Minecraft Support Guide:

A resource guide for supporting individuals receiving services who have an interest in Minecraft

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Preface

This support provides a medium for persons providing support to individuals with varying needs who have an interest in Minecraft. This support has been divided into three sections. It begins with information gathering activities to establish preferences, skill set, establish rapport, and determine the individual’s desired outcomes. The second section is designed to assist with preemptive support by anticipating an individual’s needs. The last section outlines supports to help individuals in achieving their desired outcomes as well as activities for positive engagement.

Each support is designed to be general in nature and will require modification to meet the needs of the individual being supported. Materials needed to complete the activity are general and should be modified to meet the individual’s physical, socio/emotional, and dietary needs. Each support activity includes a purpose section outlining the theory and application, but is not all encompassing. The activities herein should be modified to meet the needs of the individual receiving services. The support activities herein are intended to serve as a foundation for the individual receiving services and their supporter, to create ongoing support activities.

This support guide is not intended to replace professional support services. Where applicable, users should seek support from a qualified professional. As with all treatment modalities, the support activities herein should be adjusted to meet the needs of the individual receiving services. Qualified professionals utilizing this guide to provide clinical treatment should seek supervision from a licensed mental/behavioral health professional.
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Accord Common Language

Throughout this guide you may encounter unfamiliar words or words that may mean something different to each supporter. We’ve compiled a list of words used throughout this guide and have provided a working definition on how Accord Counseling, LLC uses these words.

- Person-centered: the process of involving an individual in all areas of their support by identifying their strengths, preferences, and desired outcomes.
- Desired outcomes: what an individual prefers throughout their support (i.e. goals)
- Circle of support: any person who provides support to an individual receiving support services within their environment; can be parents, grandparents, legal guardians, siblings, teacher, neighbor, friend, etc.
- Incentive: various sized rewards, unique to the individual’s interests/preferences, used to reinforce positive behavior; can be tangible and intangible.
- Intervention: any thought-out support to assist an individual in reaching their desired outcomes.
- Coping skill: any technique used to manage a stressor.
- Self-regulation: any technique an individual uses to regulate their own mood.
- Dysregulation: the state in which an individual is not in their desired mood
- Effective processing: the processing of setting events (environmental, medicinal, or socio/emotional factors), antecedents (triggers), behavior (how the individual responded), outcomes (the end result of individual’s behavior), and plan moving forward. Referred to as SABOP.
- Positive reinforcement: the act of using incentives to increase the likelihood of repeated desired behaviors.
- Support services: any service an individual agrees to and participates in that assists with achieving desired outcomes.
- Trigger: any event, person, place, or stimuli that may cause an individual to respond negatively
Minecraft Terms & Overview

Minecraft is a sandbox video game which means the user has the ability to roam around a virtual world and create content to interact with. The title is derived from the user’s ability to dig (mine) and construct (craft). Below is an overview of Minecraft.

*Note: this is not all inclusive of the Minecraft franchise due to constant redevelopment and the ability for users to modify content, but should serve as a means for combining Minecraft and therapeutic support.

Game Modes:
- **Survival:** requires users to collect resources, build structures, battle mobs, manage hunger and explore the land to survive.
- **Creative:** allows users to build and destroy structures and mechanisms without the need for user survival.
- **Adventure:** users navigate player-created maps which hinder excessive roaming due to the placement of blocks that cannot be directly destroyed.
- **Spectator:** allows users to fly around to explore without interacting with the world.

Main characters:
- **Passive characters (mobs):** Don’t attack. They spawn (reproduce) in biomes (habitat). Examples: Chicken, Cow, Horse, Ocelot, Pig, Sheep, Bat, Mooshroom, Squid, Villager, Rabbit.
- **Neutral mobs:** Won’t attack unless provoked: Enderman, Wolf, Zombie, Pigman.
- **Tamable mobs:** Can be tamed by the player: Wolf (dog), ocelot (cat), horse
- **Hostile mobs:** Will attack players when in range: Blaze, Creeper, Endermite, Ghast, Magma Cube, Silverfish, Spider, Skeleton, Witch, Wither Skeleton, Zombie, Zombie Villager, Chicken Jockey, Killer Bunny, Guardian **may omit hostile mobs if individual struggles with aggression
- **Utility Mobs:** Are created by and serve the player: Snow Golem, Iron Golem
- **Notch:** The nickname of the creator of Minecraft
- **Steve:** The user’s character by default

Character Abilities:
- **Crafting:** Is the means of creating blocks, tools and materials by placing them in a crafting table.
- **Smelting:** Is the process of producing refined goods and is also known as melting, baking, cooking, burning, drying or producing.
- **Brewing:** Is the process of distilling ingredients to brew potions which have various effects on the user.
Minecraft Terms & Overview Continued

Keywords: These are words and phrases that are heavily used in the game that Minecraft enthusiasts may recognize. They have been adapted to interventions within this guide; however, they can be used for future adaptation between the circle of support and the individual. Suggestions for uses are given after each term.

- Benchmarking (may be used when establishing baselines to set expectations from which to measure progress)
- Time to mine! (may be used to suggest constructive time outs or encourage use of toolbox [resources])
- Hot topic (may refer to triggers that lead to maladaptive behaviors or sensitive subjects)
- On a rail (may indicate where an individual exists on a scale of expectations which may indicate the need for interventions or self-regulation techniques)
- DIAMONDS! (may indicate where an individual exists on a scale of expectations which may indicate they’re meeting expectations)
- We need to go deeper (may be used in effective processing utilizing SABOP)
- Into the Nether (may refer to exploring new ideas, places, activities, etc.)
- Diamonds to you! (may denote high praise, successful earning/reward)
- MOAR Tools (may refer to the need to explore or create new tools for problem solving/mood regulation)
- Awarded All Trophies (may denote successful adherence to expectations or highest level of achievement)
- Passing the Time (may refer to the choice an individual makes to take a constructive time out or leisure activity)
- It’s a Sign! (may identify the need for inside/outside intervention)
- Stayin’ Frosty (may refer to where an individual exists on a scale of expectations which may indicate an individual is doing well)
- Music to my Ears (may indicate music related activities or the need to use rhythm to regulate affect)
- Body Guard (may refer to an individual’s need for support)
- Biome (may refer to an individual’s environment)
Section 1: Information Gathering

Information gathering is the first step in building positive rapport with an individual receiving services. Information gathering helps to identify a person’s interests, strengths, and preferences from which support can be leveraged. It also assists the supporter in being person-centered by using the information to provide support in a way that is meaningful to the individual receiving services. This process is important even if there is an already established relationship with the individual receiving services and should be revisited periodically.
Section 1: Information Gathering

Support Cover Page

Picture of Individual

My Minecraft Support Guide!
Section 1: Information Gathering
Identifying the Circle of Support

Steve’s Circle of Support:

My Circle of Support
(See Attachment-Minecraft Social Support System)
Section 1: Information Gathering

Attachment- Minecraft Circle of Support

Purpose of activity: This intervention assists the individual in identifying members of their circle of support, understand who is responsible for providing directives, tracking progress, and identify who an individual can reach out to when needed.

Goals:

- Identify social supports
- Assign social support roles

Materials:

- Images of Minecraft characters
- Poster Board
- Markers/Writing Utensil
- Glue
- Picture/Drawing of circle of support

Directions:

1. Have the individual place the Minecraft character “Steve” at center of poster.
2. Have individual draw line(s) to a character that represents Steve’s social support to include a member of passive mob (cow, chicken, sheep), neutral mob (pig, Enderman, zombie), tamable (wolf, ocelot, horse), and utility mob (other)
3. Under each character have the individual write the way each serves as a support for “Steve”.
4. Repeat process by having the individual place self in center of poster board
5. Have individual draw lines to represent their social support mirroring “Steve’s” social support i.e. passive mob (loved one), neutral mob (friend), tamable (pet/plant), and utility mob (teacher, counselor)
6. Underneath each, identify ways they provide support to the individual
7. If the support is someone the individual can reach out to, include their contact information
Section 1: Information Gathering

Rapport Building and Person-centeredness

Example:

I want my life to be filled with...

- family
- games
- fun
- toys
- friends
- school

My dreams for my future are...

- finish school
- be healthy
- get good grades
- make new friends
- get a pet

Things I don't like...

- loud noises
- being yelled at
- being told no
- math
Section 1: Information Gathering
Rapport Building and Person-centeredness

Template:

I want my life to be filled with...

> ____________________
> ____________________
> ____________________
> ____________________
> ____________________

My dreams for my future are...

> ____________________
> ____________________
> ____________________
> ____________________
> ____________________

Things I don't like...

> ____________________
> ____________________
> ____________________
> ____________________
Section 1: Information Gathering

Individual Preferences

Example:
Section 1: Information Gathering

Individual Preferences

Template:

Fill each space with the individual’s responses to gather information such as the individual’s likes and preferences.
Section 1: Information Gathering

Identifying Strengths

Example:

```
Things I do well...

Tell jokes

Minecraft

School work

Help others

Puzzles

Play games
```

Template:

```
Things I do well...
```

Section 1: Information Gathering

Identifying Strengths

Example:

Great Things About Me...

Funny

Smart

I like animals

I have a sister

I like school

I have Autism
Section 1: Information Gathering

Identifying Strengths

Template:

Great Things About Me...

__________________________
__________________________
__________________________
__________________________
Section 1: Information Gathering

Individual Needs (Dietary)

Minecraft Food Source

Minecraft Food Pyramid

I can eat the following foods...
(Fill in each section with individual's food preferences)

My Food Pyramid

I'm allergic to:

> ____________________________

> ____________________________

> ____________________________
Section 1: Information Gathering

Individual Needs (Sensory)

Example:

Circle/list sensitivities that apply.

I'm sensitive to...

- Loud noises
- Bright lights
- Large movements
- Certain textures
- Food coloring
- Gluten
- Fine motor tasks
- Some medications

Other: smell of medicine, peanuts
Section 1: Information Gathering

Individual Needs (Sensory)

Template:

Circle/list sensitivities that apply.

I'm sensitive to...

- loud noises
- large movements
- food coloring
- fine motor tasks
- bright lights
- certain textures
- gluten
- some medications
- other: ____________________
Section 1: Information Gathering

Areas of Support (Safety)

Example:

How to Keep Me Safe...

At Home
- help w/ sharp objects
- help me not runaway
- help me avoid red dye

At School
- sit me away from door
- help me when frustrated
- watch me during recess

Outside
- help me cross street
- watch me play
- make sure others are nice to me

Other
- don't let me overeat
- support me when I'm mad
- remind me to take meds
Section 1: Information Gathering
Areas of Support (Safety)

Template:

How to Keep Me Safe...

At Home

1. 
2. 
3. 

At School

1. 
2. 

Outside

1. 
2. 
3. 

Other

1. 
2. 
3.
Section 1: Information Gathering

Areas of Support (Needs)

Example:

Supports Needed:

Template:

I need support with:
Section 2: Anticipating the Needs

Anticipating the needs of someone receiving services is beneficial to providing support by identifying and removing obstacles that may be preventing an individual’s from achieving their desired outcomes. Anticipatory needs should be considered for all areas where an individual spends time such as home, school, daycare, neighbor’s house, etc. By eliminating common barriers to progress, the support team can focus on specific desired outcomes proposed by the individual. The act of creating a preemptive plan should be done with input from the individual receiving support and can serve as a positive interaction.
Section 2: Anticipating Needs

Areas of Support (anticipating needs)

**Minecraft**

Example:

**Discuss the following:**

Needs regarding circle of support?

- **Need:** “I need to be able to reach my circle of support easily.”

  ![Achievement Generator](image)

  **Plan:** Create and display a contact list to utilize when needing support.

Needs regarding communication?

- **Need:** “I sometimes nod my head even when I don’t understand something.”

  ![Achievement Generator](image)

  **Plan:** Have me repeat instructions in my own words.

Needs regarding mobility/ability?

- **Need:** “I need help tying my shoes, zipping my jacket, and using scissors.”

  ![Achievement Generator](image)

  **Plan:** Adult support when completing tasks which require the use of fine motor skills.

Needs regarding diet?

- **Need:** “Red dye makes me sick.”

  ![Achievement Generator](image)

  **Plan:** Avoid foods that have red dye and share with circle of support, school, and daycare.
Section 2: Anticipating Needs

Areas of Support (anticipating needs)

Example Continued:

Sensory needs?

_need: “Loud noises make my ears hurt.”

**Plan:** use headphones for bus rides, limit volume on devices, share with circle of support

Safety needs?

_need: “I don’t always look both ways when crossing the street.”

**Plan:** Adult hand in hand when crossing street.

Behavioral supports needs?

_need: “I sometimes get mad when I don’t get my way.”

**Plan:** Provide me with options and help me to choose one.

Other needs?

_need: “I sometimes overeat.”

**Plan:** provide healthy options, help me with portion control, share with circle of support
Section 2: Anticipating Needs

Areas of Support (anticipating needs)

Template:

Discuss the following:
Needs regarding circle of support?
- Need: _______________________________________________________
  Minecraft Achievement Generator
  Plan: _______________________________________________________

Needs regarding communication?
- Need: _______________________________________________________
  Minecraft Achievement Generator
  Plan: _______________________________________________________

Needs regarding mobility/ability?
- Need: _______________________________________________________
  Minecraft Achievement Generator
  Plan: _______________________________________________________

Needs regarding diet?
- Need: _______________________________________________________
  Minecraft Achievement Generator
  Plan: _______________________________________________________
Section 2: Anticipating Needs

Areas of Support (anticipating needs)

**Minecraft**

Template Continued:

Sensory needs?
- Need: _______________________________________________________

![Minecraft Achievement Generator]

- Plan: _______________________________________________________

Safety needs?
- Need: _______________________________________________________

![Minecraft Achievement Generator]

- Plan: _______________________________________________________

Behavioral supports needs?
- Need: _______________________________________________________

![Minecraft Achievement Generator]

- Plan: _______________________________________________________

Other needs?
- Need: _______________________________________________________

![Minecraft Achievement Generator]

- Plan: _______________________________________________________

Section 2: Anticipating Needs

MINECRAFT

What works for me...

Example:

What works for me outside...

simple instructions
prompts
safe place for break

What works for me at daycare.

schedule
reminders
help w/ work

monitoring
boundaries
help making friends

calm voices
phone calls
home
help making friends
Section 2: Anticipating Needs

MINECRAFT

What works for me...

Template:

What works for me at home... What works for me at school...

What works for me outside... What works for me at ________.
Section 2: Anticipating Needs

**Minecraft**

What doesn’t work for me...

Example:

- What doesn’t work for me at home...
  - yelling
  - long time outs
  - restraints

- What doesn’t work for me at school...
  - restraints
  - threatening to call home
  - big words

- What doesn’t work for me outside...
  - busy streets
  - being unsupervised
  - strangers

- What doesn’t work for me outside...
  - loud rooms
  - unsupervised snack time
  - new kids
Section 2: Anticipating Needs

Minecraft

What doesn’t work for me...

Template:

What doesn’t work for me at home...  What doesn’t work for me at school...

What doesn’t work for me outside...  What doesn’t work for me _______.
Section 2: Anticipating the Needs

Support Plan

Example:

Discuss the following:
What do I want to improve about my life?

- Home Statement: “I want to be in trouble less.”
- School Statement: “I want to earn more.”
- Community Statement: “I want to be safe.”

Generate Desired Outcome: Steve will be successful and safe in all settings by creating a support plan for each setting (home, school, community, other).

Discuss the following:
What are new things I want to learn?

- Statement: “I want to be stronger.”

Generate Desired Outcome: Steve will engage in more physical activities such as skateboarding, running, swimming, etc.

Discuss the following:
Suggestions from circle of support:

- share sensory and dietary needs with supports from other settings
- try a free trial at a local recreation center

Generate Desired Outcome: The circle of support will help Steve reach his desired outcomes.
Section 2: Anticipating the Needs
Support Plan

Template:
Discuss the following:
What do I want to improve about my life?
- Home Statement: _______________________________________________________
- School Statement: _____________________________________________________
- Community Statement: _________________________________________________

Generate Desired Outcome: ______________________________________________

Discuss the following:
What are new things I want to learn?
- Statement: _____________________________________________________________

Generate Desired Outcome: ______________________________________________

Discuss the following:
Suggestions from circle of support:
- _________________________________________________________________
- _________________________________________________________________
- _________________________________________________________________

Generate Desired Outcome: ______________________________________________
Section 3: Support Activities

These support activities are designed to foster positive interactions between individuals receiving services and their supporters while being therapeutic in nature. While behavioral treatment should be left to qualified mental health professionals, these activities may help to promote support outside of clinical session times. These activities are intended to be built upon based on the individual’s response to the activities and supporters are encouraged to search for new ways to incorporate Minecraft with activities.
Section 3: Support Activities

Minecraft Behavior Cards

Purpose of activity: Behavior cards can be used to create a small visual aid that the individual receiving support can utilize to express themselves. Behavior cards can be used by the circle of support to represent a behavior, a point along a scale, or an indication of how well the individual met or did not meet an expectation. The behavior cards can also be used with the behavior chart included below.

Goals:
- Assign a behavior to a Minecraft visual
- Establish the expectation of variables being tracked

Materials:
- Picture of “Into the nether,” “It’s a Sign!” and “Stayin’ Frosty!”
- Laminate (optional)

Directions:
1. Break performance into 3 categories i.e. “green, yellow red,” “1, 2, 3;” assign each level a Mine Craft image
2. Create cards and write on the back what constitutes each card i.e. green—met expectation, yellow—required assistance to meet expectation, red—missed expectation
3. Use cards to help form association

Examples:

Into the nether:

It’s a Sign!

Stayin’ Frosty!
Section 3: Support Activities

Minecraft Behavior Chart

Purpose of activity: Behavior charts help visualize the occurrence of desired or undesired behavior. The chart can serve to accurately depict progress or regression of tracked behaviors. It can also serve as the foundation to implementing an incentive system. Developing a behavior chart with the individual can help to raise the level of engagement, promote person-centeredness, and can act as an activity in itself.

Goals:
- Set expectations
- Improve Compliance
- Factually track behavior

Materials:
- Poster board
- Markers/pens/writing utensils
- Velcro/magnet (optional)
- Laminate/dry erase marker (optional)

Directions:
1. Line the top of chart with days of week/period of time being tracked
2. Line left column with variable being tracked
3. Establish how variable is being measured (i.e. green, yellow, red; 1, 2, 3; happy face, straight face, angry face, etc.)
4. Define what constitutes each variable in the legend

Example:

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compliance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hygiene</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nice words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Legend:
- Green:
  - “Stayin’ Frosty!”
  - “DIAMONDS!”
  - “passing the time”
- Yellow:
  - “It’s a sign!”
  - “on the rails!”
  - “MOAR tools”
- Red:
  - “into the nether”
  - “Game Over!”
  - Zombie
Section 3: Support Activities

**Minecraft Incentive System**

Purpose of activity: An incentive system can be used to reward desired behavior and in turn increase the likeliness of repeated desired behavior. The incentive system can also assist an individual in visually understanding the scope of expectations. An incentive system is a good way to extinguish undesirable behaviors without focusing on a punishment. Incentives systems can vary in reward, frequency, and variables being rewarded (daily, weekly, point system, etc.).

Goals:
- Positively reinforce the individual for meeting expectations with an incentive
- Encourage the likelihood of repeated desired outcomes

Materials:
- Poster board
- Markers/pens/writing utensils
- Velcro/magnet (optional)
- Laminate/dry erase marker (optional)

Directions:
1. Establish the incentive the individual would like to work towards for each expectation
2. Establish the requirement for the individual to achieve in order to earn incentive
3. Each day, apply the card that corresponds with the individuals level of performance in meeting expectation
4. Use the Minecraft behavior cards as a reminder of expectation and a means to encourage desired outcome
5. With the individual, tally the Minecraft behavior chart to determine if the incentive was earned and administer the incentive

Example:

**Weekly Incentive Chart**

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
<th>Earned?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td><img src="image" alt="Diamond" /></td>
<td><img src="image" alt="Diamond" /></td>
<td><img src="image" alt="Game Over" /></td>
<td><img src="image" alt="Diamond" /></td>
<td><img src="image" alt="Game Over" /></td>
<td><img src="image" alt="Diamond" /></td>
<td><img src="image" alt="Diamond" /></td>
<td>Diamonds!</td>
</tr>
<tr>
<td>New activity</td>
<td><img src="image" alt="Game Over" /></td>
<td><img src="image" alt="Diamond" /></td>
<td><img src="image" alt="Diamond" /></td>
<td><img src="image" alt="Diamond" /></td>
<td><img src="image" alt="Diamond" /></td>
<td><img src="image" alt="Diamond" /></td>
<td><img src="image" alt="Diamond" /></td>
<td>Diamonds!</td>
</tr>
<tr>
<td>Chores</td>
<td><img src="image" alt="Diamond" /></td>
<td><img src="image" alt="Game Over" /></td>
<td><img src="image" alt="Game Over" /></td>
<td><img src="image" alt="Game Over" /></td>
<td><img src="image" alt="Game Over" /></td>
<td><img src="image" alt="Diamond" /></td>
<td><img src="image" alt="Diamond" /></td>
<td>Diamonds!</td>
</tr>
</tbody>
</table>

Legend:
- Occurred “DIAMONDS!”
- Did not occur-“Game Over!”

Expectation: 3+ days per week to earn incentive
Incentive: Choose reward to earn each week
## Daily Incentive System

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points earned:</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

**Legend:**
- 2 points- “Stayin’ Frosty!”
- 1 point- “It’s a sign”
- 0 points- “Into the nether”

**Expectation:** earn two points to cash in at end of day

**Incentive:**
- 0 points: did not earn
- 1-3: individual chooses small reward
- 3-6: individual chooses larger reward

**Note:** small/large rewards can be changed weekly based on individual’s desired rewards

## Behavior Targeted Incentive System

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earned?</td>
<td>Passing the time</td>
<td>Zombie</td>
<td>Zombie</td>
<td>Passing the time</td>
<td>Zombie</td>
<td>Passing the time</td>
<td>Zombie</td>
</tr>
</tbody>
</table>

**Legend:**
- Less than 2 per day: “Passing the time”
- More than 2 per day: “Zombie”

**Expectation:**
- 2 or more “passing the time” earns
- 2 or more “zombies” try again tomorrow

**Incentive:** Choose reward to earn at start of week
Section 3: Support Activities

Time to Mine! (Constructive Time Out)

Purpose of activity: Time outs can be used to assist an individual in calming down and preventing further escalation. Time out is a controlled process (designated space, time limited, preplanned activities to engage in while in time out, and includes effective processing). Time out is a suggested coping skill and not forced as a punishment.

Goals:
- Assist the individual in recognizing the need to use available resources
- Create a constructive cool down period for the individual
- Encourage self-regulation and use of coping skills
- Create the opportunity for post-processing

Materials:
- Print “Time to Mine!” image
- Laminate (optional)
- Designated safe place (picked by individual)
- Person-centered resources to utilize during time out

Directions:
1. Work with the individual to identify a designated safe space in the environment to retreat to when taking a time out.
2. Print a Time to Mine! image to use when encouraging a constructive time out.
3. Practice having the individual and the members of the individual’s circle of support utilize the Time to Mine! image to encourage a constructive time out.
4. Once implemented, allow the individual to use their resources to de-escalate independently. In 5 minutes, check with the individual to see if they’re ready to process the events that led to the timeout. If they’re not ready, repeat in another 5 minutes.

Example:
Section 3: Support Activities

“We Need to Go Deeper” (Effective Processing)

Purpose of activity: Effective processing helps to foster positive dialogue post incident. It should contain discussing setting events (environmental, medicinal, and socio/emotional factors), antecedents (any factor preceding the need for a time out), behaviors (anything observable), the outcome (how the individual responded), and plan for the next time (alternative behaviors and/or praise for making smart choices). [SABOP]

Goals:

- Effectively re-engage the individual post time out
- Facilitate two way dialog between the individual and circle of support
- Process the SABOP’s and plan support for the future

Materials:

- Journal/paper to record responses

Directions:

1. Determine if the individual is ready to process
2. Allow the individual to choose where to process
3. Apply effective processing skills such as active listening, validating, and reflection
4. Work with the individual to determine the setting events, the antecedent, their behavior, and the outcome
5. Determine what supports may assist the individual in the future

*Throughout processing use Minecraft “buzzwords;” refer to Minecraft Glossary

Example of processing prompts using Minecraft terms:

- Are you ready to talk?
- “We need to go deeper!” Where would you like to talk?
- Can you tell me what was happening in your “Biome” when you became upset?
- What “Hot Topic” caused you to become upset?
- It sounds to me like you’re saying...
- I can see how you felt...
- What did you do in response to your frustration?
- What happened when you responded that way?
- What could you have done differently?
- Let’s develop “MOAR tools!”
- Good idea! What about ______ too?
- What support would help you earn your “Achievement” in the future?
Section 3: Support Activities

**Minecraft Intervention by Game Mode**

Purpose of activity: Develop and categorize interventions and resources for use by circle of support and the individual. Supports are broken into 3 categories to reflect the 3 game modes (survival mode, creative mode, adventure mode) of Minecraft. Circle of support can be person-centered by allowing the individual to choose an activity from their preferred game mode.

Goals:
- Help build relationship between individual and circle of support
- Encourage engagement in positive activities
- Increase the frequency of positive behaviors/interactions

Materials:
- Activity Cards representing each “mode” (survival, creative, adventure)

Directions:
1. Have the individual choose which mode he wants to play
2. Have the individual pick the activity within the identified game mode
3. Engage in the activity

Examples:
- **Survival Mode:**
  - Matching Minecraft game
  - Crafting
    - Play with Legos, blocks, kinetic sand, play dough, etc
  - Explore
    - Go outside, ride bike, go to park, etc.
- **Creative Mode:**
  - Minecraft arts & crafts
  - Smelting/Brewing
    - Cooking/baking, kitchen experiments (search recipes, experiments with food coloring, experiment with properties of liquid, etc.)
  - “Music to my ears”
    - listen to music, search for new music, curate a music station, write song lyrics
- **Adventure Mode:**
  - Create maps
  - “Adventuring time”
    - play a game, activity, visit a fun place, etc.
  - “Into the nether”
    - Try something new (food, game, book, movie, etc.), visit a new place (museum, park, etc.), do a new activity (ride bike, go for walk, etc.)

*Note: Each activity listed above is explained in detail in following pages which include examples*
Section 3: Support Activities
Minecraft Game: Survival Mode

**Minecraft Matching Game**

Purpose of activity: Matching helps to form associations such as pairing an image with a feeling, improve communication by defining abstract terms such as various feelings, and assist an individual with expressing themselves nonverbally.

Goals:
- Assist an individual in forming an association between an emotion and the corresponding term
- Assist an individual in pacing their rate of escalation by identifying how they feel
- Assist the individual in communicating needs
- Allow the individual an inanimate object to represent themselves to improve self-expression

Materials:
- Minecraft Matching Prompts (included)
- Time to Mine Chart (included)

Directions:
1. Encourage the individual to determine how they feel
2. Have the individual match their feeling to the corresponding Minecraft character on the Time to Mine Chart.
3. Have the individual review the “What I Need” column
4. Help them choose and implement items from the “What I Need” column
5. Ask post-processing prompts

*Note: If the individual and circle of support wishes, they can choose their own images, feelings, and solutions to meet the needs of the individual they are supporting

See Attachments
- Minecraft Matching Prompts
- Time to Mine Chart
How do you feel right now?

Pick a Minecraft character that represents your feeling (see chart that follows).

- **Notch**—“I feel fine.”
  - I feel _____ (happy, fine, good, calm, etc.)
- **Steve**—“There is work to do.”
  - I feel _____ (upset, annoyed, hurt, etc.)
  - I need to _____ (use skills, ask for help, etc.)
- **Zombie**—“I’m losing control.”
  - I feel _____ (frustrated, anxious, angry, etc.)
  - I need to _____ (take a break, use toolbox resources, etc.)
- **Creeper**—“I’m out of control.”
  - I feel _____ (overwhelmed, aggressive, etc.)
  - I need to _____ (take five, remove from situation, etc.)

**Effective-Processing prompts (SABOP):**

**S:** What factors (medicinal, environmental, socio/emotional) may have had an impact?

**A:** What made you feel this way? (triggers)

**B:** How did you physically feel? (Where in body did you feel this? i.e. heart racing, palms sweaty, tense, nauseous)

**B:** What did you physically do? (behaviors that occurred-i.e. pacing, clenching fists, stomping feet, breathing heavy)

**O:** Did you make the right choice?

**P:** If no, what can you do differently next time?
### Section 3: Support Activities

#### “Time to mine” Chart

<table>
<thead>
<tr>
<th>Minecraft Character</th>
<th>How I Feel</th>
<th>What I Need</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Minecraft Character" /></td>
<td>“I feel fine.”</td>
<td>Happy, Good, Fine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Keep it up! 😊</td>
</tr>
<tr>
<td><img src="image2" alt="Minecraft Character" /></td>
<td>“There’s work to do.”</td>
<td>Upset, Annoyed, Hurt</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use skills, Ask for help</td>
</tr>
<tr>
<td><img src="image3" alt="Minecraft Character" /></td>
<td>“I’m losing control.”</td>
<td>Frustrated, Anxious, Angry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Take a break, Use toolbox resources</td>
</tr>
<tr>
<td><img src="image4" alt="Minecraft Character" /></td>
<td>“I’m out of control.”</td>
<td>Overwhelmed, Aggressive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Take five, remove self from situation</td>
</tr>
</tbody>
</table>
Section 3: Support Activities
Minecraft Game: Survival Mode

**Minecraft Crafting**

Purpose of intervention: Crafting helps an individual to creatively express themselves using various mediums (Legos, blocks, etc.). Crafting helps to identify an individual’s skill, preference, and interest which can be used when providing person-centered support. Crafting activities can also be used as coping skills during escalation, time out, etc.

Goals:
- Assist individuals with tactile stimulation/sensory preferences
- Promotes a creative outlet for self-expression
- May assist the circle of support in identifying underlying factors contributing to behavior

Materials:
- Legos
- Blocks
- Kinetic Sand
- Play Dough

Directions:
1. Designate a suitable work area
2. Present the individual with several options for items to create, allow the individual to choose which item they wish to use
3. Engage in the activity and provide support in the form of encouragement, praise, open ended questions, participation, etc.

*Note: materials can be made into cubes to recreate Minecraft blocks to mirror the game*
Section 3: Support Activities
Minecraft Game Mode: Survival Mode

**Minecraft Exploring**

Purpose of intervention: Exploring can assist in effective processing. Exploring helps to identify an individual’s skill, preference, and interest which can be used when providing person-centered support.

Goals:
- Allow the opportunity to introduce physical activity
- Assist the individual in finding a balance between real life and videogames
- Promotes face-to-face social interactions

Materials:
- Vary based on availability
- Materials should support active play

Directions:
1. Identify interests of the individual
2. Determine supports that may be needed in order for the individual to engage in their interests
3. Assist the individual in engaging in activities of their interest (riding bike, go to park, go outside, etc.)

Activity suggestions (and Minecraft tie-ins)
- “on a rail”: skateboarding, biking, roller skating/blading, scootering
- “Passing the time”: visit someplace new
- “Stayin’ frosty”: winter activities (build snowman, snowball fight, sledding, ice skating)
- “We need to go deeper”: treasure hunt, researching at library
- “benchmarking”: sit-ups/push-ups/jumping jacks/running in place
  - Record initial activity length/quantity for benchmark and try for more each time

*Note: Search the web with the individual to find images they would like to use to represent the activities.
Activity: Minecraft Images

Goals:
- Allow individual to creatively express themselves
- Help to identify strengths and areas of support in fine motor skills
- Encourages adherence to multi-step directives

Materials:
- A medium for crafting: poster board, canvas, paper, index cards, etc.
- Art supplies: colored pencils, markers, paint, etc.
- Adhesive: tape or glue

Directions:
1. Designate a work space
2. Prepare your medium for crafting with square grids (horizontal and vertical lines which intersect to make squares)
3. Use colored pencils, markers, etc. to color the squares to produce the face of Minecraft characters or cut out and glue/tape squares to medium to create Minecraft characters

Examples:
Section 3: Support Activities
Minecraft Game Mode: Creative Mode
Minecraft Arts & Crafts Activity 2

Activity: Minecraft Building Blocks

Goals:
- Helps identify strengths or need for support with gross motor skills
- Allow individual to creatively express themselves
- Encourages adherence to multi-step directives
- Promotes the concept of work before reward

Materials:
- Shoe box, tissue box, cereal box, etc.
- Colored construction paper
- Tape/glue
- Art supplies

Directions:
1. Color box with art supplies
2. Paste colored squares on box
3. Cover box with colored construction paper to create Minecraft blocks
4. Use blocks to create larger Minecraft structures, costumes, game props, etc.

Examples:
Section 3: Support Activities
Minecraft Game Mode: Creative Mode
Minecraft Arts & Crafts Activity 3

Activity: Coloring Pages

Goals:
- Assist individual in developing fine motor skills
- Assist individual in adhering to boundaries
- Allows for creative interpretation

Materials:
- Art supplies
- Coloring pages
- Online printables

Directions:
1. Gather art supplies and secure an appropriate work space
2. Allow individual to choose a Minecraft coloring page from attached coloring pages or online printables.
3. Engage in the activity with the individual.
Section 3: Support Activities
Minecraft Game Mode: Creative Mode
Minecraft Arts & Crafts Activity 4

Activity: Minecraft from Scratch

Goals:
- Allows the individual to conceptualize, plan, and execute
- Allow for creative expression
- Assists the individual in understanding generalization

Materials:
- Poster board
- Colored Paper
- Scissors
- Adhesive (i.e. tape, glue)

Directions:
1. Find a Minecraft image or character (or other image) for inspiration.
2. Cut out squares in various colors.
3. Paste on poster board or paper to replicate a Minecraft image or character.
4. Task individual with generalizing this skill to non-Minecraft images.

Example:
Section 3: Support Activities
Minecraft Game Mode: Creative Mode
Smelting/Brewing Activity 1

Activity: Minecraft Smelting Rice Krispy Treats

Goals:
- Encourages an individual to follow the lead of an adult
- Encourages adherence to safety
- Sets the foundation to learn everyday living skills i.e. cooking
- Encourages adherence to written directives

Materials:
- Rice Krispy treat squares
- Toothpicks
- Food Coloring

Directions:
1. Find Rice Krispy treat recipe based on individual’s dietary needs (glutton-free, dairy-free, dye sensitivity, etc.)
2. Combine small Rice Krispy squares with toothpicks to build blocks into Minecraft figures
3. Use food coloring to dye squares as desired

*Note: Consider dietary restrictions beforehand
Section 3: Support Activities
Minecraft Game Mode: Creative Mode
Smelting/Brewing Activity 2

Activity: Minecraft Brewing Potions

Goals:
- Help an individual to understand science
- Encourages an individual to observe safe chemical reactions
- Helps an individual to generalize from Minecraft to real life

Materials:
- Baking soda
- Empty container (water bottle, jar, etc.)
- Vinegar
- Optional: Food coloring, dish soap (for effect)

Directions:
1. Gather up all materials needed.
2. Pour vinegar (mix with food coloring if desired) into container.
3. Add Baking soda (and dish soap).
4. Observe the reaction of the materials.
Section 3: Support Activities
Minecraft Game Mode: Creative Mode
Smelting/Brewing Activity 3

Activity: Minecraft Smelting Cubes

Goals:
• Promotes patience
• Encourages an individual to make predictions

Materials:
• Baking soda
• Food coloring
• Ice cube tray
• Vinegar

Directions:
1. Mix baking soda and water and food coloring; add to ice cube tray.
2. After freezing, remove ice cubes and add vinegar to smelt cubes.
3. Optional: add small item (marble, rice, popcorn seed, raisin, etc.) into mix to reveal after smelting (the addition of vinegar).

Note: Cubes and objects in cubes are not edible.
Section 3: Support Activities
Minecraft Game Mode: Creative Mode

“Music to my ears” Activity 1

Purpose of activity: “Self-regulation behaviors and self-regulation speech is associated with a child’s ability to follow rules and engage in behaviors that allow the child to pay attention and focus on the tasks assigned to them. This invention found that children exposed to music classes are better able to self-regulate their behavior compared to students not exposed to music classes. Music instruction could be incorporated into early education programs to help students build self-regulation skills (Winslor & Koury, 2011).”

Goals:
- Allows music to regulate mood
- Assist in identifying personal preferences
- Create an outlet for self-regulation

Materials:
- Radio/mp3 player/iPod
- Cassette/CD
- Streaming service (Spotify, Pandora, iHeart Radio, etc.)
- Optional: Lyrics to songs

Directions:
1. Allow individual to choose music source.
2. Acquire lyrics to song, if possible.
3. Engage in sing-a-longs or have the individual sing back selections from the song
Section 3: Support Activities
Minecraft Game Mode: Creative Mode

“Music to my ears” Activity 2

Purpose of activity: “Playing classical music such as Beethoven and Mozart to young children boosts their concentration and self-discipline, a new study suggests. Youngsters also improve their general listening and social skills by being exposed to repertoires from composers including Ravel, Shostakovich and Mendelssohn. In addition, they are likely to appreciate a wider range of music in later years, according to a study from the Institute of Education, (IoE), University of London (Harris, 2014).”

Goals:
- Allows music to regulate mood
- Assist in identifying personal preferences
- Create an outlet for self-regulation

Materials:
- Classical music (can be recorded or streamed)

Directions:
1. Explore various classical musicians and their works
2. Allow the individual to choose a composer to listen to while engaging in activities (studying, homework, deescalating, etc.)
Section 3: Support Activities
Minecraft Game Mode: Creative Mode

“Music to my ears” Activity 3

Purpose of activity: Rhythm and Regulation. Studies show “failure to self-regulate affect has been connected with later diagnoses of major mental illnesses, including psychosis, borderline personality disorder, and drug and alcohol abuse, among others (Schore 1994).” Studies also yield the finding that “…simple and loud rhythms enhanced arousal. Secondly, the removal of fast and loud rhythms decreased arousal (Wang & Huang, 2014).”

Goals:
- Help regulate affect using various rhythms
- Empower individual to self-regulate using various rhythms

Materials:
- Samples of simple and loud rhythms
- Samples of slow and quiet rhythms

Directions:
1. Collect samples of above noted rhythm types
2. Use simple and loud rhythms to enhance arousal (when an individual is tired, lethargic, withdrawn, etc.)
3. Use fast and quiet rhythms to decrease arousal (when an individual is hyperactive, unfocused, frustrated, etc.)
Minecraft Maps

Purpose of activity: Maps can act as a guide for establishing boundaries, setting expectations, and setting limits. Creating maps is an effective way to increase engagement and promote person-centeredness.

Goals:
- Assist in setting physical boundaries
- Assist in setting expectations and limits for outings
- Assist in sequencing events on an outing

Materials:
- Paper
- Art supplies
- Legend

Directions:
1. Label the location for outing (park, museum, store, etc.)
2. Draw a general layout of the outing location
3. Have the individual draw pictures on the map, color as desired, and decorate the map to their liking.
4. Create a legend which outlines safety planning, sequence of events, outing rules, etc.

Example:

![Local Garden Map Example](image-url)
Section 3: Support Activities
Minecraft Game Mode: Adventure Mode
“Adventuring Time”

Purpose of activity: Allows the circle of support and individual to engage in a familiar activity while improving ability to adhere to expectations and boundaries. This can be used to regulate affect when dysregulated from new experiences or in response from a stressor.

Goals:
- Use existing interests to regulate emotions
- Use existing interests in a therapeutic manner

Materials:
- List of physical activities the individual regularly enjoys
- List of media the individual normally enjoys
- List of familiar places the individual enjoys visiting

Directions:
1. Praise individual for requesting a positive activity to regulate affect
2. Assist individual with implementing chosen activity
3. Engage in SABOP using effective processing techniques
4. Add “plan” to individual tool box for future use
Section 3: Support Activities
Minecraft Game Mode: Adventure Mode
“Into the nether”

Purpose of activity: Allows the circle of support and individual to engage in a new activity while still adhering to expectations and boundaries. This intervention also helps to expand the individual’s interests beyond a limited scope.

Goals:
- Foster a feeling of safety when trying new things
- Expand interests beyond existing interests

Materials:
- List of physical activities the individual has not engaged in or does not normally do (walking, skateboarding, riding bike, swimming, etc.)
- List of media (books, movies, TV shows, games, etc.) with interests not common to the individual.
- List of places an individual has not visited (rec. center, museum, park, etc.)

Directions:
1. Create a visual for each category listed above.
2. Create a visual aid for each idea within each category.
3. Explore new ideas to continually build upon the individual’s interests.
4. Allow the individual to choose which category and idea they want to engage in.

**Note: Combine with “Creating maps” activity to help establish boundaries, expectations, and set limits for outings. Try to minimize repetition of the same activities to ensure the individual has an opportunity to expand their interests.

Planting Crops (Flowers)
Thank You

Accord Counseling, LLC would like to thank everyone who plays a part in providing support to individuals in need. We are grateful for the opportunity to empower individuals and their circle of support to help individuals achieve their desired outcomes. We hope this guide was helpful. If you have any questions regarding this support or in providing support in general feel free to contact Accord Counseling, LLC at contact@accordva.com, www.accordva.com and www.facebook.com/accordva. We have additional resources on our Pinterest page at www.pinterest.com/accordva.

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Accord Counseling, LLC is a Virginia licensed mental health agency. Accord operates an intensive in-home service to children and adolescents who are at-risk from being removed from their home as well as an outpatient counseling program for individuals of all ages seeking support with their diagnosis and/or everyday life stressors.
References


