**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], given a 5 senses task analysis and tangible supports, [student] will independently identify and demonstrate 5 steps to the sensory ground exercise. | |
| **Baseline** | Baseline context: | e.g., During homeroom 1:1 with [school counselor] |
| Baseline data type and dates: | [Date] |
| **Intervention** | Date intervention plan created: | [Date] |
| Who implements plan: | e.g., counselors, special education teachers, paraeducators |
| What materials are needed: | Visual representation of the 5 senses, include image of eyes, hand, ear, nose, mouth.  For some students, visual representations an include image of eye with 5 boxes, image of hands with 4 boxes image of ear with 3 boxes, image of nose with 2 boxes, image of mouth with 1 box. This is the 5-4-3-2-1 vision of the task. |
| How the intervention is delivered, including any reinforcement procedures: | **Teaching Trails:**   1. Introduce 5 Senses Grounding Exercise (describe and give purpose) Example orienting instruction: ‘’We are going to move your mind from Busy and Distracted to Calm and Focused. We will do that by asking your mind to explore with each of your 5 senses resent visual representation] of 5 senses]. At the end, your mind will focus on your room.” 2. Model (I do) with example directions: “Let’s try it. I’ll show you how I use my senses. I’ll use my eyes to see 1 thing in the room. I’ll use my ears to hear 1 thing in the room (listen for 10 seconds, name clear sounds). I’ll use my nose to smell 1 thing in the room. I’ll use my mouth to taste one thing in my mouth.” Point to each of the 5 senses on visual representation. 3. Guide practice (We Do): Have students practice together using visual representation guide. Can continue to identify consistent number of sensory experience (e.g., 2 items for each sense), or step down from 5-4-3-2-1. Example script: “Now, let’s try together. We’ll use our eyes to find 5 things in the room [continue with 4 things to touch, 3 things to hear, 2 things to smell 1 thing to taste].” 4. Independently practice (you do): Now have [students] practice the 5 sense activity. Might step independently into another room or another space with different sensory experience. 5. Reflect: “Is your mind busy and distracted or calm and focused?”   **Generalization to classroom**   1. Once the student is able to demonstrate the skills with the counselor on a 1:1 setting with [student] input, review his/her daily schedule and determine five 3 - or 5 minute time periods during the day when the student can practice the 5 senses grounding exercise. Make sure opportunities are when the student is typically in a calm, well-regulated state. 2. Have [student] follow the visual representation of 5 senses for practicing independently. 3. Provide the student with reinforcement after they practice the sensory exercise. Provide positive feedback to the student for practicing. 4. Exposure practice trails in 1:1 session; whether you prompt [student] to practice sensory exercise right before or right after presenting the trigger activity will depend on [student] initial level of stress. If [student] begins to feel stressed right before presenting the activities, prompt [student] to begin practicing sensory exercise. If [student] begins to feel anxious right after the presentation of the activity, prompt [student] to practice sensory exercise after presenting the activity. 5. 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 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 actives) 6. Begin by introducing the activity corresponding to a 1 or the most fun/enjoyable activity. Prompt student to begin practicing sensory exercise immediately after introducing the activity. 7. Work up ladder of activities to a 3 level 3 (not going above level 3 on the 5 point scale), having [student] practice sensory exercise steps right after you present them with the next activity. 8. Provide [student] with reinforcement after each practice opportunity. Depending on how the student is responding to the practice sessions, either practice sensory exercise for levels 1-3 stress one time or practice for level 1-3 stress two times through, providing reinforcement and praise after each practice opportunity. |
| Date and context for initial implementation: | 1:1 each time with [student]. [date] |
| **Ongoing Intervention  Data** | Data collector: | e.g., counselor during teaching session, special education teacher during classroom practice. |
| Intervention data type: | Frequency count of student independently completing 5 senses steps. |
| Mastery criteria: | Completing 3 out 4 (75%) sensory exercise with visual representation as needed. |
| Adjustment criteria: | If student is not engaging in sensory exercise during scheduled times: offer student alternative behavioral coping strategies to try (e.g., break, breathing, asking for help, etc.) |
| **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. |
| Plan fidelity  Rate 0-5: 0 = not at all  3 = somewhat  5 = 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 execution  e.g., dates, performance data, decisions and changes:  \*complete at first review meeting | [date]: Implement reviewed, e.g., staff will begin prompting student to practice sensory exercise by providing visual representation handout and providing a token for every attempt to use skills. |