

# Behavioral Threat Assessment and Management Institute

## Creating Intervention Plans

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### **Wants:**

Explore the student's wants & needs. Look for the direction they want to head in.



### **Direction & Doing:**

Assess what the student is doing & the direction these behaviors are taking them.



### **Wants:**

Evaluate the student's behavior. Is it taking them closer to their wants & needs?



### **Wants:**

Help the student formulate realistic plans & make a commitment to carry them out.

When making a plan with students, make it:

- ❖ **Simple.** It should be broken into small, easy pieces. A plan that is too big or unwieldy is a plan that will not work. Too often we set up plans focused on distant goals that give us little direct feedback. Create plans that are straightforward and easy to understand.
- ❖ **Attainable.** It needs to be realistic. Create a plan that contains goals that can be reached.
- ❖ **Measurable.** Be sure it can be assessed & evaluated. Create a plan that can be monitored and understood. For example, students plan to improve their grades, but don't always identify the exact problem. Are they missing class, not studying for tests, studying the wrong things or not motivated to be in school?
- ❖ **Immediate.** Include short-term goals. Have opportunities for mid-course corrections. We need to see progress and have feedback to reach overall goals. Make sure goals are not too vague or difficult to determine if they are progressing or not.
- ❖ **Controlled by the planner.** Ensure buy-in and offer chances for corrections. Does the student have the ability to adjust and adapt the plan to meet new obstacles?
- ❖ **Consistently practiced.** Repetition makes a habit. Is there a chance in the plan for repeatable good habits to form with practice?
- ❖ **Committed to.** The student needs to be invested in the plan. If a plan is created that the student doesn't want to do, the plan will not work. A plan is not a plan without student buy-in.