The Ziggurat Model
Designing Behavioral Interventions for Individuals with Autism Spectrum Disorders

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texasautism.com

Workshop presented at the Ohio Department of Mental Retardation and Developmental Disabilities – December 7, 2006

Overview of Day

- Recent developments in autism research
- Diagnostic criteria of autism spectrum disorders
- Introduce the Ziggurat Model
  - How to assess and address underlying characteristics
  - Five levels of intervention
  - Three points of intervention
  - Apply ZM to scenarios
  - Common evidenced-based intervention strategies

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Pre-Test (1)

1. T F 1 in 166 people have an Autism Spectrum Disorder
2. T F Six to seventeen percent of individuals with ASDs develop catatonia
3. T F Most individuals with an autism spectrum disorder have a special talent.
4. T F If a child easily hugs others they probably do not have autism.
5. T F Visual supports such as schedules are a "crutch" and should be discontinued as quickly as possible.
Pre-Test (2)

6. T  F  Asperger's Disorder and High Functioning Autism are different words for the same disorder.

7. T  F  Signs of autism may be identified as early as one year of age.

8. T  F  Rett Syndrome may occur in boys or in girls.

9. T  F  One half of individuals with Asperger's Disorder are never diagnosed.

10. T  F  Asperger's Disorder is a mild form of autism.

Asperger’s

“[Asperger’s Disorder] cannot be regarded as a mild disorder. Many examples exist to demonstrate that it can impose a heavy burden on the sufferer, the family and the wider community.”

Frith, 2004

Outcome


- Of adults 22 and older, 73% lived with their parents
- 90% could not gain or keep employment
- 95% had difficulty making and keeping friends
Pervasive Developmental Disorders

- Characterized by severe and pervasive impairments in the several areas of development
- Reciprocal social interaction skills
- Communication skills
- Presence of stereotyped behavior, interests, and activities

Autism

- Impairment in social interaction
  - Difficulty using nonverbal behaviors to regulate social interaction (e.g., eye contact, physical proximity, etc.)
  - Failure to develop age-appropriate peer relationships
  - Little sharing of pleasure, achievements, or interests with others
  - Lack of social or emotional reciprocity

- Communication
  - Delay in or total lack of development of spoken language
  - Difficulty holding conversations
  - Unusual or repetitive language
  - Play that is not appropriate for developmental level

Asperger’s Disorder

- Impairment in social interaction
  - Difficulty using nonverbal behaviors to regulate social interaction (e.g., eye contact, physical proximity, etc.)
  - Failure to develop age-appropriate peer relationships
  - Little sharing of pleasure, achievements, or interests with others
  - Lack of social or emotional reciprocity

- Restricted, repetitive behaviors, interests, or activities
  - Interests that are narrow in focus, overly intense, and/or unusual
  - Unreasonable insistence on sameness and following familiar routines
  - Repetitive motor mannerisms
  - Preoccupation with parts of objects

- No clinically significant general delay in language and no significant delay in cognitive development

Autism Characteristics Activity

<table>
<thead>
<tr>
<th>Social</th>
<th>Communication</th>
<th>Restricted/Repetitive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Jessy
Male to Female Ratio

- 4.3 to 1
- Greater difference at higher end of functioning

Differential Diagnosis
- ADHD
- OCD
- Bipolar
- MR
- Early Speech Delays
- Reactive Attachment Disorder
- Schizophrenia
- Visual Impairment
- Sensory Integration Disorder

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

Catatonia in ASDs

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


Disproportional Corpus Callosum

- Growth of Dendrites and Neural Circuitry: Arborization


- Brain activation in response to faces


Ziggurat  *n*:

(zig-gu-rat) from Assyrian *ziqqurat*, height, pinnacle

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

Intervention Ziggurat

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

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The Ziggurat Model

Components of the Ziggurat Model
- Assessment Tools
  - Underlying Characteristics Checklist (UCC)
  - ABC-Iceberg
  - Intervention Ziggurat (Ziggurat Worksheet)
- Implement interventions at five levels and three points
- Evaluate outcomes and adjust

Two pathways to intervention using the Ziggurat Model
- General
- Specific

General Intervention Plan
- UCC

Specific Behavior Plan
- UCC
- ABC-Iceberg

General Intervention Plan
- UCC
- Intervention Ziggurat (Ziggurat Worksheet)
- CAPS

Specific Behavior Plan
- UCC
- ABC-Iceberg
- Intervention Ziggurat (Ziggurat Worksheet)
Specific Behavior Plan

- UCC
- ABC-Iceberg
- Intervention Zigurat (Ziggurat Worksheet)
- CAPS

Underlying Characteristics Checklist
UCC-HF and UCC-AU

- Provides a "snapshot" of how autism is expressed for an individual
- A descriptive instrument
- Can be completed by multiple respondents
- Provides a tool for assessing progress/change

ABC-Iceberg

- Assesses patterns of behavior with an understanding of the characteristics of ASDs
- Adapted from functional behavioral assessment and the iceberg metaphor
- Prevents a "band aid" approach to intervention
- Prevents punitive approaches
Rick

Antecedent(s)
• Recess
• Low structure
• After lunch

Behavior
"Loner" on Playground
• Wandering the perimeter
• Flapping hands
• Shaking sticks in front of eyes
• Talking to self

Consequence(s)
• Isolated from peers
• Opportunity to engage in stereotypic behavior

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 Based on Underlying Characteristics

<table>
<thead>
<tr>
<th>Underlying Characteristics</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preoccupied with sensory exploration</td>
<td>Provide sensory diet</td>
</tr>
</tbody>
</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 one or two playground games          |

FBA Compared to ABC-I

<table>
<thead>
<tr>
<th>FBA Intervention</th>
<th>ABC-I Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reinforce Rick for 3 minutes without flapping hands</td>
<td>• Provide sensory diet</td>
</tr>
<tr>
<td>• Remove sticks from Rick</td>
<td>• Provide written script for joining play and greetings</td>
</tr>
<tr>
<td>• Reward for playing with peers</td>
<td>• Reinforce for using conversational skills</td>
</tr>
<tr>
<td>• Create a “play schedule” for Rick to structure his recess time</td>
<td>• Train and assign peer buddy</td>
</tr>
<tr>
<td></td>
<td>• Teach one or two playground games</td>
</tr>
</tbody>
</table>

FBA Intervention

Underlying Characteristics

| [1] Mindblindness                                      |
| [7] Difficulty making friends                         |
| [16] Prefers solitary activities                      |
| [13] Appears to be in "own world"                     |
| [15] Strong need for routine or "sameness"            |
| [20] Preoccupied with sensory exploration of objects  |
| [29] Difficulty starting and joining conversation     |
| [37] Has athletic skills deficits                     |
| [38] Easily stressed                                  |

Intervention

Provide written script for joining play and greetings
Reinforce for using conversational skills
Train and assign peer buddy
Teach one or two playground games

Zygurat Worksheet

"The last thing one knows in constructing a work is what to put first"
-Blaise Pascal

Sensory Differences and Biological Needs
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

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

Definitions

- Sensory Processing: When our sensory system constantly and efficiently processes information from our environment and our body.
- Modulation: The ability of the brain to balance our need to enhance or inhibit sensations and/or activities.

Hypersensitivity: Over-reaction to stimuli. May trigger a stress response (fight or flight).

Hyposensitivity: Under-reaction to stimuli. Intense input is desired.

Signs of Sensory Differences

- Avoid playing sports
- Often spins, jumps, or bounces
- Avoids touch
- Climbs on furniture
- Perching
- Sensitive to light
- Hums constantly
Signs of Sensory Differences
- Stares at shadows or movement
- Covers ears
- Dropping objects
- Attention problems
- Hyperactivity
- Agitation
- Rough play

- Easily distracted by noise
- Easily distracted by smell
- Touches others/leans on others
- Messy handwriting
- Difficulty making friends

Sensory Interventions
- Sensory diets
- Alert program
- Breaks

Common Sensory Strategies
- Headphones
- Walking
- Extra gym time
- Deep pressure
- Being left alone

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.

Medical Interventions
- Work with medical professional
- Be patient – investigate options
- Involve in planning/tracking medicine administration as developmentally appropriate

Ricker, 2006
Medical Interventions

- Antidepressants
  - Social relations
  - Repetitive behaviors and movements
  - Aggression and tantrums
  - Depression and anxiety

All medications have potential serious side effects.

Medical Interventions

- Antipsychotics
  - Aggression
  - Impulsivity and hyperactivity
  - Repetitive behaviors
  - Communication

All medications have potential serious side effects.

Medical Interventions

- Stimulants
  - Impulsivity and hyperactivity
  - Repetitive movements
  - Oppositional behaviors and tantrums

All medications have potential serious side effects.

Coping Cards

Take 2 deep breaths with your eyes closed
Press hands together and count to 10 slowly

Amy Bixler, 2006

Reinforcement Reminders

Reinforcement increases the likelihood of a behavior

“If there is no reinforcer, there is no lesson”
- Andrew Bondy

“You may not have to look any further than your child’s special interest to find the perfect reward”
- Sakai, 2005, p. 52
**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.

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**Reinforcement Menu**

<table>
<thead>
<tr>
<th>My School Rewards</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes of reviewing baseball statistics in personal magazines/books</td>
</tr>
<tr>
<td>15 minutes to research on the internet on baseball/sports statistics/events</td>
</tr>
<tr>
<td>Time to browse books in the school library</td>
</tr>
</tbody>
</table>

Amy Bixler, 2006

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**Home Reinforcement Menu**

<table>
<thead>
<tr>
<th>My Home Rewards</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes of time to browse the web</td>
</tr>
<tr>
<td>Trip to local baseball card store</td>
</tr>
<tr>
<td>30 minutes of video games</td>
</tr>
</tbody>
</table>

Amy Bixler, 2006

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**Common Reinforcement Strategies**

- Giving more independence.
- Computer time.
- Token system.
- First-then chart.
- Permit self-selection of activity.
- Favorite peer guides to new places in building.

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**Structure and Visual Supports**

"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 worse if you don't know whether it is a good thing or a bad thing which is going to happen."

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

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"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)
**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

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

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

Rating | Description          | Setting                  |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></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 voice</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>


Stress Thermometer

- When my Lego toys fall apart
- When I have hard homework
- Putting stuff in my backpack after bus arrives
- Pack before bus time
- No stress
- Most stressed ever
- Ask for help
- Call my mom for help


Video-Based Instructional Procedures

- Improve daily living skills
- Promote generalization
- Socially validated

Video Modeling
- Video of someone completing the task
- Well validated behavioral intervention

Video Prompting
- Video of each step (often from the perspective of the participant) with opportunity to complete each step
- Rapid skill acquisition in daily living skill study

How to Make Popcorn

Open plastic bag

Unfold bag

How to Make Popcorn

Place in microwave and start time

Remove from microwave

Open carefully to eat

Cartooning

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

Note

Cartooning is a highly effective and engaging method of presenting information. It allows you to communicate complex ideas in a visually appealing and memorable way. Here are some tips for creating effective cartoons:

1. Choose a clear and concise title for your cartoon.
2. Use simple, bold lines and shapes to convey your message.
3. Keep the text to a minimum and use captions or labels where necessary.
4. Use colors and shading to add depth and interest.
5. Test your cartoon with a small group of people to ensure it's clear and understandable.

Cartooning can be a powerful tool for communication, especially in educational settings. It can help students remember information and make connections between different ideas.

Visual Thesaurus

http://www.visualthesaurus.com

Diagrams

Ms. Carroll, Supervisor

Me

Amy

Shawn
Common Structure and Visual Supports

- Scheduled work system
- Prepare for changes in schedule/routine
- Visual timer
- PECS
- Checklist schedule located on desk
- Individualized work station
- Social stories™ (Gray, 1998)
- Picture cards with activities
- Picture schedule
- Portable transition pictures

“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

Easy (independent skills with or without modification and structural supports)

Challenging/Emerging (possible with assistance)

Too demanding

Zone of Proximal Development

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Task Demands – Three Questions

1. Are you asking for performance of a skill that is too hard?
2. Are you asking for performance of a skill that has not been taught?
3. Are you asking for a task to be accomplished without the necessary supports?

Are you asking for performance of a skill that is too hard?

Prerequisite skills for playing with peers during recess

- Tolerate sensory input of playground
- Know how to seek assistance
- Know how to follow unwritten and written rules
- Know how to join or start activities and/or conversations

Are you asking for performance of a skill that has not been taught?

Component skills of a hug

- Put your arms around someone
- Squeeze gently
- Count to three and let go

Are you asking for a task to be accomplished without the necessary supports?

Supports in the lunchroom
- List of conversation topics
- Seating chart
- Shortened lunch time
- Coping cards
- Peer buddy
- Designated adult contact

Rules for Class Discussion
- No insults
- Make on-topic remarks
- Focus on speaker
- Quiet mouth
- Think about topic

Reinforce Penny for following cues on EITHER side of card

Kind words
- Good job!
- Great idea
- Nice job
- Awesome
- Yeah

Rude words
- So what
- You’re stupid
- That was dumb
- That stinks
- Duh!

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

- Priming
- Predicting
- Countdown
- Wrap-Up
- Rewards

Common Task Demand Strategies

- Scheduled work system
- PECS
- Modeling social/communication skills
- Favorite peer guides to new places in building
- Tactile teaching aides
- Individualized work station
- Verbal prompts
- Social Stories™ (Gray, 1998)
- Thinking Stories™
- Repeated exposure to activities
- Adult-directed play routines

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

The Hidden Curriculum

Conversation Rules

- Who you are with determines what you should talk about.
- When making conversation, avoid constantly telling others how good you are at something. This usually makes others avoid being around you.
- Keep personal information about your family to yourself during school or in the community.
- Keep approximately an arms distance away from the person you are talking with.


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.
Skills to Teach

- Social
- Flexibility
- Communication
- Sensory
- Cognitive
- Motor
- Emotional regulation/expression

Mind Reading

Afraid

Surprised

Video

- Video modeling
  - Self
  - Peers
- Identify emotional states in others
- Predict reactions in others
- Video with feedback

Common Skills to Teach Strategies

- Social stories™ (Gray, 1998)
- Adult directed play routines
- PECS
- Modeling social/communication skills
- Scheduled work system to teach skills for independence
Two pathways to intervention using the Ziggurat Model

- General
- Specific

General Intervention Plan

UCC

Intervention Ziggurat (Ziggurat Worksheet)
Designing a Global Intervention

- Prioritize areas of concern
- Select UCC items to address
- Develop interventions for each level of the Ziggurat
- Ensure that intervention is complete

Specific Behavior Plan

1. UCC
2. ABC-Iceberg
3. Intervention Ziggurat (Ziggurat Worksheet)

The ABCs of Behavior

- Antecedent
- Behavior
- Consequence

Antecedents

- Written assignment
- Class discussion
- Transitions

Resulting Behavior

- Wanders room
- Insults peers
- Loud verbalizations

Consequences

- Wanders room
- Insults peers
- Loud verbalizations

Consequence

- Finish work at recess
- Private conversation with teacher
- Attention

Common Functions for Behavior

- Escape/avoidance
- Adult/peer attention
- Tangible items
- Access to preferred activities
- Sensory stimulation
Function of Penny’s behavior

Antecedent  Behavior  Consequence

Written assignment ➔ Wanders room ➔ Finish work at recess

Function  Escape/Avoidance

Points of Intervention

Antecedent  Behavior  Consequence

Written assignment ➔ Wanders room ➔ Finish work at recess

Modify Antecedent  Teach new Behavior  Modify Consequence

Allow Penny to type ➔ Teach coping & relaxation skills ➔ Reward for starting and completing written work

Slim Starter

Before Intervention

A  B  C

Asked for order ➔ No answer ➔ No breakfast

After Intervention

A  B  C

Asked for order ➔ Touches nose ➔ Gets waffles

Three Points of Intervention

A  B  C

• Changed task demand
• Prompted
Taught alternative communication system
Set up contingencies/reinforcers
Complete Intervention

- Addresses all five levels of the Ziggurat
- Several core underlying needs are addressed
- Intervenes at all three points A-B-C

Interventions Based on Underlying Characteristics

<table>
<thead>
<tr>
<th>Underlying Characteristics</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rages or meltdowns</td>
<td>• Teach coping skills</td>
</tr>
<tr>
<td>Low frustration tolerance</td>
<td>• Modify noise level</td>
</tr>
<tr>
<td>Difficulty answering “wh” questions</td>
<td>• Use painting and exploring interests as relaxation techniques</td>
</tr>
<tr>
<td>Lacks tact, appears rude</td>
<td>• Practice “wh” questions and praise Jessy for calm responses</td>
</tr>
<tr>
<td></td>
<td>• Teach acceptable answers to difficult questions</td>
</tr>
<tr>
<td></td>
<td>• Make video of questions and appropriate answers</td>
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</tbody>
</table>
Intervention Ziggurat

Sensory Differences and Biological Needs

Intervention Ziggurat

Reinforcement

Intervention Ziggurat

Structure and Visual Supports

Anger Thermometer

When asked "wh" questions
When dad does not watch the news
Looking at refrigerators

Most angry
Snap at people
Ask dad about it repetitively
Very good feeling
No anger

Answering Difficult Questions

- Could I answer your question after I am finished?
- That's a tough one
- I haven't thought about that
- I don't know how to answer that
Narrate with Video

Watch scene of Jessy in the gallery

- Do you see how they suddenly became quiet when you talked about the menstrual cycle? They feel embarrassed or uncomfortable because that is a private or “home” topic.
- They are laughing because most people would think that they liked to see their own art, but they would not say it. Do you know what it means to be modest? (define and discuss)

Interventions Address Multiple Levels

Teach Jessy to recognize emotional responses of others through video, Thinking Stories™, and role play

- Reinforce and practice
- Teach coping skills – Teach Jessy to take breaks and relaxation strategies
- Teach acceptable answers to difficult questions
  - “That’s a good question”
  - “That’s a tough one”
  - “I’m not sure how to answer that”

Autism Intervention Challenge

- Jessy’s UCC

Ribbons – UCC

- [1] Has difficulty recognizing the feelings and thoughts of others (mindblindness)
- [2] Uses poor eye-contact
- [7] Is naïve
- [36] Uses mechanical, “sing-song” voice or speech sounds unusual in other ways (e.g., prosody, cadence, tone)
Ribbons - Interventions

1. Teach to recognize feelings of others based on facial expressions, voice tone, and gestures using video, pictures, and role-play. Reinforce for correctly identifying during practice.
2. Video Paul in actual interactions. View together using cartooning to facilitate discussion. Explore Paul’s perspective and then provide alternate perspective.

Sesame Street - UCC

- [1] Has difficulty recognizing the feelings and thoughts of others (mindblindness)
- [2] Uses poor eye-contact
- [14] Has eccentric or intense preoccupations
- [19] Has strong need for closure
- [24] Interprets words or conversations literally
- [34] Talks incessantly, little back and forth
- [47] Seeks activities that provide touch, etc.
- [53] Is easily distracted by unrelated details
- [37] Knows many facts and details but has difficulty with abstract reasoning

Sesame Street - Interventions

1. Provide a file card collection describing the interests of familiar individuals (e.g., colleagues, neighbors). Prior to an interaction, prime Paul by reviewing the card. Reward for initiating conversation on their topic.
2. Using video, teach Paul to recognize the nonverbal signals that indicate boredom.

Evaluate Outcomes and Adjust Plan

- Seek help/work together
- Hang in there – sometimes things get worse before they get better
- Re-visit assessments
  - UCC
  - ABC-I

Strengths of the Ziggurat Model

1. Provides a process and framework for designing an intervention plan and is consistent with PBS/PBIS approach

   “Make everything as simple as possible but not simpler”
   - Albert Einstein

2. Addresses underlying characteristics of HFA/AS
Strengths of the Ziggurat Model

3. Emphasizes and enhances evidence-based strategies

4. Facilitates comprehensive intervention design

5. Incorporates assessment
   - Underlying Characteristics Checklist
   - ABC Iceberg

6. Emphasizes positive approach/reinforcement

7. Facilitates the design of proactive interventions

8. Facilitates interdisciplinary interventions
Strengths of the Ziggurat Model

9. Consistent with Positive Behavioral Interventions and Supports (PBIS) approach

- Individualized
- Evidenced based strategies
- Comprehensive
- Functional assessment
- Skill development
- Improves environment
- Team building

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