

## Strategy Assessment and Revision Tool

### GUIDING QUESTIONS

<b>Elements</b>	<b>Guiding Questions</b>  Use the questions below to guide discussion and thought when determining if each element is present in the targeted intervention for the specific person the intervention is designed to assist
<b>Visual/ Tactile</b>	<ul style="list-style-type: none"> <li>What aspects on the intervention are represented visually?</li> <li>What is the visual element? Words? Pictures? Symbols? Objects? Video?</li> <li>Is the visual representation available consistently?</li> <li>Is the visual component provided understandable to this person?</li> </ul>
<b>Sensory Consideration</b>	<ul style="list-style-type: none"> <li>Are sensory sensitivity and sensory preferences included as part of the intervention? How?</li> <li>Is the sensory nature of the intervention generic, assuming it will meet the needs of anyone?</li> <li>Is consideration given to how the intervention will affect all senses? Auditory, visual, tactile/touch, movement, smell or other sensory senses?</li> <li>Is the sensory component only available under certain considerations or if earned?</li> </ul>
<b>Positive Reinforcement</b>	<ul style="list-style-type: none"> <li>Does the intervention include reinforcement?</li> <li>Is it clear to the individual what must be done to receive reinforcement? Is it consistent?</li> <li>Is the reinforcement desirable to this person or is it “generic”?</li> <li>Has the person shown an interest in the reinforcement or is it assumed?</li> <li>Is it always the same reinforcement? Does it change dependent on the difficulty or effort required to earn the reinforcement?</li> <li>Is there opportunity for choice?</li> </ul>
<b>Individualized &amp; Motivating</b>	<ul style="list-style-type: none"> <li>Does the activity or task have this person’s interests and preferences built in as part of the task?</li> <li>Is the plan individualized for this person or the same for everyone?</li> <li>Does the plan contain the type of visual, sensory and reinforcement elements that match the person’s specific needs and strengths?</li> <li>How is this plan unique for this person?</li> </ul>
<b>Teaches What To Do</b>	<ul style="list-style-type: none"> <li>Does the intervention have an element focused on teaching?</li> <li>Does the plan teach what “to do” rather than what “not to do”?</li> <li>Is “what to do” clear and concrete?</li> <li>Are aspects of the “Hidden Curriculum” taught to assist this person to remember what to do &amp; why?</li> <li>Are there enough supports and reinforcement for this person to be able to meet the identified expectations?</li> </ul>
<b>Predictable &amp; Consistent</b>	<ul style="list-style-type: none"> <li>Is the intervention predictable for this person or is it vague?</li> <li>Is the structure of the intervention such that it looks, sounds or presents similarly/predictably from time to time and place to place?</li> <li>Does this person recognize the elements of the intervention such that he begins to predict the expectations?</li> </ul>
<b>Reliable Implementation</b>	<ul style="list-style-type: none"> <li>Do all those supporting and using this intervention use it the same way?</li> <li>Are the elements of the intervention implemented in the same manner at the same time in all locations?</li> <li>Do all those implementing the intervention understand the elements and the intention of the intervention?</li> <li>Is data being collected to be able to evaluate the effectiveness of the intervention for this person?</li> <li>Is it collected consistently by all those responsible for the implementation of the intervention?</li> </ul>

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