

2009 ASW FALL CONFERENCE

November 4th-5th, 2009

Hotel Sierra, Green Bay (formerly the Regency)

Brenda Smith Myles, Ruth Aspy & Barry Grossman

Nov. 4th: **Registration:** 8:00am-8:30am

Presentation: 8:30am-4:30pm

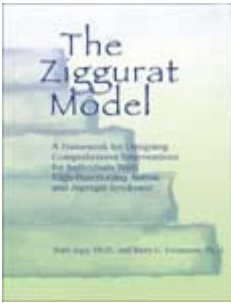
Nov. 5th: **Presentation:** 8:30am-3:00pm

(lunch included both days)

Exhibits Show Time: Nov. 4th: 8:00am-5:00pm

Nov. 5th: 8:00am-3:30pm

“ZIGGURAT MODEL AND CAPS”



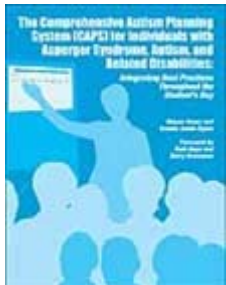
The Ziggurat Model: A Framework for Designing Comprehensive Interventions for Individuals with High-Functioning Autism and Asperger Syndrome by Ruth Aspy, Ph.D., and Barry Grossman, Ph.D.; Foreword by Dr. Gary Mesibov, Director of Division TEACCH

The Ziggurat Model is a valuable resource for public school professionals who must remain in compliance with federal and state guidelines. Specifically, recent trends in special education law emphasize the use of scientifically based research approaches along with a focus on Response to Intervention (RTI). Additionally, there is a strong push for incorporating positive behavioral interventions and supports (PBIS) based on a functional behavioral assessment. The Ziggurat

Model is consistent with these practices.

The Ziggurat Model is unique. While it is easy to find volumes of information describing specific interventions, it is difficult to find information on how to develop an intervention plan. This book presents a process and framework for designing comprehensive interventions for individuals of all ages with autism spectrum disorders. The Ziggurat Model was designed to simplify a complex process. Parents and professionals will find the framework of the Ziggurat Model to be a guide in developing more thorough and effective interventions.

While the Ziggurat Model is designed to address the needs of all individuals with autism spectrum disorders, this book is written explicitly for the higher functioning population. The book includes assessment tools, case scenarios, and many interventions that were developed with their needs in mind.



The Comprehensive Autism Planning System (CAPS) for Individuals with Asperger Syndrome, Autism, and Related Disabilities: Integrating Best Practices Throughout the Student's Day by Shawn Henry and Brenda Smith Myles

This comprehensive, yet easy-to-use system allows educators to understand how and when to implement an instructional program for students with autism spectrum disorders (ASD). The CAPS model answers the questions (a) What supports does my student/child need in each class to be successful? (b) What goals is my student/child working on? and (c) Is there a thoughtful sequence to the student's/child's day that matches his learning style. This timely resource addresses adequate yearly progress (AYP), response to intervention (RTI), and positive behavior support (PBS) in a common-sense format. The CAPS process was designed to be used by the child's educational team, consisting of parents, general educators, special educators, paraprofessionals, speech-language pathologists, occupational therapists, physical therapists, administrators, psychologists, consultants, siblings, and others who are stakeholders in the student's education.

The structure of this innovative tool ensures consistent use of supports to ensure student success as well as data collection to measure that success. In addition, CAPS fosters targeted professional development. Because CAPS identifies supports for each of the student's daily activities, it is possible for all educational professionals working with the student to readily identify the methods, supports, and structures in which they themselves need training.