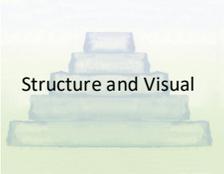


ZIGGURAT INTERVENTIONS FOR GENERAL EDUCATION SETTINGS

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 <p>Sensory & Biological</p>	<ul style="list-style-type: none"> • Lower lights and/or allow sunglasses • Reduce sound/allow to listen to music or use headphones • Allow movement while learning • Provide structured sensory activities (e.g., fidgets, headphones, Velcro, jumping, walking, putty) • Use visual screens 	<ul style="list-style-type: none"> • Provide safe place to calm • Provide seating alternatives (e.g., allow to work on floor) • Provide structured breaks between tasks • Provide visual schedules to increase structure and thus decrease anxiety (a biological experience) • Home/school communication regarding health, sleep, medication
 <p>Reinforcement</p>	<ul style="list-style-type: none"> • Conduct a reinforcer assessment and use a reinforcer menu • Reinforce critical skills (even if most children this age are not reinforced for the behavior) • Use First-Then charts • Reinforce practice 	<ul style="list-style-type: none"> • Start with high rate of reinforcement for new skills • Incorporate special interests (e.g., reading material, research areas, visuals -picture of NASCAR/Minecraft/cat on math page) • Consider down-time as a reinforcer • Include reinforcers on visual schedule and mini-schedules
 <p>Structure and Visual</p>	<ul style="list-style-type: none"> • Thoroughly prepare for changes or new experiences • Provide scripts (video model, live model or written) • Structure positive social interactions (compliment chair; giving chair; peer buddies) • Provide visual instructions and visual models • Build routines into daily activities • Provide visual schedules, checklists 	<ul style="list-style-type: none"> • Use visual timers • Give reminders to the whole class for transitions • Provide visual support for answering the question, “How was school today?” • Provide visual support for asking for help • Minimize surprises
 <p>Task Demands</p>	<ul style="list-style-type: none"> • Do not insist on “Look at me” • Explain your own nonverbals (“My eyebrows are showing you I’m confused”) • Adjust your tone and volume – explain if you need to speak loudly that you are not angry • Be familiar with the communication strategies of your student • Structure long term projects (“chunk” with due dates) • Assist with understanding figurative language • Co-teach • Maintain routines • Ask the student what helps them to do an activity/participate • Provide choices – (e.g., use pencil, pen, or computer) • Protect from bullying/teasing – use the buddy system • Assist when pairing off or choosing partners 	<ul style="list-style-type: none"> • Use whole class physical responses (e.g., stand here if you like bugs; stand there if you don’t like bugs) • Work alone or in a small group • Provide alternatives to handwriting • Provide peer support during transitions • Increase social supports as high functioning students transition to secondary levels • Check in with students who do not ask for help until they learn to ask for help independently • Provide a system to text or email questions • Train peers • Assign lunch buddies • Provide individualized visual schedules and checklists • Avoid using sarcasm
 <p>Skills to Teach</p>	<ul style="list-style-type: none"> • Request/use social narratives – teach perspectives, strategies, describe situation/experience • Teach hidden curriculum/unwritten social rules -Do not assume that the student knows what is obvious to everyone else • Teach when and how to ask for help • Teach feeling identification/point out own emotions • Teach class/educational routines 	<ul style="list-style-type: none"> • Teach groupwork skills/roles • Teach emotion regulation strategies • Teach idioms as they are used • Recognize that free time, recess, and lunch time are instructional opportunities • Teach how to create, use, and personalize visual schedules

Intervention Ziggurat - Five Questions

Levels

Skills to Teach

Task Demands

**Structure &
Visual/Tactile Supports**

Reinforcement

**Sensory Differences
& Biological Needs**

Questions

**What does he
need to know?**

Is he in over his head?

**Is his world predictable?
What does he need to SEE?**

Are positives for progress in place?

**Is he anxious or uncomfortable?
Is his body dysregulated?**