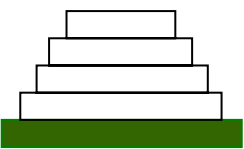
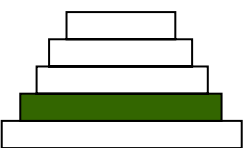
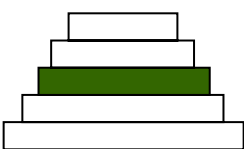
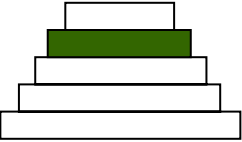
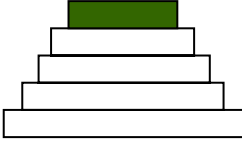


ZIGGURAT WORKSHEET

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

BEHAVIOR/AREAS OF CONCERN	FOR SPECIFIC INTERVENTION PLAN Operationalized Behaviors	PRIORITIZED UCC ITEMS		CHECK ALL THAT APPLY		
				A	B	C
Difficulty with change	<ul style="list-style-type: none"> ☉ Drops to floor ☉ Whines ☉ Yells about change ☉ Cries ☉ Stiffens body 	# [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			
 Sensory/Biological Needs	Sensory/Biological Intervention:	<ul style="list-style-type: none"> • Create a Quiet Corner for Chad and his classmates. Provide a bean bag chair to help him to calm. • Teach Chad to recognize early physical signs of frustration (e.g., consider use of “How does your Engine Run?”) • Create a social narrative to help Chad to identify physical signs of anxiety and develop strategies for addressing his feelings. • Provide a sensory diet including calming touch and pressure 		✓	✓	
	Underlying Characteristics Addressed:	<ul style="list-style-type: none"> • [18] Has problems handling transition and change • [52] Displays poor problem-solving skills • [87] Difficulty identifying and expressing emotions • [89] Difficulty managing stress and/or anxiety 				
 Reinforcement	Reinforcement Intervention:	<ul style="list-style-type: none"> • Create and maintain a list of reinforcers for Chad. Vary his menu to ensure interest and effectiveness. • Place books about trains in Quiet Corner to reinforce its use. • Reinforce Chad for using calming skills. • When Chad is calm, reinforce him for practicing skills for dealing with change. 			✓	✓
	Underlying Characteristics Addressed:	<ul style="list-style-type: none"> • [14] Has eccentric or intense preoccupations • [18] Has problems handling transition and change • [19] Has strong need for closure • [52] Displays poor problem-solving skills • [89] Difficulty managing stress and/or anxiety 				
 Structure & Visual/Tactile Supports	Structure & Visual/Tactile Supports Intervention:	<ul style="list-style-type: none"> • Use first-then chart to help increase predictability • Make chart with commonly used words with vague or multiple meanings. Prime Chad using the chart. Add to chart as new words or phrases are discovered. • Create a social narrative to help Chad to identify physical signs of anxiety and develop strategies for addressing his feelings. 		✓	✓	
	Underlying Characteristics Addressed:	<ul style="list-style-type: none"> • [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 – Ziggurat Worksheet

 <p>Task Demands</p>	<p>Task Demand Intervention:</p>	<ul style="list-style-type: none"> • Prepare Chad in advance for known changes. • Use a daily individualized schedule to help Chad know what is happening that day. • Use first-then chart to help increase predictability • Help Chad to maintain and use an Emotion Notebook to assist in communicating his feelings • Teach Chad the “Hidden Curriculum” for understanding change • Make chart with commonly used words with vague or multiple meanings. Prime Chad using the chart. Add to chart as new words or phrases are discovered. • Create a social narrative to help Chad to identify physical signs of anxiety and develop strategies for addressing his feelings. 	✓		
<p>Underlying Characteristics Addressed:</p>	<ul style="list-style-type: none"> • [18] Has problems handling transition and change • [19] Has strong need for closure • [24] Interprets words literally • [87] Difficulty identifying and expressing emotions • [89] Difficulty managing stress and/or anxiety 				
 <p>Skills to Teach</p>	<p>Skill Intervention:</p>	<ul style="list-style-type: none"> • Teach Chad that words can have multiple meanings and that some words need not be interpreted literally. Use a visual support to keep list of these words. • Teach Chad to recognize early signs of frustration (e.g., consider use of “How does your Engine Run?”) • Teach Chad to calm by using the Quiet Corner. Practice using the corner when he is calm and reinforce. Develop a plan for how to identify when he is calm enough to leave. • Create a social narrative to help Chad to identify physical signs of anxiety and develop strategies for addressing his feelings. • Teach Chad to handle change by practicing. Start with changes that are small for Chad. Prepare him in advance of the change by using a visual symbol on his chart. 	✓	✓	✓
<p>Underlying Characteristics Addressed:</p>	<ul style="list-style-type: none"> • [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 				