Beginning with our youngest students, chronic absenteeism is an early warning sign of dropping out. Dr. Jenson, Dr. Sprick, and colleagues have teamed up to address this obvious but often overlooked problem. Functional Behavior Assessment of Absenteeism and Truancy (FBAAT) is an assessment and intervention system that will guide you to evidence-based interventions for individual students who are chronically absent or truant.

Why is it important?

- Behavioral interventions based on an FBA are more effective than interventions that do not take into account the purpose of the challenging behavior.
- Interventions that are functionally designed are generally more positive and less aversive than nonfunction-based interventions.
- Behavioral changes are generally faster and more complete when the intervention is function based.
- Chronic absenteeism and truancy begin as early as first grade and are strongly correlated with dropping out of school.
- Lost school time affects learning, assignment completion, grades, promotion, and graduation rates.
- Truant students are four times as likely to commit a serious assault, five times more likely to report committing a serious property crime, and two times more likely to be arrested than peers who attend school regularly.

The FBAAT System

The complete FBAAT System includes:

- FBAAT Manual
- CD of fillable reproducible forms
- Five-pack consumable forms
- Copy of Absenteeism and Truancy: Interventions and Universal Procedures

A comprehensive system to help students with chronic absenteeism and truancy.
This comprehensive guide takes a multi-tiered approach to addressing absenteeism and truancy. Chronic absenteeism can lead to immediate and long-term problems such as low academic achievement, delinquency, substance abuse, and family dysfunction later in life.

Absence and Truancy: Interventions and Universal Procedures will help you implement schoolwide procedures to minimize absenteeism and truancy. In addition, it outlines 25 research-based interventions for use with individual students, small groups, and classes.

These interventions address common functions that motivate students to miss school:

- Anger Management Training
- Behavior Contracting
- Bullying
- Check In/Check Out (CICO)
- Classroom Consultation
- Cognitive Behavior Therapy to Reduce Anxiety
- Cross-Age Peer Tutoring
- Establishing Classroom Expectations and Defining Limits
- Group Contingency
- Home Notes
- Increased Supervision/Structure
- Meaningful Work
- Mentoring
- Parent Training Type 1
- Parent Training Type 2
- Practice for Proficiency
- Precision Requests
- Principal's 200 Club
- Problem Solving
- Repeated Reading
- Tutorial
- Response Cost
- Self-Management Skills
- Social Skills Training
- Structure
- Reinforcement Systems
- Substance Abuse

The interventions can be used by themselves or in conjunction with Functional Behavior Assessment of Absenteeism and Truancy. The book includes a CD with all reproducible forms needed to quickly implement a group or individual intervention.

NOTE: This book is included with the FBAAT system.
**Check In Check Out**

| Academic Skill: | • Targets and improves a student’s:  
| | • Organization and motivation  
| | • Behavior and academics  
| | • Work completion  
| Why it Works: | • Increased positive adult contact  
| | • Social skills training  
| | • Linked to school-wide behavior goals and expectations  
| | • Frequent feedback  
| | • Daily home-school communication  
| | • Contingent positive reinforcement  
| Setting/Tier: | • Tier 2  
| Population: | • Elementary through High School  
| Materials: | • Point Card  
| | • Rewards  
| | • Additional forms (e.g., referral form, parent permission letter, parent progress letter, etc.)  
| | • Computer to input data and monitor progress  
| Description: | • Check-in Check-out is a Tier 2 intervention that gives students the opportunity to work toward daily or weekly goals while receiving frequent feedback on meeting the goals throughout the day. Students have frequent positive adult contact with multiple adults at school and with their parents. Target behaviors and feedback are typically connected to the schoolwide behavior expectations.  
| Implementation: | • Morning check-in  
| | • Card given to teacher at beginning of each class  
| | • Teacher feedback obtained after each class period  
| | • Afternoon check-out  
| | • Parent feedback/initials  

## Check In Check Out

| Empirical | • Research has found that CICO:  
|           |   • Improved ratings of problem behavior, prosocial behavior, and office discipline referrals (McIntosh, Campbell, Carter, Dickey, 2009; Simonsen, Myers, & Briere III, 2011)  
|           |   • Is appropriate for elementary through high school, though more rigorous research is needed in high school settings  
|           |   • Is considered effective and efficient by school personnel (Filter, McKenna, Benedict, Homer, Todd, & Watson, 2007)  
|           |   • Is related to lower dropout and mobility rates, higher attendance, and higher cohort completion rates in a sample of African American adolescent males (Sinclair, Christenson, & Thurlow, 2005) |
| Where to Purchase: | • No purchase is necessary. The following website includes a description of CICO, resources, and handouts.  
|           | • Information about CICO can also be found in the book Responding to Problem Behavior in Schools, 2nd Ed: The Behavior Education Program  
| Cost: | • Free to use  
|       | • Some money may be required for materials (e.g., copies of point cards, rewards) |

### Check-in Check-out (CICO)

## NOTES
The Good Behavior Game
Cortney Bindrich, Kayla Downing, and Liz Power

Research:
- Effective in decreasing externalizing behaviors, (e.g., aggression, oppositional behavior), antisocial behavior (e.g., decreasing smoking), and attention difficulties.
- Also used to increase pro-social behaviors, such as helping others, communication, and working toward a common goal.
- Improvements in behavior are observed longitudinally over several years, even when the Good Behavior Game has been discontinued.
- Most effective for students with significant behavior problems.

Diversity:
- Numerous studies have documented efficacy in the Unites States. The Good Behavior Game has also successfully decreased target behaviors in Germany, Belgium, the Netherlands, the United Kingdom, British Columbia, Spain, Australia, Chile, Sudan, and Quebec.
- Has also been studied with teachers who had very little training in behavior theory and was effective when 80% of parents were illiterate.
- Effective in languages other than English, including Arabic and Spanish. There is research to support the use of the Good Behavior Game with ESL students, as well as children from various ethnicities/racial groups and income levels.

How to Play:
- Students are divided into two teams that compete for rewards or privileges, based on which team receives the fewer number of demerits for rule infractions.
- If both teams receive less than a predetermined number of demerits, both teams earn the reward.
- Critical components in reducing disruptive behavior appear to be:
  - Assignments of consequences
  - Criteria set for winning
  - Division of students into teams
- This intervention has been successfully implemented in regular elementary grade classrooms and classes for students with emotional disabilities.

Materials:
- Poster board chart displaying classroom rules
- Poster board (or chalkboard) divided into two sections
- Stars or stickers (optional)
- Victory tags (optional)

Procedure:
- First collect baseline data; record:
  - On-task behavior
  - Off-task behavior
  - Disruptive behavior
- Introduce the intervention:
  - Tell the students they will be playing a game to help everyone get more out of the subject (during which game will be played)
• Explain and demonstrate procedures, including:
  o Criterion for the maximum number of demerits permitted to earn the reward
  o Rewards for the winning teams (wearing victory tags, extra recess, lining up first for lunch, extra computer time)
  o If both teams win, other possible rewards could include watching a movie, 15 minutes of free time, homework passes, etc.
• Divide class into two teams:
  o Be sure disruptive students are divided between the teams
  o For convenience, you may want to use rows or desk groupings to assign teams
  o Allow students to choose team names
• Display a chart that is visible to all students (team 1 vs. team 2); this is where tallies are marked
  o After reviewing rules before every class, record demerits beside the team name each time any team member breaks a rule
• Tally demerits at end of period (or day) and declare a winner
  o If neither team exceeds criterion, both teams win

  ❖ Gradually lower the limit for demerits or extend the period during which the game is played
  ❖ Initially, deliver rewards daily and then fade them to once a week; you can deliver the reward to teams meeting the criterion on 4/5 days
  ❖ If a student misbehaves, explain that it is not fair to penalize an entire team because one member will not control him/herself. You can also create a third team consisting of only the problem student (or students) and add a negative contingency. For example, require any losing teams to remain 5 minutes after school or deduct 5 minutes from recess
  ❖ If desired, expand the games to other periods

Adaptations:
• Red Light/Green Light:
  o Similar to regular version
  o Very helpful for younger students or other students who require more visuals
  o Students who are following rules receive a “green light”, teams that break a rule are on a “yellow light”; and teams that continue to break a rule are on a “red light”
• GBG Plus Merit:
  o Similar to regular version but with a bonus for positive academic or social behavior
  o Merit cards are given to students who are displaying positive behaviors/following rules
  o Can erase one demerit from poster board for every five merit cards earned on the team
Fulfill the Dream

By: Roberto Rivera and The Good Life Organization

Overview: Fulfill the Dream is a curriculum designed to encourage personal leadership skills and motivation in at-risk youth utilizing hip-hop culture. The curriculum is based on culturally relevant pedagogy, which uses "the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more relevant and effective" (Gay, 2000).

Why it Works: The curriculum is student-centered and emphasizes creating a community within your group. The curriculum was developed based on several theoretical models, including Emotional Intelligence Theory, Youth Development Theory, and Civic Activism as a Component of Youth Development.

Setting/Tier: Ideal in small group settings (i.e., therapy groups, homerooms), but can be used one on one. Appropriate for Tier II and Tier III.

Population: Ages 8 to 18

Materials: Fulfill the Dream Complete Program:
- Facilitator manual
- Student journals
- Music CD

Description: This curriculum focuses on engaging and empowering youth using elements of hip-hop culture. Each of the 10 chapters focus on a specific principle and are designed to last at least 40 minutes.
- Introduction with objectives
- Hip-hop application
- Scientific application
- Discussion questions
- Experiential activities
- Mini lessons

A culminating project takes place at the end of chapter 6, which includes a creative work (e.g., poem, song, rap, collage) and a plan for how they can use what they have learned to serve a person or community.
Implementation: A certification training with Roberto Rivera is highly recommended to ensure successful implementation. However, the facilitator manual is detailed enough to implement the program without specific training. The program emphasizes facilitators sharing with students on a practical level. The manual also includes twelve facilitator tips to assist the instructor in successful implementation.

Empirical Support: Experimental program evaluation in progress by Professor Chris Slaton (Purdue University). Preliminary data shows a positive impact on student G.P.A., attendance, and behavior referrals.

Where to Purchase: www.thegoodlifeorganization.com

Cost:

- Facilitator Manual: Included with the cost of a $500, 2 day training (20 student journals also included)
- Student Journals: 1-9 journals - $20.00/book
  10+ journals - $10.00/book
- Music CD: $9.99
- Certification Training (optional): 1 day - $250
  2 days - $500

NOTES
# Adolescent Coping With Depression Course

*(Clarke, Lewinsohn, & Hops, 1990)*

| What is it? | • Group treatment program to prevent or decrease depression in adolescents  
• Psychoeducational, cognitive-behavioral approach |
| Who is it for? | • Group: 4-8 members (same or mixed gender)  
• Ages: 14-18 yrs  
  o *Note: It can be adapted for ages 12-13 yrs.*  
  o *Note: There is an adult version.*  
• Populations: Typical, subclinical depression, or clinical depression |
| Where can it be used? | • Variety of settings: Schools, mental health clinics, and hospitals |
| How long does it take? | • 16 sessions (2 hrs. per session)  
• 8 weeks |
| Does it work? | • Significant improvements for more than 70% of adolescents with gains maintained for at least one year (Clarke et al., 1990)  
• Works for diverse populations (e.g., individuals with comorbid disorders or chronic illness, Native Americans, Latinos/Latinas, and individuals with low income) |
| Why does it work? | • Incorporates evidence-based strategies and teaches skills (e.g., relaxation, pleasant events, irrational and negative thoughts, social skills and communication training, and problem-solving)  
• Includes progress monitoring tools:  
  o Center for Epidemiological Studies Depression Scale  
  o Pleasant Event Schedule |
  o *Note: You can find additional therapy materials at this website* |
# MoodGYM

<table>
<thead>
<tr>
<th>Social/Emotional areas</th>
<th>MoodGYM is a free online program based on cognitive behavior therapy. It is designed to prevent and treat depression and anxiety in adolescents.</th>
</tr>
</thead>
</table>
| **Why it Works**        | • MoodGYM includes the following effective components of CBT:  
  o Identifying and testing accuracy of negative thoughts  
  o Activity scheduling  
  o Problem-solving  
  o Reducing stress  
  • MoodGYM uses material relevant to adolescents in an online format which is a readily accessible to them.  
  o Characters are used to illustrate concepts of CBT |
| **Setting/Tier**        | • Tier 1: Can be used with an entire class  
  • Tier 2: Can be recommended for students who are struggling to use at home or during school. Monitoring students may increase adherence.  
  • Tier 3: Can be recommended as an adjunct treatment to counseling |
| **Population/Levels**   | Adolescent to young adult |
| **Materials**           | • Computer that operates flash and has JavaScript installed  
  • Internet Connection |
| **Description**         | MoodGYM is web-based and highly structured. There are five modules:  
  • Feelings  
  • Thoughts  
  • Unwarping  
  • Destressing  
  • Relationships  
  • Each module begins with short anxiety and depression assessments, which provide feedback to the user. The modules use reading material, interactive diagrams, and characters to illustrate the relationship between thoughts, feelings, and emotions. There is also an interactive game and a downloadable relaxation audio track. Users can apply the material to their life through 29 written exercises.  
  • Modules are estimated to take 30 to 45 minutes to complete, but may take more or less time depending on student involvement in the exercises. There is no social component or interaction with a clinician. |
| **Implementation**      | 1. Students register for a free account. They do not have to provide their email address, and they can use an anonymous username.  
  2. Students read about MoodGYM and take anxiety, depression, and “Warpy Thoughts” quizzes. “Warpy thoughts” are cognitive distortions.  
  3. Students work through the five modules in sequence. Students can work independently and at their own pace, or they can be assigned a module a week by a school counselor, psychologist, social worker, etc.  
  4. Users must retake the anxiety and depression assessments at the start of each module. They are given immediate feedback on the results.  
  5. Clinicians can progress monitor using quiz scores. |
6. Users have the ability to skip the interactive (i.e. matching) quizzes and written exercises. Students may benefit from just reading the module material and seeing CBT principles applied to the lives of characters.

7. It is recommended that users complete one module in one sitting because MoodGYM does not always return to the last page used. However, there is a “workbook” feature that tracks progress and saves quiz results and exercise content.

**Empirical Support or “Endorsement”**

- One large study ($N = 1477$) has been conducted with high students in Australia. Students completed MoodGYM during class time.
- For some students, there was a significant reduction of anxiety and depression symptoms at postintervention and at a 6 month follow-up.
- Students living in rural areas and those with higher depressive symptoms were more likely to complete MoodGYM.
- If students completed at least 20 modules, there were larger intervention effects for depression and anxiety.
- Adherence rates were low; 15% of students completed 20 exercises.

More research is needed in the following areas:

- High schools in the United States.
- Home or outside of school usage
- Targeting students with anxiety and depression
- Using MoodGYM in conjunction with in-person therapy

Reference for major study with adolescents in Australia:

**Where to Purchase**

MoodGYM was created by Australian National University. It can be used for free by visiting [https://moodgym.anu.edu.au/welcome](https://moodgym.anu.edu.au/welcome)

**Cost**

Free

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**NOTES**
The CAT Project

This program is intended to provide adolescents (ages 13-18) with coping strategies to address anxiety. This CBT program uses sixteen 50-60 minute sessions to explore the nature of the teen’s difficulties, increase their flexibility in thinking about problems, and learning strategies to change the teen’s and parent’s way of reacting to anxiety.

Who is this program for?

High school aged students. This program is an extension of the Coping Cat program which was designed for elementary school students.

What does it consist of?

It is a structured curriculum that begins with a focus on awareness of bodily reactions associated with feelings, specifically those associated with anxiety. It evolves to focus on practicing coping strategies. This program teaches students to recognize thinking traps and to refer to them in a more cognitively mature manner.

How is it implemented?

1) Identify students in need
2) Prepare to administer the program
   a. Read the manual
   b. Undergo training as necessary (pkendall@temple.edu)
3) Schedule sessions

The program uses a workbook with practice pages, role plays, guided self-reflections, and coping strategies. It also offers suggestions for home-practice to allow students to continue practicing outside of scheduled sessions.

What materials are available?

- The CAT Project Manual for the Cognitive Behavioral Treatment of Anxious Adolescents
- The CAT Project Workbook
- The Coping Cat Parent Companion

Why shouldn’t I use this program?

Use within a school may alter the fidelity of the implementation of the program

Some students want to jump ahead in the program and the pacing may be too slow for them

Why SHOULD I use this program?

It involves families

There are minimal requirements for provider qualifications

You can implement this program with minimal training
You are a Social Detective!
And other Social Thinking Curricula

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>The Social Thinking curricula are designed to help individuals improve their ability to think about their interactions with others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why it Works</td>
<td>The programs target underlying processes that scaffold later social development. Skills are developed through instruction, modeling, and practice in ways that are fun and engaging for students of all ages.</td>
</tr>
<tr>
<td>Setting/Tier</td>
<td>Designed mostly for Tier 2, though can be useful for most students experiencing social or communication difficulties. The programs rely on language, and may not be effective for students with profound linguistic or communication needs.</td>
</tr>
<tr>
<td>Population</td>
<td>There are programs for students from Pre-K through High School. You are a Social Detective! is designed for children ages 4-12 (7-12 for the CD). The programs are useful for helping students with ASD, ADHD, NVLD, Sensory-integration issues, ED, and other communication and social concerns.</td>
</tr>
<tr>
<td>Materials</td>
<td>Book and CD (which includes the book in the first module)</td>
</tr>
<tr>
<td>Description</td>
<td>The book (Module 1 on the CD) introduces concepts such as: • Developing social smarts • Listening with our eyes and brains to make smart guesses • Expected/unexpected behavior • Good vs. uncomfortable thoughts • Perspective taking The book includes supplemental lessons and activities. The CD includes additional interactive modules that use videos to model the skills and help students think about and apply their skills to different social situations, and introduces Social Behavior Mapping.</td>
</tr>
<tr>
<td>Implementation</td>
<td>You are a Social Detective! can be used in individual and group settings. The program is easy to use, as students work their way through the 6 interactive modules, earning game time as an intermittent reward.</td>
</tr>
<tr>
<td>Empirical Support</td>
<td>The Social Thinking website contains multiple references supporting the theoretical models and CBT-based interventions for improving social skills, particularly for children with Autism Spectrum Disorders. See the Social Thinking website (<a href="http://www.socialthinking.com/what-is-social-thinking">http://www.socialthinking.com/what-is-social-thinking</a>) for more specific information.</td>
</tr>
<tr>
<td>Purchase Information</td>
<td>You are a Social Detective! and other Social Thinking products can be found at <a href="http://www.socialthinking.com">www.socialthinking.com</a> The book is $22 and the CD is $89.99</td>
</tr>
</tbody>
</table>
### SUPERFLEX - Social Thinking Curriculum

<table>
<thead>
<tr>
<th>Skill:</th>
<th>Increase social cognition</th>
</tr>
</thead>
</table>
| Why It Works: | Based on ILAUGH Model that includes:  
* I = Initiation of Communication  
* L = Listening With Eyes and Brain  
* A = Abstract and Inferential Language/Communication  
* U = Understanding Perspective  
* G = Gestalt Processing/Getting the Big Picture  
* H = Humor and Human Relatedness |
| Setting/Tier: | Tier II |
| Population: | Grades 3-5 |
| Materials: | Books/CD/Posters |
| Description | Provides educators, parents and therapists fun and motivating ways to teach students with social and communication difficulties. The cognitive behavioral curriculum helps students to develop further awareness of their own thinking and social behaviors and learn strategies to help them develop better self-regulation across a range of these behaviors. |
| Implementation: | Workbook and comic books include 15 lessons on increasing awareness regarding social cognition. |
| Empirical Support: |  
| Where To Purchase: | [www.socialthinking.com](http://www.socialthinking.com) |
| Cost: | $52.00 |
Social Stories

**Target Skills:** Play Skills (e.g., turn-taking); Identifying/Understanding Emotions; Displaying Empathy; Building Routines; Explaining changes to routines to decrease anxiety; Alternatives to problem behaviors such as aggression, talking out, etc.

**Population:** Primarily used for children with Autism Spectrum Disorders (ASD), but can be used with many other populations, including neurotypical children.

**Why it Works:**

<table>
<thead>
<tr>
<th>Theory of Mind</th>
<th>Weak Central Coherence</th>
<th>Executive Dysfunction</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Individuals with ASD have difficulty understanding what others think, feel, &amp; intend to do.</td>
<td>- Individuals with ASD sometimes have difficulty building higher level meaning.</td>
<td>- Individuals with ASD sometimes have difficulty initiating, sustaining, shifting, or inhibiting actions.</td>
</tr>
<tr>
<td>- Social stories provide information about how others think and behave.</td>
<td>- Social stories are helpful in guiding individuals with ASD to identify the relevant details for a specific event and correct mistaken assumptions.</td>
<td>- Social stories provide planning and organization strategies in specific social situations.</td>
</tr>
<tr>
<td>- Social stories reduce or remove confusion and ameliorate the deficit in Theory of Mind.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Setting/Tier:** Can be used individually or with groups in home and school settings, appropriate for Tiers 2 and 3

**Materials:** Pictures of student or someone performing the appropriate behaviors as well as short text; app

**Description:** A social story is a written script that uses positive language. It identifies target behavior(s), and describes situations wherein this behavior should occur. It may also include a description of inappropriate behaviors in the situation. A social story is designed to increase perspective taking skills. The implementer can also ask follow-up questions to check comprehension.


**Where to Purchase:** Can be created by anyone or Pictello app can be purchased on any Apple device

**Cost:** $19.99 for app

**Additional Free Resources:**

http://www.speakingofspeech.com/Social_Skills_Pragmatics.html
http://www.freewebs.com/kidscandream/page12.htm
The Zones of Regulation® is a curriculum containing lessons and activities designed to help students gain skills in the area of self-regulation.

Through the lessons students learn to use strategies or tools to stay in a zone or move from one zone to another. “The Zones” uses four colors to help students visually and verbally self-identify how they are functioning in the moment given their emotions and state of alertness.

**Rationale for Program:**
Provides a common language that school staff and parents can use to communicate to a student about their self-regulation
It creates a comfortable and supportive environment for students to effectively practice their self-regulation skills
Helps students generalize knowledge and skills across settings

**Skills Targeted:**
Targets the area of Self-Regulation

Specifically, targets students’ abilities to:
- recognize when they are in the different zones (emotional states, states of alertness)
- use strategies to change or stay in the zone they are in
- Wide-range of coping skills, specific to “the Zones”
- gain an increased vocabulary of emotional terms
- read other people’s facial expressions
- learn perspectives about how others see and react to their behavior
- gain insight into events that trigger their behavior

**Population/Setting:**
Use the Zones of Regulation in schools with individual students and/or groups of students
May be used as a part of strengthening tier 1 core behavioral management
Set up 30-to 60-min. sessions, which will vary depending on the size, time spent on discussion, and student’s abilities
Use with students with self-regulation challenges, such as Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Non-Verbal Learning Disability, Behavioral Challenges
Ages: 4+ (modify according to age/grade/intellect)

Presented By: Amy Gyllborg & Julie Horner
Social-Emotional Interventions Showcase
Materials:
- Zones curriculum book
- CD (included) with reproducible visuals, posters, and activities
- Zones of Regulation App (optional)

Materials used in the Zones of Regulation vary depending on implementation and the population you are working with. You may supplement lessons with:
- Art supplies
- Additional visuals, books, games, and/or video clips

Description:
The Zones of Regulation is a concrete method of categorizing our thoughts, feelings, and states of alertness into four separate “zones”. This curriculum provides strategies for teaching students how to become more aware of their emotions and impulses as well as how to independently regulate them. It does so by addressing deficits in emotional and sensory regulation, executive functions, and social cognition.

Implementation:
The Zones of Regulation manual guides you through 18 lessons and activities intended to teach students self-regulation. Lessons are designed to help students identify which “zone” they are in, as well as teach strategies to regulate themselves in the zones. Each lesson contains discussion questions and one or more learning activities or worksheets.

The Zones of Regulation is somewhat flexible in its implementation, and the suggested activities for each lesson can be adapted to use with older preschool children through adults, as well as supplemented with games, books, videos, and more.

Evidence Base:
The Zones of Regulation integrates best practices in the field of autism spectrum disorders (ASD) and attention deficit hyperactive disorder (ADHD) into the curriculum. It utilizes principles of Simon Baron Cohen’s Systemizing Theory (2006), Central Coherence Theory (Frith, 1989) and Cognitive Behavioral Theory.

Empirical Support for Effectiveness:
The Zones of Regulation is “Practice based on evidence” versus being “Evidence based practice”. There are no empirical studies of effectiveness published presently; however, several studies examining the effectiveness of this curriculum are currently in progress.

Where to Purchase and Cost:
To purchase Zones of Regulation see the following websites:

Curriculum Cost: $44.99 (includes Curriculum book and CD)

Zones of Regulation App (optional) from the apple store, google play, and amazon.
App Cost: $5.99

Presented By: Amy Gyllborg & Julie Horner
Social-Emotional Interventions Showcase
Mindfulness Resources

Learning more about Mindfulness

Mindful: Taking time for what matters
Mindful.org

American Mindfulness Research Association
https://goamra.org

The Greater Good Science Center, University of California, Berkeley
http://greatergood.berkeley.edu/topic/mindfulness/definition

Mindfulness Practice

Fragrantheart.com
Smilingmind.com
Pocketmindfulness.com

Mindfulness Curriculums

Mind Up
http://thehawnfoundation.org/mindup/mindup-curriculum/

Calm Classroom
http://www.calmclassroom.com

Book Resources


Heartmath emWave2

Skill: Biofeedback: mindfulness and regulating physiological activity

Why it Works: Heart rate, blood pressure, and skin temperature occur without thought by our autonomic nervous system. They increase or decrease based on our situations/environment. All people experience stress, and everyone reacts to stress differently; heart rate may intensify, muscles may tighten, blood pressure may rise, sweating may increase, an influx of thoughts may occur, and breath may shorten or quicken. A biofeedback device will sync to your body via a pulse sensor and display on a monitor the physiological activity of interest (heart rate variability). These stress responses are live and in the moment one can work to modify their intensity.

Setting/Tier: Individual

Population: Childhood through adulthood

Materials: Biofeedback device and accompanying software

Implementation: After recording baseline heart-rate variability, the user will first try the “coherence coach” program to learn about the relationship between physiological activity and stress. The user can then “practice” at a set time via the computer and work on improving their coherence or use it “on-the-go” to record physiological activity during stressful times. The software contains nine distinct activities to work on various aspects of mindfulness, with the goal of decreasing non-coherence (poor heart-rate variability).

Research

Where to Buy: Type into google search engine ‘emWave2’ or go to http://www.heartmathstore.com/item/6320/emwave2

Cost: $199+tax for single-user system, $299+tax for multi-user system [emWavePro]