**Intervention Planning Guide**

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

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| **SMART Goal****\*reference SMART goal setting guide** | Example: By [Date], given a diaphragmatic breathing (DB) task analysis and tangible supports, [student] will independently complete no less than 4 diaphragmatic breaths.  |
| **Baseline** | Baseline context: | During homeroom 1:1 with [e.g., school counselor] |
| Baseline data type and dates: | [Date]: [X] diaphragmatic breaths completed daily  |
| **Intervention** | Date intervention plan created: | [Date] |
| Who implements plan: | e.g., counselor, SPED teacher, paraeducator  |
| What materials are needed: | Diaphragmatic breathing task analysis, pinwheel or balloon, teacher Diaphragmatic breathing script (attached), reinforcer, timer  |
| How the intervention is delivered, including any reinforcement procedures: | **Teaching trails:** \*Note: It is preferable for [student] to do this exercise laying down in a comfortable seated upright position.1. Introduce diaphragmatic breathing (describe and give purpose); use the lesson script for diaphragmatic beathing (or belly breathing) to [student] in student friendly language and using visual support (DB task analysis).
2. Model (I do): Use the lesson script, balloon, and windmill to model/demonstrate from the belly or stomach. First, blow up a balloon to demonstrate how the belly/stomach expands like a balloon on the in breath. Then, as you breathe in through your belly, model breathing in while keeping your hand on your belly and showing [student] how your belly/ stomach expands as you draw in the breath. Model this motion several times to demonstrate how you draw in the breath through your belly/stomach, not your chest. You can show a non-example by taking in a shallow breath from the chest/lungs and showing how your chest expands as you take in a breath. If you show the non-example, be sure to follow the non-example with a positive example of breathing from the belly/stomach.
3. Guide practice (we do): Have [student] practice belly breathing, while you also practice this. Have [student] hold their hand on their belly/stomach as they slowly breathe in through their nose or mouth for about 3 seconds. Have [student] hold their breath for 1 second. Then, have [student] slowly breathe out through their mouth for 4 seconds, keeping their hand on their belly/stomach and watching their belly/stomach and watching their belly and hand go down as they exhale. You can use your fingers to indicate each second to help [student]. Have [student] practice several times and provide feedback to [student] (e.g., “Nice job breathing from your belly/stomach! I can see your belly moving out/up each time you take a breath.”).
4. Independent practice (you do): Now have [student] practice belly breathing. To make the process more visual and concrete, you can place a post-it notes on [student] stomach to visually show the stomach moving up and down or out and in, depending on whether [student] holds a pinwheel and watches it spin each time [student] exhales and blows out of his/her mouth. During independent practice, you still want to monitor how many seconds [student] is breathing in and out, and use a visual cue to help monitor the timing of the in and out breath.
5. As [student] practices, be sure to monitor and provide feedback to [student] on (a) breathing from the belly/stomach, not the chest and (b) the timing of the breath, 3 counts in, hold for 1 count, breath out for 4 count (being sure to have the student breath out for one or more counts longer than the in breath).

 **Generalization to classroom:** 1. Once [student] is able to demonstrate the skill in a 1:1 setting with [student] input, review his/her daily schedule and determine five, 2-minute time periods during the day when [student] can practice diaphragmatic breathing. Make sure the opportunities are when [student] is typically in a calm, well regulated state. For each 2-minute practice opportunity, have [student] practice diaphragmatic breathing.
2. Provide [student] with reinforcement after they practice the tense and relax exercise. Provide positive feedback to [student] for practice the tense and relax exercise.

 **Expose 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 legs, reading or looking at book) from most fun/enjoyable to least fun/enjoyable, or if the student has a 5-point scale, student tell you what activities would corresponded to a 1-3 on scale (how the student would feel if presented with each of the active)
2. Begin by introducing the activity corresponding to a 1 or the most fun/enjoyable activity. Prompt [student] to begin taking 5 diaphragmatic breaths using the 4-1-3 second timing) immediately after introducing 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 5 diaphragmatic breaths right after you present them with the next activity.
4. Provide [student] with reinforcement after each practice opportunity.
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| 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 diaphragmatic breaths during session. |
| Mastery criteria: | Completing 3 out of 5 (75%) diaphragmatic breathing sessions with visual supports (e.g., task analysis, pinwheel, post it note on stomach).  |
| Adjustment criteria: | If a student is not engaging in diaphragmatic breathing during scheduled times, offer the student alternative behavioral coping strategy to try (e.g., PMR, asking for help, break, etc.).  |
| **Plan Review** | Implementation review: | Future meeting to review data scheduled 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: [ Insert rating], [date] Team fidelity: [insert rating], [date]  |
| Quantity or dosage of implementation | Team works with [student] on Monday of each week to identify 5 times throughout the day when [student] will practice diaphragmatic breathing. [Student] has them on his/her schedule, but team still needs to prompt [student] by pointing to diaphragmatic breathing on schedule; also, staff has not been consistent with providing reinforcement to [student] (student earns a token for practicing diaphragmatic breathing, but staff have been inconsistent with providing tokens).  |
| Plan executione.g., dates, performance data, decisions and changes:\*Complete at first review meeting | [Date]: implementation reviewed. e.g., staff will begin prompting [student] by pointing to diaphragmatic breathing on schedule and staff will provide a token for every diaphragmatic breathing practice opportunity [student] engages in.  |