



A Framework and Tools for Comprehensive Planning for Adolescents

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OCALI's Mission Statement

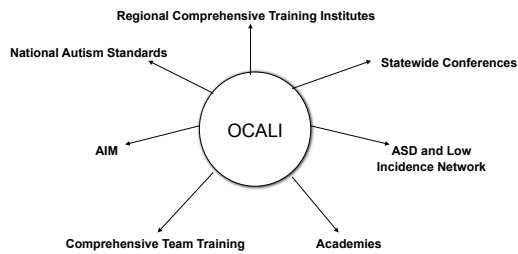
Based on a respect for individuals with autism and low incidence and our belief in their right, need, and desire to achieve their full potential, OCALI's mission is to build state-and system-wide capacity to improve their outcomes through leadership, training and professional development, technical assistance, collaboration, and technology.

Further, we believe that families, as well as professionals, play a critical role in promoting the highest possible achievement of each child. To that end, we see connection and partnership with families as vital to the success of each individual at school and in the community.



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Ohio Center for Autism and Low Incidence



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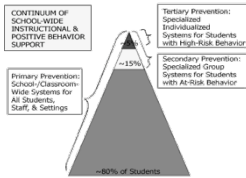
High Quality Professional Development (HQPD)

- Purposeful, structured, and continuous process that occurs over time
- Formed by multiple sources of data
- Is collaborative
- Includes varied learning experiences that accommodate individual educators' knowledge and skills
- Is evaluated by its short-and long-term impact on professional practice and achievement of all students
- Results in acquisition, enhancement, or refinement of skills and knowledge



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Proactive Programming



- Adequate Yearly Progress
- Standards
- Positive Behavior Supports
- Response to Intervention
- Inclusive Practices
- Individualized Education Program

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Regionalization

- Targeted regional professional development on Comprehensive Program Planning
- Academies
- Statewide Conferences
- AIM
- ASD and Low Incidence Network
- National Autism Standards

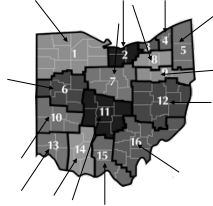


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Regional Professional Development

- **Regional Comprehensive Training Institutes**

- Region 13- Summer 2007
- Region 4- Fall 2007
- Region 5- Fall 2007
- Region 7- Fall 2007
- Region 8- Fall 2007
- Region 9- Winter 2008
- Region 1- Winter 2008
- Region 11- Winter 2008
- Region 12- Winter 2008
- Region 14- Spring 2008
- Region 2- Spring 2008
- Region 6- Spring 2008
- Region 15- Summer 2008
- Region 16- Summer 2008
- Region 10- Fall 2008



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Regional Professional Development

- **OCALI Academies**

- Approximately 50 organizations including:

- Psychological Associations
- School Administrators
- ESC's
- Rehabilitation Organizations
- County MR/DD's
- Parent Mentors
- School Nurses Associations
- Family First Councils
- Regional Autism Advisory Councils
- Autism Society of Ohio Chapters
- Occupational, Physical, and Speech & Language Therapy Organizations



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2007 NATTAP Conference

Network of Autism Training and Technical Assistance Programs

- September 26-28, 2007
- Over 1,400 participants from 46 states and 13 countries
- Sessions from 150 leaders, educators and scholars in ASD and related fields
 - Glen Dunlap
 - Peter Gerhardt
 - Brenda Myles
 - Kathleen Quill
- Initial release of National Autism Competencies
- State Team Forum (36 teams)
- Introduction of Autism Internet Modules (AIM)



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2008 NATTAP Conference

Network of Autism Training and Technical Assistance Programs

- November 19-21, 2008
- November 18, 2008
Pre-conference Sessions
- November 18, 2008 Autism Expo- 5:00pm-8:00pm
- Greater Columbus Convention Center
- Registration open
- www.nattapconference.org



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Autism Internet Modules (AIM)

- Designed to meet the needs of all persons working with individuals with autism spectrum disorders (ie: parents, teachers, related service personnel, paraprofessionals, professors, etc.)
- Approximately 60 modules upon completion
- Available at no charge



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Autism Internet Modules

www.autisminternetmodules.org
http://www.autisminternetmodules.org/user_login.php



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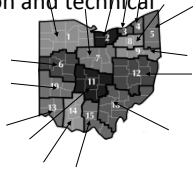
Comprehensive Team Training

- Approximately fifty-sixty hours of professional development
 - Required members
 - parent(s)/guardian(s), general education/special education teacher, related service personnel, administrator
 - Recommended members
 - school psychologist, private provider, paraprofessional/s
 - Approximately 150 educational professionals and parents
- Eleven counties represented



ASD and Low Incidence Network

- Quarterly meetings held with representatives from 16 SST regions
- Information disseminated on all OCALI projects
- Forum for collaboration and technical assistance



National Autism Standards

- Collaborative project with experts across the country
- In review currently with CEC
- Following approval from CEC, review by the National Council for Accreditation for Teacher Education (NCATE) will occur



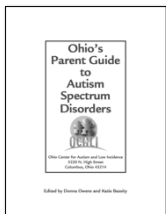
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OCALI Lending Library
www.ocali.org



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Ohio's Parent Guide to Autism Spectrum Disorders
www.ocali.org



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Ohio Center for Autism and Low Incidence
www.ocali.org



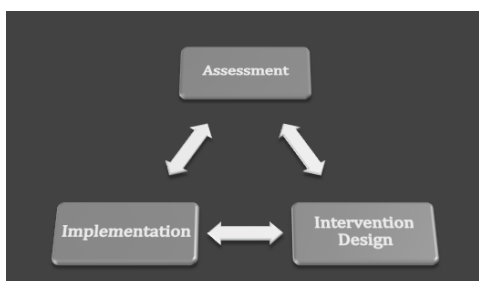
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This leads us to why we are here today....



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Comprehensive Program Planning



4 Steps to Designing a Comprehensive Intervention Plan





1

This will help you to see the autism



2

This will show you an individual's strengths and skills



3

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



4

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

A Quick Look at Phillip

- About Phillip
 - Employed part-time at a local factory with minimal support from job coach
 - Struggles socially within the job setting
 - Expects perfection from himself and co-workers
 - Responds well to routine



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Underlying Characteristics



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Assessing Characteristics

Underlying Characteristics UCC

... an informal assessment tool designed specifically to identify characteristics across a number of domains associated with [ASD] for the purpose of intervention. It is not designed for diagnosis.

The results of the UCC are used to develop a comprehensive intervention incorporating each of the five levels of the Ziggurat.

Aspy, R., & Grossman, B., 2007, p.51

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Additionally, the UCC...

- Provides a “snapshot” of how autism is expressed for an individual
- Can be completed by multiple respondents
- Provides a tool for assessing progress/change



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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



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Prioritizing Items from UCC and ISSI

- What is the vision for the student's future—the long term plan?



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Prioritizing Items from UCC and ISSI



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Designing Interventions

Intervention Ziggurat

Aspy, R., & Grossman, R., 2007, p.51

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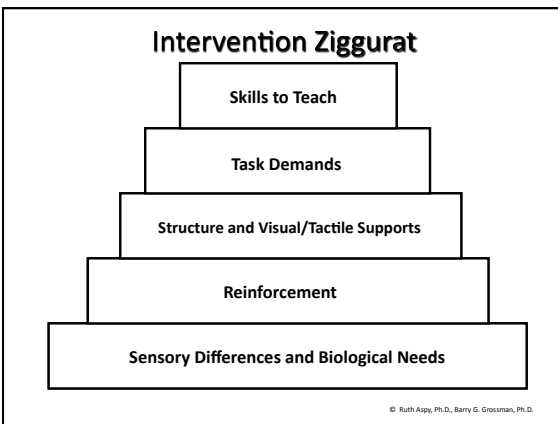
The Ziggurat Model

A Framework for Designing Comprehensive Interventions for Individuals with High-Functioning Autism and Asperger Syndrome

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

Foreword by Gary B. Mesibov, Ph.D.

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



Characteristics

- Social
- Communication
- Repetitive Patterns

Associated Features

- Sensory
- Motor
- Cognitive
- Emotional Vulnerability
- Medical and Biological Factors

Interventions

Skills to Teach

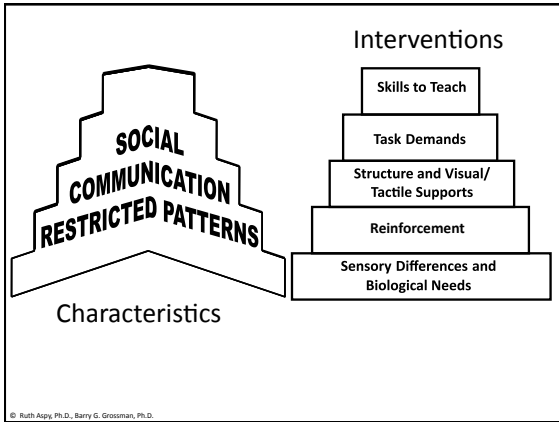
Task Demands

Structure and Visual/Tactile Supports

Reinforcement

Sensory Differences and Biological Needs

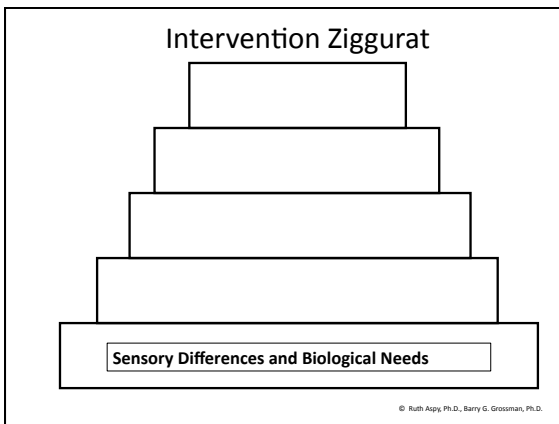
© Ruth Aspy, Ph.D., Barry G. Grossman, Ph.D.



The Ziggurat Worksheet

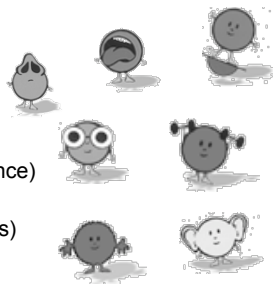
Behavior Area or Concept	For Use in Intervention Plan	ZIGGURAT WORKSHEET			Check all that apply		
		Intervention Plan	Parent/Teacher/CCF Focus		A	B	C
Sensory Differences and Biological Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reinforcement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Structure and Visual/Tactile Supports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Task Demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skills to Teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Sensory Issues

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



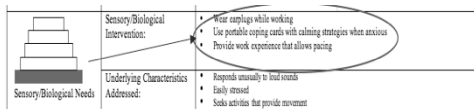
Myles et al., 1999

Functional Activities/Environmental Accommodations

- Load/unload
- Deliver materials
- Walk/pace
- Carry weighted boxes/bags
- Crush cans
- Rake, shovel, dig, vacuum
- Push shopping carts
- Visual organization
- Natural lighting versus artificial
- Outside seating
- Headphones
- Remove or add fragrances
- Turn down telephone ringer
- White noise

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Designing an Intervention- Phillip



- Design an intervention and write it in the Ziggurat worksheet

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Designing an Intervention- Phillip

 Sensory Biological Needs	Sensory Biological Interventions: <ul style="list-style-type: none"> Wear earplugs while working Use portable coping cards with calming strategies when anxious Provide work experience that allows pacing
	Underlying Characteristics Addressed: <ul style="list-style-type: none"> Responds unusually to loud sounds Easily stressed Seeks activities that provide movement

- List the underlying characteristics addressed. Choose from your prioritized areas.

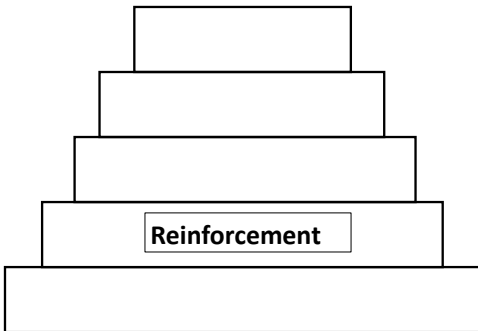
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Strategies

Take 2 deep breaths with eyes closed

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Intervention Ziggurat



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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 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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Types of Reinforcement

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




Designing an Intervention- Phillip

	Reinforcement Intervention: <ul style="list-style-type: none"> Reinforce Phillip for using appropriate conversational skills Allow breaks to look at mail-order catalogues Reinforce Phillip for making on-topic comments/questions Reinforce Phillip for using coping cards Reinforce Phillip for allowing others to share their interests Reinforce Phillip for accepting incomplete work task without becoming frustrated
	Underlying Characteristics Addressed: <ul style="list-style-type: none"> Lacks interpersonal skills Executive/organizational preoccupations Difficulty with rules of conversation Difficulty managing stress/anxiety Strong need for closure

- Design an intervention and write it in the Zigurat worksheet

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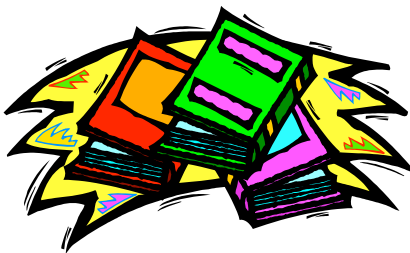
Designing an Intervention- Phillip

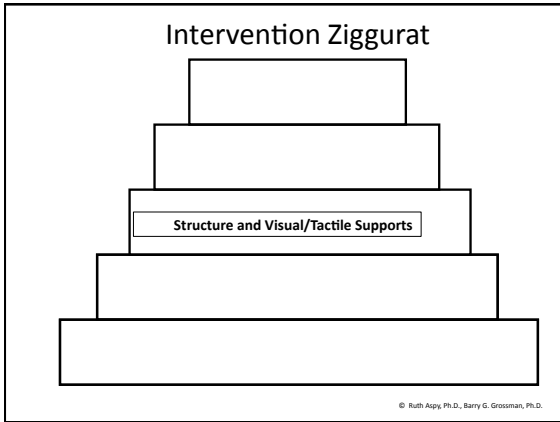
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- List the underlying characteristics addressed. Choose from your prioritized areas.

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Reinforcement






Structure and Visual/Tactile Supports

- Environmental Modifications
- Schedules
- Social Narratives
- Timers
- Incredible 5-Point Scale
- Stress Thermometer


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Designing an Intervention- Phillip

 Structure & Visual/Tactile Supports	Structure/Visual Support Intervention: <ul style="list-style-type: none"> • Use easy language to help teach the signs of stress and how to cope • Identify tasks, use visual support for changes in job schedule • Use visual strategy card to remind about rules when conversing with coworkers • Provide scripts for communication skills • Provide visual supports to teach Phillip how others have different interests • Provide visual schedule for work day • Provide visual card for "I need a break" for examples when that other makes mistake • Job coach or work supervisor praise Phillip when job tasks will change or work schedule will change • Use picture to help describe thought/feeling of others when job task or schedule is used to help someone complete during a conversation 	Underlying Characteristics Addressed: <ul style="list-style-type: none"> • Difficulty managing stress/anxiety • Difficulty expressing thoughts/feelings • Difficulty with rules of conversation • Inappropriate perceptions • Strong need for structure • Low tolerance • Daily withdrawal • Difficulty with making mistakes • Difficulty understanding other's social communication • Difficulty recognizing thoughts/feelings of others
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- Design an intervention and write it in the Ziggurat worksheet

Designing an Intervention- Phillip

	Structure & Visual Table Intervention: <ul style="list-style-type: none"> Use ziggurat to help track the signs of stress and how to cope Use coping skills. Use visual support for change in job schedule Use visual strategy card to remind about how when interacting with coworkers Provide simple and consistent signs Provide social narrative to teach Phillip how others have different interests Provide visual schedule for work day Provide visual cue (ie. Power Card) for accepting when he or others makes a mistake Ask about or work together on areas Phillip says job tasks will change or work schedule will change Use a system to help Phillip manage thoughts/feelings of others when he gets too close to a coworker or when he makes inappropriate comments during conversations
	Underlying Characteristics Addressed: <ul style="list-style-type: none"> Difficulty recognizing stressors Difficulty recognizing thoughts/feelings Difficulty with rules of communication Difficulty recognizing thoughts/feelings of others Low tolerance for ambiguity Low tolerance for change Difficulty with reality testing Difficulty understanding when someone communicates Difficulty recognizing thoughts/feelings of others

- List the underlying characteristics addressed. Choose from your prioritized areas.

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Strategies

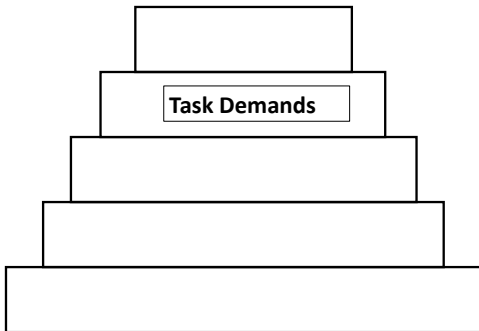
Power Card

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!

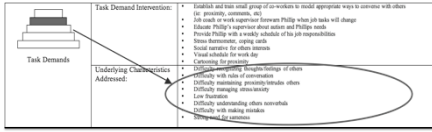


Intervention Ziggurat



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Designing an Intervention- Phillip



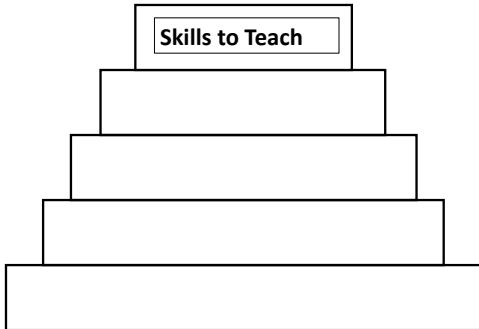
- List the underlying characteristics addressed. Choose from your prioritized areas.

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Strategies: Stress Thermometer



Intervention Ziggurat



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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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Designing an Intervention- Phillip

<p>Skills to Teach</p>	Skill Intervention: <ul style="list-style-type: none"> • Teach Phillip to identify when he's overheard expressions • Teach Phillip how to appropriately respond when he or someone else makes a mistake • Teach Phillip how to respond to feelings through words when he becomes anxious or upset • Teach Phillip what an "in-joke" statement and what an "out-joke" statement • Teach Phillip how to participate in conversations with coworkers by role playing • Teach Phillip how to appropriately respond to what he doesn't know when to do or when overwhelmed • Conduct a social analysis in order to understand what goes wrong with interactions among coworkers
	Underlying Characteristics Addressed: <ul style="list-style-type: none"> • Difficulty recognizing feelings/feelings of others • Difficulty understanding others nonverbal communication • Low frustration • Difficulty with rules of conversation • Early removal • Difficulty managing stress and anxiety

- Design an intervention and write it in the Ziggurat worksheet

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Designing an Intervention- Phillip

<p>Skills to Teach</p>	Skill Intervention: <ul style="list-style-type: none"> • Teach Phillip to identify when he's overheard expressions • Teach Phillip how to appropriately respond when he or someone else makes a mistake • Teach Phillip how to respond to feelings through words when he becomes anxious or upset • Teach Phillip what an "in-joke" statement and what an "out-joke" statement • Teach Phillip how to participate in conversations with coworkers by role playing • Teach Phillip how to appropriately respond to what he doesn't know when to do or when overwhelmed • Conduct a social analysis in order to understand what goes wrong with interactions among coworkers
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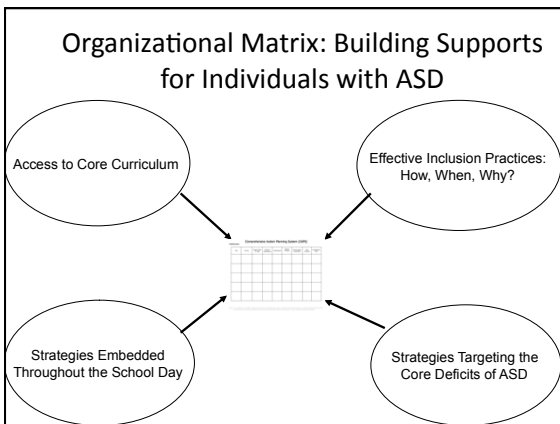
- List the underlying characteristics addressed. Choose from your prioritized areas.

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Implementing Interventions

CAPS

Aspy, R., & Grossman, B., 2007, p.51 75



Comprehensive Autism Planning System (CAPS)- TR

Employee: _____ Job Coach: _____ Supervisor: _____ Date: _____

Notes:

Time	Activity	Required Tasks	Needed Employee Training (NA only if training has been completed)	Reinforcement	Social Skills/ Communication Supports	Security/ Behavioral Strategies	Environmental Supports, Modifications, Accommodations	Natural Supports	Data Collection

Modified with permission from:
Henry, S. A., & Nelson, B. S. (2011). Implementing best practices throughout the student's daily activities. In: Comprehensive Autism Planning System (CAPS) for individuals with Asperger Syndrome, autism and related disabilities. Shawnee Mission, KS: Autism Asperger Publishing Company.

Why was CAPS developed?

- Initially for the teams of school-age students to improve communication and transition of successful supports and strategies.
- The same challenges exist in the adult world.
- CAPS is flexible enough to accommodate all ages and environments.



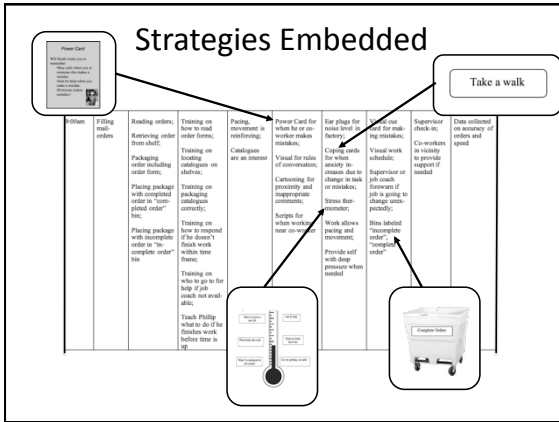
What does CAPS do?

- Provides a venue for individualized team planning combining effective and diverse strategies as needed
- Provides consistency of programming across environments and personnel
- Bridges employment outcomes with necessary daily supports
- Facilitates targeted professional development and awareness activities
- Facilitates transitions



Who is involved in CAPS? Suggested Team Members

- Person
- Parent/Guardian/Advocate
- Case Manager (BVR, MRDD)
- General Education Teacher
- Special Education Teacher/Transition Specialist/Career Tech Coordinator
- Vocational Specialist
- Para-professional/ Job Coach
- SLP/OT
- Psychologist
- Administrator
- Employer
- Residential Support Staff



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- Henry, S.A., & Myles, B.S. (2007). *The Comprehensive Autism Planning System for individuals with Asperger Syndrome, autism and related disabilities*. Shawnee Mission, KS: Autism Asperger Publishing Company.
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