Program Planning for Learners with Autism Spectrum Disorders Using the Ziggurat and Comprehensive Autism Planning System

Goals and Challenges
- To learn social skills and engage in social interactions
- To gain daily living skills
- To understand self, particularly as it relates to sensory and emotional needs
- To learn problem-solving skills
- To learn academic content

Overview of Day
- ASD characteristics - current theories
- Introduce the Ziggurat Model
  - How to assess and address underlying characteristics
  - Five levels of intervention
  - Apply ZM to scenarios
- Overview of the Comprehensive Autism Planning System
- Common evidenced-based intervention strategies

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Imitation
- One of the most basic modes of learning
- Imitation is used across the lifespan and across environments
- Mirror neurons impact imitation
  - When attempting to engage in an activity by modeling
  - When observing someone engaging in an activity

The Sensory Systems … (it all starts here)

Theory of Mind
- Difficulty in …
  - Predicting
  - Reading intentions
  - Understanding emotions
  - Explaining own behavior
  - Perspective or reference
  - Reading and reacting to others’ interests
  - Understanding social interactions

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Language and Social Challenges
- Nonverbal communication
- Initiating and maintaining social interactions
- Literalness
- Perspective taking
- Hidden curriculum
- Cause/effect relationships
- Difficulty conveying own thoughts
- May not use social “niceties”

Central Coherence
- Idiosyncratic focus
- Preference for the known
- Difficulty in choosing and prioritizing
- Difficulty seeing connections
- Lack of compliance

Pseudo-Logic
- Is extremely logical, but the logic is very unique based on that student’s perspective

Literal Approach to Life
- People say exactly what they mean
- People mean exactly what they say
- There is no need to look for other meanings

Executive Function
- Difficulty in ...
  - Perceiving emotions
  - Imitating others
  - Planning
  - Starting and stopping
  - Organizing (time, self, space, thoughts)

Special Interests and Obsessions
- Narrow interests
- Not permanent
- Often appear “uncontrollable”
- Role of the interest: interest; fun; security, comfort; relaxation; stress reduction
Auditory and Visual Systems

- Has rote memory for auditory information
- Has challenges in meaningful memory
- Can repeat a phrase, paragraph, request, command, or rule ... but cannot do it

Sound More Competent Than They Are

- Expressive language is most often more advanced than receptive language.
- Expressive language in children with AS, however, DOES NOT EQUAL comprehension.
- Many children with AS will say something without knowing what it means.

Flexibility

- Problems dealing with unanticipated events or changes or delays in schedules
- Why?
  - Fear of the unknown
  - Does have the cognitive resources to cope with change
  - Inflexibility of thought
  - Does not know what to do instead of ...

Sense of Social Justice

- The good guys always win.
- Rules are meant to be followed.

Academic Challenges

- Reading comprehension
- Written expression
- Mathematical reasoning and calculation
- Need to assess whether tasks are "rote" or "meaning-based"

Some Co-Morbid Conditions

- Attention Deficit Hyperactive Disorder
- Oppositional Defiant Disorder
- Depression (including major depression)
- Obsessive Compulsive Disorder
- Tourette Syndrome
- Elective Mutism
- Bipolar Disorder

Ketty Gonzalez, 2005

You can't bring food into the theater!
All Areas of Functioning are Impacted

According to Nancy Minshew, a specialist in psychiatry and neurology at the University of Pittsburgh School of Medicine: "...you cannot compartmentalize ASD. They are [sic] much more complex."

Why Comprehensive Planning With The Ziggurat and CAPS Models?

- Fewer behavior problems
- More instructional time
- Increased compliance with law
- Increased engagement time
- Faster IEP development
- Better IEPs
- More positive/collaborative relationship with parents
- Improved collaboration among staff

Who is Involved in Comprehensive Planning?

- Parents
- Student
- General Education Teacher
- Special Education Teacher
- Para-professional
- Speech Language Pathologist
- Occupational Therapist
- School Psychologist
- Administrator
- Other as needed

4 Steps to Designing a Comprehensive Intervention Plan

1. Characteristics
2. Design
3. Implement

The Ziggurat Model

Ziggurat  

1. a temple having the form of a terraced pyramid of successively receding stories, erected by the ancient Assyrians and Babylonians
2. a framework for designing comprehensive interventions for individuals with autism spectrum disorders

(zig•gu•rat) from Assyrian ziqquarat, height, pinnacle
Why was the Ziggurat Model Developed?

- Difficulty "Seeing the Autism"
- Tendency to apply one strategy to address all needs
- Tendency to ignore critical areas when designing an intervention

Interventions Based on Underlying Characteristics

<table>
<thead>
<tr>
<th>Underlying Characteristics</th>
<th>Intervention</th>
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<tbody>
<tr>
<td>Preoccupied with sensory exploration</td>
<td>Provide sensory diet</td>
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</table>
| Difficulty starting conversations | • Provide written script for joining play and greetings  
• Reinforce for using conversational skills |
| Difficulty making friends | • Train and assign peer buddy  
• Teach language used in playground games/activities |

Hypothesized Function: Gain access to preferred activity

Interventions based on FBA

- Reinforce Rick for 3 minutes without flapping hands
- Remove sticks from Rick
- Reward for playing with peers
- Create a "play schedule" for Rick to structure his recess time

Interventions Ziggurat

Skills to Teach

Task Demands

Structure and Visual/Tactile Supports

Reinforcement

Sensory Differences and Biological Needs

Communication Interventions

Teach language used in playground games/activities

Task Demands

Structure and Visual/Tactile Supports

Reinforcement

Sensory Differences and Biological Needs
The Ziggurat Model

- Sensory and Biological Needs
- Reinforcement
- Structure and Visual/Tactile Supports
- Task Demands
- Skills to Teach

Helps you to “see” the autism
Provides a “snapshot” of how autism is expressed for an individual
A descriptive instrument
Can be completed by a team
Provides a tool for assessing progress/change

1 The UCC Areas

- Social
- Restricted Patterns of Behavior, Interests, and Activities
- Communication
- Sensory Differences
- Cognitive Differences
- Motor Differences
- Emotional Vulnerability
- Known Medical or other Biological Factors

Individual Strength and Skills Inventory

- Social
- Behavior, Interests, and Activities
- Communication
- Sensory
- Cognitive
- Motor
- Emotional
- Biological
[3] Shows little interest in or response to praise

[8] Has difficulty imitating the actions or words of others

- Engages in turn taking activity with parents
- Plays near peers in classroom
- Beginning to return social smile w/ parents

UCC-HF or UCC-CL

Not a fine line. When in doubt, review the items from both and select the one that is the best fit.

Complete Mickey’s UCC & ISSI

UCC-HF or UCC-CL

Average Skills

"Classic" Autism

HFA/AS

UCC-CL

Catatonia in ASDs

Skills to Teach

Task Demands

Structure and Visual / Tactile Supports

Reinforcement

Sensory Differences and Biological Needs

Characteristics of Catatonia in ASDs

1. Increased slowness affecting movement and verbal response
2. Difficulty initiating and completing action
3. Reliance on physical or verbal prompting
4. Increased passivity and lack of motivation


Associated features of Catatonia in ASDs

1. Reversal of day and night
2. Parkinsonian features (e.g., tremor, eye rolling, stiff posture, freezing)
3. Excitement and agitation
4. Increase in repetitive and ritualistic behavior


Interventions for Catatonia

- Reduce stress
- Provide verbal and physical prompts
- Maintain routine and structure
- Educate caregivers
- Medication
- ECT


“...the last thing one knows in constructing a work is what to put first”
- Blaise Pascal

Sensory Differences and Biological Needs

- Provide a sensory diet
- Monitor and address environmental stressors:
  - Sound, light, proximity/personal space, textures
  - Movement needs
- Monitor and address:
  - Appetite/hunger
  - Arousal/activity level (e.g., fatigue, hyper)
  - Posture and movement
  - Medical needs

Sensory Issues

Asperger Syndrome and Sensory Issues
Sensory Issues

- Smell
- Taste
- Touch
- Visual Input
- Auditory
- Vestibular (balance)
- Proprioception (body awareness)

Children with AS have more difficulties with modulation and emotional reactivity when compared to their counterparts with autism.

Brenda Smith Myles

Emotional Reactivity

- Displays emotional outbursts when unsuccessful
- Is stubborn or uncooperative
- Often gets “stuck” in a situation
- Is overly sensitive
- Reacts overtly when sensory systems needs are not met

Brenda Smith Myles

Sensory Diet Is ...

- A planned and scheduled activity program designed to meet a child’s specific sensory needs (Yack et al., 1998)
- Incorporates naturally occurring opportunities for children to get the sensory stimulation they need (Willbarger, 1995)

Miller & Robbins, 2005

How Long Does it Last?

- Tactile: 1 to 1 1/2 hours
- Vestibular: 4 to 8 hours
- Proprioception: Up to 1 1/2 hours
- Auditory, Gustatory, & Olfactory: Transitory

Brenda Smith Myles

Sensory - Key Points

- Sensory dysfunction influences all aspects of an individual’s life.
- There are seven types of sensory dysfunction.
- Interventions need to occur in ALL of the individual’s environments.
- Assessments must be completed and interventions must be supervised by a trained occupational therapist.
Coping Cards

Take 2 deep breaths with your eyes closed

Press hands together and count to 10 slowly

Amy Bixler, 2006

"If there is no reinforcer, there is no lesson"
- Andrew Bondy

Reinforcement

Reinforcement Reminders

Reinforcement increases the likelihood of a behavior

“The way positive reinforcement is carried out is more important than the amount”

- B.F. Skinner

Reinforcement Reminders

- Involve students in the process of selecting reinforcers
- Start with high rate of reinforcement for new skills
- Use variable rate of reinforcement for maintenance
- Reinforce practice
- Reinforce prompted behavior
- Reserve some reinforcers to maintain their effectiveness

Reinforcement Reminders

"You may not have to look any further than your child’s special interest to find the perfect reward”

- Sakai, 2005, p. 52

Reinforcement Menu

My School Rewards

- 10 minutes of reviewing baseball statistics in personal magazines/books
- 15 minutes to research on the internet on baseball/sports statistics/events
- Time to browse books in the school library

Amy Bixler, 2006
Home Reinforcement Menu

My Home Rewards

- 30 minutes of time to browse the web
- Trip to local baseball card store
- 30 minutes of video games

Amy Bixler, 2006

“And it is best if you know a good thing is going to happen, like an eclipse or getting a microscope... And it’s bad if you know a bad thing is going to happen like having a filling or going to France. But I think it is worst if you don’t know whether it is a good thing or bad thing which is going to happen.”

- From: The Curious Incident of the Dog in the Night Time, by Mark Haddon, 2003

Structure and Visual/Tactile Supports

“I like everything still. It gives you a full feeling. It gives you a full attention. With something quick, you don’t get the full idea of it. With something still, you take a look at it and you get to know the whole look and feeling”

-Warden from Rage for Order (BBC, 1996)

Structure and Visual/Tactile Supports

Common Misperceptions

- If an individual can read then he/she does not need pictures or symbols
- He’s in high school, he does not need an individualized schedule
- I can stop using a visual schedule once my client learns the routine
- If an individual has not looked at his/her schedule in three weeks he/she does not need it anymore

Visual Schedules

- Highly structured environments – provide an opportunity for those with ASDs to succeed
- Increased predictability and understanding results in:
  - Decreased problem behavior
  - Increased independence

Research on visual schedules shows that they are:

- Effective across age ranges
- Effective across settings

**Visual Schedules**

Schedules are effective in decreasing:
- off-task behaviors
- disruptive behavior
- noncompliance
- aggression
- tantrums
- property destruction

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**Schedules depict:**
- Sequences
  - Transitions between activities
  - Within activity steps
  - Rules for different individuals or routines

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**Morning Checklist**

<table>
<thead>
<tr>
<th>Check</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>✓</td>
<td>Put away backpack</td>
</tr>
<tr>
<td>✓</td>
<td>Make lunch selection</td>
</tr>
<tr>
<td></td>
<td>Complete helper chart</td>
</tr>
<tr>
<td></td>
<td>Turn in homework</td>
</tr>
<tr>
<td></td>
<td>Take out journal</td>
</tr>
<tr>
<td></td>
<td>Pick reward from your menu</td>
</tr>
</tbody>
</table>

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**The Incredible 5-Point Scale**

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

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**Stress Thermometer**

- When my Lego toys fall apart
- When I have hard homework
- Putting stuff in my backpack after bus arrives

- Most stressed ever
- Ask for help
- Call my mom for help
- Pack before bus time
- No stress

---

**Video-Based Instructional Procedures**

- Improve daily living skills
- Promote generalization
- Socially validated

---


Cartooning

- Combines words with simple drawings in order to explain a simple concept

"Just imagine your most stressful day that you've ever, ever had . . . your worst day is his best day"

- Parent of child with Asperger's

Task Demands

I’m in the obstacle removal business

“We don’t fix things that aren’t broken, we remove obstacles for kids with infinite potential”

- Eric Blackwell

Task Demands

Task Demands and Skills to Teach

Too Demanding

Group Work

© Ruth Aspy, Ph.D., Barry G. Grossman, Ph.D.
**Skills to Teach**

- The teacher who does not understand that it is necessary to teach autistic children seemingly obvious things will feel impatient and irritated.
  
  —Hans Asperger

**Hidden Curriculum**

- The set of unwritten rules that no one has been directly taught, but everyone knows. Violations of these rules can make an individual a social outcast.
- Phrase associated with hidden curriculum:
  - "I shouldn’t have to tell you but … "
  - "Everyone knows that … "
  - "It’s obvious … "

**Examples of Task Demand Interventions**

- Provide written instructions
- Allow use of laptop to take notes
- Give extra time for written work
- Teach to use a Personal Digital Assistant (PDA)
- Provide organizational skills support
- E-mail assignments, reminders

**Examples of Task Demand Interventions**

- Use coping cards
- Create Circle of Friends
- Provide narration
- Provide high interest activities to encourage social interaction

**Examples of Task Demand Interventions**

- Provide peer buddy/mentor
- Give highlighted text
- Provide monitoring teacher/contact
- Provide “safe place”
- Allow for breaks
- Prepare for change
- Minimize transitions

**Examples of Task Demand Interventions**

- Use coping cards
- Create Circle of Friends
- Provide narration
- Provide high interest activities to encourage social interaction

**The Seemingly Obvious**

- What is it about the situation that comes naturally to everyone else but is missing for this person? Why is it that others do not show the same behavior?
- What is it that has not occurred to me to teach?

*That is the seemingly obvious. That is the thing to teach.*
Hidden Curriculum

- Differs across
  - Age
  - Who you are with
  - Gender
  - Culture

Other Hidden Curriculum Areas

- Airplane/airport
- Friends
- Eating
- Public/private swimming pools
- School rules
- Bathroom/shower/locker room

More Hidden Curriculum ...

- If you do something funny, it is usually only funny once. If you do it repeatedly, it makes you look silly and goofy and people might make fun of you.
- Don’t tell the principal that if she listened better more kids would like her.
- When someone else is getting in trouble, it is not the time to show the teacher something.

More Hidden Curriculum ...

- When you are taking a shower in group setting, do not sustain eye contact for very long or watch other people taking their shower.
- When you are with classmates/coworkers you don’t know very well and you are the center of attention, do not pick your nose, pass gas or scratch an itch of a private body part.

Designing A Global Intervention Plan

Steps to Designing a Comprehensive Intervention Plan

1. Characteristics
2. Design
3. Implement
Designing a Global Intervention

1. List prioritized UCC areas of concern
2. Select UCC items to address
3. Develop interventions for each level of the Ziggurat
4. Ensure that intervention is complete

1. UCC Areas
- Social
- Restricted Patterns
- Communication
- Sensory Differences
- Cognitive Differences
- Motor Differences
- Emotional Vulnerability
- Known Medical/Biological Factors

1. Mickey-Prioritized UCC Areas
- What are the short-term/long-term goals?
  Short-term
  - Ask for help
  - Increase positive peer interactions (reduce verbal outbursts)
  - Increase participation in group activities
  - Accurately identify feelings of self and others
  - Identify alternatives to yelling and arguing

  Long-term
  - Develop friendships
  - Increased independence
  - Improved coping skills

1. Mickey-Prioritized UCC Areas
- In what settings does the individual need to function?
  - School (e.g., classroom, PE, lunchroom, hallways)
  - Home
  - Community (e.g. grocery store, mall)

1. Mickey-Prioritized UCC Areas
- Which UCC areas have the greatest impact on the ability to function in multiple settings?
  - Social
  - Communication
  - Emotional Vulnerability

1. Mickey-Prioritized UCC Areas
- Which UCC areas would have the greatest impact on increasing independent functioning?
  - Social
  - Emotional Vulnerability
1. Mickey- Prioritized UCC Areas

- Which UCC areas would have the greatest impact on his/her sense of well-being?
- Social

2. Prioritize UCC Items for Mickey- Global Intervention

- Social #1, 5, 7
- Communication #28, 29, 39
- Emotional Vulnerability #76, 87

Mickey’s - Prioritized Areas

1. Prioritize Areas of Concern from UCC

- Social
- Communication
- Emotional Vulnerability

2. Select UCC Items from Prioritized UCC Areas

- Which items have the greatest impact on the prioritized UCC areas of concern?
- Which UCC items address more pivotal underlying needs?
- Look for needs that are “basic” and have the greatest impact (e.g., mindblindness vs. lacks tact)

2. Select UCC Items for Mickey- Global Intervention

- [1] Mindblindness
- [5] Has difficulty making or keeping friends
- [7] Is naïve, easily taken advantage of, or bullied
- [28] Has difficulty starting, joining, and/or ending a conversation
- [29] Has difficulty asking for help
- [39] Has difficulty talking about others’ interests
- [76] Is easily stressed-worries obsessively
- [87] Has difficulty identifying, quantifying, expressing, and/or controlling emotions
Designing a Global Intervention

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Mickey - Intervention Design Activity: Marrying the Underlying Characteristics and Strengths to Interventions

Which Level or Levels?

- Identify stressful situations and help Mickey to quantify the level of stress using a dryer heat scale – develop strategies for each situation

- Intersperse calming activities (high interest) with challenging tasks. Provide area in classroom to keep catalogs, models, etc. for access at these times

Which Level or Levels?

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Underlying Characteristic(s) | Interventions
--- | ---
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Underlying Characteristic(s) | Interventions
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Which Level or Levels?

- Teach Mickey skills for conversational turn-taking on preferred and less preferred topics – use modeling, role play, narration, and video

Mickey- Which Underlying Characteristic(s)?

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Mickey

[76] Is easily stressed—worries obsessively

Interventions

Intersperse calming activities (high interest) with challenging tasks. Provide area in classroom to keep catalogs, models, etc. for access at these times
Mickey

Has difficulty starting, joining, and/or ending a conversation

Able to communicate effectively on topics of interest

Teach Mickey skills for conversational turn-taking on preferred and less preferred topics – use modeling, role play, narration, and video

Comprehensive Autism Planning System

Making the Program a Reality

Framework NOT Paperwork!

Why Was CAPS Developed?

- Teams were changing and training would be needed again each year.
- During transitions knowledge was not shared.

Why Was CAPS Developed?

- Students often move and new teams have to get to know these students, reinventing the wheel is not fair to the student or the teacher.
- Simply, what works for the individual was not being shared.
CAPS is the framework tying the daily schedule to the underlying characteristics identified in the UCC and the interventions outlined in the Ziggurat Worksheet.

Develop skills to teach based on State Standards, IEP Goals, and Ziggurat interventions.

This includes:
- All classes
- Transitions that require supports of any nature
- Home bases built into the schedules

Global academic subject matter to be mastered
- May be IEP item
- May be regular curriculum
- May be modified curriculum
- This area is NOT designed to list a task analysis of the subject matter
- A skill or STO that will be worked on for an extended period of time
- State standards
### Structure/Modifications

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### Reinforcement

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### Sensory Strategies

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### Social Skills/Communication

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</tbody>
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**Mickey’s CAPS**
### Mickey’s Time and Activity

**COMPREHENSIVE AUTISM PLANNING SYSTEMS (CAPS)**

*(Henry and Myles, 2007)*

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Skills/STO</th>
<th>Structure/Modifications</th>
<th>Reinforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Priming</td>
<td></td>
<td></td>
<td>Review special interests catalogs</td>
</tr>
<tr>
<td>8:15</td>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:45</td>
<td>Bath-room</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td>PE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:45</td>
<td>Home Base</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td>Social Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:45</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:15</td>
<td>Band</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00</td>
<td>LA</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Mickey’s 1st Activity

**Review special interests catalogs**

**Visual schedule**

**Turn-taking**

**Asking for help**

**Emotion check**

8:00 Priming

*Visual schedule*

**Review special interests catalogs**

**Taken from Prioritized UCC Items: 28, 29, 76, 87**

### Mickey’s 1st Activity

**Review special interests catalogs**

**Visual schedule**

**Turn-taking**

**Asking for help**

**Emotion check**

8:00 Priming

*Visual schedule*

**Review special interests catalogs**

**Taken from Reinforcement Intervention from the Ziggurat Worksheet: Intersperse calming activities ....**

### Mickey’s 1st Activity

**Review special interests catalogs**

**Visual schedule**

**Turn-taking**

**Asking for help**

**Emotion check**

8:00 Priming

*Visual schedule*

**Review special interests catalogs**

**Taken from Structure & Visual/Tactile Supports of Ziggurat Worksheet: Use visual schedule of daily events ....**
Mickey’s 1st Activity

Time Activity Skills/STO Sensory Social Skills/ Communication
8:00 Priming Turn-taking Asking for help Emotion check *Koosh ball Disco seat

List of alternatives for screaming and yelling Dryer heating scale

Taken from Sensory/Biological Needs Intervention from the Ziggurat Worksheet: Provide disco seat …. and Provide koosh ball and other fidgets ...

Strengths of the Ziggurat and CAPS Models

1. Provides a process and framework for designing an intervention plan

"Make everything as simple as possible but not simpler"

- Albert Einstein

Strengths of the Ziggurat and CAPS Models

2. Addresses underlying characteristics of ASD by utilizing strengths and building skills
Strengths of the Ziggurat and CAPS Models

3. Emphasizes and enhances evidence-based strategies

4. Facilitates comprehensive intervention design and implementation

5. Facilitates use of proactive interventions

6. Facilitates interdisciplinary interventions

7. Consistent with Positive Behavioral Interventions and Supports (PBIS) and other guidelines:
   - State standards
   - Response to Intervention
   - Individualized
   - Evidenced based strategies
   - Functional assessment
   - Comprehensive
   - Skill development
   - Improves environment
   - Team building
   - Facilitates transitions

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www.texasautism.com
## Comprehensive Autism Planning System (CAPS)

**Child/Student:** Mickey

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Targeted Skills to Teach</th>
<th>Structure/Modifications</th>
<th>Reinforcement</th>
<th>Sensory Strategies</th>
<th>Communication Social Skills</th>
<th>Data Collection</th>
<th>Generalization Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Priming</td>
<td>Turn-taking</td>
<td>Visual schedule</td>
<td>Review special interest catalogs after priming</td>
<td>Koosh ball Disco seat to sit on</td>
<td>List of alternatives for screaming and yelling Dryer heating scale</td>
<td>Turn taking (yes/no) Asking for help (#) Identification of emotion in self (correct/incorrect)</td>
<td>Dryer heating scale Alternatives to yelling and screaming (inside notebook and at home)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Asking for help</td>
<td>Resource room</td>
<td>Verbal reinforcement targeted skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Emotion recognition in self</td>
<td>Train peers</td>
<td>Disco seat to sit on</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Calming activity after assignment: run an errand, put away materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:15</td>
<td>Reading</td>
<td>State reading standards</td>
<td>Visual checklist of assignment steps</td>
<td>Reinforcer menu at end of class Asking for help Catalogs in classroom</td>
<td>Disco seat to sit on Calming activity after assignment: run an errand, put away materials</td>
<td>List of alternatives for screaming and yelling Dryer heating scale</td>
<td>Mastery of reading standards Asking for help Rumbling and rage # of times to home base</td>
<td>Dryer heating scale Alternatives to yelling and screaming (inside notebook and at home)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Asking for help</td>
<td>Keyboard or dictate assignments Quiet area for tests and assignments Home base card Fewer problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td>Math</td>
<td>State math standards</td>
<td>Visual checklist of assignment steps</td>
<td>Reinforcer menu at end of class Asking for help Catalogs in classroom</td>
<td>Disco seat to sit on Calming activity after assignment: run an errand, put away materials</td>
<td>List of alternatives for screaming and yelling Dryer heating scale Conversation with peer</td>
<td>Mastery of math standards Asking for help Rumbling and rage # of times to home base</td>
<td>Dryer heating scale Alternatives to yelling and screaming (inside notebook and at home)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Asking for help</td>
<td>Pair with student Quiet area for tests and assignments Home base card</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Time</th>
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<th>Structure/ Modifications</th>
<th>Reinforcement</th>
<th>Sensory Strategies</th>
<th>Communication Social Skills</th>
<th>Data Collection</th>
<th>Generalization Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:45</td>
<td>Bathroom</td>
<td>Appropriate urinal use</td>
<td>Early release</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>10:00</td>
<td>PE (small group adaptive that combines health, social, daily living, physical activities)</td>
<td>State PE standards Asking for help Starting, joining, ending conversation Use of dryer scale Emotion recognition</td>
<td>Visual checklist of tasks Home base card</td>
<td>Reinforcer menu each activity</td>
<td>Koosh ball Frequent movement to improve alertness</td>
<td>Conversation with class members Asking for help Dryer heating scale Use of appropriate voice when upset</td>
<td>Mastery of state PE standards Asking for help Appropriate conversation</td>
<td>Dryer heating scale Alternatives to yelling and screaming (inside notebook and at home)</td>
</tr>
<tr>
<td>10:45</td>
<td>Home Base (Resource Room)</td>
<td>Self-calming</td>
<td>Catalogs to review</td>
<td>None</td>
<td>Beanbag chair Koosh ball Disco seat</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>11:00</td>
<td>Social Skills</td>
<td>Conversation skills Asking for help Talking about others’ interests Stress management Emotion recognition in self and others</td>
<td>Visual checklist of tasks Checklist of skills Home base card Modeling, role play, narration, video</td>
<td>Reinforcer menu for skill use</td>
<td>Disco seat Koosh ball Running errands (as needed)</td>
<td>Conversation with class members Asking for help Dryer heating scale Use of appropriate voice when upset</td>
<td>Conversation Asking for help Talking about others’ interests Stress management Emotion recognition in self and others</td>
<td>Communication skills in group academic classes</td>
</tr>
<tr>
<td>11:45</td>
<td>Lunch (in resource room with small group of peers, including Circle of Friends)</td>
<td>Conversation skills</td>
<td>Early entry into cafeteria Resource room for lunch</td>
<td>Reinforcer menu to use after eating and conversation</td>
<td>None at this time</td>
<td>Conversation starter cards</td>
<td>None</td>
<td>Conversation starter cards at home</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Targeted Skills to Teach</th>
<th>Structure/Modifications</th>
<th>Reinforcement</th>
<th>Sensory Strategies</th>
<th>Communication Social Skills</th>
<th>Data Collection</th>
<th>Generalization Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:15</td>
<td>Band</td>
<td>Music mastery</td>
<td>Home base as needed</td>
<td>Early release for home base</td>
<td>None</td>
<td>Asking for help Conversation skills</td>
<td>None other than mastery of music</td>
<td>Practice trumpet at home</td>
</tr>
<tr>
<td>1:00</td>
<td>Language Arts</td>
<td>State reading standards Asking for help</td>
<td>Visual checklist of assignment steps Keyboard or dictate assignments Quiet area for tests and assignments Home base card Fewer problems</td>
<td>Reinforcer menu at end of class Asking for help Catalogs in classroom</td>
<td>Disco seat to sit on Calming activity after assignment: run an errand, put away materials</td>
<td>List of alternatives for screaming and yelling Dryer heating scale</td>
<td>Mastery of reading standards Asking for help Rumbling and rage # of times to home base</td>
<td>Dryer heating scale Alternatives to yelling and screaming (inside notebook and at home)</td>
</tr>
<tr>
<td>1:45</td>
<td>Social Studies/Science</td>
<td>State reading standards Asking for help</td>
<td>Visual checklist of assignment steps Keyboard or dictate assignments Quiet area for tests and assignments Home base card Fewer problems</td>
<td>Reinforcer menu at end of class Asking for help Catalogs in classroom</td>
<td>Disco seat to sit on Calming activity after assignment: run an errand, put away materials</td>
<td>List of alternatives for screaming and yelling Dryer heating scale</td>
<td>Mastery of reading standards Asking for help Rumbling and rage # of times to home base</td>
<td>Dryer heating scale Alternatives to yelling and screaming (inside notebook and at home)</td>
</tr>
<tr>
<td>2:15</td>
<td>Recess</td>
<td>Conversation Asking for help Stress management</td>
<td>Visual checklist Structured activities with peer Home base card</td>
<td>Computer time on special interest at end of period</td>
<td>None at this time</td>
<td>Conversation skills</td>
<td>Rumbling and rage</td>
<td>Community social skills group</td>
</tr>
<tr>
<td>2:45</td>
<td>Ready for Dismissal</td>
<td>Organization (state standard)</td>
<td>Homework planner Priming for any schedule changes</td>
<td>Time with special interest at end of materials are gathered</td>
<td>Koosh ball</td>
<td>Review of day, including stress management</td>
<td>None</td>
<td>Priming at home for schedule changes</td>
</tr>
</tbody>
</table>

### Mickey - Global Intervention Plan

**ZIGGURAT WORKSHEET**

Ruth Aspy, Ph.D., and Barry G. Grossman, Ph.D.

<table>
<thead>
<tr>
<th><strong>BEHAVIOR/AREAS OF CONCERN</strong></th>
<th><strong>FOR SPECIFIC INTERVENTION PLAN</strong></th>
<th><strong>PRIORITIZED UCC ITEMS</strong></th>
<th><strong>CHECK ALL THAT APPLY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td></td>
<td>[5] Has difficulty making or keeping friends</td>
<td>[39] Has difficulty talking about others’ interests</td>
</tr>
<tr>
<td>Emotional Vulnerability</td>
<td></td>
<td>[7] Is naïve, easily taken advantage of, or bullied</td>
<td>[76] Is easily stressed—worries obsessively</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[28] Has difficulty starting, joining, and/or ending a conversation</td>
<td>[87] Has difficulty identifying, quantifying, expressing, and/or controlling emotions</td>
</tr>
</tbody>
</table>

**Sensory/Biological Intervention:**
- Provide Mickey with a Dryer sheet to keep in pocket
- Frequent breaks to get a drink, do a load of laundry
- Disco seat for wriggle room
- Provide Koosh ball and other fidget items
- Down time right after school
- Provide physical education activities in smaller setting
- Provide individual sport activities for PE
- Intersperse calming activities (high interest) with challenging tasks. Provide area in classroom to keep catalogs, models, etc. for access at these times
- Provide occupational therapy consultation with staff and parents regarding sensory interventions

**Reinforcement Intervention:**
- Reinforce Mickey for practicing social and communication skills. Provide additional reinforcement for demonstrating skills during actual interactions.
- Intersperse calming activities (high interest) with challenging tasks. Provide area in classroom to keep catalogs, models, etc. for access at these times.
- Provide a visual menu of reinforcers.
- Provide a written list of alternatives to yelling or arguing when frustrated. Reinforce for using one of the identified alternatives.
- Reinforce prompted and modeled behaviors (recognize that number of reinforcers earned will likely be higher on challenging days)

**Structure & Visual/Tactile Support Intervention:**
- Use visual schedule of daily activities as well as checklists of steps to complete an assignment. Put visual reminder of reinforcer to be earned as the last step.
- Involve Mickey in a carefully selected extracurricular club or activity. Train peers.
- Teach Mickey skills for conversational turn-taking on preferred and less preferred topics – use modeling, role play, narration, and video
- Provide a visual menu of reinforcers.
- Provide a written list of alternatives to yelling or arguing when frustrated. Reinforce for using one of the identified alternatives.
- Video tape Mickey in actual learning activities and social interactions. Review the video while Mickey is calm and narrate the behaviors observed.
- Identify stressful situations and help Mickey to quantify the level of stress using a dryer heat scale – develop

---

### Mickey- Global Intervention Plan

<table>
<thead>
<tr>
<th>Underlying Characteristics Addressed:</th>
<th>strategies for each situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>[1] Mindblindness</td>
<td></td>
</tr>
<tr>
<td>[5] Has difficulty making or keeping friends</td>
<td></td>
</tr>
<tr>
<td>[29] Has difficulty asking for help</td>
<td></td>
</tr>
<tr>
<td>[76] Is easily stressed—worries obsessively</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Task Demand Intervention:</th>
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</thead>
<tbody>
<tr>
<td>• Provide physical education activities in smaller setting</td>
</tr>
<tr>
<td>• Identify stressful situations and help Mickey to quantify the level of stress using a dryer heat scale – develop strategies for each situation</td>
</tr>
<tr>
<td>• Intersperse calming activities (high interest) with challenging tasks. Provide area in classroom to keep catalogs, models, etc. for access at these times</td>
</tr>
<tr>
<td>• Teach Mickey skills for conversational turn-taking on preferred and less preferred topics – use modeling, role play, narration, and video</td>
</tr>
<tr>
<td>• Provide individual sport activities for PE</td>
</tr>
<tr>
<td>• Train circle of friends to support Mickey in less structured activities (PE, recess, lunch) – teach Mickey to “follow their lead” when uncertain</td>
</tr>
<tr>
<td>• Provide school wide training for “bully prevention” and reinforce prosocial behaviors in school wide program</td>
</tr>
<tr>
<td>• Provide visual supports (see visual support level)</td>
</tr>
<tr>
<td>• Adjust proportion of calming activities on high demand days</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Underlying Characteristics Addressed:</th>
<th>[1] Mindblindness</th>
</tr>
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<tbody>
<tr>
<td>[5] Has difficulty making or keeping friends</td>
<td></td>
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<td>[7] Is naïve, easily taken advantage of; or bullied</td>
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<td></td>
</tr>
<tr>
<td>[76] Is easily stressed—worries obsessively</td>
<td></td>
</tr>
<tr>
<td>[87] Has difficulty identifying, quantifying, expressing, and/or controlling emotions</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Intervention:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teach Mickey how to recognize his emotional state – use modeling, role play, narration, and video</td>
</tr>
<tr>
<td>• Teach Mickey how to recognize emotions of others – use modeling, role play, narration, and video</td>
</tr>
<tr>
<td>• Teach Mickey skills for conversational turn-taking on preferred and less preferred topics – use modeling, role play, narration, and video</td>
</tr>
<tr>
<td>• Provide individual and group speech therapy services to support communication goals – include another student with similar needs in instruction and practice activities – (lunch bunch)</td>
</tr>
<tr>
<td>• Teach Mickey to recognize when he needs help</td>
</tr>
<tr>
<td>• Identify stressful situations and help Mickey to quantify the level of stress using a dryer heat scale – develop strategies for each situation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Underlying Characteristics Addressed:</th>
<th>[1] Mindblindness</th>
</tr>
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<tbody>
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<td>[5] Has difficulty making or keeping friends</td>
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<td>[28] Has difficulty starting, joining, and/or ending a conversation</td>
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<td>[29] Has difficulty asking for help</td>
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<td>[39] Has difficulty talking about others’ interests</td>
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<tr>
<td>[76] Is easily stressed—worries obsessively</td>
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</table>

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In designing effective intervention plans, it is important to be aware of individual strengths. Please describe strengths in the following areas:

<table>
<thead>
<tr>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior, Interests, and Activities</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Able to communicate effectively on topics of interest</td>
</tr>
<tr>
<td>Sensory and Biological</td>
</tr>
<tr>
<td>Need more observation</td>
</tr>
<tr>
<td>Cognitive</td>
</tr>
<tr>
<td>Able to work on academic tasks in large group with assistance of aide</td>
</tr>
<tr>
<td>Motor</td>
</tr>
<tr>
<td>Able to complete some handwriting tasks</td>
</tr>
<tr>
<td>Able to make detailed replicas of washing machines and dryers</td>
</tr>
<tr>
<td>Emotional</td>
</tr>
<tr>
<td>Copes with unfamiliar individuals and unfamiliar circumstances (film crew)</td>
</tr>
<tr>
<td>Finds pleasure in pursuing interests</td>
</tr>
</tbody>
</table>

Global Intervention Plan Instructions
Ruth Aspy, Ph.D., and Barry G. Grossman, Ph.D.

1. Prioritize the UCC areas:

<table>
<thead>
<tr>
<th>Social</th>
<th>Cognitive Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restricted Patterns of Behavior, Interests, and activities</td>
<td>Motor Differences</td>
</tr>
<tr>
<td>Communication</td>
<td>Emotional Vulnerability</td>
</tr>
<tr>
<td>Sensory Differences</td>
<td>Known Medical or other Biological Factors</td>
</tr>
</tbody>
</table>

Consider the following questions:

- What are the short-term/long-term goals?
  
  **Short Term:**
  - Ask for help
  - Increase positive peer interactions (reduce verbal outbursts)
  - Increase participation in group activities
  - Accurately identify feelings of self and others
  - Identify alternatives to yelling and arguing
  
  **Long Term:**
  - Develop friendships
  - Increased independence
  - Improved coping skills

- In what settings does the individual need to function?
  - School (e.g., classroom, PE, lunchroom, hallways)
  - Home
  - Community (e.g. grocery store, mall)

- Which UCC areas have the greatest impact on the ability to function in multiple settings?
  - Social
  - Communication
  - Emotional Vulnerability

- Which UCC areas would have the greatest impact on increasing independent functioning?
  - Social
  - Emotional Vulnerability

- Which UCC areas would have the greatest impact on his/her sense of well-being?
  - Social

List prioritized areas below. *Transfer to the Areas of Concern section of the Ziggurat Worksheet*

<table>
<thead>
<tr>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Emotional Vulnerability</td>
</tr>
</tbody>
</table>

Mickey – Global Plan Instructions

2. Select UCC items to address from prioritized areas

- Which items have the greatest impact on the prioritized UCC areas of concern?
  [1] Mindblindness
  [4] Lacks tact or appears rude
  [5] Has difficulty making or keeping friends
  [28] Has difficulty starting, joining, and/or ending a conversation
  [29] Has difficulty asking for help
  [34] Talks incessantly, little back and forth
  [39] Has difficulty talking about others’ interests
  [80] Exhibits rage reactions or meltdowns
  [87] Has difficulty identifying, quantifying, expressing, and/or controlling emotions

- Which UCC items address more pivotal underlying needs?
  [1] Mindblindness
  [5] Has difficulty making or keeping friends
  [7] Is naïve, easily taken advantage of, or bullied
  [28] Has difficulty starting, joining, and/or ending a conversation
  [29] Has difficulty asking for help
  [39] Has difficulty talking about others’ interests
  [76] Is easily stressed—worries obsessively
  [87] Has difficulty identifying, quantifying, expressing, and/or controlling emotions

Write item number and description below. *Transfer items to the Ziggurat Worksheet.*

- [1] Mindblindness
- [5] Has difficulty making or keeping friends
- [7] Is naïve, easily taken advantage of, or bullied
- [28] Has difficulty starting, joining, and/or ending a conversation
- [29] Has difficulty asking for help
- [39] Has difficulty talking about others’ interests
- [76] Is easily stressed—worries obsessively
- [87] Has difficulty identifying, quantifying, expressing, and/or controlling emotions

3. Develop interventions for each level of the Ziggurat

4. Ensure that intervention plan is complete (5 levels, 3 points, addresses underlying needs)

## Intervention Ziggurat

### Skills to Teach

**Address skill deficits**
- Social
- Restricted patterns
- Communication
- Sensory
- Cognitive
- Motor
- Emotional

### Task Demands

Ensure appropriate level of task demand (3 questions)
- Social
- Restricted patterns
- Communication
- Sensory
- Cognitive
- Motor
- Emotional

### Structure and Visual/Tactile Supports

- Create predictability
  - Preparation for change
  - Provide routine
  - Walk through new activities
- Use visual/tactile supports
  - Video
  - Create stories and cartoons
  - Schedules and checklists
  - Graphic/tactile organizers

### Reinforcement

- Provide reinforcement
  - Contingent on expected behavior
  - Frequent and consistent
  - Self-selected
  - Gradually decrease use
- Provide range of reinforcers
  - Concrete, activities, privileges
  - Use restricted interests
  - Pair social reinforcement with tangible

### Sensory Differences and Biological Needs

- Provide a sensory diet
- Monitor and address environmental stressors:
  - Sound, light, proximity/personal space, textures
- Movement needs
- Monitor and address:
  - Appetite/hunger
  - Activity level (e.g., fatigue, hyper)
  - Posture and movement
  - Medical needs

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UCC-HF
UNDERLYING CHARACTERISTICS CHECKLIST-HIGH FUNCTIONING
Ruth Aspy, Ph.D., and Barry G. Grossman, Ph.D.

NAME: __MICKEY_________________ DATE: ___________ COMPLETED BY: ____________
FOLLOW-UP DATE: ___________ COMPLETED BY: -___________

INSTRUCTIONS FOR COMPLETING INITIAL ASSESSMENT:
The UCC may be completed by an individual; however, the perspective of others who know and/or work with the person of focus is beneficial. Working as a team is optimal. Additionally, the team may include the individual who is the focus of the UCC as developmentally appropriate.

Each item describes behaviors or characteristics that may be exhibited by individuals with autism spectrum disorders. Please place a check beside ALL items that currently apply to the individual. Use the Notes column to describe the behavior and characteristics in more detail, provide specific examples, or indicate frequency, settings, etc.

Projected Follow-up date: _______________

<table>
<thead>
<tr>
<th>Area</th>
<th>Item</th>
<th>√</th>
<th>Notes:</th>
<th>Follow-up:</th>
</tr>
</thead>
</table>
| SOCIAL | 1. Has difficulty recognizing the feelings and thoughts of others (mindblindness) | ✓ | • Does not recognize when classmates tease or “set him up”  
• After being corrected at home, she repetitively asks her parents if they are still angry  
• In role plays, she can accurately identify the feelings of others 4 out of 10 times |                                              |
|       | 2. Uses poor eye contact                                                |   |                                             |                                                |
|       | 3. Has difficulty maintaining personal space, physically intrudes on others | ✓ | • Sniffs peers’ hair                      |                                                |

INSTRUCTIONS FOR FOLLOW-UP ASSESSMENT:
Review checked and unchecked items. Use the Notes column to add further descriptors or to indicate changes. If an item no longer applies, strike through the check and explain changes in the Follow-up column.

<table>
<thead>
<tr>
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</table>
| SOCIAL | 1. Has difficulty recognizing the feelings and thoughts of others (mindblindness) | ✓ | • Does not recognize when classmates tease or “set him up”  
• After being corrected at home, she repetitively asks her parents if they are still angry  
• In role plays, she can accurately identify the feelings of others 4 out of 10 times | • Accurately reported that she was being teased last week  
• In role plays, she can now accurately identify others’ feelings 6 out of 10 times |
|       | 2. Uses poor eye-contact or fails to orient to others                 |   |                                             |                                                |
|       | 3. Has difficulty maintaining personal space, physically intrudes on others | ✓ | • Sniffs peers’ hair                      | • No longer sniffs others. Follows rules for respecting personal space of others |

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<table>
<thead>
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<tbody>
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<td>2. Uses poor eye-contact</td>
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<td>3. Has difficulty maintaining personal space, physically intrudes on others</td>
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<td>4. Lacks tact or appears rude</td>
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<td>5. Has difficulty making or keeping friends</td>
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<td>6. Has difficulty joining an activity</td>
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<td>7. Is naïve, easily taken advantage of, or bullied</td>
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<td>8. Tends to be less involved in group activities than most same age individuals</td>
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<td>9. Has difficulty understanding others’ nonverbal communication (e.g., facial expressions, body language, tone of voice, etc.)</td>
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<td>10. Has difficulty understanding jokes</td>
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<td>11. Other</td>
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<td>Area</td>
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<td>12. Expresses strong need for routine or “sameness”</td>
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<td>13. Expresses desire for repetition</td>
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<td>14. Has eccentric or intense preoccupations/absorption in own unique interests</td>
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<td>15. Asks repetitive questions</td>
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<td>16. Seems to be unmotivated by customary rewards</td>
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<td>17. Displays repetitive motor movements (e.g., flaps hands, paces, flicks fingers in front of eyes, etc.)</td>
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<td>18. Has problems handling transition and change</td>
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<td>19. Has strong need for closure or difficulty stopping a task before it is completed</td>
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<td></td>
<td>20. Other</td>
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