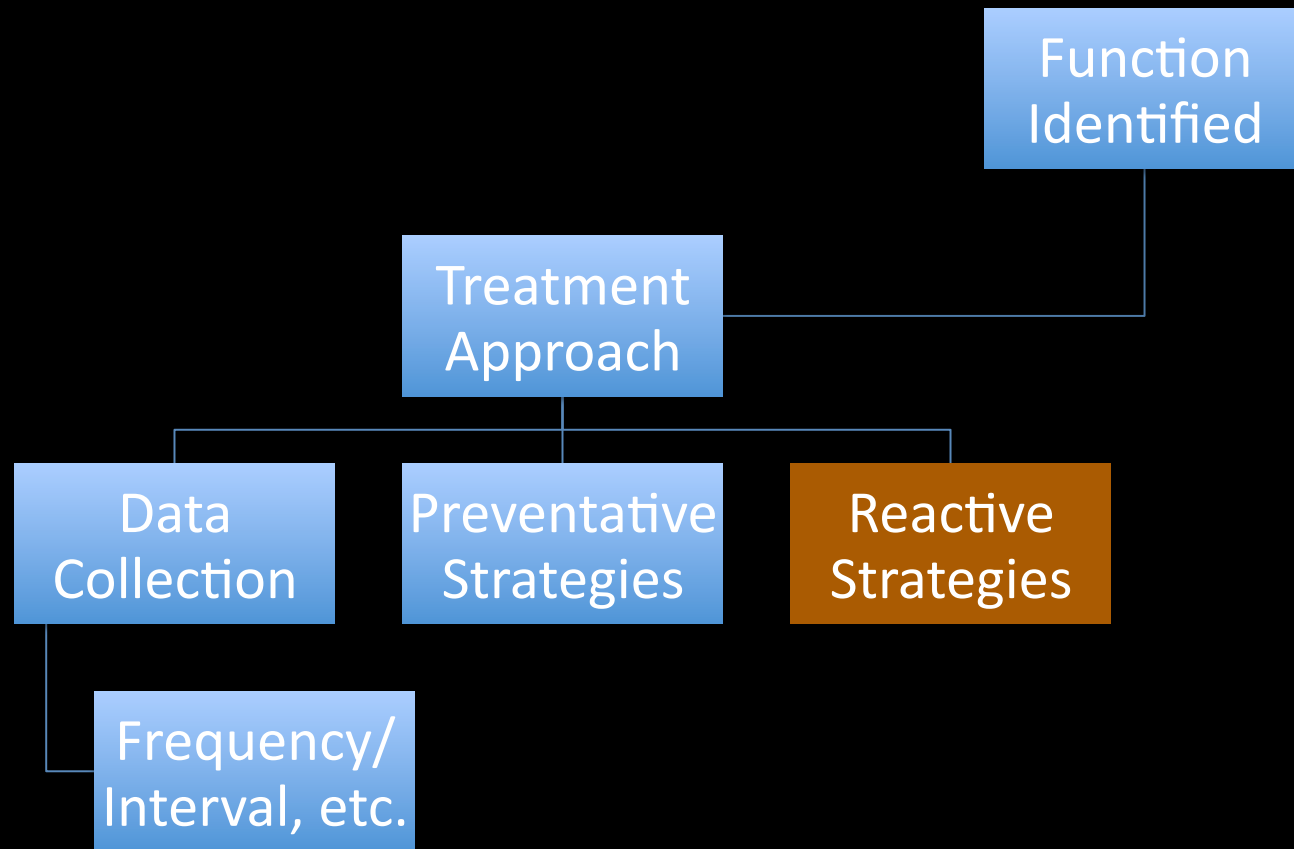
# Moving through the Process



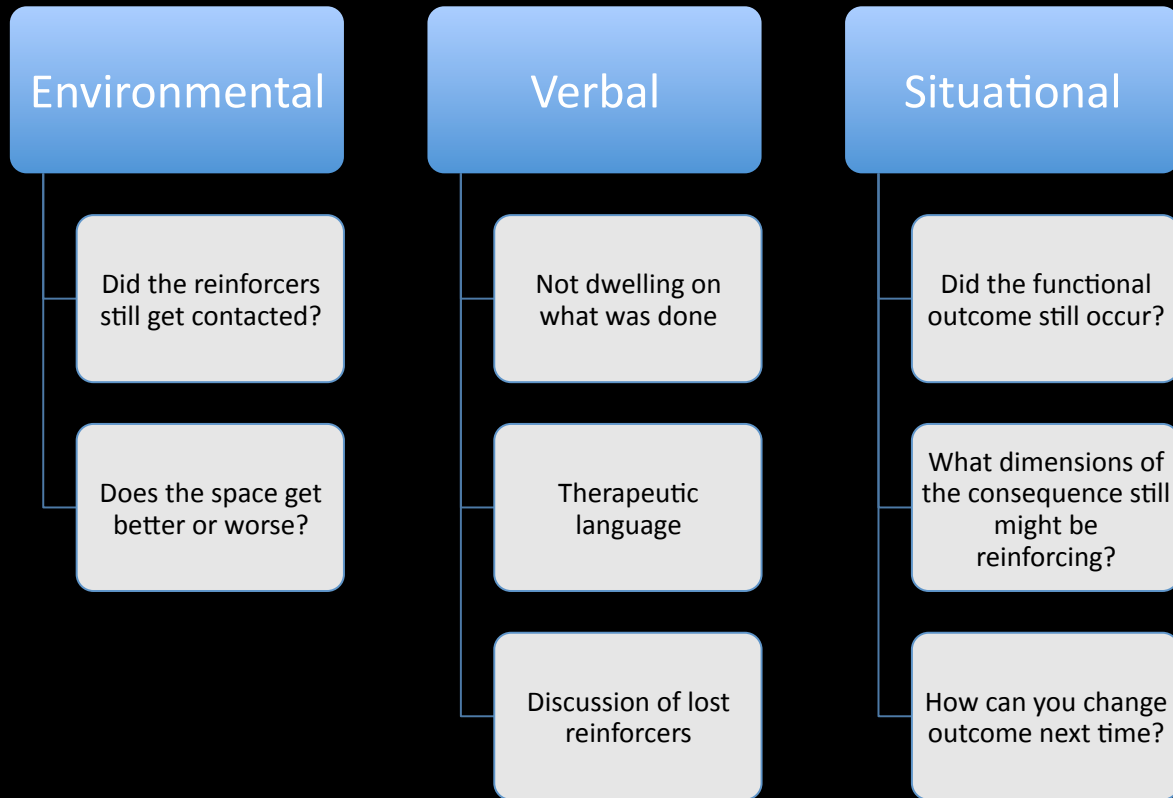
# Preventing Problems



# Moving through the Process



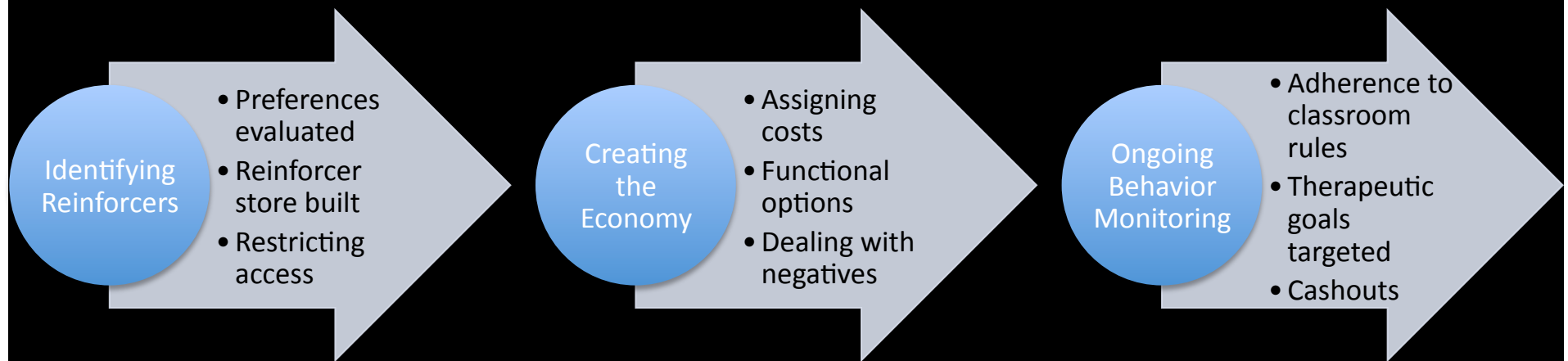
# Reacting to Problems



# Contingency Management



# Managing the Contingencies



# Contingencies Managed

- Problem behavior must fail to gain access to the once-desired consequences
- Positive behavior must be able to gain access to functionally equal consequences
  - Escape, attention, tangibles, sensory
- Sooner-smaller and larger-later risk factors
- Psychologically bringing the future into the present
- Dynamics of the economy, inflation, price busts, substitutable reinforcers
- The bank (positive carry over) and the debt (zeroing out negative)
- Points every 30 minutes and multiple “cash-outs” each day.



# Front Side of Sheet

## Daily Point System

Name \_\_\_\_\_



Date \_\_\_\_\_

Points Earned	Staff	Time Period	Points Lost	Comments (positive & negative behavior)
	1) Follow Directions 2) Complete assignment			1) Not following school/classroom rules 2) Disrespectful 3) Inappropriate behaviors
0 5 10		8:30-9:00	0 5 10	
0 5 10		9:00-9:30	0 5 10	
0 5 10		9:30-10:00	0 5 10	
0 5 10		10:00-10:30	0 5 10	
0 5 10		10:30-11:00	0 5 10	
0 5 10		11:00-11:30	0 5 10	
0 5 10		11:30-12:00	0 5 10	
0 5 10		12:00-12:30	0 5 10	
0 5 10		12:30-1:00	0 5 10	
0 5 10		1:00-1:30	0 5 10	
0 5 10		1:30-2:00	0 5 10	
<b>Total</b>				

**EARNED Key:** 10 points for participation and assignment completion  
5 points for either participation or assignment completion  
0 points for neither participation nor assignment completion

**LOST Key:** 10 points for violation of school rules, disrespectful to peers, violations in classroom rules, and inappropriate behavior towards teacher/staff  
5 points for one or more of the above  
0 points for none of the above

<b>Bank Balance</b>					
Earned Morning Points +					
Lost Morning Points --					
<b>Total</b>					
Morning Cash Out --					
<b>Total</b>		A	E	T	S
Earned Afternoon Points +					
Lost Afternoon Points --					
<b>Total</b>					
Afternoon Cash Out --					
<b>Total</b>		A	E	T	S
<b>Ending Daily Balance</b>					

**Total Points Possible** \_\_\_\_\_

**Total Points Earned** \_\_\_\_\_

# Front Side of Sheet

## Daily Point System

Name \_\_\_\_\_

130

Date \_\_\_\_\_

Points Earned	Staff	Time Period	Points Lost	Comments (positive & negative behavior)
	1) Follow Directions 2) Complete assignment			1) Not following school/classroom rules 2) Disrespectful 3) Inappropriate behaviors
0 5 10	MD	8:30-9:00	0 5 10	
0 5 10		9:00-9:30	0 5 10	
0 5 10		9:30-10:00	0 5 10	
0 5 10		10:00-10:30	0 5 10	
0 5 10		10:30-11:00	0 5 10	
0 5 10		11:00-11:30	0 5 10	
0 5 10		11:30-12:00	0 5 10	
0 5 10		12:00-12:30	0 5 10	
0 5 10		12:30-1:00	0 5 10	
0 5 10		1:00-1:30	0 5 10	
0 5 10		1:30-2:00	0 5 10	
<b>Total</b>	35		25	

**EARNED Key:** 10 points for participation and assignment completion  
5 points for either participation or assignment completion  
0 points for neither participation nor assignment completion

**LOST Key:** 10 points for violation of school rules, disrespectful to peers, violations in classroom rules, and inappropriate behavior towards teacher/staff  
5 points for one or more of the above  
0 points for none of the above

# Back Side of Sheet

## Social Behavior Checklist

Name \_\_\_\_\_

Date \_\_\_\_\_

Points Earned	Targeted Positive Behavior	Staff	Time Period		Points Lost	Targeted Negative Behaviors
	1) Remained in the present moment 2) Accepted current situation					1) Did not defuse from situation 2) Not working toward personal values
0 5 10			8:30-9:00		0 5 10	
0 5 10			9:00-9:30		0 5 10	
0 5 10			9:30-10:00		0 5 10	
0 5 10			10:00-10:30		0 5 10	
0 5 10			10:30-11:00		0 5 10	
0 5 10			11:00-11:30		0 5 10	
0 5 10			11:30-12:00		0 5 10	
0 5 10			12:00-12:30		0 5 10	
0 5 10			12:30-1:00		0 5 10	
0 5 10			1:00-1:30		0 5 10	
0 5 10			1:30-2:00		0 5 10	
<b>Total</b>						

# Back Side of Sheet

## Social Behavior Checklist

Name \_\_\_\_\_

Date \_\_\_\_\_

Points Earned	Targeted Positive Behavior	Staff	Time Period	Points Lost	Targeted Negative Behaviors
	1) Remained in the present moment 2) Accepted current situation				1) Did not defuse from situation 2) Not working toward personal values
0 5 10			8:30-9:00	0 5 10	
0 5 10			9:00-9:30	0 5 10	
0 5 10			9:30-10:00	0 5 10	
0 5 10			10:00-10:30	0 5 10	
0 5 10			10:30-11:00	0 5 10	
0 5 10			11:00-11:30	0 5 10	
0 5 10			11:30-12:00	0 5 10	
0 5 10			12:00-12:30	0 5 10	
0 5 10			12:30-1:00	0 5 10	
0 5 10			1:00-1:30	0 5 10	
0 5 10			1:30-2:00	0 5 10	
<b>Total</b>	30			5	

# Front Side of sheet

## Daily Point System

Name \_\_\_\_\_

130

Date \_\_\_\_\_

Points Earned	Staff	Time Period	Points Lost	Comments (positive & negative behavior)
	1) Follow Directions 2) Complete assignment			1) Not following school/classroom rules 2) Disrespectful 3) Inappropriate behaviors
0 5 10	MD	8:30-9:00	0 5 10	
0 5 10		9:00-9:30	0 5 10	
0 5 10		9:30-10:00	0 5 10	
0 5 10		10:00-10:30	0 5 10	
0 5 10		10:30-11:00	0 5 10	
0 5 10		11:00-11:30	0 5 10	
0 5 10		11:30-12:00	0 5 10	
0 5 10		12:00-12:30	0 5 10	
0 5 10		12:30-1:00	0 5 10	
0 5 10		1:00-1:30	0 5 10	
0 5 10		1:30-2:00	0 5 10	
<b>Total</b>	<b>35</b>		<b>25</b>	

**EARNED Key:** 10 points for participation and assignment completion  
5 points for either participation or assignment completion  
0 points for neither participation nor assignment completion

**LOST Key:** 10 points for violation of school rules, disrespectful to peers, violations in classroom rules, and inappropriate behavior towards teacher/staff  
5 points for one or more of the above  
0 points for none of the above

Bank Balance					
Earned Morning Points +				65	
Lost Morning Points --				30	
Total				35	
Morning Cash Out --				10	
Total			(A)		
Earned Afternoon Points +					
Lost Afternoon Points --					
Total					
Afternoon Cash Out --					
Total					
Ending Daily Balance				185	

Total Points Possible 80

Total Points Earned 65

Social Behavior Checklist					
Name _____			Date _____		
Points Earned	Targeted Positive Behavior	Staff	Time Period	Points Lost	Targeted Negative Behaviors
	1) Remained in the present moment 2) Accepted current situation				1) Did not defuse from situation 2) Not working toward personal values
0 5 10			8:30-9:00	0 5 10	
0 5 10			9:00-9:30	0 5 10	
0 5 10			9:30-10:00	0 5 10	
0 5 10			10:00-10:30	0 5 10	
0 5 10			10:30-11:00	0 5 10	
0 5 10			11:00-11:30	0 5 10	
0 5 10			11:30-12:00	0 5 10	
0 5 10			12:00-12:30	0 5 10	
0 5 10			12:30-1:00	0 5 10	
0 5 10			1:00-1:30	0 5 10	
0 5 10			1:30-2:00	0 5 10	
Total				30	5

## Point Exchange Log

Name: \_\_\_\_\_

Dates \_\_\_\_\_

DAY	Starting Balance	Earned Points	Possible Points	
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Weekly Total				Weekly Points Percentage

DAY	Items Purchased	Purchase Price	Primary Function			
			A	E	T	S
Monday			A	E	T	S
Tuesday			A	E	T	S
Wednesday			A	E	T	S
Thursday			A	E	T	S
Friday			A	E	T	S



## Point Exchange Log

Name: \_\_\_\_\_

Dates \_\_\_\_\_

DAY	Starting Balance	Earned Points	Possible Points
Monday	130	180	220
Tuesday			
Wednesday			
Thursday			
Friday			
Weekly Total			

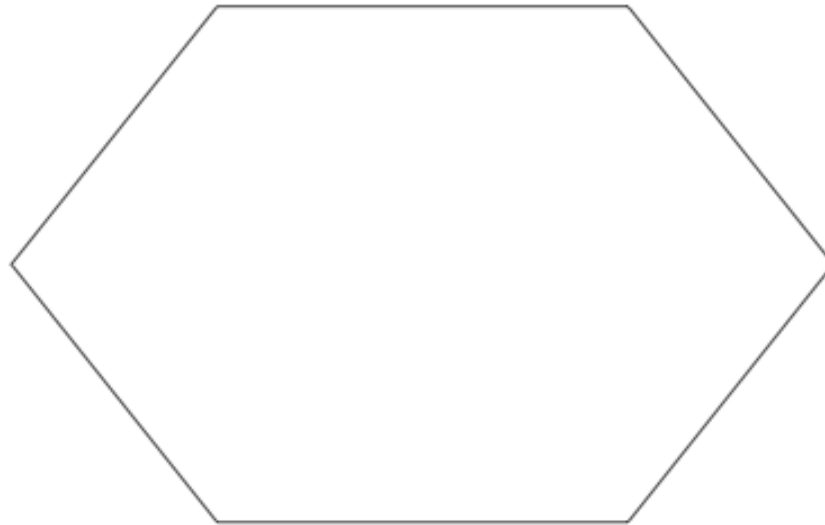
Weekly Points Percentage 90

DAY	Items Purchased	Purchase Price	Primary Function			
			A	E	T	S
Monday	Chips, ipod, break, soda	190	A	E	T	S
Tuesday			A	E	T	S
Wednesday			A	E	T	S
Thursday			A	E	T	S
Friday			A	E	T	S

## ACT SYSTEM Daily Worksheet

Name \_\_\_\_\_

Date \_\_\_\_\_



Component	Student Example	Teacher Example
Present Moment		
Acceptance		
Defusion		
Self as Context		
Committed Action		
Values		

## ACT SYSTEM Daily Worksheet

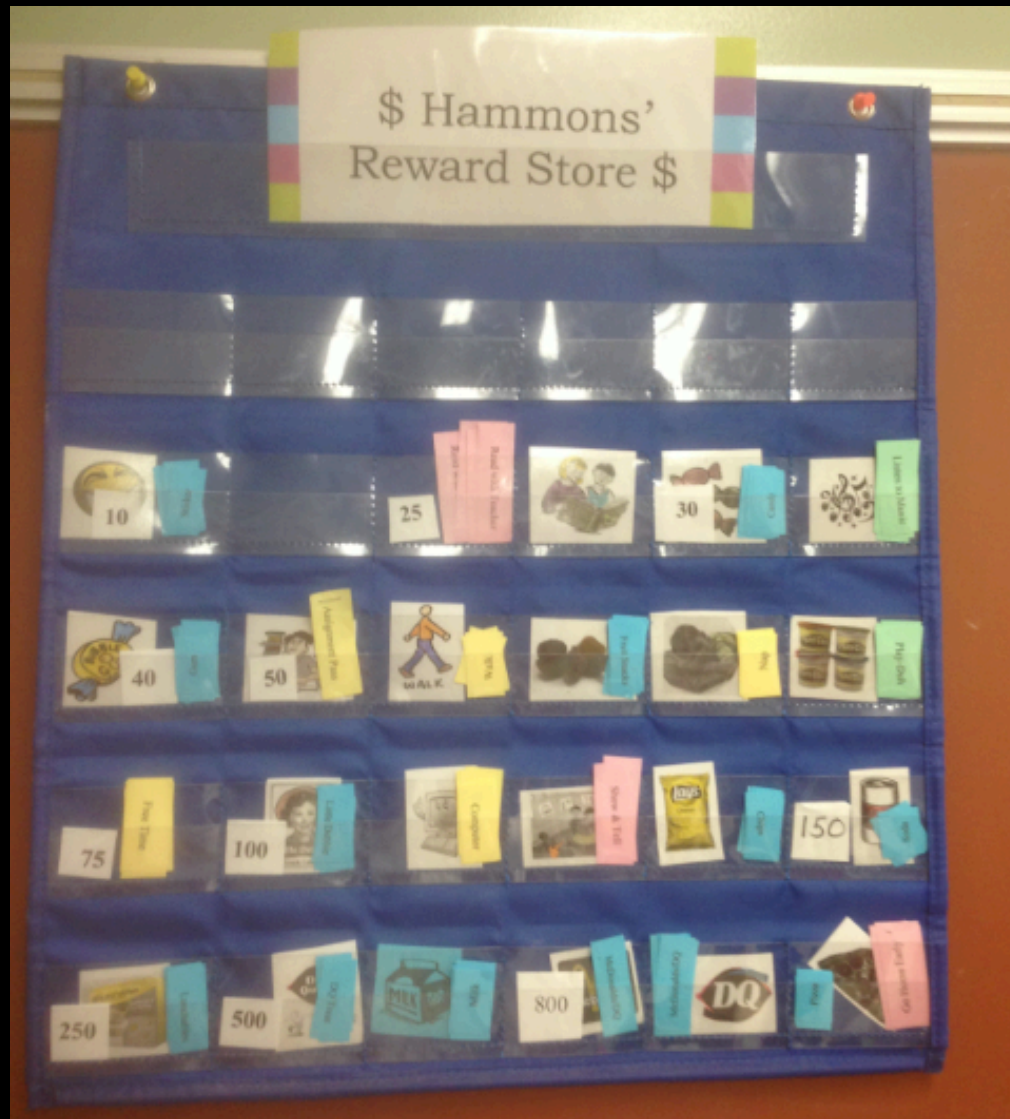
Name \_\_\_\_\_

Date \_\_\_\_\_

Student exhibited a variety of attempts at remaining in the present today. Very challenging.

Component	Student Example	Teacher Example
Present Moment		Math worksheet
Acceptance		
Defusion		
Self as Context		
Committed Action		
Values		

# Building the Economy



IF YOU CAN  
DREAM IT  
YOU CAN  
DO IT



75	200	500	150	50	300
200	175	100	250	100	100
50	175	800	200	100	150
50	150	150	200	200	200

20	30	40	60	100	200	500
<p>video equipment</p>	<p>look through a book</p>	<p>listen to music</p>	<p>draw</p>	<p>play video games</p>	<p>hang work on the board</p>	<p>skip assignment</p>
	<p>do a puzzle</p>	<p>listen to music on headphones</p>	<p>copy</p>	<p>visit PE class</p>		<p>look with professor papers</p>
<p>play a game</p>	<p>use</p>	<p>get in a team big chair</p>	<p>teacher's helper</p>	<p>throw and ball</p>	<p>lay off % of your assignment</p>	<p>background</p>
<p>look down the road</p>	<p>game with professor papers</p>	<p>use the coffee in hand</p>	<p>ice cream</p>			
<p>laughter (laughter pad)</p>	<p>get in teacher chair</p>	<p>take a break</p>	<p>HELP WANTED</p>	<p>teacher notebook</p>		
	<p>take off your shoes</p>					
				<p>check books</p>		
				<p>3000</p>		
				<p>finished book</p>		
				<p>EDGE CASE</p>		
					<p>50</p>	





# Menu

5 min



Candy



Gum

read my Library Books



Wash Erasers

Stress Ball



20

5 min

40

BREAK

Small Treasure



Tell a joke

Medium Treasure



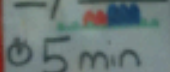
50

80

Snack



Toy Time



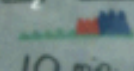
5 min

read a story

visit someone (staff)

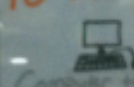
100

Toy Time



10 min

10 min



Computer Time

Art Boxes

150

LARGE Treasure



going to Ms. Walthers class

Nintendo DS 10 minutes

SHOW and Tell

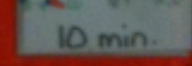


200

Skip Work



Extra Reading



10 min.

HANDS ON FUN



# Therapeutic Reconditioning

Acceptance and Commitment Therapy

# ACT

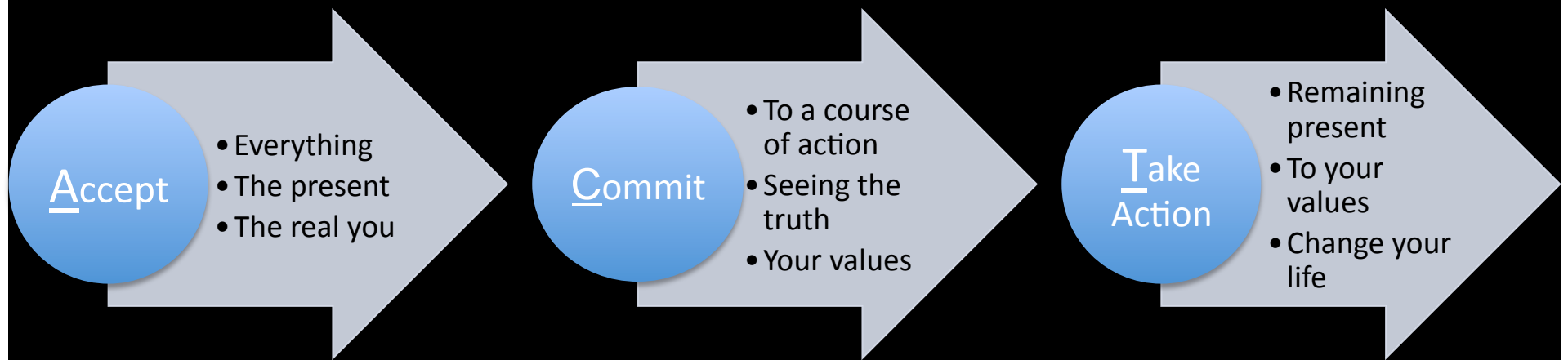


180 Day  
Treatment  
Protocol  
Included

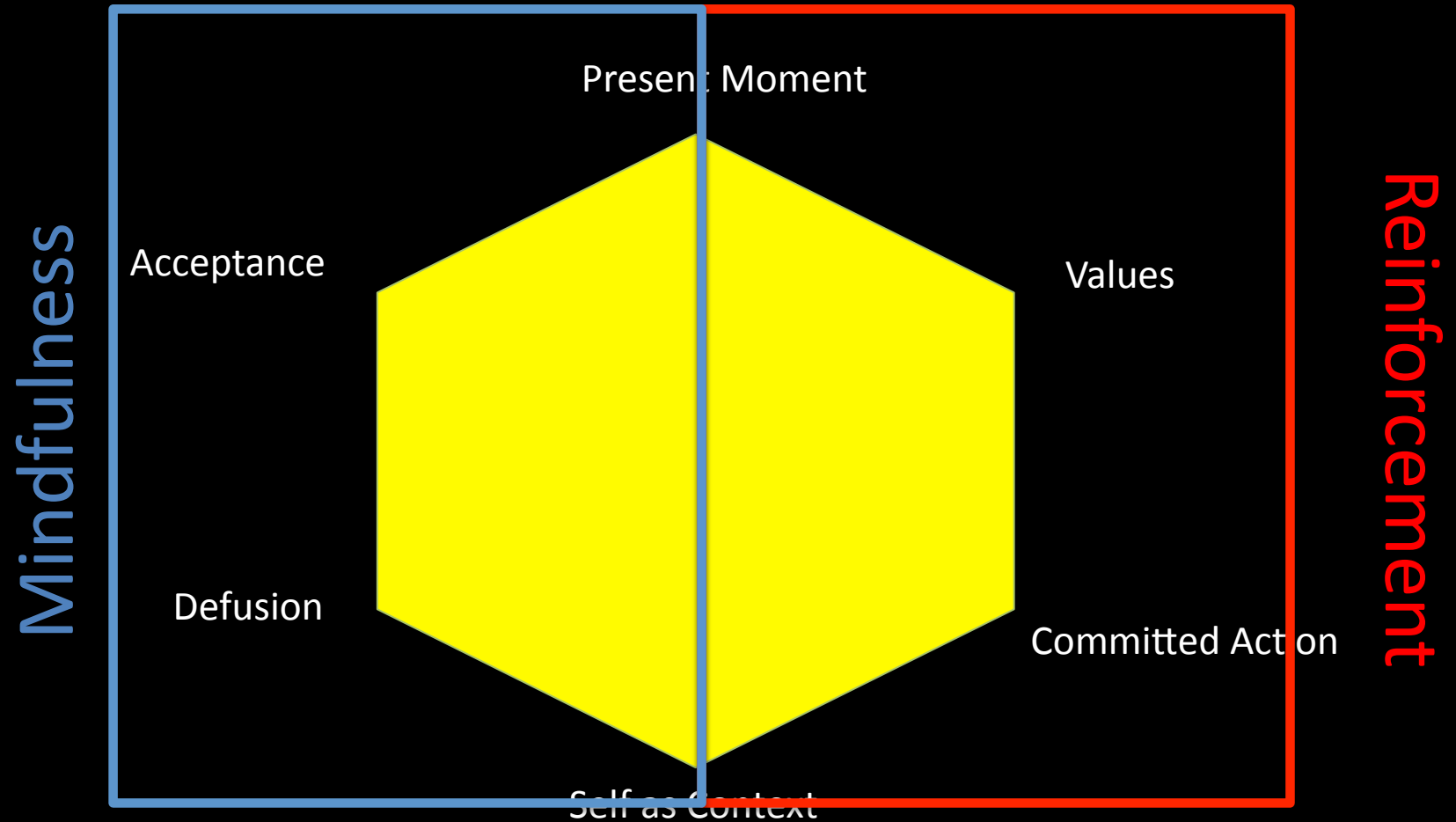
For Children with Autism and  
Emotional Challenges

Dr. Mark R. Dixon

# A C T



# Putting it Together



# Present Moment

- Objective: Living in the here and now
- Challenge: Relational responding removes us from physical stimuli to functional relations between stimuli (and the rabbit hole opens)
- Kids: Predisposed to fixate on certain stimuli in environment (even verbal stimuli)
- Approach: Redirection to physical world, noticing stimuli elements that were not attended to, reminding of values



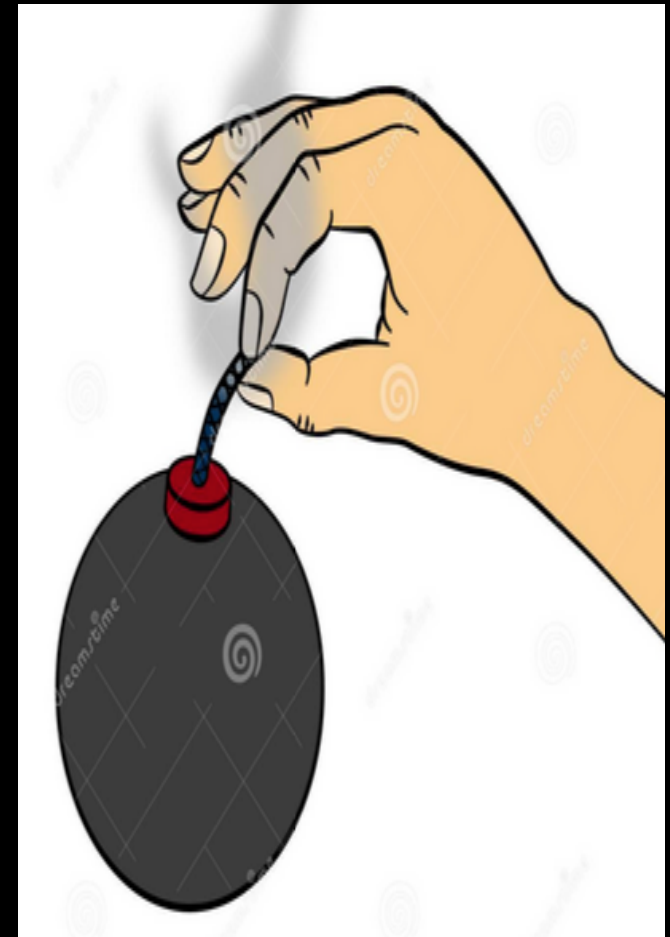
# Acceptance



- Objective: Tolerating both good and bad (obtaining reinforcers and losing reinforcers)
- Challenge: Sooner smaller consequences override larger later consequences
- Kids: Impulsive behaviors come at the cost of obtaining bigger better things
- Approach: Bringing delays into the present. “Bad” stuff is ok. Fighting bad stuff wont make it go away.

# Defusion

- Objective: Stepping back from thoughts and noticing them as not part of self
- Challenge: Discrimination between a thought and the literal world
- Kids: Thoughts become preservations and inability to discriminate truth from thought
- Approach: Making thoughts silly, accepting that noise in head is just noise





# Values



- Objective: Moving life in a direction of value and worth
- Challenge: Too far in future and too delayed
- Kids: Abstract concept, and is at odds with more immediate reinforcers
- Approach: Re-configure values as “stuff” that can be bigger than physical things as child becomes more advanced

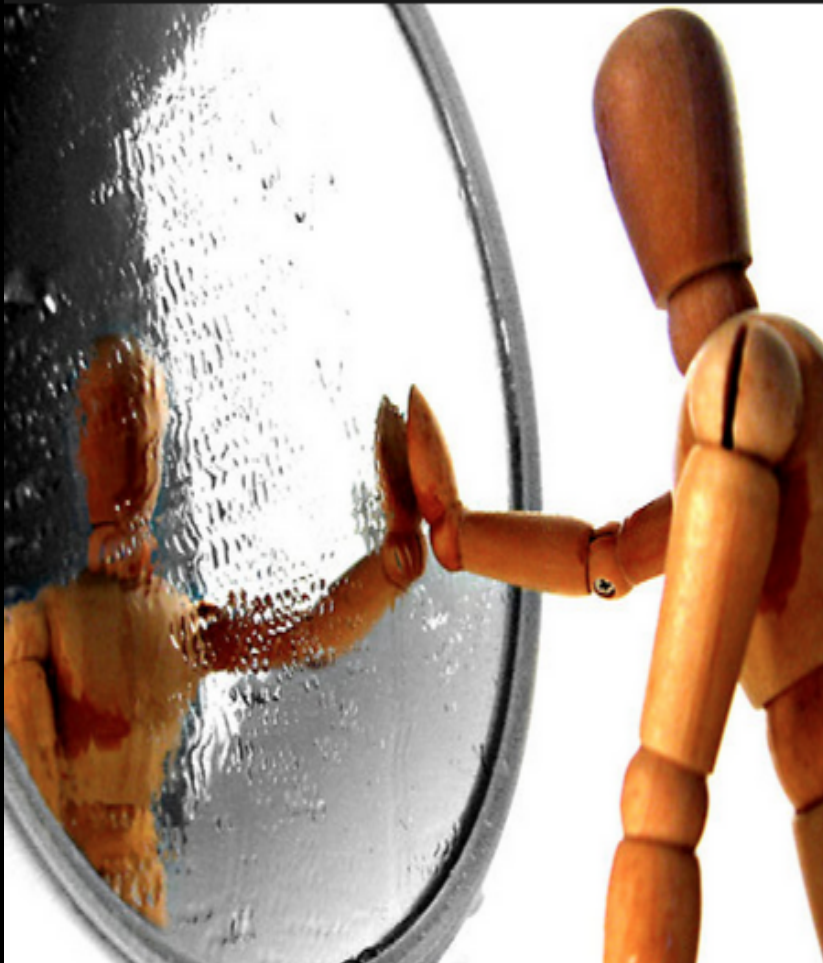


# Committed Action

- Objective: Keep engaging in behavior that moves towards values
- Challenge: Easy to give up. Once a failure....
- Kids: Don't like to lose. Failure is a cue for more failure
- Approach: Its ok to mess up. Its ok to be a gigantic mess today. No consequences from prior days.

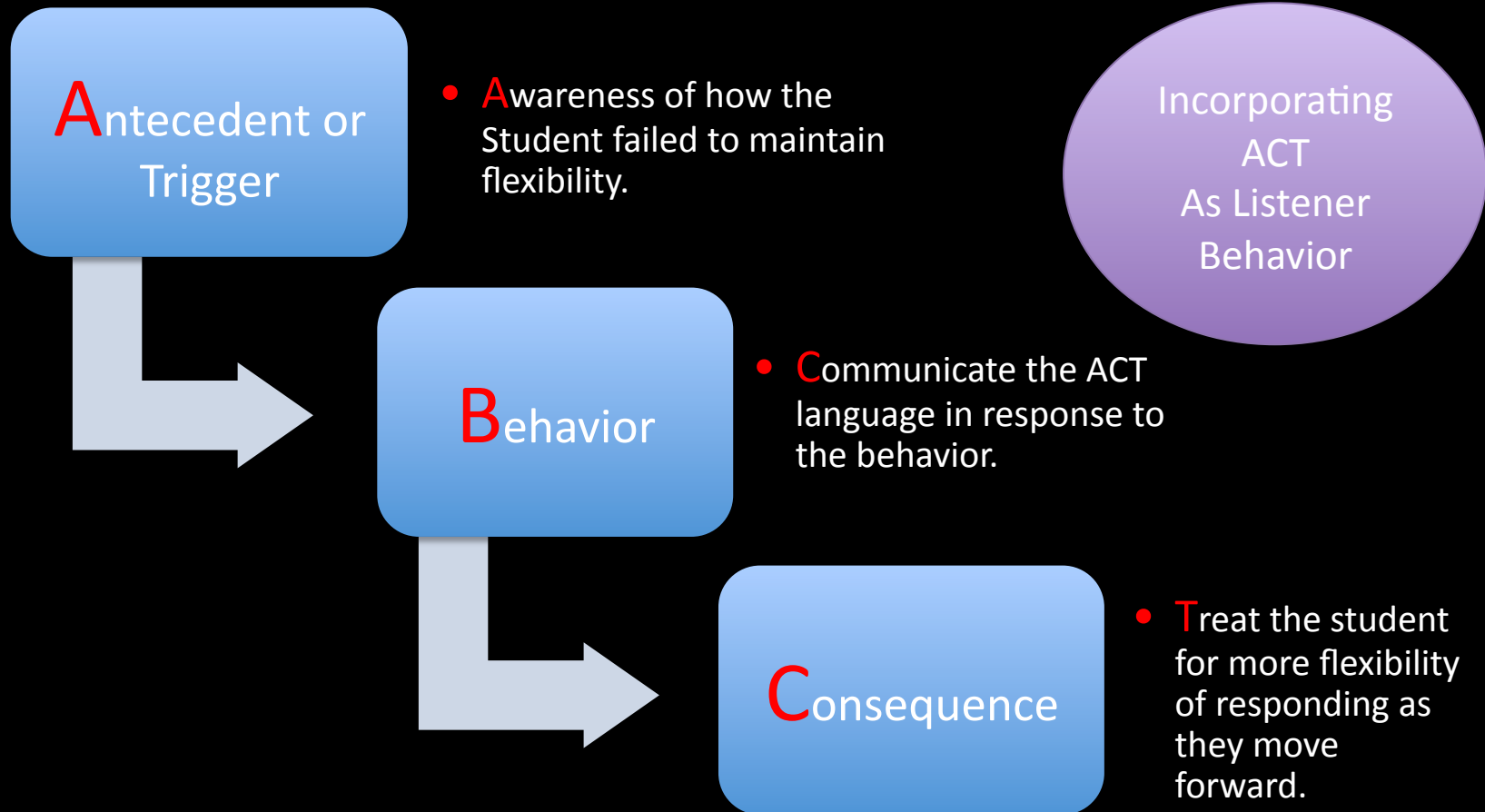


# Self



- Objective: Finding the real you that transcends different contexts
- Challenge: Huh
- Autism: Abstract concept. Real self??
- Approach: Good / bad person? The sometimes guy – vs – the most of the times guy

# The Flow of the Behavioral Event



# ACT within ABC

## Awareness

- Not present in current moment
- Fused to thoughts
- choosing non-values
- Losing commitment
- Wrong self
- Difficulty with acceptance

## Communicate

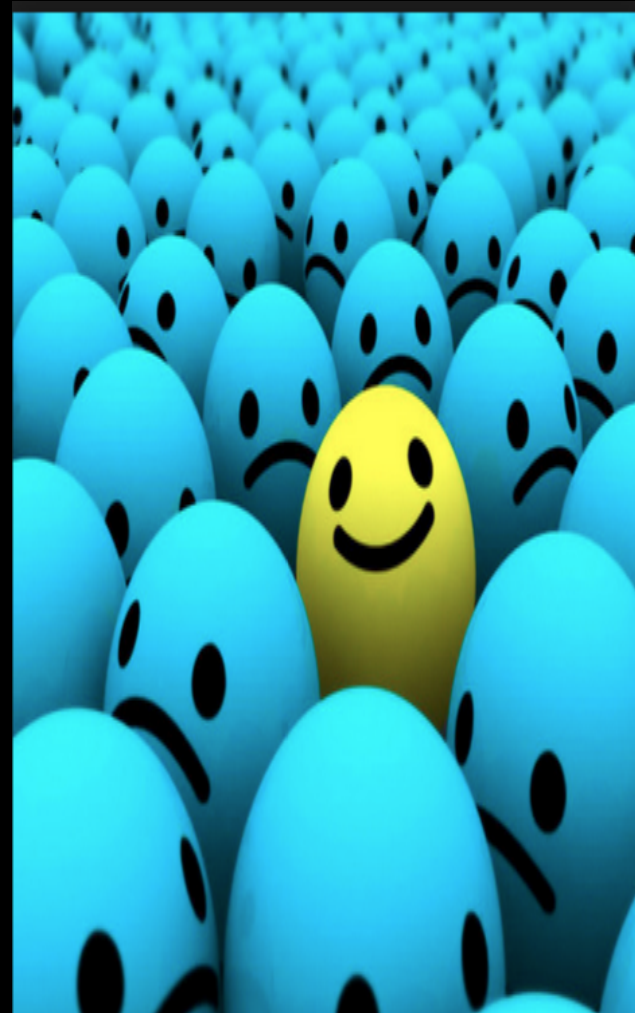
- Reactive ACT**
  - Let's get back in the present
  - It's ok that did not work out. We need to accept it.
  - Is this the real you that is here right now?
  - Did this get you closer to your values?
- Proactive ACT**
  - Can you tell me what your values are today?
  - Stop, pause, and come back to the present.
  - Let's commit to doing better from this point forward
  - I like the real you I see right now

## Treat

- Acknowledge current environment
- Stepping back from current verbalizations
- Reminding of prior stated values
- Encouraging commitment
- Refocus to self-as-context
- Acceptance of the entire event (good/bad)

# A Different Type of “ACT”

- **Simple** (deliver in 10-30min)
- **Discrete** (each lesson independent of next)
- **Themed** (growing up, friends, nature, culture, emotions, toys, family)
- **Experiential** (art, music, writing, drawing, talking)
- **Product generating** (statues, paper airplanes, wind chimes)
- **Non-therapy** (social skills and life lessons)



# Narrative Discussion

## Day 37: Mindful Eating



Often times we just eat and do not even think about what we are eating. Maybe that is sometimes why we eat too much and feel sick. Eat your snack and think about the food you are eating. Where did it come from? How far did it travel? How many people touched it before it reached your hands?

<p>Eat <math>\frac{1}{2}</math> of your snack now. Was it good?</p> <hr/> <p>Eat the other <math>\frac{1}{2}</math> of your snack really slow. Count to 10 before every chew you make. Which part of your snack tasted better?</p> <hr/>	<p>Take <math>\frac{1}{2}</math> of your snack and eat it like you always do. Write 2 things about your snack (taste, smell, or feel)</p> <hr/> <hr/> <p>Eat your next <math>\frac{1}{2}</math> of your snack very slowly. So slow you have to stare at every piece for 1 minute before you eat it. Then, you need to keep each piece in your mouth for 1 minute before you swallow.</p>	<p>Take <math>\frac{1}{2}</math> of your snack and eat it like you always do. Write 2 things about your snack (taste, smell, or feel)</p> <hr/> <hr/> <p>Eat your next <math>\frac{1}{2}</math> of your snack very slowly. So slow you have to stare at every piece for 1 minute before you eat it. Then, you need to keep each piece in your mouth for 1 minute before you swallow.</p>
<b>Grades K-4</b>	<b>Intermediate Grades</b>	<b>Middle/High School</b>

# Experiential Activity

## Day 37: Mindful Eating



Get on the computer and become a snack detective. Find out where your favorite snack came from. Where did it come from (city and state)? How far did it travel (miles to your table)? How many people touched it before it reached your hands (guess)? Was it grown in the earth or made by chemicals and machines? Draw the path of your food from its "birthplace" to your mouth below.



## Day 38: Paper Dragon



The word “dragon” makes people think of very big scary fire breathing beasts that are powerful. Some of your thoughts are like dragons. These dragon-thoughts control you and have lots of power too. Yet, not all dragons are powerful. Putting the word “paper” in front of dragon makes this mean powerful beast seem a bit silly. He has no more power.

<p>What is a dragon thought you have?</p> <hr/>	<p>What are two dragon thoughts you have that control you?</p> <hr/> <hr/>	<p>What are two dragon thoughts you have that control you?</p> <hr/> <hr/>
<p>How can you make this dragon into a “paper” dragon? Can you call this thought another silly name?</p> <hr/>	<p>Rename these thoughts so they seem almost as weak as a paper dragon.</p> <hr/> <hr/>	<p>Rename these thoughts so they seem almost as weak as a paper dragon.</p> <hr/> <hr/>
<b>Grades K-4</b>	<b>Intermediate Grades</b>	<b>Middle/High School</b>

## Day 38: Paper Dragon



Get a sheet of paper and write on it your own “dragon thought.” Once done, fold it up to form your own “paper dragon.” Does this evil powerful thought seem to still breath the fire it once did? Has it become something a little less controlling?



180 Days of ACT

# Batman



The America dream was to have a house surrounded by a white picket fence. This ideal was symbolic of perfection and anyone who had it was thought to have it all. It's a sign of happiness. Even though the outside looks perfect, it doesn't tell us what is going on in the inside. Maybe its not so perfect on the inside. Its all a matter of perspective. Where you stand is what matters.



What would your ideal house look like? Is the outside more important or the inside? Draw it below.

How can a house look amazing on the outside but on the inside look cruddy?

LAZY

Does this hold true for people too?

YES

How is this house like you? Do you try to present yourself as awesome on the outside, even though you may be a mess on the inside? You may have the best hair cut and the best clothes but inside you are fighting a battle. Can this be true for other people around you to? Like your mom, dad, classmates, and teacher? They may seem like they have it together but maybe they are struggling with something just like you. Its just inside so you can't see it.



Day 57: Picket Fences

If there was a picket fence around you what would people looking at you from the outside think you look like? How is the inside different? Draw the difference below.



Fake smiles

Swiftness

Me with a picket fence around me.

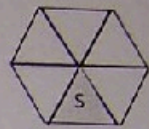
Pain

Lonely

Me on the inside.

Day 57: Picket Fences

If there was a picket fence around you what would people looking at you from the outside think you look like? How is the inside different? Draw the difference below.



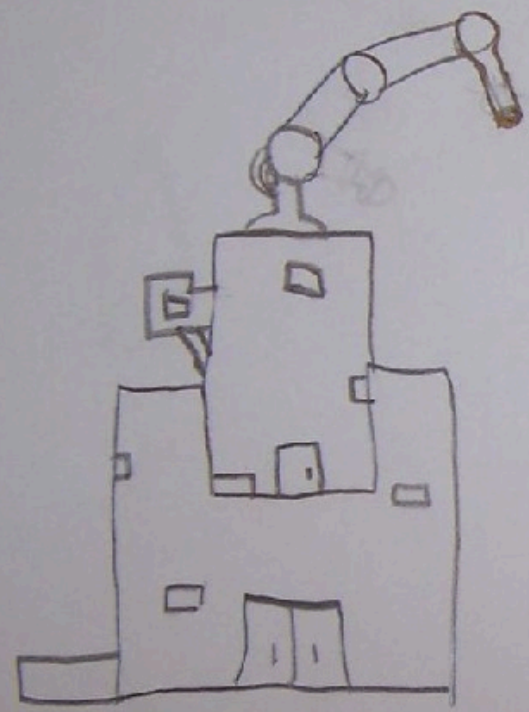
hated  
mean  
ugly  
love music

Me with a picket fence around me.

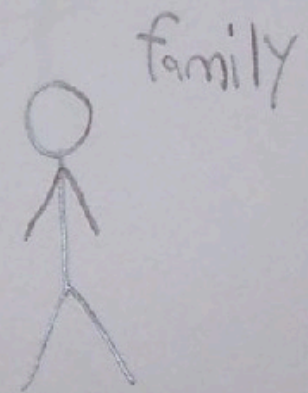
Me on the inside.



Day 4  
Draw your dream house

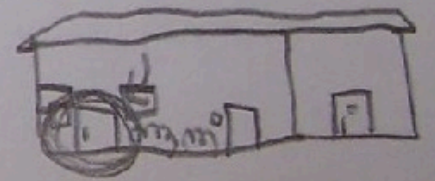


Draw your real self



Write your values around you

Draw your current house



+

## Hoarding Your Emotions

Day 40

Have you ever thought your life was a mess? What was going on then? When a guy from my school did not like me.

Did you let that event consume you or notice what was happening and make a decision to move forward?

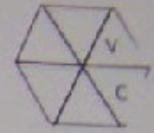
I moved forward because I don't care about him anymore.

+



## Day 49: Playing Marbles

In the center of the bull's-eye below write a value that you have. Then in each of the marbles draw the actions you have taken or would like to take to work towards that value. When you are done, play a game of marbles with your classmates. When you start state the value you are working towards and then each time you toss a marble, say what action you are taking. How did it go?

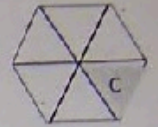


School





## Day 55: Flat Tire



Have you every gotten a flat tire? Or maybe the battery in your favorite toy runs out of power? It seems like a huge disaster and everything comes to a grinding halt. You make it into a big big deal even though the fix is easy. Ever have this for other problems in your life? You were working on something important to you and all of a sudden it becomes derailed? What do you do? Give up? No! Like the flat tire and dead battery you have to commit to fixing it or you'll be stuck, unable to move forward. For the tire, if you don't fix it you can't get back on the road. For the dead battery in your toy, you can't play with it or have as much fun with the toy until you replace the battery. Are you going to let those things stop you or are you going to keep going ahead?

Think back to when you were playing with a toy that broke or the batteries died. How did you try to solve the problem so you could continue playing with your toy?

give up

Imagine you are playing a video game where you are racing around a track. Now imagine that obstacles keep falling down in the road. What do you do? Sometimes you can swerve around them but others make you spin out and loose control. Some obstacles flatten your tires and make you go really slow. Do you give up and quit the race? How do you remain committed to finishing the game?

Imagine you are going on a first date with a person you really like but then *everything* seems to go wrong. The restaurant you made reservations at accidently gave away your table, the movie you went to see sucked, and the other person's parents were giving you a hard time. Do you give up at the first sign of trouble or do you try and make it work?

Grades K-4

Intermediate Grades

High School



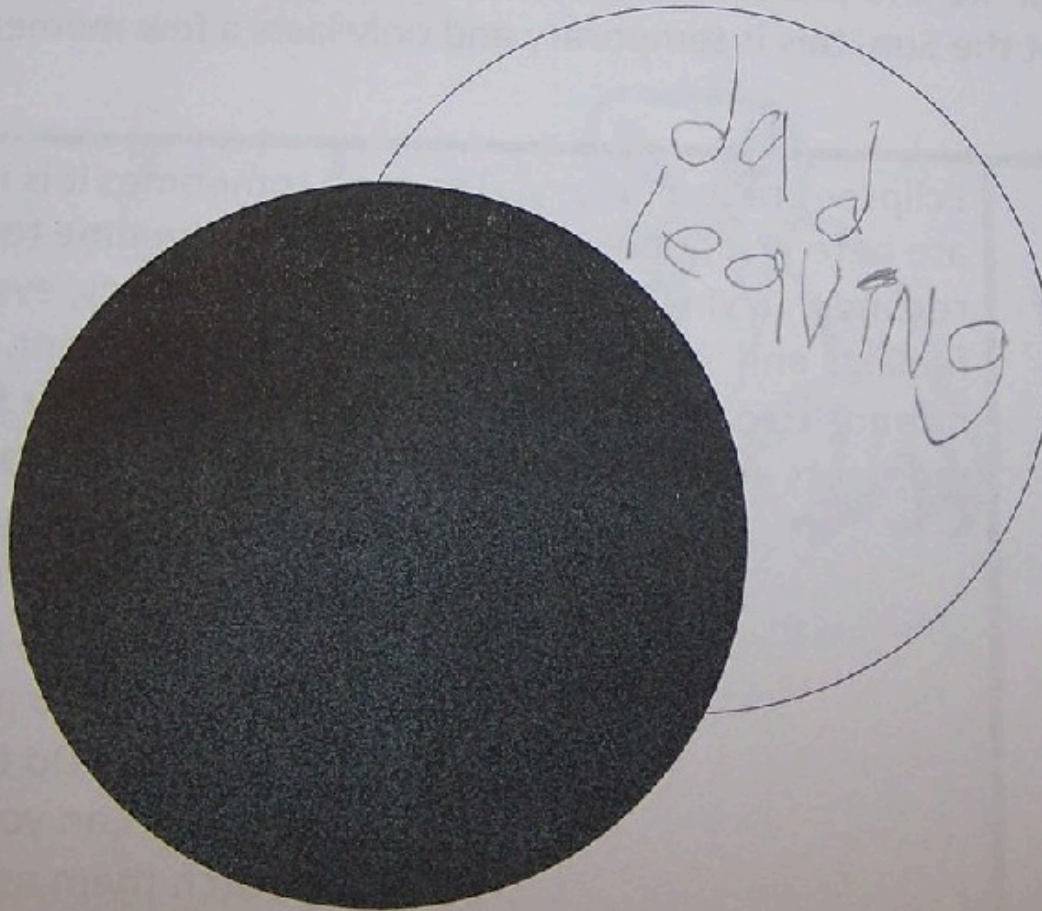
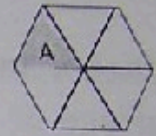
The things that get in my way are boys,  
mean girls, my sister.

make my parents proud.

forget what is happening and focus on  
goal.

## Day 68: Eclipse

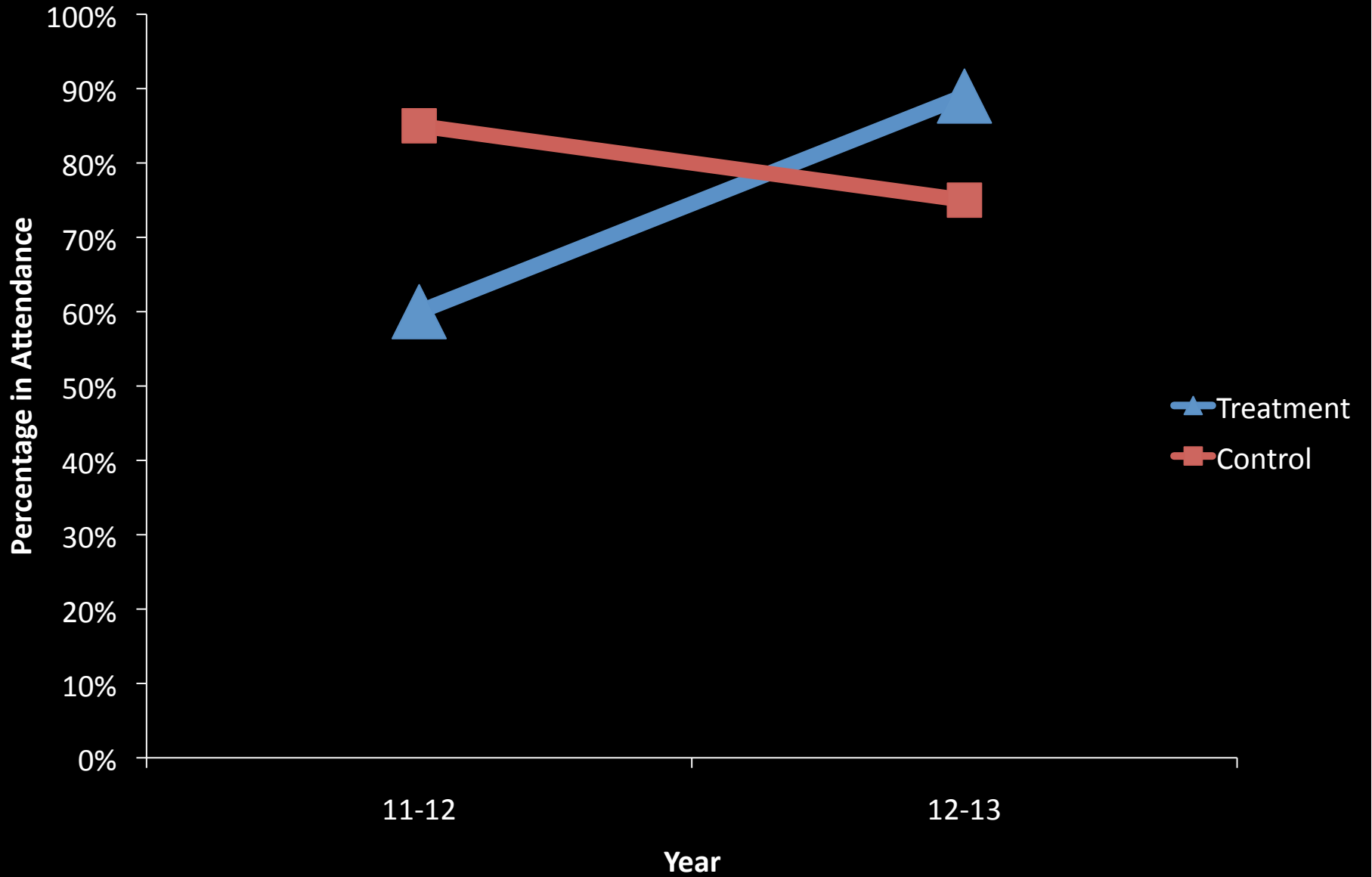
Write down certain things that you have wanted to block out. Can you sit back and watch them come an go as they are eclipsed?



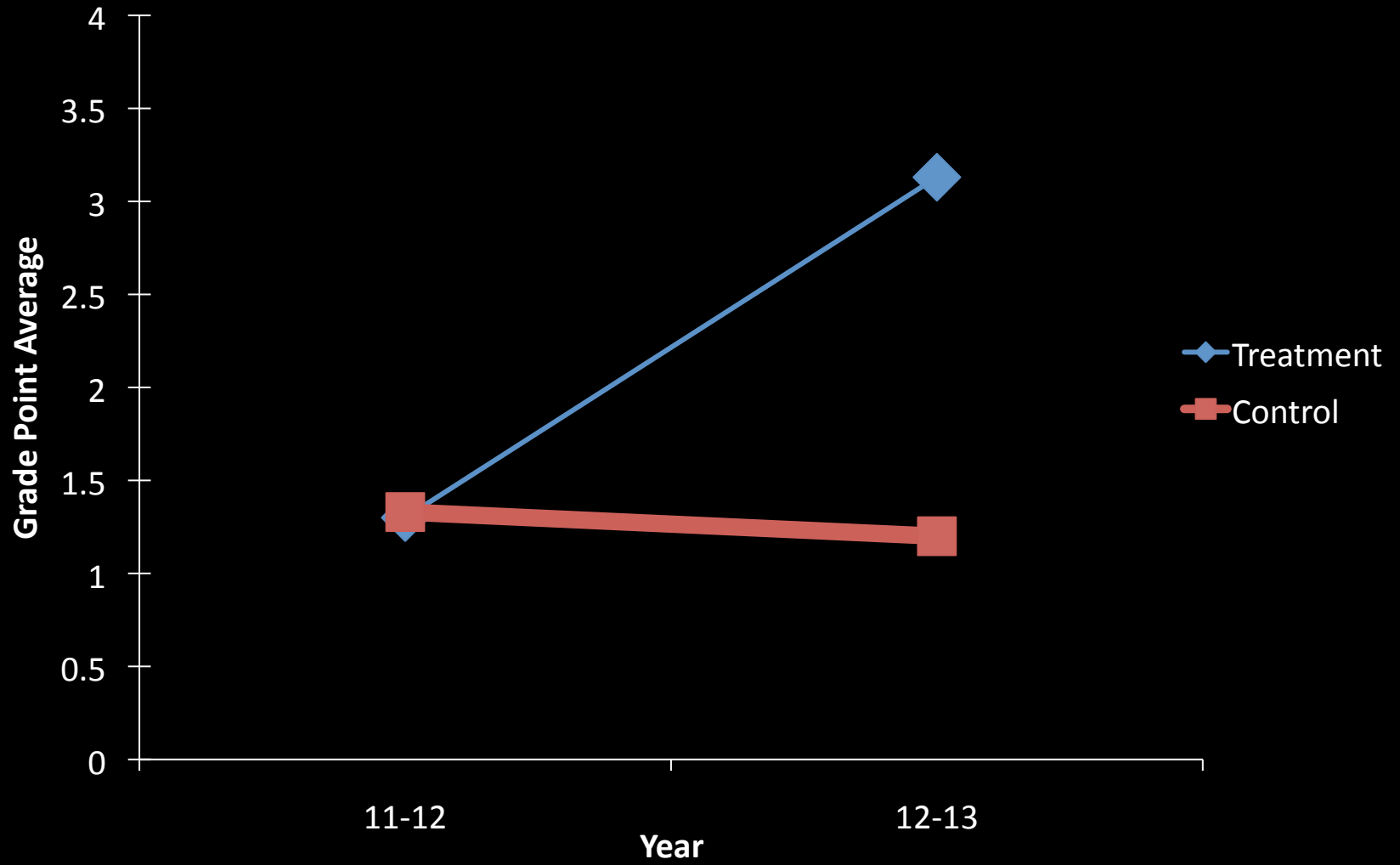
# ACT School Outcomes

- Rationale: does attendance at the ACT school make any sort of difference for these kids?
- Subjects: 9 students attending ACT school
  - And – 9 matched controls (disability, age, SES) yet still within participating school districts
- Procedures: 1 year of participation at school
  - Add prior-year baseline data where possible
- Results: improvements in GPA, attendance, and positive changes in AAQ

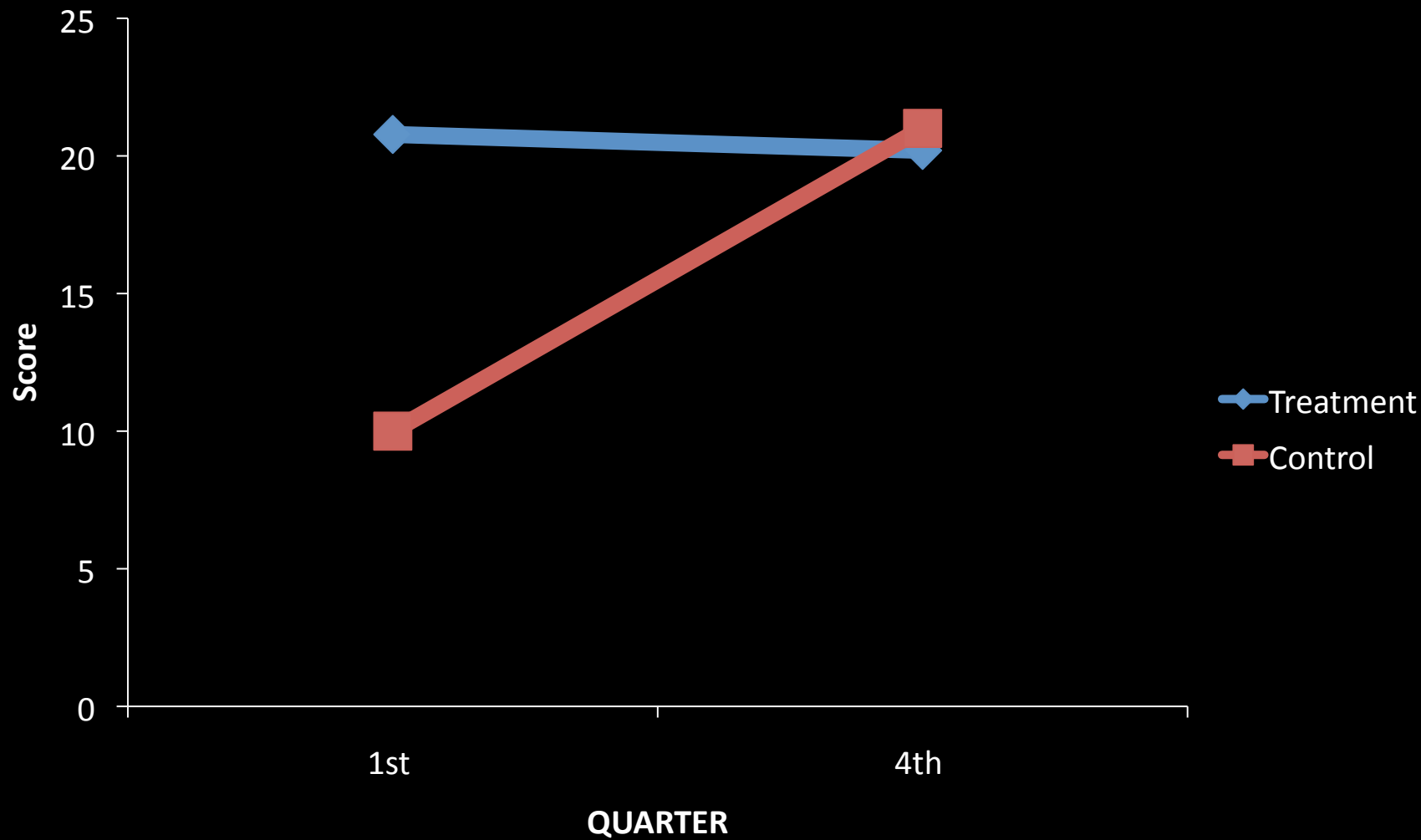
## Control/Treatment Group Attendance Comparison



### Control/Treatment GPA Comparison



### Control/Treatment AFQ-Y Comparison

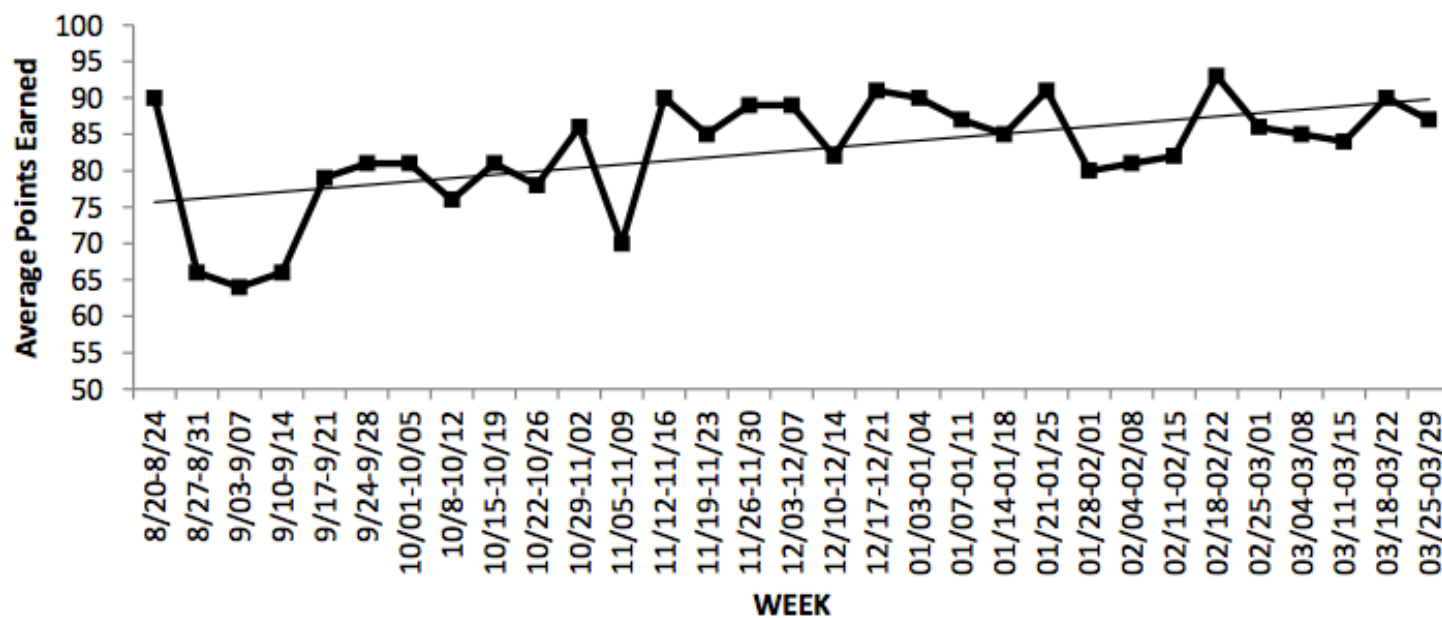




# Behavior Points?

34

## Treatment Group Average Behavior Points Earned 2012-2013



# Another Exploration

- *Participants*
  - • Treatment Group: 10 students from Journeys school
  - • Ages ranged 15-18
- *Setting*
  - • One classroom at Journeys school
  - • School day from 9 a.m. to 2 p.m.
  - • Online learning system (APEX)



# Methods

## *Independent Variable*

- – Students provided with 180 days of ACT lessons geared toward age level (Dixon, 2014)
- – Token economy
- – Contingency-based model

## *Dependent Variables*

- *Delay Discounting Task*
- *Point Acquisition*
- *AAQ scores*

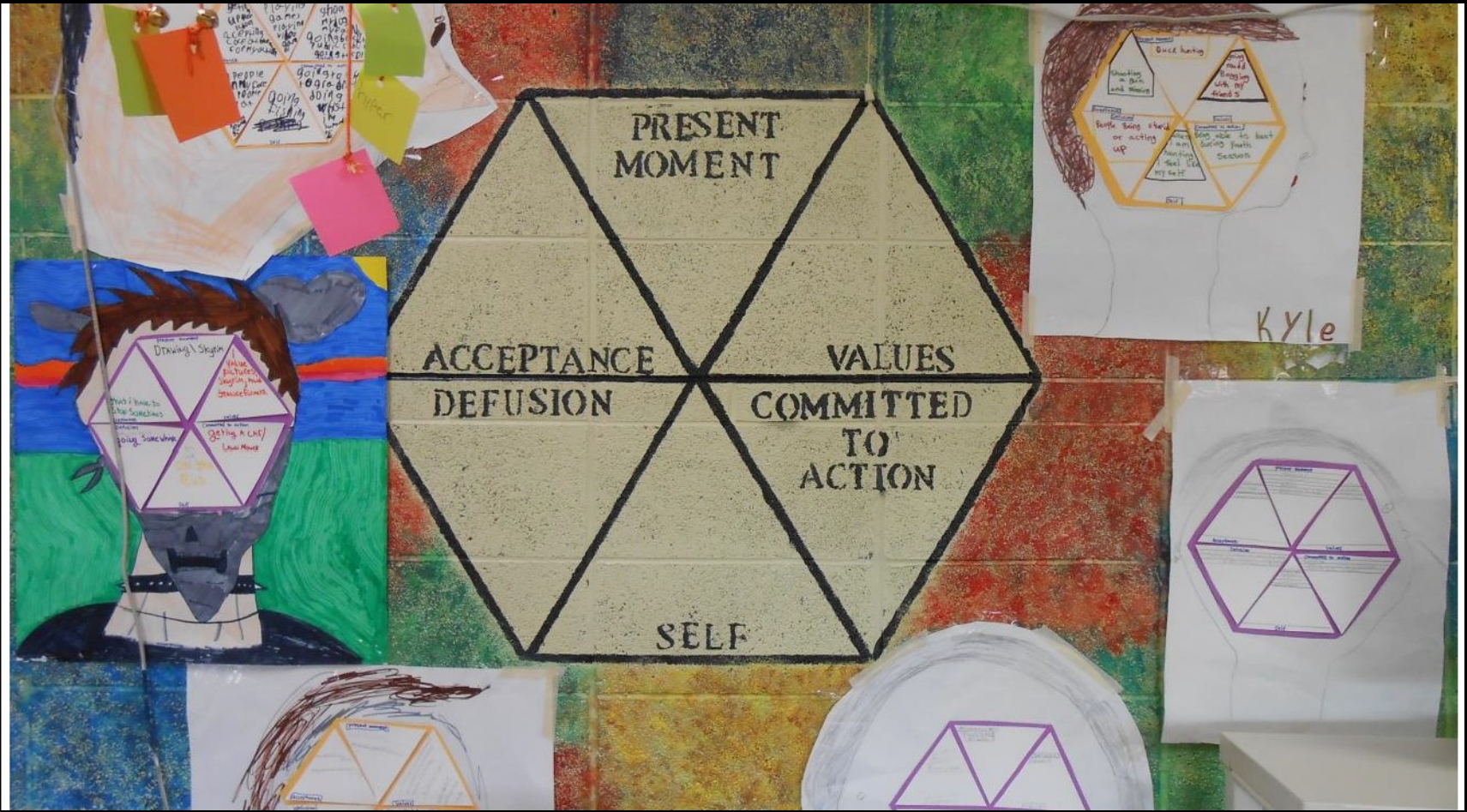
## 154 Skinwalkers !

## Skinwalkers



Werewolves. In recent movies and tv shows you have probably seen or heard about them but do you know where the legend of werewolves originated from and what they were originally called? The legend of werewolves came from Native Americans and they were originally called Skinwalkers. Skinwalkers were people who had the ability to morph or turn into any animal they wanted to. When they turned into the animal of their choice, they were able to have superpowers that allowed them to perform different things, such as the ability to fly or jump really high.

<p>If you could be any animal, what animal would you be?</p> <p>Why would you be this animal?</p> <p>What super power would you want to have if you were this animal?</p> <p>If you changed into this animal, would you still be you?</p> <p>Would having these special powers change who you are?</p> <p>Would you still be the same person when you morphed back from that animal?</p>	<p>Why do you think the Native Americans would want to be different animals?</p> <p>Do you ever try to be something that you aren't? Do you ever hope that people see you differently than you see yourself?</p> <p>If you could have one super power what would it be?</p> <p>Even if you had that super power, when it went away, would you be the same person you've always been?</p>	<p>What do you think was the allure to the Native Americans to be able to morph into these different animals?</p> <p>Are you ever chasing after being something that you aren't? Sometimes do you "change" into someone else or try to be something other than who you are and then find that you always come back to the original you?</p> <p>Why is having superpowers or amazing abilities to do something so appealing to us?</p> <p>What if we were able to accept ourselves for the abilities we have rather than trying to chase after or morph into something we aren't?</p>
<b>Grades K-4</b>	<b>Intermediate Grades</b>	<b>Middle/High School</b>

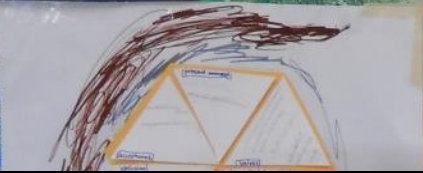
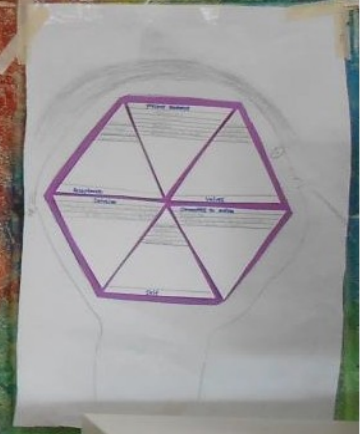
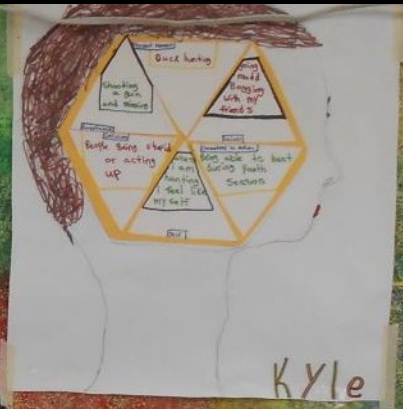


PRESENT  
MOMENT

ACCEPTANCE  
DEFUSION

VALUES  
COMMITTED  
TO  
ACTION

SELF





## Point Exchange Log

Name: Kyle

Dates 12/17 - 12/21

DAY	Starting Balance	Earned Points	Possible Points	
Monday	5	195	220	
Tuesday	180	220	220	
Wednesday	0	190	220	
Thursday	175	200	220	
Friday	325	220	220	
Weekly Total		805	880	Weekly Points Percentage <u>91</u>

DAY	Items Purchased	Purchase Price	Function			
			A	E	T	S
Monday	lunch	20	(A)	E	T	S
Tuesday	wear jeans, snack, hot breakfast	1050	(A)	(E)	(T)	S
Wednesday	save		A	E	T	S
Thursday	soda	150	A	E	(T)	S
Friday	soda, comp. time	550	A	(E)	(T)	S

# Would you rather have....

- 100 dollars now
  - 750 dollars now
  - 500 dollars now
  - 200 dollars now
  - 100 dollars now
  - 10 dollars now
  - 1 dollar now
- 100 in a **week**

Delay  
Discounting Task

# Would you rather have....

- 100 dollars now
  - 750 dollars now
  - 500 dollars now
  - 200 dollars now
  - 100 dollars now
  - 10 dollars now
  - 1 dollar now
- 100 in a month

Delay  
Discounting Task

# Would you rather have....

- 100 dollars now
  - 750 dollars now
  - 500 dollars now
  - 200 dollars now
  - 100 dollars now
  - 10 dollars now
  - 1 dollar now
- 100 in a year

Delay  
Discounting Task

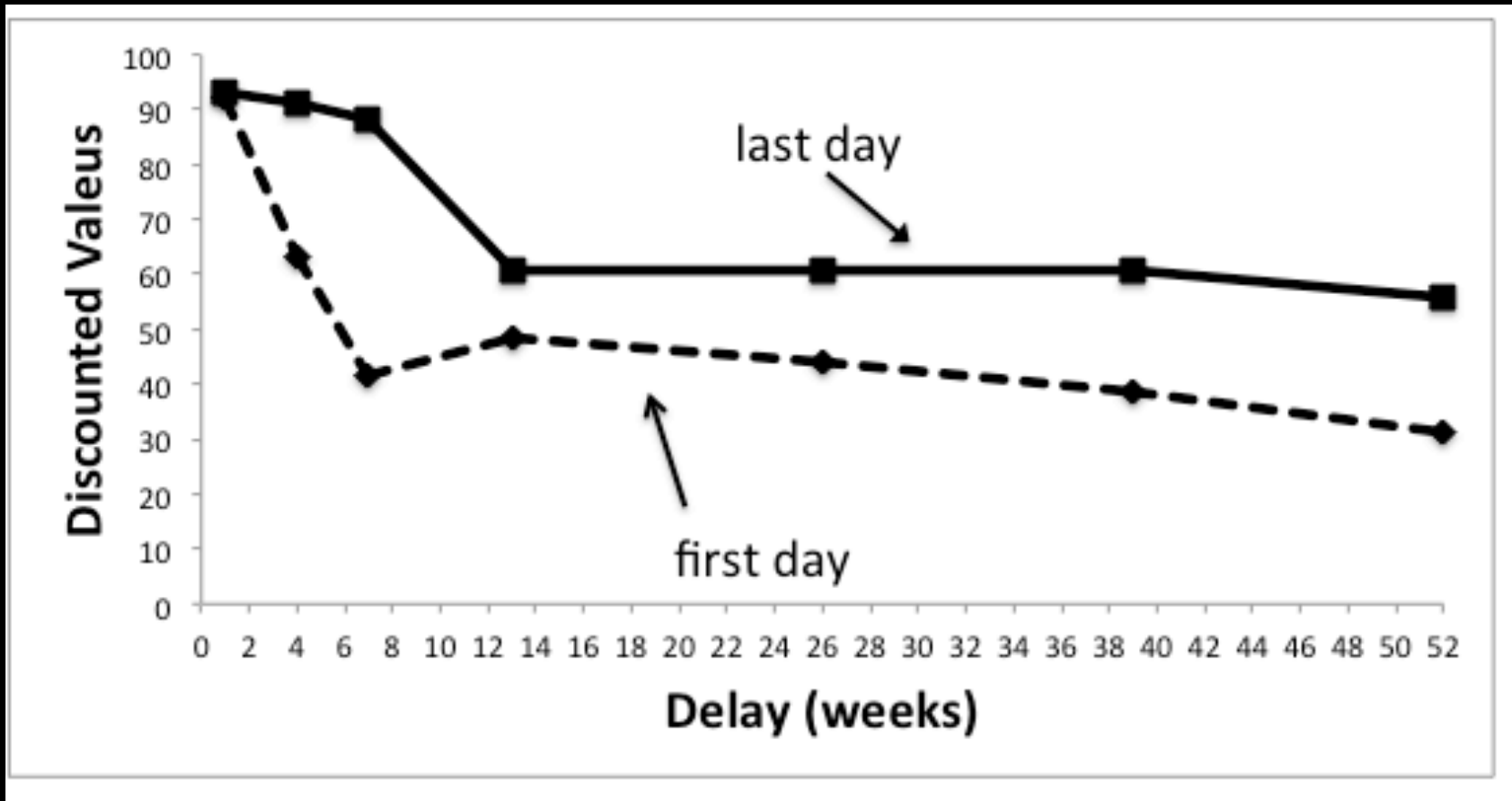
# Would you rather have....

- 100 dollars now
  - 750 dollars now
  - 500 dollars now
  - 200 dollars now
  - 100 dollars now
  - 10 dollars now
  - 1 dollar now
- 100 in 10 years

Delay  
Discounting Task

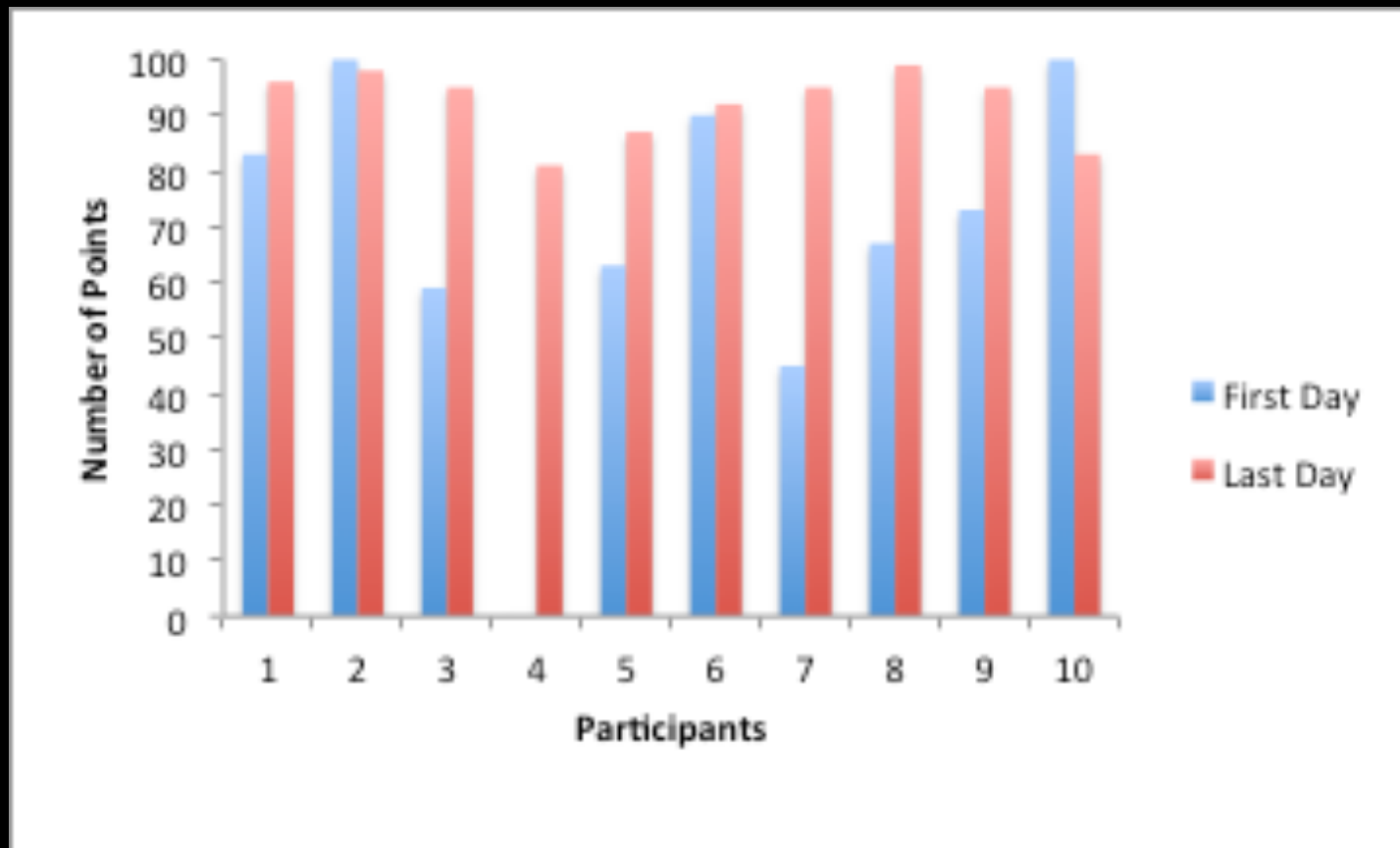


# Results



Paired Samples T-Test Comparing 1st Month and Last Month  
Significant at the .05 alpha level ( $t(10) = -3.438, p < .05$ )

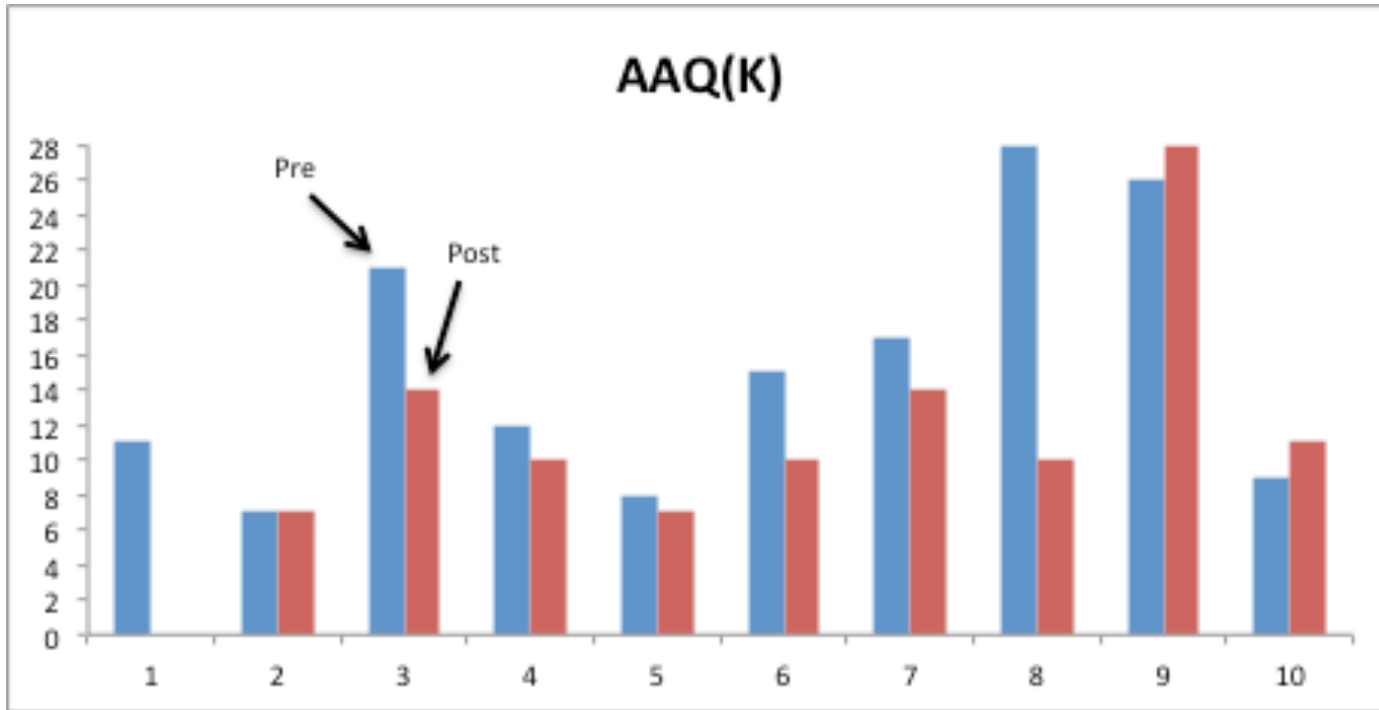
# Results



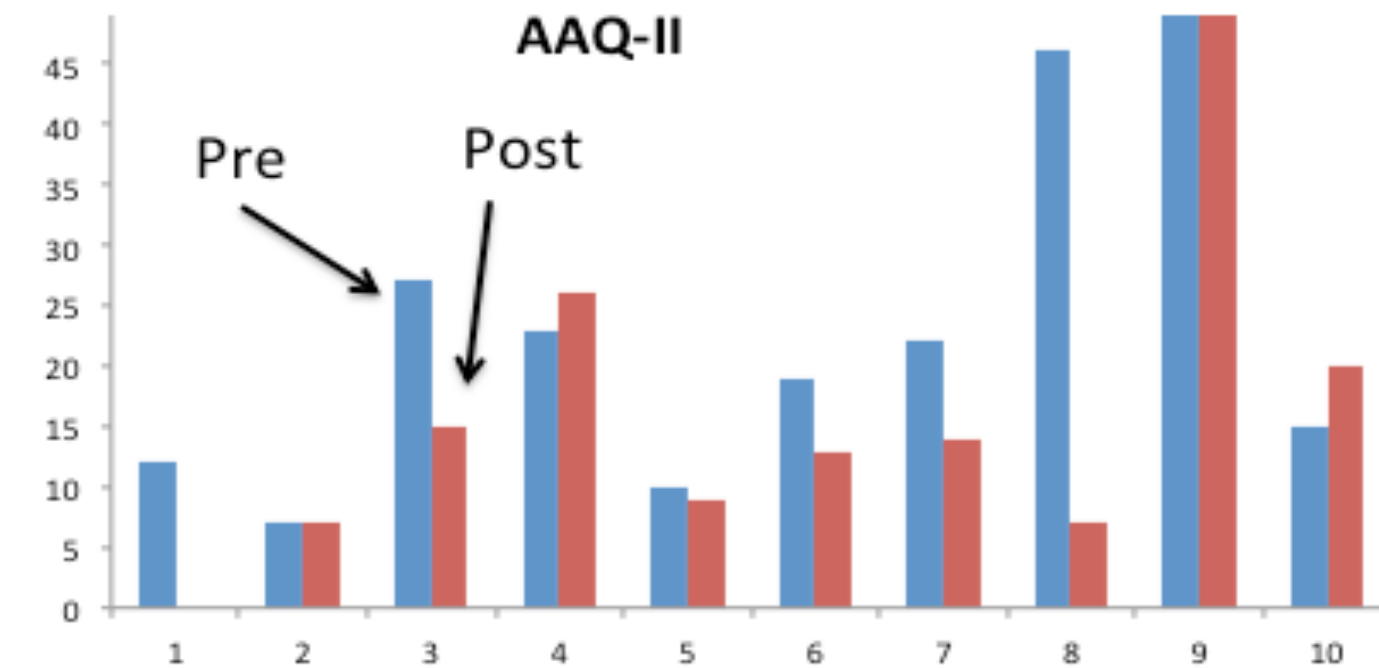
Paired Samples T-Test Comparing 1st Month Points and 1<sup>st</sup> Month AUC

Significant at the .05 alpha level ( $t(10) = 7.126$   $p < .05$ )

Paired Samples T-Test Comparing Last Month Points and Last Month AUC Significant at the .05 alpha level ( $t(10) = 45.537$   $p < .05$ )



Pearson Correlation:  
 Significant  $p = .000$  First  
 Day AAQ(K)  
 and AAQ-II  $r = .953$

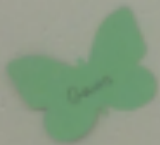
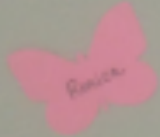
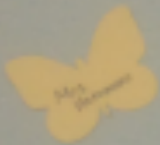
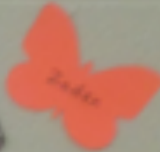
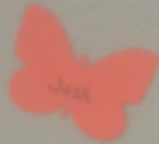
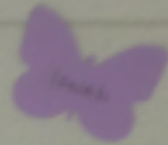


Pearson Correlation:  
 Significant  $p = .002$   
 Last Day AAQ(K)  
 and AAQ-II  $r = .883$

FLYING HIGH

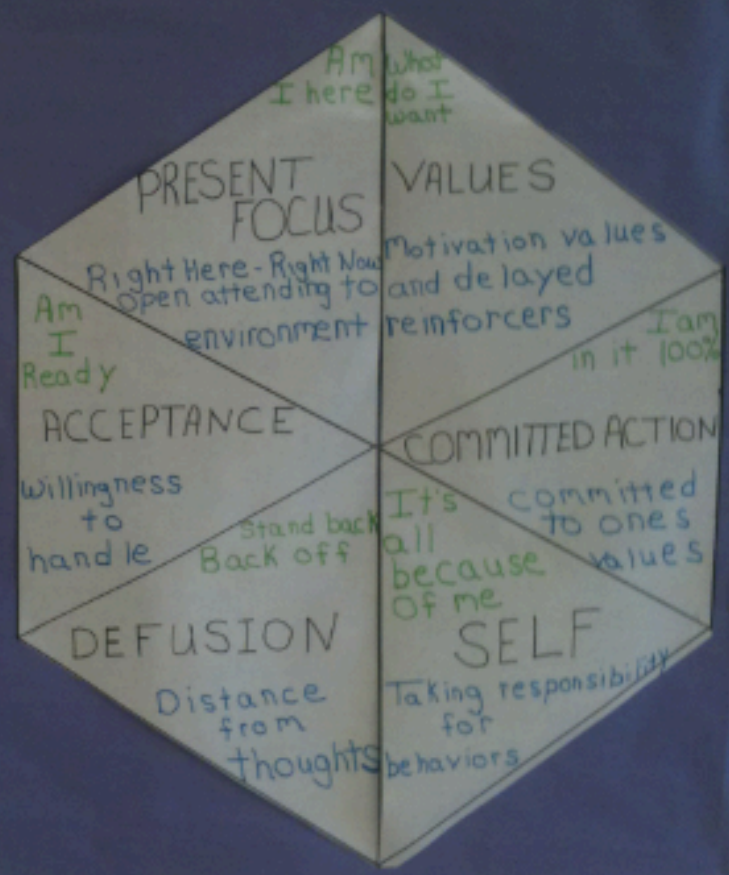
TOWARDS MAKING

GOD CHOICE!!!



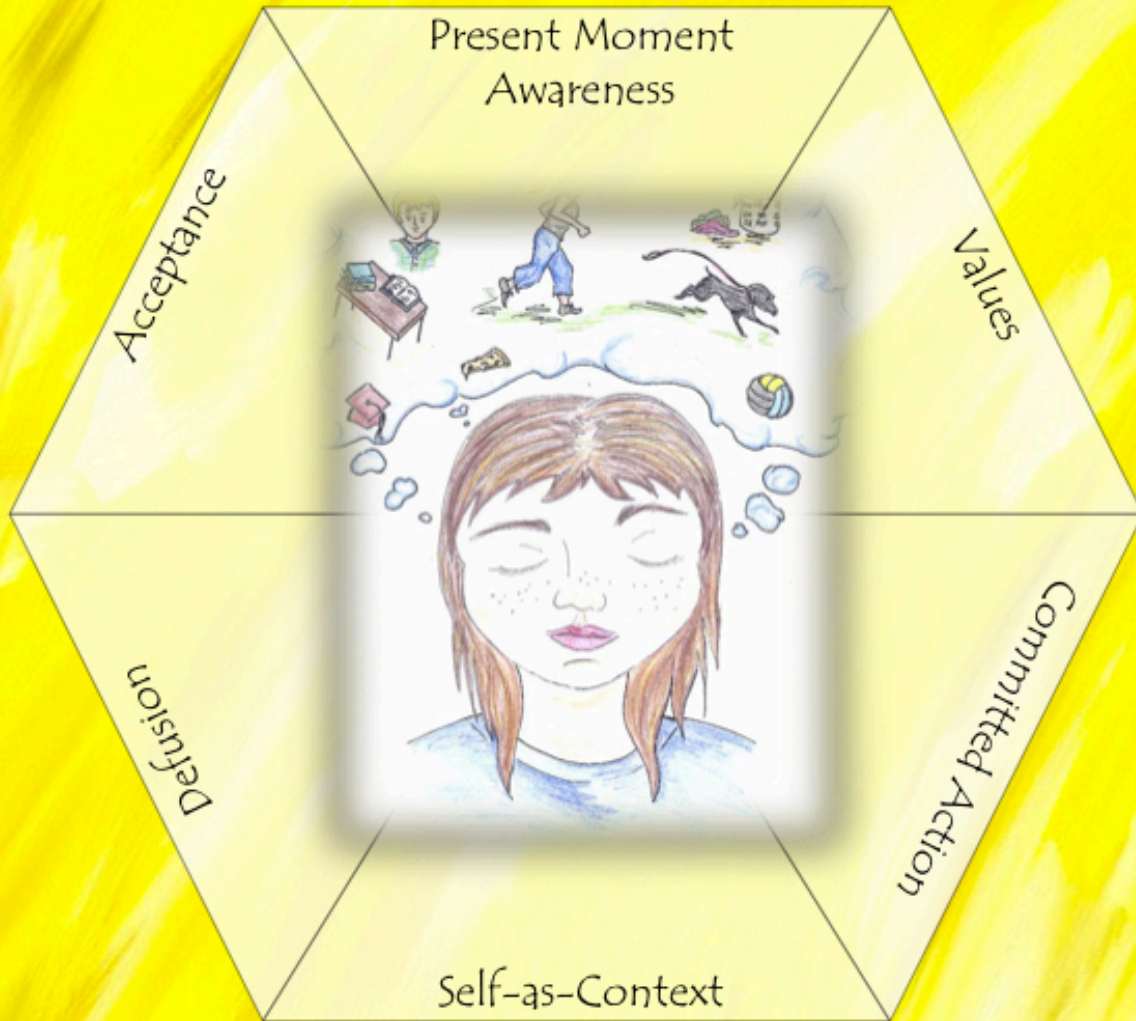
In this moment -  
 Are you willing to accept your  
 struggles as they are, and continue to move  
 in a direction to get closer to what you value?

**ACT**  
 Acknowledge  
 what is going on  
**Choose**  
 values-based  
 Take Action  
 act based on your choice



Two small, partially legible tables or charts are visible at the bottom left of the image. They appear to be structured grids, possibly for tracking or assessment, but the text is too small to read accurately.





ACT 2  
Days 1-30





How do we get out of being trapped by our thoughts, emotions, memories, and physical sensations? By becoming flexible! Think of it like being silly putty. It super flexible but strong at the same time. Pretend to be silly putty! Before you may have thought you needed to “fix” your thoughts, emotions, etc., but now you may be beginning to understand that you don’t need to.

Draw what you would be able to do if you were more flexible and didn’t worry about controlling your thoughts?

What would you be able to do if you were more flexible and didn’t worry about controlling your thoughts and feelings?

Think of all the problems you have tried to fix. Maybe not even your own but other people’s problems too. For example a friend may be upset and you try to make it better, but there seems to be nothing that you can do to fix it. You have to be willing to be “fixed”. This comes from accepting and defusing from those “problems”. Think back to a problem you tried to solve. Did it get better or worse?

Grades K-4

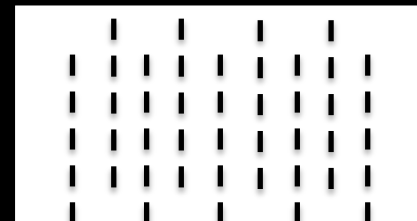
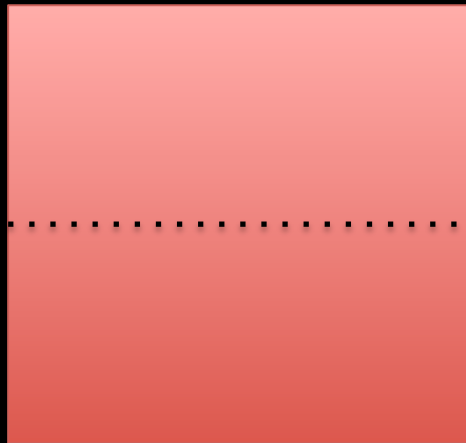
Intermediate Grades

High School

## Day 29: Becoming Flexible



Here is an exercise on becoming flexible. Take a piece of paper and cut a hole in it that your whole body can fit through. Having trouble? Be flexible! With a new piece of paper, fold it in half. Then take a pair of scissors and starting at the fold cut until you are about half an inch from the end. Then turn your paper and cut back towards the folded edge until you are about half an inch away. Keep going until you reach the end. Cut any links between and voila! Can one piece of paper be big enough to fit your entire body through? It certainly can! You just have to be flexible enough to try to think outside of the box.



Start



Many of us struggle with being more than one thing at once—especially if they are complete opposites. For example, you may consider yourself to be a hard worker. But are you a hard worker 100% of the time. What if you're sick? Are you still a hard worker? Of course you are, it's just impossible to be that way 100% of the time. What is another thing you can't be 100% of the time but wish you could be?

Draw a picture of yourself when you didn't live up to one of your expectations.

How did you feel:

What is a time you didn't live up to one of your expectations?

What was competing with it?

How did you feel:

Can you be both a student and a child of your parents'? Of course you can. Can you be a good student and still get a bad grade from time to time. Sure, it happens. Remember a time when you were trying to live up to a label you have for yourself but couldn't because something was competing with it. What was it? How did you feel when that happened? How did you get through it?

Grades K-4

Intermediate Grades

High School

## Day 30: Being Two Things at Once



Let's take a look at how something can be two things at once. Take an egg for example. Is it fragile or hard? \_\_\_\_\_

Did you say fragile? Try squeezing the egg in your hand. Sounds scary but give it a try. What happened? Did it break? \_\_\_\_\_

What happens now when your teacher hits it on the edge of the table? It breaks! You see the egg is both hard and fragile at the same time! And so can you! You can be more than just one thing!

Write down the thoughts you were having as you tried to squeeze the egg.

---

---

---



# The Top 10 Flaws of the Classroom

- Hexiflex language not used to promote positive or reduce negative behaviors
- Students do not know their current point total.
- Store items are too generic.
- Points are not delivered on time.
- Staff threaten the removal of points for being bad, instead of “buying” bad behaviors.
- ACT is done at start of day and never spoken about afterwards.
- ACT lessons are read or just handed out to students. No discussion and dialogue
- Not all staff participate in the ACT lesson.
- Point system has mutated into extra-bonus points, Fun Friday extra junk, or use of secondary supplemental “tickets”, bonus bucks, etc.
- 100% correlation between points earned and points lost.

## Acceptance and Commitment Therapy Treatment Fidelity Checklist

School: \_\_\_\_\_  
Teacher: \_\_\_\_\_

Classroom: \_\_\_\_\_  
Observer: \_\_\_\_\_

Treatment Component	Absent	Needs Improvement	Acceptable	Not observed	Comments
Visible <del>hexaflex</del> in classroom					
Completed ACT Lessons displayed in classroom					
Completion of ACT lesson each day					
Earned points displayed in classroom					
Points delivered every 30 min on time					
Variety of items in the store across behavior functions					
Store items for sale across range of values					
Cashing out at pre-set intervals					
Using ACT during crisis/problem behavior episodes					
Staff use of ACT language					
Student use of ACT language					
Organization of ACT materials					
<del>Dropbox</del> data updated across all students.					

Overall Classroom Appraisal (circle one):

needs improvement

average

above average

excellent

Date of Evaluation: \_\_\_\_/\_\_\_\_/\_\_\_\_



Definitions of items are as follows:

1. Visible hexaflex in classroom
  - a. Absent—no hexaflex
  - b. Needs Improvement—hexaflex without text/component labels, in area that is hard to find
  - c. Accept—hexaflex is in clear site, appropriate component labels in visible/readable text
2. Completed ACT lessons displayed in classroom
  - a. Absent—no lessons
  - b. Needs Improvement—some lessons displayed; no current lessons displayed; displayed but not visible
  - c. Accept—updated lessons displayed throughout classroom; displayed in visible areas
3. Completion of ACT lesson each day
  - a. Absent—no ACT lesson completed at all
  - b. Needs Improvement—ACT lessons completed less than 5 days per week
  - c. Accept—ACT lesson completed 5 days a week
4. Earned points displayed in classroom
  - a. Absent—no points displayed in classroom
  - b. Needs Improvement—displayed points not visible; interval differences in points displayed
  - c. Accept—points displayed in visible part of classroom
5. Points delivered every 30 min
  - a. Absent—no points delivered on 30min intervals
  - b. Needs Improvement—points delivered on variable 30min schedules;
  - c. Accept—points delivered every 30mins
6. Variety of items in the store across behavior functions
  - a. Absent—no items presented across function
  - b. Needs Improvement—items provided across <4 common functions (tangible, sensory, attention, and escape); no student-specific item offered in the store
  - c. Accept—items provided across 4 common functions (tangible, sensory, attention, and escape)
7. Store items for sale across range of values
  - a. Absent—items have same values
  - b. Needs Improvement—at or above 25% of store items have similar values
  - c. Accept—at or less than 10% of store items have similar values
8. Cashing out at pre-set intervals
  - a. Absent—no cash out intervals in place
  - b. Needs Improvement—variable cash out intervals in place
  - c. Accept—cash out intervals in place with 90% adherence to schedule
9. Using ACT during crisis/problem behavior episodes
  - a. Absent—no ACT language emitted during behavior event
  - b. Needs Improvement—minimal or low rates of ACT language emitted during behavior event; inconsistent use of ACT language
  - c. Accept—consistent and frequent use of ACT language during behavior event
10. Staff use of ACT language
  - a. Absent—no use of ACT language
  - b. Needs Improvement—inconsistent use of ACT language
  - c. Accept—consistent use of ACT language
11. Organization of ACT materials
  - a. Absent—no ACT materials
  - b. Needs Improvement—unorganized ACT materials; no fusion worksheets for students;
  - c. Accept—organized ACT materials; fusion worksheets for students
12. Dropbox data updated across all students
  - a. Absent—no dropbox data current to-date
  - b. Needs Improvement—at or less than 84% of student data current to-date
  - c. Accept—at or above 85%

# Staff Delivery of ACT

- Formal training
- Feedback mechanisms
- Real honest buy-in for yourself

# ACT Evaluator

Staff Name: _____	<u>Awareness</u> Staff member was aware of opportunities to deliver ACT	<u>Communicate</u> Verbal responses to student problem behavior were consistent with the ACT model	<u>Treat</u> ACT language was delivered to increase probability of psychological flexibility in the future.
Week of: _____			
Day of the Week			
Monday	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Tuesday	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Wednesday	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Thursday	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Friday	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Total Score: \_\_\_\_ / \_\_\_\_ (max)

Scale: 1 = never ..... 5 = always

Exceptional Moment of the Week	
Teachable Moment of the Week	

**ACT Evaluator 1.0**

# ACT To-Go!

## ACT Checklist

Awareness	Communicate	Treat
<input type="checkbox"/> Not in the current moment <input type="checkbox"/> Fused to thoughts <input type="checkbox"/> Chasing non-values <input type="checkbox"/> Losing commitment <input type="checkbox"/> Wrong self <input type="checkbox"/> Difficulty with acceptance	<input type="checkbox"/> Let's get back in the present moment. <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"/> Is this the real you that is here right now? <input type="checkbox"/> Did this get you closer to your values? <input type="checkbox"/> Tell me what your values are today? <input type="checkbox"/> Stop, pause, and come back to the present. <input type="checkbox"/> Let's commit to doing better from this point forward <input type="checkbox"/> I like the real you I see right now.	<input type="checkbox"/> Acknowledge current environment <input type="checkbox"/> Stepping back from current verbalizations <input type="checkbox"/> Reminding of stated values <input type="checkbox"/> Encouraging commitment <input type="checkbox"/> Refocus to self-as-context <input type="checkbox"/> Acceptance of the entire event (good/bad)

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Time: \_\_\_\_\_

Staff Member: \_\_\_\_\_

Corresponding ABC: # \_\_\_\_\_



# Summer Camp

Southern Illinois University

SIU.EDU »

CONTACT

**SIU** SOUTHERN ILLINOIS UNIVERSITY  
CARBONDALE COLLEGE OF EDUCATION  
AND HUMAN SERVICES

[ABOUT THE COLLEGE](#) » [ACADEMICS](#) » [STUDENT SERVICES](#) » [ADMISSIONS](#) » [OUR PEOPLE](#) »

[HOME](#) / [ABOUT THE COLLEGE](#) / [JOURNEYS MAGAZINE](#) / [LIVING IN THE PRESENT; MINDFULNESS CAMP](#)



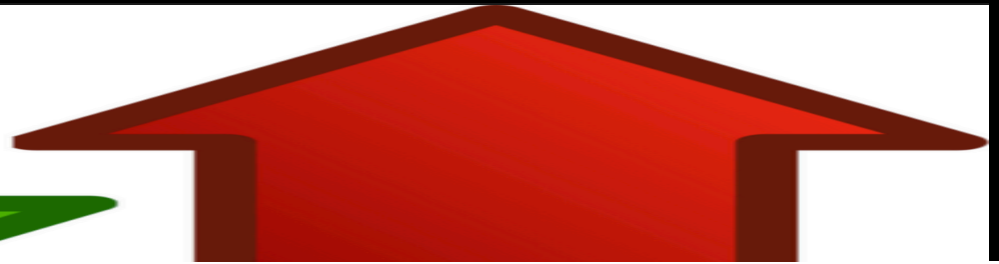
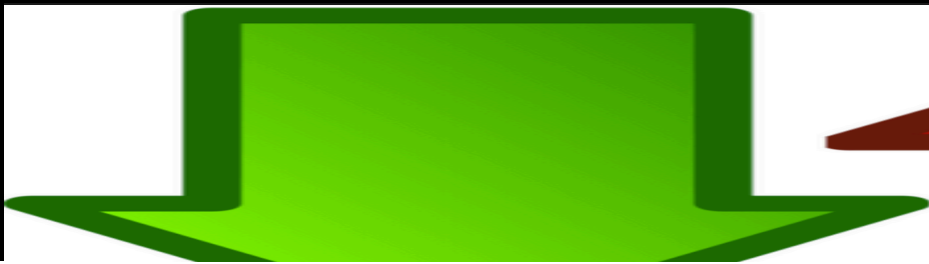
## LIVING IN THE PRESENT; MINDFULNESS CAMP

The Millennial generation has the world of technology being integrated into their upbringing, and this trend will only continue with generations to come due to the steady incline of technological advances. In this digital age, where information is commonly consumed in 30-second intervals, people are often



# Scaling Down

- Could the ACT School model be reduced down to a recreational camp?
- Could regular education students buy into these “therapy” type of interventions?
- Could we get any effects in behavior of camp-goers after just 1 week?
- If so....this “scale down” might allow us to eventually “scale way up!”





# The Camp Details

- 17 Children
  - 7-12 yrs old
- 5 Days of one week
  - 9am – 3pm (30 total hours)
- Daily completion of ACT-ivities
  - Yoga
  - Dixon (2014) textbook
  - Outdoor exploration



Enoch & Dixon, under review

# More Details

Day: Monday (Day 1)

Activity:

Two Truths and a Fib:

- One child starts by telling the group two truths and one fib about themselves.
- The child must try to mix them up and use a poker face so that all three could be believable truths.
- The other children try to guess which one was the fib.

Mindful Listening:

**Are you listening to me?** [Day 1]: "It's not always easy to really listen to what is being said. Let's face it; our minds are often elsewhere and not here. But like looking, listening is something you can learn. All you need is deliberate, mindful attention and to learn to recognize its absence. Begin by listening to a sound in the room without immediately wanting to label it. This strengthens our ability to really listen to one another. What sounds can you hear right now? Are they high- or low-pitched, humming or buzzing sounds? Can you detect some kind of rhythm? Are the sounds behind you or in front of you? Far away or close? Are they outside you? Can you hear any sounds inside yourself? Now focus on your breathing. Feel your stomach rise and fall. How does your chest feel? What does your body feel like resting against your mat as you focus on your breathing? Begin to take big deep breaths in and slowly release them. Now as you continue to breath, turn your focus to the sounds in the room. What do you hear? Are you able to focus on that one sound? Now gently return your attention to your breathing and slowly open your eyes."

Walk: Counting Sounds

- Go for a walk and mentally count or list all the different sounds that you hear. Because this is a group setting, make sure it remains noncompetitive: It could be interesting to discuss the different sounds people heard, but it doesn't matter who tallied up the most sounds by the end of the walk.

Bathroom Break

Outside: Tag

Yoga

# More Details

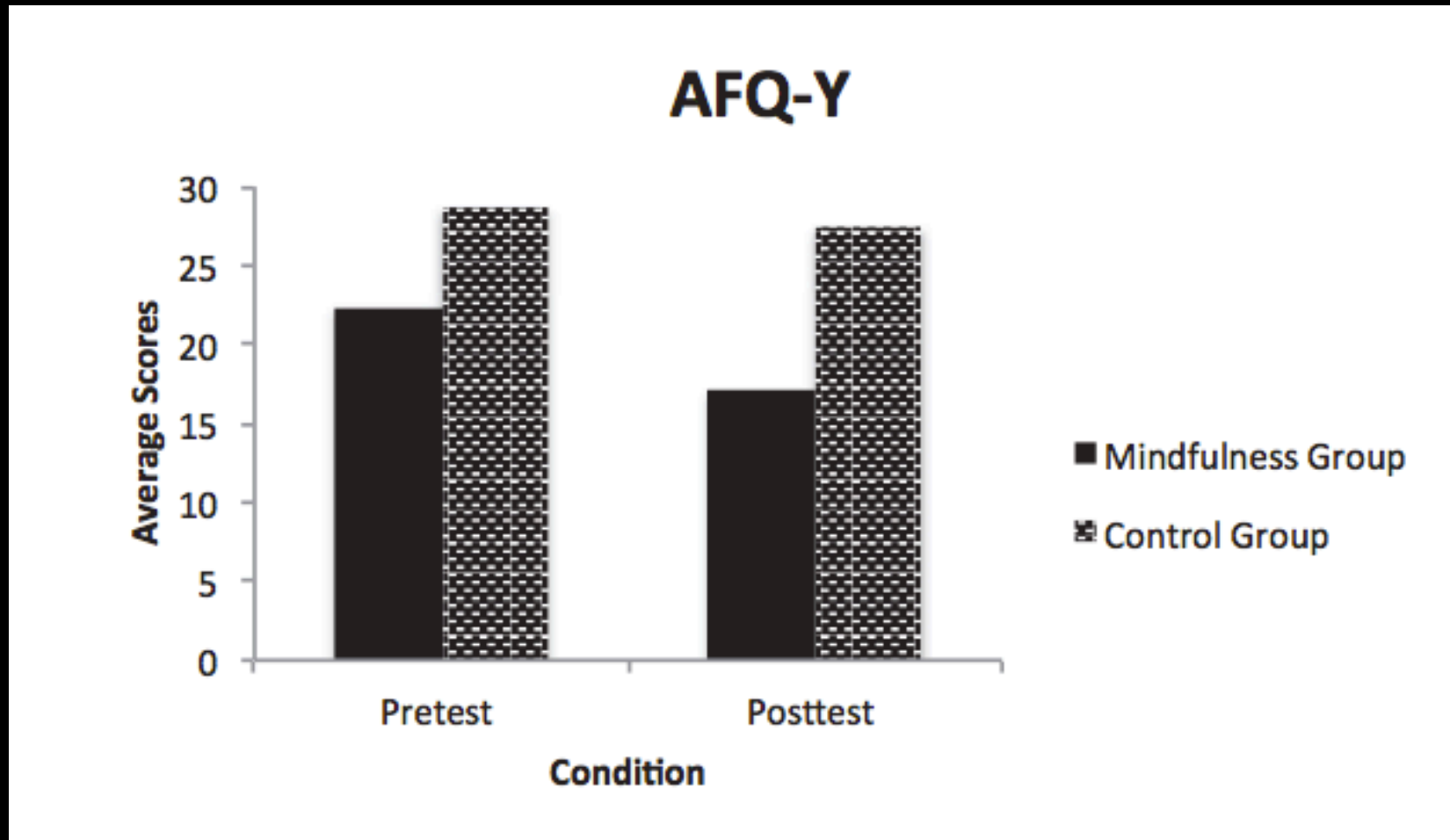
Outside: Simon Says

Mindfulness Activity:

**Mindfulness [Day 24]:** “What is in your mind sometimes keeps you from doing the things you really want to do. Sometimes our mind is so full of stuff that it messes you up. It makes you forget the stuff you really want to have or want to think about. So is your mind full of stuff? Or is it “mindful” of stuff? What three thoughts are in your mind a lot?” For the activity the children were asked to draw a line down the piece of their paper. On the left side they were asked to draw a picture of themselves with their mind full of thoughts. After discussing that picture, they were asked on the right side to draw their mind free from all those thoughts, and instead allowing themselves to do what they really want. After drawing this picture, the differences in the two pictures were discussed and focusing on being in the present moment and paying attention to what they are doing in the moment was discussed.

Daily Experience Logs

# Summer Camp Outcomes



Enoch & Dixon, under review

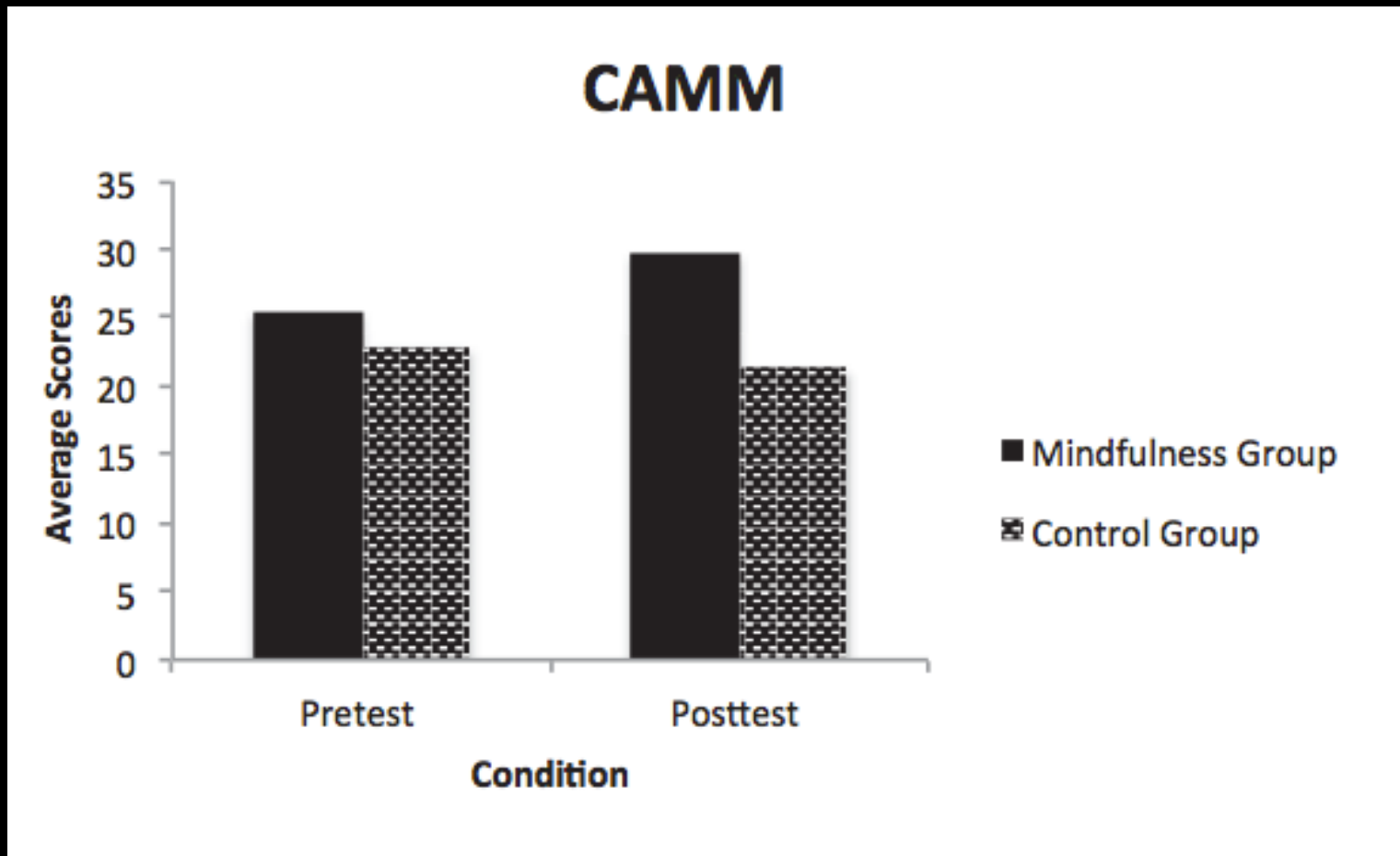
Appendix  
 Acceptance and Fusion Questionnaire for Youth (AFQ-Y)  
 (GRECO, MURRELL, & COYNE, 2005)

We want to know more about what you think, how you feel, and what you do. Read each sentence. Then, circle a number between 0-4 that tells how true each sentence is for you.

	Not at all True	A little True	Pretty True	True	Very True
1. My life won't be good until I feel happy.*	0	1	2	3	4
2. My thoughts and feelings mess up my life.*	0	1	2	3	4
3. If I feel sad or afraid, then something must be wrong with me.	0	1	2	3	4
4. The bad things I think about myself must be true.*	0	1	2	3	4
5. I don't try out new things if I'm afraid of messing up.	0	1	2	3	4
6. I must get rid of my worries and fears so I can have a good life.	0	1	2	3	4
7. I do all I can to make sure I don't look dumb in front of other people.	0	1	2	3	4
8. I try hard to erase hurtful memories from my mind.	0	1	2	3	4
9. I can't stand to feel pain or hurt in my body.	0	1	2	3	4
10. If my heart beats fast, there must be something wrong with me.*	0	1	2	3	4
11. I push away thoughts and feelings that I don't like.	0	1	2	3	4
12. I stop doing things that are important to me whenever I feel bad.*	0	1	2	3	4
13. I do worse in school when I have thoughts that make me feel sad.*	0	1	2	3	4
14. I say things to make me sound cool.	0	1	2	3	4
15. I wish I could wave a magic wand to make all my sadness go away.	0	1	2	3	4
16. I am afraid of my feelings.*	0	1	2	3	4
17. I can't be a good friend when I feel upset.*	0	1	2	3	4

\*Items included on the AFQ-Y8.

# Summer Camp Outcomes



Enoch & Dixon, under review

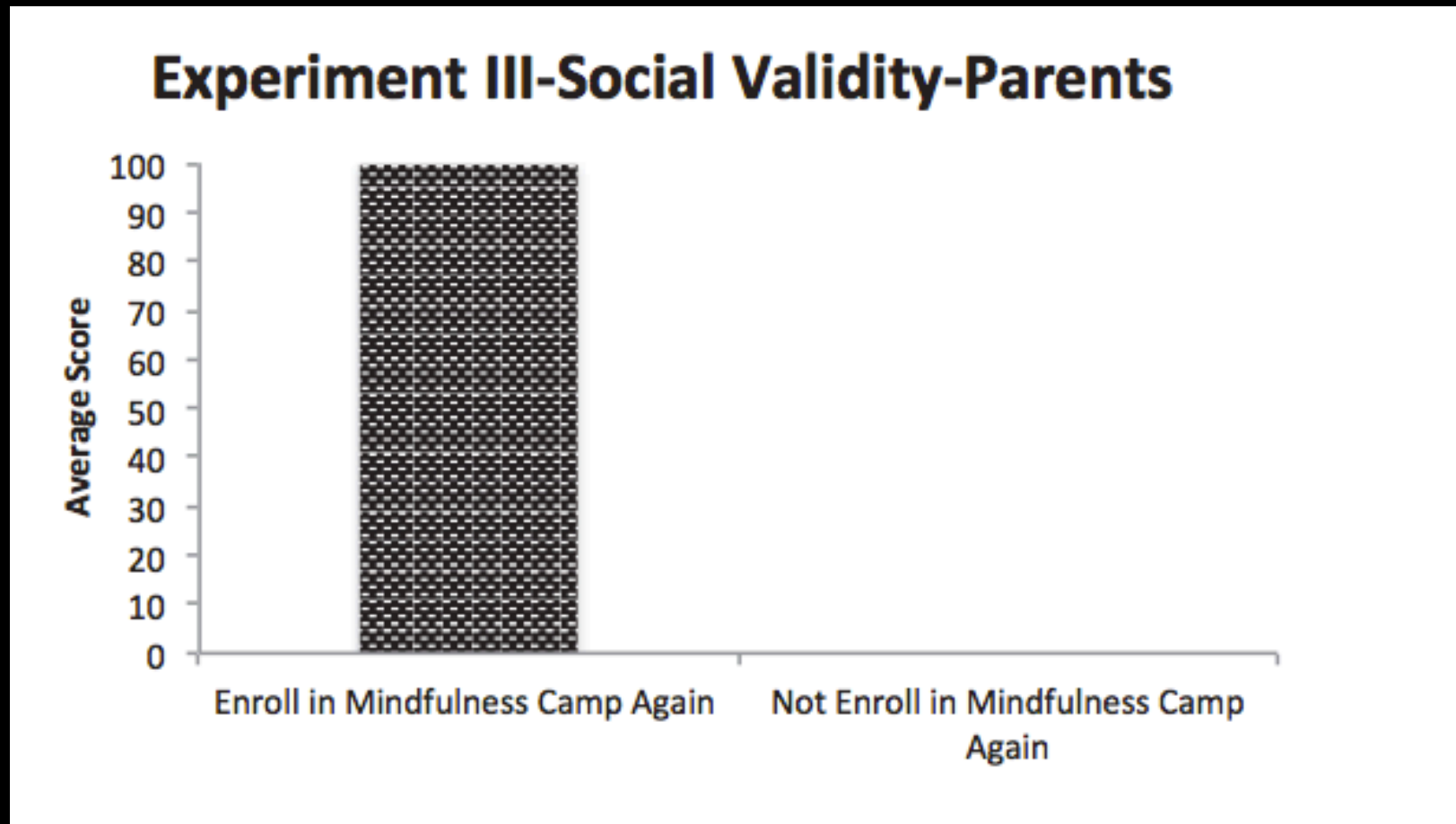


### Child and Adolescent Mindfulness Measure (CAMM)

We want to know more about what you think, how you feel, and what you do. Read each sentence. Then, circle the number that tells how often each sentence is true for you.

	Never True	Rarely True	Sometimes True	Often True	Always True
1. I get upset with myself for having feelings that don't make sense.	0	1	2	3	4
2. At school, I walk from class to class without noticing what I'm doing.	0	1	2	3	4
3. I keep myself busy so I don't notice my thoughts or feelings.	0	1	2	3	4
4. I tell myself that I shouldn't feel the way I'm feeling.	0	1	2	3	4
5. I push away thoughts that I don't like.	0	1	2	3	4
6. It's hard for me to pay attention to only one thing at a time.	0	1	2	3	4
7. I get upset with myself for having certain thoughts.	0	1	2	3	4
8. I think about things that have happened in the past instead of thinking about things that are happening right now.	0	1	2	3	4
9. I think that some of my feelings are bad and that I shouldn't have them.	0	1	2	3	4
10. I stop myself from having feelings that I don't like.	0	1	2	3	4

# Summer Camp Outcomes



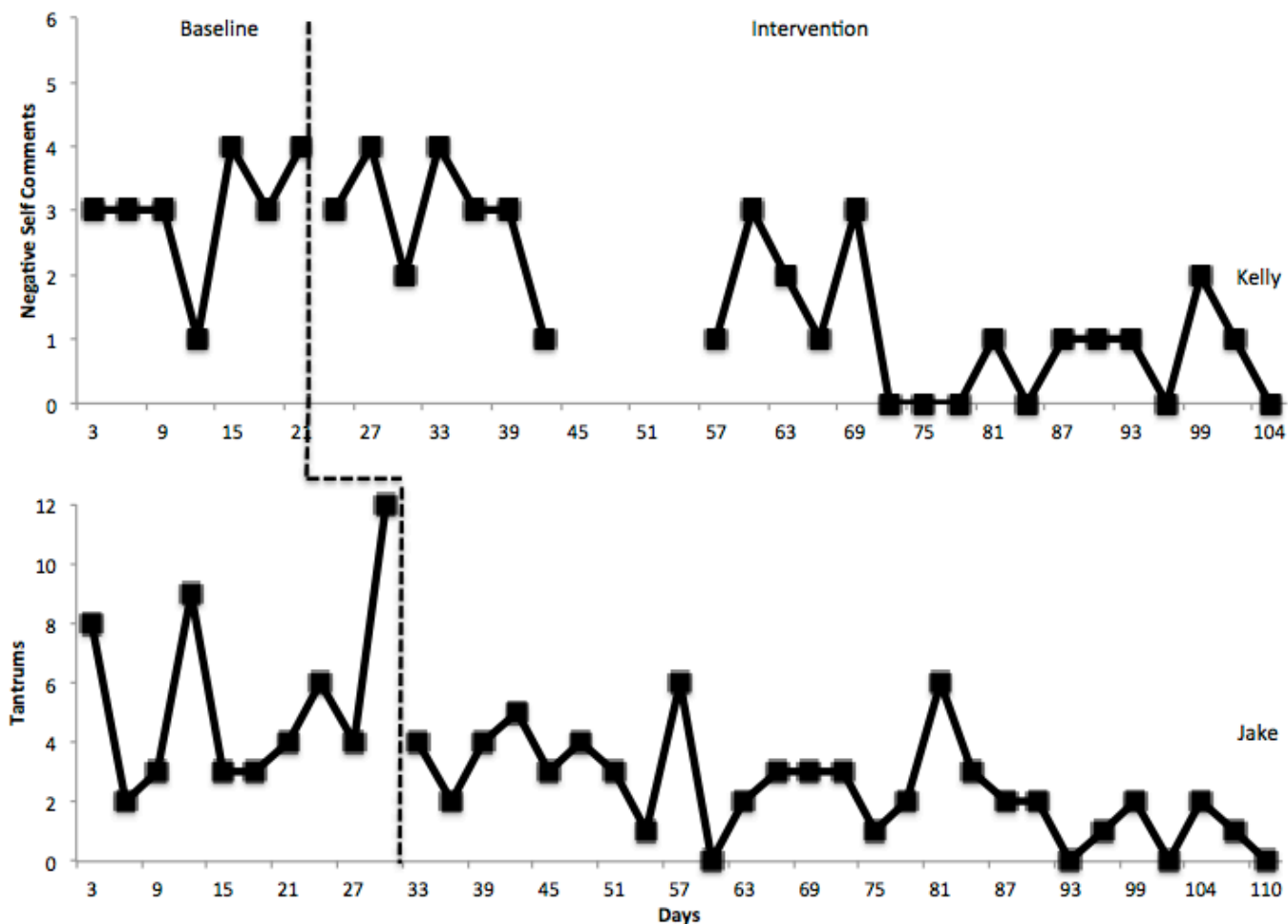
Enoch & Dixon, under review

# A Few More Scale Downs

- Single Subject Effectiveness
- Staff Effectiveness
- ADHD Student Effectiveness

Kelly, was a 12 year- old girl who was diagnosed with autism at age 5 and since her diagnosis has been receiving home-based behavioral intervention. She currently receives home based ABA therapy once a week for 2 hours. The focus of these sessions is teaching social and independence skills. Kelly is in an integrated grade 7 class and has a personal education assistant for 20% of her school day. Kelly's extracurricular actives include Girl Guides, piano lessons, youth group at her church, and swimming. Kelly's parents 17are concerned about her low self-esteem which is exhibited through Kelly saying negative things about herself. Often these negative self comments take the form of statements such as "I'm so stupid," "I'm fat," or "I'm an idiot." Kelly found out within the last year that she has autism, and her parents report that she is sensitive about her diagnosis.

Jake, a 8-year-old boy who was diagnosed with autism at age 5 and since then has been receiving home-based behavioral intervention services. Jake is in an integrated grade 2 class and has a personal education assistant for 100% of his school day. Jake's extra-curricular activities includes being part of a bowling league. Based on his school's academic assessments Jake has been diagnosed with being gifted and is above grade level in all subjects except English which he is currently functioning at a grade level. The behavior that is of concern to Jake's mother is the tantrums that he displays in her presence following having something not go his way. Jake's parents describe him as a "perfectionist." The tantrums that Jake has are operationally defined as any of the following behaviors in isolation or combination: yelling, throwing items, running away, dropping to the floor and/or crying. In order to be considered more than one tantrum, Jake must be calm (e.g., no yelling, throwing items, running away, dropping to the floor and/or crying) for 5 five minutes between the two tantrums. If Jake has a tantrum at home following not being able to get his way the consequences that are provided by Jake's mother are one or some combination of loss of computer time (a highly preferred activity), a time-out, or being required to finish the task he wants to escape (e.g., homework).



*Figure 10.* Frequency of behavior for Kelly and Jake during baseline and intervention phases. Note: from days 43 to 56 Kelly was on vacation and data was not taken.

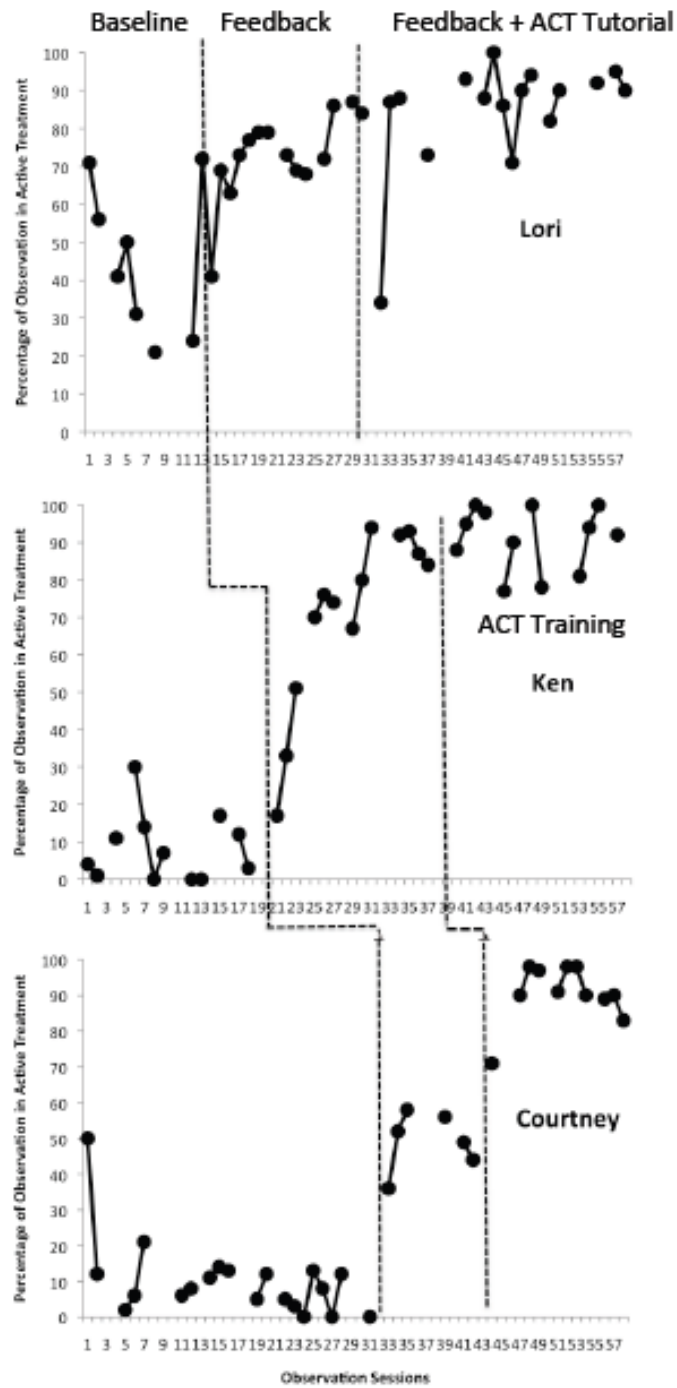
# A Different Dependent Variable

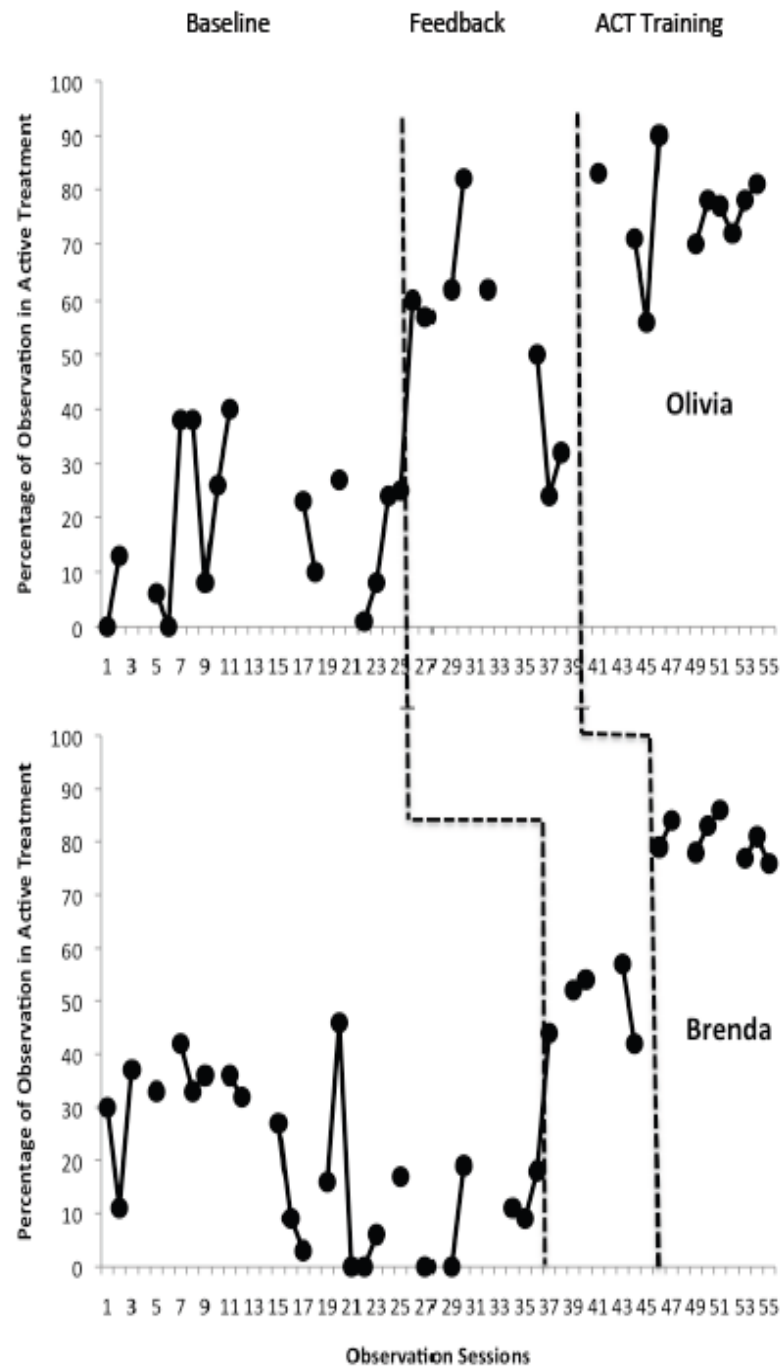
## The Staff!

- Active treatment definition: the staff member is running a formal instructional program and/or applying incidental teaching procedures with one or more of their assigned kids

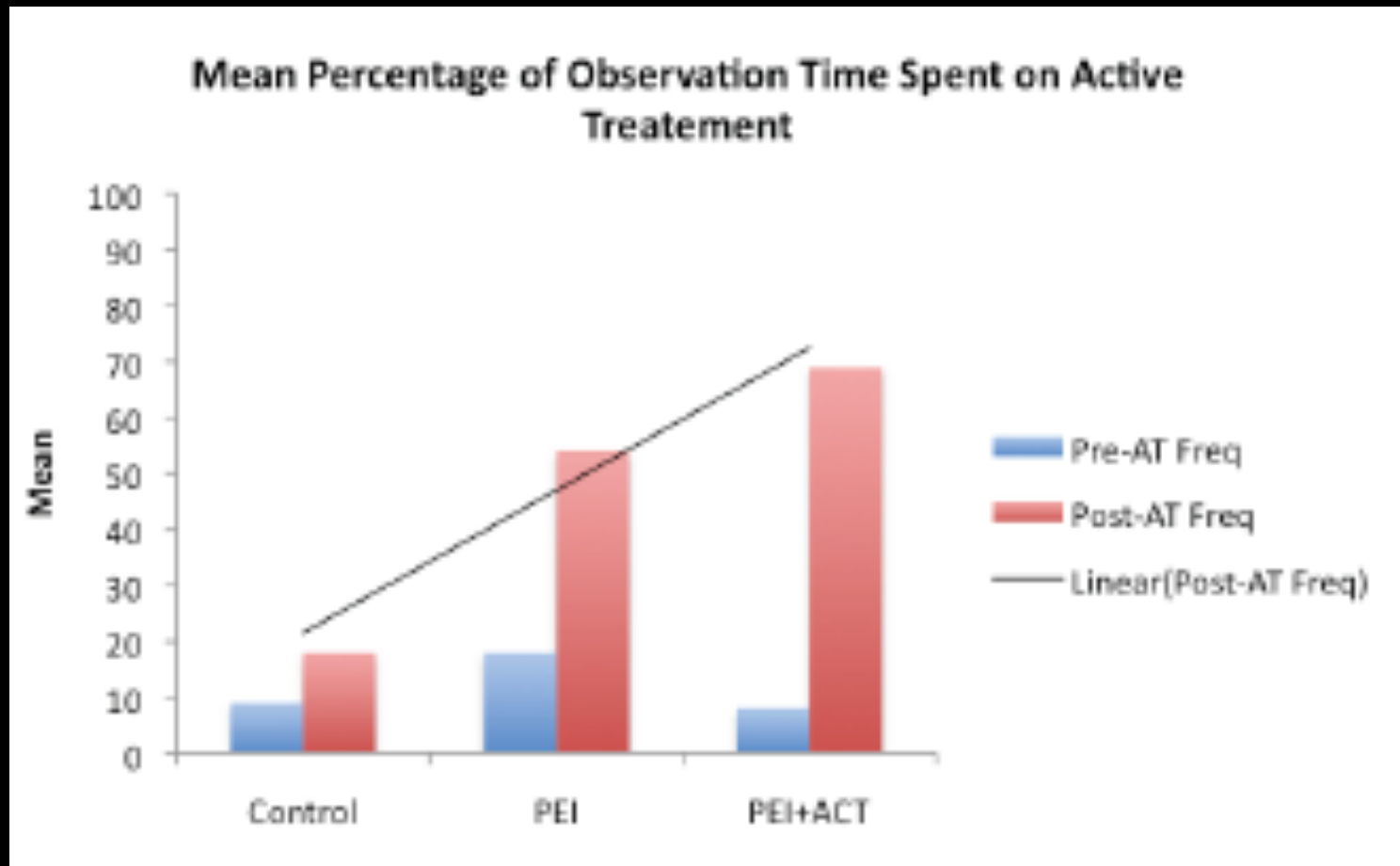




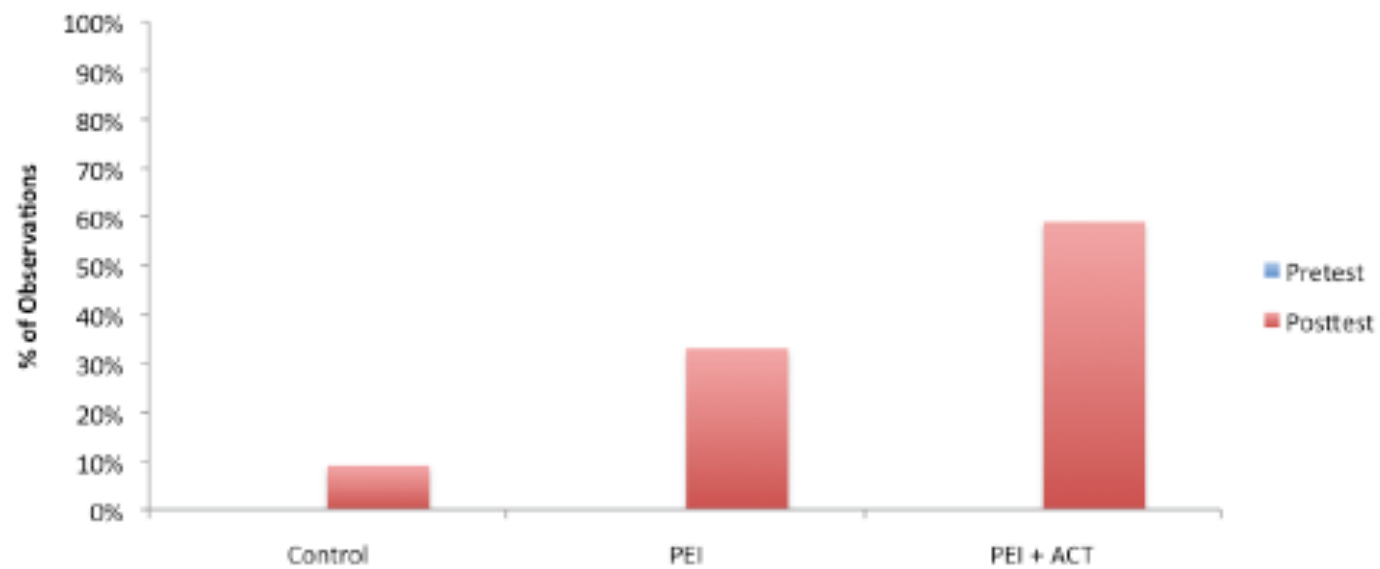




# Taking it SCHOOLWIDE



Percentage of Observations Where Active Treatment was Proactive



# ADHD and ACT

- Rationale: Would the ACT-camp content have an impact on sustained attention in children with ADHD?
- Subjects: RCT - 20 treatment / 20 control diagnosed with ADHD. Ages 6-12yrs old.
- Procedures:
  - Baseline: Completion of 4 attention tasks (all 40 subjects)
    - CPT-X
    - Go-no-Go
    - Visual Cancellation
    - Crossword Puzzle Task

# ADHD and ACT

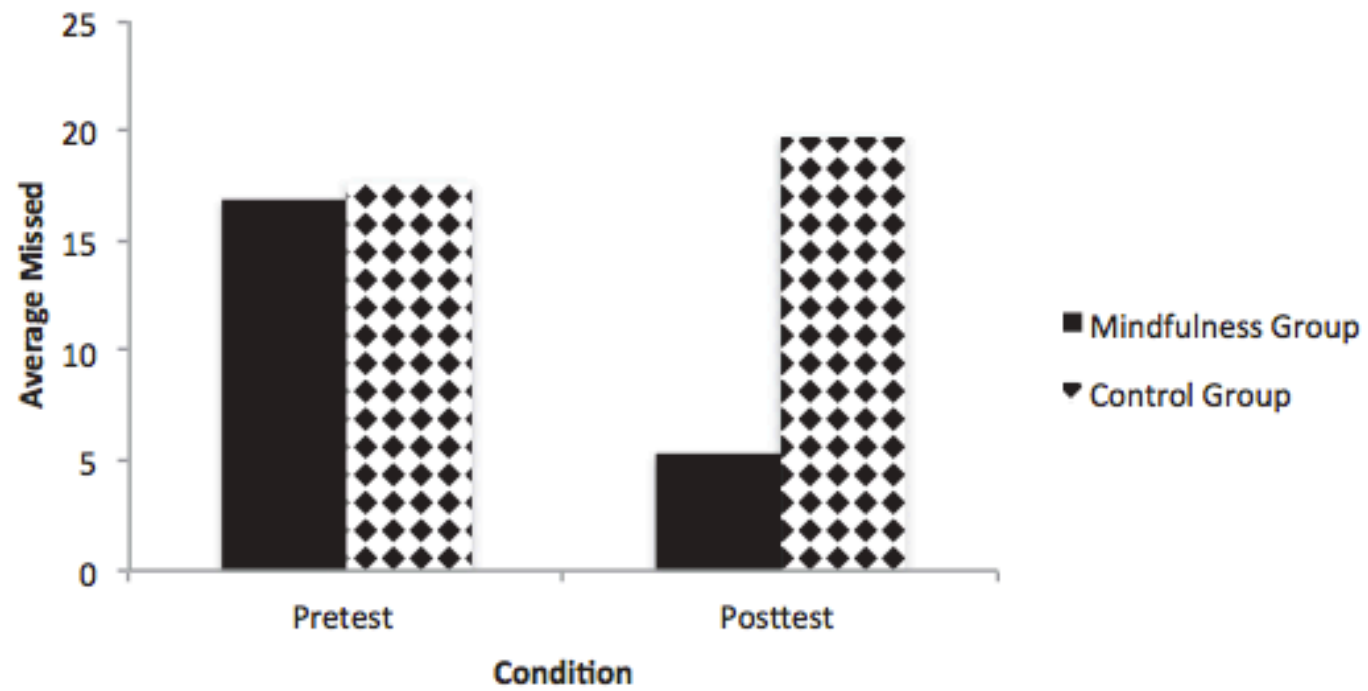
- Treatment Condition (20 subjects)
  - 6 sessions of activities from the Dixon 2014 text
  - 20 min each session
  - 1:1 with clinician
    - Days: 24, 27, 28, 37, 79, 168
- Post-Test
  - All 4 pre-tests were completed by all 40 subjects



# Task 1: CPT-X

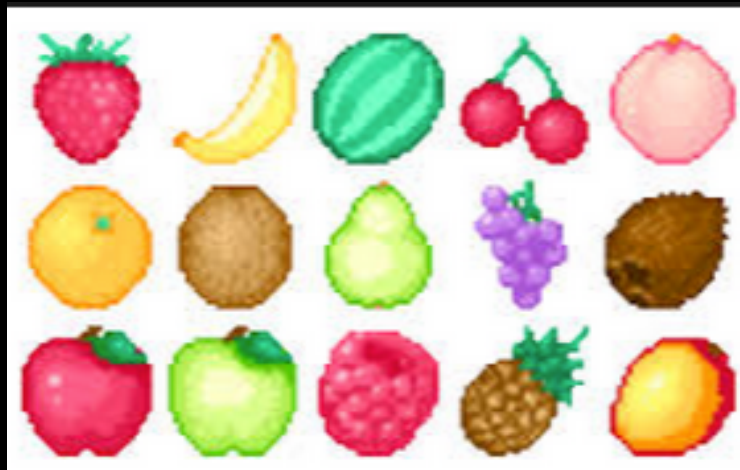
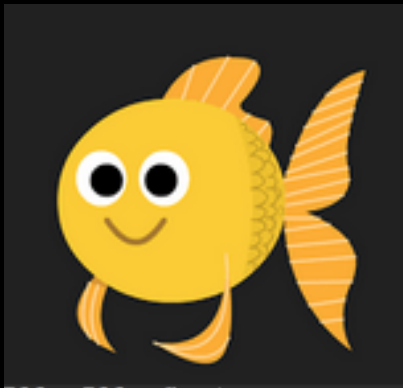
- One of the following letters displayed on the computer screen
- A, E, F, H, L, N, T, V, X, Y, Z
- Press 1 when you see X.
- Press 2 when you see any other letter

## CPT-X Task

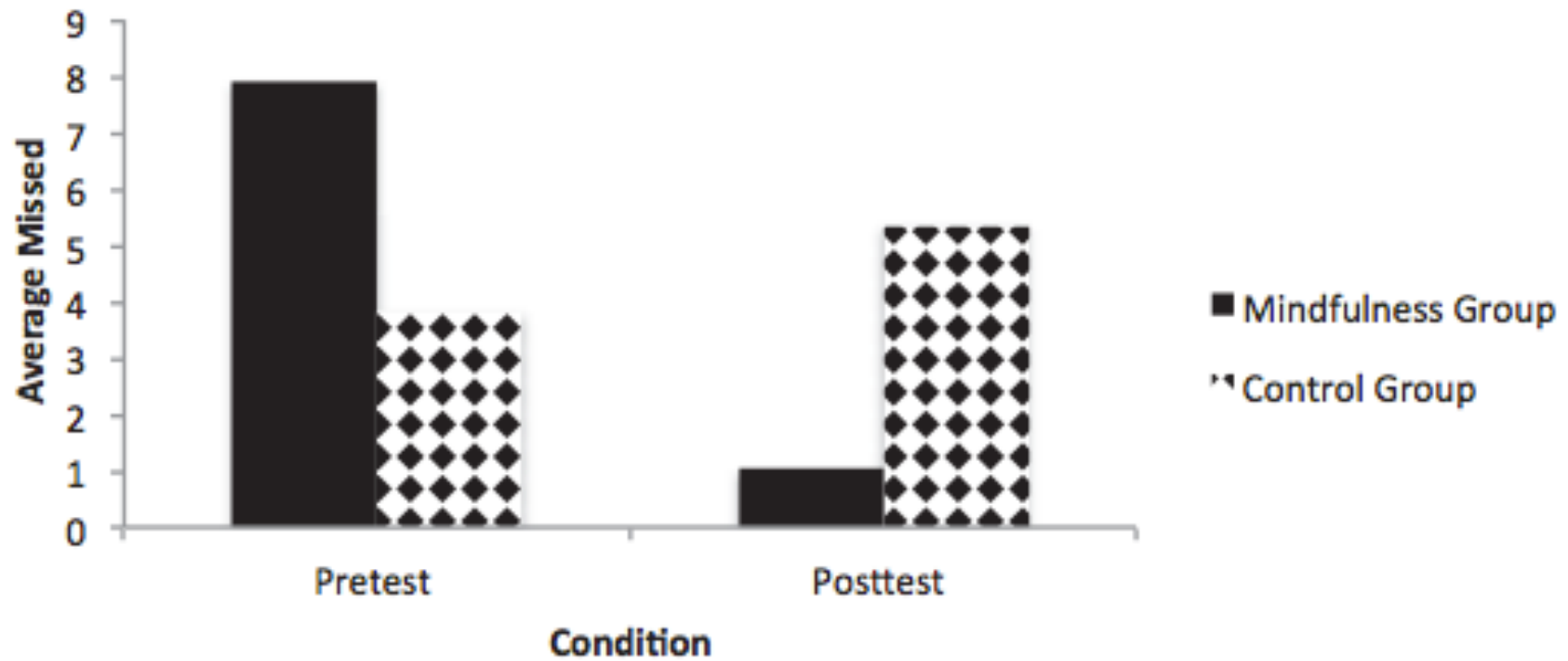


## Task 2: Go-No-Go

- Press + when you see a fish
- Don't press anything when you see a fruit
  - Fish presented on 25% of trials
- Random presentations of each on screen

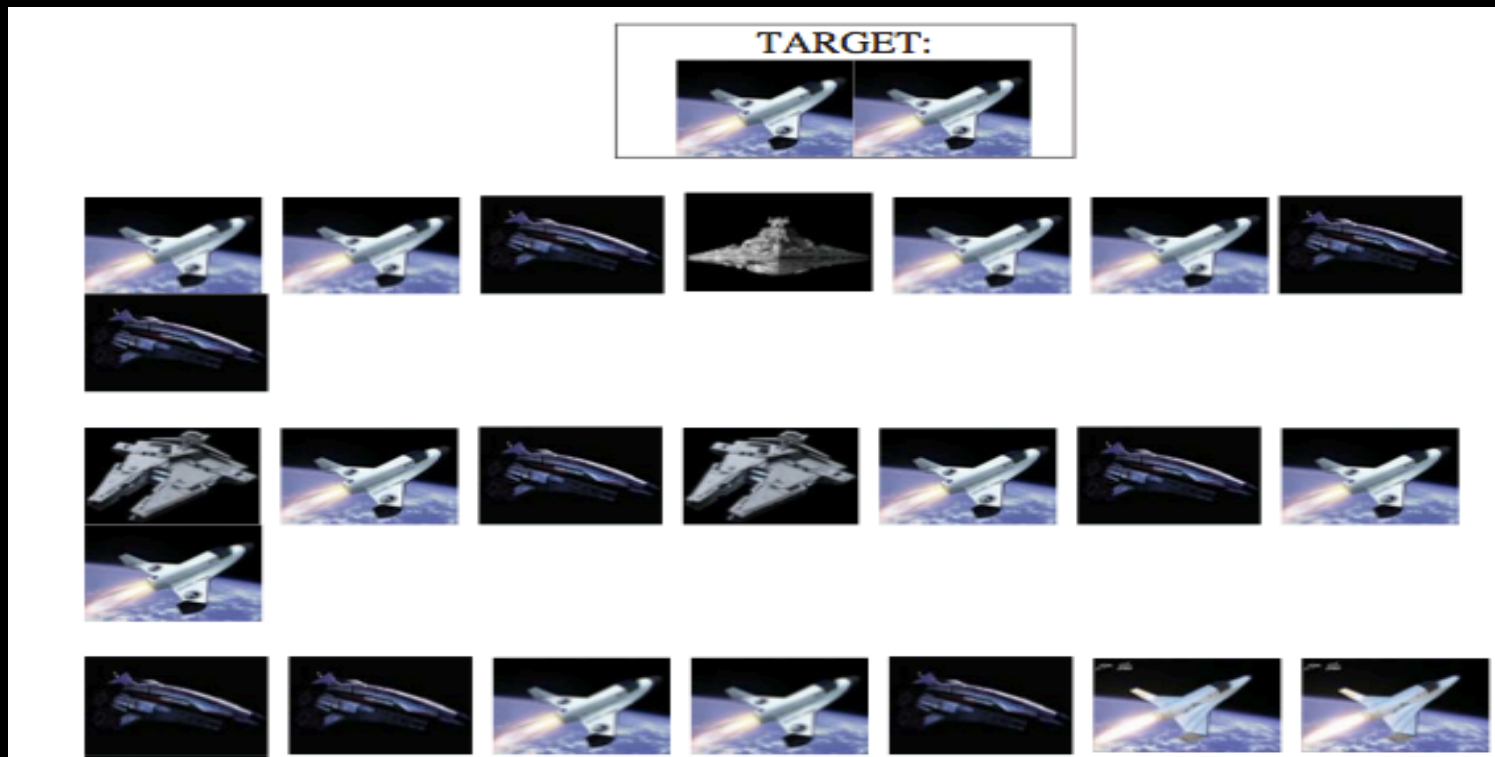


## Go-No/Go Task

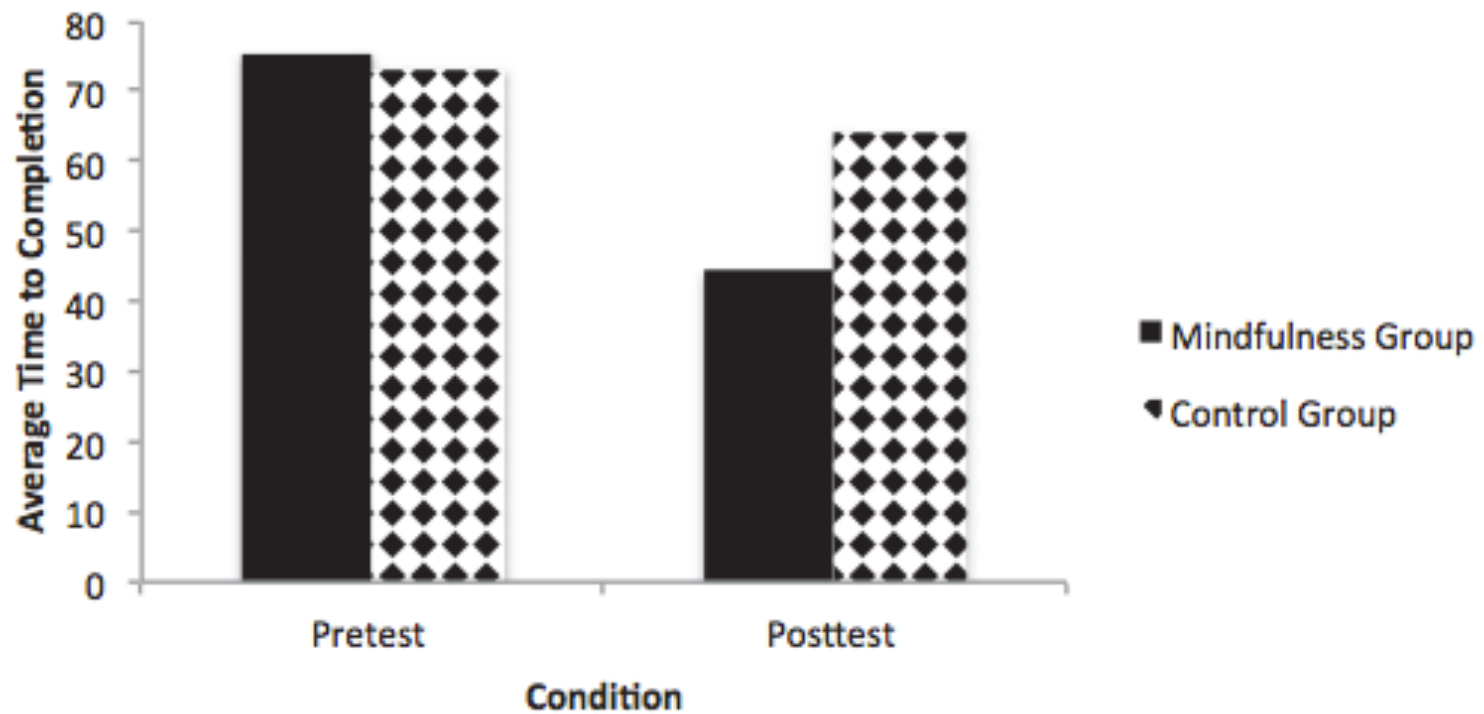


# Task 3: Visual Cancelation

- Put a mark on the “target”
  - Two identical spaceship images



## Visual Cancellation Task





# Task 4: Crossword Persistence

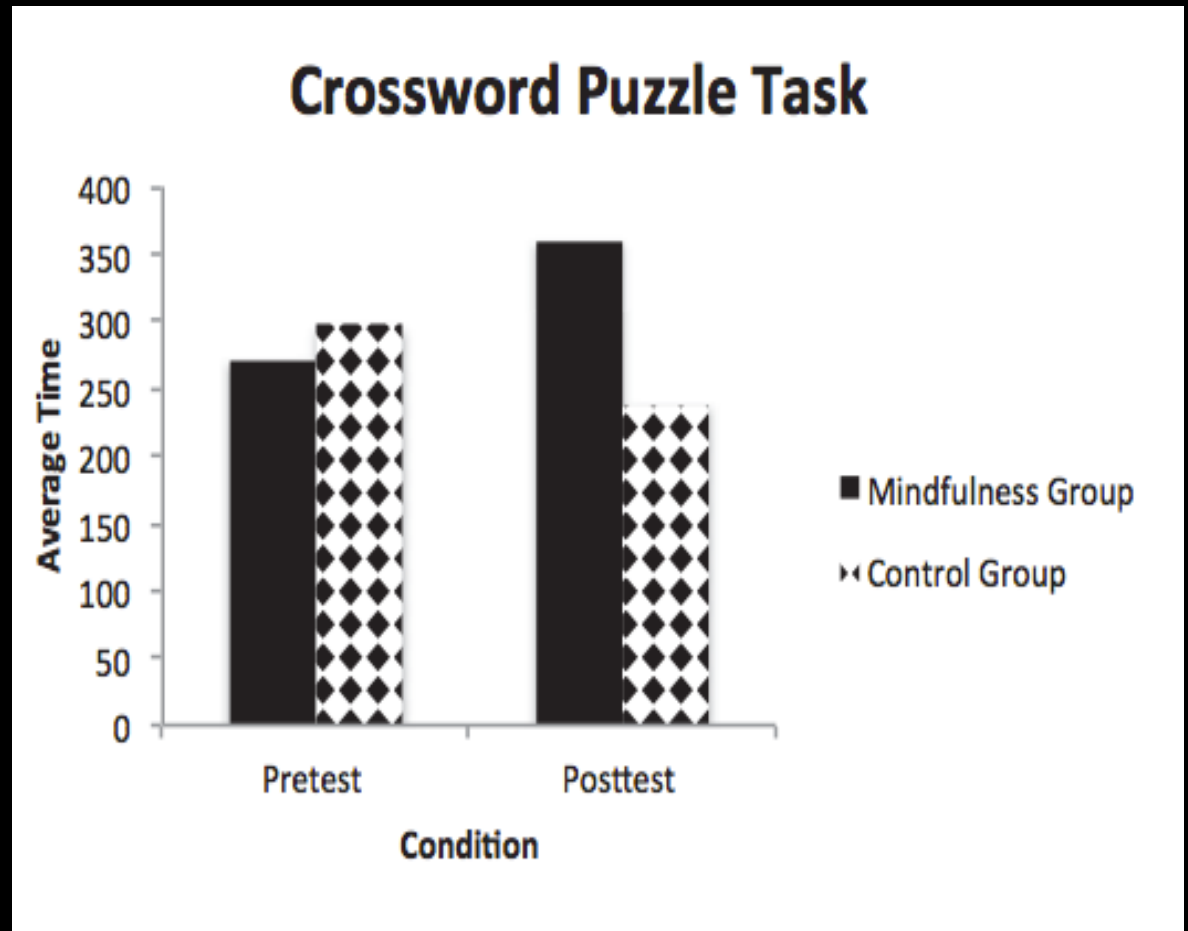
## Liberty Word Search

Here are several words that describe the Statue of Liberty. See if you find them in the search below. You might find them horizontal, vertical, backwards, forwards or even diagonal. Circle the words as you find them and then check each one off that you've found.

P	Q	S	B	C	S	T	N	I	O	P	R	W
Z	D	H	S	M	M	Z	I	R	I	G	H	T
B	A	A	T	O	R	C	H	U	Q	E	W	A
A	T	C	A	B	A	H	M	C	E	K	C	B
S	E	K	I	P	S	E	I	R	O	N	F	L
E	G	L	R	F	E	A	Z	O	L	L	E	E
R	R	E	W	I	N	D	O	W	S	E	D	T
A	A	S	A	C	F	F	E	N	T	W	P	E
L	N	N	Y	V	H	D	W	S	B	H	T	M
U	I	I	Z	E	L	E	V	A	T	O	R	A
C	T	A	T	F	E	G	T	K	L	A	S	R
R	E	H	F	A	B	U	C	E	M	A	L	F
I	M	C	E	C	O	P	P	E	R	C	N	S
C	R	V	L	E	R	X	N	A	L	P	C	Z

\*\*\*\*\*

arms	crown	frame	pedestal
base	date	granite	points
windows	spikes	steels	table
torch	chains	elevator	head
right	circular	face	iron
robe	cooper	flame	shackles
left	stairway		



Enoch & Dixon, in press

# Coming Full Circle

- Cost savings were so good
  - And
    - Student outcomes were even better
- 2 school districts will take the ACT School model and adopt it for over 1000 student in each building this fall
  - Regular education and special education
  - AND staff!
- 2 other districts will serve as Control groups!



# The Approach

- ACT will be delivered in a 3-tier system
  - Tier 1: 2-5min day at beginning of day
  - Tier 2: 10 min small group activity in classroom
  - Tier 3: 20-30min activity with higher trained staff
- ACT will replace all the empty school slogans
  - Hexaflexes painted on school walls and every classroom
  - ACT-assemblies throughout school year
  - ACT club
  - ACT as a LIFE SKILL not a psychological therapy

# In Summary

- ACT can be successfully implemented in educational settings for regular and special education students
- ACT needs to be “sold” as something less therapeutic sounding than “therapy”
- Student outcomes are positive in:
  - Self-reports, behavioral measures, grades, attendance, and parent support
- Staff outcomes can also have an impact on the students
- Moving from clinical populations to the mainstream education system provides us a way to have even a greater impact on the psychological condition of our children

# And now....

- For the videos

# Building the Values of Acceptance and Commitment in Children:

The World's First ACT School, Summer Camp, and Daily  
Treatment Guide to a Mindful Education



Mark R. Dixon, Ph.D., BCBA-D

Southern Illinois University