

Intervention Planning Guide

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

SMART Goal *reference SMART goal setting guide	By December 1, 2022, the student will independently transition between 5 of 6 scheduled activities through the school day, for 4 out of 5 school days.	
Baseline	Baseline context:	Count number of transitions between activities student successfully completes, within 1 minute, without prompts.
	Baseline data type and dates:	From 10/17/22-10/21/22, count the number of transitions between activities student successfully completes, within 1 minute, without prompts from school staff, each day. Divide by the total number of transitions for the corresponding day. 10/17/22: 1 independent transition, 10 total transitions present, 1/10=10% 10/18/22: 0 independent transitions, 12 total transitions present, 0/12 = 0% 10/19/22: 2 independent transitions, 8 total transitions present, 2/8 = 25% 10/20/22: 3 independent transition, 12 total transitions present, 3/12 = 25% 10/21/22: 2 independent transitions, 10 total transitions present, 2/10 = 20%
Intervention	Date intervention plan created:	10/24/2022
	Who implements plan:	Ms. Julia (teacher), Mr. Jason (para), and Ms. Lin (para)
	What materials are needed:	Laminated schedule Dry-erase marker Binder or folder to hold schedule *** See sample schedule.
	How the intervention is delivered, including any reinforcement procedures:	The classroom team will use a gesture prompt, described below, to guide Student X through the steps of checking an individual schedule. The team will begin pausing before they provide prompt until Student X is using the schedule independently and without any prompts.
	Date and context for initial implementation:	A transition will include these steps: * A chime or alarm will signal the transition. * Student will look at individual schedule. * Student will place a checkmark next to the completed class or activity. * Student will identify and prepare for the next activity. After modeling this sequence, the classroom team will encourage Student X to perform them independently using a gesture prompt: * A chime or alarm will signal the transition. * Adult will silently point to the binder that has the schedule. * After the student opens the binder and looks at the schedule, the adult will silently point to the box that should be checked. * Once the student places a checkmark in the appropriate box, they will transition to the next activity. Initially the gesture prompt should be provided immediately. Then as Student X begins to perform each step without additional assistance, the classroom team can wait 3 or 4 seconds before offering the

		prompt. This pause gives Student X time to complete the step independently.
On-Going Intervention Data	Data collector:	Mr. Jason; backup—Ms. Lin
	Intervention data type:	<p>Measure frequency of independent, prompted, and assisted use of the individual schedule. The team can use a copy of Student X's individual schedule to collect data. For each transition, team can record performance as follows—</p> <ul style="list-style-type: none"> • Tally number of transitions student completes independently (without prompts) • Record total number of transitions during the school day • Student performs the steps independently without prompt: U • Student performs the steps independently with prompt: P • Student needed additional assistance (e.g. modeling): P+ • Adult does not offer prompt during transition: NA
	Mastery criteria:	<p>The classroom team will provide immediate gesture prompts during 7 of 8 transitions each day until Student X uses the individual schedule independently with prompts in 7 out of 8 transitions across three days.</p> <p>The team will pause 3 seconds before offering a gesture prompt during 7 of 8 transitions until Student X uses the schedule independently without prompts in 7 out of 8 transitions across three days.</p>
	Adjustment criteria:	<p>If the classroom team is unable to provide immediate (and then delayed) gesture prompts in 7 out of 8 transitions, they will begin using additional supports (e.g., alarm set to alert adult to pending transition).</p> <p>If additional supports fail, the team may consider switching to a prompt that does not require physical proximity (e.g., verbal reminder).</p> <p>If Student X continues to require additional assistance with the individual schedule after a gesture prompt, then the team will switch the type prompt to one that is more supporting (e.g., verbal reminder or model).</p> <p>If Student X continues to need a gesture prompt after the pause, the team will extend the pause to 5-6 seconds and/or switch the type of prompt to one that is less supporting (e.g., eye gaze).</p> <p>If the team is certain that Student X can use the schedule, but is not responding to any type of prompt, they might increase Student X's motivation by offering a reward for an individual transition.</p>
Plan Review	Implementation review:	<p>10/21/22—Review implementation and adjust if necessary</p> <p>10/28/22—Review data and adjust if necessary</p>
	Plan fidelity (Rate 0-5: 0 = not at all; 3 = somewhat; 5 = completely)	<p>Student X independence: 3</p> <p>Team fidelity: 2</p>
	Quantity/dosage of implementation	<p>Student X uses schedule independently when prompted, but team members often forget to offer gesture prompt after chime sounds.</p>
	Plan execution (e.g. dates, performance data, decisions and changes): <i>* complete at first review meeting</i>	<p>10/21/22—Implementation reviewed. Staff will use alarms to remind them to use prompt during pending transition.</p> <p>10/28/22—Review data and adjust if necessary.</p>