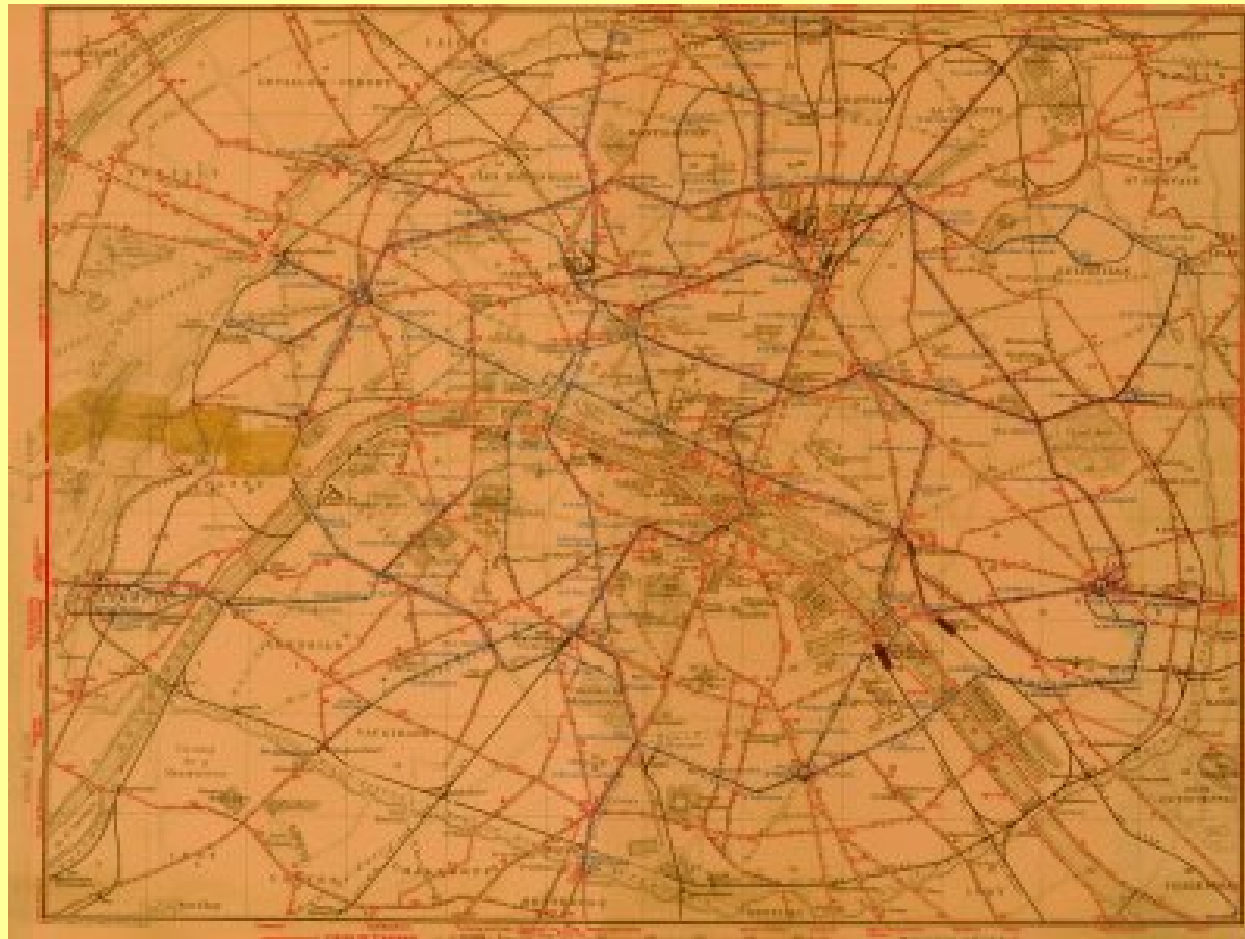


Taking the Road Less Traveled

User Friendly Tools That Will Lead You
From Assessment to Programming for Your Students with ASD

Information Shared by Stacey Martin
Lee's Summit R7 Autism/Behavior Specialist
MO-CASE Special Education Administrators' Conference
September 22, 2009

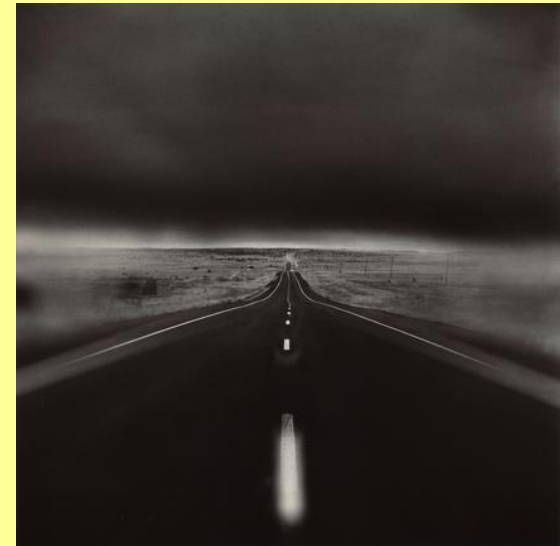
Educating Students With ASD Can Be Like Traveling to An Unfamiliar Place





Bumpy Road

Dead End Road

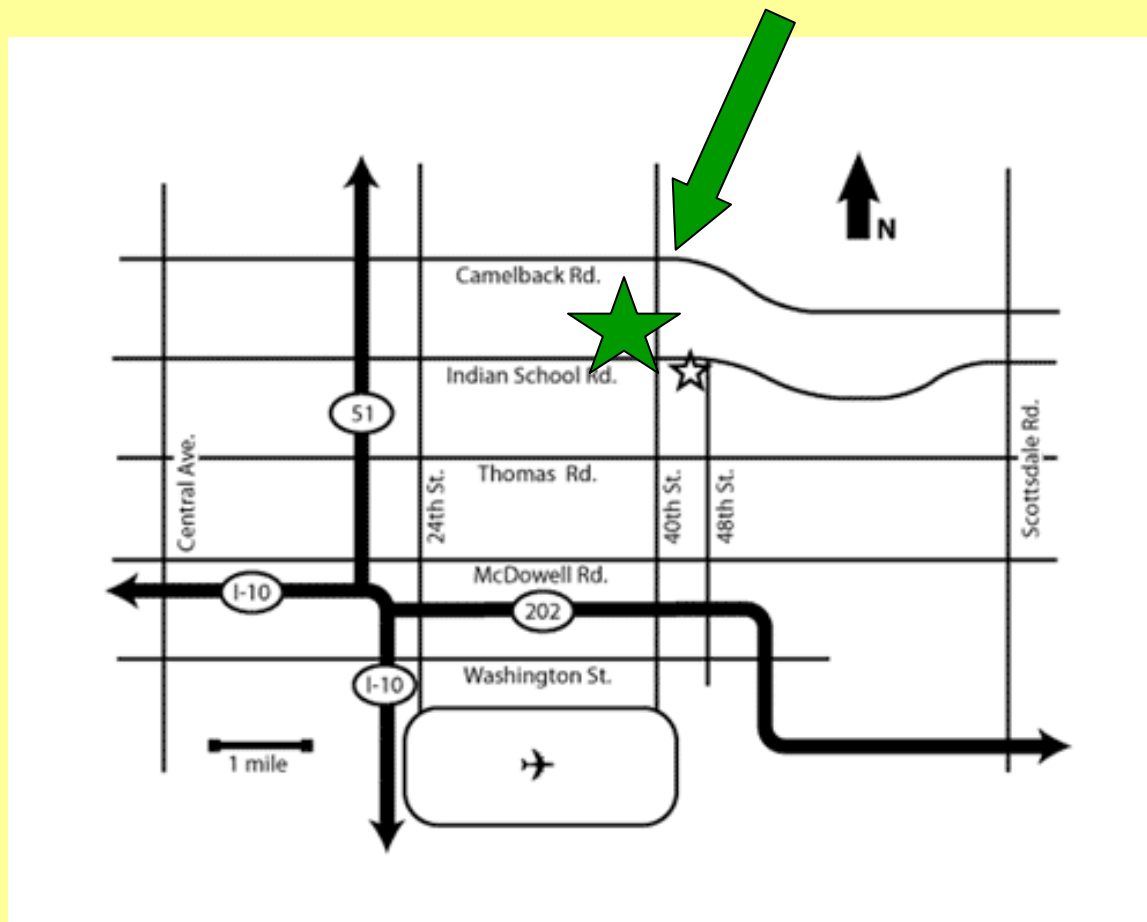


Dark, Scary Road

Never-Ending Road



Traveling with the Right Map Makes All the Difference!





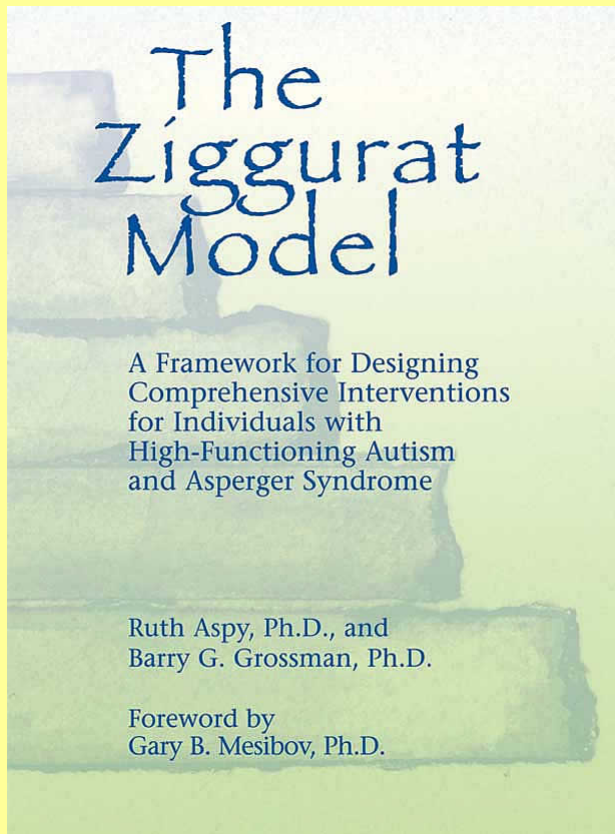
The Fork in the Road

Twists and Turns Ahead!

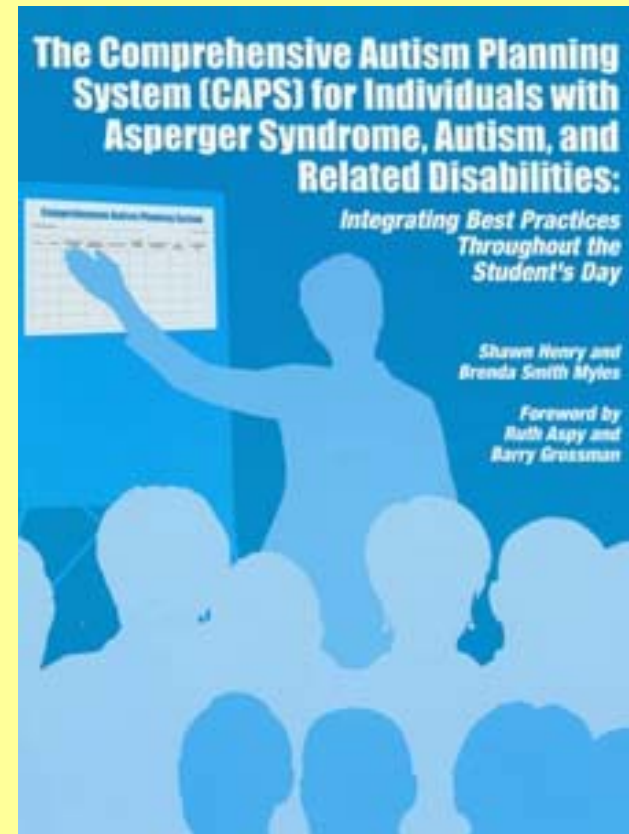


The "We've Been Here Before" Road

2 Maps to Guide You When Working with Students with ASD



Aspy and Grossman

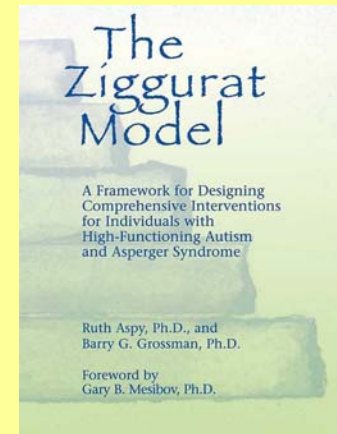


Henry and Myles

Published by AAPC

The Ziggurat Model

The Assessment Component



UCC-HF
UNDERLYING CHARACTERISTICS CHECKLIST-HIGH FUNCTIONING
Ruth Aspy, Ph.D., and Barry G. Grossman, Ph.D.

NAME: _____ DATE: _____ COMPLETER: _____
FOLLOW UP DATE: _____ COMPLETER: _____

INSTRUCTIONS FOR COMPLETING INITIAL ASSESSMENT:
The UCC may be completed by an individual, however, the perspective of others who know and/or work with the person of focus is beneficial. Working as a team is optimal. Additionally, the team may include the individual who is the focus of the UCC as developmentally appropriate.

Each item describes behaviors or characteristics that may be exhibited by individuals with autism spectrum disorders. Please place a check beside ALL items that distinctly apply to the individual. Use the Notes column to describe the behavior and characteristics in more detail, provide specific examples, or indicate frequency, settings, etc.

Preferred Follow-up date: _____

Area	Item	✓	Notes	Follow-Up
SOCIAL	1. Has difficulty recognizing the feelings and thoughts of others (non-verbally)	✓	*Does not recognize when circumstances have or "not for age" * often being confused or bored, the appearance and/or pattern of eye contact may vary	
	2. Uses poor eye contact		* In only others, often accurately identify the feelings of others 4 out of 10 times	
	3. Has difficulty maintaining personal space, physically intrudes on others	✓	* rarely poor/ bad	

INSTRUCTIONS FOR FOLLOW-UP ASSESSMENT:
Review checked and unchecked items. Use the Notes column to add further descriptions or to indicate changes. If items no longer apply, write the sign for check and explain changes in the Follow-up column, as illustrated below.

Area	Item	✓	Notes	Follow-Up
SOCIAL	1. Has difficulty recognizing the feelings and thoughts of others (non-verbally)	✓	*Does not recognize when circumstances have or "not for age" * often being confused or bored, the appearance and/or pattern of eye contact may vary	* Accurately reported that she was being teased but would not do it in play, she can now accurately identify others' feelings 4 out of 10 times
	2. Uses poor eye contact			
	3. Has difficulty maintaining personal space, physically intrudes on others	✓	* rarely poor/ bad	* No longer taught others. Differs with the teaching personal space of others

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Underlying Characteristics Checklist

- Classic and High Functioning Forms
- Social
- Sensory
- Communication
- Motor Differences
- Medical and Biological Factors
- Restricted Patterns of Behavior/Interests/Activities
- Cognitive Differences
- Emotional Vulnerability

The Ziggurat Model

Identify the student's strengths and skills in key areas

*social

*cognitive

*motor

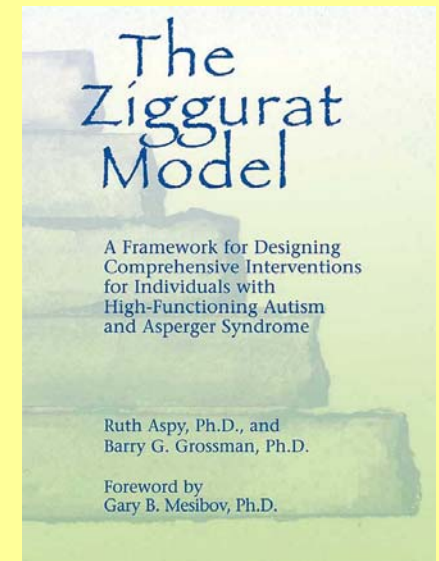
*emotional

*communication

*sensory

*behavior/interests/activities

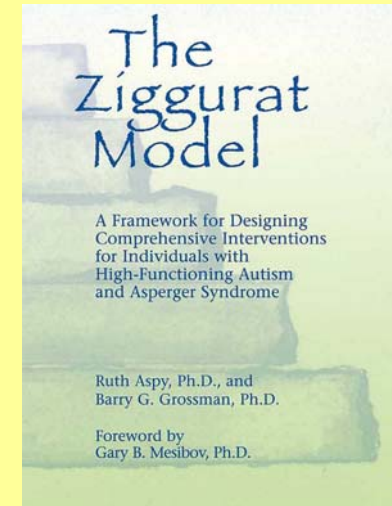
*biological



The Ziggurat Model



The Ziggurat Model



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

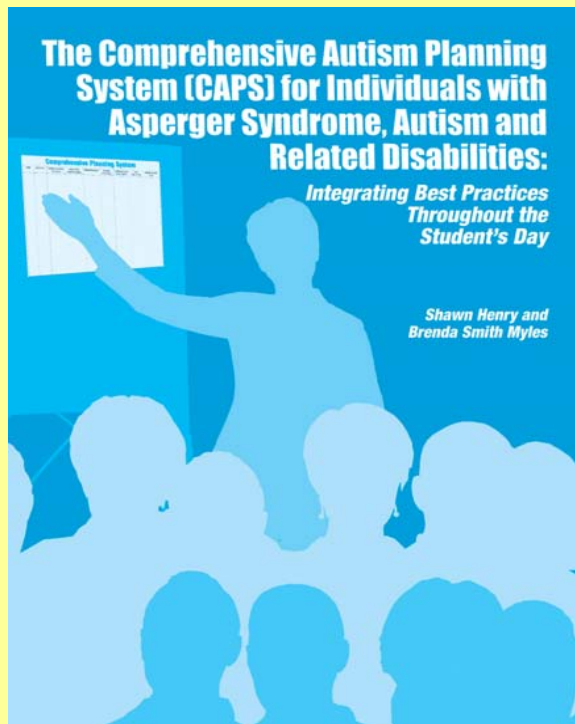
BEHAVIOR/AREAS OF CONCERN	FOR SPECIFIC INTERVENTION PLAN <i>Operationalized Behavior</i> Ⓞ Ⓞ Ⓞ Ⓞ	PRIORITIZED UCC ITEMS		CHECK ALL THAT APPLY		
		# # # #	# # # #	A	B	C
 Sensory/Biological Needs	Sensory/Biological Intervention: Underlying Characteristics Addressed:					
 Reinforcement	Reinforcement Intervention: Underlying Characteristics Addressed:					
 Structure & Visual/Tactile Supports	Structure/Visual Support Intervention: Underlying Characteristics Addressed:					
 Task Demands	Task Demand Intervention: Underlying Characteristics Addressed:					
 Skills to Teach	Skill Intervention: Underlying Characteristics Addressed:					

From Aspy, R., & Grossman, B. G. (2002). Designing Comprehensive Interventions for Individuals with High-Functioning Autism and Asperger Syndrome: The Ziggurat Model. Shawnee Mission, KS: Autism Asperger Publishing Company (www.aspyautism.com). Used with permission.

All Ziggurat forms can be accessed via their website

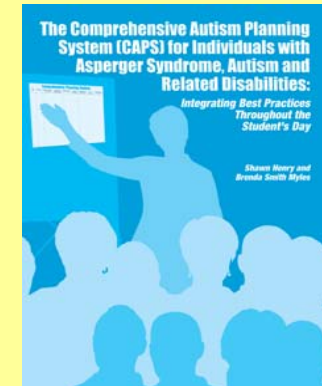
www.texasautism.com

CAPS - The Comprehensive Autism Planning System for Individuals with Asperger Syndrome, Autism, and Related Disabilities



The CAPS provides a structure for addressing student needs across their day and in multiple areas.

CAPS - The Comprehensive Autism Planning System



Comprehensive Autism Planning System (CAPS)

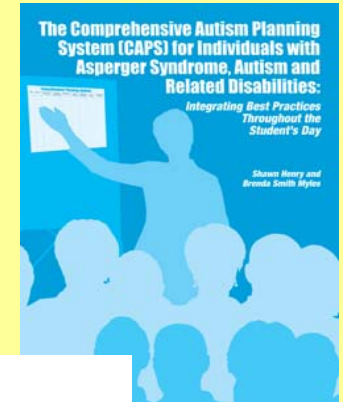
Child/Student:

Time	Activity	Targeted Skills to Teach	Structure/Modifications	Reinforcement	Sensory Strategies	Communication Social Skills	Data Collection	Generalization Plan

Henry, S. A., & Myles, B. S. (2007). *Integrating best practices throughout the student's daily schedule: The Comprehensive Autism Planning System (CAPS) for individuals with Asperger Syndrome, autism and related disabilities*. Shawnee Mission, KS: Autism Asperger Publishing Company.

- Targeted Skills to Teach
- Structure/Modifications
- Reinforcement
- Sensory Strategies
- Communication/Social Skills
- Data Collection
- Generalization Plan

CAPS - The Comprehensive Autism Planning System

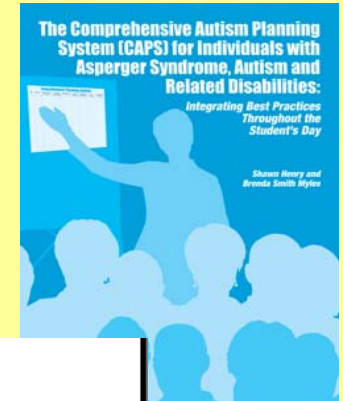


Modified Comprehensive Autism Planning Systems (M-CAPS)

Activity	Skills/STO	Structure/Modifications	Reinforcement	Sensory Strategies	Social Skills Communication	Data Collection	Generalization
Independent Work							
Group Work							
Tests							
Lectures							
Homework							

M-CAPS can be used for students in middle school and high school who spend an increased amount of time in general education settings

CAPS - The Comprehensive Autism Planning System



Vocational Comprehensive Autism Planning Systems (V-CAPS)

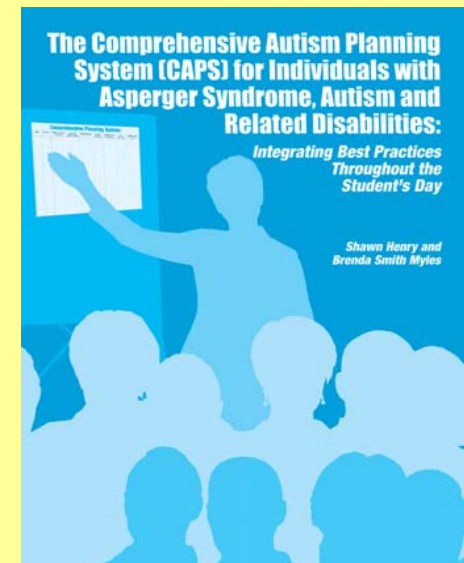
Activity	Skills/STO	Structure/Modifications	Reinforcement	Sensory Strategies	Social Skills Communication	Data Collection	Generalization

V-CAPS is designed for use with individuals in a Vocational Setting

CAPS - The Comprehensive Autism Planning System

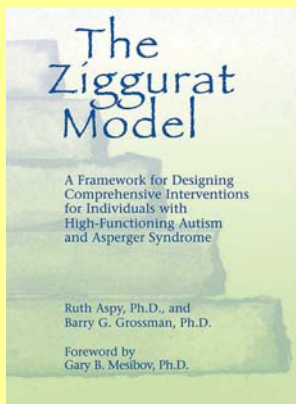
Additional forms included:

- Generalized Use of Supports
- CAPS Support Development Form



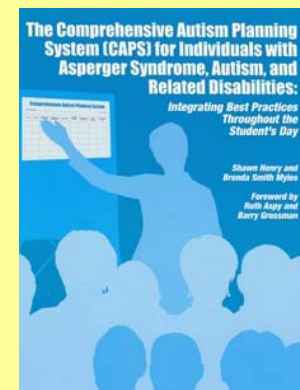
The Ziggurat & The Comprehensive Autism Planning System

1. User friendly
2. Forms available for downloading
3. Several case studies
4. Trainings available



Aspy and Grossman

Published by AAPC



Henry and Myles

It's All About Reaching Our Destination!

