**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 a progressive muscle relaxation task analysis and tangible supports, [student] will independently complete 3 preferred steps/movements of a progressive muscle relaxation sequence for 3 out of 4 daily opportunities.  |
| **Baseline** | Baseline context: | During homeroom 1:1 with [e.g., school counselor] |
| Baseline data type and dates: | [Date]: [X] PMR steps completed daily  |
| **Intervention** | Date intervention plan created: | [Date] |
| Who implements plan: | e.g., counselor, special education teacher, predication  |
| What materials are needed: | PMR task analysis, uncooked and cooked spaghetti or string playdough, stress ball, teacher PMR script (attached), reinforcer, timer  |
| How the intervention is delivered, including any reinforcement procedures: | **Teaching Trails:** 1. Introduce Progressive Muscle Relaxation (describe and give purpose): Use the lesson script to describe and give purpose) :Use the lesson script to describe Progress Muscle Relaxation to [student] in student- friendly language and using visual support (PMR task analysis).
2. Model (I do): Use the lesson script and stress balls to model/ demonstrate “hands and arms, squeeze a lemon” PMR step. Demonstrate this step a couple of times, being sure to model breathing while squeezing your hands and arms.
3. Guide practice (we do): Have [student] practice the “hands and, arms, squeeze a lemon” PMR step using a stress ball or playdough, while you also practice this step. Have [student] hold for 10 seconds, while breathing. Use a visual timer if you think that will be helpful for [student]. Have [student] practice several times and provide feedback to student (e.g., nice job squeezing your hands and arms; I could tell you were taking slow deep breaths while you squeeze your hands and arms). Ask [student] how their hands and arms feel after relaxing. You may provide [student] with some words or visual to choose from, depending on their level of understanding.
4. Independent practice (you do): now have [student] practice the “hands and arm, squeeze a lemon” PMR step independently using a stress ball or playdough.
5. If time allows, go through this teacher process with two to three more PMR steps, if time doesn’t allow, continue to go through this teaching process over the next few days until the student is able to do all body parts with the task analysis in the 1:1 setting with the counselor.

**Generalization to classroom:** 1. Once the student is able to demonstrate the skill with the counselor in a 1:1 setting with [student] input, review his/her daily schedule and determine five, t3-5 minute time periods during the day when the student can practice tensing and relaxing. Make sure the opportunities are when the student is typically in a calm, well regulated state. For each three to five minutes practice opportunity, have the student choose 3 tense and relax exercises from their tense and relax choice board.
2. Have the student follow the PMR task analysis for practicing the three tense and relax exercises they choose.
3. Provide the student with reinforcement after they practice the tense and relax exercise. Provide positive feedback to the student for practicing the tense and relax exercises.
4. Exposure practice trials in 1:1 session: Whether you prompt [student] to practice PMR steps right before or right after presenting the triggering activity will depend on [student’s] initial level of anxiety. If [student] begins to feel anxious right before presenting the activity, prompt [student] to begin to practice PMR. If [student] begins to feel anxious right after the presentation of the activity, prompt [student] to practice PMR right after presenting the activity.
5. Having [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 most fun/enjoyable to least fun/enjoyable or if the student has 5-point scale, have the student tell you what activities would correspond to a 1-3 on the scale (how the student would feel if presented with each of the activities).
6. Begin by introducing the activity corresponding to a 1 or the most fun/enjoyable activity. Prompt the student to begin practicing 2-3 PMR steps immediately after introducing the activity.
7. Work your way up the ladder to level 3 (not going above level 3 on the 5-point scale), having [student] practice 2-3 PMR steps right after you present them with the next activity.
8. Provide [student] with reinforcement after watch practice opportunity. Depending on how the student is responding to the practice sessions, either practice PMR for level 1-3 one time or practice PMR for levels 1-3 two times through, providing reinforcement and praise after each practice opportunity.
 |
| Date and context for initial implementation: | [Date], e.g., 1:1 with counselor during homeroom  |
| **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 PMR steps completed during daily PMR sessions  |
| Mastery criteria: | Completing 3 out of 4 (75%) PMR sequences (3 PMR steps) with visual supports (e.g., task analysis, stress ball).  |
| Adjustment criteria: | If student is not engaging in PMR steps during scheduled times, offer student alternative behavioral coping strategies to try (e.g., break, breathing, asking for help, 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: [insert rating], [date] Team fidelity: [insert rating]. [date] |
| Quantity or dosage of implementation | Team works with [student] on Monday of each week to identify 4 daily PMR opportunities. Student has them on his schedule, but team still needs to prompt student by pointing to PMR on schedule. Also, staff has not been consistent with providing reinforcement to student (student earns a token for practice PMR, 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 PMR on schedule and staff will provide a token for every PMR practice opportunity [student] engages in.  |

**Progressive Muscle Relaxation Script**

1. **Introduce PMR (describe and give purpose):** We are going to learn a special kind of exercise to help us feel calm and relaxed. It is called Progressive Muscle Relaxation, but we can call it Tense and Relax. This exercise is where we tighten our muscles and then release the tightness or relax our muscles. When we have uncomfortable feelings like sadness, anger, or worry, we can often feel changes inside our bodies. When I feel upset or worried, my heart beats fast, my chest and muscles feel tight, and sometimes my stomach hurts. How does your body feel when you are upset, worried, or mad? Often when we are upset, mad, or worried, our body and muscles tighten or tense up like uncooked spaghetti or this string (hold both ends of the string stretched tightly). Having tense muscles inside our bodies can make it hard for us to feel calm. But when we relax our muscles, like this cooked spaghetti or this string (show the string crumpled up in your hand on a table) it can actually help us feel better when we are upset, worried, or mad.
2. **Model (I do):** I’m going to show you what it looks like to tense your hand and arm, muscles, and then you are going to get a chance to practice. I am going to use these stress balls, one in each hand, and show you what happens when I tense or tighten my hands and arms. I am also going to breathe in through my nose and out through my mouth when I am tensing my hands and arms. First, I am going to make a fist with my hands around the stress balls. Then, I am going to squeeze my fists and tighten my arm muscles at the same time like I’m trying to squeeze all the juice out of two lemons. I’m going to hold this for 10 seconds or breaths in and out and then let go. What do you notice about the stress balls?
3. **Group Practice (We do):** Now, you are going to practice tensing or tightening your hands and arms and then relaxing them. Choose either a ball of playdough or a stress ball and hold one in each hand. Now, make a fist with your hands and squeeze your fists as tight as you can like this (model squeezing your fist while the student does it also), tightening your arm muscles as well. Pretend the stress balls or playdough are lemons and try to squeeze out all the juice from the lemons. Hold for 10 seconds or breaths in and out and notice the tight feeling in your arms and hands. Now let go and shake out your arms and hands. What happened to the stress ball or playdough when you squeezed your hands and arms? How did your arms and hands feel when you were squeezing the stress balls or playdough? How do your hands and arms feel now? Let’s try that again. And remember to breathe as you are squeezing your hands and arms. Repeat this again.
4. **Independent Practice (You do):** Now, we are going to try the tense and relax exercise with some other muscles. Let’s do our arms and shoulders. Pretend you are a furry, lazy cat, and you just woke up from a nap. Stretch your arms out in front of you. Now raise them way up high over your head. Feel the pull in your shoulders. Stretch higher and try to touch the ceiling. Hold for 10 seconds or breaths. Great! Now, let them drop very quickly and feel how good it is to be relaxed.

***Considerations***

* If time allows, go through the entire PMR scripted lesson. If time doesn’t allow, practice with two body parts and then gradually add another body part until the student is able to do all body parts with the task analysis in the 1:1 setting with the counselor.
* Once the student is able to demonstrate the skill with the counselor in a 1:1 setting, determine three, 5-minute time periods during the day when the student can practice tense and relax when the student is in a calm, well-regulated state. For each 5-minute practice opportunity, have the student choose three tense and release exercises from their tense and relax choice board.
* Have the student follow the task analysis for practicing the three tense and relax exercises they choose.
* Provide the student with reinforcement after they practice the tense and relax exercises. Provide positive feedback to the student for practicing the tense and relax exercises.