**Intervention Planning Guide**

Complete the following form to describe an intervention to address student needs.

|  |  |
| --- | --- |
| **SMART Goal****\*reference SMART goal setting guide** | Example: By [date], given handout with thought-challenge prompts, [student] will independently select appropriate thought challenging question for a given thought and generate a new thought.  |
| **Baseline** | Baseline context: | During homeroom 1:1 with [e.g., school counselor] |
| Baseline data type and dates: | [Date] |
| **Intervention** | Date intervention plan created: | [Date] |
| Who implements plan: | e.g., counselor, SPED teacher, paraeducator  |
| What materials are needed: | Handout with thought challenging prompts; cognitive triangle illustration (see emotion awareness lesson plan cognitive triangle); examples of thoughts/feel/actions from favorite media or generic example; reinforcer.  |
| How the intervention is delivered, including any reinforcement procedures: | **Teaching Trails:**1. Create illustration of the cognitive triangle reviewed previously, and provide an explanation of the cognitive triangle for review (see emotion awareness lesson plan on cognitive triangle).
2. Model (I do): generate an example of unhelpful thought. It can be a generic example or an example from a book/story/movie character. Identify how the thought makes you (or the character) feel and changes behavior and illustrate on the cognitive triangle. For example, “If I think,” a tornado could come at any moment. When I wake up every morning, I feel very nervous, and I can’t make myself get out of bed. I don’t see any of my friends or get my job done. I feel nervous all day. Look at thought challenging prompts handout and ask, “Is this thought helpful?” Elaborate with additional question to explore helpfulness of thought. For example, “I am 100% sure a tornado will happen at every moment, and it’s not even raining today. A tornado has happened to me only [X] times in my lifetime, so I’ve had many more days without a tornado. A tornado is unlikely today. If the weather changes, I have a weather safety plan.” Illustrate how this thought changes the feeling (e.g., less nervous, feeling braver and calmer) and behaviors (e.g., can get out of bed, can go to work, and have fun lunch with a friend.)
3. Guided practice (we do): Provide a character illustration of thought feeling and behavior from student’s favorite media, recent classroom example or another generic example. Have [student] place the thought on the cognitive triangle illustration and identify the feeling and actions following the thought. Support as needed. Then, have [student] reference the thought challenging prompt handout to question if the thought is true or helpful. Support [student] to generate a new thought and see how it changes the feelings and behaviors. Have student practice several times and provide feedback to [student].
4. Independently practice (you do): Now have [student] generate a personal example of an uncomfortable, unhelpful thought that triggered an emotion. Illustrate the thought, feeling, and next action on cognitive triangle. Have [student] reference the thought challenging prompt handout to question if the thought is true or helpful. Have [student] generate a new thought and identify how changes the feeling and behavior/actions choices available.

 **Generalization/ homework practice:** 1. Once the student is able to demonstrate the skills in a 1:1 setting, assign homework practice with cognitive triangle and thought challenging prompt handout. Have [student] record at least 3 instances when they had an emotion triggering thought. Identify the thought, feeling, and action right after. Have [student] write. Illustrate how the new thought changes the feelings and behavior/action choices available.
2. Provide the student with reinforcement and positive feedback after they practice the thought challenging exercise.

 **Exposure practice trails in 1:1 session:** 1. Have [student] order three different activities (that are developmentally appropriate for the student) (e.g., math worksheet, coloring, playing with Legos, reading or looking at book) from the most fun/enjoyable to least fun/enjoyable, or if the student has a 5 point scale, have the student tell you what activities would correspond to a 1-3 on a scale and how the student would feel if presented with each of the activities).
2. Begin by introducing the activity corresponding to level 1 or the most fun/ enjoyable activity. Prompt [student] to identify their thoughts at the start of the activity.
3. Work your way up the ladder to level 3 (not going above level 3 on the 5 point scale), having [student] practice identifying thoughts before each activity, for unhelpful/ untrue thought, prompt student to use thought challenging skills to reevaluate the thought before starting the activity.
4. Provide [student] with reinforcement after each practice opportunity.
 |
| Date and context for initial implementation: | 1:1 time with [student], [Date]  |
| **Ongoing Intervention Data** | Data collector: | e.g., counselor during teacher sessions  |
| Intervention data type: | Frequency count of student illustrated examples and independently challenging thought.  |
| Mastery criteria: | Completing 3 out of 5 (75%) illustrated examples with visual supports (e.g., cognitive triangle, thought challenge prompt).  |
| Adjustment criteria: | If student is not engaging in thought challenging exercises for homework or during sessions, offer student alternative cognitive or behavioral coping strategies to try (e.g., PMR grounding asking for help, break, etc.) |
| **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 fidelityRate 0-5: 0 = not at all3 = somewhat5 = completely | Team independence :3 Team fidelity: 4  |
| Quantity or dosage of implementation | e.g., counselor works with [student] weekly for [X] minutes  |
| Plan executione.g., dates, performance data, decisions and changes:\*complete at first review meeting | [Date]: implementation reviewed; e.g., staff will begin prompting student to practice thought challenging by providing handouts and providing a token for every attempt to use skills.  |

**Two main questions to help challenge uncomfortable/unhelpful/untrue thoughts:**

1. Is this thought true? If yes, see below for more questions to ask to see if the thought is true:
* What are the facts (evidence, data)?
	+ What facts do I have that this thought is totally true?
	+ What facts do I have that this thought is not totally true? Is it possible that this thought is an opinion or feeling…rather than a fact?
* Am I 100% sure that \_\_\_\_\_\_\_\_\_\_\_will happen?
* How many times has \_\_\_\_\_\_\_\_\_\_happened before?
1. Is this thought helpful? If yes, see below for more questions to ask to see if the thought is helpful:
* What would someone else say about this situation? (What would my parents say? My best friend?)
* What would I tell a friend if he/she had the same thought? What advice would I give?
* Is \_\_\_\_\_\_\_\_\_\_so important that my future depends on it?
* If I believe this thought, what will that do? How will I act if this thought is true? Is that what I want?
* If I didn’t believe my thought or chose to ignore it for a while, what would change? How would I act if this thought wasn’t true or so important? Is that what I want?

***Now that I’ve looked more closely at my uncomfortable/unhelpful/untrue thought:***

What else can I say to myself instead of my first thought? Are there other perspectives? Does that change how I feel about this? Does it change how?