



Understanding and Addressing Challenging Behaviors: Expect Success

Webcast 13: Strategy Assessment and Revision Tool (SART)



Reinforcement and Your Student

Form 8

Reinforcement and Your Student

TEAM:

STUDENT PSEUDO-NAME:

List what is reinforcing to your individual. If you aren't sure, what are you going to do to find out?	
Schedule of reinforcement: after what skills/teaching?	
Schedule of reinforcement: how often?	
Schedule of reinforcement: how much?	
Schedule of reinforcement: who is giving?	
Schedule of reinforcement: how will you record the data about the reinforcement?	
When and how will the team review, update, and revise the reinforcement plan?	



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

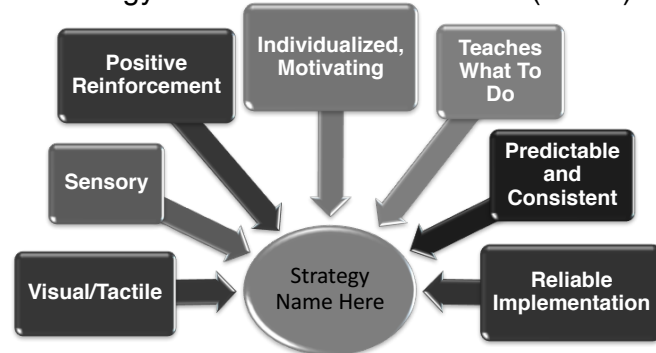


Our Question Became:

How can we help them figure out WHY?



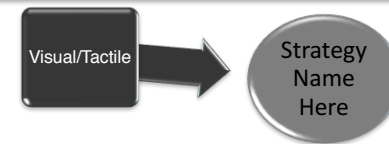
WHY Does A Strategy Work? Strategy Assessment Revision Tool (SART)



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

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



Mechling, 2007; Simpson, 2005

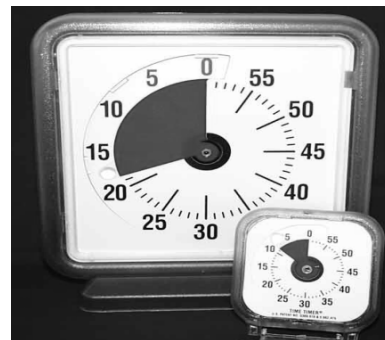
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Stoplight Clock app



Sharing Timer app



Timetimer.com

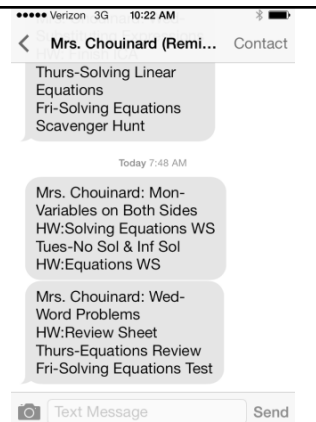
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Prox Talker Object Cards Communication System



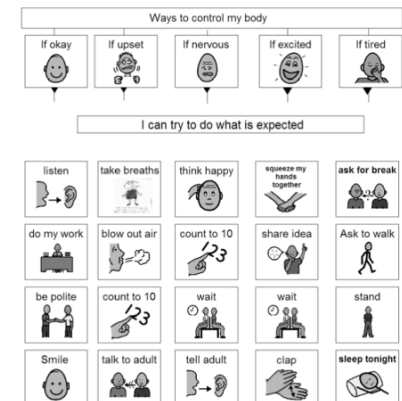
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Remind: App That Texts or Emails Visual Directions and Reminders



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Social Emotional Visual Expectations



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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

Sensory

Strategy
Name Here

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BrainWorks: App That Guides Sensory Choices



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Movement



Calming Area



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

Positive
Reinforcement

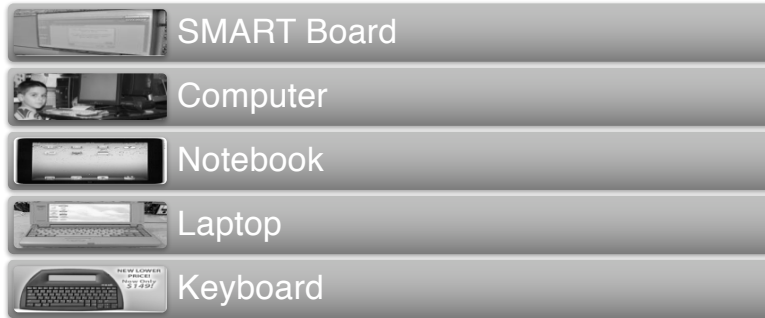
Strategy
Name Here

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Token Board



Use of Technology



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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



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

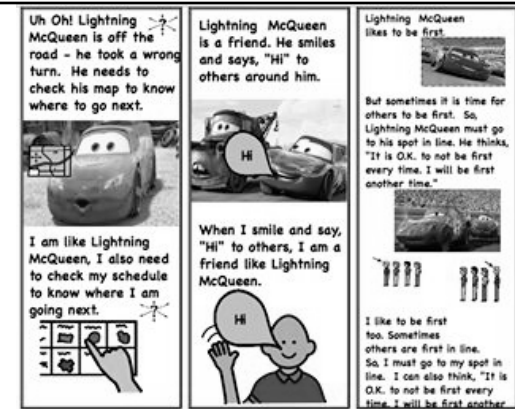
- Learning is saturated with topics, items, and passions of the individual
- Motivation is individualized within the tasks, activities, projects

Individualized,
Motivating

Strategy
Name Here

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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

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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

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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

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Self-Monitoring

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

I Will Remember To:

- Put my hand up
- Work quietly
- Remain seated

Daily Goal Report:

Date: _____ Name: _____

Goal	Behavior	Frequency
Put my hand up		
Work quietly		
Remain seated		

Behavior Coach: _____
 School/Classroom Coach: _____
<http://www.oca.li>

SELF-MONITORING CHART

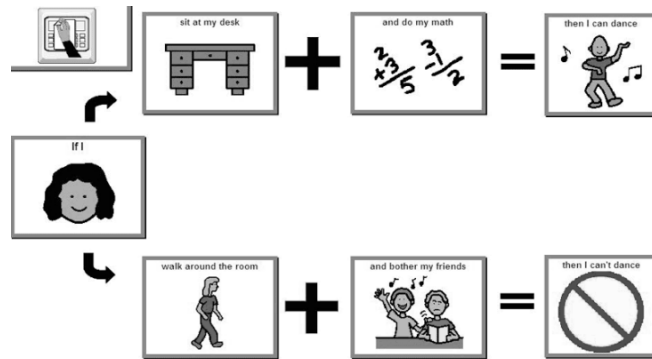
Student Name: _____ Date: _____

Based on a target behavior(s) (e.g., talking without permission), determine the duration of each self-monitoring session and the number of sessions to be monitored daily. Ask the student to check a number for each occurrence of the target behavior. After a baseline is established, set up daily goals for the student. Provide reinforcement for improvement.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Target Behavior:	Target Behavior:	Target Behavior:	Target Behavior:	Target Behavior:	Target Behavior:
SESSION 1	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
SESSION 2	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10

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Visually Teach Consequences of Choices



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App That Teaches How to Calm



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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

Strategy Name Here

Predictable
and
Consistent

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Anxiety Support



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Magazine Project Description

NONFICTION TEXT STRUCTURES & FEATURES Final Magazine Project

Your assignment is to create an informational magazine about a topic of your choice. You may choose to focus on a broad or specific topic, so long as you can write FIVE different articles, each with a different subtopic relating back to the main topic.

Topic:

Each of your five articles will be written with a different text structure in mind. Write the subtopics for each of the articles.

Description:

Problem & Solution: _____

Sequence & Order:

Cause & Effect:

Compare & Contrast:

You must include the following text features in your magazine.

- At least 2 Pictures (Printed or Drawn)
- Captions for each picture
- A Diagram, Map, Timeline, or Chart
- Glossary (Including Subject Specific Vocabulary)
- Types of Print (Bold, Italics, Highlighted)
- Sidebar

Your magazine must also include a minimum 5 question quiz about the information in your magazine. Think critically about your questions and try to challenge your classmates! They should NOT all be literal questions, and they should NOT all be answered by the same article.

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Magazine Project Breakdown

Non-Fiction Text Structure and Features Timeline

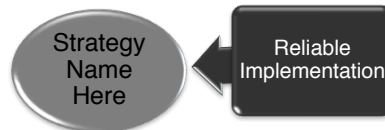
(See details here: <http://www.teachingwithamontessori.com/2014/02/nonfiction-text-structures-features.html>)

Assignment	Due Date	Teacher Check off
Choose topic	Feb. 5	
Description Article Draft	Feb. 7	
Description Article Final	Feb. 9	
Problem & Solution Draft	Feb. 12	
Problem & Solution Final	Feb. 15	
Sequence & Order Draft	Feb. 19	
Sequence & Order Final	Feb. 21	
Cause & Effect Draft	Feb. 23	
Cause & Effect Final	Feb. 26	
Compare & Contrast Draft	March 1	
Compare & Contrast Final	March 5	
Pictures & Captions	March 12	
Diagram, Map, Timeline, or Chart	March 12	
Glossary	March 19	
Sidebar	March 19	
Quiz	March 26	
Cover	March 28	
Final Project Last Check	March 30	
Final Project Due	April 1 (No Foolin')	

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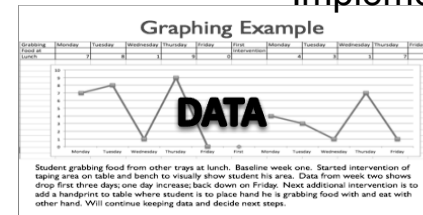
WHY Does A Strategy Work? Strategy Assessment Revision Tool (SART)

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



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Implementation



Plan of Action: Prioritization and Planning for Next Steps

Action Step	Priority	When to Implement	Who is Responsible	When to Review
1. Develop a plan of action for the next steps.	1	1	1	1
2. Implement the plan of action.	2	2	2	2
3. Evaluate the results of the plan of action.	3	3	3	3
4. Revise the plan of action as needed.	4	4	4	4

ACTION PLAN

Implementation Checklist for Visual Supports

Note: Implementation guidelines for visual supports, to-do lists, transition supports, community supports, and supporting schedules the classroom can be found on the Implementation Checklist for Visual Supports. Implementation guidelines for visual boundaries can be found on the Implementation Checklist for Visual Boundaries.

Hume, K., & Smith, S. (2009). Implementation checklist for visual supports. Chapel Hill, NC: The National Professional Development Center on Autism Spectrum Disorders, Frank Porter Graham Child Development Institute, The University of North Carolina.

Instructions: The Implementation Checklist includes steps for the development and implementation of visual supports. Please identify the step that was being implemented during the observation, as well as the date, time, and observer present. Then check "yes," "no," or "NA" next to each item to indicate whether it was addressed. The final column can be used for taking notes during observations.

Teacher/observer: _____ Observer: _____

Lesson's title: _____

Phases observed: _____

Others present: _____

Step 1: Developing Visual Supports for Individual Learners

1. Teachers/practitioners determine WHAY information should be presented visually for the learner (e.g., upcoming events, location of specific materials, an academic concept).

Note: Look for activities/events across environments that are causing frustration/inefficiency for learners, that require a great deal of adult support, and/or that learners' comprehension of expectations may be compromised.

2. After selecting the information to be presented visually, teachers/practitioners conduct individualized assessments of the learner's comprehension levels to select one of the following forms of representation:

a. object (e.g., furniture provides the most meaningful visual boundary; a piece of an activity sheet as a step or photo placed attached to the outside of a container is the most meaningful label).

Visual Supports Module

National Professional Development Center on ASD

03/05/2009

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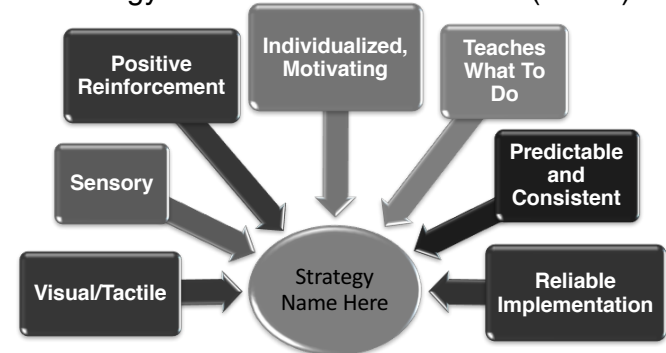
Knowing the Strategies

- 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



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



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Consideration of the Incredible 5-Point Scale

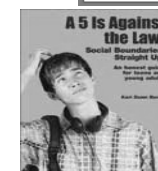
Student	• Josh
Placement	• Sophomore • Verbal • Full inclusion
FBA	• Anxiety reactions • Difficulty recognizing internal emotions

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Incredible 5-Point Scale

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

Rating	Description	Setting
5	Screaming	Emergency only
4	Outside voice	Recess, ball game
3	Talking voice	Classroom, lunchroom
2	Soft voice/whisper	Library
1	No talking	When someone is talking to me, movies

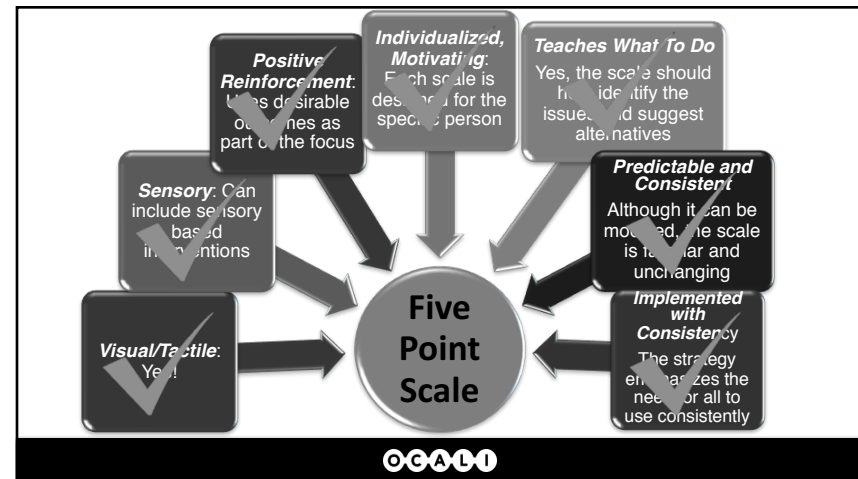


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Josh's Incredible 5-Point Scale

Rating	Description	What to try
5	Have to leave the room	Go to home base and do calming sequence
4	Dizzy; can't work	Relaxation imagery
3	Stomach starting to get tight and upset	Deep breaths
2	"Buzzing" in my upper arms	Squeeze a fidget
1	Chilling out; paying attention; able to work	Keep it going

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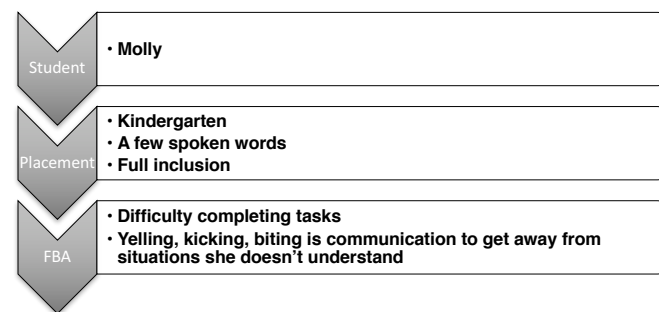
Josh's
SART

YES? NO? MAYBE?

Name of Individual: Josh			
Element	Does the current strategy include the element?	Strategy: The Incredible 5-Point Scale/Anxiety	
		Description of Existing Element Features	Revisions of Strategy to Include Missing Element or to Improve Targeted Element
Visual/Tactile	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	The scale is a visual representation of how Josh feels as his anxiety increases and what to try in response	
Sensory Consideration	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	The "What to Try" activities address possible sensory reactions	
Positive Reinforcement	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	He has fidget squeeze balls that have his favorite gaming character on them & his relaxation imagery is of his best vacation memory	
Individualized & Motivating	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	The scale was designed for Josh and he helped choose the "What to Try" activities	
Teaches What To Do	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	Positive strategies are built into the "What to Try" activities and each one was taught to Josh	
Predictable & Consistent	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	Josh and the staff know about each of his strategies. The scale doesn't change unless Josh wants to add a new "What to Try" activity	
Reliable Implementation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	All staff have been trained in each phase of the scale and data is showing improvement in lessening anxiety and increasing time in class	

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Consideration of the Incredible 5-Point Scale



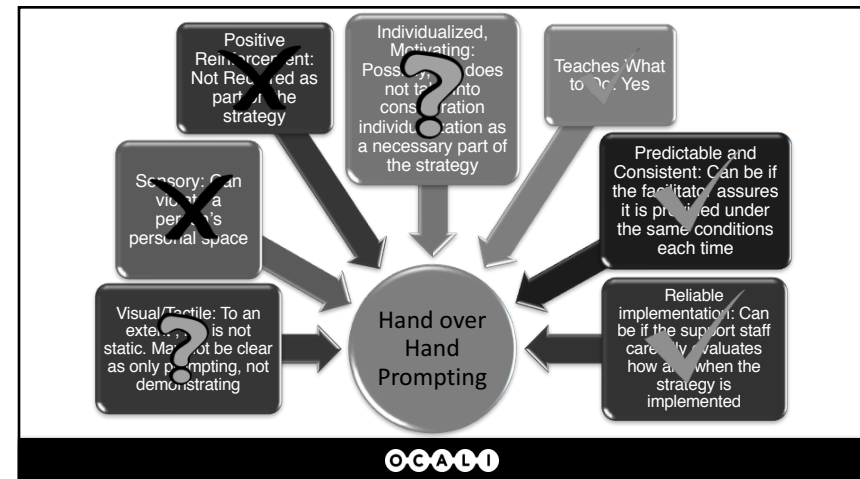
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Hand Over Hand

- 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



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Name of Individual: Molly

Strategy: Hand Over Hand Prompting

Element	Does the current strategy include the element?	Description of Existing Element Features	Revisions of Strategy to Include Missing Element or to Improve Targeted Element
Visual/Tactile	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Somewhat	Kind of, but not static. It's prompting, not demonstration.	Develop visual prompts to show how to do the task/action; model the task/action
Sensory Consideration	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Somewhat	She is tactile defensive, so hand over hand might cause her some discomfort	Hand under hand would give Molly the pressure control and an ability to release her hand easier
Positive Reinforcement	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Somewhat	Not part of this strategy	Build in reinforcement for completing the task/action using items from her reinforcement survey/assessment
Individualized & Motivating	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Somewhat	She is prompted what she seems to require it, but doesn't like the touch or having other people move her hand	Add special interest of music or movement to the task/action
Teaches What to Do	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Somewhat	It moves Molly through the action or task so she can see how to do it	
Predictable & Consistent	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Somewhat	Staff tries to do the prompt the same each time	
Reliable Implementation	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Somewhat	Staff are waiting for a count of 12 for Molly to process directions before hand over hand	

Molly's SART

YES? NO? MAYBE?

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Consideration of the Incredible 5-Point Scale

Student: Carlos

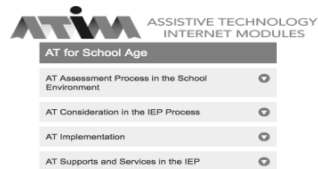
Placement: 7th Grade
Non-verbal
Self-contained class in public school

FBA: Not participating in small group activities
Crawls under table/hides behind divider/runs from room probably to avoid small group activities

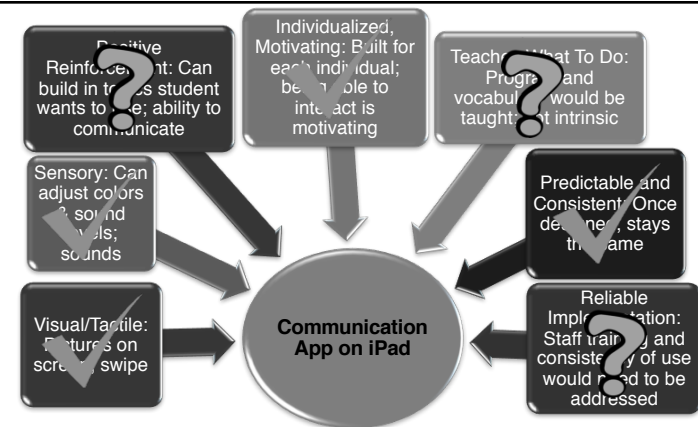
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Communication App on iPad for Carlos

- 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



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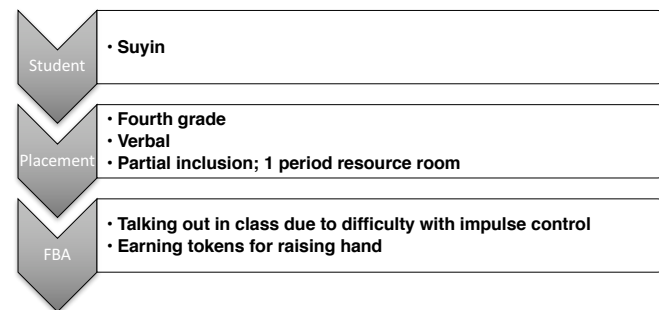
Carlos' SART



Name of Individual: Carlos		Strategy: Communication app on iPad.	
Element	Does the current strategy include the element?	Description of Existing Element Features	Revisions of Strategy to Include Missing Element or to Improve Targeted Element
Visual/Tactile	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	Pictures and folders will be on the screen	
Sensory Consideration	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	Can adjust the sound volume and the colors	
Positive Reinforcement	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Somewhat	Can be built to include favorite topics	Carlos is interested in food choices, free time choices, and all things Nickelodeon channel. These will need to be included.
Individualized & Motivating	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	Built for the individual. Carlos tries to interact with others, but hasn't had a functional method yet so this hopefully will be motivating	
Teaching What To Do	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Somewhat	The vocabulary and program need to be taught to the user.	Carlos and school staff will need to receive training about the iPad, the program, and the vocabulary. We will include the SLP, teacher, paraprofessionals, and family.
Predictable & Consistent	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	Once it is programmed, the folders and vocabulary remain constant	
Reliable Implementation	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Somewhat	Dependent on staff and family providing consistent training, opportunity, and access.	Carlos will need to have access to the app at all times. He will need to receive a response to all initiated communication. He will need to be taught how to use it.

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Consideration of Response Cost



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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.

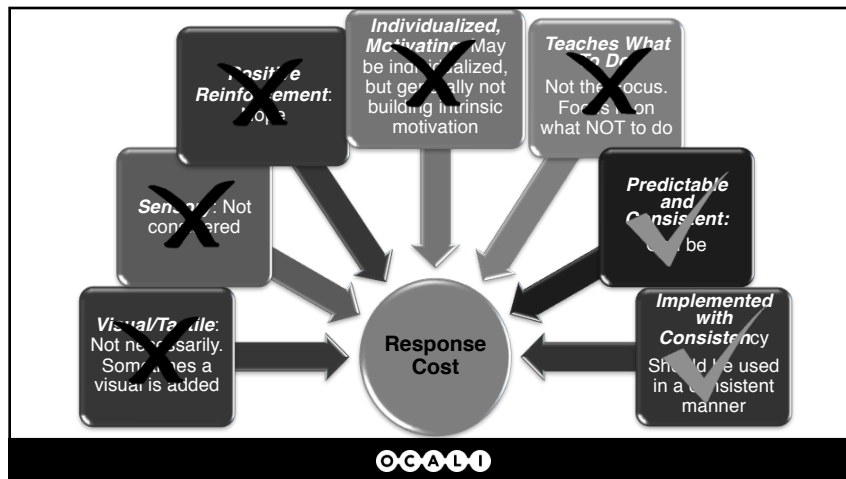


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Suyin's Response Cost System

- 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

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Suyin's SART

YES? NO? MAYBE?

Name of Individual: Suyin		
Element	Does the current strategy include the element?	Revisions of Strategy to Include Missing Element or to Improve Targeted Element
Visual/Tactile	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Somewhat	Not visually represented Could put picture of Suyin raising her hand on her desk; could have a self-monitoring chart for Suyin to track raising her hand and talking out, but not part of this strategy
Sensory Consideration	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Somewhat	Doesn't consider sensory needs Sensory needs can't be addressed by losing computer time
Positive Reinforcement	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Somewhat	No positive reinforcement Losing computer time can't be made positive; can simultaneously earn tokens for raising hand and then gets a chosen reinforcer, but not part of this strategy
Individualized & Motivating	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Somewhat	Classroom system for not following rules Same for everyone in class; not able to be motivated by losing computer time
Teaches What to Do	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Somewhat	No teaching of what to do instead of talking out Maybe needs a system for learning how to stop, raise her hand, wait, and understand she might not always get to answer, but not part of this strategy
Predictable & Consistent	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Somewhat	Suyin will lose 5 minutes of computer time every time she talks out in class without raising her hand
Reliable Implementation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Somewhat	The staff is trained to track how many times Suyin talks out and to reduce her computer time

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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

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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>



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Name of individual: Mrs. Lee's Second Grade Classroom

Strategy: Bucket Fillers program

Element	Does the current strategy include the element?	Description of Existing Element Features	Revisions of Strategy to Include Missing Element or to Improve Targeted Element
Visual/Tactile	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Somewhat	Start with story "How Full is Your Bucket?"	Can add visuals of buckets on bulletin board or desks and tags for filling. Also dippers for emptying.
Sensory Consideration	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Somewhat	Not built in.	When talking about fillers/dippers we could discuss sensory needs if any exist for a student who wants to share
Positive Reinforcement	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Somewhat	Filling buckets of others is reinforcing for the giver and receiver	
Individualized & Motivating	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Somewhat	Made for whole group. Hopefully motivating intrinsically.	If a student needs more instruction, I could provide individualized lessons to make the concepts understandable. Maybe a game board or visuals.
Teaches What to Do	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Somewhat	The story teaches how to fill and hopefully how not to dip	
Predictable & Consistent	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Somewhat	The process is the same once learned.	
Reliable Implementation	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Somewhat	Dependent on me and the students	I would need to build in time to teach about this and to review as needed. Would need to be a good modeler of the program.

YES? NO? MAYBE?

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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

Strategy Assessment and Revision Tool Worksheet

Use this worksheet to assess a strategy, determine if the strategy is, is not, or is somewhat included in the current strategy. Then describe what you might be able to do to include or improve the strategy. Name and location of strategy for identifying areas to include the missing elements.

Element	Does the current strategy include the element?	Description of Existing Element Features	Revisions of Strategy to Include Missing Element or to Improve Targeted Element
Visual/Tactile	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Somewhat		
Sensory Consideration	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Somewhat		
Positive Reinforcement	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Somewhat		
Individualized & Motivating	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Somewhat		
Teaches What to Do	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Somewhat		
Predictable & Consistent	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Somewhat		
Reliable Implementation	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Somewhat		

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