**Understanding Thoughts, Feelings, and Actions**

**Intervention Planning Guide**

This is an example. Please modify to reflect the needs of your student or students.

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| **SMART Goal**  **\*reference SMART goal setting guide** | Example: By [date], given explicit instruction in understanding thoughts, feelings, and actions, [student] will independently identify and differentiate thoughts, feelings, and actions. | |
| **Baseline** | Baseline context: | During homeroom 1:1 with [e.g., school counselor] |
| Baseline data type and dates: | [Date]: [X] percentage of thoughts, feelings, and actions student identifies when given three scenarios. |
| **Intervention** | Date intervention plan created: | [Date] |
| Who implements plan: | e.g., counselor, special education teacher |
| What materials are needed: | Understanding Thoughts, Feelings, and Actions Instructional Outline, visuals (for teacher and student), Model Examples sheet (attached), Guided Practice Activity sheet (attached), Independent Practice Activity sheet (attached), Practice Trials Activity sheet (attached), pen/pencils, highlighter, whiteboard and marker, reinforcement system |
| How the intervention is delivered, including any reinforcement procedures: | **Teaching Trials:**   1. Review relationship between thoughts, feelings, and actions using visual supports and Instructional Outline below to describe in student-friendly language. 2. Model (I Do): Use the Instructional Outline and Model Examples sheet below to model/demonstrate identifying thoughts, feelings, and actions. 3. Guided practice (We Do): With [student], practice identifying thoughts, feelings, and actions using Instructional Outline and Guided Practice Activity sheet below. Use Thought, Feeling, and Action visuals to support learning. 4. Independent practice (You Do): Have [student] practice identifying thoughts, feelings, and actions independently using the Independent Practice Activity sheet below.   **Practice Trials in 1:1 Session:**   1. Have [student] work on the Practice Trials Activity sheet to practice identifying thoughts, feelings, and actions by sorting thoughts, feelings, and actions into columns. 2. Provide reinforcement paired with praise after each practice opportunity.   **Generalization to Classroom:**   1. Once [student] can demonstrate the skill in a 1:1 setting, embed natural opportunities during instruction for [student] to practice identifying thoughts, feelings, and actions. 2. Use visuals to support practice and generalization. 3. Provide student-specific positive reinforcement paired with praise after each practice opportunity. |
| Date and context for initial implementation: | 1:1 with [student] in [setting], [date] |
| **Ongoing Intervention  Data** | Data collector: | e.g., counselor during teaching sessions; special education teacher or paraeducator during classroom practice |
| Intervention data type: | Frequency count of instances of practice with identifying thoughts, feelings, actions |
| Mastery criteria: | Completing 3 out of 4 (75%) practice opportunities |
| Adjustment criteria: | If student is struggling to differentiate between a thought,  feeling, and action, offer additional practice opportunities  during a 1:1 session when student is in a calm, well-  regulated state. |
| **Plan Review** | Implementation review: | Future meeting to review data schedule for:  [Date]: Review implementation and adjust if needed.  [Date]: Review initial data and adjust if needed. |
| Plan fidelity  Rate 0-5: 0 = not at all  3 = somewhat  5 = completely | Team independence: [insert rating], [date]  Team fidelity: [insert rating], [date] |
| Quantity or dosage of implementation | Team works together to plan 5 weekly opportunities during instruction for [student] to practice identifying thoughts, feelings, and actions of characters discussed. Also, staff has not been consistent with providing feedback to [student] during practice opportunities. |
| Plan execution  e.g., dates, performance data, decisions and changes:  \*Complete at first review meeting | Meeting to review performance data and determine if changes need to be made:  [Date]: Review implementation and adjust if needed.  e.g., Staff will begin providing both positive and corrective feedback to [student] for every practice opportunity [student] engages in. |

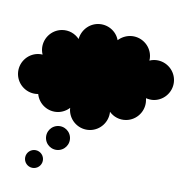
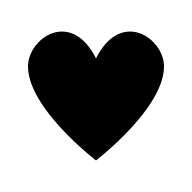
**Understanding Thoughts, Feelings, and Actions**

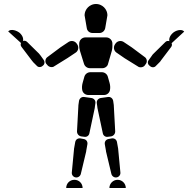
**Instructional Outline**

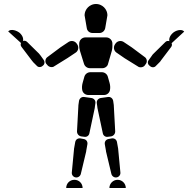
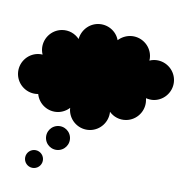
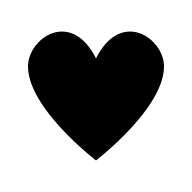
**Instructions:** Use this instructional outline as the lesson plan and script for teaching Understanding Thoughts, Feelings, and Actions. Use the visual supports and activity sheets to support student engagement and understanding.

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| Materials Needed | Understanding Thoughts, Feelings, and Actions Instructional Outline, Visuals (for teacher and student), Model Examples Sheet (attached), Guided Practice Activity Sheet (attached), Independent Practice Activity Sheet (attached), Practice Trials Activity Sheet (attached), pen/pencils, highlighter, whiteboard and marker, reinforcement system (e.g., token board, reinforcer, etc.) |
| Lesson goal | Given explicit instruction in understanding thoughts, feelings, and actions, student(s) will independently identify and differentiate thoughts, feelings, and actions. |
| Introduction | *“Today we are going to learn about thoughts, feelings, and actions and practice identifying different thoughts, feelings, and actions.”*  *“Thoughts come from our brains* **[point to head and hold up thought bubble visual]** *and are words we say to ourselves without saying them out loud. Other people don’t know our thoughts unless we tell them.”*  *“We have thousands of thoughts in a day! We might think about what we ate this morning, what we are going to do in school today, or what we want to do this weekend. We also might have thoughts about other people, like our family members, friends, and teachers. Sometimes our brains make fun, interesting thoughts that might make us feel good. Sometimes our brains make silly or funny thoughts that might make us laugh. And sometimes our brains have thoughts that might make us feel bothered or upset.*  *“Feelings can be emotions or body sensations that happen inside our bodies* **[point to chest and hold up heart visual]***. Our feelings help us understand what is going on around us and what we might need. Some emotions like happy, cheerful, safe, or calm might be comfortable. Some emotions like worried, upset, embarrassed, or disappointed might be uncomfortable. Body sensations can also be both comfortable and uncomfortable. We can have lots of different feelings every day and everyone experiences feelings in different ways!*  *“Actions are things we do or say, like doing our schoolwork, saying, ‘Hi,’ to a friend, taking a walk, or cleaning up. We do lots of actions each and every day!*  *“Our thoughts, feelings, and actions can change each other. So, it’s important to know what a thought is, what a feeling is, and what an action is.”* |
| **Teaching Trials** | |
| Model (I Do) | *“Watch and listen as I tell you about some characters and the thoughts, feelings, and actions each character has. Remember, thoughts come from our brains and are words we say to ourselves.* **[hold up thought bubble visual]** *Feelings are emotions or body sensations that happen inside our bodies.* **[hold up heart visual]** *Actions are things we do or say.”* **[hold up body visual]**  **[Reference the Model Examples handout attached as you go through these examples.]**  Character 1:  *“Jose’s sister’s birthday is coming up in two days.* **[hold up thought bubble visual]** *Jose has a thought: ‘Oh no, I need to get a birthday present for my sister, and I don’t have a lot of time!’* **[hold up heart visual]** *Jose feels worried.* **[hold up body visual]** *He asks his mom to take him to the store so he can buy a present.”*  *“Jose’s thought is, ‘I need to get a birthday present for my sister, and I don’t have a lot of time.’ Jose’s feeling is worried. Jose’s action is asking his mom to take him to the store to buy a present.”*  Character 2:  *“Sara’s teacher tells the class they will have indoor recess, Sara’s favorite.**Sara feels excited.* **[hold up heart visual]** *Sara thinks, ‘I wonder if I’ll get to play with LEGOs?’* **[hold up thought bubble visual]** *Sara asks her teacher if the Legos will be available during indoor recess.”* **[hold up body visual]**  *“Sara’s thought is, ‘I wonder if I’ll get to play with LEGOs?’ Sara’s feeling is excited. Sara’s action is asking her teacher if the LEGOs will be available during indoor recess.”*  Character 3:  *“Mark has just taken a math test. Mark thinks* **[hold up thought bubble visual]** *‘That math test was really hard. I don’t think I studied enough.’ Mark feels frustrated and disappointed.* **[hold up heart visual]** *Mark studies harder for her next math quiz.”* **[hold up body visual]**  *“Mark’s thought is, ‘That math test was really hard. I don’t think I studied enough.’ Mark’s feeling is frustrated and disappointed. Mark’s action is to study harder for her next math quiz.”* |
| Guided  Practice (We Do) | *“Now we are going to work together to figure out thoughts, feelings, and actions for different characters. Get your thought, feelings, and actions visuals ready.”* **[As you present each character below, prompt student(s) to hold up or point to the visual that represents thought, feeling, or action. Reference the Guided Practice Activity sheet (attached) as a supplemental visual handout.]**  Character 1:  “*It’s Jenny’s first day of school and she sees some new kids in her class. Jenny feels excited and a bit nervous. Her heart is beating fast. Is this a thought, feeling, or action?”*  **[Wait for student responses. If correct, provide praise. If incorrect, provide the correct answer.]** *“That is a feeling.”*  *“Jenny thinks, ‘I want to make a new friend.’ Is this a thought, feeling, or action?”*  **[Wait for student responses. If correct, provide praise. If incorrect, provide the correct answer.]** *“That is a thought.”*  *“Jenny goes over to a classmate and asks their name. Is this a thought, feeling, or action?”*  **[Wait for student responses. If correct, provide praise. If incorrect, provide the correct answer.]** *“That is an action.”*  *“Let’s try another one.”*  Character 2:  *“Max is walking to school and sees a dog approaching him. Max thinks, ‘That dog looks cute.’ Is that a thought, feeling, or action?”*  **[Wait for student responses. If correct, provide praise. If incorrect, provide the correct answer.]** *“That is a thought.”*  *“Max asks the dog’s owner if he can pet the dog. Is that a thought, feeling, or action?”*  **[Wait for student responses. If correct, provide praise. If incorrect, provide the correct answer.]** *“That is an action.”*  *“Max feels happy. Is that a thought, feeling, or action?”*  **[Wait for student responses. If correct, provide praise. If incorrect, provide the correct answer.]** *“That is a feeling.”*  Instructional Notes:   * Provide additional guided practice opportunities, as needed, using examples from student(s)’ favorite books, media, video clips, etc. to depict situations where a character experiences a thought, feeling, and action. * Gestural/body movement prompts (e.g., touching head for thoughts, hands to heart for feelings, and hands up and to the side for actions) can be used if visuals are not available. * Provide praise/positive reinforcement for correct responses and provide the correct answer for incorrect responses. |
| Independent Practice (You Do) | *“Now you are going to try figuring out thoughts, feelings, and actions for different characters.”*  **[Reference and have student(s) use the Independent Practice Example sheet (attached) to complete their independent practice. Have student(s) identify the thought, feeling, and action in a way that aligns with their preferred mode of communication.]**  *“Read over each example on your practice sheet and figure out what is the thought, what is the feeling, and what is the action for each character.”*  Instructional Notes:   * You can use generic examples provided in the Independent Practice Example sheet (attached) or you can use student(s) favorite books, media, video clips, etc., to depict a character’s thoughts, feelings, and actions. * For students not able to use a writing utensil, be sure to provide visual answer choices or choices on AAC devices, as needed. * Monitor student responses to determine if additional guided practice is warranted. |
| **Practice Trials in 1:1 Session** | |
|  | *“Now you are going to practice identifying thoughts, feelings, and actions. Remember, thoughts come from our brains and are words we say to ourselves.* **[hold up thought bubble visual]** *Feelings are emotions or body sensations that happen inside our bodies.* **[hold up heart visual]** *Actions are things we do or say.* **[hold up body visual]**  **[Reference and have student(s) complete the Practice Trials Activity sheet (attached). Have student(s) sort the thoughts, feelings, and actions into the correct columns on the Practice Trials Activity sheet.]**  Instructional Notes:   * Either have student(s) write in the items from the bank into the columns on the activity sheet or cut out the different thoughts, feelings, and actions in the bank and have student(s) place each thought, feeling, and action in the appropriate, matching column. * Provide visuals to support understanding during practice sessions. * Provide student-specific reinforcement after each practice session. |
| Reflection/  Closure | **[Ask questions to assess student understanding and potential usefulness of the strategy.]**  **[Modify the types of questions and response options based on the student’s learning profile and communication preferences.]**  Example question:  *“On a scale of 1-10, 1 being super easy and 10 being super hard, how hard is it to figure out what a thought is, what a feeling is, and what an action is?”*  *“What is the easiest to figure out? What is the hardest to figure out?”* |
| Generalization  to the Classroom | Once the student(s) can demonstrate the skill in a 1:1 setting, provide natural practice opportunities throughout the course of the day to allow student(s) to practice identifying thoughts, feelings, and actions. Practice opportunities could occur at times such as whole class or small group reading, social studies, structured group work, or intervention time. Use visuals to support understanding and provide positive reinforcement. |

**Thoughts, Feelings, and Actions Visuals**

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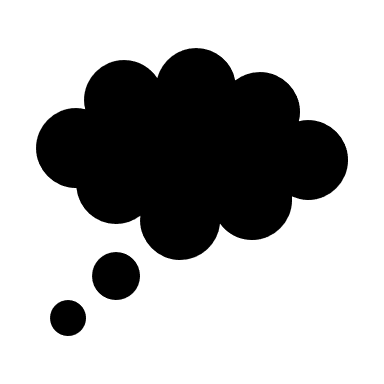
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Images Source: Microsoft 365 stock images

**Model Examples**

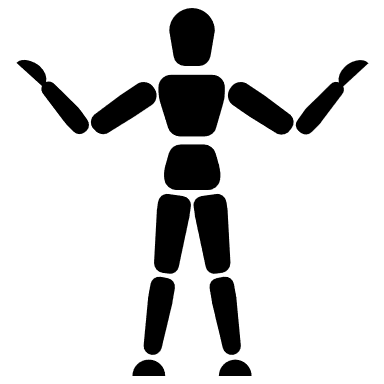
**Visual Guide**

1. Jose’s sister’s birthday is coming up in two days.Jose has a thought, “Oh no, I

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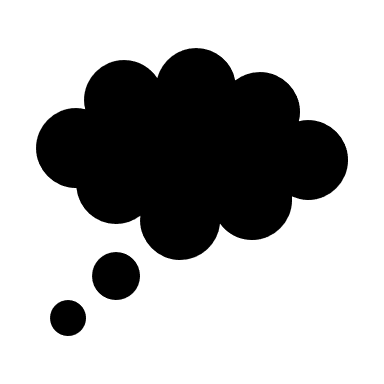
need to get a birthday present for my sister, and I don’t have a lot of time!”

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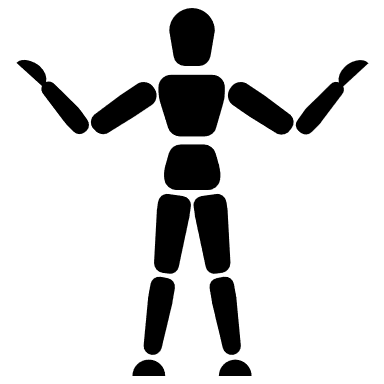
Jose feels worried. He asks his mom to take him to the store so he can buy a present.

1. Sara’s teacher tells the class they will have indoor recess, Sara’s favorite!

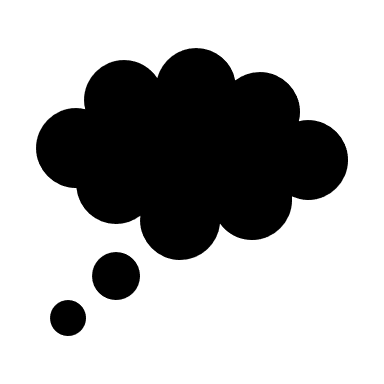
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Sara feels excited. Sara thinks, “I wonder if I’ll get to play with LEGOs?”

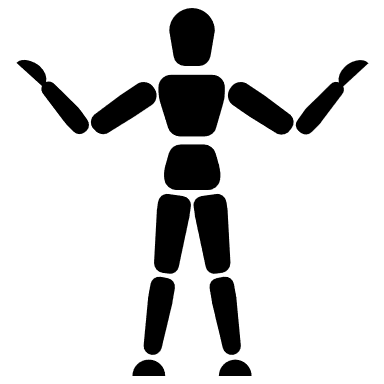
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Sara asks her teacher if the LEGOs will be available during indoor recess.

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1. Mark has just taken a math test. Mark thinks, “That math test was really hard. I

don’t think I studied enough.”

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Mark feels frustrated and disappointed. Mark studies harder for his next math quiz.

**Guided Practice Activity Sheet**

**Directions:** For each item below, write answers on the blank lines or place visuals in the blank squares.

**#1**

**Jenny feels excited and a bit nervous. Her heart is beating fast.**

Is this a thought, feeling, or action?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Jenny thinks, “I want to make a new friend.”**

Is this a thought, feeling, or action?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Jenny goes over to a classmate and asks their name.**

Is this a thought, feeling, or action?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**#2**

**Max thinks, “That dog looks cute.”**

Is that a thought, feeling, or action?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Max feels happy and his hands feel fidgety.**

Is that a thought, feeling, or action?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Max asks the dog’s owner if he can pet the dog.**

Is that a thought, feeling, or action?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Independent Practice Activity Sheet**

**Directions:** For each item below, underline the **thoughts**, circle the **feelings**, and highlight the **actions**.

1. Jack is feeling helpful. He thinks, “I want to help my mom with the dishes.” Jack takes a dish and starts drying it.
2. Mary is feeling confident. She thinks, “I think I can do this puzzle on my own.” Mary starts working on the puzzle pieces carefully.
3. Carla is eating dinner and sees broccoli on her plate. Carla pushes the broccoli to the side of her plate. She thinks, “I do not like the broccoli on my plate.” Carla feels disgusted.
4. It’s Oscar’s birthday. Oscar feels joyful and excited. He thinks, “Yay, it’s my birthday today!” Oscar jumps around, claps, and opens presents.

**Practice Trials Activity Sheet**

**Directions:** For each word or phrase in the Thoughts, Feelings, and Actions Bank, figure out if the word or phrase is a thought, feeling, or action, and then write it or place it in the matching column below.

|  |  |  |
| --- | --- | --- |
| **Thoughts, Feelings, and Actions Bank** | | |
| Worried | Ask for help. | Jump on the trampoline. |
| I forgot to turn in my homework. | Excited | Talk to a friend. |
| I wonder if my friend will like the present I made? | We get to play on the  computer today. | Happy |

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| **Thoughts**  **Thought bubble with solid fill** | **Feelings**  **Heart with solid fill** | **Actions**  **Drawing Figure with solid fill** |
|  |  |  |