

Social Skills Training for Vocational Rehabilitation Using The Ziggurat Model

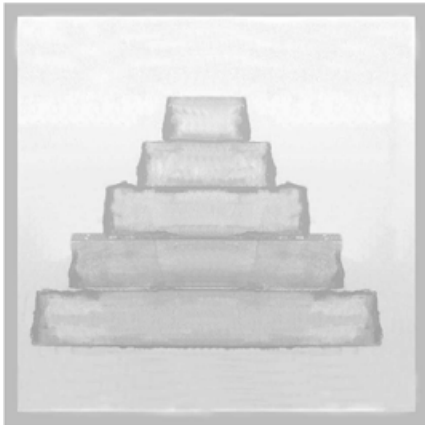
Ruth Aspy, Ph.D., and Barry G. Grossman, Ph.D.
The Ziggurat Group, PA

www.texasautism.com

Webinar Presented on 8-16-13

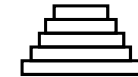


The Ziggurat Model



Ziggurat *n*:

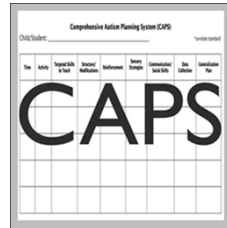
(zig·gu·rat) from Assyrian *zīqqratu*,
height, pinnacle



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**

Three Areas of Expertise for Effective Intervention Planning

- Characteristics of ASD
- Range of effective interventions
- Comprehensive planning process



A mistake is to commit a misunderstanding

- Bob Dylan

Question

- Which of the following is a characteristic of many adults with ASD?
 - a. Mindblindness
 - b. Weak central coherence
 - c. Poor organizational skills
 - d. Tendency to fatigue easily
 - e. All of the above



Taking a Break



Falling Down



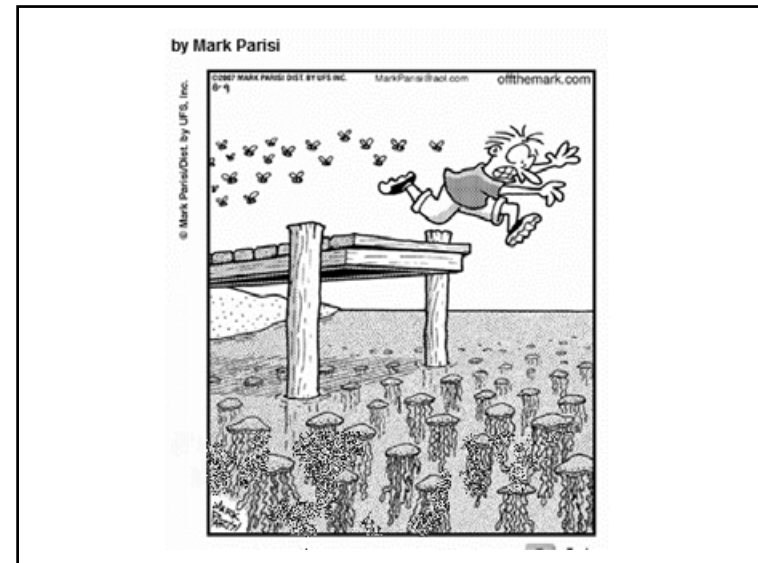
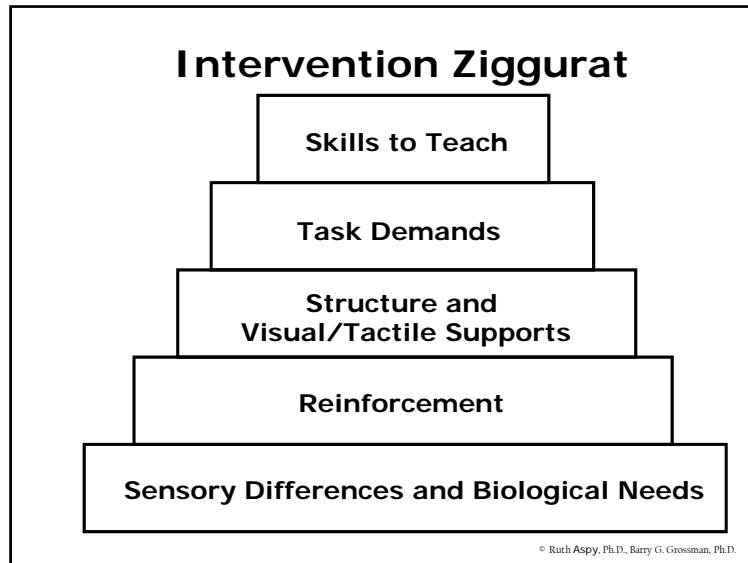
Hugging



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





<h3>Characteristics</h3> <ul style="list-style-type: none"> ■ Social ■ Communication ■ Repetitive Patterns <p style="margin-left: 20px;">Associated Features</p> <ul style="list-style-type: none"> ■ Sensory ■ Motor ■ Cognitive ■ Emotional Vulnerability ■ Medical and Biological Factors 	<h3>Interventions</h3> <p style="text-align: center;">Skills to Teach</p> <p style="text-align: center;">Task Demands</p> <p style="text-align: center;">Structure and Visual /Tactile Supports</p> <p style="text-align: center;">Reinforcement</p> <p style="text-align: center;">Sensory Differences and Biological Needs</p>
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The Ziggurat Model

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

APC

Why Comprehensive Planning With The Ziggurat and CAPS Models?

- Provides the necessary evaluation for understanding the needs of a person with ASD in a work setting
 - Faster IPE development
 - Better IPEs
- Fewer “behavior” problems
- More instructional/work time
- More positive/collaborative relationship with team members

3 Keys to
A quality plan addresses the Autism - not just behavior
Comprehensive Characteristics
Intervention
You must know what the ASD looks like in an individual to design a plan

Characteristics



A quality plan is DESIGNED to target the Autism comprehensively

Design

Avoid “band-aid” plans that only partially address needs

Characteristics

Design

A quality plan is IMPLEMENTED

No matter how well an intervention is planned, it is useless if it is not well-implemented

Implement

Characteristics

Design

Implement

5 Steps to Designing a Comprehensive Intervention Plan



Steps to designing and implementing a comprehensive intervention plan to see the autism (UCC)

1

Understanding Characteristics Checklist (UCC)



2

This will show you an individual's Individual Strengths and Skills Inventory (ISSI) strengths and skills



3

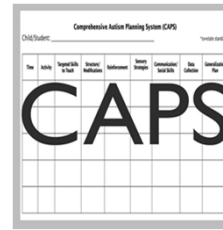
This will help you to identify meaningful priorities Global Plan Guide to Establishing Priorities



Ziggurat

4

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



CAPS

5

This will show you how to implement interventions throughout the day

5 Steps to Designing a Comprehensive Intervention Plan



1

Characteristics

2

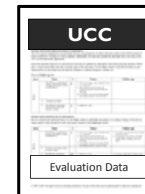
3

Design

4

5

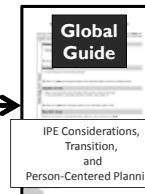
Implmt.



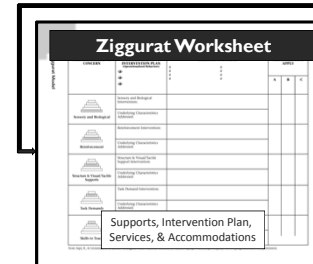
Provides a snapshot of ASD



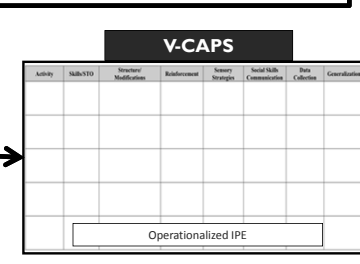
Identifies strengths and skills



IPE Considerations, Transition, and Person-Centered Planning



Ensures development of a comprehensive plan



Ensures implementation of the comprehensive plan

Underlying Characteristics Checklist



1

- Helps you to “see” the autism
- Provides a “snapshot” of how autism is expressed for an individual
- A descriptive instrument
- May be completed by a team
- Provides a tool for assessing progress/change

UCC 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

UCC 1 UCC-HF for HFA and AS



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

NAME: _____ DATE: _____ COMPLETED BY: _____

FOLLOW-UP DATE: _____ COMPLETED BY: _____

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 currently 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.

Projected Follow-up date: _____

Area	Item	✓	Notes	Follow-Up
SOCIAL	1. Has difficulty recognizing the feelings and thoughts of others (mindblindness)	✓	<ul style="list-style-type: none"> • Does not recognize when classmate tease or “set her up” • After being corrected at home, she respectively asks her parents if they are still angry • In role plays, she can accurately identify the feelings of others 4 out of 10 times 	

UCC 1 UCC-CL for Autistic Disorder



UCC-CL
UNDERLYING CHARACTERISTICS CHECKLIST-CLASSIC
Ruth Aspy, Ph.D., and Barry G. Grossman, Ph.D.

NAME: _____ DATE: _____ COMPLETED BY: _____

FOLLOW-UP DATE: _____ COMPLETED BY: _____

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 currently 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.

Projected Follow-up date: _____

Area	Item	✓	Notes	Follow-Up
SOCIAL	1. Has difficulty recognizing the feelings and thoughts of others (mindblindness)	✓	<ul style="list-style-type: none"> • Often does not appear to recognize or respond when others cry • At other times, responses are inappropriate - laughs when others cry 	

Individual Strengths and Skills Inventory



2

- Social
- Behavior, Interests, and Activities
- Communication
- Sensory
- Cognitive
- Motor
- Emotional
- Biological

UCC to IPE

UCC to IPE

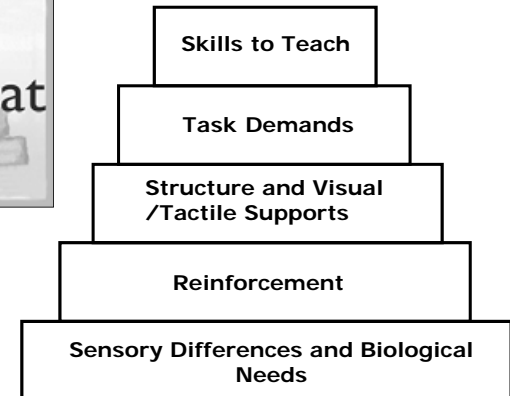
UCC Item	IPE Objective
Problems with transition and change	Given a reinforcer, utilize individualized daily schedule by checking of each activity as completed 95% of the time

UCC to IPE

UCC Item	IPE Objective
Lacks tact or appears rude	Given a visual support, accept feedback without arguing during meetings with supervisor or job coach 8 out of 10 times

UCC to IPE

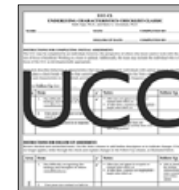
UCC Item	IPE Objective
Has difficulty maintaining personal space, physically intrudes on others	Will interact with female co-workers without physical contact during break times and daily greetings 100% of the time.



Bernie Boy is the Best



Bernie UCC and ISSI



Excerpt from Bernie's UCC

- | | |
|---|---|
| [13] Has difficulty waiting | [35] Makes sounds or states words or phrases repeatedly |
| [14] Chooses or prefers solitary activities | [38] Asks repetitive questions |
| [16] Appears to be unresponsive to others | [43] Fails to initiate or respond to greetings |
| | [47] Has difficulty asking for help |

Excerpts from Bernie's ISSI

- | | |
|---|-----------------------------------|
| ■ Enjoys sharing about topics of interest | ■ Comfortable being around others |
| ■ Incredible memory for dates and sports scores | ■ Independent |
| ■ Learns quickly | ■ Motivated by completion of work |
| ■ Works very hard | |
| ■ Punctual | |
| ■ Time-centric | |

Question

- Which is true?
 - a. Most adults with ASD have some area of sensory functioning (e.g., hearing, vision, smell, movement) that is over and/or under sensitive
 - b. Most adults with ASD also experience significant symptoms of depression or anxiety
 - c. Both are true
 - d. None are true



Intervention Ziggurat

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

-Blaise Pascal

Sensory Differences and Biological Needs

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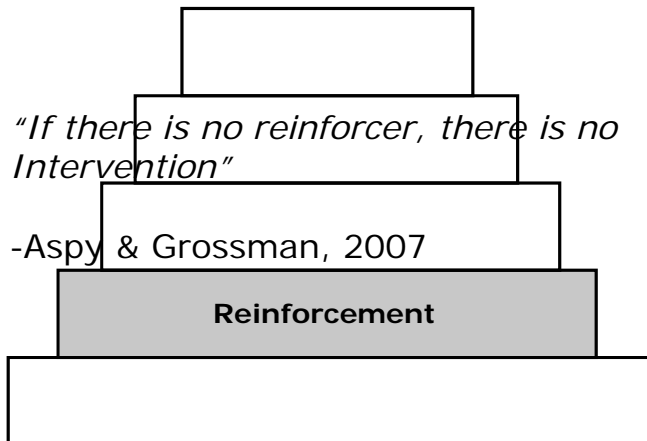
Sensory Differences and Biological Needs

- 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

Bernie: Sensory/Biological Interventions

- Established and maintained a daily routine

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Reinforcement Reminders

Reinforcement increases the likelihood of a behavior

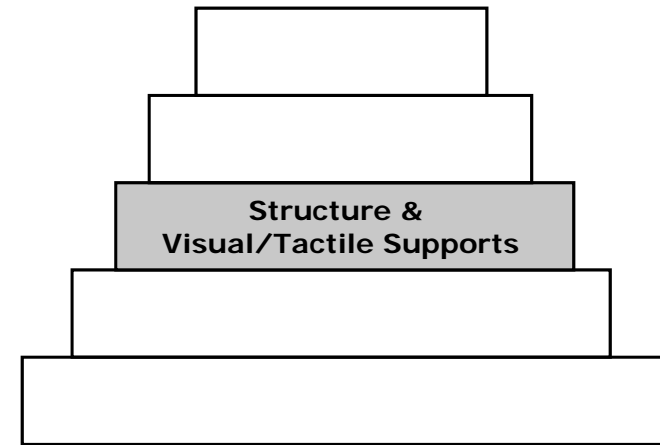
"The way positive reinforcement is carried out is more important than the amount"

-B.F. Skinner

Bernie: Reinforcement Interventions

- Give tasks in amount that can be completed in a day – Bernie is reinforced by completing tasks
- Verbal praise
- Gets to change all calendars
- Opportunities to talk about football scores

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Bernie: Structure and Visual/Tactile Support Interventions

- Show photograph of new employee on calendar and place on date that he/she is going to start
- Prepare for change in routine
- Establish lunch routine that includes Bernie – transitioning to/from cafeteria; sitting together; initiating conversations that he can participate

Bernie: Structure and Visual/Tactile Support Interventions

- Give tasks that involve structure and order
 - Dates
 - Numerical order
- Flag for deficiency

Intervention Ziggurat

Task Demands

“We don’t fix things that aren’t broken, we remove obstacles for kids with infinite potential”
- Eric Blackwell

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Intervention Ziggurat

Task Demands

“I’m in the obstacle removal business”
- Eric Blackwell

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Task Demands and Skills to Teach

Demands

Supports

Ability

Skills

Task Demands

Skills to Teach

Too Demanding

Demands

Ability

Bernie: Task Demand Interventions

- Place Bernie with team that is nurturing
- Teach co-workers topics of interest to Bernie and ask them to initiate conversations on his preferred topics
- Teach co-workers not to use abstract language
- Teach co-workers the format in which Bernie asks questions
- Prepare Bernie for new co-workers (e.g., explain their role) before they start. Schedule an introduction time on calendar.

Bernie: Task Demand Interventions

- Provide coaching until Bernie displays mastery of skills
- Use visual supports for computer shortcuts used frequently
- Prepare Bernie for changes in schedule or routine (e.g., copy machine broken)
- Give Bernie brief tasks to complete at the start or end of team meetings in order for him to be a part of the team.

Intervention Ziggurat

Skills to Teach

"The [job coach] who does not understand that it is necessary to teach [person with autism] seemingly obvious things will feel impatient and irritated"

-Hans Asperger

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Bernie: Skills to Teach

- Teach Bernie the responsibilities of others on the team (who to ask)
- Teach Bernie how to communicate with different team members
- Teach Bernie about things that run out (e.g., toner) and how to get them replaced.
- Teach Bernie his role in team meetings

Question

- The suggestion – Don't just ask, "Is he ready for the job? Ask, "Is the job ready for him?" – describes which level of the intervention Ziggurat?
 - a. Sensory
 - b. Reinforcement
 - c. Structure and Visual/Tactile supports
 - d. Task Demands
 - e. Skills to Teach



Question

- If you want to increase the likelihood that an employee with ASD understands and follows a new procedure. Your best strategy is to
 - a. Tell the employee the new procedure several times
 - b. Teach the strategy very slowly using simple language
 - c. Provide video, drawings, or photographs of the new strategy
 - d. Clearly explain the consequence following the strategy



Chad

Chad



World of Jenks © MTV

Chad



World of Jenks © MTV

Chad



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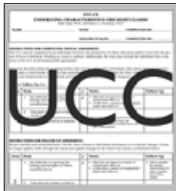
Chad Video – Job Coach



Chad Video – 1st Interview



Chad UCC and ISSI



Excerpt from Chad's UCC

- [1] Mindblindness
- [4] Lacks tact or appears rude
- [12] Expresses strong need for routine or "sameness"
- [18] Has problems handling transition and change
- [31] Difficulty expressing thoughts and feelings
- [80] Exhibits "meltdowns"
- [89] Difficulty managing stress and/or anxiety

Chad- ISSI



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Chad- ISSI

- **Social** - enjoys group activities, shares humor, compliments others, apologizes at appropriate times
- **Behavior, Interests & Activities** - skills in photography, enjoys music, interest in flags, beaches, nationalities
- **Communication** - sometimes able to read facial expressions; verbally indicates need for assistance
- **Sensory**-able to tolerate wearing clothes all day, tolerates range of temperatures, eats range of foods



World of Jenks © MTV

Chad- ISSI

- **Cognitive** - excellent memory about interests, reads
- **Motor**- able to manipulate game controls; able to dress self with assistance on buttons
- **Emotional**- affectionate towards family members and friends, takes walks to decrease anxiety, generally happy, will try new experiences with support
- **Biological**- Sleeps well when schedule is structured

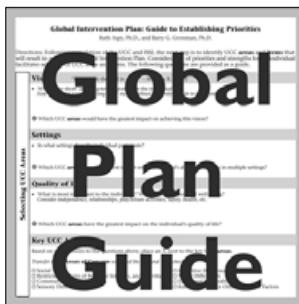


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Chad Video – Job



Designing a Global Intervention Plan



3

Designing a Global Intervention

UCC

Selected UCC Areas



Selected UCC Areas

Selected UCC Items

Select UCC Areas - Vision

- What is the long and short -term vision for the individual?

Long-term

- *Increased independence*
- *Improved coping skills*
- *Full time employment*
- *Supportive social network*

Short-term

- *Accurately identify feelings of self and others*
- *Sleep in own room*
- *Brush teeth, dress self*
- *Part time employment*
- *Interview skills*

Select UCC Areas

UCC



Selected UCC Areas

UCC Areas

- | | |
|-------------------------|------------------------------------|
| ■ Social | ■ Motor Differences |
| ■ Restricted Patterns | ■ Emotional Vulnerability |
| ■ Communication | ■ Known Medical/Biological Factors |
| ■ Sensory Differences | |
| ■ Cognitive Differences | |

Chad- Select UCC Areas Vision

Vision

- ◎ Which UCC areas would have the greatest impact on achieving this vision?
 - Social
 - Communication
 - Emotional Vulnerability
- ◎ Remember to stay on target

Chad- Select UCC Areas Settings

- In what settings does the individual participate?
 - *home*
 - *barber shop*
 - *girlfriend's house*
 - *restaurants*
 - *park*

Chad- Select UCC Areas Settings

Settings

- ◎ Which UCC areas have the greatest impact on the individual's ability to function in multiple settings?
 - Social
 - Communication
 - Emotional Vulnerability
- ◎ Remember to stay on target

Chad- Select UCC Areas Quality of Life

- What is most important to the individual? What provides a sense of well-being?
 - *Routine, predictability*
 - *Time with friends*
 - *Preferred activities (video games, collections, photographs)*

Chad- Select UCC Areas Quality of Life

Quality of Life

- ◎ Which UCC areas have the greatest impact on the individual's quality of life?
 - Social
 - Restricted Patterns
 - Emotional Vulnerability
- ◎ Remember to stay on target

Chad- Select UCC Areas Key UCC Areas

Based on your answers to the questions, place a mark next to the key UCC areas.

- Ⓒ Social
- Ⓒ Restricted Patterns
- Ⓒ Communication
- Ⓒ Emotional Vulnerability

UCC Area	Description	Key UCC Items
Social		
Restricted Patterns		
Communication		
Emotional Vulnerability		

Select UCC Items

Selected UCC Areas



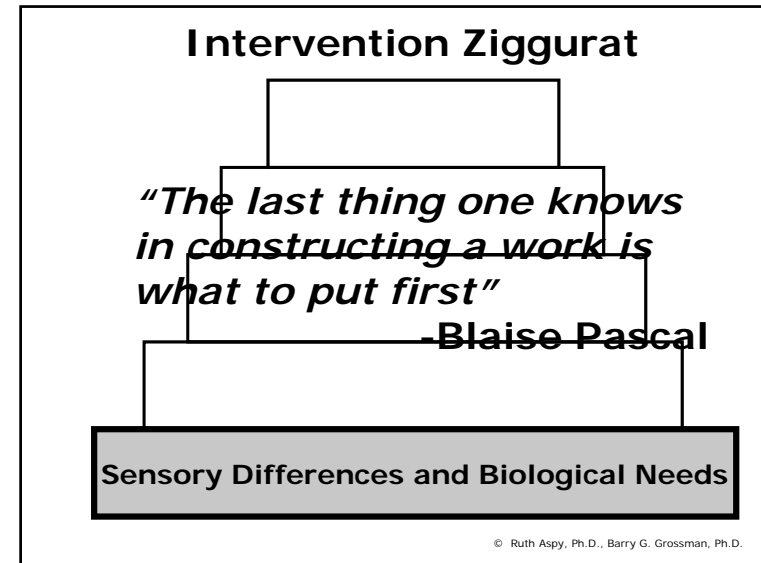
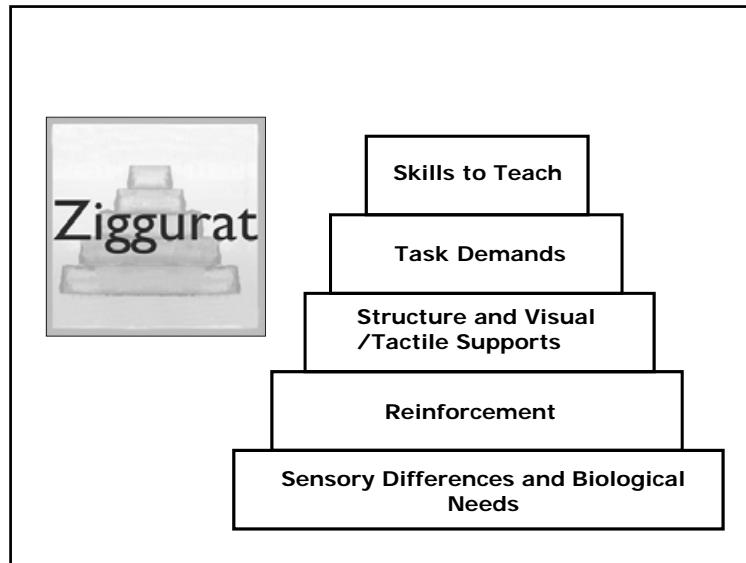
Selected UCC Items

Select Key UCC Items from UCC Areas

- Select key UCC **items** for *each* of the Selected UCC **areas**.
- Choose items that are essential (necessary for progress) and developmentally appropriate.
- Emphasize items that are more pivotal (building blocks for additional skills). Avoid selecting redundant items.

Chad- Selected UCC Items

- [1] Mindblindness
- [4] Lacks tact or appears rude
- [12] Expresses strong need for routine or "sameness"
- [18] Has problems handling transition and change
- [31] Difficulty expressing thoughts and feelings
- [80] Exhibits "meltdowns"
- [89] Difficulty managing stress and/or anxiety



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 and Biological

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Sensory and Biological Strategies for the Work Setting

- Provide a sensory diet
- Select work environments that allow for time that is quiet
- Allow Chad to wear ear plugs when not working directly with others
- Identify aversive smells, select environments where Chad can avoid those smells or teach skills to cope with them
- Provide activities in daily schedule that help Chad to increase his physical strength and stamina



Sensory and Biological



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CHECK IN		
5		
4		
3		
2		
1		

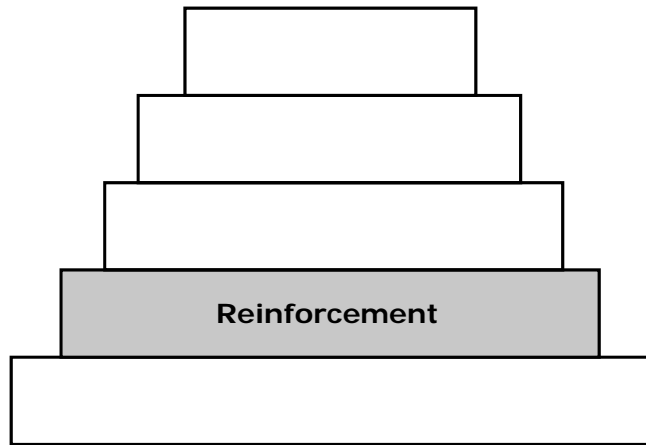
Kari Dunn Buron

Create a five point scale to illustrate levels of distress and category of emotion (mad, sad, embarrassed) work with Chad to define those levels for him. Then identify coping skills for each level

Chad- Selected UCC Items

- [1] Mindblindness
- [4] Lacks tact or appears rude
- [12] Expresses strong need for routine or "sameness"
- [18] Has problems handling transition and change
- [31] Difficulty expressing thoughts and feelings
- **[80] Exhibits "meltdowns"**
- **[89] Difficulty managing stress and/or anxiety**

Intervention Ziggurat



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Use a mini schedule for work tasks. Ask Chad to take photographs of each step. Incorporate them on the visual schedule (task strip).

Use photos to describe details and subtleties



Reinforcement Strategies



Not all positives should be contingent on behavior

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Reinforcement Strategies



- Develop a list of things that Chad wants to buy.
- Make a chart that shows Chad how much he earned each day

Chad- Selected UCC Items

- [1] Mindblindness
- [4] Lacks tact or appears rude
- [12] Expresses strong need for routine or "sameness"
- [18] Has problems handling transition and change
- [31] Difficulty expressing thoughts and feelings
- [80] Exhibits "meltdowns"
- [89] Difficulty managing stress and/or anxiety



Reinforcement Reminders



"You may not have to look any further than ... special interests to find the perfect reward"

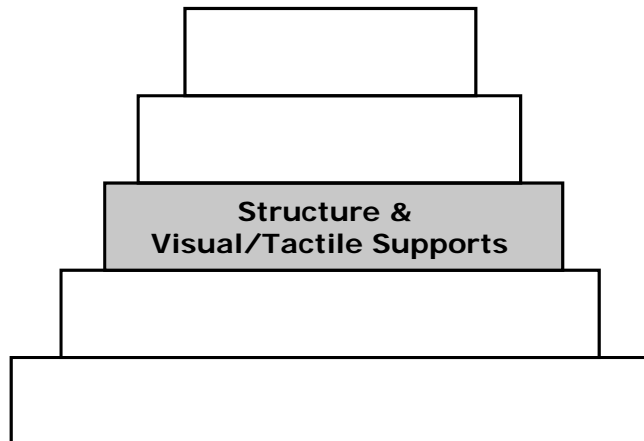


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-Sakai, 2005, p. 52

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Daily Schedule

Greet co-workers
Clock in
Wash hands
Put on apron
Make bread knots
Make pizza boxes
Fill napkins
Wrap utensils



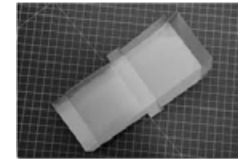
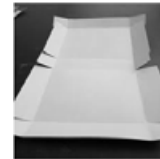
Getting to Know My Co-Workers

NAME	IMPORTANT FACTS
AL	Owns restaurant, speaks Italian, likes Italy
Paul	Has a bad tooth, likes rock music, has 2 sons
Mary	Married to Al. Likes superhero movies and gardening

Remember: People like to talk about their favorite things. They like it when you ask about them.



Task Strip



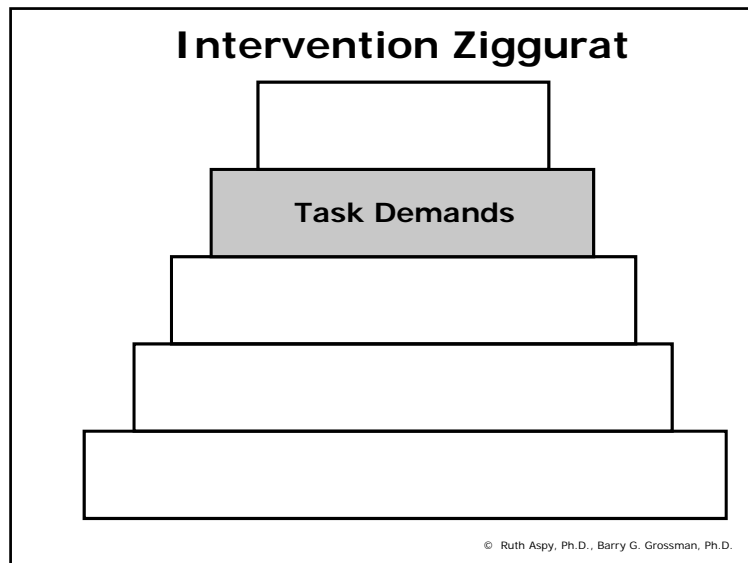
List of Things that Change at Work



Mark changes on visual schedule the day before.

Chad- Selected UCC Items

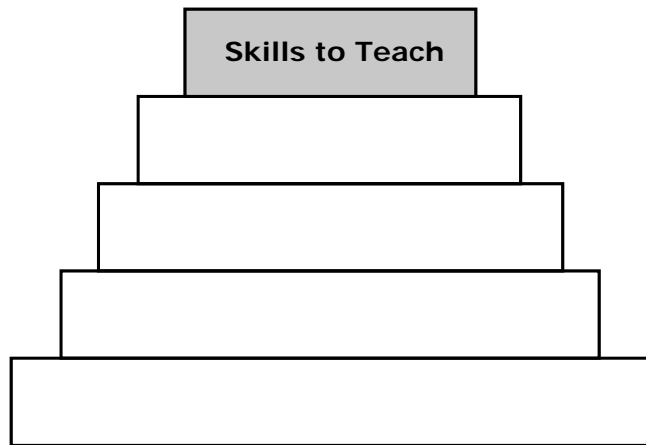
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- ### Chad – Task Demand Interventions
- Job coaching
 - Priming
 - Visual schedule
 - Sensory interventions
 - Narrating
 - Peer support

- ### Chad- Selected UCC Items
- | | |
|---|---|
| <ul style="list-style-type: none"> ■ [1] Mindblindness ■ [4] Lacks tact or appears rude ■ [12] Expresses strong need for routine or "sameness" ■ [18] Has problems handling transition and change | <ul style="list-style-type: none"> ■ [31] Difficulty expressing thoughts and feelings ■ [80] Exhibits "meltdowns" ■ [89] Difficulty managing stress and/or anxiety |
|---|---|

Intervention Ziggurat



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Chad- Skills to Teach

- Teach Chad how to complete steps on schedule
- Teach what customers expect him to say when they come into and leave the restaurant
- Teach the roles of supervisor and boss and worker
- Teach what language is appropriate in the work setting



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Chad- Selected UCC Items

- [1] Mindblindness
- [4] Lacks tact or appears rude
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- [31] Difficulty expressing thoughts and feelings
- [80] Exhibits "meltdowns"
- [89] Difficulty managing stress and/or anxiety

Question



Canine social blunders

Question

- Prior to the next office social event. The job coach could assist the “dog with ASD” by
 - a. Teaching him the seemingly obvious rules about what is appropriate to discuss at work
 - b. Practicing some conversation starters that are appropriate in the job setting
 - c. Referring him to a good vet
 - d. All of the above



Vocational CAPS

Making the Plan a Reality

COMPREHENSIVE AUTISM PLANNING SYSTEMS (CAPS)

(Henry and Myles, 2007)

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

CAPS is the framework tying the daily schedule to the underlying characteristics identified in the UCC and the interventions outlined in the Ziggurat Worksheet.

Vocational Comprehensive Autism Planning Systems (V-CAPS)

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

Henry, S.

Strengths of the Ziggurat and CAPS Models

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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

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