

## Strategy Assessment and Revision Tool Worksheet

Use this worksheet to assess a strategy for potential effectiveness and to identify the missing elements that will strengthen the impact of the intervention. Identify how well each of the seven effective elements are represented in the targeted strategy.

Revise and improve current strategies by identifying ways to include the missing elements.

<b>Name of Individual: T.J.</b>			
<b>Element</b>	<b>Does the current strategy include the element?</b>	<b>Strategy: <i>Response Cost</i></b>	
		<b>Description of Existing Element Features</b>	<b>Revisions of Strategy to Include Missing Element or to Improve Targeted Element</b>
<b>Visual/Tactile</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Somewhat	<ul style="list-style-type: none"> <li>• <b>NO</b> visual or tactile elements included.</li> </ul>	<ul style="list-style-type: none"> <li>• Could provide picture of TJ raising hand and staff talking to TJ. Could include a visual tracking chart of earning and losing TV time.</li> </ul>
<b>Sensory Consideration</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Somewhat	<ul style="list-style-type: none"> <li>• Does <b>NOT</b> consider Sensory Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Sensory needs cannot be addressed by losing TV time.</li> </ul>
<b>Positive Reinforcement</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Somewhat	<ul style="list-style-type: none"> <li>• <b>NOT</b> considered as part of the strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Losing</i> TV time is the opposite of <i>positive</i>.</li> <li>• Earning TV time is positive, but that is for <u>working</u> and not intended to address yelling out.</li> </ul>
<b>Individualized &amp; Motivating</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Somewhat	<ul style="list-style-type: none"> <li>• It is somewhat individualized as it is focused on something T.J. likes. However, motivating is questionable. Not really. Does <b>NOT</b> contain elements that create motivation.</li> </ul>	<ul style="list-style-type: none"> <li>• Would need to change the strategy from focusing on the negative to creating a sense of control, and provide choices.</li> </ul>
<b>Teaches What To Do</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Somewhat	<ul style="list-style-type: none"> <li>• Prompting and Instruction is intended to teach.</li> <li>• Teaches what <b>TO DO</b> and not what 'not' to do.</li> </ul>	<ul style="list-style-type: none"> <li>• Response Cost assumes the person knows what to do (has been taught what to do) and is choosing <b>NOT</b> to use the preferred behavior. Adding teaching is a new/additional strategy.</li> </ul>
<b>Predictable &amp; Consistent</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Somewhat	<ul style="list-style-type: none"> <li>• TJ could predict and how this strategy works as long as the plan is carefully designed and detailed.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a detailed plan so TJ is not confused about what will be happening</li> </ul>
<b>Reliable Implementation</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Somewhat	<ul style="list-style-type: none"> <li>• The strategy can be implemented reliably. <b>However</b>, generally requires staff training and ongoing monitoring of implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Provide pre-training for all staff. Monitor for ongoing reliable implementation.</li> </ul>