A Framework and Tools for Comprehensive Program Planning

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Soar to new heights this fall.

2008 NATTAP Conference
November 19-21, 2008 | Columbus, OH
What is the NATTAP Conference?

- The premier international autism conference in training, technical assistance and effective strategies
- Over 200 sessions presented by leading scholars and experts
- Over 80 exhibitors showcasing the latest products and services

Who will attend?

- Special and general educators
- School administrators
- State-level special education directors
- University faculty
- Parents and family members
- Psychologists
- Speech-language pathologists
- Mental health providers
- Early intervention specialists
- State and federal legislators
State Team Forum

- A gathering of State Team leaders from across the country
- Teams will hear from representatives from NASDSE, National Implementation Research Network (NIRN), The National Professional Development Center on ASD and Centers for Disease Control and Prevention
- Sponsored and supported by

Collaborating Partners
**Sponsors**

- OCAI
- ASA
- Autism Society of America
- Autism Pro
- Autism Society of Ohio
- Easter Seal

**University Summit on Autism Spectrum Disorders**

- Provides an opportunity for networking and information sharing on issues related to ASD
- Includes the presentation of model university programs in the area of ASD

**Thursday, November 20, 2008**

1:00-4:00 pm
A Framework and Tools for Comprehensive Program Planning

Proactive Programming

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

http://www.pbis.org
4 Steps to Designing a Comprehensive Intervention Plan

1. Characteristics
2. Design
3. Implement

This will help you to see the autism
This will show you an individual’s strengths and skills

This will show you how to design interventions using evidenced-based strategies
This will show you how to implement them across the school day

### Ginny’s Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Targeted Skills to Teach</th>
<th>Structure/Modifications</th>
<th>Reinforcement</th>
<th>Sensory Strategies</th>
<th>Communication Social Skills</th>
<th>Data Collection</th>
<th>Generalization Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:30am</td>
<td>Group Activity (p)</td>
<td>Independence, Fine motor skills, Reciprocal interaction with peers</td>
<td>One-on-one assistant, Hand-over-hand assistance, Modified project, End of table</td>
<td>Verbal Praise</td>
<td>Follow general education classroom rules</td>
<td>Completed project</td>
<td>General education art class</td>
<td></td>
</tr>
<tr>
<td>9:35-10:00am</td>
<td>Small group reading and spelling</td>
<td>Active listening, Identify letters, words, Answering questions</td>
<td>One-on-one assistant, Physical prompts, Letter cards, One prompt, Test your wall</td>
<td>Verbal Praise</td>
<td>Follow general education classroom rules</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00-10:45am</td>
<td>Math-counting</td>
<td>One-to-one correspondence, Number identification</td>
<td>Creating objects, Hand-over-hand assistance, Small group math activity, Visual support, Counting, Point prompts</td>
<td>Verbal Praise</td>
<td>Counting objects in other environments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Global Intervention Plan Pathway

- Ginny’s Underlying Characteristics Checklist (UCC)
- Ginny’s Intervention Ziggurat
- Ginny’s CAPS

Underlying Characteristics

[Image of an iceberg with the visible part representing known characteristics and the submerged part representing unknown characteristics]
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

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
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

Individual Strengths and Skills

- Focus on the positive traits of the individual with ASD
- One tool: The Individual Strengths and Skills Inventory (ISSI)
- Identify strengths in all areas
  - Social
  - Restricted patterns of behavior, interests, and activities
  - Communication
  - Sensory differences
  - Cognitive differences
  - Motor differences
  - Emotional vulnerabilities
Ginny’s Strengths and Skills

<table>
<thead>
<tr>
<th>Individual Strengths and Skill Inventory</th>
<th>Math Arp (Ph.D.) and Jenny O. Gelormino (Ph.D.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In designing effective intervention plans, it is important to be aware of individual strengths.</td>
<td>First, describe strengths in the following areas:</td>
</tr>
<tr>
<td>Social</td>
<td>• Acts assert to bring the idea out and wants</td>
</tr>
<tr>
<td>• She will remain the student of the year.</td>
<td>• Follows through on instructions</td>
</tr>
<tr>
<td>• Relate to others in a positive manner.</td>
<td></td>
</tr>
<tr>
<td>Motor, Sensory, and Emotional</td>
<td>• Exhibits playing with toys and people with others</td>
</tr>
<tr>
<td>• Maintains the emotional calm.</td>
<td>• Sits well</td>
</tr>
<tr>
<td>Communication</td>
<td>• Uses pictures to communicate ideas of her needs; listens to others</td>
</tr>
<tr>
<td>• Uses non-verbal language to assert her needs and desires.</td>
<td>• Will ask and answer questions about her needs</td>
</tr>
<tr>
<td>• Follows picture schedule with some independence</td>
<td></td>
</tr>
<tr>
<td>Cognitive</td>
<td>• Uses pictures to help her</td>
</tr>
<tr>
<td>• Uses pictures to help her</td>
<td></td>
</tr>
<tr>
<td>• Uses visual cues to help her</td>
<td></td>
</tr>
<tr>
<td>Motor</td>
<td>• Good motor control</td>
</tr>
<tr>
<td>• Good motor coordination</td>
<td></td>
</tr>
<tr>
<td>Visual</td>
<td>• Sees well</td>
</tr>
<tr>
<td>• Sees well</td>
<td></td>
</tr>
<tr>
<td>Emotional</td>
<td>• Is overall a happy girl</td>
</tr>
</tbody>
</table>

Prioritizing Items from UCC and ISSI

• What is the vision for the child’s future - the long term plan?
Designing Interventions

**Intervention Ziggurat**

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

Skills to Teach

Task Demands

Structure and Visual/Tactile Support

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

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Interventions

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

Characteristics

SOCIAL COMMUNICATION

RESTRICTED PATTERNS

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

Characteristics

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

The Ziggurat Worksheet

<table>
<thead>
<tr>
<th>Behavior/Areas of Concern</th>
<th>For Specific Interventions Plan</th>
<th>Prioritize UCC Plans</th>
<th>Check all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensory Biological Needs</td>
<td>Sensory Biological Intervention</td>
<td></td>
<td>A B C</td>
</tr>
<tr>
<td>Restricted</td>
<td>Task Demands</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Structure and Visual/Tactile</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supports</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skill Demands</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Underlying Characteristics Added</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Intervention Ziggurat**

**Sensory Differences and Biological Needs**

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**Designing an Intervention**

<table>
<thead>
<tr>
<th>BEHAVIOR/AREAS OF</th>
<th>FOR SPECIFIC INTERVENTION PLAN</th>
<th>PRIORITIZED UCC ITEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social, Communication, Restrictive Patterns, Motor</td>
<td><strong>OPERATIONALIZED BEHAVIOR</strong></td>
<td><strong>#6: Difficulty maintaining personal space</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>#10: Difficulty making or keeping friends</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>#11: Difficulty joining an activity</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>#19: Strong need for routine</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>#20: Interpreted by customary rewards</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>#29: Strong need for closure</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>#32: Little error speech</strong></td>
</tr>
</tbody>
</table>

**Sensory/Biological Intervention:**
- Start board for writing
- Textured paper
- Adapted pencils (grippers)
- Use black construction paper flaring box to reduce distractions
- Include physical activities in academic lessons

**Underlying Characteristics Addressed:**
- #81: Difficulty with handwriting
- #94: Difficulty using hands for fine motor tasks
- #95: Atypical activity level (under active)
Sensory Strategies

Intervention Ziggurat

Reinforcement

© Ruth Aspy, Ph.D., Barry G. Grossman, Ph.D.
Designing an Intervention

Reinforcers
Designing an Intervention

• Design an intervention and write it in the Ziggurat worksheet
Visual Support

Intervention Ziggurat

Task Demands
Designing an Intervention

- Design an intervention and write it in the Ziggurat worksheet

Task Demand Support
Intervention Ziggurat

Skills to Teach

Designing an Intervention

Design an intervention and write it in the Ziggurat worksheet.
## Ginny’s Ziggurat Worksheet

### Skilled Areas

<table>
<thead>
<tr>
<th>Behavior/Areas of Concern</th>
<th>For Specific Intervention Plan</th>
<th>Prioritized UCC Items</th>
<th>Check All That Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social, Communication, Receptive-Expressive, Motor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensory/Physical Needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reinforcement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Underlying Characteristics Addressed

1. Difficulty with handwriting
2. Difficulty using funds for the major tasks
3. Physical activity level (under active)

### Ziggurat Worksheet

- Help
- Skills to Teach

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Implementing Interventions

CAPS

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

Organizational Matrix: Building Supports for Individuals with ASD
Comprehensive Autism Planning System (CAPS)

Child/Student: Genny

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Targeted Skills to Teach</th>
<th>Structured Modifications</th>
<th>Reinforcement</th>
<th>Sensory Strategies</th>
<th>Communication Social Skills</th>
<th>Data Collected</th>
<th>Generalization Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-7:50</td>
<td>Transition From LE to H hour</td>
<td>Choose breakfast using structure board</td>
<td>Interactive language board</td>
<td>Choice of food items</td>
<td>Not in this time</td>
<td>Have additional social language on board (peer, teachers)</td>
<td>Data for use of Velcro button</td>
<td>Data for use of Velcro button</td>
</tr>
<tr>
<td></td>
<td>Independent work of written math problems</td>
<td></td>
<td>Independent use of schedule</td>
<td></td>
<td></td>
<td>Work on small groups</td>
<td></td>
<td>Use language boards during lunch or dinner at table</td>
</tr>
<tr>
<td>8:00-8:20</td>
<td>Independent Morning Work</td>
<td>Reading for lunch station</td>
<td>Visual scanning aides</td>
<td>Complete 1 problem, get a break for choice</td>
<td></td>
<td>Finish general education classroom work</td>
<td></td>
<td>Self-monitoring in other subjects</td>
</tr>
<tr>
<td></td>
<td>Lunch Count Prep</td>
<td></td>
<td>Visual scanning aides</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Using pump cases throughout the school day</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
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<th>Communication Social Skills</th>
<th>Data Collected</th>
<th>Generalization Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Work on math practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Following two-step instruc- tions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Continued on the next page)
Why was CAPS developed?

- Teams were changing and training would be needed again each year.

- During transitions knowledge was not shared.

Why was CAPS developed?

- 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.
What does CAPS do?

- Provides a venue for individualized team planning combining effective and diverse strategies as needed.
- Provides consistency of programming across time and setting.
- Bridges IEP with core curriculum to effectively use daily teachable moments.
- Facilitates targeted professional development.
- Facilitates transition at the end of school year.
- Provides structured flexibility across methodologies.

**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>Sensory Strategies</th>
<th>Social Skills/Communication</th>
<th>Data Collection</th>
<th>Generalization</th>
</tr>
</thead>
</table>

CAPS is the framework tying the daily schedule to the underlying characteristics identified in the UCC and the interventions outlined in the Ziggurat.
### COMPREHENSIVE AUTISM PLANNING SYSTEMS (CAPS)

*(Henry and Myles, 2007)*

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Skills/STO</th>
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<th>Social Skills/Communication</th>
<th>Data Collection</th>
<th>Generalization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Develop skills to teach based on State Standards, IEP Goals, and Ziggurat interventions**

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### Ginny’s CAPS

**Comprehensive Autism Planning System (CAPS)**

**Child/Student: Ginny**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Targeted Skills to Teach</th>
<th>Structure/Modifications</th>
<th>Reinforcement</th>
<th>Sensory Strategies</th>
<th>Communication Social Skills</th>
<th>Data Collection</th>
<th>Generalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-7:50</td>
<td>Transition from car to breakfast</td>
<td>Choose breakfast using breakfast menu</td>
<td>Whole board of breakfast menu</td>
<td>Result of the time</td>
<td>Visual</td>
<td>Social structure/plan</td>
<td>Visual/Schedule</td>
<td></td>
</tr>
<tr>
<td>8:05-8:20</td>
<td>Independent Morning Work</td>
<td>Make the beds of essential staff members; Get students in the breakfast area</td>
<td>Whole board of breakfast menu</td>
<td>Result of the time</td>
<td>Visual</td>
<td>Social structure/plan</td>
<td>Visual/Schedule</td>
<td></td>
</tr>
</tbody>
</table>

---

**Ginny’s CAPS**

- **Time:** 7:30-7:50
  - Activity: Transition from car to breakfast
  - Targeted Skills: Choose breakfast using breakfast menu
  - Structure/Modifications: Whole board of breakfast menu
  - Reinforcement: Result of the time
  - Sensory Strategies: Visual
  - Communication Social Skills: Social structure/plan
  - Data Collection: Visual/Schedule
  - Generalization Plan: Visual/Schedule

- **Time:** 8:05-8:20
  - Activity: Independent Morning Work
  - Targeted Skills: Make the beds of essential staff members; Get students in the breakfast area
  - Structure/Modifications: Whole board of breakfast menu
  - Reinforcement: Result of the time
  - Sensory Strategies: Visual
  - Communication Social Skills: Social structure/plan
  - Data Collection: Visual/Schedule
  - Generalization Plan: Visual/Schedule

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**Ginny’s CARE**

- **Time:** 7:30-7:50
  - Activity: Transition from car to breakfast
  - Targeted Skills: Choose breakfast using breakfast menu

- **Time:** 8:05-8:20
  - Activity: Independent Morning Work
  - Targeted Skills: Make the beds of essential staff members; Get students in the breakfast area
## Strategies Embedded

### Comprehensive Autism Planning System (CAPS)

**Child/Student: Ginny**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Targeted Skills to Teach</th>
<th>Structural/Modifications</th>
<th>Reinforcement</th>
<th>Sanitary Strategies</th>
<th>Communication/Social Skills</th>
<th>Data Collection</th>
<th>Generalization Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-7:55</td>
<td>Transition to car to breakfast</td>
<td>Choose breakfast using breakfast board</td>
<td>Interactive Language Board, Independent use of schedule</td>
<td>Not at this time</td>
<td>None additional social language</td>
<td>Work on table manners</td>
<td>Data sheet</td>
<td>Class monitoring sheets, lunch or dinner at home</td>
</tr>
<tr>
<td>8:00-8:20</td>
<td>Independent morning work</td>
<td>Visual for schedule task, visual for task</td>
<td>Visual focusing aid, Visual Schedule</td>
<td>None needs to construct paper box around problems to write in box</td>
<td>Follow general education interest lists, make lunch choices</td>
<td>Data sheet for transitions</td>
<td>Self-monitoring in other subjects</td>
<td>Lunch or dinner at home</td>
</tr>
<tr>
<td></td>
<td>Lunch Count Map</td>
<td>Chanting lunch choices, Chanting lunch choices, following instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ginny will work on lunch choices as she learns to write more independently. She will also work on social interaction skills, particularly in groups.
Ginny - Lunch Count

What's For Lunch?

Graphing
Comprehensive Process

General Intervention Plan

1. **UCC**
   - Characteristics

2. **Intervention Ziggurat (Ziggurat Worksheet)**
   - Intervention Design

3. **CAPS**
   - Implementation

Resources

