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Planning a Comprehensive Program for Young Children with Autism Spectrum Disorders

Abstract

This article outlines two compatible models for planning and implementing programs for students with autism spectrum disorders (ASD). The Ziggurat Model begins the process with an assessment of individual strengths and concerns related specifically to ASD and identifies interventions across five tiers that are matched to the individual's profile: (a) sensory and biological, (b) reinforcement, (c) structure and visual/tactile supports, (d) task demands, and (e) skills to teach. Content from the Ziggurat Model is then placed with the Comprehensive Autism Planning System (CAPS) to allow the child's day to be operationalized and matched to student goals, state standards, and related benchmarks. This article overviews this process and offers a brief case study as an example.

Keywords: Autism spectrum disorders, the Ziggurat Model, the Comprehensive Autism Planning System (CAPS).

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