Origin of SART

As we presented “Understanding and Addressing the Challenging Behavior of Individuals with Complex Needs” training and webinars:

• We found confusion about application and implementation when evidence based strategies were shared
• We heard, “Been there and done that”
• We were told that certain strategies worked for everyone except “that individual”
• We discovered educators and families were struggling with “why” a strategy/intervention worked or didn’t work

Our Question Became:

How can we help them figure out WHY?
WHY Does A Strategy Work?
Strategy Assessment Revision Tool (SART)

- Positive Reinforcement
- Individualized, Motivating
- Teaches What To Do
- Predictable and Consistent
- Sensory
- Visual/Tactile
- Reliable Implementation

Strategy Name Here

- Support learning academics, skills and routines
- Remain constant, unchanging
- Consistent across environments, persons

Mechling, 2007; Simpson, 2005

Stoplight Clock app
Sharing Timer app
Timetimer.com

Prox Talker Object Cards Communication System

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Remind: App That Texts or Emails Visual Directions and Reminders

Social Emotional Visual Expectations

WHY Does A Strategy Work?
Strategy Assessment Revision Tool (SART)

- Promising practice
- Supports learning through regulation of sensory needs
- Helps attain zone of proximal development

BrainWorks: App That Guides Sensory Choices

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WHY Does A Strategy Work?
Strategy Assessment Revision Tool (SART)

- Build into the strategies/interventions
- Effective regardless of cognitive or communicative abilities
- EBP that increases the chance for positive outcomes
Use of Technology

SMART Board
Computer
Notebook
Laptop
Keyboard

Choiceworks: Schedule App with Built in Reinforcement

Features:
- 3 boards
  - Schedule
  - Waiting
  - Feelings
- 3 books for each board
- Image library >180
- Add your own images
- Record your own audio
- Save unlimited boards
- Speaks boards out loud

WHY Does A Strategy Work?
Strategy Assessment Revision Tool (SART)

- Learning is saturated with topics, items, and passions of the individual
- Motivation is individualized within the tasks, activities, projects

Power Cards

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Using Special Interests in School

Person is interested in gardening and flowers

- **ELA:** stories and writing about gardens, flowers, trees such as *A Tree Grows in Brooklyn* or *The Secret Garden*
- **Math:** problems about growing seasons, age of trees by counting rings, how to plant by heights, graphing growth
- **Science:** water cycle, plant parts, how things grow, actually plant seeds and track growth
- **Social Studies:** community gardens, beautification projects, speakers from garden club, how native plants/growing seasons have affected what people eat
- **Vocational/Transition:** attend local garden club, volunteer at a community garden, intern at a greenhouse, work at a flower shop

Choices Are Motivating

Pick who will be your partner for an activity
Decide what task to do next from a list of choices

Choose how to show what you know:
- written test
- video project
- Pinterest page
- research report

WHY Does A Strategy Work?
Strategy Assessment Revision Tool (SART)

- Direct, repetitive instruction of new skills that are part of strategies
- Opportunities to practice new skills

Teaches What To Do

Strategy Name Here

Self-Monitoring

- Teach individuals how to track their own behaviors
- Develop system for tracking and teach to the individual
- Remember to reinforce progress

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Visually Teach Consequences of Choices

App That Teaches How to Calm

WHY Does A Strategy Work?
Strategy Assessment Revision Tool (SART)

• New information is best learned through repetition and uniformity of instruction
• Strategy/intervention needs to be same across environments and people

Predictable and Consistent

Anxiety Support

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WHY Does A Strategy Work?
Strategy Assessment Revision Tool (SART)

- Making sure all steps of a strategy are being taught in the way it was developed and studied
- Requires ongoing data collection and analysis

Implementation

**DATA**

**CHECKLIST**

**ACTION PLAN**
Knowing the Strategies

- Reliable Implementation requires a deep understanding of strategies and interventions
- Calls for training
  - Professional development
  - Online training
- Understanding how to take data that reflects accurate outcomes

WHY Does A Strategy Work?
Strategy Assessment Revision Tool (SART)

- Positive Reinforcement
- Individualized, Motivating
- Teaches What To Do
- Predictable and Consistent
- Reliable Implementation

Strategy Name Here

Consideration of the Incredible 5-Point Scale

- Josh
- Sophomore
  - Verbal
  - Full inclusion
- Anxiety reactions
  - Difficulty recognizing internal emotions

Incredible 5-Point Scale

- Controls emotional reactions
- Student participates
- Identifies problem
- Enhances alternative, positive behaviors

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Josh’s Incredible 5-Point Scale

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
<th>What to try</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Have to leave the room</td>
<td>Go to home base and do calming sequence</td>
</tr>
<tr>
<td>4</td>
<td>Dizzy; can’t work</td>
<td>Relaxation imagery</td>
</tr>
<tr>
<td>3</td>
<td>Stomach starting to get tight and upset</td>
<td>Deep breaths</td>
</tr>
<tr>
<td>2</td>
<td>“Buzzing” in my upper arms</td>
<td>Squeeze a fidget</td>
</tr>
<tr>
<td>1</td>
<td>Chilling out; paying attention; able to work</td>
<td>Keep it going</td>
</tr>
</tbody>
</table>

Josh’s Incredible 5-Point Scale

Name of student: Josh

| Strategy: The Incredible 5 Point Scale/Heh
<table>
<thead>
<tr>
<th>Element</th>
<th>Visual/Tactile</th>
<th>Sensory</th>
<th>Positive Reinforcement</th>
<th>Individualized, Motivating</th>
<th>Teaches What To Do</th>
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<tbody>
<tr>
<td>Level 1</td>
<td>Yes!</td>
<td>Yes!</td>
<td>Yes!</td>
<td>Yes!</td>
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Consideration of Hand Over Hand Prompting

- Molly
- Kindergarten
- A few spoken words
- Full inclusion

- Difficulty completing tasks
- Yelling, kicking, biting is communication to get away from situations she doesn’t understand

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Hand Over Hand

- Physical prompt:
- Adult guides hand of individual to complete an action or task
- Staff will assist Molly in learning how to wash her hands independently

Molly’s SART

### Consideration of Communication App on iPad

**Student**
- Carlos

**Placement**
- 7th Grade
- Non-verbal
- Self-contained class in public school

**FBA**
- Not participating in small group activities
- Crawls under table/ hides behind divider/ runs from room probably to avoid small group activities
Communication App on iPad for Carlos

- Assistive Technology assessment completed
- Feature match showed Proloquo2Go app as appropriate
- Vocabulary and folders will need to be built
- Use of program and language will need to be taught

**Visual/Tactile:** Pictures on screen; swipe

**Sensory:** Can adjust colors, sound, and level of sounds

**Positive Reinforcement:** Can build in topics student wants to use; ability to communicate

**Individualized, Motivating:** Built for each individual; being able to interact is motivating

**Teacher What To Do:** Program and vocabulary would be taught; not intrinsic

**Predictable and Consistent:** Once designed stays the same

**Reliable Implementation:** Staff training and consistency of use would need to be addressed

Carlos’ SART

**Consideration of Response Cost**

- **Student:** Suyin
- **Placement:** Fourth grade
  - Verbal
- **FBA:**
  - Partial inclusion; 1 period resource room
  - Talking out in class due to difficulty with impulse control
  - Earning tokens for raising hand
Response Cost

- A penalty is assessed for inappropriate behavior
- Could include a stepwise or staircase system of losing more for each incidence of inappropriate behavior
- Loss of: points, tokens, recess, computer time, etc.

Suyin’s Response Cost System

- Suyin will lose five minutes of computer each time she talks out during class discussion without raising her hand and waiting to be called on by the teacher
- Classroom staff will track each time she talks out and will reduce her computer time

<table>
<thead>
<tr>
<th>Element</th>
<th>Visual/Tactile</th>
<th>Sensory</th>
<th>Positive Reinforcement</th>
<th>Individualized</th>
<th>Predictable and Consistent</th>
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<td>Suyin’s</td>
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</table>

Suyin’s SART

<table>
<thead>
<tr>
<th>YES?</th>
<th>NO?</th>
<th>MAYBE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suyin will lose 5 minutes of computer time each time she talks out in class without raising her hand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The staff is trained to check their daily logs. Suyin talks out and is reduced her computer time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not the focus, Focus on What To Do</td>
<td></td>
<td></td>
</tr>
</tbody>
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Uses for SART

• To help decide if an intervention will have positive outcomes for an individual
• To help revise an intervention that doesn’t seem to be working
• To aide discussion with staff and family members about an intervention/strategy
• To assist professionals and family members in processing what s/he might be missing in making a strategy/classroom successful

Bucket Fillers

• Character development program
• Fill the bucket with kind words, good feelings
• Dip in the bucket when making fun, being mean
• http://www.bucketfillers101.com/index.php

Try It Yourself

• Fill in name (student, case study, classroom)
• Choose a strategy you are using or a strategy you want to try with the individual/class
• Determine if the strategy includes each element using the guiding questions sheet
• Describe how factor is, is not, or is somewhat included in column 3; then describe what you might be able to do to include or improve the element in column 4
SART Guiding Questions

Use the Guiding Questions sheet to help determine how each element of the SART is included in your chosen strategy.