

Swaddle Intervention

Phase 1 — Pre-Planning Checklist

Teacher's Name(s): _____

Student's Name: _____

Focus of Intervention: *List or describe the problematic behavior:* _____

- ▲ I believe that this student wants to do better AND that I can help them do better.
- ▲ A possible Invisible Subtitle that might go with this student's unproductive behavior might be: _____
- ▲ I understand that I must change in either thought, action, or both, if I want to effectively support this student in making behavioral changes.
- ▲ I have chosen a single, concrete, observable, trackable replacement behavior to focus this intervention on. That replacement behavior is: _____
- _____
- ▲ I have a rough plan for how I want to support the student around this behavior. My rough plan has each of the following:
 - An initial stepping-stone goal that is simple and realistically achievable. That goal is: _____
 - A simple tracking system for monitoring the student's daily progress.
 - Two or more incentives/rewards I think might motivate the student. These include: _____
 - _____
 - A plan for the use of consequences to support the student's understanding of where the boundaries of acceptable behavior are.
 - One or more things I plan to do differently, or one or more ways in which I plan to interact with the student differently, during this intervention. This/ these will include: _____
 - _____
 - A plan for how to do simple and fast daily debriefs or end of day / period check-ins.

Swaddle Intervention

Phase 2 — The Plan

Teacher's Name(s): _____

Student's Name: _____

Focus of Intervention: *List or describe the problematic behavior:* _____

Replacement Behavior: *List or describe the ideal behavior:* _____

Initial Stepping-Stone Goal: *Describe the first, small behavioral change you will support the student in making, in pursuit of ultimately achieving the Replacement Behavior:* _____

Modifications: *What changes will be made in the classroom to support the student in achieving the stepping-stone goal?* _____

Swaddle Intervention: Phase 2 — The Plan: Page 2

Consequences/Redirects: *What consequences will be used, or how will consequences be applied differently, to support the student in achieving the stepping-stone goal?* _____

Teacher Modifications: *What will the teacher do differently to support the student in achieving the stepping-stone goal?* _____

Incentives/Rewards: *What will the student receive each time they accomplish the stepping-stone goal in the coming week?* _____

Tracking: *How will the student's successes and challenges in following the intervention be explicitly tracked?* _____

Daily Check-in: *When and how will brief, simple, daily check-ins occur, so that rewards can be given, progress (or difficulties) acknowledged, and optimism for tomorrow established?* _____

Swaddle Intervention: Phase 2 — The Plan: Page 3

Other Details: *What else needs to be explicitly stated in order to make this intervention successful?* _____

- ▲ **Practice/Role Play:** Check this box if the teacher and student physically practiced together what each will do differently during this intervention. The practice is intended to mimic what success would look like, how consequences will be applied, and how consequences should be responded to by the student, when success is temporarily out of reach.

Dates for first week of intervention: _____

Reflection Date: *When will we meet again—at the end of the first week—to review, reflect and revise the plan for the following week?* _____

Backup Reflection Date: *If the student or the teacher is unexpectedly not available to meet on the stated reflection date above, what will the backup date be?* _____

Signature of Teacher _____

Signature of Student _____

Swaddle Intervention

Phase 3 — Implementation

Implement the plan for one week, doing brief, daily check-ins. Meet together at the end of the week (or after the first 5 to 7 days of implementation) to discuss successes and challenges, and to make any necessary alterations to the intervention plan.

If things were rough:

- ▲ Acknowledge, without blaming, that the process was difficult.
- ▲ Celebrate any successes, no matter how small.
- ▲ Modify the plan to increase its potential for success.
- ▲ Be clear about what success will look like, how it will be tracked, what each of you will do differently, and when and how rewards will be given.
- ▲ Set an optimistic tone for moving forward, and offer a clean slate.

If things went well:

- ▲ Celebrate the successes, small and large.
- ▲ Decide whether the goal for the coming week will stay the same—to generate more success—or whether the goal will be modified to make it slightly more difficult to achieve, thus moving to the next stepping-stone goal.
- ▲ Be clear about what success will now look like, how it will be tracked, and when and how rewards will be given.
- ▲ Thank the student for their hard work and set a positive tone for the coming week.

If you want a guide for these reflection conversations, you can use the **Swaddle Phase 4 Reflection & Revision** guide, on the following pages. You might use this reflection guide in a variety of ways. Some suggestions are below, but you can decide for yourself what will work best for you and your student.

- ▲ With older kids, you might consider printing a blank copy for you and another for the student. Have each of you fill it out separately, and then compare notes.
- ▲ With younger kids, you might consider using a blank copy and filling it in with them, having them give their thoughts and answers before sharing your own.
- ▲ With a student of any age, you might fill in a copy ahead of time, as preparation for having a reflective conversation with them. It is not necessary to show the student what you have written, if you do not feel it will help them to reflect

Swaddle Intervention

Phase 4 — Reflection & Revision

Reflection for week # (*Circle one*): 1 2 3 4 5 6

Teacher's Name(s): _____

Student's Name: _____

What went well this week? _____

What needs to go better or differently next week? _____

What changes, if any, need to be made to the goal? What is our new goal for next week?

What does the teacher need to do differently, if anything? _____

Swaddle Intervention: Phase 4 — Reflection & Revision: Page 2

What changes, if any, need to be made to the tracking system? _____

What changes, if any, need to be made to the redirects and consequences being used?

What changes, if any, need to be made to how rewards are earned or received? _____

What rewards will be given for achieving the next goal? _____

How can this reflection be ended in a positive and optimistic way? _____
