**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], [Student] will develop an individualized Power Card with personalized, preferred coping skills. By [date], [student] will independently reference the Power Card and demonstrate at least 1 preferred coping skill 3 out of 4 opportunities.  |
| **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 teachers.  |
| What materials are needed: | Power Card template and examples (see <https://www.ocali.org/project/resource_gallery_of_interventions/page/Power-Cards>), writing tools |
| How the intervention is delivered, including any reinforcement procedures: |  **Power Card:**1. Introduce Power Card and give purpose. Power Cards are personalized visual supports consistent with a student’s special interest. The card offers a description of the special interest with associated coping strategies. See example.
2. Collaborate with [student] to identify their special interest. Identify a specific stressful situation for [student] to apply to special interest narrative, such as anxiety/stress, coping with change, coping with uncertainty, etc. Gather key facts about special interest from [student] that may support and illustrate narrative.
3. Write full narrative following collaborative development meeting with the student. Make multiple copies for self, teachers, [student].

**Teaching Trials**1. Present completed, personalized Power Card to [student] and remind student of its purpose: to cue coping skills and important things to focus on during situations/activities that are particularly challenging for the student.
2. Model (I do): Present a scenario that is particularly challenging for [student], discussed previously. Demonstrate holding the Power Card and reading the 3-4 coping strategies/focus points. Choose 1-2 helpful strategies and apply before starting the task. Can demonstrate referencing the Power Card again midway through the brief task, if applicable.
3. Guided Practice (We do): Have [student] practice using Power Card. Present the same challenging task and prompt use of the Power Card. [Student] can choose 1-2 coping strategies to exhibit (can be same or different from those demonstrated in previous step). Encourage engagement in the particularly challenging task.
4. Independent practice (You do): Now have [student] practice referencing the Power Card and demonstrating 1-2 coping strategies listed before a different challenging task/situation.
5. If time allows, go through this teaching process two or three more times. If time doesn’t allow, continue to repeat this teaching process over the next few sessions until [student] is able to demonstrate independently in a 1:1 setting.

**Generalization to classroom:**1. Once [student] is able to demonstrate the skill with the counselor in a 1:1 setting, with [student’s] input, review their daily schedule and determine five, 1-2-minute time periods during the day when [student] can practice referencing their Power Card. Make sure opportunities are when [student] is typically in a calm, well-regulated state.
2. Have [student] select 1-2 coping strategies from Power Card during each independent practice. If applicable, it is okay for [student] to choose all coping strategies and/or read all coping thoughts aloud or silently.
3. Provide [student] with reinforcement after they practice using Power Card. Provide positive feedback to [student] for practicing.

**Exposure Practice Trials in 1:1 Sessions:**\*Whether you prompt [student] to practice referencing the Power Card right before or right after presenting the triggering activity will depend on [student’s] initial level of stress. If [student] begins to feel stressed right before presenting the activity, prompt [student] to reference and use Power Card. If [student] begins to feel anxious right after the presentation of the activity, prompt [student] to reference and use Power Card during or after the activity. 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 a book) from most fun/enjoyable to least fun/enjoyable. Or, if the student has a 5-point emotion 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).
2. Begin by introducing the activity corresponding to a 1 or the most fun/enjoyable activity. Prompt student to use Power Card immediately after introducing the activity.
3. Work up the ladder of activities to a level 3 (not going above level 3 on the 5-point emotion scale), having [student] use Power Card right after you present them with the next activity.
4. Provide [student] with reinforcement after each practice opportunity. Depending on how the student is responding to the practice sessions, either use Power Card for levels 1-3 stress one time or practice for levels 1-3 stress two times through, providing reinforcement and praise after each practice opportunity.
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| Date and context for initial implementation: | 1:1 time with [student], [DATE] |
| **Ongoing Intervention Data** | Data collector: | e.g., counselor during teaching sessions; SPED teacher during classroom practice. |
| Intervention data type: | Frequency count of student independently referencing Power Card and demonstrating 1-2 coping skills (coping skills can be visible actions or reading encouraging thoughts aloud/silently). |
| Mastery criteria: | Completing 3 out of 4 (75%) opportunities with Power Card. |
| Adjustment criteria: | If student is not engaging with Power Card during scheduled times, offer student alternative behavioral coping strategy to try (e.g., break, breathing, asking for help, etc.); however, keep Power Card visible. |
| **Plan Review** | Implementation review: | Future meetings 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 | 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 use Power Card by providing illustrated card and providing a token for every attempt to use skill. |