

The Ziggurat Model

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Book Study



Autism Center

Chapter 1

1. What are some examples of behaviors you might expect from a student with the triad of impairments that are common to students with ASD in your classroom or other school environments?

2. Describe a situation in which a student exhibited one of the following: executive dysfunction, theory of mind difficulties, or weak central coherence.

Chapter 2

1. Describe the difference between using the traditional approach for a functional behavior analysis and the Iceberg model to manage behavioral difficulties. Give an example using a behavior that you have observed in a student.

Chapter 3

1. How could using the Ziggurat Model change your building's approach to intervening with a student?

2. Based on the process of completing the UCC and ABC-I for a student, how did your understanding of the underlying characteristics of autism change?

Chapter 4

1. Think of a student and describe his or her sensory and/or biological differences and how they might impact the student in the classroom.
2. Describe how to include sensory differences and biological needs into a team approach to developing effective interventions for this student.

Chapter 5

1. Describe an example of a reinforcement system you have used in your classroom. Determine what type of schedule of reinforcement it used (continuous, intermittent, etc.) and what type of reinforcer it used (primary, activity, tangible, etc.).
2. Using the same example as in question #1, review the reinforcement system you used in light of the five guidelines for an effective reinforcement system as described on pages 203-204. What could be improved based on those guidelines?

Chapter 6

1. Explain why structure and visual supports are an important part of a program for an individual with ASD. Give two examples of visual supports you have made or will make for your targeted student/s.
2. Choose one of the structure and visual supports discussed in the chapter and describe a situation in which you have used or might use that intervention.

Chapter 7

1. Think of a situation where reducing the demands of a task would have benefited your targeted student. Describe how the three essential questions (p. 247) could have assisted you in choosing appropriate work for the student.
2. Using the same situation/example as in question #1, do a task analysis of the skill to break down the task into its required components.

Chapter 8

1. Explain how the three approaches to preventing rage (listed on p. 302) can help support a student who exhibits this behavior.
2. Describe three aspects of your daily classroom routine that are examples of the hidden curriculum.

Chapter 9

1. Explain why the UCC and ABC-I are essential for assessment.
2. Give reasons why using a framework for planning a program for a student with ASD is a stronger option than using a single intervention.