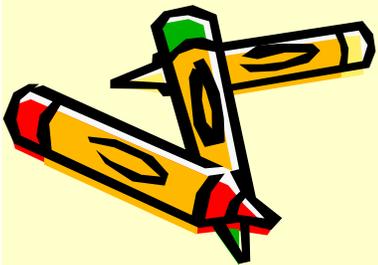
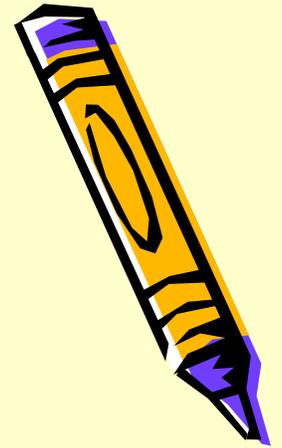


Transition to School

Marcia L. Braden, PhD
Wellington, New Zealand
November 3, 2009
www.marciabraden.com



Symons, Clark & Roberts 2001

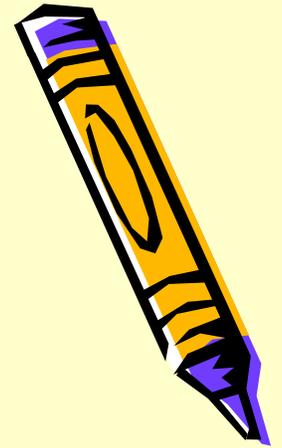


- Classroom engagement of elementary school children with FXS is strongly related to the environmental and instructional quality of the teachers and classroom
- The ways the teachers structured and arranged the classroom environment was much more important to student engagement than specific aspects of the child's FX status, medication use or dual diagnosis



What Changed?

- The room was larger and Chuck had adequate allocated space.
- Chuck is more interested in music than the library skills
- The environment is less chaotic and more predictable
- The music teacher liked Chuck and worked on ways to include him in the activities
- The EA facilitated support from a distance and did not hover



Symons, Clark & Roberts (2001)
What does it mean to you?



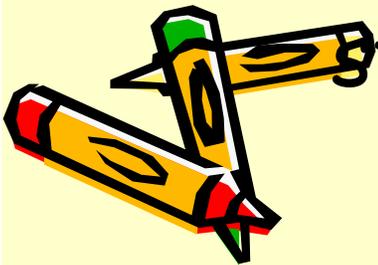
- Remember learning strengths and weaknesses; IF YOU TEACH TO THE WEAKNESSES YOU WILL GET LOW FUNCTIONING LEARNERS AS WELL AS MORE BEHAVIORAL INTERFERENCE
- Include more visual supports and less verbiage
- Classroom structure- be sure the student has access to the focus of instruction



Symons, Clark & Roberts (2001)

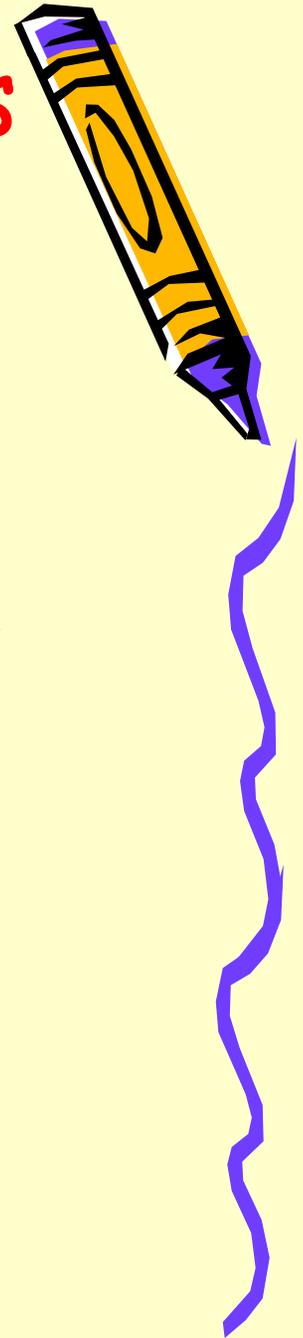
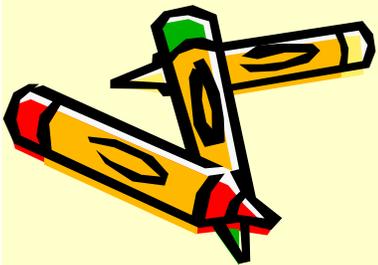
What does it mean to you?

- Craft the end product so that the student can anticipate the process
- Avoid sequential instruction; if the task is broken down, allow the student to execute the task using strengths (simultaneous)
- Determine if the environment or the task is more debilitating to the student



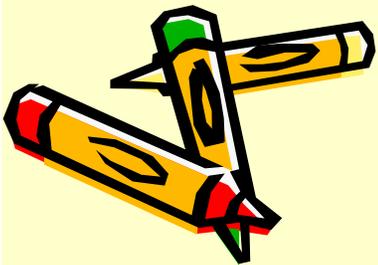
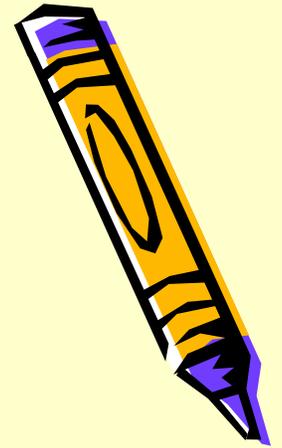
Differential Diagnosis Does Have A Place In Special Education

- Schools have been operating within a "generalist's" model for many years
- Most special education students' needs were met in a universal way
- Most Special Educators were taught methods which were designed to meet the needs of a non categorical diagnosis



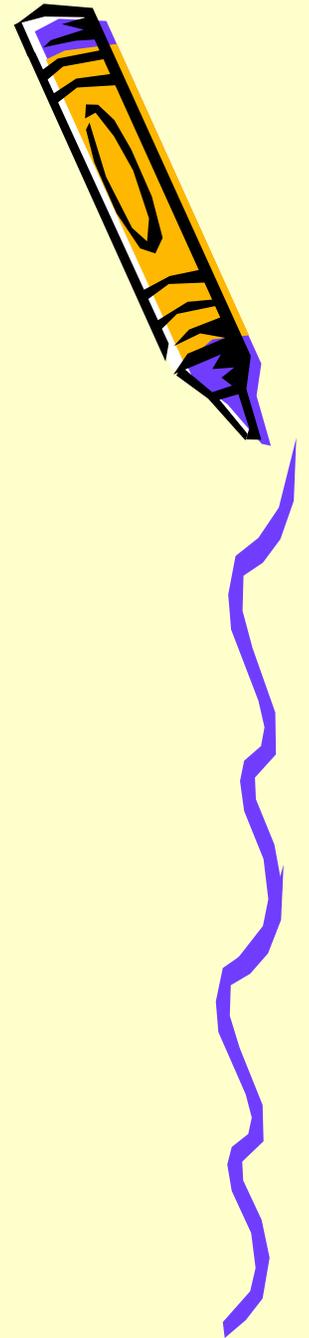
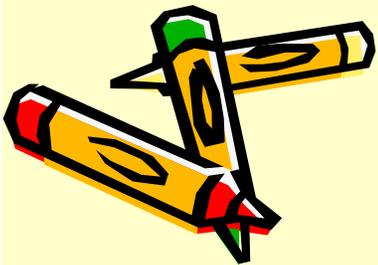
Accommodations and Modifications

- Accommodations are those things that we do for the student in order for him to benefit from instruction
- Modifications are those things we do to modify the curriculum so that the student is able to access it



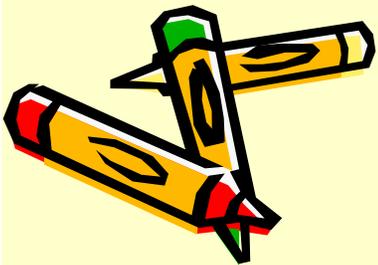
Examples of Accommodations

- Close proximity to instruction
- Modeling
- Pre-teaching
- Repetition of instruction
- Visual strategies and supports
- Use of technology for instruction and word processing
- Visual planner and schedule
- Reinforcement/ token board



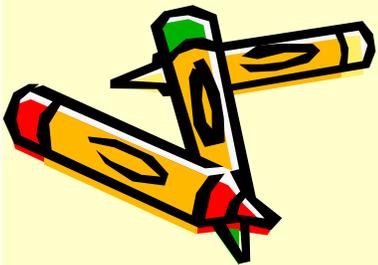
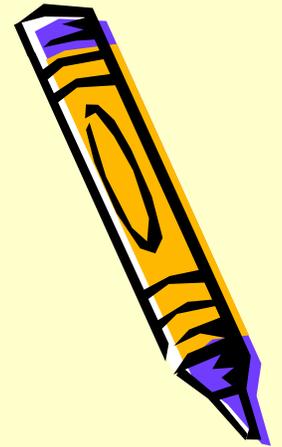
Examples of Accommodations

- Scheduled sensory breaks and diet
- Social stories and scripts
- Written social rules
- Adult support for specials, field trips and extra curricular activities
- Peer buddies and indirect instruction
- Alternative setting/activity if needed
- Teacher lesson plans to SPED teacher prior to instruction



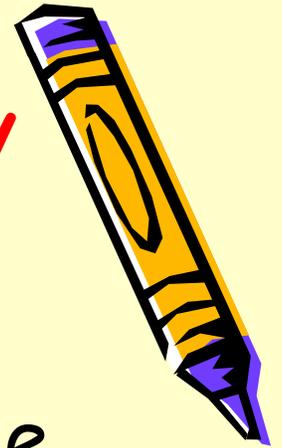
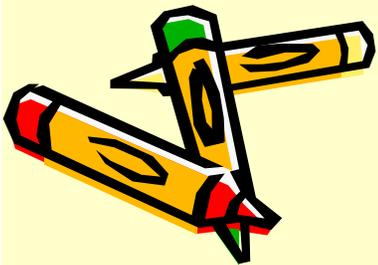
Social Stories As A Behavioral Strategy

- Sometimes Arman hits people.
- The people don't understand way Arman hits them.
- Some people feel sad that Arman hits them and they cry.
- Some people feel mad that Arman hits them and may hit him back.
- People don't want to be friends with Arman when he hits them.
- Because Arman wants friends, hitting people is not a good idea.
- The teacher usually finds out when Arman hits someone and then Arman gets in trouble.
- Arman is sad when he gets in trouble with the teachers.
- Hitting people is definitely not a good idea.
- People like Arman and want to be his friends when he treats them nicely.



Fragile X Syndrome & Sensory Processing

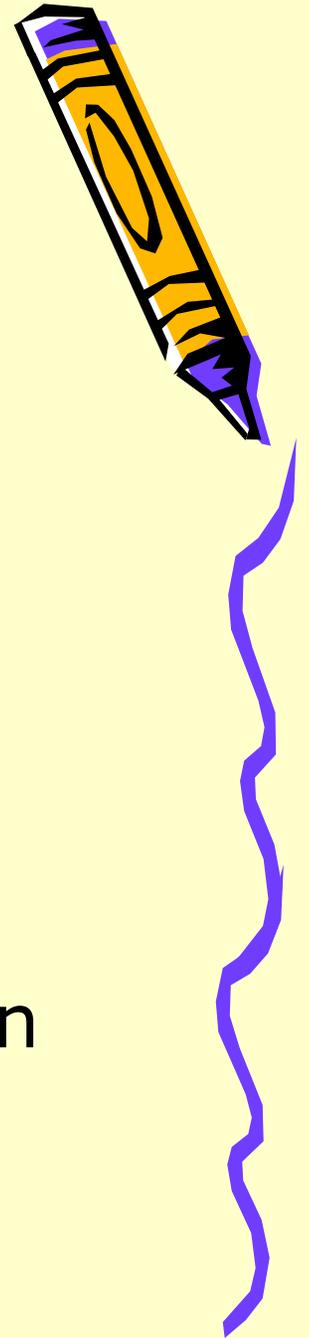
Individual's with fragile x syndrome are frequently over sensitive to many types of sensory input. This over sensitivity makes being in groups and being in the community difficult. It may also contribute behavioral outbursts.



Executive Function

What are Executive Functions?
(Papolos & Papolos, 2002)

- The most advanced and complex functions of the brain
- Linked to intentionality, purposefulness and complex decision making

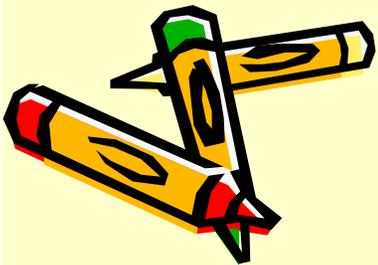


Executive Function

- Executive Function is required whenever going "on automatic" would not be sufficient and especially when it would lead one astray (Adele Diamond, PhD.)
- The ability to direct and switch attention, inhibit repetitious behavior, and inhibit appropriate responses (Wilding, Cornish, and Munir 2002)



Executive Function Deficit

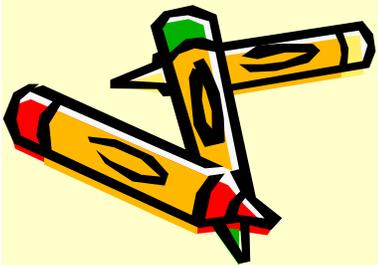


Strategies to Enhance Learning

Executive Functioning Deficit Strategies

When the teacher begins the task and asks the child to finish it, the rate of success will increase.

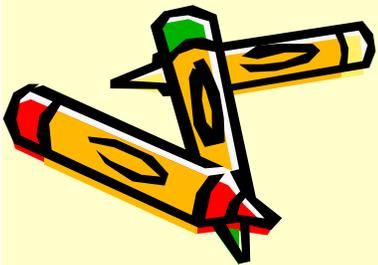
Backward chaining, whereby an exercise is begun but the end segments are left uncompleted, pushing the child to finish the exercise



Strategies to Enhance Learning

Need for Closure

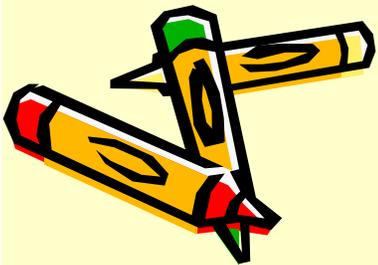
Strategies: A closure technique can be used to gain information. Instead of asking an open-ended question such as, "What happened today?" Say something like, "Today on the playground when you were playing soccer (and wait for a response) As you add a story line, the child is better able to put it into context



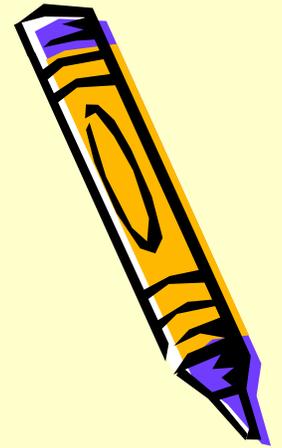
Strategies to Enhance Learning

Need for Closure

Strategies: Present an unfinished sample of a written word to promote task completion. Use hangman format such as c_t to teach spelling



Backward Chaining



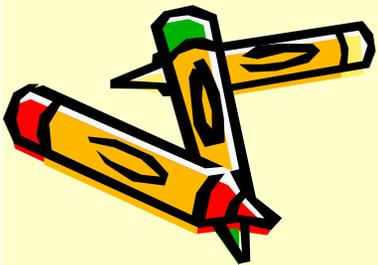
Alex__

Ale__ __

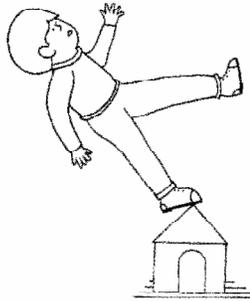
Al__ __ __

A__ __ __ __

__ __ __ __



Strategies to Enhance Learning



The boy is falling.
— boy — falling.



The baby is sleeping.
— baby — sleeping.

Utilizing the compulsion for closure and completion provides compensation for executive function deficits.



Using Strengths to Enhance Learning

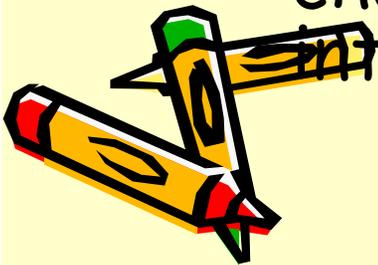


Indirect Instructional Strategies

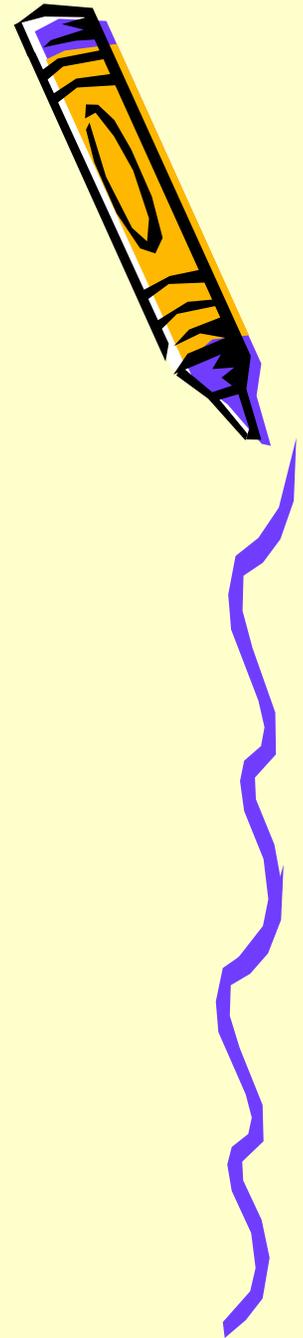
Strategies: Using peers as teaching models can facilitate learning in an indirect fashion

Instructing several children in a group enables the teacher to teach a lesson without worry from the child that he will be called upon for a response

Another secondary gain is that the challenged peer is more naturally integrated into the social and school community



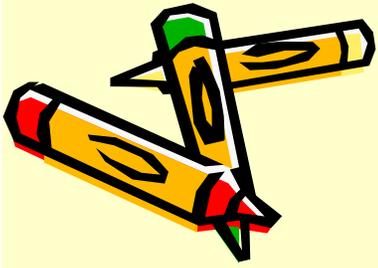
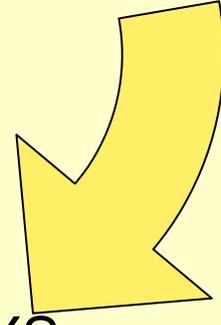
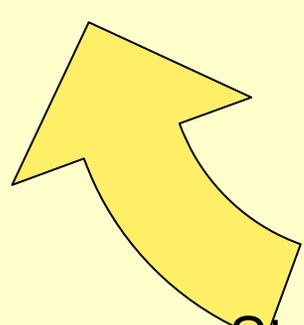
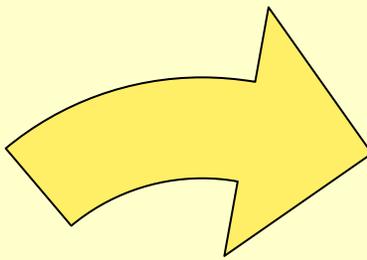
Indirect Instructional Triad



Teacher

Typical Peer

Student with FXS

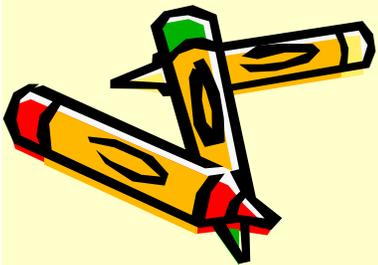


Strategies to Enhance Learning



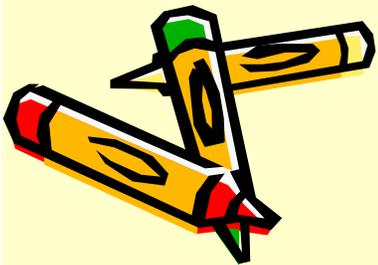
Associative Learning Preferences

Strategies: Include high-interest materials in the school curriculum. Have parents, teachers and counselors complete an interest inventory to provide ideas to create teaching materials.



Strategies to Enhance Learning

- Create materials that utilize interest within a traditional teaching format. For example, teach high-strength reinforcement words such as Thomas the Train, Taco Bell, Denver Broncos



Strategies to Enhance Learning

Long Term Memory Strengths

Strategy: Use an association, often the byproduct of a simultaneous processing style, to conjure up a memory.

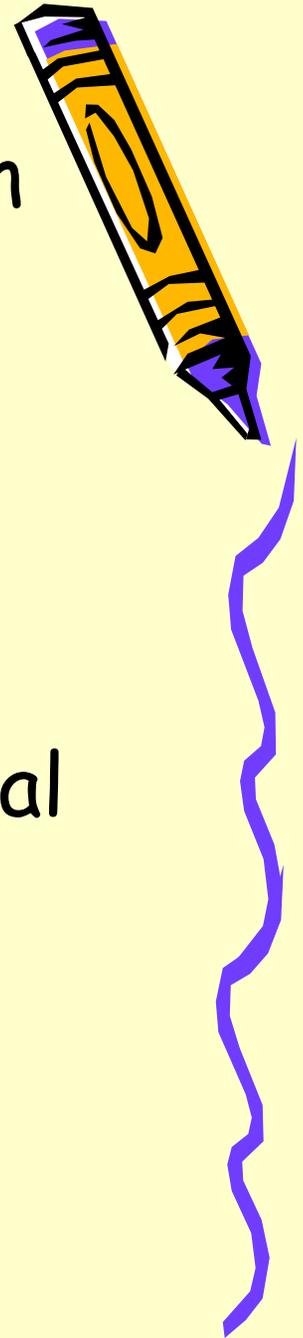
The association activates recall of an event or a place which may prompt initiation of pertinent information.

Associations or equivalents can aid in understanding and remembering



- The skill is being taught through an association
- The task is receptive
- Learning the skill does not depend upon a sequential format to be acquired
- The task is presented within a visual format
- The materials are of high interest and familiar

 The materials are intrinsically motivating



Strategies to Enhance Learning



Focus and Concentration Deficits

Strategies: Identify when the behavior occurs. Sometimes attention is tied directly to interest. The environment, noise level and routine may contribute to poor attention. The use of a token board can summon attention and maintain focus until the task ends



Creating a Positive Learning Model

- Incorporate high interest material into instruction
- High interest links familiarity with novelty
- Novel skill is not taught in isolation, but is embedded into the high interest material
- Interest may to neutralize the full impact of learning something new and unfamiliar, hopefully reducing anxiety
- Utilize peers as teaching models. This facilitates indirect learning and lessens the intensity of the learning experience.

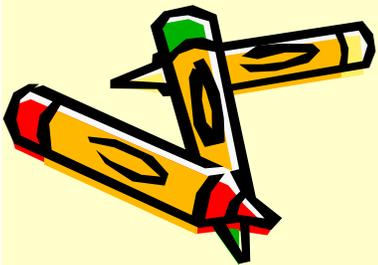
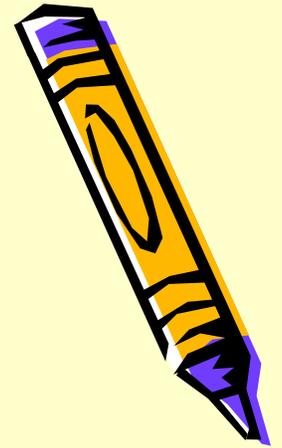
Educational Needs For Students With Neurodevelopmental Disorders

- Structure
- Predictability of Schedule
- Inclusion with non-challenged peers
- Consistent behavioral intervention with positive support plan
- Support for families
- Visual supports to curriculum
- Communication using assistive technology, visual icons or augmentative devices



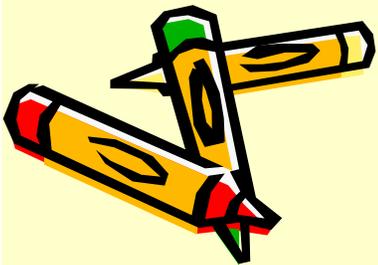
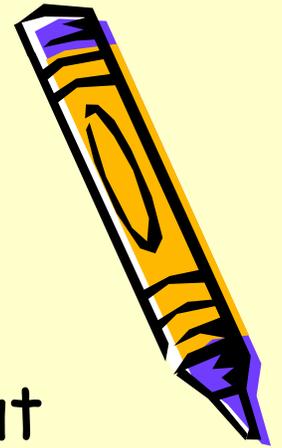
Behavior

- Behavior serves a function and is usually related to what is going on in the environment

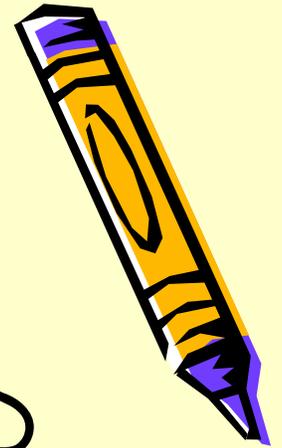


General Considerations

- Characteristics must be understood, but should not be viewed as excuses
- Holistic Approach
- Behavior does not occur in isolation
- Address the underlying/contributing factors prior to implementing any type of behavior plan



Behavioral Phenotype



- HYPERACTIVITY OFTEN REFERRED TO AS ADHD

Excessive motion, darting about, rushing, difficulty staying still

- IMPULSIVITY

Difficulty waiting until needs can be met; requiring immediate attention, making decisions quickly without forethought.



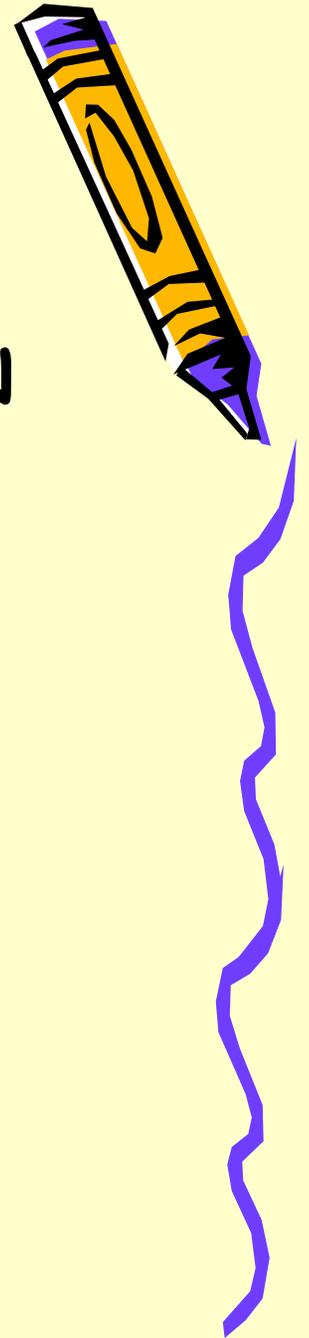
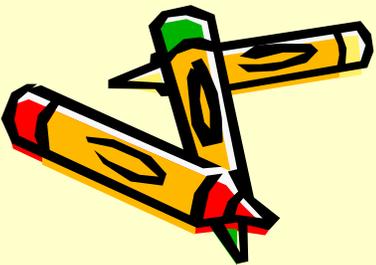
Behavioral Phenotype

- **ATTENTION AND CONCENTRATION OFTEN REFERRED TO AS ADD**

Difficulty sustaining attention, easily distracted, unable to focus and attend.

- **CHANGE IN ROUTINE AND TRANSITIONS**

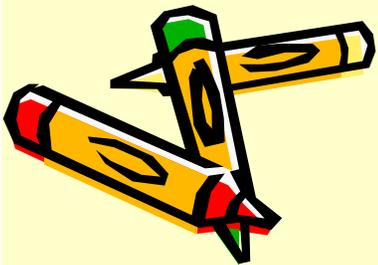
Easily upset by changes in schedule, routine and people or perceived expectations.



Behavioral Phenotype

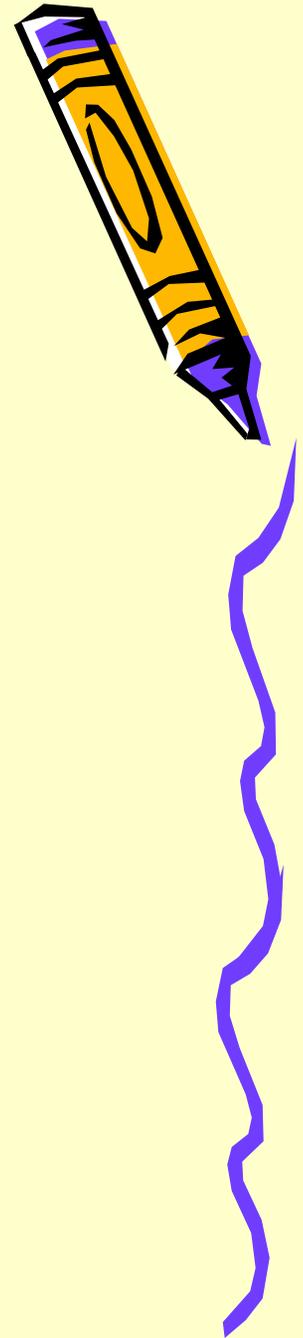
- **RITUALISTIC AND REPETITIVE BEHAVIORS**

Compulsive repetition of hand movements, behavioral rituals such as turning lights off and on, closing doors and drawers and verbal repetitions or perseverations.



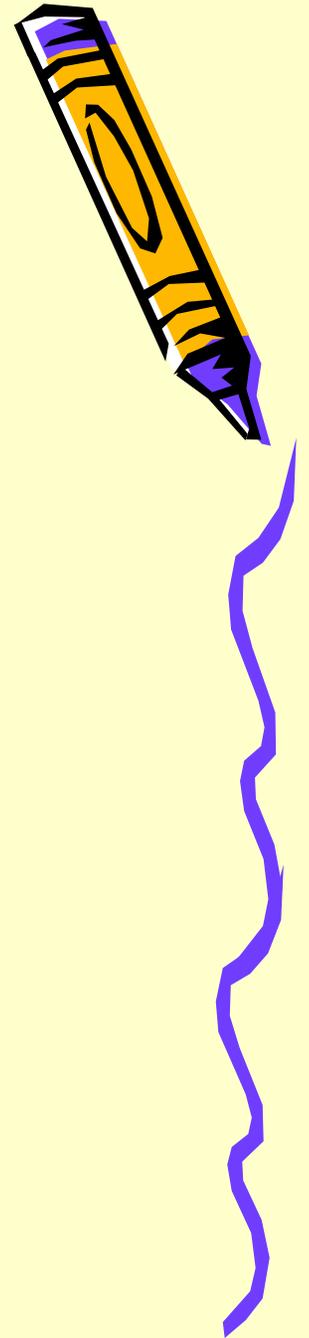
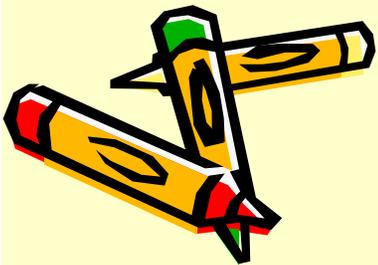
Behavioral Phenotype Social Anxiety

- Introductions, eye contact, hand shaking
- Perceived or real conflict/confrontation
- Embarrassment, compliments, criticism, attention
- Verbal interaction, phone calls, conversational exchange, direct questioning



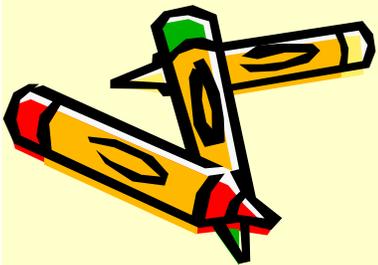
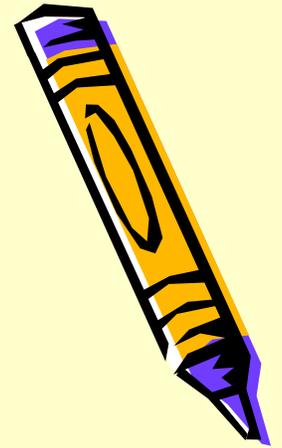
Social Antecedents

- Typical defenses to being overstimulated include:
dropping to the floor, hiding behind a parent, chewing and mouthing objects and hiding behind hands

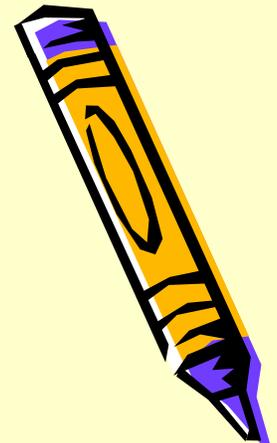


ENVIRONMENTAL ANTECEDENTS

- Loud, unfamiliar or unpredictable noises
- Transitions, changes in routine
- Artificial, strobe or flickering lights
- Crowded conditions

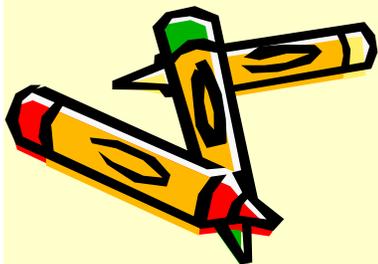


Physical Antecedents



PHYSICAL ANTECEDENTS

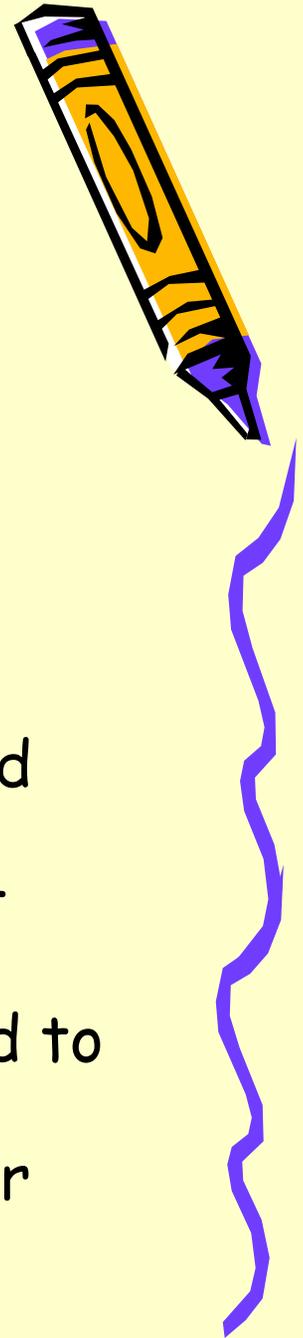
- Red ears, face or neck area, quickened heartbeat, trouble breathing, increase in perspiration, tight muscles
- Speech gets faster, louder and more cluttered
- Closing eyes, covering face, turning face, averting gaze
- Hand flapping and stereotypies
- Hyperactivity, increase motor activity, irritability
- Need to escape or avoid



Positive Behavior Support Plan

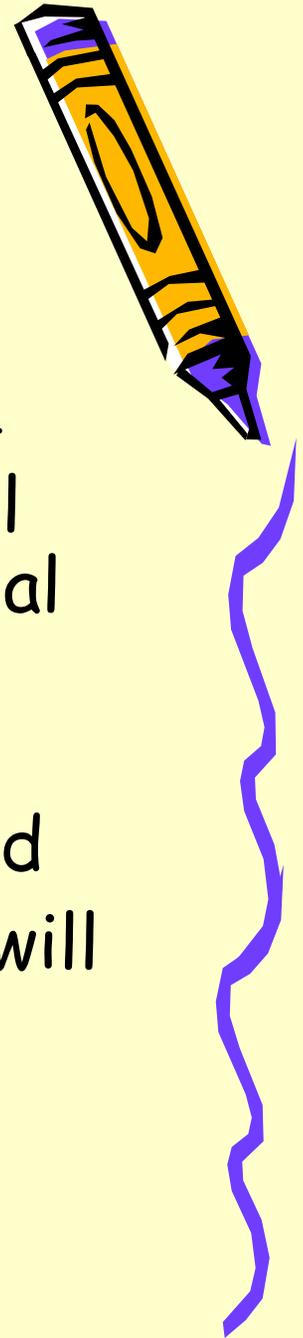
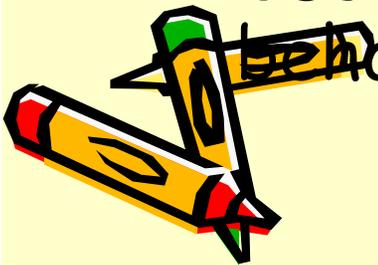
- Provide predictability of schedule as much as possible
- One to one intervention with small groups as appropriate
- Positive reinforcement
 - Tokens used to signal "on task" behavior and compliance to redirection
 - Points or tokens for delayed reinforcement (end of day)
 - Verbal or gestural reinforcement as needed to encourage success

Limit transitions and provide support whenever necessary



Positive Behavior Support Plan

- Curricular adaptations will include high-strength academic materials. Staff will limit verbal input while pairing with visual support.
- Antecedents will be considered before intervention or consequences are applied
- Picture schedule with frequent breaks will be provided on a consistent basis.
- Use social stories to teach adaptive behavior



Questions?

