# Intervention Planning Guide

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

## SMART Goal

*reference SMART goal setting guide*

<table>
<thead>
<tr>
<th>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.</th>
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</thead>
</table>

## 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. |

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Form designed to be completed electronically
### On-Going Intervention Data

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<thead>
<tr>
<th>Data collector:</th>
<th>Mr. Jason; backup—Ms. Lin</th>
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</table>
| Intervention data type: | 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—  
  - 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: | 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.  

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. |
| Adjustment criteria: | 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).  

If additional supports fail, the team may consider switching to a prompt that does not require physical proximity (e.g., verbal reminder).  

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).  

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).  

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. |

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### Plan Review

| Implementation review: | 10/21/22—Review implementation and adjust if necessary  

10/28/22—Review data and adjust if necessary |
| Plan fidelity | Student X independence: 3  

Team fidelity: 2 |
| Quantity/dosage of implementation | Student X uses schedule independently when prompted, but team members often forget to offer gesture prompt after chime sounds. |
| Plan execution (e.g. dates, performance data, decisions and changes):  

* complete at first review meeting | 10/21/22—Implementation reviewed. Staff will use alarms to remind them to use prompt during pending transition.  

10/28/22—Review data and adjust if necessary. |

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