

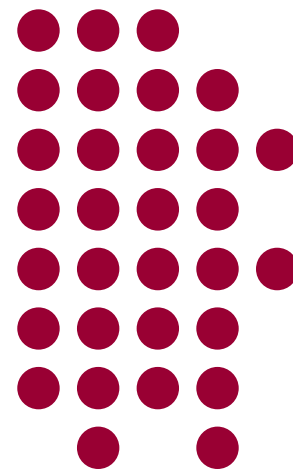
Matching Best Practices in Special Education to the Unique Needs of students with Smith-Magenis Syndrome

Barbara Haas-Givler, MEd, BCBA

Board Certified Behavior Analyst

Education Consultant

May 7, 2010

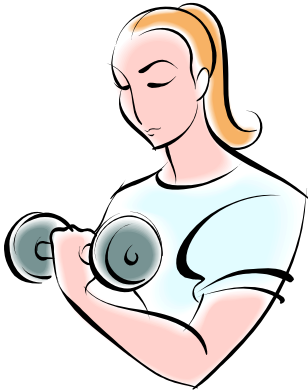


Genetic diagnosis



- What is the value in the classroom or the therapy room?

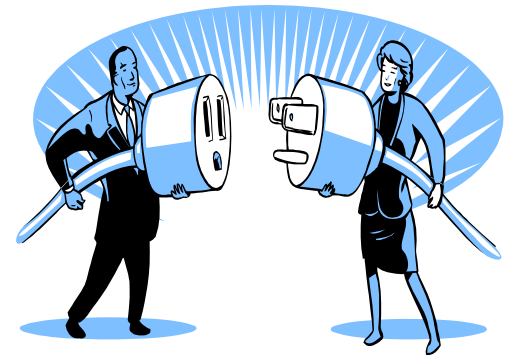
Customize the learning environment

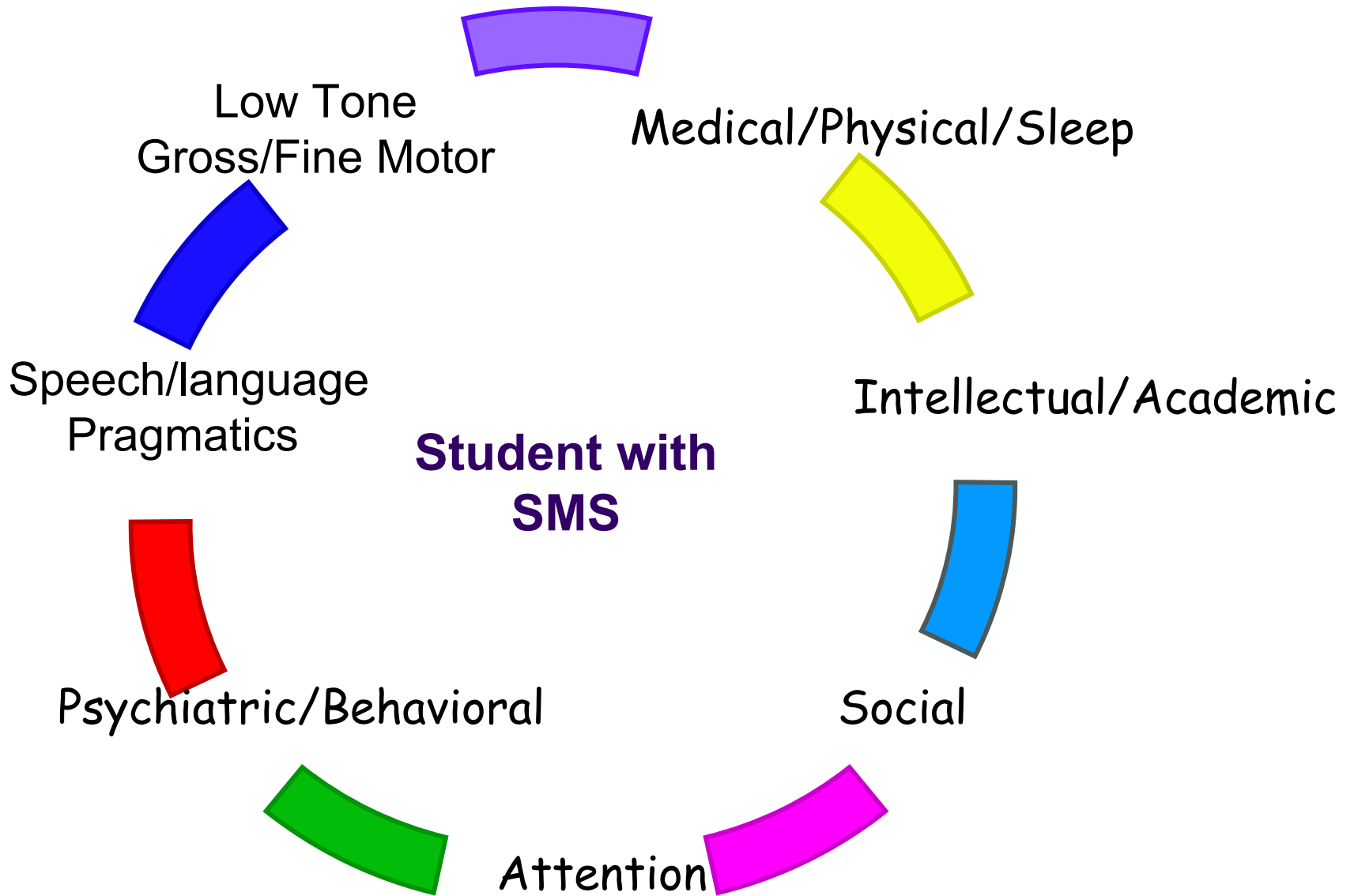


- Consider behavioral and learning styles
- Selection of appropriate instructional materials
- Specially designed instruction
- Medical issues
- Physical characteristics
- Support groups
- Research

Behavior and Learning Connection

- Content too hard or too easy?
- Does the learner know how to learn?
- Environmental changes that are necessary for student success?
- Is the student motivated and reinforced?
- Effective teaching strategies and behavior management techniques?





Classroom Size And Setting

Small class size

Close staff: student ratio

Classroom structure and atmosphere

Importance of staff

Many planned (not spontaneous) activities as in preschool / primary grades

Classroom Size And Setting

Natural breaks in schedule

Class composition vs. staff match

Good communication among staff

Staff training / consistency of approach

Student / Staff Match

Staff need to:

- be emotionally neutral
- avoid power struggles
- be comfortable with close proximity
- be versatile but not volatile
- be creative
- think on their feet
- have a good sense of humor!

Classroom Strategies Which Are Often Successful

Individualized schedule

Individualized behavior chart

Visual reminders

Planned breaks

Opportunities to request breaks

Variety of positive reinforcers

Preferential seating

Classroom Strategies Which Are Often Successful

Redirection and distraction

Sensory input

Multi-sensory materials

Transition warnings

Handshakes, not hugs

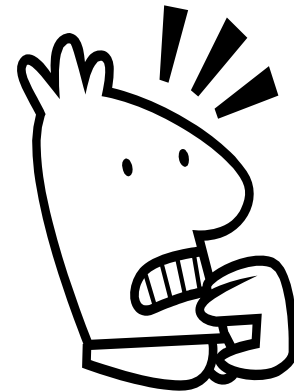
Humor

Classroom Strategies Which Are Often Unsuccessful

- Time-out in classroom when student is already engaged in a behavioral outburst
- Teacher or aide getting visibly upset or raising voice
- Ignoring the student rather than distracting, redirecting, or engaging
- Counseling, coaxing, touching the student during an outburst
- Physical restraint during an outburst, except when necessary to avoid injury to self or others

Is there a Mr. Right?

- No Cookbook
- Child:Program Match
- Parent:Child Match



Successful Strategies Organizational

- Timers, organizers
- To do lists, planners
- Teacher or instructional assistant monitor assignment book
- Chunking assignments
- Collaboration
- Start with the “end” in mind



from **JANUARY 5**

WEEK 2

December 2008						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2009						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2009						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

March 2009						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				











to **JANUARY 11**

MONDAY, JAN. 5	TUESDAY, JAN. 6	WEDNESDAY, JAN. 7
7	7	7
8	8	8
9	9	9
10	10	10
11	11	11
12	12	12
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8

THURSDAY, JAN. 8	FRIDAY, JAN. 9	SATURDAY, JAN. 10
Kid Writing	7	7
Reading	8	8
Morning Meeting	9	9
Reading	10	10
Math	11	11
Recess	12	12
Language Arts	1	1
Lunch	2	2
Work Stations	3	3
Language Arts	4	4
Art	5	5
Science	6	SUNDAY, JAN. 11
Pack Up	7	
Dismissal/Bus	8	

Schedules



1	<div data-bbox="614 461 768 615"><p>bathroom</p></div>	<input data-bbox="780 479 869 568" type="checkbox"/>	6	<div data-bbox="1128 461 1282 615"><p>doll house</p></div>	<input data-bbox="1294 479 1383 568" type="checkbox"/>
2	<div data-bbox="614 632 768 786"><p>snack</p></div>	<input data-bbox="780 651 869 739" type="checkbox"/>	7	<div data-bbox="1128 632 1282 786"><p>play outside</p></div>	<input data-bbox="1294 651 1383 739" type="checkbox"/>
3	<div data-bbox="614 803 768 958"><p>arts & crafts</p></div>	<input data-bbox="780 822 869 911" type="checkbox"/>	8	<div data-bbox="1128 803 1282 958"><p>game</p></div>	<input data-bbox="1294 822 1383 911" type="checkbox"/>
4	<div data-bbox="614 975 768 1129"><p>puzzle</p></div>	<input data-bbox="780 993 869 1082" type="checkbox"/>	9	<div data-bbox="1128 975 1282 1129"><p>cat</p></div>	<input data-bbox="1294 993 1383 1082" type="checkbox"/>
5	<div data-bbox="614 1146 768 1300"><p>lotion</p></div>	<input data-bbox="780 1165 869 1253" type="checkbox"/>	10	<div data-bbox="1128 1146 1282 1300"><p>bathroom</p></div>	<input data-bbox="1294 1165 1383 1253" type="checkbox"/>

Visual timers



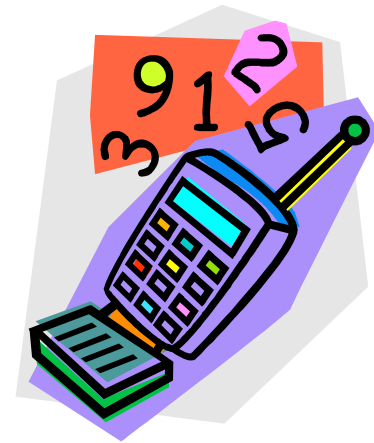
www.timetracker.org



www.timetimer.org

Successful Strategies- Communication and Pragmatics

- Pragmatic language skills e.g. taking turns, on topic, conversation starters
- Teach idioms, expressions
- Speech and language therapy
- Social Stories, Photo books
- Total communication
- Picture Exchange Communication System (PECS)



In one ear and out the other



Social Interaction



**SCHOOL IS
ALL SOCIAL,
ALL THE
TIME!**

Successful Strategies

Social Skills



- Personalize
- Video modeling
- Practice- role play – all roles
- Real time support and feedback
- Photo social stories
- What's popular with peers?
 - Games, shows, language
- Buddy/mentor
 - www.bestbuddies.org

Successful Strategies Behavior Support

- Attention to signs of escalation
- Behavioral Chain -
 - interrupt before out of control
- Schedule with natural breaks
- Behavioral Momentum
- Reinforcing activities following non preferred or difficult tasks
- Functional Communication Training (FCT)
 - Acceptable way to request and protest



Successful Strategies Behavior Support

- Prevention versus intervention!
- Behavior support strategies need to focus on the antecedents
- Know the student, recognize early signals
- Need for alternative or replacement behaviors
- Respect for the power of genetically-driven behaviors

Successful Strategies

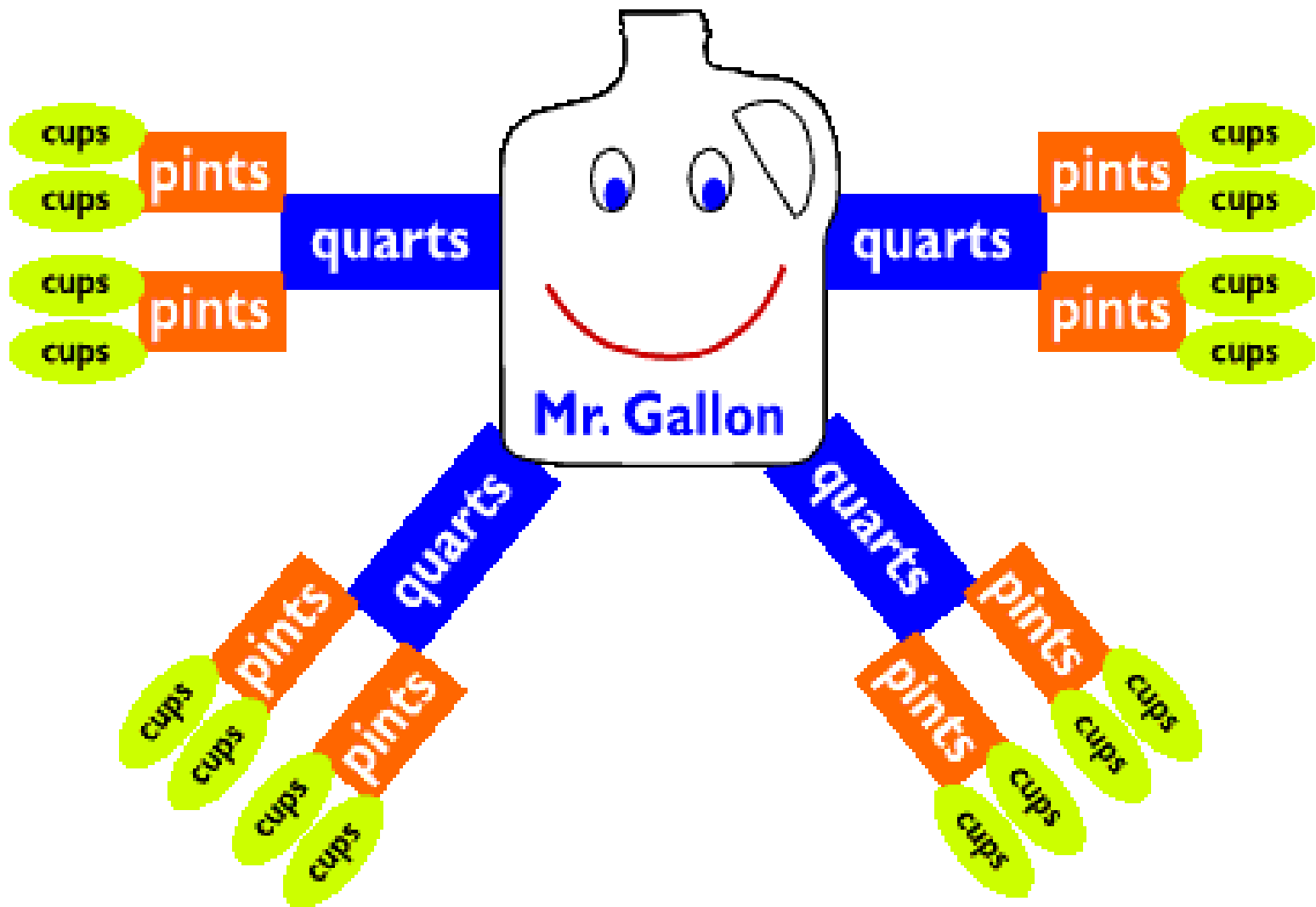
Reading

- Preview – pre-teach – familiarize
 - vocabulary, books, test formats, study units
- Direct Instruction
- Guided reading
- Sight word approach
- Venn Diagrams, story maps
- Comprehension
 - recognize versus recall information

Successful Strategies

Reading

- Use familiar stories to help teach “how to predict” “make inferences”
- Connections e.g. experiences, demonstrations
- Practice, practice, practice
- Use highlighters, post its, word windows
- Books on tape



Successful Strategies

Mathematics

- “Language” of math
- Numbers, numerals, symbols
- Does it make sense?
- Round up estimation
- “I do, we do, you do”
- Songs and mnemonics
- Strategies to visualize properties
 - e.g. “flipflops” $2+4 = 4+2$

Successful Strategies Mathematics

- Multi-sensory materials
- Touch math www.touchmath.com
- Direct instruction programs
- Use of calculators, graphs, number lines
- Computer programs for practice
- Practical applications e.g. cooking, shopping

Successful Strategies

Fine Motor and motor planning

- Natural motor breaks
- Extracurricular activities e.g. Karate, dance, swimming, obstacle courses, playground
- Adult as “scribe”
- Adaptations for handwriting or fine motor tasks
- Sensory activities

Successful Strategies

Fine Motor and motor planning

- Alternative to handwriting to assess or demonstrate skills e.g. oral tests
- Assess technology skills
 - Keyboard, mouse, stylus, touch screen
- Obstacle courses
- Playground activities

Successful Strategies

Homework

- Color code: subjects-folders-bookcovers
- Arrange binder or “bookstraps by daily schedule or locker breaks
- Alternative desks – nomadic
- “Office” at home for home work
- Desk map and tools
- Homework reduction
- Schedule with built in break and reinforcers

Placement issues

- Continuum of services
- Don't let the name of the type of classroom scare you
- Observe – towards end of school year
- Classroom setting and school programs may change year to year

Ongoing Process

- Home: School Communication system
- Comprehensive assessments
- Measurable objectives
- Data Collection & Progress monitoring
- Team Meetings and IEP
- What works –went well
 - Share strategies and success
- Transition planning

Team Work

- School team
- Family
- Student
- Physicians
- Therapists
- Behavioral Health



Resources

www.members.tripod.com/trainland/communication.htm

www.do2learn.com

www.pecs.com

www.therapyshoppe.com

www.thegraycenter.org

www.timetimer.org

www.learningresources.com

www.smartpantsworkshop.org

www.socialthinking.com

www.modelmekids.com

Resources

- What Works Clearing House
<http://ies.ed.gov/ncee/wwc/>
- Doing What Works
<http://dww.ed.gov/index.cfm>
- www.wrightslaw.com

Smith Magenis Syndrome

Parents and Researchers Interested in
Smith-Magenis Syndrome
(PRISMS)

www.prisms.org