

School-Based Interventions and Considerations for IEP Planning

Thursday, July 26, 2012
11:15 AM – 12:30 PM

Marcia Braden, PhD

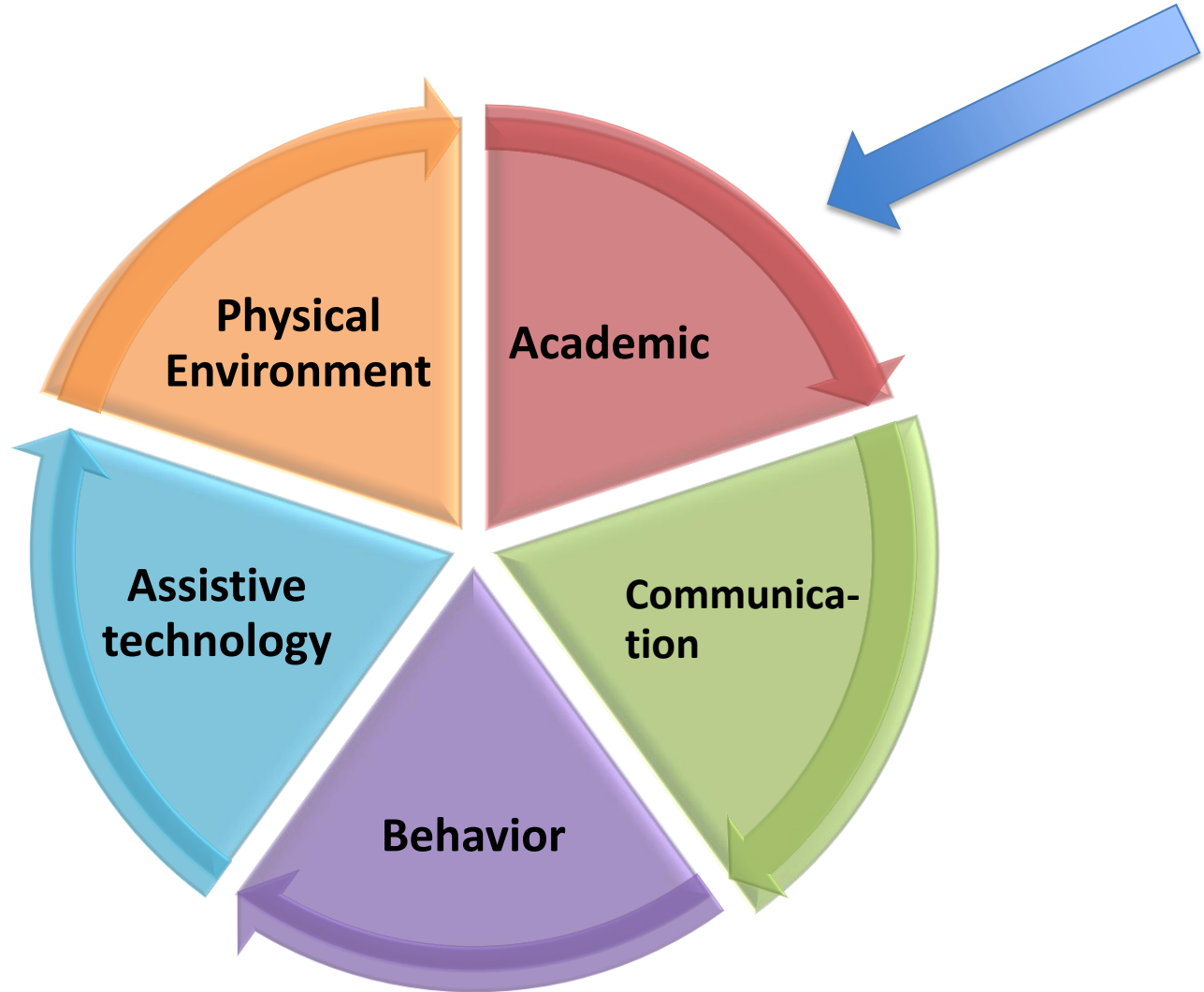
www.marciabraden.com

Heather Hughes, PhD

“I” in I.E.P.

- Unique needs of the child
- Address multiple domains
- Begins with the “PLAAFP”
(**P**resent **L**evels of **A**cademic **A**chievement and **F**unctional **P**erformance)
 - Sets the framework for the entire IEP

Considerations



Academic

Areas of Strength

- Physically active
- Verbal reasoning
- Imitation
- Concrete tasks
- Visual processing
- Simultaneous processing

Strategies

- Work while standing, opportunities to move about
- Hands-on learning experiences, music and changes in intonation and voice rhythm
- Visual samples & cues
- Practical, relevant learning experiences
- Reduced verbal directives
- Show the whole before teaching the parts

Needs based learning

- The needs form the basis for goals or accommodations
- Each need must be addressed in an objective or accommodation
- The needs determine the focal point of the entire IEP. It is very important to establish the needs based on the individual's performance

Communication

Areas of Need

- Receptive language
- Expressive language
- Rapid rate of speech
- Perseveration
- Pragmatic language

Strategies

- Direct therapy, curricula steeped in language
- Reduce anxiety
- Direct teaching of social language
- “Scripts” and social stories
- Communication device
- Picture symbols
- Peer models

Behavior

Areas of Need

- Social skills and awareness
- Hyper-arousal
- Impulsivity
- Inattentiveness
- Anxiety
- Initiation
- Resistant to change and novel activities

Strategies

- Indirect teaching triad
- Use of peer models
- Sensory integration/strategies
- Visual token systems
- Limit auditory & visual distractions
- Avoid long periods of sitting & listening
- Allow movement
- Minimize time spent in large groups and gradually desensitize
- Provide adequate personal space

Behavior

- Often students with FXS require a Behavior Intervention Plan because many of the needs are not addressed through appropriate programming. When consensus based strategies and best practice is not followed, the behavior deteriorates and the BIP is developed and implemented prematurely.
- The pyramid that follows provides a simple matrix to follow before implementing a BIP

With permission from Riley and Braden

**Behavior
Plans**

**Individual
Accommodations**
*Interventions and
accommodations
that are specific to
the child's profile*

**Interventions for Children
with Fragile X Syndrome**
*Communication, Social
Emotional, Gross and Fine Motor,
Cognition*

Universal Level Strategies and Interventions
*Interventions that are empirically based and considered to be
best practice in education. They are applied school wide and
class wide and are implemented routinely, consistently and
uniformly*

Assistive Technology

Area of Need

- Communication
- Fine motor
- Gross motor
- Sensory
- Academic

Support

- Augmentative communication device
- Picture icons and low tech communication devices
- Adaptive scissors, pencils, slant boards, thera-putty
- Mini-tramp, ball chair, move & sit cushions, weighted vests & blankets
- Keyboards, iPads, voice-to-text software

Physical Environment

Area of Need

- Resistant to change
- Difficulty with transitions
- Hyper-arousal
- Anxious
- Shy, difficulty initiating
- Difficulty tolerating novel situations
- Low frustration tolerance

Strategy

- Calm, quiet classroom setting
- Transitional object
- Limit changes and rotation of staff
- Area of personal space
- Establish and maintain consistent routines
- Daily/visual schedule
- Physical structure

Other considerations...

- Staff-to-student ratios
- Daily schedule reflecting minimal unstructured time
- Extended educational programming
- In-home and community-based training
- Parent/family training and support
- Professional/educator training and support

Video Demonstrations

- Videos illustrating effective and ineffective teaching and behavioral strategies and the outcome will be shown and discussion will follow.

Questions?