

**The Calm Classroom Related to Reducing Stress for Students with ASD**

**By: Christopher L. Faul**

*An Educational Project*

*Presented to*

*The Graduate Faculty*

*University of Wisconsin-Platteville*

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*In Partial Fulfillment of the*

*Requirement for the Degree*



*Masters of Science*

*in*

*Education*

*Cross-Categorical*

Approved by: Betsy Klinger

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| Signature of Advisor  | Date Approved  |

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University of Wisconsin-Platteville

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by

Christopher L. Faull

2017-2018

### Abstract

Research conducted analyzed the practices of mindfulness instruction in the form of the Calm Classroom (Luster Learning Institute, 2017). The goal of the research was to examine whether mindfulness instruction helped to reduce stress and agitated disruptive behaviors in students with autism spectrum disorder. Data was obtained from four students at a residential school called Chileda that helps students with autism spectrum disorder. The students practiced deep breathing, yoga, and body scan techniques to reduce anxiety and agitated disruptive behaviors. Results indicated that there did seem to be a correlation between completing the mindfulness instruction and lower perceived stress. These results coincided with the earlier research conducted that mindfulness helps decrease stress. In contrast, the results for agitated disruptive behaviors indicated that there was no significant difference between students who began mindfulness instruction compared to those that completed the mindfulness instruction.

Keywords:

Autism Spectrum Disorder

mindfulness

mindful practice

## **CHAPTER I: INTRODUCTION**

### **Background**

This paper explores the benefits of understanding mindfulness in combination with a specific program that utilizes mindfulness techniques called the Calm Classroom (Luster Learning Institute, 2017) to help reduce anxiety and agitated disruptive behaviors for students with autism spectrum disorder (ASD).

The Calm Classroom (Luster Learning Institute, 2017) is a program composed of scripted research-based mindfulness techniques that develop breathing, stretching, relaxation and focusing skills. The Calm Classroom also uses mindfulness as a coping strategy that may help reduce challenging behaviors in students. One specific challenging behavior is called agitated disruptive, which is described as yelling, swearing, verbal threats and name calling. The goal will be to reduce agitated disruptive behaviors which corresponds to stress and anxiety for students with ASD.

Many schools are adopting mindfulness instruction to help reduce stress and anxiety in students. Researching mindfulness in relation to students who have ASD could help us know what we as teachers, parents, administration, or members of the community can do to help promote a positive environment. Mindfulness programs can be found on-line and through applications that are free. Harris et al. (2014) believed that Cultivating Awareness and Resilience in Education (CARE) would support teachers and students in managing and reducing stress through the use of coping techniques. CARE program techniques were used to help prevent teacher and student burnout and to support a positive climate for learning. Harris et al. (2014) examined three different impact categories for CARE: social-emotional, stress and burnout, and physiological. The CARE study group demonstrated improvement in tolerance for negative

emotions comparative to the group not using CARE coping techniques. When participating in the CARE program, stress and burnout of participants significantly improved. When not using CARE strategies, teachers and students both reported more stress. There were no significant differences between groups when compared on physiological measures.

I introduced the mindfulness program called the Calm Classroom (Luster Learning Institute, 2017) at a residential school to help students reduce their anxiety and agitated disruptive behaviors. Chileda is a residential program that helps students primarily with ASD. Chileda also helps students through a variety of trainings to encourage personal growth and development. Students who live at Chileda reside in a home setting that promotes interaction between peers and staff. Self-care skills, such as hygiene, eating, bathroom etiquette, and domestic skills, are taught individually. Students are provided with opportunities to practice and refine social, leisure, and academic skills in a variety of settings. Participants included six students enrolled at Chileda. The students involved in the study were placed at Chileda due to their unsafe behaviors at home and school. I adapted the Calm Classroom (Luster Learning Institute, 2017) to brief sessions to minimize students' agitated disruptive behaviors.

### **Statement of the Problem**

The problem to be addressed was: would mindfulness practices, in the form of the Calm Classroom (Luster Learning Institute, 2017), help reduce stress and agitated disruptive behaviors for students with autism spectrum disorder (ASD)?

1. My hypothesis included: The Calm Classroom (Luster Learning Institute, 2017) would help reduce stress and anxiety in students.
2. My hypothesis included: The Calm Classroom (Luster Learning Institute, 2017) would help students reduce their agitated disruptive behaviors.

## **Definition of Terms**

### **Autism Spectrum Disorder**

ASD is a life-long neurological disorder. It is characterized and diagnosed by differences in social communication and atypical patterns of behavior. (Keenan-Mount, Albrecht, & Waters, 2016).

### **Mindfulness**

Mindfulness is defined as the awareness that emerges through purposefully paying nonjudgmental attention to present moment experiences through sitting and moving meditation exercises designed to cultivate metacognition (thinking/reflecting about thinking) and mind-body awareness (Bergen-Cico, Possemato, & Cheon, 2013).

### **Mindful practice**

In mindful practice students are able to identify their thoughts, acknowledge them, and release them so that they no longer weigh heavily on their minds. This awareness of emotion and thoughts also helps stem feelings of anxiety (Eliuk & Chorney, 2017).

## **Delimitations and Limitations of the Research**

The primary delimitation of this study involved the duration of the benefits of the Calm Classroom. Due to students having challenging behaviors, brief sessions were utilized. Improvements among the participants only represent the short-term impact of the Calm Classroom (Luster Learning Institute, 2017). If additional follow-up assessments after the completion of mindfulness were taken, then improvements in anxiety and agitated disruptive behaviors might not be maintained. Another limitation on this study is the small sample size, there will be only six participants. Another limitation is that the population studied was primarily students with autism spectrum disorder and behavioral challenges. Another area of limitation

was the reliance on self-report surveys to measure data from the participants. There may be discrepancy between understanding on the self-report survey and the student's ability to measure how they felt.

### **Method of Approach**

Data collection occurred at Chileda in La Crosse, Wisconsin by using a Perceived Stress Scale (PSS-4, Cohen & Mermelstein, 1983). The PSS-4 will be completed by the students to help measure the student's anxiety. The PSS-4 was taken two times, one time the week prior to the mindfulness study and one time the last day of the mindfulness study. The perceived stress score was the sum of the four items. Behavioral data for agitated disruptive behaviors was collected by the Chileda behavioral specialist (recorded with student initials) for the six weeks, the week prior, the four weeks of mindfulness, and the week after the study. The goal of the research about mindfulness was to identify ways to reduce anxiety and agitated disruptive behaviors in students. (See Appendix A for IRB protocol/Appendix B for project materials).

## **CHAPTER II: REVIEW OF THE LITERATURE**

### **Research Question**

The problem to be addressed was, would mindfulness practices, in the form of the Calm Classroom (Luster Learning Institute, 2017), help reduce stress and agitated disruptive behaviors in students with autism spectrum disorder (ASD)?

### **Discussion of Prior Research**

The Calm Classroom (Luster Learning Institute, 2017) is a program composed of scripted research-based mindfulness techniques that develop breathing, stretching, relaxation, and focusing skills. The Calm Classroom (Luster Learning Institute, 2017) also uses mindfulness as a coping strategy that may help reduce challenging behaviors in students. Students who have agitated disruptive behaviors, which include yelling or screaming, often experience more anxiety and burnout. Many schools are adopting mindfulness instruction to help reduce stress and anxiety in students (Eliuk & Chorney, 2017). Researching mindfulness in relation to students who have ASD could help us know what we as teachers, parents, administrators, or members of the community can do to help promote a positive environment. Mindfulness programs can be found on-line and through applications that are free.

Eliuk and Chorney (2017) believe that high levels of stress and anxiety in schools are leading to “monkey mind” in which students cannot calm or control their thought processes. They predicted that mindfulness would help reduce stress and anxiety in students and conducted a review of relevant classroom literature. Eliuk and Chorney concluded that utilizing mindful practice in the classroom can decrease stress, especially for teachers who were willing to adapt their instruction. Further, through mindfulness students appeared to develop a more positive relationship with other students and their teacher.

Bergen-Cico, Possemato, and Cheon (2013, 349) describe mindfulness “as the awareness that emerges through purposefully paying nonjudgmental attention to present moment experiences through sitting and moving meditation exercises designed to cultivate metacognition (thinking/reflecting about thinking) and mind-body awareness.” Bergen-Cico et al. stated that mindfulness-based stress reduction (MBSR) training could be brief yet continue to reduce anxiety and improve participants’ psychological well-being. Participants were 119 undergraduate students, of which 72 students were the treatment group and 47 were in the control group. Mindfulness classes were adapted to a brief 5-week MBSR compared to that of the standard 8-week MBSR. Each week, the participants engaged in approximately 25 minutes of sitting meditation and breathe work, 25 minutes of guided body scan, and 10 minutes of moving meditation, which included yoga or walking. Participants also engaged in discussion one hour per week about metacognition and the mind-body in relation to physical and emotional health. They used two valid mindfulness measurement tools: the Kentucky Inventory of Mindfulness Scale (KIMS) and the Philadelphia Mindfulness Scale (PHLM), which encompass observing, describing, acting with awareness, and acceptance without judgment. The MBSR treatment group demonstrated significant pre to post increases in mindfulness for the KIMS and PHLM composite scores. Their results indicated that there were significant increases in mindfulness and self-compassion. However, results also indicated that MBSR did not reduce levels of anxiety. Bergen-Cico et al. discussed that there would probably need to be a longer MBSR for students with anxiety. There were no significant differences in the control group.

Neece (2014) believed that MBSR would help parents by reducing their stress, and that less parental stress would help reduce challenging behaviors for their child with developmental delays. Through empirical research, Neece showed that targeting parental stress did help

decrease the child's challenging behaviors. Neece's results indicated that there were significant reductions in parental stress and depression. Also reported was an increase in the parent's general life satisfaction compared to parents who did not participate in the MBSR. Additionally, parents reported reductions in their children's behavior problems.

Harris et al. (2014) believed that Cultivating Awareness and Resilience in Education (CARE) would support teachers and students in managing and reducing stress through the use of coping techniques. CARE program techniques were used to help prevent teacher and student burnout and to support a positive climate for learning. Harris et al. (2014) examined three different impact categories for CARE: social-emotional, stress and burnout, and physiological. The CARE study group demonstrated improvement in tolerance for negative emotions comparative to the group not using CARE coping techniques. When participating in the CARE program, stress and burnout of participants' significantly improved. When not using CARE strategies, teachers and students both reported more stress. There were no significant differences between groups when compared on physiological measures.

### **Summary Statement**

Harris et al.'s (2014) research showed that there was reduced stress for students and less burnout for teachers following mindfulness training, which supported a positive learning environment. Neece (2014) reported that, when teachers and students received training in MBSR, there was a reduction in stress and problem behaviors in students. Even if there is a brief amount of training in an MBSR program (Bergen-Cico et al., 2013) stress and behaviors are reduced. My hypothesis was that a brief mindfulness-based stress reduction program would be effective in reducing anxiety and disruptive behaviors in students.

## The Calm Classroom Related to Reducing Stress for Students with ASD

I proposed to introduce the mindfulness program called the Calm Classroom (Luster Learning Institute, 2017) at a residential school to help students reduce their anxiety and agitated disruptive behaviors. Chileda is a residential program that helps primarily students with ASD. Chileda also helps students through a variety of trainings to encourage personal growth and development. Students who live at Chileda reside in a home setting that promotes interaction between peers and staff. Self-care skills, such as hygiene, eating, bathroom etiquette, and domestic skills, are taught individually. Students are provided with opportunities to practice and refine social, leisure, and academic skills in a variety of settings. Participants included six students currently enrolled at Chileda. The students involved in the study were placed at Chileda due to their unsafe behaviors at home and school. I adapted the Calm Classroom sessions to shorter instructional periods with the goal of minimizing students' agitated disruptive behaviors.

### **Hypothesis**

1. My hypothesis included: The Calm Classroom (Luster Learning Institute, 2017) would help reduce stress and anxiety in students.
2. My hypothesis included: The Calm Classroom (Luster Learning Institute, 2017) would help students reduce their agitated disruptive behaviors.

## CHAPTER III: METHOD

### Participants

Participants were four White Caucasian male students between the ages of 12 and 18, with an average of 15. Students were selected by the administration at Chileda residential facility, La Crosse, WI. The research was conducted at Chileda due to the high levels of behavior challenges, especially agitated disruptive behaviors.

Chileda is a residential program that helps primarily students with ASD. Chileda helps students through a variety of trainings to encourage personal growth and development. Students who live at Chileda reside in a home setting that promotes interaction between peers and staff. Self-care skills, such as hygiene, eating, bathroom etiquette, and domestic skills, are taught individually. Students are provided with opportunities to practice and refine social, leisure, and academic skills in a variety of settings. The students involved in the study were placed at Chileda due to their unsafe behaviors at home and school.

### Materials

The Calm Classroom (Luster Learning Institute, 2017) is a program composed of scripted research-based mindfulness techniques that develop breathing, stretching, relaxation and focusing skills. The Calm Classroom also uses mindfulness as a coping strategy that may help reduce challenging behaviors in students. Students who have agitated disruptive behaviors, which are described as yelling or screaming, often experience more anxiety, stress, and burnout.

Data collection occurred at Chileda in La Crosse, WI through means of a Perceived Stress Scale (PSS-4; Cohen & Mermelstein, 1983) which was completed by the students to help measure the student's anxiety. The perceived stress score is the sum of the four items. Behavioral data for agitated disruptive behaviors were collected by the Chileda behavioral specialist

(recorded with student initials) for six weeks, the week prior to the intervention, the four weeks of mindfulness, and the post intervention. The goal of the research about mindfulness was to identify ways to reduce anxiety and agitated disruptive behaviors in students. (See Appendix A for IRB approval letter and Appendix B for project materials).

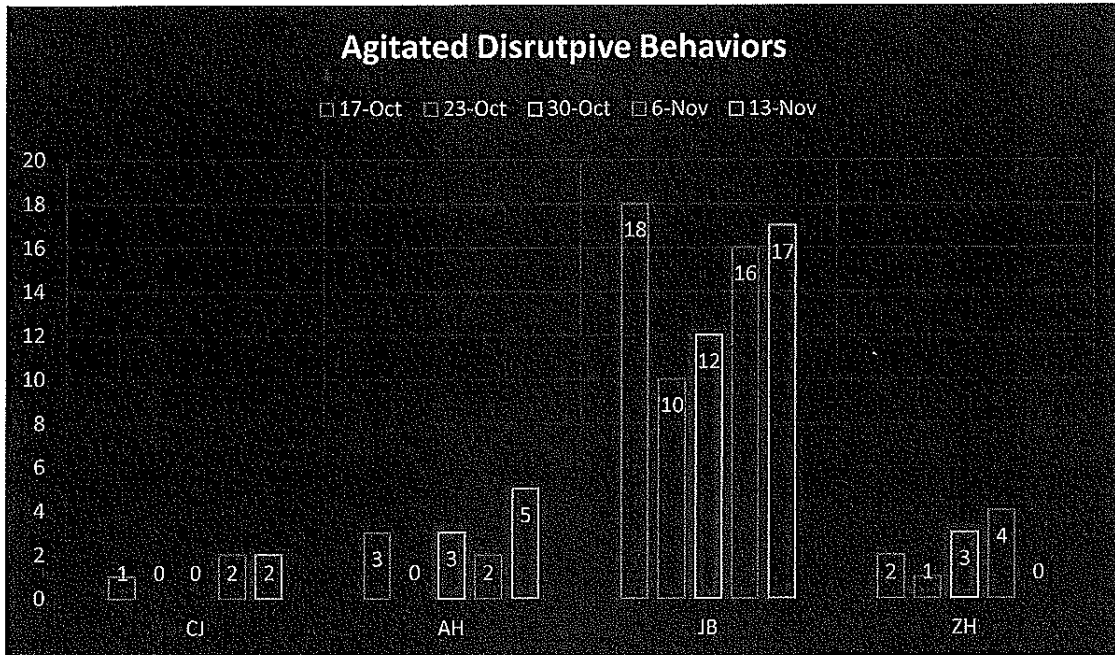
### **Procedure**

The teacher went through the Calm Classroom (Luster Learning Institute, 2017) program each day for five minutes, following the Calm Classroom CD instructions. The students practiced deep breathing, yoga, and body scan techniques. I adapted the Calm Classroom sessions to shorter instructional periods with the goal of minimizing students' agitated disruptive behaviors. Behavioral data for agitated disruptive behaviors were collected by the Chileda behavioral specialist (recorded with student initials) for Weeks two through Week five. Data were also collected from the students with a Calm Scale: Adapted from Kinder Associates Behavioral Rubric (Kinder & Kinder, 2017). The scale was administered four times, during Week one through Week four. The Calm Scale score was the sum of the three columns in a range from three to fifteen. The PSS-4 was taken two times, one time the week prior of the mindfulness study and one time the last day of the mindfulness study.

**CHAPTER IV: RESULTS**

Graph 1 – Agitated Disruptive Behaviors data collected for five weeks.

\*Totals=agitated disruptive behaviors/week



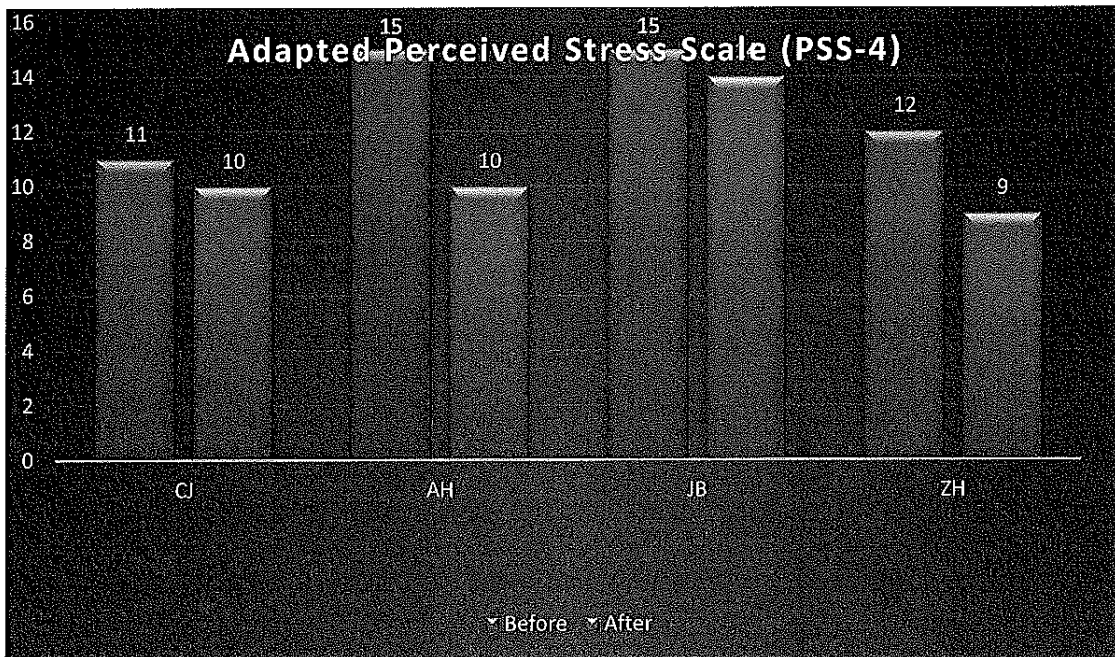
Graph 2 - Adapted Perceived Stress Scale (PSS-4) collected before and after the study

\*Scores ranging from 0-5 very low stress.

\*Scores ranging from 11-15 moderate stress.

\*Scores ranging from 6-10 low stress.

\*Scores ranging from 16-20 high stress.



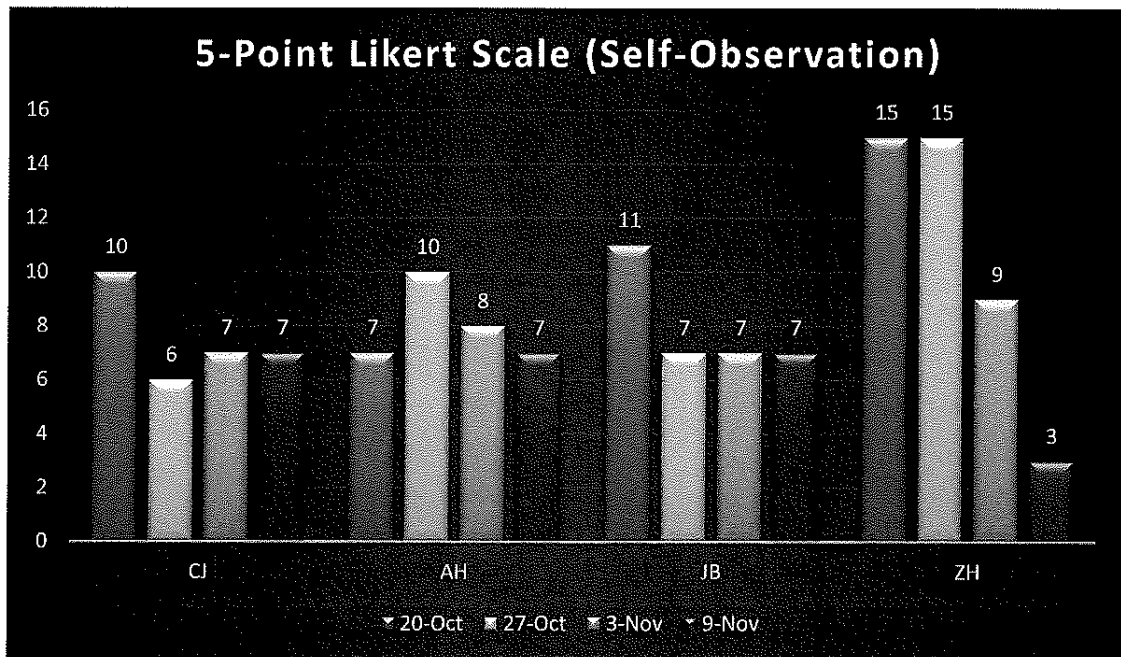
The Calm Classroom Related to Reducing Stress for Students with ASD

Graph 3 – 5-Point Likert Scale (Self-Observation)

\*Scores ranging from 3-15 based on 3 categories (mental, emotional and physical)

\*Three scores were taken, ranging from 1 being low to 5 being high

\*Three scores added up making the total for each week



## CHAPTER V: DISCUSSION

The primary purpose of this study was to examine the effectiveness of mindfulness for students with ASD. Research conducted analyzed the practices of mindfulness instruction in the form of the Calm Classroom (Luster Learning Institute, 2017). The goal of the research was to examine whether mindfulness instruction helped to reduce stress and agitated disruptive behaviors in students with autism spectrum disorder. Data was obtained from four students at a residential school that helps students with challenging behaviors. The students practiced deep breathing, yoga, and body scan techniques to reduce anxiety and agitated disruptive behaviors. In the studies mentioned for the review of literature it was discussed, that mindfulness will help students decrease behaviors.

Results indicated that there did seem to be a correlation between completing the mindfulness instruction and lower perceived stress. Each student showed a decrease in perceived stress from the beginning of the study. When students were self-observing they reported more self-control and regulation at the end of the mindfulness study. In contrast, the results for agitated disruptive behaviors indicated that there was no significant difference between students who began mindfulness instruction compared to those that completed the mindfulness instruction.

Self-observation data was also collected based on an adapted version of the Kinder Associates Behavioral Rubric, the scores were based on mental (paying attention), emotional (self-calming) and physical (self-regulation) showed on a weekly average that their scores did go down. These results coincide with the earlier research conducted that mindfulness helps decrease stress. In addition, it would help to have a larger study completed with a longer duration.

## CHAPTER VI: REFERENCES

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**APPENDIX A: IRB APPROVAL LETTER**



UNIVERSITY OF WISCONSIN  
**PLATTEVILLE**  
INSTITUTIONAL REVIEW BOARD

9/4/2017

Christopher Faull  
Sponsor: Betsy Klinger  
Department of School of Education  
University of Wisconsin-Platteville

RE: IRB Protocol #2017-18-08

Project Title: The Calm Classroom Related to Reducing Stress for Students with ASD

Approval Date: 9/5/2017  
Expiration Date: 9/4/2018

Your project has been approved by the University of Wisconsin-Platteville IRB via a Full Board Review. This approval is subject to the following conditions, otherwise approval may be suspended:

1. No participants may be involved in the study prior to the IRB approval date listed above or after the expiration date.
2. All unanticipated or serious adverse events must be reported to the IRB.
3. All modifications to procedures, participant selection, and instruments used (surveys, consent forms, etc) must be reported to the IRB chair prior to their use. Extensive modifications may require full board approval.
4. If the project will continue beyond the expiration date, then the researcher must file for a continuation with the IRB at least 14 days prior to the expiration date. If the IRB approval for this project expires before approval for continuation is given, then a new protocol must be filled out and submitted. Federal guidelines allow for no exceptions to this rule. Any data collected after the expiration date cannot be used in the study.

If you have any questions, please contact the IRB chair at the address below. Include your protocol # on all correspondence.

Sincerely,

A handwritten signature in cursive script that reads 'Dr. Barb Barnet'.

Dr. Barb Barnet  
Institutional Review Board Chair  
Professor, Mathematics Department  
Gardner 451  
University of Wisconsin-Platteville  
(608) 342-1942 barnetb@uwplatt.edu

**APPENDIX B: PROJECT MATERIALS**

**TO:** Scott Hahn, Principal  
**FROM:** Christopher Faull  
**RE:** Request for Permission to Conduct Research at Chileda, La Crosse, WI  
**DATE:** August 17<sup>th</sup>, 2017

In the completion of my master's degree at the University of Wisconsin-Platteville, I am required to conduct an action/applied research project. I am asking permission to collect data at Chileda. The IRB proposal describes my study and identifies who I would like to participate. I am requesting your approval to carry out the study. Once the study is completed, I will share a summary of the results with you.

Attached is a copy of my research protocol/proposal. The project involves selecting a teacher, of the class that you identify, in the use of the Calm Classroom and having that teacher record relevant data. More details are included in the protocol. If you have questions, please feel free to contact me or my faculty sponsor.

Thank you,

Christopher L. Faull  
Graduate Student  
University of Wisconsin-Platteville  
faulle@uwplatt.edu

Betsy Klinger, Faculty Sponsor  
School of Education  
University of Wisconsin-Platteville  
klingerb@uwplatt.edu


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I give consent for Christopher Faull to conduct his research on the Calm Classroom, at Chileda in La Crosse, WI.

Yes, I give consent.

No, I do not give consent.

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|                |   |           |         |
|----------------|---|-----------|---------|
| Scott F. Hahn  |  | Principal | 8-27-17 |
| (Printed Name) | (Signature)   | (Title)   | (Date)  |

**PARENT/GUARDIAN CONSENT FORM FOR PARTICIPATION OF HUMAN PARTICIPANTS  
IN RESEARCH  
UNIVERSITY OF WISCONSIN-PLATTEVILLE & NAME OF CHILD'S SCHOOL/ORGANIZATION**

**1. Purpose:** The purpose of this research is to determine whether the mindfulness program (Calm Classroom, Luster Learning Institute, 2017) helps reduce agitated disruptive behaviors at Chileda, La Crosse, WI.

**2. Procedure:** Your child will participate in brief relaxations activities each day for 5 weeks. Your child will also complete brief surveys regarding feelings of calmness and stress. School records about agitated and disruptive behaviors will also be analyzed. All information will be kept confidential.

**3. Time Required:** Participation is expected to take approximately 5 minutes for the Calm Classroom (Luster Learning Institute, 2017)

**4. Risks:** No short-term or long-term risks are foreseen. The only "cost" to the participants will be the time and effort required to participate in the study.

**5. Benefits:** Understanding mindfulness and using coping strategies may help reduce physical aggression and agitated disruptive behaviors in students. For example, such information could help us know what we as teachers, parents administration, or members of the community can do to help promote a positive environment.

**6. Your Rights as the Parent of a Student Participant:** The information gathered in this study will be confidential. Data or summarized results will not be released in any way that could identify you or your child. If your child would like to withdraw from the study at any time, he/she may do so without penalty or repercussions. The information collected from your child up to that point would be destroyed if you or he/she so desire. At the end of the study participants will be given a debriefing detailing the exact purpose of the research. If you have any questions afterward, please ask:

Christopher L. Faull, Graduate Student in Education  
University of Wisconsin-Platteville  
Phone Number: (608) 331-0537  
Email: faullc@uwplatt.edu  
Faculty Sponsor: Betsy Klinger (klingerb@uwplatt.edu)

Once the study is completed, you may request a summary of the results by contacting me, Christopher Faull, or Principal Rick Jones

**7. If you have any questions about your child's treatment as a participant in this study, please call or write:**  
Scott Hahn  
Principal of Chileda  
(608) 782-6480  
scotth@Chileda.org

I have read the above information and (check one):

DO give consent for my child to participate in the research.

DO NOT give consent for my child to participate in the research.

Please print your child's name (First, Middle, Last): \_\_\_\_\_

Please print your full name (First, Middle, Last): \_\_\_\_\_

Please sign: \_\_\_\_\_ Date: \_\_\_\_\_

Then return this completed form to \_\_\_\_\_ by \_\_\_\_\_

**STUDENT ASSENT FORM FOR PARTICIPATION IN RESEARCH  
UNIVERSITY OF WISCONSIN-PLATTEVILLE &  
NAME OF CHILD'S SCHOOL/ORGANIZATION**

Dear Student,

We want to provide the best education possible to you and to future students. Therefore, we are conducting this research project. You are invited to participate in the mindfulness study called the Calm Classroom (Luster Learning Institute, 2017).

The purpose of our study is to see how mindfulness will help through relaxation techniques. You are being asked to participate in this study because you, as a student at Chileda, know what works for you.

Participation in this survey will have absolutely no impact on your grades. The information gathered in this survey will be used to help make Chileda a better, more welcoming place for you and your classmates.

Your parents have already given permission for you to participate in our research project and we are hoping that you will agree to participate. Your voluntary completion of the mindfulness study constitutes your agreement (assent) to participate. Thank you for helping us to better help you.

If you do not agree to participate, tell your teacher or Rick Jones as soon as possible.

Sincerely,  
Christopher L. Faull, Graduate Student in Education  
University of Wisconsin-Platteville

Scott Hahn  
Principal of Chileda

If you have any questions about your treatment as a participant in this study, please call or write either of us or contact:

Barb Barnet  
Chair of the UW-Platteville IRB  
(608) 342-1942  
[barnetb@uwplatt.edu](mailto:barnetb@uwplatt.edu)

Your Initials: \_\_\_\_\_

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

**Perceived Stress Scale (PSS-4)**

INSTRUCTIONS: The question in this scale ask you about your feelings and thoughts during the last month. In each case, please indicate your response by circling how often you felt or thought a certain way.

1. In the last month, how often have you felt that you were unable to control important things in your life?  
Never  
Almost Never  
Sometimes  
Fairly Often  
Very Often
  
2. In the last month, how often have you felt confident about your ability to handle your personal problems?  
Never  
Almost Never  
Sometimes  
Fairly Often  
Very Often
  
3. In the last month, how often have you felt things were going your way??  
Never  
Almost Never  
Sometimes  
Fairly Often  
Very Often
  
4. In the last month, how often have you felt difficulties have been piling up so high that you could not overcome them?  
Never  
Almost Never  
Sometimes  
Fairly Often  
Very Often

Copyright 1994 by Sheldon Cohen, PhD.

Your Initials: \_\_\_\_\_

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

**Self- Observation: Adapted from Kinder Associates Behavioral Rubric**

Instructions: Circle the description that best fits how you are thinking, feeling and doing in each column

| Score       | MENTAL<br>Paying<br>Attention                                 | EMOTIONAL<br>Self-calming/Self-<br>Control              | PHYSICAL<br>Self-<br>Regulation/Participa<br>tion |
|-------------|---|---|---|
|             | I made no attempt to pay attention                            | I did not try to be calm or control myself              | I did not participate                             |
| 4           | I needed help (like from staff/someone else) to pay attention | I showed a small amount of calm and self-control        | I needed help to do the activities                |
| 3           | I paid attention some of the time                             | I was calm and had self-control <b>some</b> of the time | I did <b>some</b> of the activities               |
|             | I paid attention <b>most</b> of the time                      | I was calm and had self-control <b>most</b> of the time | I did <b>most</b> of the activities               |
| 1           | I paid attention all of the time                              | I was calm and had self-control the whole time          | I did all of the activities                       |
| Score Total | MENTAL<br>_____   | EMOTIONAL<br>_____                                      | PHYSICAL<br>_____                                 |

*Adapted from Behavior Rubric created by Kinder Associates*