

Intervention Planning Guide

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

SMART Goal *reference SMART goal setting guide	The classroom team will offer frequent breaks (at least every 15 minutes) to the student during instructional tasks and large group activities for 5 consecutive school days.	
Baseline	Baseline context:	Instructional tasks or large group activities
	Baseline data type and dates:	Measure frequency: Count breaks offered during instructional tasks or large group activities over 3 day period (e.g., an average of 2 breaks offered per day Sept. 10 – Sept. 12).
Intervention	Date intervention plan created:	Sept. 15, 2022
	Who implements plan:	Ms. Kathleen (teacher), Ms. Becca (para), Mr. Owen (para), and Ms. Emily (SLP)
	What materials are needed:	Break cards: one card on student's desk (taped or Velcro-ed), cards on staff lanyards, & extra cards available in classroom
	How the intervention is delivered, including any reinforcement procedures:	<ul style="list-style-type: none"> At least once every 15 minutes during instructional tasks or large group activities, the adult supporting the student should ask, "Would you like to take a break?" If student agrees, remove all work materials for at least 3 minutes. If a break is accepted during a large group activity, allow student to leave the group for at least 3 minutes. During breaks, student should have access to other areas of the classroom, preferred items, and adult attention when requested. No instructions should be given during a break. Adult should tell student 1 minute before the end of the break: "1 more minute." If the student requests additional time, allow 1 extra minute, for a total of 2 minutes. When the break is over, adult should say, "Break time is over. Let's go back to (task/large group). We can take another break soon." If the student requests a break at any time during the day, allow student to take a break for at least 3 minutes.
	Date and context for initial implementation:	Classroom team will start offering breaks during morning work time on Sept. 18. Team will offer more breaks daily until breaks are offered throughout day by Sept. 30, 2022.
On-Going Intervention Data	Data collector:	Ms. Becca/ Mr. Owen (backup)
	Intervention data type:	Partial interval recording: Using existing partial interval data collection, mark a B if a break is offered during an interval. Circle the B if the student takes a break in the same interval.
	Mastery criteria:	Team offers breaks during 50% of instructional intervals throughout the day and student takes 50% or more of offered breaks across more than 3 days.
	Adjustment criteria:	If classroom team is not able to offer breaks during at least 50% of intervals across more than 3 days, team will begin using additional supports (e.g., timers or visual reminders). If breaks are offered regularly but student is:

		<ul style="list-style-type: none"> not taking breaks at least 50% of intervals offered, then team will decrease frequency of breaks. continuing to engage in high rates of aggression, then team will increase frequency of breaks.
Plan Review	Implementation review:	Future meetings to review data scheduled for: <ul style="list-style-type: none"> Sept. 30: Review implementation and adjust if needed Oct. 15: Review initial data and adjust if needed
	Plan fidelity (Rate 0-5: 0 = not at all; 3 = somewhat; 5 = completely)	Team independence: 3 Team fidelity: 4
	Quantity or dosage of implementation	Team is offering breaks during 50% of intervals, but team members often need reminders from others to offer a break.
	Plan execution (e.g. dates, performance data, decisions and changes): <i>* complete at first review meeting</i>	Sept. 30: Implementation reviewed. Staff will wear a resetting timer, such as a MotivAider, and continue to increase the number of breaks offered. Oct. 15: Review student data and adjust further if needed.