**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** | By [date], [student] will identify what an emotion “feels like” (sensation) and “looks like” (observable behavior) on a graded 1-5 emotion scale.  |
| **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: | Necessary Materials include 5-point scale template and scissors (or separate cards for 5-point scale levels). |
| How the intervention is delivered, including any reinforcement procedures: | 1. Generate “feels like” sensation (e.g., hurts, heart beats fast, hot face) and observed “looks like” behavior (e.g., growling, tight muscles, not talking) for each of 5 levels of specific emotion on the 5-point scale template.
2. While brainstorming [student] specific sensation and behavior for a given emotion: If [student] (1) does not respond, (2) responds with too few descriptors, and/or (3) provides incorrect descriptors to open ended prompts for sensations or behavior descriptor, provide [student] with forced choice options with examples and nonexamples and overt modeling. For example, “Which one fits? The face is smiling (model) or face is tight (model)?” Or another example, “Which one fits? Feels like chest is uncomfortable or feels like volcano explosion?”
3. Once [student] completes the 5-point emotion scale, offer a break activity. May consider completing remaining intervention steps in a follow up session.
4. Cut 5-point scale into 5 separate slips of paper, with number separate from sensation and behavior descriptors together. Alternatively, can create separate cards with sensation/behaviors descriptors and number for ordering task.
5. Match sensation/behavior descriptors to number slips of paper to recreate graded emotion scale in correct order. While matching student generated sensation/behavior descriptors to a number/ emotion words: If [student] does not respond or responds incorrectly when ordering descriptors with each level/word, provide them with the correct response and ask again.
6. Once [student] correctly order descriptors with number/words on graded emotion scale (with or without prompting), offer break activity.
7. In follow up session, move on to expansion of 5-point scale: adding a column for “coping strategies” (“I can try to” ideas) to use at each level of emotion. Lower-level emotion should focus on independent coping skills. Higher levels of emotion can include adult assisted coping and support. See example below on how to explicitly teach new coping strategies; see additional intervention planning guide.
8. In the follow up session, move on to practice using coping strategies during specific contrived teaching opportunities such as role plays or contrived practice scenarios created in partnership with the classroom teacher.
9. Long term fading steps: [student] is prompted to indicate their level of emotion across scale. Provide frequent feedback for students to help recognize levels, such as: (1) pointing to 1 (if representing “clam”) and commenting “your body is calm and still, and you’re doing your work. Looks like you’re at a 1; or (2) “Your fists are balled and your head is down. Looks like you’re at a 3.“ Also, prompt using coping strategies during these real experiences of emotion. Over time, success included [student] using coping strategies independently without prompting and can label the emotion/intensity level they felt.
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| Date and context for initial implementation: | 1:1 time with [student] or small group context, [date] |
| **Ongoing Intervention Data** | Data collector: | e.g., counselor during teaching sessions  |
| Intervention data type: | Frequency count of student successfully ordering 5-point scale; frequency count of student identifying emotion on 5-point scale and using coordinated coping strategy.  |
| Mastery criteria: | Completing 3 out of 5 (75%) trails of identifying emotion and attempting coping strategy. |
| Adjustment criteria: | If student is not engaging in emotion identification on scale or using coordinated coping strategy:* Repeat contrived/role-play scenarios or character examples to illustrate how to use 5-point scale.
* Review coping strategies and practice to ensure student understanding of how to implement.
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| **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.
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| 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 students to create and practice 5-point scale weekly for [X] minutes. e.g., once mastered in 1:1 setting, staff prompts student to practice using scale [X] times per day.  |
| Plan executione.g., dates, performance data, decisions and changes:\*Complete at first review meeting | [Date]: implementation reviewed.e.g., staff will begin prompting students to identify feelings on a 5-point scale and offer tokens for every attempt. e.g., staff with complete coping skills alongside student to scaffold independence after student independence indicates feeling on 5-point scale.  |