Curriculum Access

for the child with Williams syndrome

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What do you rely on each day to get you through?

“These are the personal bridges in your life.”

“Living Bridges”
So What, Who, What & Why

- what are your child’s bridges
- where are your child’s bridges
- who are your child’s bridges
- and why are the bridges so important?
**Definition of Assistive Technology**

**Assistive Technology Device**

Assistive technology devices are identified in the IDEA 2004 as:

Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities.

The term does not include a medical device that is surgically implanted, or the replacement of such device.

(Authority 20 U.S.C. 1401(1))

**Assistive Technology Service**

As defined in IDEA, an assistive technology service is:

Any service that directly assists a child with a disability in the selection, acquisition, and use of an assistive technology device. The term includes -

The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child’s customary environment;

Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;

Selecting, designing, fitting, customizing, adapting, applying, retaining, repairing, or replacing assistive technology devices;

Coordinating and use other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;

Training or technical assistance for a child with a disability or, if appropriate, that child’s family; and

Training or technical assistance for professionals (including individuals or rehabilitation services), employers, or other individuals who provide services to employ, or are otherwise substantially involved in the major life functions of children with disabilities.

(Authority 20 U.S.C. 1401(2))
Bridge Plans

A Blue Print for Education
A Blue Print for Life
Bridge Plan Process

SETT Framework
(developed by Joy Smiley Zabala, Ed. D., ATP)
The Student

Who’s going to utilize the bridges
Who are the bridges being built for?
Citizens of the World

Well rounded with knowledge common to the typical person
we are very fortunate to have GREAT RESEARCHERS who were able to determine NOT ONLY that fact that THERE IS A SPECIFIC SECTION on CHROMOSOME 7 WHERE 27 GENES went MISSING

The 27 MISSING GENES FROM CHROMOSOME #7 IN WS

Dr. Colleen Morris
Geneticist
University of Nevada School of Medicine
The researchers have also been able to scientifically determine the distinct learning profile of extraordinary gifts & unique challenges of individuals with Williams Syndrome that is a result of those missing genes.
The WS Learning Profile

Strengths

- Emotional connection to materials
- Learn best with audio and dynamic visual supports
- Can learn most anything when it is presented with rhyme, rhythm, or cadence
- Very Social
- Very few significant behavior concerns
- Very Participatory
- Hyperacussis/Sensitive Hearing

Weaknesses

- Visual spatial & visual perceptual skills
- Fine Motor & Visual Motor
- Abstract Reasoning
- Perceptual Reasoning (concepts of time)
- Math skills are very impaired, usually does not advance past 2nd-3rd
- Poor handwriting, shows little improvement with intervention
- Expressive and Receptive Language
- Struggle with attention and focus, but not necessarily hyperactive
- Difficulty modulating emotions - Difficulty building friendships
We must build bridges between

An individual's extraordinary gifts & unique challenges &
the tasks they need/want to complete
The Environment

Beyond the Desk

Where do we have to build the bridges?
The TASKS - All of Them

What kind of bridges do we need?
(one lane, two lane, a log, stepping stones, golden gate)
The Tools
*With & Without Batteries*

These are the bridges,
Without them you are stuck
You can’t go where you want to go.
The Learning Equation
The Learning Equation

Input + Processing + Output + Feedback = Learning
Solving for X

If only we did “X”
Solving for X

If only we did “X”
Don’t Fight Biology

- Visual Spatial Processing
- Visual Motor Processing
- Math Reasoning
- Information synthesis
Solving for X

Output

If only we did “X”
Solving for X

Feedback

If only we did “X”
Bridge Plan

Student | Environment | Task | Tool

Unique Needs
Aspects of Disability

Subject/Class
Physical Locations
Transitions

All the things a person is required to do

Tools, Tips, Strategies

Solving for X
We are individualizing Jane’s program because...

*

she has a unique Williams Syndrome learning profile.

*

&

IF ONLY WE DO X JANE WILL BE ABLE TO Y.
HOW & WHY
it will work

Forethought + Deliberacy = FIDELITY
Soft Bigotry of Low Expectations

- Dean Packard
Feedback Loop
WHAT _______ WILL NEED

But what about those OBSTACLES...

He NEEDS US to FIND THE FIXES That will GET him AROUND the things he just can’t change or can’t change yet (THE OBSTACLES)
It is about realizing that some things aren’t obstacles, but just part of what makes ___ who they are. We need to give them a break in some areas and simply provide the “work around” so they can get on with the things they need to do.

<table>
<thead>
<tr>
<th>OBSTACLE</th>
<th>FIX</th>
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<tbody>
<tr>
<td>Mastering Combination Lock</td>
<td>Number Pad, Key, Electronic Key, Card Swipe</td>
</tr>
<tr>
<td>Unorganized math calculations</td>
<td>Assistive Technology math programs</td>
</tr>
<tr>
<td>Grade Level Reading Projects</td>
<td>Assistive Technology - Books on tape; character, plot and book overview summaries in interactive form.</td>
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<tr>
<td>Messy Handwriting</td>
<td>Assistive Technology - word program</td>
</tr>
<tr>
<td>Lack of Any Real Friends</td>
<td>“Circle of Friends” interaction</td>
</tr>
<tr>
<td>Significant Short Term Memory</td>
<td>Assistive Technology - Pre-teach (Expose), teach and interact in the classroom, learn (repetition)</td>
</tr>
<tr>
<td>Daily To Do List</td>
<td>There’s an App for that</td>
</tr>
<tr>
<td>Acute hearing - Distractibility</td>
<td>Assistive Listening Device to amplify the teacher’s voice and diminish the other noises.</td>
</tr>
</tbody>
</table>
Are those Bridges a Luxury or a Necessity?

**IT DOESN’T HAVE TO BE A LAMBORGHINI... to be good**

- **KISS Rule** *(Keep it Super Simple)*
  - Not every tool has a plug
  - Use of everyday technology vs. “special ed” designed software
    - Keep it cool – keep it current –
    - Can’t get better than FREE & Cheap

[App Store]
The Take Home Message Is...

IT’S NOT ABOUT THE GADGET
IT’S ABOUT ...

using a bridge
(that may happen to have a battery or plug)

for the purposes of...

LEARNING THE CURRICULUM
IT’S ABOUT ...

using a bridge
(that may happen to have a battery or plug)

being able to

COMPLETE THE ACADEMIC TASK
IT’S ABOUT ...

using a bridge
(that may happen to have a battery or plug)

so that they can

do the things they want or need to do

in order to live the life they want
The Goals
Infused Goals
Everything in Action

Crossing the Bridge
and celebrating your fantastic adventures.
HOW DO WE DO IT?

Regularly ...

- General Education Teacher
- Teaching Assistants
- Support Teacher/Staff

need to talk about what specific subject matter is going to be coming up and what the most important learning objectives are
1. Determines a couple of the MOST IMPORTANT things that they would want to be sure the student knows in order to be a well rounded person
2. Provides any instructional materials he/she is plan to use that might be able to be tweaked for the student
3. Provides info and materials he/she plans to use to assess students learning (assignments/test)

Provides input back to the teacher & determines the kinds of supports the student will need in order to …
1. Learn the Information
2. Demonstrate what she learned
How It Can Work

Utilizing Resources in a Different Way
The Support Teacher with the help of the Teaching Assistants work together to:

1. Tweak, Find or Create the **Instructional Materials**
   
   So they are user friendly for the student & match up with what the Teacher said is important to know

2. Tweak, Find or Create **Class work, Homework, & Test Materials**

   So they are user friendly & will provide a way for the student to demonstrate what he learned
How It Can Work – Where you come in....
In order to work...
What the law says...
About Access to Curriculum

IDEA 2004
What law says... about access to curriculum

In 1997, Congress made a number of important changes to the Individuals with Disabilities Education Act (IDEA). One of the most significant changes is the requirement that students with disabilities receive *access to the general curriculum*. Under the new law, students with disabilities must...

- have access to the general curriculum;
- be involved in the general curriculum; and
- progress in the general curriculum.
What law says…

about access to curriculum

A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child...

to advance appropriately toward attaining annual goals;

be involved and make progress in the general curriculum; and

be educated and participate with other children with disabilities and nondisabled children in the activities described above

...to advance appropriately toward attaining annual goals;

...be involved and make progress in the general curriculum; and

...to participate in extracurricular and nonacademic activities

...be educated and participate with other children with disabilities and nondisabled children in the activities described above
Special Education

Service vs. Place
Not every child has an equal talent or an equal ability or equal motivation, but children have the equal right to develop their talent, their ability, and their motivation.

John F. Kennedy
Question & Answers