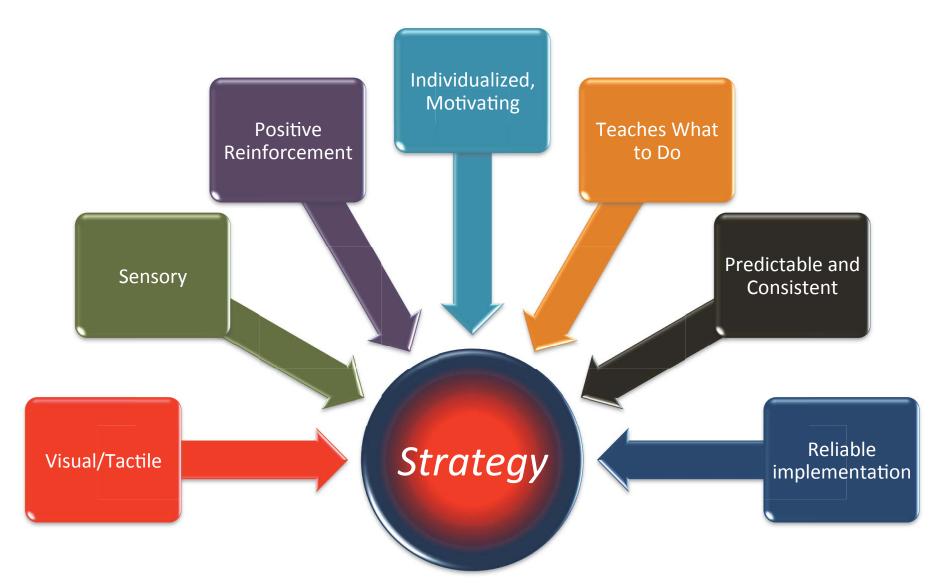*"My heart is singing this morning. A miracle has happened! The light of understanding has shone upon my little pupil's mind, and behold, all things have changed!"* Anne Sullivan

What an amazing feeling it is to see that light of understanding click on for our students! Their success gives us fuel to keep going on our toughest days. Most importantly, success reinforces the student with a healthy dose of self-esteem. Solid strategies are crucial to building a successful "light filled" program. As AIT members, you will find yourself recommending a variety of strategies to the teachers you work with. There are so many to choose from, how do we determine which is more likely to turn on that light of understanding? Some suggestions we make will be met with skepticism or even worse a report of "we've already tried that, didn't work". With each suggestion, we do know we are asking teachers to dedicate precious time to creating resources and teaching staff. No one strategy will work for everyone. Even the best ones need modification to meet the needs of individuals. Wouldn't it be great to determine the likelihood that a strategy will be successful before attempting to implement it? Wouldn't it be great to have an idea of what modifications are needed when a strategy doesn't seem to be working? Wendy Szakacs and Denise Sawan Caruso from the Ohio Center for Autism and Low Incidence, have come up with a handy tool for doing just that. It is called the Strategy Assessment and Revision Tool (SART). The SART is a simple tool that can be used for individual or classroom wide strategies. It reviews 7 critical areas. Those areas are: visual/ tactile, sensory, positive reinforcement, individualized and motivating, teaches what to do, predictable and consistent and implementation that is reliable. SART asks teams to consider if the strategy being chosen addresses all 7 areas appropriately for the individual student. If not, can the strategy be modified to meet the student's needs?
Please take a moment to look at the attached documents graciously shared with us by Wendy Szakacs and Denise Sawan Caruso. Included are the SART worksheet, guiding questions for decision making and a few examples. If you would be interested in learning more about how the SART can be used in your support of the teachers in your districts, feel free to contact me.

Have a Merry Christmas, Happy New Year and of course, safe travels!
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Strategy Assessment and Revision Tool

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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.

Name of Individual:

Element	Does the current strategy include the element?	Strategy:	
		Description of Existing Element Features	**Revisions of Strategy to Include Missing Element or to Improve Targeted Element**
Visual/Tactile	☐ Yes ☐ No ☐ Somewhat		
Sensory Consideration	☐ Yes ☐ No ☐ Somewhat		
Positive Reinforcement	☐ Yes ☐ No ☐ Somewhat		
Individualized & Motivating	☐ Yes ☐ No ☐ Somewhat		
Teaches What To Do	☐ Yes ☐ No ☐ Somewhat		
Predictable & Consistent	☐ Yes ☐ No ☐ Somewhat		
Reliable Implementation	☐ Yes ☐ No ☐ Somewhat		

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Strategy Assessment and Revision Tool
GUIDING QUESTIONS

Elements	Guiding Questions 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
Visual/ Tactile	▪ What aspects on the intervention are represented visually? ▪ What is the visual element? Words? Pictures? Symbols? Objects? Video? ▪ Is the visual representation available consistently? ▪ Is the visual component provided understandable to this person?
Sensory Consideration	▪ Are sensory sensitivity and sensory preferences included as part of the intervention? How? ▪ Is the sensory nature of the intervention generic, assuming it will meet the needs of anyone? ▪ Is consideration given to how the intervention will affect all senses? Auditory, visual, tactile/touch, movement, smell or other sensory senses? ▪ Is the sensory component only available under certain considerations or if earned?
Positive Reinforcement	▪ Does the intervention include reinforcement? ▪ Is it clear to the individual what must be done to receive reinforcement? Is it consistent? ▪ Is the reinforcement desirable to this person or is it "generic"? ▪ Has the person shown an interest in the reinforcement or is it assumed? ▪ Is it always the same reinforcement? Does it change dependent on the difficulty or effort required to earn the reinforcement? ▪ Is there opportunity for choice?
Individualized & Motivating	▪ Does the activity or task have this person's interests and preferences built in as part of the task? ▪ Is the plan individualized for this person or the same for everyone? ▪ Does the plan contain the type of visual, sensory and reinforcement elements that match the person's specific needs and strengths? ▪ How is this plan unique for this person?
Teaches What To Do	▪ Does the intervention have an element focused on teaching? ▪ Does the plan teach what "to do" rather than what "not to do"? ▪ Is "what to do" clear and concrete? ▪ Are aspects of the "Hidden Curriculum" taught to assist this person to remember what to do & why? ▪ Are there enough supports and reinforcement for this person to be able to meet the identified expectations?
Predictable & Consistent	▪ Is the intervention predictable for this person or is it vague? ▪ Is the structure of the intervention such that it looks, sounds or presents similarly/predictably from time to time and place to place? ▪ Does this person recognize the elements of the intervention such that he begins to predict the expectations?
Reliable Implementation	▪ Do all those supporting and using this intervention use it the same way? ▪ Are the elements of the intervention implemented in the same manner at the same time in all locations? ▪ Do all those implementing the intervention understand the elements and the intention of the intervention? ▪ Is data being collected to be able to evaluate the effectiveness of the intervention for this person? ▪ Is it collected consistently by all those responsible for the implementation of the intervention?

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	☒ Yes ☐ No ☐ Somewhat	The scale is a visual representation of how Josh feels as his anxiety increases and what to try in response	
Sensory Consideration	☒ Yes ☐ No ☐ Somewhat	The "What to Try" activities address possible sensory reactions	
Positive Reinforcement	☒ Yes ☐ No ☐ 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	☒ Yes ☐ No ☐ Somewhat	The scale was designed for Josh and he helped choose the "What to Try" activities	
Teaches What To Do	☒ Yes ☐ No ☐ Somewhat	Positive strategies are built into the "What to Try" activities and each one was taught to Josh	
Predictable & Consistent	☒ Yes ☐ No ☐ 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	☒ Yes ☐ No ☐ 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	

Molly's SART

YES? **NO?** **MAYBE?**

Name of Individual: Molly			
Element	**Does the current strategy include the element?**	**Strategy: Hand Over Hand Prompting**	
		Description of Existing Element Features	**Revisions of Strategy to Include Missing Element or to Improve Targeted Element**
Visual/Tactile	☐ Yes ☐ No ☒ 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	☐ Yes ☒ No ☐ Somewhat	She is tactile defensive, so hand over some 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	☐ Yes ☒ No ☐ Somewhat	Not part of this strategy	Build in reinforcement for completing the task/action using items from her reinforcement survey/assessment
Individualized & Motivating	☐ Yes ☐ No ☒ Somewhat	She is prompted when 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	☒ Yes ☐ No ☐ Somewhat	It moves Molly through the action or task so she can see how to do it	
Predictable & Consistent	☒ Yes ☐ No ☐ Somewhat	Staff tries to do the prompt the same each time	
Reliable Implementation	☒ Yes ☐ No ☐ Somewhat	Staff are waiting for a count of 12 for Molly to process directions before hand over hand	

Carlos' SART

YES? NO? MAYBE?

Name of Individual: Carlos

Element	Does the current strategy include the element?	Strategy: Communication app on iPad	
		Description of Existing Element Features	**Revisions of Strategy to Include Missing Element or to Improve Targeted Element**
Visual/Tactile	☒ Yes ☐ No ☐ Somewhat	Pictures and folders will be on the screen	
Sensory Consideration	☒ Yes ☐ No ☐ Somewhat	Can adjust the sound volume and the colors	
Positive Reinforcement	☐ Yes ☐ No ☒ 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	☒ Yes ☐ No ☐ 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	☐ Yes ☐ No ☒ 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	☒ Yes ☐ No ☐ Somewhat	Once it is programmed, the folders and vocabulary remain constant	
Reliable Implementation	☐ Yes ☐ No ☒ 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.

Name of Individual: Suyin

Element	Does the current strategy include the element?	Strategy: Cost Response/Loss of Computer Time	
		Description of Existing Element Features	**Revisions of Strategy to Include Missing Element or to Improve Targeted Element**
Visual/Tactile	☐ Yes ☒ No ☐ 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	☐ Yes ☒ No ☐ Somewhat	Doesn't consider sensory needs	Sensory needs can't be addressed by losing computer time
Positive Reinforcement	☐ Yes ☒ No ☐ 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	☐ Yes ☒ No ☐ 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	☐ Yes ☒ No ☐ 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	☒ Yes ☐ No ☐ Somewhat	Suyin will lose 5 minutes of computer time every time she talks out in class without raising her hand	
Reliable Implementation	☒ Yes ☐ No ☐ Somewhat	The staff is trained to track how many times Suyin talks out and to reduce her computer time	

Suyin's SART

YES?   NO?   MAYBE?

Mrs. Lee's SART

YES?   NO?   MAYBE?

		Name of Individual: *Mrs. Lee's Second Grade Classroom*	
Element	**Does the current strategy include the element?**	**Strategy:** *Bucket Fillers program*	
		Description of Existing Element Features	**Revisions of Strategy to Include Missing Element or to Improve Targeted Element**
Visual/Tactile	✖ Yes □ No □ 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	□ Yes □ No ✖ 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	✖ Yes □ No □ Somewhat	Filling buckets of others is reinforcing for the giver and receiver	
Individualized & Motivating	□ Yes □ No ✖ 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	✖ Yes □ No □ Somewhat	The story teaches how to fill and hopefully how not to dip	
Predictable & Consistent	✖ Yes □ No □ Somewhat	The process is the same once learned.	
Reliable Implementation	□ Yes □ No ✖ 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.