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# Understanding and Addressing Challenging Behaviors: Expect Success

Webinar 13  
Strategy Assessment and Revision Tool (SART)



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## 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



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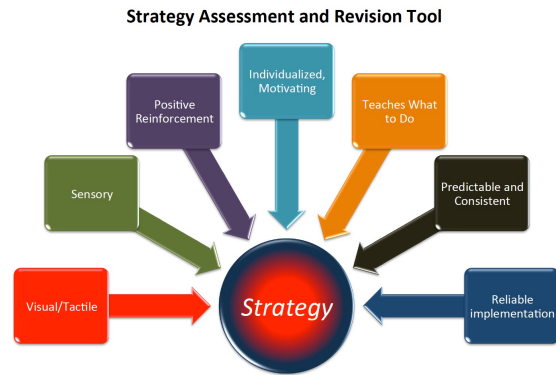
Our Question Became:

How can we help them  
figure out WHY?



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## Strategy Assessment Revision Tool (SART)



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## WHY Does A Strategy Work? SART Visual Tactile

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



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## Timers



Time Timer is available at [timetimer](https://www.timetimer.com/)  
<https://www.timetimer.com/>

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## Prox Talker Object Cards Communication System



Prox Talker is available at [Logan Tech](https://logantech.com/) <https://logantech.com/>

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## Apps That Send Texts or Can Email Visual Directions and Reminders

Free version of Remind app for an individual classroom [available online](https://www.remind.com/) <https://www.remind.com/>

Verizon 3G 10:22 AM  
Mrs. Chouinard (Remi... Contact  
Thurs-Solving Linear Equations  
Fri-Solving Equations Scavenger Hunt  
Today 7:48 AM  
Mrs. Chouinard: Mon-Variables on Both Sides HW:Solving Equations WS  
Tues-No Sol & Inf Sol HW:Equations WS  
Mrs. Chouinard: Wed-Word Problems HW:Review Sheet  
Thurs-Equations Review  
Fri-Solving Equations Test  
Text Message Send

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## Social Emotional Visual Expectations

Ways to control my body  
If okay If upset If nervous If excited If tired  
I can try to do what is expected  
listen take breaths think happy squeeze my hands together ask for break  
do my work blow out air count to 10 share idea Ask to walk  
be polite count to 10 wait wait stand  
Smile talk to adult tell adult clap sleep tonight

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## WHY Does A Strategy Work? SART Sensory

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

Sensory

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## BrainWorks: App That Guides Sensory Choices

Choose Location  
Home School Community Desk/Table  
How do you feel?  
Just Right Slow and Sluggish Fast and Stressed Fast and Hyper  
Activities  
Action Songs Animal Walk Aroma Ball Pass

<https://sensationalbrain.com/brainworks/brainworks-app-2/>

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### Movement

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### Calming Area

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### WHY Does A Strategy Work? SART Positive Reinforcement

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

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### Token Board

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## Chiceworks: 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? SART Individualized and Motivating

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

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## Power Cards

- Visual support that includes an individual's special interest to teach and reinforce academic, behavioral, organizational, and social skills
- Written in the first person from the perspective of the individual's special interest
- Provides solutions to address challenges

### Power Card

Dolphin wants you to remember:

- Share your toys
- Friends share their toys even if it is your favorite toy
- Friends share!

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Adapted from Gagnon, 2001

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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; web page; research report**

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## WHY Does A Strategy Work? SART Teaches What to Do

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



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## Self-Monitoring

- Teach individuals how to track their own positive 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

**SELF-MONITORING CHART**

(Student Name) \_\_\_\_\_ (Date) \_\_\_\_\_


(Select 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
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

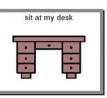
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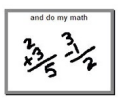
## Visually Teach Consequences of Choices Using Behavior Mapping




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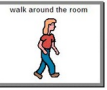
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If I



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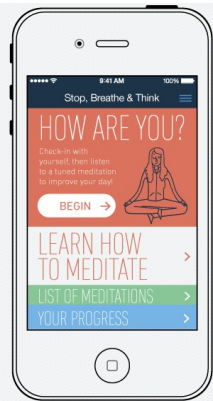
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### App That Teaches How to Calm: Stop-Breathe-Think



**GET MEDITATING IN 5 MINUTES. EASY.**

With this app, you can develop and apply kindness and compassion in your daily life through a process called STOP, BREATHE & THINK:

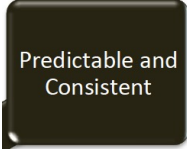
- STOP**  
Stop what you are doing. Check in with what you are thinking, and how you are feeling.
- BREATHE**  
Practice mindful breathing to create space between your thoughts, emotions and reactions.
- THINK**  
Learn to broaden your perspective and strengthen your force field of peace and calm by practicing one of the meditations.


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## WHY Does A Strategy Work? SART Predictable and Consistent


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






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## Anxiety Visual Support




I'm feeling anxious.  
I need to calm down.  
What do I do?




I can take a deep breath.



I can count to five.



I can go to a quiet place.



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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.teachingwithamontainview.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? SART Reliable Implementation

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



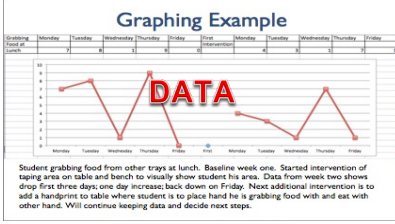
Reliable implementation

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## Implementation


### Graphing Example



Student grabbing food from other trays at lunch. Baseline week one. Started intervention of taping area on table and bench to visually show student his area. Data from week two shows drop first three days one dip increases back down on Friday. Next additional intervention is to add a handprint to table where student is to place hand he is grabbing food with and eat with other hand. Will continue keeping data and decide next steps.

### Plan of Action: Prioritization and Planning for Next Steps

Behavioral Step (What will be done?)	Measurement (How will we know?)	Resources (What resources are needed?)	Observations to be Made (What are we looking for?)	Timeline for Completion (When will it be done?)
Action Step:	A, B	A, B		
Action Step:	A, B	A, B		
Action Step:	A, B	A, B		



ACTION PLAN

### Implementation Checklist for Visual Supports

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

Harris, 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 location observed. Then check "Yes," "No," or "NA" next to each item to indicate whether it was achieved. The final column can be used for taking notes during observations.

Teacher/Instructor: \_\_\_\_\_ Observer: \_\_\_\_\_

Learner's initials: **CHECKLIST**

Phases observed: \_\_\_\_\_

Others present: \_\_\_\_\_

Step 1. Developing Visual Supports for Individual Learners	Yes	No	NA	Notes
1. Teachers/instructors determine WHAT 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/barriers 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/instructors 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 plate of an activity built on a base of tactile discs attached to the outside of a container is the most meaningful table).				

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
  - In-person professional development
  - Online training
- Understanding how to monitor data that reflects accurate outcomes

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## Why Does a Strategy Work? Strategy Assessment Revision Tool (SART)

### Strategy Assessment and Revision Tool



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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

- Visual method that illustrates emotions and social behaviors
- Uses a number and color system to represent stages 1-5
- Students rate their emotion or stages of behavior
- Add possible supports for each level



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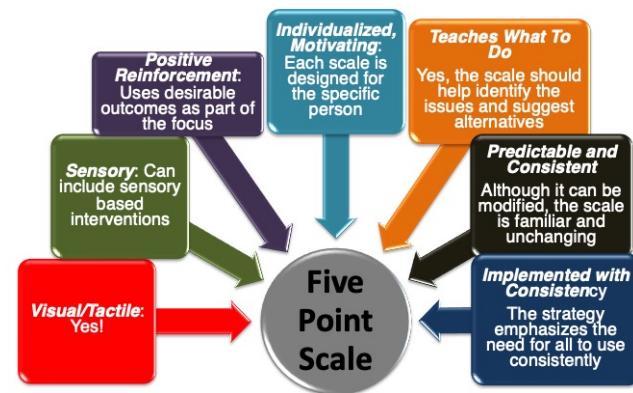
### Josh's Incredible 5-Point Scale

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 Discussion: Incredible 5-Point Scale



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### Josh's SART Sheet

- Yes?
- No?
- Maybe, if adapted without changing the fidelity of the strategy?

Name of Individual: Josh		Strategy: The Incredible 5-Point Scale/Anxiety	
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/Facile	<input 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 type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	The "What to Try" activities address possible sensory reactions	
Positive Reinforcement	<input 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 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 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 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	
Multiple Implementation	<input 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 Communication App on iPad

STUDENT: Carlos

**PLACEMENT**

- 7<sup>th</sup> 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 activity

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### Communication App on iPad

- 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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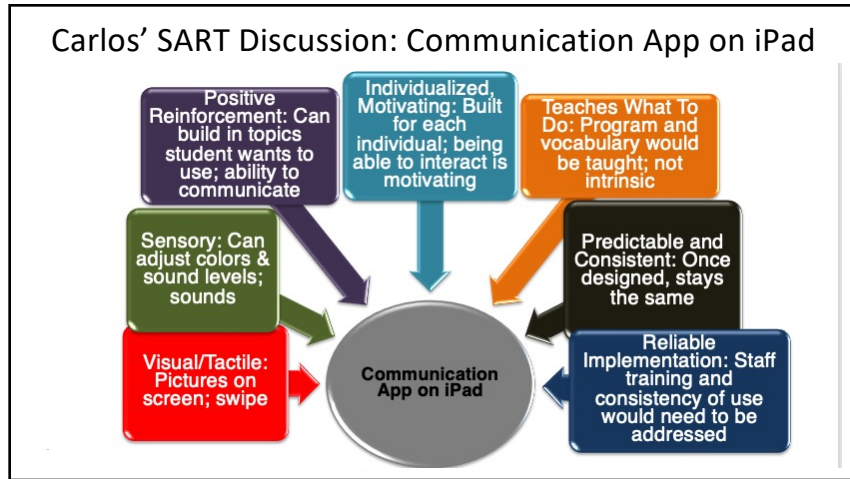
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### iPad App Example

<https://www.assistiveware.com/products/proloquo2go>

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### Carlos' SART Sheet

- Yes?
- No?
- Maybe, if adapted without changing the fidelity of the strategy?

Name of Individual: Carlos			
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 type="checkbox"/> No <input checked="" 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	
Teaches 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

**STUDENT:** Suyin

**PLACEMENT:**

- Fourth grade
- Verbal
- Partial inclusion; one period in resource room

**FBA:**

- Talking out in class due to difficulty with impulse control
- Earning tokens for raising hand

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### Response Cost Systems

- 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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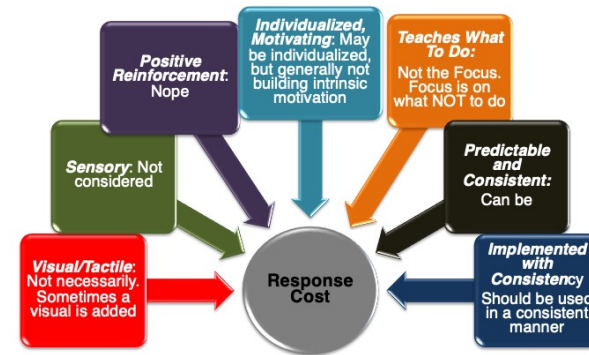
### Suyin's Response Cost System

- 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 Discussion: Response Cost System



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### Suyin's SART Sheet

- Yes?
- No?
- Maybe, if adapted without changing the fidelity of the strategy?

Name of Individual: Suyin		Strategy: Cost Response/Loss of Computer Time	
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 checked="" type="radio"/> No <input type="radio"/> 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="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Somewhat	Doesn't consider sensory needs	Sensory needs can't be addressed by losing computer time
Positive Reinforcement	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> 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="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> 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="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> 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="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Somewhat	Suyin will lose 5 minutes of computer time every time she talks out in class without raising her hand	
Reliable Implementation	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> 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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## Instructions for Using SART

- Use the SART visual and available data to guide discussion of the 7 features
- Fill in the SART sheet columns 2 and 3 during the discussion using the Guiding Questions sheet
- For any features marked somewhat or no, use column 4 to add in any possible revisions that can improve use of the strategy with this person
- Looking at all the information on the SART sheet, decide next steps for the strategy



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# Thank You

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