



MOTAS

Meaningful Outcomes Treatment
& Assessment Scale

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Featuring the

Kindness  Method

Introduction

The Meaningful Outcomes and Assessment Scale (MOTAS) is a comprehensive skills assessment to use with individuals with autism from approximately age 5-years-old throughout the lifespan. The term “meaningful outcomes” refers to the importance of personalizing and adapting interventions to meet the diverse and changing needs of individuals with autism and their families.

The MOTAS contains nearly 1,200 items across 20 domains. The domains included in the MOTAS include; Communication, Self-Awareness, Social Behavior, Transitions, Toileting, Hygiene and Personal Care, Dressing, Eating and Food Preparation, Sleep, Leisure Skills, Chores, General Safety, Academic Readiness, Relationships, Perspective Taking and Cognitive Flexibility, Shopping, Transportation, Time Management, Employment, and Finances.

This assessment seeks to move beyond a single snapshot of the individual as far as just one score or one defining characteristic. The MOTAS seeks to allow for progress that is compatible with the individual’s own history and intraindividual growth. The focus here is not on reaching neurotypical milestones (which historically have been determined in relation to neurotypical populations) but to focus on the individual’s own progress and performance that are deemed most meaningful by them and their families (Georgiades & Kasari, 2018). This assessment seeks to help providers be mindful that there are varying trajectories and outcomes for each individual. Individual progress is what matters. Being able to identify personal growth from who a person was, to who they are, and who they are becoming is the priority. The MOTAS was developed to be used by individuals in clinical, home, school, group home, or community settings.

In addition to the MOTAS, an individualized interview is included to perform with parents/caregiver/client called “The LOOP.” The LOOP stands for Levels of Optimum Performance. This interview helps to guide the assessment process and also understand areas that are of most concern in order to “keep everyone in the LOOP.” The LOOP for clients to complete was created in collaboration with several individuals on varying levels of the autism spectrum in order to provide greater understanding to the needs of those we serve.

The follow up interview for the MOTAS is called “Staying in the LOOP.” This interview should be utilized to make sure everyone, including client, parent, and caregiver, is informed of future goals, progress, and adapting to the needs of the client.

The final component of the MOTAS is the Kindness Method developed by Dr. Anika Hoybjerg. Understanding the role of those providing services is impactful to not only the client but also to their families, co-workers, and members of the community. The Kindness Method seeks to provide a guide on how services can be delivered to those we have the privilege to love and serve.

Kindness Method- developed by Anika Hoybjerg, PhD, EdS, BCBA-D, LBA

Kindness is the method, not the reward. (Hoybjerg, 2023)

Dear friends, over decades of working with children and families, two common themes have been evident in the questions that parents have asked me: “What will my child’s future look like?” and “How will others treat my child?” These are general concerns for all parents but especially for those who have children who require additional support. The MOTAS seeks to address both of these questions by assisting clinicians in writing goals to increase clients’ future independence and quality of life while increasing the opportunity to develop skills for a hopeful future.

The other component, the Kindness Method, addresses those who are providing the services—those who teach and impact others. In a seminal article on social validity, Wolf (1978) reported that, when asked what characteristic was most important to them in their child’s teacher, parents responded, “warmth.” According to the research, developing meaningful, caring, and warm relationships built on kindness benefits not only clients and families, but providers as well.

Researchers have found that individuals who made behavior changes that involved increasing their **displays of kindness** (Lyubomirsky et al., 2005), **grateful thinking** (Emmons & McCullough, 2003), and **hopeful thinking** (Layous et al., 2013; Sheldon & Lyubomirsky, 2006b); **identifying and using their signature character strengths** (Seligman et al., 2005); and **savoring their positive experiences** (Kurtz, 2008; Schueller, 2010) sustained greater well-being, increased life satisfaction, positive emotions, and overall happiness (Suldo, 2016). These behaviors are beneficial to both the client and the provider.

Kindness can be implemented in every step of how we treat others. Kindness is not just a reward; it is the method. It starts from how we greet one another, how we structure interactions and activities, how we respond to difficult situations, and how we plan for the future.

Our goal is to ensure that every person who is being evaluated using the MOTAS will receive the best care and be treated with kindness. Research shows that when individuals are treated with kindness, their on-task behavior, skill acquisition, and happiness increase while their problem behavior, off-task behavior, and unhappiness decrease (Hoybjerg, 2023). It’s worth noting that in the research, clinicians also preferred implementing methods of kindness that lead to higher rates of social validity (Hoybjerg, 2023). Seeking to show kindness can bolster positive attitudes toward others (Datu, 2023). Kindness benefits everyone.

With this in mind, provider goals have been included for those who are implementing the LOOP, LOOP-C, and MOTAS (e.g., behavior analysts, teachers, educators, registered behavior technicians [RBTs], paraprofessionals, administrators, etc.). These goals will be referred to as the Kindness Method. Goals have been developed for providers in the following five areas: displaying kindness, grateful thinking, hopeful thinking, identifying and using strengths, and savoring positive experiences. Providers can choose which of these goals resonate with them and will be most impactful and meaningful to develop. All of the goals are intertwined, interactive, and interdependent, but even choosing one goal to work on can be fulfilling. Keep in mind that this process is a lifelong endeavor.

The benefits of kindness are vast and varied and provide a reason for why kindness is important. A table listing some of the benefits for both provider and learner is included. This table helps to identify the impact kindness can have socially, emotionally, personally, physically, and financially on both those providing and receiving kindness.

Being kind is loving others, loving yourself, and acting in accordance with those principles. Remember, kindness is the method, not the reward.

Ways to Utilize the Kindness Method

The Kindness Method can be used in a variety of ways, including but not limited to individual supervision; group/staff training; building relationships with clients, caregivers, and stakeholders; and personal goal development.

When used in individual supervision, the Kindness Method may include selecting goals from the Kindness Method with a supervisee during supervision sessions. Together the supervisor and supervisee can evaluate the importance of the goals being worked on and how progress in certain areas can be made. Supervisees can identify how they feel relationships are with their clients and coworkers are impacted when they implement goals in the Kindness Method. Together, they are able to track progress and monitor how the supervisee's new skills are developing.

For group or staff training, it may be beneficial to discuss different components of the Kindness Method and select goals that will help nurture a culture that prioritizes components of kindness. This can be done on a company level, within teams, or even with the leadership staff. Selecting group goals to work on within a company can have a direct impact on each employee and increase community efficacy and unity.

The Kindness Method can also be shared with clients, caregivers, and families to convey the standards they can expect from those providing services. It can serve as a guide for how treatment will be delivered to them or their loved one. It may also provide an opportunity for clients and their families to select goals for themselves and discuss ways to implement the Kindness Method when working with staff.

When working on personal goal development, selecting desired skills can be a good reminder that we all have room to grow. We expect change from our clients, so why not improve ourselves at the same time? This can be a time of reflection. It may be helpful to evaluate oneself in these areas and set goals for the chosen skills. After a certain amount of time (e.g., 3 months, 6 months, etc.) it may be beneficial to review progress in these areas and seek feedback from others.

To help track progress when implementing the Kindness Method, a provider goal rating scale, ranging from 0–3, has been developed (see below). Although it is not mandatory to use the rating scale, it can serve as guide and even a reinforcer for those using the Kindness Method. For those wanting to track their progress, a scoring grid is also available to monitor which goals are being worked on and the progress being made.

It is important to remember that perfection will never be attained when working on the Kindness Method. There will be ups and downs, challenges, and successes; this is part of the process. The most important part is to keep trying by prioritizing opportunities to show kindness in each relationship.

Components of the Kindness Method

The Kindness Method is composed of; the kindness questionnaire (initial/post), provider goals, scoring grid, goal development, and the effects of showing kindness list. Each of these sections can be used in collaboration to develop the different features of kindness.

1. Initial Kindness Questionnaire

The Kindness Questionnaire is used to develop a baseline on current views of kindness and how the individual completing the questionnaire feels about implementing kindness. For each of the 12 questions, a rating of 1-5 will be given for each statement with 1= strongly disagree up to 5=strongly agree.

2. Provider Goals

The Provider Goals contain 36 goals related to kindness. Within the Kindness Method there are 5 different sections with corresponding goals. Some individuals may choose to evaluate themselves on the entire Kindness Method or choose just one of the sections to assess. For each goal, a score of 0-3 can be marked according to current skill level using the rating scale provided.

3. Scoring Grid

After assessing skills within the Provider Goals, scores can be transferred to the individual scoring grid. This grid allows for evaluation of which goals scored the highest and which goals may be used to guide improvement and development of the skills.

4. Goal Development

A goal development table is included to record and track goals. Selecting goals to develop should be realistic and based on individual need. When writing goals it is important to prioritize the most meaningful outcomes for the individual. Goals should be something that align with the individual's values and provide opportunity for long-term growth and application. Seeking input from others for goal selection may also be beneficial. It will be important to describe the plan of action to learning the goal, how the goal will be measured, and a date to review the goal. Each of these areas are noted in the goals development table and should be reviewed and completed when selecting goals.

5. Post Kindness Questionnaire

The post kindness questionnaire should be completed after a pre-designated time (e.g. 1 week, three months, etc.) of learning about the different goals within the Kindness Method. This should be filled out after an individual has been working on developing personal goals and implementing them into practice. The scores of the post Kindness Questionnaire can be compared to the results of the initial Kindness Questionnaire to see if change has occurred in ratings.

6. Benefits of Showing Kindness

The benefits of showing kindness are vast and varied. Many benefits of kindness can be observed and measured. The list of benefits for both provider and learner are listed under the categories of social benefits, emotional benefits, personal growth and development, physical benefits, and financial benefits. Each individual benefit can be scored from 1-5 showing no impact up to great impact. Those implementing the Kindness Method may see additional benefits not listed but equally valuable and meaningful.

Instructions for Implementing the Kindness Method

1. Complete the Initial Kindness Questionnaire.
Evaluate each statement and rank them from 1-5. The ranking scale is provided on the questionnaire. Record the number you believe best fits each statement and write them in the provided column.
2. Assess current skill level on Provider Goals. Please remember, this should be a time of encouragement, seeking opportunity for growth, and personal introspection. As you read through each statement, evaluate which ranking best fits each statement. A rating scale is provided from 0-3. You may check the box next to each statement that corresponds with the ranking you have selected, or you may wait to transfer each score the scoring grid.
3. Transfer or record scores on the Scoring Grid.
After evaluating each statement, record each score on the provided scoring grid. The grid is located following the provider goals. On the scoring grid, record the score you selected next to the number corresponding with the goal.
4. Select Goals
After evaluating each statement and recording them in the table, determine which goals are most important and to be worked on first. Consider your current professional values, and goals when selecting which provider goals from the Kindness Method you wish to implement.
5. Develop individualized goals using the Goal Development Table.
On the provided goal development chart, write in the goals you have selected to work on. Write in actions you wish to take to help achieve the goal and determine how progress will be measured. When selecting your goals, set a date to evaluate progress.
6. After a designated amount of time (e.g. one week, 3 months, etc), complete the Post Kindness Questionnaire when reviewing progress on goals.
After the pre-determined time, return to the Goal Development Table. Review the goals you had selected, the actions you identified to reach your goal, and determine if you have seen progress in the goals you have selected. Evaluate which goals you will continue to implement, and if there are now new goals you wish to focus on.
7. Evaluate benefits seen after applying principles of kindness by completing Benefits Showing Kindness chart.
After the pre-determined time and reviewing goals, complete the Benefits of Showing Kindness chart. Read each statement and determine which number from the level of impact scale best fits that statement. A column is provided for details on the description of impact if desired. 0

Initial Kindness Questionnaire

Instructions: *Before evaluation of the Kindness Method, please rate your agreement with each statement using the following scale:*

1= Strongly Disagree	2= Disagree	3= Neutral	4= Agree	5=Strongly Agree	
Question:					Rating; (1-5)
1.	Kindness is important to quality care.				
2.	Kindness is prioritized in the workplace.				
3.	Kindness contributes to overall physical and emotional well-being.				
4.	I understand the components of genuine kindness.				
5.	Kindness is prioritized over progress.				
6.	Kindness is not withheld as a reward.				
7.	I show kindness even when others aren't doing exactly what I've asked or what is expected.				
8.	I find it easy to be kind to others.				
9.	Kindness doesn't always mean being comfortable, giving in, or avoiding difficult interactions or conversations.				
10.	I notice a difference when I am kind vs. unkind.				
11.	Kindness increases other's dignity and autonomy.				
12.	I feel a responsibility to prioritize kindness in my daily interactions.				

Provider Goals

As you prepare to learn and incorporate the Kindness Method, please think about these words, spoken by a child's mother:

"My child is not a car. One time I was in a meeting, and it felt like they were testing him the same way they would a car. Checking the battery, testing the brakes, and diagnosing the engine with horrible problems. He was a checklist of what needed to be fixed. He is a person! He's not going to end up in a junkyard. He's an amazing human being with possibilities, feelings, and a future. He's my whole world." —M.K.

Provider Goal Rating Scale

- 0- Not working on goal.
- 1-Identified as a goal to begin working on.
- 2-Establishing familiarity with the goal and understanding the skill requirements and expectations associated with the goal.
- 3-In practice, with continuous development of implementing the goal in everyday interactions.

Kindness Method (KM)

Kindness enriches our life; with kindness perplexing things become clear, difficult things become easy, and dull things become cheerful.

—Leo Tolstoy

Displays Kindness

Meaningful Outcome: Is able to foster positive connections, build trust, show understanding, implement cooperation, create bonds, and demonstrate to others that they are loved and valued.

Skill Number	Description	Notes	0	1	2	3
KM-1	Shows commitment to growth in others (seeks to teach, train, and motivate; places protective barriers and requires accountability; recognizes current levels and works from a place of support to help; empowers others)	Keeps pushing for growth regardless of age or current abilities. Removes imposed limits.				
KM-2	Shows commitment to integrity (is honest, seeks to be genuine, and honors commitments)	Is trustworthy. Does the right thing even when it's hard.				
KM-3	Shows commitment to autonomy (honors freedom to choose physically and emotionally; recognizes that body and mind belong to each person)	Honors another's act of expressing agreement, disagreement, approval, or acceptance in response to requests.				
KM-4	Shows humility (recognizes that there is much to learn from others and is open minded to different ways of doing things)	Clients, families, other providers, and professionals have so much insight and information that can help us better assist those in our care.				
KM-5	Uses kind corrective procedures (acknowledges the other person's feelings and expresses understanding while also providing a corrective solution)	Instead of not responding or quickly correcting in a neutral tone, try, "That was a tough one; let's try and figure this next one out together."				
KM-6	Shows commitment to affirming worth (recognizes that all people, including oneself, are valuable and have worth; makes an effort to include and involve others; promotes a sense of belonging and acceptance)	The worth of a person is not determined by their actions, circumstances, or abilities. Look for ways to serve and uplift others.				
KM-7	Follows the Platinum Rule: "Treat others how <i>they</i> want to be treated" (seeks to be compassionate; is aware of the needs,	The Golden Rule is "treat others how <i>you</i> want to be treated." The Platinum Rule is being more aware of others and				

	concerns, circumstances, and preferences of others)	treating them how <i>they</i> want to be treated.				
KM-8	Demonstrates patience (stays calm and composed, shows self-control without becoming frustrated or seeking immediate results)					
KM-9	Provides clear expectations (clearly defines goals and objectives; makes sure others understand the expectations without confusion)	Clear is kind. This creates more opportunities for individuals to be successful and meet expectations. For example, it may be helpful to have a clear, visual schedule in order to help with expectations.				
KM-10	Exhibits flexibility (is able to adjust to the needs of people, situations, and circumstances)	Adapts activities, expectations, language.				
KM-11	Respects other's cultures, experiences, beliefs, and opinions (is willing to learn about other people's cultures and lives; avoids making assumptions based only on their own cultural and personal perspectives)	This includes making a diagnosis. We need to be aware of our own limitations when understanding different diagnoses and past experiences or trauma and not impose our own values on others.				
KM-12	Uses courteous communication (selects words, actions, and gestures that promote growth, enlighten, enhance, and show respect)	This can be through verbal interactions, text, email, and nonverbal interactions such as gesture and body language. Make sure to use age appropriate language.				
KM-13	Displays active listening (listens to concerns and expectations while maintaining a calm and approachable demeanor)	Active listening is more than just hearing the words; it's about understanding and connecting with the speaker.				
KM-14	Is approachable (is friendly, pleasant, generous, easy to approach and speak to; is comfortable reaching out to and to receive assistance from others)	Physical, emotional, and social presentation can impact whether others are comfortable or uncomfortable approaching another person. Be mindful of ways your presentation is impacting your approachability. This may also include how the environment is arranged and if items, people, etc. are accessible. Recognize ways to set appropriate boundaries for times and places to be accessible and approachable.				
KM-15	Is respectful of time (is punctual and prepared, uses time efficiently, prevents unnecessarily wasting the client's, parent's, or organization's time)	Includes starting and stopping activities on time. Prepares in advance for meetings, therapy, and interactions. Being prepared and respectful of time demonstrates thoughtful				

		consideration of potential constraints, needs, and maximizing opportunities.				
KM-16	Shows self-discipline (is able to manage and have control over behavior, emotions, and impulses; makes reasonable decisions and maintains personal well-being, including setting boundaries; shows self-awareness, which includes manners and social appropriateness)	Exhibiting self-discipline often involves making choices and taking actions that contribute to personal growth, well-being, and the achievement of goals. Your self-discipline can serve as a positive example for others. People around you, whether friends, family, or colleagues, may find inspiration in your ability to show self-discipline				
Displays Kindness Total: ____/48						
Gratitude						
Meaningful Outcome: Is able to demonstrate appreciation for people, things, and opportunities around them in a positive and valuable way.						
Skill Number	Description	Notes	0	1	2	3
KM-17	Expresses gratitude to clients	Can be through words, notes, and comments, etc.				
KM-18	Expresses gratitude to families	Families often need to hear this more than anyone. Please share your gratitude freely. This can also be a great tool for modeling gratitude.				
KM-19	Expresses gratitude to coworkers					
KM-20	Acknowledges experiences (recognizes and has gratitude for opportunities, support, and experiences)					
KM-21	Acknowledges other's contributions (is thankful for other's work, ideas, and efforts)					
Gratitude Total: ____/15						
Hopeful Actions and Thoughts						
Meaningful Outcome: Is able to look forward with a positive mindset when striving toward goals and overcoming challenges.						
Skill Number	Description	Notes	0	1	2	3
KM-22	Sets goals and makes plans to achieve them (can be long-term or short-term goals, or both)	Are there skills you would like to develop? Are there experiences or opportunities you would like to				

		have?				
KM-23	Celebrates success and achievements (sees success in small and big progress and celebrates those moments for oneself and others)					
KM-24	Seeks out opportunities for learning (seeks to become better and more informed; provides opportunities to both learn and teach)					
KM-25	Shows resilience in setbacks and finds opportunity in adversity (builds resiliency and uses the opportunity to grow)	Sees challenges as opportunities for growth. Recognizes that most situations are temporary and finds solutions. Understands that not everything will always be pleasant or easy.				
KM-26	Shows confidence (believes in oneself and others; maintains motivation to progress and reach goals)	Trusts one's own actions and intuition. Recognizes that small actions have a big impact. Takes accountability for successes and failures.				
KM-27	Looks for the good in others (looks to focus on positive qualities rather than dwelling on flaws)	Practices empathy to understand another person's perspective, experiences, and motivations. Gives specific compliments				

Hopeful Actions and Thoughts Total: ____/18

Identifying and Using Strengths

Meaningful Outcome: Is able to recognize, harness, and build strengths that can help others, optimize skills, and change the world!

Skill Number	Description	Notes	0	1	2	3
KM-28	Identifies individual strengths (recognizes strengths; identifies how skills can best be utilized and appreciated; seeks opportunities to use skills to help others.)	What things do you enjoy doing most? Where do you feel the most purpose? Where do you feel you have the most impact? There is no one like you!! Let the world see all you have to offer!				
KM-29	Gives and takes constructive feedback (understands that feedback is about actions, not personal worth, and can be used as a guide for personal and professional improvement)	Ask others what they perceive as your strengths and ways to best utilize your talents. Help show others how they can contribute in purposeful and meaningful ways that highlight their abilities. Please remember, everyone makes mistakes, so feedback should be given from a place of				

		love and care for others.				
KM-30	Collaborates with others toward successes and achievements (recognizes and utilizes other's strengths, knowledge, and experiences)	Is able to work as a team member, ask for help, and see the value in other's contributions. This also applies to your client and the families you serve; build on their strengths as well. Help others see value in their strengths. Everyone loves feeling like their contributions matter and have meaning.				
KM-31	Aligns actions with values (identifies core values, such as honesty, humor, working hard, relationships;, etc. Evaluates if actions align with values and long-term goals)	Values often guide actions and decisions. Aligning values with strengths leads to increased personal fulfillment and contributions.				
KM-32	Demonstrates innovation (is willing to try new things, explore new ideas, think creatively, and cultivate a curious mindset; explores new ways to create value for both oneself and others)	Innovation isn't always about inventing new ways of doing things; it's also about finding better ways to do them. *s there a better way?				

Identifying and Using Strengths Total: ____/15

Savoring Positive Experiences

Meaningful Outcome: Is able to appreciate and immerse oneself in rich experiences that build satisfying moments of life.

Skill Number	Description	Notes	0	1	2	3
KM-33	Is present (is immersed in the moment; gives one's full attention to people and the experience as a whole)	Isn't seeking to make the person, environment, or circumstances more "manageable" to suit their own needs				
KM-34	Shares joy. Captures moments and shares them (retells experiences; takes pictures; records events; shares with friends, family, colleagues, etc.) Creates opportunities for playfulness, peace, connection, and fun.	Reliving it through conversation can deepen connection and add to the joy of the experience. What emotions were felt? What aspects of the experience were most meaningful? How did others help to make the moment more meaningful and positive? All should be done while honoring HIPAA				
KM-35	Assesses personal growth (evaluates how positive experiences contribute to personal growth or learning)	How are you better from these moments? Are there things that are holding you back? How can you grow to more fully savor positive experiences? Every positive encounter holds potential lessons.				

Kindness Method

KM-36	Extends the moment (prolongs positive experiences when possible; allows time to fully enjoy and immerse oneself in the goodness of the experience; seeks to appreciate the simple moments)	Laugh a little longer; it's worth it!				
Savoring Positive Experiences Total: ____/12						
Total Kindness Method: ____/108						

Transfer scores to the individual scoring grid.

Scoring Grid

Name: _____ Date: _____

Instructions: Refer to the goals for a description of each skill. Rate each skill from 0-3 using the following rubric:

- 0- Not working on goal.
- 1- Identified as a goal to begin working on.
- 2- Establishing familiarity with the goal and understanding the skill requirements and expectations associated with the goal.
- 3- In practice, with continuous development of implementing the goal in everyday interactions.

Once scored, total each column at the bottom of the page.

Displays of Kindness		Gratitude		Hopeful Actions & Thoughts		Identifying and Using Strengths		Savoring Positive Experiences	
1		17		22		28		33	
2		18		23		29		34	
3		19		24		30		35	
4		20		25		31		36	
5		21		26		32			
6				27					
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
/48		/15		/18		/15		/12	
Total Kindness Method									/108

Notes: _____

Goal Development

After reviewing current levels, select which goals will be addressed. It may be beneficial to start with goals that scored the lowest but should be individualized to the person. List actions to achieve the goal, how progress of the goal will be measured, and a date to review the goal.

Goal # Description of goal	Actions to achieve goal	How progress will be measured	Desired outcome <small>(May want to consult Benefits of Showing Kindness table)</small>	Date to review goal

Number of goals may be increased or decreased based on need.

Kindness Questionnaire: Post

To be completed on date of reviewing goals

Instructions: After evaluation and review, please rate your agreement with each statement using the following scale:

1= Strongly Disagree	2= Disagree	3= Neutral	4= Agree	5=Strongly Agree	
Question:					Rating; (1-5)
1. Kindness is important to quality care.					
2. Kindness is prioritized in the workplace.					
3. Kindness contributes to overall physical and emotional well-being.					
4. I understand the components of genuine kindness.					
5. Kindness is prioritized over progress.					
6. Kindness is not withheld as a reward.					
7. I show kindness even when others aren't doing exactly what I've asked or what is expected.					
8. I find it easy to be kind to others.					
9. Kindness doesn't always mean being comfortable, giving in, or avoiding difficult interactions or conversations.					
10. I notice a difference when I am kind vs. unkind.					
11. Kindness increases other's dignity and autonomy.					
12. I feel a responsibility to prioritize kindness in my daily interactions.					

Benefits of Showing Kindness

While not exhaustive, the following list shows **some** of the benefits both provider and learners may experience or observe after utilizing the Kindness Method. For both provider and learner marks can be made if benefits are shown to have “no impact” up to “great impact.”

Benefits for Provider (Specialist, teacher, supervisor, therapist, caregiver, etc.)							
Social Benefits		Select level of impact					
Skill #	Description	No Impact		Some Impact		Great Impact	Description of Impact
KM-B-1	Improved provider/learner relationships. <small>(LeBlanc, L. A., Taylor, B. A., & Marchese, N. V., 2020; Kerr, S. L., O'Donovan, A., & Pepping, C. A., 2015.)</small>	1	2	3	4	5	
KM-B-2	Improved coworker relationships. <small>(Austin, A., & Fiske, K., 2023; O'Connell, B. H., O'Shea, D., & Gallagher, S., 2016.)</small>	1	2	3	4	5	
KM-B-3	Improved social skills and engagement. <small>(Dossey, L. 2018.)</small>	1	2	3	4	5	
KM-B-4	Increased social network and collaboration with professionals in other fields. <small>(Hutcherson, C. A., Seppala, E. M., & Gross, J. J., 2008)</small>	1	2	3	4	5	
KM-B-5	Increased patience with clients and coworkers. <small>(Schnitker, S. A., 2012)</small>	1	2	3	4	5	
KM-B-6	Increased empathetic statements, expressions of gratitude and appreciation, and genuine compliments. <small>(Boothby, E. J., & Bohns, V. K., 2021; Sezer, O., Nault, K., & Klein, N., 2021)</small>	1	2	3	4	5	
KM-B-7	Improved work culture <small>(Chancellor, J., Margolis, S., Jacobs Bao, K., & Lyubomirsky, S., 2018.)</small>	1	2	3	4	5	
KM-B-8	Increased positive affect (e.g. more smiling, laughing, enjoyment, etc.) <small>(Pressman, S. D., Kraft, T. L., & Cross, M. P., 2015)</small>	1	2	3	4	5	
Total Score for each column							Total /40
Emotional Benefits		Select level of impact					
Skill #	Description	No Impact		Some Impact		Great Impact	Description of Impact
KM-B-9	Higher levels of happiness <small>(Layous, Nelson, Oberle, Schonert-Reichl, & Lyubomirsky, 2012)</small>	1	2	3	4	5	
KM-B-10	Improved work/personal life balance <small>(Kotera, Y., Maxwell-Jones, R., Edwards, A. M., & Knutton, N. 2021.)</small>	1	2	3	4	5	
KM-B-11	Increased self-esteem, self-compassion, and awareness of own individual worth <small>(Boellinghaus, I., Jones, F. W., & Hutton, J. 2014.)</small>	1	2	3	4	5	
KM-B-12	Decrease in stress, anxiety, and depression with an increase in life satisfaction <small>(Chancellor, J., Margolis, S., Jacobs Bao, K., & Lyubomirsky, S. 2018.)</small>	1	2	3	4	5	

KM-B-13	Increase in quality and quantity of happy moments (Otake, K., Shimai, S., Tanaka-Matsumi, J., Otsui, K., & Fredrickson, B. L., 2006)	1	2	3	4	5	
KM-B-14	Increased optimistic thinking style (hopeful for the future and positive about experiences) (Suldo, S. M. 2016.)	1	2	3	4	5	
KM-B-15	Increased ability to recognize and identify positive opportunities in life (Froh, Sefick, & Emmons, 2008)	1	2	3	4	5	
KM-B-16	Improved skills and strategies to respond to own emotional needs (Fryburg, D. A. 2022.)	1	2	3	4	5	
Total Score for each column							Total /40
Personal Growth and Development		Select level of impact					
Skill #	Description	No Impact		Some Impact		Great Impact	Description of Impact
KM-B-17	Increased independence in skills and abilities (Tarbox, C., Tarbox, J., Bermudez, T. L., Silverman, E., & Servellon, L., 2023.)	1	2	3	4	5	
KM-B-18	Feels a greater sense of purpose (Manczak, E. M., DeLongis, A., & Chen, E. 2016.)	1	2	3	4	5	
KM-B-19	Increased desire to learn and seek opportunities for growth (Penney, A. M., Bateman, K. J., Veverka, Y., Luna, A., & Schwartz, I. S., 2023.)	1	2	3	4	5	
KM-B-20	Increased patience with clients and coworkers (Schnitker, S. A. 2012.)	1	2	3	4	5	
KM-B-21	Increased cognitive function, problem solving, and helpfulness (Fryburg, D. A. 2023.)	1	2	3	4	5	
KM-B-22	Increased resilience and ability to overcome challenges (Smith, B. W., Guzman, A., & Erickson, K. 2018.)	1	2	3	4	5	
KM-B-23	Increased sense of social responsibility and duty (recognizes individual contributions and increase in completing required tasks) (Mona, L., & Dipodiwirjo, N. H., 2020.)	1	2	3	4	5	
KM-B-24	Increased acts of service and awareness of the needs of others (Malti, T., 2021.)	1	2	3	4	5	
KM-B-25	Increased ability to do the right thing and act with integrity (Killinger, B., 2010.)	1	2	3	4	5	
KM-B-26	Increased willingness to try new things (isn't afraid of failure) (Callahan, K., et.al., 2019.)	1	2	3	4	5	
KM-B-27	Increased ability to take feedback and apply components as needed (Callahan, K., et. al., 2019.)	1	2	3	4	5	
KM-B-28	Provides improved quality care (Taylor, B. A., LeBlanc, L. A., & Nosik, M. R., 2019.)	1	2	3	4	5	
Total Score for each column							Total /60
Physical Benefits		Select level of impact					

Skill #	Description	No Impact		Some Impact		Great Impact	Description of Impact
KM-B-29	Improved physical health <small>Fryburg, D. A. (2022.)</small>	1	2	3	4	5	
KM-B-30	Increased physical interactions (e.g. More hugs, high fives, hand holding, in person conversations, supportive pats on back, etc.) Note: Touch and connection is vital for every living creature. <small>(Goldstein, P., Weissman-Fogel, I., Dumas, G., & Shamay-Tsoory, S. G. 2018; Coan, J. A., Schaefer, H. S., & Davidson, R. J. 2006.)</small>	1	2	3	4	5	
Total Score for each column							Total /10
Financial Benefits		Select level of impact					
Skill #	Description	No Impact		Some Impact		Great Impact	Description of Impact
KM-B-31	Increased job satisfaction (less burnout and increased desire to be at work) <small>(Durkin, M., Beaumont, E., Martin, C. J. H., & Carson, J. 2016.)</small>	1	2	3	4	5	
KM-B-32	Increased work attendance and punctuality (less absenteeism or being late to work) <small>(Harding, K., 2019.)</small>	1	2	3	4	5	
KM-B-33	Increased ability to complete task more efficiently and quickly <small>(Harding, K., 2019; Trzeciak S, Roberts BW, Mazzarelli AJ., 2017)</small>	1	2	3	4	5	
KM-B-34	Increase of clients paying their bills in full and on time <small>(Trzeciak S, Roberts BW, Mazzarelli AJ., 2017).</small>	1	2	3	4	5	
Total Score for each column							Total /20
Total Scores							/175
Benefits for Learner (Student, client, child, trainee, supervisee, etc.)							
Social Benefits		Select level of impact					
Skill #	Description	No Impact		Some Impact		Great Impact	Description of Impact
KM-B-35	Increase in learner's affect (comfortable body posture, more positive facial expressions, etc.) <small>(Verheul, W., Sanders, A., & Bensing, J. 2010.)</small>	1	2	3	4	5	
KM-B-36	Improved learner/provider relationship <small>(Shanafelt, T. D., Bowen, D. A., Venkat, C., Slager, S. L., Zent, C. S., Kay, N. E., ... & Call, T. G. 2009.)</small>	1	2	3	4	5	
KM-B-37	Shows increased feeling of belonging within community (e.g. makes statements about feeling like they belong, willingness to join activities, etc.) <small>(LeBlanc, L. A., Taylor, B. A., & Marchese, N. V., 2020; Kerr, S. L., O'Donovan, A., & Pepping, C. A., 2015.)</small>	1	2	3	4	5	

KM-B-38	Increase in learner's attendance and desire to be around provider (Harding, K., 2019).	1	2	3	4	5		
KM-B-39	Increased communication from learner to provider (Harding, K., 2019)	1	2	3	4	5		
KM-B-40	Increased patience from learner to provider. (Schnitker, S. A., 2012)	1	2	3	4	5		
KM-B-41	Increased network and community of support (Farley, M. A., McMahon, W. M., Fombonne, E., Jenson, W. R., Miller, J., Gardner, M., ... & Coon, H. (2009.)	1	2	3	4	5		
KM-B-42	Learner is more comfortable showing different emotions and sharing feelings (both positive and negative) (Harding, K., 2019.)	1	2	3	4	5		
KM-B-43	Learner is supported when making mistakes (e.g. asks for supports, shares concerns, takes responsibility, etc.) (Trzeciak S, Roberts BW, Mazzarelli AJ., 2017)	1	2	3	4	5		
KM-B-44	Learner sees their contributions as meaningful and important (Mona, L., & Dipodiwirjo, N. H., 2020).	1	2	3	4	5		
Total Score for each column							Total	/50
Emotional Benefits		Select level of impact						
Skill #	Description	No Impact		Some Impact		Great Impact	Description of Impact	
KM-B-45	Learner expresses increased optimistic statements about self (Owens, R. L., & Patterson, M. M., 2013.)	1	2	3	4	5		
KM-B-46	Learner expresses increased optimistic statements about the future (Owens, R. L., & Patterson, M. M., 2013.)	1	2	3	4	5		
KM-B-47	Learner displays improved self-care (Trzeciak S, Roberts BW, Mazzarelli AJ., 2017)	1	2	3	4	5		
KM-B-48	Learner displays higher levels of happiness (e.g. joy, excitement, engagement, etc.) (Layous, Nelson, Oberle, Schonert-Reichl, & Lyumbomirsky, 2012.)	1	2	3	4	5		
KM-B-49	Learner shows signs of alleviated suffering (e.g. circumstances and situations appear more manageable, less depression, anxiety, stress, etc.) (Schwartz, K.B., 1995.)	1	2	3	4	5		
Total Score for each column							Total	/25
Personal Growth and Development		Select level of impact						
Skill #	Description	No Impact		Some Impact		Great Impact	Description of Impact	
KM-B-50	Learner shows greater independence in skills and abilities (Tarbox, C., Tarbox, J., Bermudez, T. L., Silverman, E., & Servellon, L., 2023.)	1	2	3	4	5		

KM-B-51	Learner shows increased resilience (e.g. bounces back after setbacks more quickly, willing to try new things, etc.) (Harding, K., 2019).	1	2	3	4	5	
KM-B-52	Learner expresses statements of increased self-esteem (Boellinghaus, I., Jones, F. W., & Hutton, J. 2014.)	1	2	3	4	5	
KM-B-53	Learner expresses increased statements of gratitude (Boothby, E. J., & Bohns, V. K., 2021; Sezer, O., Nault, K., & Klein, N., 2021)	1	2	3	4	5	
KM-B-54	Learner shows increased ability to celebrate success and appreciate the small things (Froh, Sefick, & Emmons, 2008)	1	2	3	4	5	
KM-B-55	Learner shows an increased desire to learn and seek opportunities for growth (Penney, A. M., Bateman, K. J., Veverka, Y., Luna, A., & Schwartz, I. S., 2023.)	1	2	3	4	5	
KM-B-56	Learner shows increased willingness and desire to listen and adhere to providers instruction and guidance (Hoybjerg, A., 2023; Harding, K., 2019; Trzeciak S, Roberts BW, Mazzarelli AJ., 2017).	1	2	3	4	5	
KM-B-57	Learner shows greater efficiency in skill acquisition and task completion (Hoybjerg, 2023.)	1	2	3	4	5	
Total Score for each column							Total /40
Physical Benefits		Select level of impact					
Skill #	Description	No Impact		Some Impact		Great Impact	Description of Impact
KM-B-58	Improved physical health (Fryburg, D. A. (2022).	1	2	3	4	5	
KM-B-59	Increased physical safety (Trzeciak S, Roberts BW, Mazzarelli AJ., 2017).	1	2	3	4	5	
Total Score for each column							Total /10
Financial Benefits		Select level of impact					
Skill #	Description	No Impact		Some Impact		Great Impact	Description of Impact
KM-B-60	Learner expresses increased confidence in provider's skills and services (feels like they are getting quality service for their money) (Trzeciak S, Roberts BW, Mazzarelli AJ., 2017)	1	2	3	4	5	
KM-B-61	Increase in learner paying their bills in full and on time (Trzeciak S, Roberts BW, Mazzarelli AJ., 2017)	1	2	3	4	5	
KM-B-62	Increased desire to recommend provider's services to others (Trzeciak S, Roberts BW, Mazzarelli AJ., 2017)	1	2	3	4	5	
Total Score for each column							Total /15
Overall Total							/140

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