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| **SMART Goal**  **\*****reference** [**SMART Goal Setting Guide**](https://vkc.vumc.org/assets/files/triad/tips/SMART_goals.pdf) | When presented with a particularly difficult reading task (e.g., word) or math problem, STUDENT will raise his hand and remain calm until called on and will then specify verbally what help he needs (e.g., “This is a hard word”) independently in 10 consecutive trials over the course of two or more school days. | |
| **Baseline** | Baseline context: | 1:1 with preferred staff in conference room without peers |
| Baseline data type and dates: | Trial-by-trial data in 5-session blocks on 10/3/23. |
| **Intervention** | Date intervention plan created: | 10/5/23 |
| Who implements plan: | Mr. Teacher 1 and Mr. Para 2 (with support from Ms. Behavior Specialist) |
| What materials are needed: | Academic materials that include at least 5-10 challenging tasks/items, STUDENT’s preferred reinforcers (tablet, balls, light-up toys, puzzle), timers |
| How the intervention is delivered, including any reinforcement procedures: | **Introduction:** 1) Invite STUDENT to practice area. Clarify that he would work on his asking for help and could earn time with preferred items. Make sure he knows he can decline and ask to practice later. 2) Once he arrives in practice area, Mr. Teacher 1 or Mr. Para 2 will remind him what skill is being worked on and why (e.g., “We are going to practice raising your hand and asking for help when you get stuck and are trying to stay cool”). Also, clarify what the purpose of the practice session is (e.g., “I am going to challenge you at least 5 times with difficult tasks. You win these challenges by staying cool, raising your hand, and asking for help”).  **Warm-up:** 1) Ask STUDENT if he wants to see you model the skill or if he wants to model it first. 2) Make sure he has a chance to engage in warm-up trials with prompts as needed until you feel confident he remembers the skill.  **Practice:** Start on a 5-trial set, in which each trial starts with 1) a specific demand/question (e.g., “What is this word?”); 2) an opportunity to respond (e.g., wait for him to get stuck; if he correctly responds, praise his work and keep going); 3) a prompt, if needed; that is, once he gets stuck, prompt him to raise his hand if you witness a precursor, or 30 seconds of him being stuck without a hand-raise, or if you sense he may be getting frustrated; 4) response – when he raises his hand, acknowledge him by saying, “Yes?” or “What is it?” He needs to ask for help verbally (e.g., “I need help”), and then 5) provide help (e.g., “That word is troubadour. Say troubadour.”), and 6) praise him for asking for help.  Note: Give the highest praise for unprompted hand raises, but also praise his cooperation if he responded correctly to the prompt.  **Reinforcement:** Provide 3 minutes of reinforcement time per 5-trial session completed. |
| Date and context for initial implementation: | 10/3/23 – Conference room during site visit |
| **Ongoing Intervention  Data** | Data collector: | Ms. Behavior Specialist |
| Intervention data type: | Trial-by-trial with post-it or scratch paper. An independent correct trial is scored when he BOTH raises his hand and verbalizes his request with no reminders or help of any kind. |
| Mastery criteria: | 10 trial sessions with zero prompts or precursors over two or more school days |
| Adjustment criteria: | We have adjusted to account for him sometimes preferring to work in class, so we are granting two more weeks with adjusted procedures (e.g., he can work in room, and collect reinforcement time later). If he has not met new (10 consecutive correct responses) by 11/9/23, we will adjust again. |
| **Plan Review** | Implementation review: | 10/26/23 (1st review) School team followed the plan by inviting him to participate every 15 minutes. The team is following the plan for inviting him to participate and practice his skill.  10/31/23 (2nd review) School team worked with updated plan and observed 10 consecutive correct responses which met mastery criteria for this goal. These were all within a classroom setting, and one of these included an unplanned 1-minute delay in STUDENT receiving the help he wanted. |
| Plan fidelity  Rate 0-5: 0 = not at all  3 = somewhat  5 = completely | 10/26/23 Plan fidelity is at a 5, STUDENT just needs more time with adjusted approach.  10/31/23 Plan fidelity still at 5. |
| Quantity or dosage of implementation | 10/26/23 (1st review) Intervention attempted 8 times during the previous 7 school days. STUDENT participated in 4 of these, with 3 in pull-out and 1 in his classroom. |
| Plan execution  e.g., dates, performance data, decisions and changes:  \*complete at first review meeting | Again, 8 practice sessions in his seven days at school since we began implementation. |