Addressing the Behavior Needs of Students with Autism Spectrum Disorders: Developing a Comprehensive Plan

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Functional Behavioral Assessment

- ABCs
  - Antecedent
  - Behavior
  - Consequences

FBA: Key Assumptions

- Behavior may be impacted by factors outside of immediate antecedents and consequences
- Behavior may result from biological factors
- Behavior may result from skill deficits

ASD Characteristics that Elicit Tantrums, Rage, and Meltdowns

- Impaired Theory of Mind/Mindblindness
- Weak Central Coherence
- Executive Dysfunction
- Sensory Differences
- Comorbid Disorders

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

Language and Social Challenges

- Nonverbal communication
- Initiating and maintaining social interactions
- Literality
- 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

### Problem Solving
- "One way of viewing a problem"
- Stuck thinking
- Sees facts instead of a whole
- Problems with cause and effect
- Does not see problems as having more than one option
- Problem solving is often literal

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

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

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

### Sensory and Brain Function
![Brain Diagram](http://www.innerbody.com/image/nerv05.html)
The Sensory Systems ...
(it all starts here)

Mirror Neurons & 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

Some Comorbid Conditions

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

The Rage Cycle

- Rumbling
- Rage
- Recovery

This is important!

The minute the rage cycle hits, all opportunities for learning are gone (perhaps for the rest of the day)!

Rumbling Stage

- Most important stage
- Building up to rage
- Some thinking ability still intact
- Individual children have their own patterns of "rage behavior"

**Note:** The role of verbalizations in escalation.

Rumbling Behaviors

- Fidgeting
- Swearing
- Making noises
- Ripping paper
- Grimacing
- Refusing to cooperate
- Rapid movements
- Tears
- Tensing muscles
- Name calling
- Increasing/decreasing voice volume
- Verbal threats
- Tapping foot

Rumbling Interventions

1. Antidepressant grounding
2. Proximity contact
3. Signal interference
4. Support from routine
5. Redirect
6. Nonverbal student
7. Acknowledge student difficulties
8. Just walk and don’t talk
9. Self-calming

Rage Stage

- This is the lightening stage when the neurotransmitters are not working correctly.
- The child or youth may shout, swear, kick, or hit.
- He or she is clearly out of control.
RAGE BEHAVIORS

1. Disinhibited
2. Acts impulsively
3. Uncontrollable
4. Explosive
5. Destroys property
6. Self-injury
7. Screaming
8. Bitting
9. Hitting
10. Kicking
11. Internalized behavior

RAGE INTERVENTIONS

1. Protect the student
2. Protect the environment
3. Protect others
4. Don't escalate during this stage
5. Remove the audience
6. Be non-confrontational
7. Learn to disengage emotionally
8. Think "peaceful self strategy"
9. Keep quiet
10. Call for assistance
11. Prompt to a home base, as appropriate
12. Use few words
13. Prevent power struggle
14. Re-evaluate student goals
15. Be flexible - the child cannot
16. Set a timer

RAGE ADULT CURVE

1. Control flight or fight tendency
2. Remember that less is more
3. Remain calm and quiet
4. Do not take behaviors personally
5. Disengage emotionally
6. Be conscious of your nonverbal cues
7. Take deep breaths

Recovery Stage

- The child or youth may sleep for awhile.
- He/she may apologize or be contrite.
- Withdrawal may occur; a fantasy world may be the target.
- The student may deny meltdown.
- Some do not remember what happened during the Rage Stage.

RECOVERY BEHAVIORS

- Sleeping
- May deny rage behaviors
- Withdraw into fantasy
- Apologizing
- Fragile

RECOVERY INTERVENTIONS

1. Allow to sleep, if necessary
2. Support use of relaxation techniques
3. Do not refer to the rage behaviors
4. Debrief with individual needs.
5. Use the appropriate option:
   - Redirect to successful activity
   - Or special interest
   - Provide space
6. Do not maintain the present situation or behavior
7. Consider the child to be "fragile"
8. Plan "instructural interventions" to provide alternatives to tantrums, rage meltdowns, and shut downs.
Comprehensive Planning Using the Ziggurat and CAPS Models

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** *n:*  
(zig·gu·rat) from Assyrian ziggurat, 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

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

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

**Characteristics**  
- Social  
- Communication  
- Repetitive Patterns  
- Associated Features  
- Sensory  
- Motor  
- Cognitive  
- Emotional Vulnerability  
- Medical and Biological Factors

**Interventions**  
- **Skills to Teach**  
- **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

1 UCC-HF for HFA and AS

1 UCC-CL for Autistic Disorder

Social – UCC-CL
[3] Shows little interest in or response to praise
[8] Has difficulty imitating the actions or words of others

Social - ISSI
- 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 Chad’s UCC & ISSI

Chad Individual Strengths and Skills Inventory

Behavior, Interests, & Activities
- Strong interests in trains (good reinforcer)
- Enjoys music and singing
- Likes outdoor activities
- Does well with structure and routines

Emotion
- Generally happy mood
- Calms with assistance
- Comfortable with

Chad’s UCC

Restricted Patterns
- [12] Expresses strong need for routine or “sameness”
- [13] Expresses desire for repetition
- [14] Has eccentric or intense preoccupations/absorption in own unique interests
- [18] Has problems handling transition and change
- [19] Has strong need for closure

Emotional Vulnerability
- [80] Exhibits “meltdowns”
- [82] Makes suicidal comments or gestures
- [85] Low frustration tolerance
- [87] Has difficulty identifying & expressing emotions
- [88] Limited understanding of own and others’ emotions
- [89] Difficulty managing stress and/or anxiety

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
**Common Functions for Behavior**

- Escape/avoidance
- Adult/peer attention
- Tangible items
- Access to preferred activities
- Sensory stimulation
“Consideration of patterns of behavior in addition to underlying characteristics will lead to a better understanding of specific behavioral concerns and their unseen causes.”


“The last thing one knows in constructing a work is what to put first”

-Blaise Pascal
Asperger Syndrome and Sensory Issues

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 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 Arguments

I would love to provide more reinforcement but he/she never does anything to deserve it.


Reinforcement Arguments

I don’t have time to provide prompts and reinforce behavior.


The Purpose of Special Education (IDEA)

To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique need and prepare them for further education, employment, and independent living.

§300.1 (emphasis added)

Reinforcement Arguments

My job is to teach academics, not behaviors.


Reinforcement Arguments

Providing prompts and reinforcers for problem students is not fair to my other students who do well without them.


Reinforcement Arguments

Reinforcement is counter productive if you want students to internalize their success.

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

<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

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

Structure and Visual/Tactile 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 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)

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

Visual Schedules

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

Choice Board

Bathroom Task Strip
Morning Checklist

<table>
<thead>
<tr>
<th>Check</th>
<th>Activity</th>
</tr>
</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>

The Incredible 5-Point Scale

The Incredible 5-Point Scale: Colton

- Colton is in the 4th grade. He has problems getting along in school. He likes to be on control and gets upset if he perceives something is wrong. Colton’s ability to control his behavior varies from day to day. Colton enjoys school despite having challenges with others who do not follow his way of thinking.

Visual Support

Choiceworks BeeVisuals

The Incredible 5-Point Scale: Colton

<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 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, moving</td>
</tr>
</tbody>
</table>

Visual Support

Choiceworks BeeVisuals

The Incredible 5-Point Scale: Colton

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Feels Like</th>
<th>I Can Try To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kicking or hitting</td>
<td>My head will probably explode</td>
<td>Call my mom to go home</td>
</tr>
<tr>
<td>Screaming, almost hitting</td>
<td>Nervous</td>
<td>Go see Mr. Peterson</td>
</tr>
<tr>
<td>Quiet, rude talk</td>
<td>Bad mood, grumpy</td>
<td>Stay away from kids</td>
</tr>
<tr>
<td>Regular kid</td>
<td>Good</td>
<td>Enjoy it</td>
</tr>
<tr>
<td>Playing</td>
<td>A million bucks</td>
<td>Stay that way</td>
</tr>
</tbody>
</table>

Buron & Curtis
Sometimes I worry way too much, like when I think I am going to recess and it gets cancelled.

This might make me scream, or even hit someone. This is a 5. Now my autism is TOO BIG.

Stress Thermometer

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

Video-Based Instructional Procedures

- **Video rehearsal** - video segments of each skill step
- **Video rehearsal plus photo** - video segments paired with photo of each step with written instruction
- **Video rehearsal plus video prompting during task engagement** - video sequence viewed prior to and during task engagement


Video-Based Instructional Procedures

- Improve daily living skills
- Promote generalization
- Socially validated


Video-Based Instructional Procedures

- **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


Video-Based Instructional Procedures

- **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

Level of Demand

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

Challenging/Emerging (possible with assistance)

Too demanding

Zone of Proximal Development

Task Demands and Skills to Teach

Demands

Ability

Supports

Skills to Teach

Too Demanding

Group Work

To Balance – Reduce Demands, Add Supports &/or Skills

Group Work
**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 working in group**

- Listen to other peers’ ideas
- Compromise
- Take turns
- Positive feedback/Encourage/Compliment
- Coping with active group environment

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

**Component skills of giving feedback to others**

- Look at the person
- Quiet mouth
- Listen to what the person says
- Make a compliment about their idea (not their appearance)

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

**Supports in the group environment**

- Peer buddy
- List of steps to give feedback
- Script of compliments
- Smaller group

**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

Finding our Way

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

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

- Hans Asperger

Skills to Teach

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

- 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 ... “

Hidden Curriculum

- Differs across
  - Age
  - Who you are with
  - Gender
  - Culture
An Overwhelming Task
- One a day
- At home
- At school
- In the community
- Grab the teachable moment
- *Real Simple*
- Idioms and metaphors

Bathroom/Shower/Locker Room
- Understand the urinal rules
- Steve Charlton: www.kontraband.com
- Peter Gerhardt
- Sit or stand?
- Dab or shake?

The *HC* Curriculum Series
- The Hidden Curriculum
  - Calendar
  - Book
  - DVD

Bringing Up Parents: The Teenager's Handbook
by Alex J. Packer, Ph.D.

How Rude! The Teenagers' Guide to Good Manners, Proper Behavior, and Not Grossing People Out
by Alex J. Packer, Ph.D.

The Amelia Bedelia Treasury
by Peggy Parish
A Little Book of Manners for Boys
by Bob and Emilie Barnes

More Help! Another Absolutely Indispensable Guide to Life for Girls
American Girl Library

The Care & Keeping of You: The Body Book for Girls
American Girl Library

Practical Solutions to Everyday Challenges for Children with Asperger Syndrome
by Haley Myles

No B.O.!: The Head-to-Toe Book of Hygiene for Preteens
by Marguerite Crump
As a Gentleman Would Say: Responses to Life’s Important (and Some Times Awkward Situations)
By John Bridge & Bryan Curtis

Designing A Specific Intervention Plan

Specific Intervention Plan

UCC/ISSI

ABC-Iceberg

Intervention Ziggurat (Ziggurat Worksheet)

CAPS

Selecting UCC Items for ABC-I

- Review ALL checked items
- Select items with the greatest impact on the behavior
- Group members may have different perspectives – consider all possibilities suggested
Chad - Intervention Design Activity:
Marrying the Underlying Characteristics and Strengths to Interventions

**Underlying Characteristic(s)**

<table>
<thead>
<tr>
<th>Underlying Characteristic(s)</th>
<th>Interventions</th>
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<tbody>
<tr>
<td>Difficulty identifying and expressing emotions</td>
<td>Create a social narrative to help Chad identify physical signs of anxiety and develop strategies for addressing his feelings.</td>
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**Chad - Which Underlying Characteristic(s)?**

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**Feeling Anxious**

Sometimes our bodies help us to know when we are stressed and need a break. When Thomas is anxious, his face turns red and he does not look at others. His mouth turns down in a frown. Sometimes, when you think that something is wrong, your body shows signs too. You clinch your fists, stiffen your body, and frown. Your face turns red. When you feel your body do this, it is a sign that you are anxious and need a break.

**Chad - Underlying Characteristics**

- [14] Has eccentric or intense preoccupations
- [18] Has problems handling transition and change
- [19] Has strong need for closure
- [24] Interprets words literally
- [52] Displays poor problem-solving skills
- [87] Difficulty identifying and expressing emotions
- [89] Difficulty managing stress and/or anxiety

**Chad - Which Underlying Characteristic(s)? - Answer**

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**Which Level or Levels?**

Create a social narrative to help Chad identify physical signs of anxiety and develop strategies for addressing his feelings.
Which Level or Levels? - Answers
- Sensory/Biological
- Structure and Visual/Tactile Supports
- Task Demands
- Skills to Teach

Chad- Develop Intervention(s)

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<td></td>
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</tbody>
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Chad- Develop Intervention(s)

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>One more time</td>
<td>Everyone gets one more turn</td>
</tr>
<tr>
<td>Just a minute</td>
<td>In a little while</td>
</tr>
<tr>
<td>“Button your lips”</td>
<td>No talking</td>
</tr>
<tr>
<td>Lunch is at 11:00</td>
<td>Around 11:00</td>
</tr>
</tbody>
</table>

Hokey Pokey
- Get in circle
- Follow the words to the music
- Sing one verse for each student
- Sit on square

Intervention Ziggurat
- Sensory Differences and Biological Needs
Why Was CAPS Developed?

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

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.

### 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>
<th>Social Skills/Communication</th>
<th>Data Collection</th>
<th>Generalization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Strategies Embedded

**Comprehensive Autism Planning System (CAPS)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Skills/STO</th>
<th>Structure/Modifications</th>
<th>Reinforcement</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

### Chad's First Activity

**ZIGGURAT WORKSHEET**

* From Prioritized UCC Items; but could also be from IEP or state standards

- Identifying emotions
- Managing stress
- Visual schedule
- First/then chart
- Mindreading software
- Social narrative on anxiety
- Quiet area, as needed
- Create reinforcement menu
## Chad's First Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Skills/STO</th>
<th>Structure/ Modifications</th>
<th>Reinforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priming (with small group)</td>
<td>Identifying emotions Managing stress</td>
<td><strong>Visual schedule</strong> <strong>First/then chart Mindreading software</strong> <strong>Social narrative on anxiety</strong> <em>Quiet area, as needed</em></td>
<td>Reinforcement menu</td>
</tr>
</tbody>
</table>

**ZIGGURAT WORKSHEET**
* From Sensory/Biological Intervention  
** From Structure & Visual/Tactile Supports Intervention  
*** From Task Demand Intervention

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## Chad's First Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Skills/STO</th>
<th>Sensory Strategies</th>
<th>Communication/ Social Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priming (with small group)</td>
<td>Identifying emotions Managing stress</td>
<td><strong>&quot;How Does Your Engine Run Chart&quot;</strong></td>
<td>Hidden curriculum Multiple meanings list Emotions notebook Practice change</td>
</tr>
</tbody>
</table>

**ZIGGURAT WORKSHEET**
* From Sensory/Biological Intervention

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## Chad's First Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Skills/STO</th>
<th>Data Collection</th>
<th>Generalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priming (with small group)</td>
<td>Identifying emotions Managing stress</td>
<td><em>Emotion recognition (software)</em> <em>Managing stress</em></td>
<td>Visual schedule First/then chart Social narrative on anxiety</td>
</tr>
</tbody>
</table>

**CAPS Worksheet**  
*Should match Skills/STO
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

Strengths of the Ziggurat and CAPS Models

4. Facilitates comprehensive intervention design and implementation

Strengths of the Ziggurat and CAPS Models

5. Facilitates use of proactive interventions

6. Facilitates interdisciplinary interventions

Strengths of the Ziggurat and CAPS Models

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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