

Global Intervention Plan: Guide to Establishing Priorities

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Directions: Following completion of the UCC and ISSI, the next step is to identify UCC **areas** and **items** that will result in a *meaningful* Global Intervention Plan. Consideration of priorities and strengths for an individual facilitates selection of UCC areas and items. The following questions are provided as a guide.

Selecting UCC Areas	Vision	“Begin with the end in mind” – Stephen R. Covey									
		<ul style="list-style-type: none"> • What is the long- and short-term vision of/for the individual? <i>Note that “long-term” and “short-term” may be defined differently in order to be meaningful.</i> 									
		<ul style="list-style-type: none"> ⊙ Which UCC areas would have the greatest impact on achieving this vision? 									
	Settings										
		<ul style="list-style-type: none"> • In what settings does the individual participate? ⊙ Which UCC areas have the greatest impact on the individual’s ability to function in multiple settings? 									
Selecting UCC Items	Quality of Life										
		<ul style="list-style-type: none"> • What is most important to the individual? What provides a sense of well-being? <i>Consider independence, relationships, play/leisure activities, safety, health, etc.</i> ⊙ Which UCC areas have the greatest impact on the individual’s quality of life? 									
	Key UCC Areas										
	<p>Based on your answers to the questions above, place an X next to the key UCC areas.</p> <p><i>Transfer to the Areas of Concern section of the Ziggurat Worksheet.</i></p> <table border="0"> <tr> <td><input type="checkbox"/> Social</td> <td><input type="checkbox"/> Cognitive Differences</td> </tr> <tr> <td><input type="checkbox"/> Restricted Patterns of Behavior Interests, and Activities</td> <td><input type="checkbox"/> Motor Differences</td> </tr> <tr> <td><input type="checkbox"/> Communication</td> <td><input type="checkbox"/> Emotional Vulnerability</td> </tr> <tr> <td><input type="checkbox"/> Sensory Differences</td> <td><input type="checkbox"/> Known Medical or Other Biological Factors</td> </tr> </table>			<input type="checkbox"/> Social	<input type="checkbox"/> Cognitive Differences	<input type="checkbox"/> Restricted Patterns of Behavior Interests, and Activities	<input type="checkbox"/> Motor Differences	<input type="checkbox"/> Communication	<input type="checkbox"/> Emotional Vulnerability	<input type="checkbox"/> Sensory Differences	<input type="checkbox"/> Known Medical or Other Biological Factors
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	Key UCC Items										
	<p>Select key UCC items for <i>each</i> of the UCC areas listed above. Choose items that are essential (necessary for progress) and developmentally appropriate. Emphasize items that are pivotal (building blocks for additional skills). Avoid selecting redundant items.</p> <p>Write key item numbers and descriptions below. These items will be used to develop interventions, keeping strengths and skills (identified on the ISSI) in mind.</p> <p><i>Transfer items to the Selected UCC Item section of the Ziggurat Worksheet and develop interventions.</i></p> <table border="0"> <tr> <td>#</td> <td>#</td> </tr> <tr> <td>#</td> <td>#</td> </tr> <tr> <td>#</td> <td>#</td> </tr> <tr> <td>#</td> <td>#</td> </tr> </table>			#	#	#	#	#	#	#	#
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