|  |  |
| --- | --- |
| **SMART Goal****\*reference** [**SMART goal setting guide**](https://vkc.vumc.org/assets/files/triad/tips/SMART_goals.pdf) | When presented with a particularly difficult task, STUDENT will raise his hand and remain calm until called on through a delay of at least 1 minute 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 11/2/23. He is able to show this skill in his classroom consistently with no delay in help and has shown the ability to wait for up to a minute at least once. |
| **Intervention** | Date intervention plan created: | 11/3/23 |
| 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: | Intro: 1) Staff enter STUDENT’s classroom and say, “I’m here to observe your class. If you need help, raise your hand, and I will help you when I can.” Make sure adults in the room know that the current target is for him to raise his hand, for an adult to say, “I’ll be with you in a minute,” and then he can wait for help or move on with his work prior to help arriving. There should be no barrier to STUDENT’s teacher helping him at their earliest convenience but wait time of less than 1 minute will not count towards mastery, nor will they count as an unsuccessful trial for STUDENT. 2) Practice: These are no longer presented in a 5-trial set and any number of natural trials can be counted as an incidental target. Now a trial starts when STUDENT signals that he is stuck by raising his hand or showing signs of agitation (e.g., precursor behaviors). When an assignment is shared with STUDENT and his classmates, staff supporting this plan will hang back and allow him the opportunity to respond (e.g., wait for him to get stuck; if he correctly responds, praise his work). 3) Provide 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 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, “I’ll be with you in a minute.” In this time, you may help another student, pretend to be reading, or just sit there and wait. After one minute, approach STUDENT and say, “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 then praise him for asking for help. Give the highest praise for unprompted hand raises, but also praise his cooperation if he responded correctly to the prompt. Reinforcement: For now, STUDENT does not seem to want additional reinforcement, but be on the lookout for diminishing motivation. |
| Date and context for initial implementation: | 11/3/2023 – Ms. Teacher’s classroom |
| **Ongoing Intervention Data** | Data collector: | SCHOOL team members |
| Intervention data type: | Trial-by-trial with post-it or scratch paper. An independent correct trial is scored when he raises his hand, waits for one minute (with no precursors) and verbalizes his request with no reminders or help of any kind. |
| Mastery criteria: | 10 trials with zero prompts or precursors over two or more school days |
| Adjustment criteria: | Let’s establish this as mastery of new goal or two weeks elapsing (11/17/23) |
| **Plan Review** | Implementation review: | 11/14/23 – Team practiced and documented the skill at least four days since implementation. |
| Plan fidelityRate 0-5: 0 = not at all3 = somewhat5 = completely | 11/14/23 – Team reflects on their practice and self-evaluates as a 5 for complete implementation. |
| Quantity or dosage of implementation | Team documented four days of implementation. |
| Plan executione.g., dates, performance data, decisions and changes:\*complete at first review meeting | 11/14/23 – STUDENT mastered the SMART goal with 10 consecutive independent correct trials. |