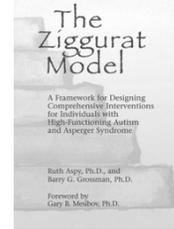


4 Steps to Designing a Comprehensive Intervention Plan

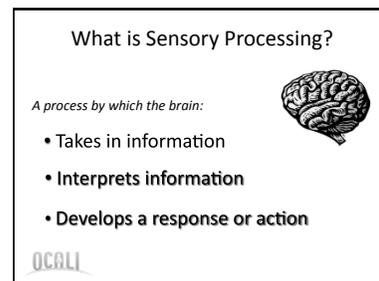
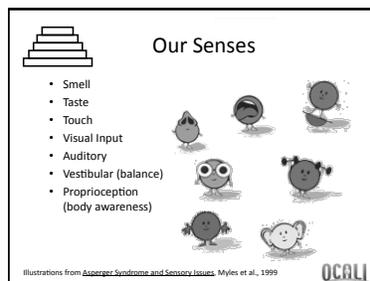
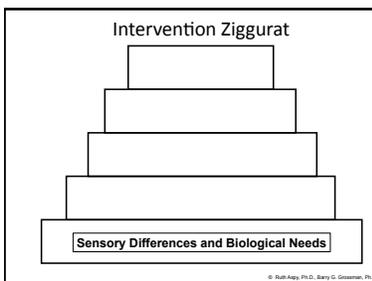
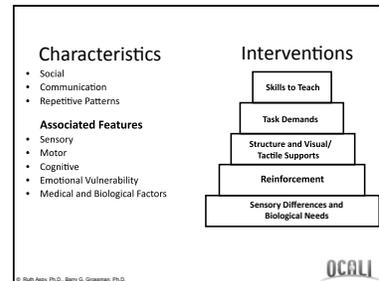
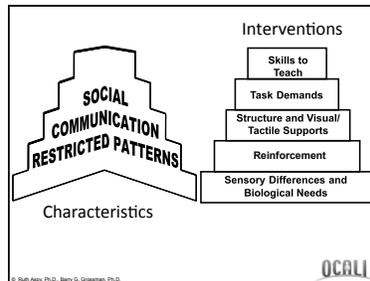
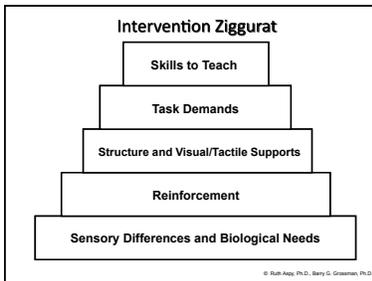


3

This will show you how to design interventions using evidenced-based strategies



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



Effective Sensory Processing Provides Us with....



Protection from Danger



Alertness and Attending

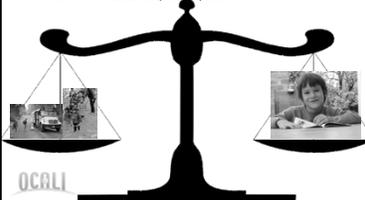


Meaningful Engagement



Homeostasis. . .

maintaining a balanced sensory system in response to external events while demonstrating appropriate levels of alertness to exhibit adaptive responses




What Happens if the Sensory System is NOT Working Effectively?




We see behaviors that seem unusual and difficult to explain.....and the behaviors may not respond to conventional behavior management techniques.




Looking at the behavior from a traditional behavior management approach may not be successful because...



...the behavior is often the sum of many sensory events over a period of time, not just the event prior to the behavior !!!!



Using traditional behavior management techniques may gain control of the outward behavior.....




...but inwardly the child may be using all of his resources to maintain the behavior and have little left for learning, interacting, and participating!



IMPORTANT NOTE: Behavior specialists and those designing sensory processing interventions need to work together to make sure that both interventions have effective outcomes.



Environmental Factors Impacting Sensory Systems

- Voice volume/tone
- Proximity
- Seating
- Temperature
- Smells
- Classroom layout
- Time on task
- Lighting
- Clothing
- Pace
- Organization of materials



Low Sensory Threshold



....shut down



A small amount of sensory input can create feelings of being overwhelmed and elicit responses such as.....



.... extreme sensitivities



High Sensory Threshold



...appear unmotivated with low energy

A large amount of sensory input is needed by the child and without that input the child may...

...be very active

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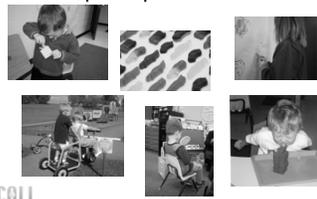
Sensory Interventions Proprioception

- Used to assist with organizing, calming, attending, body awareness for individuals with both low and high sensory thresholds
- Activated by: heavy work and resistive activities



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Sensory Interventions Proprioception Preschool



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Sensory Interventions Proprioception School-Age



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Sensory Interventions Proprioception Adolescent/Young Adult



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Functional Sensory Activities

- Load/unload/push in chairs
- Deliver materials
- Set up equipment for PE, assembly, etc ...
- Carry weighted book bag/stuffed animal
- Wear spandex clothing under clothes
- Push grocery/library cart/toys
- Rake, shovel, dig, vacuum
- Pull wagon
- Push wheelchair
- Crush cans
- Sharpen pencils
- ... and many more ... consult your OT when considering the above and other strategies

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Tactile

- Refers to our sense of touch
- Some may want to touch everything as they seek input
- Some may be defensive and not want to touch anything



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Tactile Activity



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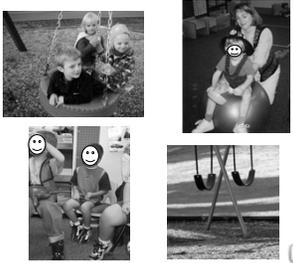
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Vestibular

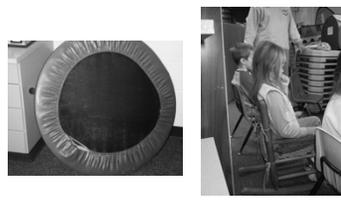
- The vestibular system refers to structures within the inner ear (the semi-circular canals)
- These structures detect movement and changes in the position of the head



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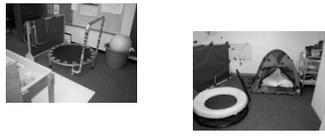
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Sensory Interventions Calming Area



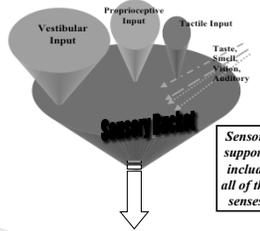
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Sensory Interventions Sensory Exploration Area



area for free exploration of sensory experiences

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Sensory supports include all of the senses.

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How Long Can Sensory Input Regulate the System?

SENSORY SYSTEM	LENGTH OF TIME
Tactile	1 to 1 1/2 hours
Vestibular	4 to 8 hours
Proprioceptive	Up to 1 1/2 hours
Auditory, Gustatory, and Olfactory	Transitory

Brack, 2006

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Biological Factors Set the Stage for.....

INTERVENTIONS TO SUCCEED OR FAIL!

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Basic Physical Needs

- Food
- Water
- Sleep
- Safety



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Other Biological Factors

- Diet and eating habits
- Sleeping patterns
- Autoimmune deficiencies
- Allergies
- Intestinal difficulties
- Co-occurring conditions
- Medication

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Group Task - Sensory and Biological Needs

- Revisit the Sensory section of UCC
- Revisit the Biological and Medical Needs section of the UCC
 - Decisions for programming would be built from this information



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Group Task – Designing an Intervention



- Spend some time with the Ziggurat Form
- What questions come to mind?
- How might you use this with a school team?

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Designing an Intervention

ZIGGURAT WORKSHEET

Behavior/Area of Concern	UNDERLYING CHARACTERISTICS	SELECTED UCC ITEMS	Check all that apply		
			A	B	C
Social, Communication, Restrictive Patterns, Motor	<ul style="list-style-type: none"> • 1.1. Difficulty maintaining personal space • 1.2. Difficulty making personal space • 1.3. Difficulty making personal space • 1.4. Difficulty making personal space • 1.5. Difficulty making personal space • 1.6. Difficulty making personal space • 1.7. Difficulty making personal space • 1.8. Difficulty making personal space • 1.9. Difficulty making personal space • 1.10. Difficulty making personal space 	<ul style="list-style-type: none"> • 1.1. Difficulty making personal space • 1.2. Difficulty making personal space • 1.3. Difficulty making personal space • 1.4. Difficulty making personal space • 1.5. Difficulty making personal space • 1.6. Difficulty making personal space • 1.7. Difficulty making personal space • 1.8. Difficulty making personal space • 1.9. Difficulty making personal space • 1.10. Difficulty making personal space 			
Sensory/Biological	<ul style="list-style-type: none"> • 2.1. Difficulty with hearing • 2.2. Difficulty with hearing • 2.3. Difficulty with hearing • 2.4. Difficulty with hearing • 2.5. Difficulty with hearing • 2.6. Difficulty with hearing • 2.7. Difficulty with hearing • 2.8. Difficulty with hearing • 2.9. Difficulty with hearing • 2.10. Difficulty with hearing 	<ul style="list-style-type: none"> • 2.1. Difficulty with hearing • 2.2. Difficulty with hearing • 2.3. Difficulty with hearing • 2.4. Difficulty with hearing • 2.5. Difficulty with hearing • 2.6. Difficulty with hearing • 2.7. Difficulty with hearing • 2.8. Difficulty with hearing • 2.9. Difficulty with hearing • 2.10. Difficulty with hearing 	✓	✓	
Sensory/Biological	<ul style="list-style-type: none"> • 3.1. Difficulty with hearing • 3.2. Difficulty with hearing • 3.3. Difficulty with hearing • 3.4. Difficulty with hearing • 3.5. Difficulty with hearing • 3.6. Difficulty with hearing • 3.7. Difficulty with hearing • 3.8. Difficulty with hearing • 3.9. Difficulty with hearing • 3.10. Difficulty with hearing 	<ul style="list-style-type: none"> • 3.1. Difficulty with hearing • 3.2. Difficulty with hearing • 3.3. Difficulty with hearing • 3.4. Difficulty with hearing • 3.5. Difficulty with hearing • 3.6. Difficulty with hearing • 3.7. Difficulty with hearing • 3.8. Difficulty with hearing • 3.9. Difficulty with hearing • 3.10. Difficulty with hearing 			

• Design an intervention and write it in the Ziggurat worksheet.

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Designing an Intervention

ZIGGURAT WORKSHEET

Behavior/Area of Concern	UNDERLYING CHARACTERISTICS	SELECTED UCC ITEMS	Check all that apply		
			A	B	C
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• List the underlying characteristics addressed. Choose from your selected items.

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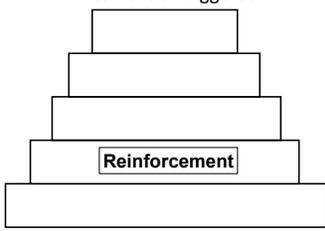
Designing an Intervention



- Ask the question of existing and new interventions- **What underlying characteristics are addressed by this intervention?**
- If the answer is NONE, choose another intervention!

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Intervention Ziggurat



OCALI © Ruth-Appy Ph.D., Barry G. Gossamer, Ph.D.

What is Reinforcement?

- Reinforcement is an item, activity, or event that follows, and is contingent upon, a behavior and which increases the likelihood of that desired behavior being repeated
 - Key words: follows and increases



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Positive Reinforcement

- Positive reinforcement is providing something positive after a response in order to increase the frequency of that response in the future
 - Something is added or present
 - Item/activity/event is pleasant to the person



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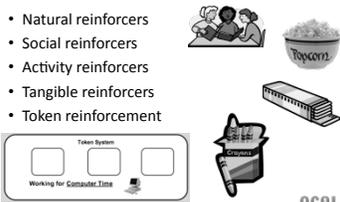
Reinforcers

- Primary
 - Fulfills a basic biological need
 - Edibles
 - Physical comfort
 - Physical pleasure
- Secondary
 - A learned activity, item, or input that causes a behavior to increase



Types of Reinforcement

- Natural reinforcers
- Social reinforcers
- Activity reinforcers
- Tangible reinforcers
- Token reinforcement




Natural Reinforcers

- Result directly from the appropriate behavior
- Goal should always be to move student to natural and intrinsic reinforcement
 - Example: Interacting with peers in group activities will lead to more invitations to join such activities




Social Reinforcers

- Reinforcers which are socially mediated by teachers, parents, other adults, peers which express approval and praise for appropriate behavior
 - Examples:
 - Comments ---- “Good job, Nice Work”
 - Written Approval ---- “Excellent or a Star”
 - Expressions of Approval---- nodding, smiling
 - You can be a reinforcer! Pair yourself with a tangible or activity reinforcer




Activity Reinforcers

- Allow students to participate in preferred activities
- Encourages student to choose classmate to share in the activity.
- Provides social reinforcement from the partner
 - Examples:
 - Games
 - Computer
 - Field trips
 - Dances




Tangible Reinforcers

- Any physical object that is given to student as reward
- Edibles, toys, stickers, bubbles, balloons, awards/certificates, vending machine, movies, clothes
- Use edibles and toys with caution
- Sometimes more powerful but have a short term effect




Token Reinforcement

- Involves awarding points or tokens for appropriate behavior
- Points/tokens are exchanged for something of value (preferred item) at a later time
- Tokens (stickers, coins, smiley faces) can be reinforcing in and of themselves




Example

- Scenario: Chris is in 7th grade and diagnosed with autism. Team would like him to begin attending P.E. class. Will start with swimming rotation.
- Reinforcement:
 - **Activity reinforcement:** Chris loves to swim!
 - **Social reinforcement:** Schedule Chris in class with peers that are familiar with his needs and with whom he enjoys spending time.
 - **Tangible reinforcement:** Chris receives a swimming pass to swim during a study hall.
 - **Token reinforcement:** Chris receives token for each time that he follows swimming rules.



Incorporate Special Interests

Trains	Airports	Maps	Movies
Trucks	Airplanes	Geography	Computer Games
Subways	Cars	Travel	Video Games
Streetcars	Motorcycles	Buses	Sitcoms



Special Interests



I like to visit the appliance department. Washers and dryers are my favorite and I think I know more about them than any kid in the world. I also check out the appliances in every house I visit, and I love to talk about appliances. It's a fascinating topic but no one ever wants to listen to me talk about them for very long. I don't understand why everyone isn't interested in appliances. This is Asperger Syndrome.

Figures 1, 4, Miller, B. S. (1999). *Fix it together* (London: Simon & Schuster, NJ, USA).

Choosing Reinforcers

- Make sure that the reinforcer is valued, preferred, and tailored to the child
- Select reinforcers that align with interests, skills and special interests



"You may not have to look any further than your child's special interest to find items that are fun."

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Reinforcement Reminders

- Involve students in selecting reinforcers
- Start with a high rate of reinforcement for new skills
- Use variable rate of reinforcement for maintenance
- Reinforce
 - Practice
 - Prompted behavior
- Reserve some reinforcers to maintain their effectiveness

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Group Task – Designing an Intervention



- Spend some time with the Zigurat Form
- What questions come to mind?
- How might you use this with a school team?

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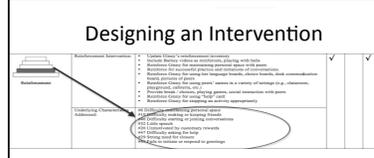
Designing an Intervention



- Design an intervention and write it in the Zigurat worksheet.

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Designing an Intervention



- List the underlying characteristics addressed. Choose from your selected items.

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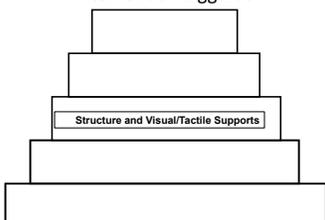
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Intervention Zigurat



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Structure and Visual/Tactile Supports

How we set up the environment, routines, and work

- Uses the individual's strongest modality
- Helps with need for order
- Provides consistency
- Encourages independence
- Allows for transition of systems with the student



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Common Misconceptions

- If an individual can read then she does not need pictures or symbols
- He's in high school, he does not need an individualized schedule
- I can stop using the visual structures once my student learns the routines
- This is too much work



Visual Supports

- When an individual has difficulty understanding a concept, consider showing her using a picture, drawing, or written words.
- Visuals remain consistent.
- A picture/word description stays in place when verbal words are over.



Structure and Visual Supports are Effective in Increasing:

- On-task behaviors
- Positive target behaviors
- Compliance
- Appropriate use of materials
- Interactions with peers and staff



Autism Internet Modules



VISUAL SUPPORTS
 Research has shown that individuals with ASD demonstrate strength in visual learning. Visual supports organize a sequence of events, enhancing the student's ability to understand, anticipate, and participate in those events. This module will define visual supports and provide specific examples of their use.
 Approximate time to complete module: 1 hour
 Author(s): Sheila M. Smith, Ph.D.



STRUCTURED WORK SYSTEMS AND ACTIVITY ORGANIZATION
 Environments that provide clear expectations and predictable routines promote increased engagement and on-task behavior for individuals with ASD. Work systems are often part of these environments. This module will define structured work systems and provide specific examples for use.
 Approximate time to complete module: 45 minutes
 Author(s): Christi Cateshan, Ed.D.

www.autisminternetmodules.org



Structure the Environment



Social Stories™ – An Overview

- A Social Story™ describes a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses.
- The vocabulary, perspective, length, and content is adjusted to suit the child's comprehension level, interests, and abilities.
- Half of all Social Stories™ developed should affirm something that an individual does well.
- Written in first person and present tense.

The term Social Story™ and the process for writing Social Stories™ is owned by Carol Gray



Example of a Carol Gray's Social Story™

Pretend Examples in School Work
 My name is Dillon. I go to Franklin School.
 Sometimes, I may have an assignment in math. I may have story problems. To do a story problem, children have to pretend. Pretend means it may not be true in terms of what I usually say or do. Pretending means using our intelligence to imagine what we would do to solve the problem.
 This may mean we pretend to like foods that we really don't in real life, or that we pretend to like things or activities that we really don't. The good news about pretending is that I won't ever in my life have to really like to eat those foods, or really like those things or activities. I will try to pretend enough so that I can complete my work.
 I can try to tell myself that to complete my work, I only have to pretend for a short amount of time.

http://www.theregcenter.org/store/index.cfm?fuseaction=page.display&page_id=30



Social Narrative

Feeling Anxious in Physical Education Class

All people feel anxious now and then. It is very acceptable to feel anxious. Our bodies, thoughts, and actions can tell us when we are feeling anxious. Anxiety may look and feel different for different people. For some, they may feel it in their stomach. Others may have difficulty concentrating or have worried thoughts. When people become anxious they may act differently than normal. They may become more quiet or loud. Some spend more time alone while others prefer to be with people. When I feel overwhelmed with the noise level in class or am very sensitive to others' touch, that might tell me that I am feeling anxious.

It is important that I remember that I can manage my feelings of anxiety. I can use the relaxation techniques on my coping cards, which I have learned to help lessen my anxiety. I can take deep breaths or squeeze my hands together and count to ten. If I am still feeling anxious, I can request to take a five-minute break. Anxiety is a feeling that everyone has. It is important that students my age learn how to handle anxiety in a mature manner.



Cue Cards



Reminders when Commenting or Asking Questions in Class

1. Make sure that the question or comment is related to the topic being discussed in class.
2. Make sure that it is an appropriate time to ask the question or make a comment.
3. Raise your hand and wait to be called upon before making a comment or asking a question.
4. After asking a question or making a comment, remember to let the teacher respond.
5. Remember that other students in the class may have questions or want to make comments. Limit your questions and comments to three per class.

Cartooning



- Simple drawing between 2 or more people
- Illustrate a situation that occurred
- Show speech and thought bubbles
- Can use colors to represent emotions

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Cartooning

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



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Power Cards



- Targets specific behaviors
- Student's special interest
- Entertaining
- Easy to develop
- Teaches cause and effect
- Specific behavior and consequence

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Power Card Examples

Power Card

Will Smith wants you to remember:

- Stay calm when you or someone else makes a mistake.
- Ask for help when you make a mistake.
- Everyone makes mistakes!



Power Card

Fireman Joe wants you to remember:

- Follow a bedtime routine
- Close your eyes and lie still
- Stay in bed after the lights are out



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Video Modeling

- Integrates video clips of "modeled behavior"
- Allows student to see wanted behavior



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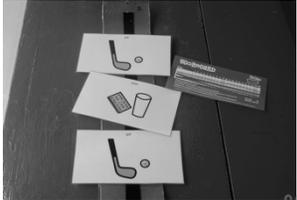
Priming



Picture This... Silverlining Multimedia, 2001

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Schedule and Highlighted Score Card for Putt Putt



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Direction Cards for Priming and to Use at the Activity



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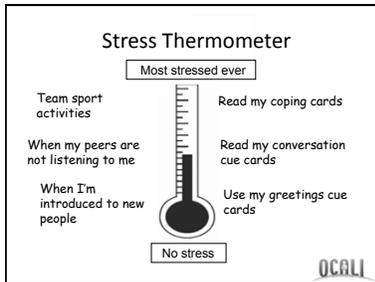
The Incredible 5-Point Scale



Point	Description	Setting
5	Excellent	Emergency situation
4	On track voice	Home, ball game
3	Talking voice	Classroom, bathroom
2	Soft whisper/whisper	Library
1	No talking	When someone is talking to the teacher

Point	Location	Using
5	Yelling	Emergency situation
4	Loud voice	Work, baseball game
3	Talking voice	Recess, music, conversation
2	Soft voice, whisper	Classroom, hallway
1	No talking	When talking to me

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- ### Environmental Factors Related to Structure/Visual/Tactile Support
- Visual boundaries
 - Labels
 - Seating
 - Rules posted
 - Predictable sequence of events
 - Classroom layout
 - Countdown to transitions
 - Lighting
 - Classroom expectations are consistent
 - Adult perspective of student's point of view
 - Organization of materials
- OCALI

Group Task – Designing an Intervention

- Spend some time with the Ziggurat Form
- What questions come to mind?
- How might you use this with a school team?

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Designing an Intervention

- Design an intervention and write it in the Ziggurat worksheet.

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Designing an Intervention

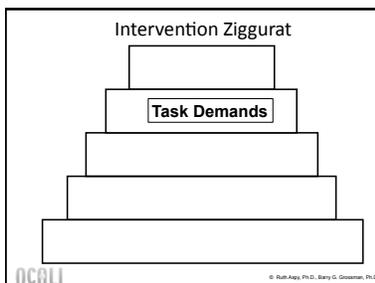
- List the underlying characteristics addressed. Choose from your selected items.

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Designing an Intervention

- Ask the question of existing and new interventions - **What underlying characteristics are addressed by this intervention?**
- If the answer is NONE, choose another intervention!

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Everything Needs to Be Adapted

“Almost everything we think, do, say, and plan needs to be adapted.”

- Gill, 2003, p. 200

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Task Demands – Three Questions

- Are you asking for performance of a skill that is too hard? (Identify prerequisite skill deficits)
- Are you asking for performance of a skill that has not been taught? (Identify component deficits)
- Are you asking for a task to be accomplished without the necessary supports? (Reduce the demands of the task)

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Prerequisite Task Analysis

- Develop a list of skills needed to achieve the target skill
- Determine what skills the student knows already and what skills need to be taught
- Teach the needed skills first before expecting the target skill to be achieved (this will move to the Skills to Teach section that comes next)

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Prerequisite Task Analysis Example

- The team wants Tommy to attend physical education class and participate in the activity with his peers.
 - Tolerate lights and noise in the gym
 - Follow the written and unwritten rules
 - Know how to join in activities
 - Know how to request assistance
 - Be able to ask for a break if needed
 - Understand/accept winning and losing



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Component Task Analysis

- Break tasks into smaller sub-skills
- Determine what smaller sub-skills the student can and cannot do
- Teach the needed sub-skills (this will move to the Skills to Teach section)
- Chain the skills together to achieve the task



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Component Task Analysis Example

- The team would like Jeanne to be able to tie her shoes independently.
 - Grab one lace in each hand.
 - Pull the shoe laces tight with a vertical pull.
 - Cross the shoe laces.
 - Pull the front lace around the back of the other.
 - Put that lace through the hole.
 - Tighten the laces with a horizontal pull.
 - Make a bow.
 - Tighten the bow.



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Reduce Task Demands

Lessen the requirements or provide further supports to move towards task completion

- Provide adult or peer support
- Develop visual supports like schedules, graphic organizers, picture directions
- Shorten the assignment
- Provide guided notes
- Explore assistive technology supports

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Social: Strategies

- Adapted games
- Adapted sporting equipment
- Social rules
- Turn-taking supports
- Thought bubbles



Rules for Memory Game
 Turn all cards facing down
 Turn 2 cards over
 If cards match, take and put them off to the side and take another turn until you do not find matching cards
 If you do not find a matching pair, and the cards back face down where you took them from
 Wait while your friend takes a turn
 The game is over when all cards are matched

My Turn

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Social Supports

- Peer buddies
- Peer network
- Circle of friends
- Play dates
- Integrated play groups
- Structured social activities



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Restricted Patterns of Behavior, Interests, and Activities

- Motivation to work
- Reinforcement for appropriate behavior
- Transition between activities
- Change of routine



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Communication: Supports

- Scripts
- Communication boards/books



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Cognitive Differences: Supports

Software to Assist Students in Accessing the Regular Education Curriculum

Solo Kurzweil

Motor Differences: Strategies

- Fine Motor**
 - Raised line paper
 - Pencil grips
 - Slant board
 - Adapted scissors
 - Keyboards
 - Writing templates
 - Keyguards
- Gross Motor**
 - Wide aisles
 - Classroom jobs
 - Opportunities for self-regulation
 - Rules/visual supports for activities

Emotional Vulnerability: Overview

- Individuals can be emotionally fragile
- Ability to cope can vary daily
- Overload may cause anxiety, anger, and frustration leading to rage or meltdowns
- Depression may result from trying to “fit in”
- Adjustment of task demands may be necessary to avoid overload

Emotional Vulnerability: Strategies

- Supports for emotion identification and coping
- Encourage relaxation techniques
- Provide visuals to show choices
- Utilize cartooning and social stories
- Use priming with schedule change
- Minimize triggers while teaching new coping skills

Group Task – Designing an Intervention

- Spend some time with the Ziggurat Form
- What questions come to mind?
- How might you use this with a school team?

Designing an Intervention

- Design an intervention and write it in the Ziggurat worksheet.

Designing an Intervention

- List the underlying characteristics addressed. Choose from your selected items.

Designing an Intervention

- Ask the question of existing and new interventions- **What underlying characteristics are addressed by this intervention?**
- If the answer is NONE, choose another intervention!

Intervention Ziggurat

© Ruth-Appy Ph.D., Barry G. Gossamer, Ph.D.

“The teacher who does not understand that it is necessary to teach autistic children seemingly obvious things will feel impatient and irritated.”

Hans Asperger



Retrieved Wikipedia, 1/5/10

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How to Know What Skills to Teach

Review each area of the UCC as fields to address:

- Social
- Repetitive Behaviors and Preoccupations
- Communication
- Sensory
- Cognitive
- Motor
- Emotional Vulnerability

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Keep in Mind...

- Core content standards
- Life skills
- Vocational education
- Social competence
- Communication



Skills to Teach



- Questions to ask:
 - What is it about the situation that comes naturally to everyone else but is missing for this person?
 - What pre-requisite skills might be lacking to complete the task at hand?
 - What is it that has not occurred to me to teach?

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The Hidden Curriculum



Locker room rules

- If there are people taking showers or changing their clothes, do not stare at them or make comments about their bodies
- It is not appropriate to touch others in the restroom or shower
- Change into your P.E. clothes in the locker room, not the hallway

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Skills Employers Want: *Communication*

- Oral communication
- Listening
- Offers assistance
- Asks for assistance
- Convinces others
- Asks questions



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Skills Employers Want: *Adaptability*

- Problem solving
- Creative thinking
- Creative responses to setbacks and obstacles
- Takes criticism constructively
- Works without direct supervision



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Skills Employers Want: *Developmental*

- | | |
|--|---------------------------------------|
| • Self-esteem | • Wanting to make a contribution |
| • Motivation/goal setting | • Positive attitude |
| • Confidence | • Dependability |
| • A sense of wanting to develop one's career | • Follows rules/avoids breaking rules |
| • Pride in accomplishments | • Attendance |
| • Effort | • Persistent |

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Skills Employers Want: *Developmental*

- | | |
|-------------------------------|--|
| • Attention to quality | • Integrity |
| • Organization | • Honesty |
| • Prepares for upcoming tasks | • Takes responsibility for own actions |
| • Prioritizes | • Aware of surroundings |
| • Assesses self accurately | • Humble |
| • Self-control | • Compassionate |
| | • Appreciative |

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Skills Employers Want: Group Effectiveness

- Interpersonal skills
- Teamwork
- Negotiation/negotiating disagreements
- Handling social conflicts
- Cooperation
- Leadership
- Maintains operations beyond immediate tasks
- Organizes the work group
- Understand and uses customer satisfaction skills

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Setting the Stage for Skills to Teach

“ When the sensory system is calm, reinforcement is available, the environment is made predictable through structure and visual supports, and task demands are carefully designed, skills can be effectively taught and learned.”

The Ziggurat Model, Aspy and Grossman, 2007

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Group Task – Designing an Intervention



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Designing an Intervention



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Intervenes at ALL Three Points

ZIGURAT WORKSHEET

BEHAVIOR AREAS OF INTEREST	FOR-SPECIFIC INTERVENTION PLAN	SELECTED UCC ITEMS	CHOOSE ALL THAT APPLY						
Social, Communication, Restrictive Patterns, Motor	<ul style="list-style-type: none"> • Teach client how to use language boards • Teach client how to use choice boards • Teach client how to use "help" card • Provide speech and language therapy to address social/language skills • Practice using language boards, choice boards, etc. in structured or small group situations, before entering large group setting 	<ul style="list-style-type: none"> • #1 Difficulty with asking for help • #2 Self speech • #3 Difficulty making and joining a conversation • #4 Fails to initiate or respond to greetings 	<table border="1"> <tr> <td>A</td> <td>B</td> <td>C</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	A	B	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	B	C							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

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4

This will show you how to implement them across the school day

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Comprehensive Autism Planning System (CAPS)

Child/Student: *Gisely*

Time	Activity	Targeted Skills to Teach	Structural Modifications	Reinforcement	Seizure Strategies	Communication Social Skills	Data Collection	Generalization Plan
7:00-7:15	Arrival time or in breakroom	Client teacher using breakfast board	Choice board of breakfast items	Choice of food items	Verbal or non-verbal	Verbal or non-verbal	Verbal or non-verbal	Use language board to get back on track & back on time
8:00-8:30	Instructional Learning Task	Instructional work sheet	Visual learning aids	Choice of food items	Verbal or non-verbal	Verbal or non-verbal	Verbal or non-verbal	Using peer support throughout the activity

THANKS FOR LEARNING WITH



Please visit our website for resources on
ASD, AT and low incidence disabilities:
<http://www.ocali.org>