

# Global Intervention Plan: Guide to Establishing Priorities

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

Directions: Following completion of the UCC and ISSI, the next step is to identify UCC **areas** and **items** that will result in a *meaningful* Global Intervention Plan. Consideration of priorities and strengths for an individual facilitates selection of UCC areas and items. The following questions are provided as a guide.

|  |  |   |   |                                 |  |  |  |  |  |  |  |
|--|--|---|---|---------------------------------|--|--|--|--|--|--|--|
| Selecting UCC Areas  | <b>Vision</b>  | “Begin with the end in mind” – Stephen R. Covey   |   |                                 |  |  |  |  |  |  |  |
|  |  | <ul style="list-style-type: none"> <li>• What is the short- and long-term vision of/for the individual?<br/><i>Note that “short-term” and “long-term” may be defined differently in order to be meaningful.</i></li> </ul>  |   |                                 |  |  |  |  |  |  |  |
|  |  | <ul style="list-style-type: none"> <li>⊙ Which UCC <b>areas</b> would have the greatest impact on achieving this vision?</li> </ul>   |   |                                 |  |  |  |  |  |  |  |
|  | <b>Settings</b>  |   |   |                                 |  |  |  |  |  |  |  |
|  |  | <ul style="list-style-type: none"> <li>• In what settings does the individual participate?</li> <li>⊙ Which UCC <b>areas</b> have the greatest impact on the individual’s ability to function in multiple settings?</li> </ul>  |   |                                 |  |  |  |  |  |  |  |
|  | <b>Quality of Life</b>   |   |   |                                 |  |  |  |  |  |  |  |
|  |  | <ul style="list-style-type: none"> <li>• What is most important to the individual? What provides a sense of well-being?<br/><i>Consider independence, relationships, play/leisure activities, safety, health, etc.</i></li> <li>⊙ Which UCC <b>areas</b> have the greatest impact on the individual’s quality of life?</li> </ul>   |   |                                 |  |  |  |  |  |  |  |
|  | <b>Key UCC Areas</b>   |   |   |                                 |  |  |  |  |  |  |  |
|  |  | <p>Based on your answers to the questions above, place an X next to the key UCC <b>areas</b>.</p> <p><i>Transfer to the <b>Areas of Concern</b> section of the Ziggurat Worksheet.</i></p> <table border="0"> <tr> <td><input type="checkbox"/> Social</td> <td><input type="checkbox"/> Cognitive Differences</td> </tr> <tr> <td><input type="checkbox"/> Restricted Patterns of Behavior Interests, and Activities</td> <td><input type="checkbox"/> Motor Differences</td> </tr> <tr> <td><input type="checkbox"/> Communication</td> <td><input type="checkbox"/> Emotional Vulnerability</td> </tr> <tr> <td><input type="checkbox"/> Sensory Differences</td> <td><input type="checkbox"/> Known Medical or Other Biological Factors</td> </tr> </table> |   | <input type="checkbox"/> Social | <input type="checkbox"/> Cognitive Differences | <input type="checkbox"/> Restricted Patterns of Behavior Interests, and Activities | <input type="checkbox"/> Motor Differences | <input type="checkbox"/> Communication | <input type="checkbox"/> Emotional Vulnerability | <input type="checkbox"/> Sensory Differences | <input type="checkbox"/> Known Medical or Other Biological Factors |
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| <input type="checkbox"/> Communication   | <input type="checkbox"/> Emotional Vulnerability                   |   |   |                                 |  |  |  |  |  |  |  |
| <input type="checkbox"/> Sensory Differences                                       | <input type="checkbox"/> Known Medical or Other Biological Factors |   |   |                                 |  |  |  |  |  |  |  |
| Selecting UCC Items  | <b>Key UCC Items</b>   |   |   |                                 |  |  |  |  |  |  |  |
|  |  | <p>Select key UCC <b>items</b> for <i>each</i> of the UCC <b>areas</b> listed above. Choose items that are essential (necessary for progress) and developmentally appropriate. Emphasize items that are pivotal (building blocks for additional skills). Avoid selecting redundant items.</p> <p>Write key item numbers and descriptions below. These items will be used to develop interventions, keeping strengths and skills (identified on the ISSI) in mind.</p> <p><i>Transfer items to the <b>Selected UCC Item</b> section of the Ziggurat Worksheet and develop interventions.</i></p>   |   |                                 |  |  |  |  |  |  |  |
|  |  | #   | # |                                 |  |  |  |  |  |  |  |
|  |  | #   | # |                                 |  |  |  |  |  |  |  |
|  |  | #   | # |                                 |  |  |  |  |  |  |  |
|  | #  | #   |   |                                 |  |  |  |  |  |  |  |

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