SEAT 10

THE SEAT SERIES · HANDOUT A · SEAT CARD: DO THIS MONDAY

Practitioners · K-12

SALT: A Strengths-First Response

Once I know the reason, how do I build a response that actually fits?



THREE MOVES FOR THIS WEEK

☐ Name three strengths

Before any plan, list three things working for this student.

Cost: $0

☐ Pick one focus

Choose the single barrier that, if moved, makes others easier.

Cost: $0

☐ Write the limits

Note what you and the system cannot do, then who can.

Cost: $0

SALT PLANNING QUESTIONS

1. What is going well for this student right now?
2. If we could change one thing first, what would it be?
3. What can I not do here, and who can?
4. What is our new explanation, and what response fits it?

CLASSIFY BEFORE YOU CONSEQUENCE

Withdrawal
Strength: a caring family. Focus: logistics. Theory: support, not sanction.

Avoidance
Strength: a trusted adult. Focus: the unsafe window.

Refusal
Strength: willingness to try. Focus: graduated exposure with clinicians.

Truancy
Strength: a peer or interest. Focus: belonging and goals.

AVOID THESE MISSTEPS

x Skipping strengths because the case feels urgent

x Choosing several focus areas at once

x Escalating to enforcement before a matched response is tried

HOW YOU WILL KNOW IT WORKS

Leading: Cases with a written SALT plan
Lagging: Attendance at 90 days for SALT cases

Evidence: Schools Spared, Children Punished, Ch. 6 (Devon and Simone, composite cases); Attendance USA, No Empty Seats National Position Statement; HEDCO Institute meta-analysis, University of Oregon (2025-2026), 49 U.S. studies.

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