

# GREAT HEIGHTS CLINIC: SCHOOL Q &A

Trista Perez Crawford, Ph.D.

Licensed Psychologist

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# OBJECTIVES

- Understand the psychological and cognitive strengths and weaknesses associated with Turner Syndrome
- Understand the differences between an IEP and Section 504 Plan
- Discuss possible accommodations to request
- Answer questions about Turner Syndrome and school functioning

# FREQUENTLY ASKED QUESTIONS

- ◉ Do girls with TS have lower IQ scores than general population?
- ◉ What is Nonverbal Learning Disorder?
- ◉ Is ADHD common in girls with TS?
- ◉ Are social impairments common in TS?
- ◉ What is the difference between an IEP and Section 504 Plan?
- ◉ What are some interventions that can be used in school to help girls with TS?

**DO GIRLS WITH TS SHOW  
LOWER IQ SCORES THAN  
THE GENERAL  
POPULATION?**

# NO. TS AND IQ

- ◉ Knowledge of words and phonological processing (breaking down words into basic units of speech appear to be a relative strength in girls with TS
- ◉ Hyperlexia the ability to read and pronounce longer and unfamiliar words when compared with age-matched peers
- ◉ Rote memorization tends to be an area of strength

**WHAT IS NONVERBAL  
LEARNING DISORDER AND  
WHAT ARE THE SYMPTOMS?**

# NONVERBAL LEARNING DISORDER

- Occurs in about 0.1-1% of population
- Average verbal functioning with nonverbal functioning significantly lower
  - 15 or more points difference on a Standard Scale, Bell Curve
- Math functioning
  - 55% of girls with TS meet criteria for a Math Learning Disability as compared to 7% in general population
  - Difficulty with math calculation and reasoning
- Other impairments
  - Social Cognition
  - Psychomotor Skills
  - Handwriting
  - Reading Comprehension
  - Problem Solving

# **WHAT ARE COMMON COGNITIVE IMPAIRMENTS IN GIRLS WITH TS?**



# SPATIAL-TEMPORAL RELATIONSHIPS

- Spatial Awareness- understanding where you are in space in relation to others
  - May impact driving, measuring, following diagrams
  - Difficulty assembling items
  - Difficulty interpreting faces
- Using verbal information to interpret spatial information
  - Reading a map, while hearing someone explain where to find a location
- Describing sequential and relational information
  - Providing information about past events
  - Describing relationships between people and objects

**ARE GIRLS WITH TS AT  
INCREASED RISK OF ADHD?**

# YES.

## TS AND ADHD

- Prevalence of Attention Deficit Hyperactivity Disorder
  - Twenty four percent of girls with TS are diagnosed with Attention Deficit Hyperactivity Disorder compared to 1.3% of girls in the general population
- Treatment of ADHD symptoms:
  - Only 42% use medication management as compared to 72% population of girls with ADHD

**ARE SOCIAL IMPAIRMENTS  
COMMON IN GIRLS WITH  
TS?**

# YES.

## TS AND SOCIAL EMOTIONAL SKILLS

### ○ Psychosocial impairments

- Immaturity
- Difficulty in peer relationships in younger girls with TS
- During adolescence, immaturity and anxiety appear to be the most common
- Girls and women with TS endorse a less positive sense of self-concept compared with women without TS

**WHAT IS THE DIFFERENCE  
BETWEEN AN IEP AND A  
SECTION 504 PLAN?**

# IEP VS. SECTION 504 PLAN

## Individualized Education Plan (IEP)

- ◉ Under Special Education laws
- ◉ MODIFICATIONS to curriculum + ACCOMODATIONS
- ◉ Implemented by Special Education teacher/Resource Teacher
- ◉ Must have defined goals and objectives
- ◉ Must monitor progress
- ◉ If parents initiate, must request meeting in writing

## Section 504 Plan

- ◉ For general medical conditions (e.g., ADHD)
- ◉ Provides written ACCOMMODATIONS to the classroom environment
- ◉ Implemented by classroom teacher
- ◉ Helps communication between teachers and parents
- ◉ No progress monitoring

**DO MISSOURI AND KANSAS  
HAVE THE SAME POLICIES  
REGARDING EDUCATIONAL  
PLANS?**



# NO.

## STATE POLICIES

### Missouri

- ◉ Discrepancy Model
- ◉ Pro: Every one gets intervention at the same point, initial comprehensive assessment
- ◉ Con: Kids must be far behind their peers before receiving intervention
- ◉ Kids with Borderline IQ may not qualify

### Kansas

- ◉ Response to Intervention (RTI)
- ◉ Compares each child's performance to that of other children in their grade in their school district
- ◉ Pro: Kids get intervention sooner
- ◉ Con: Perpetuates social injustice, no initial assessment

**WHAT ACCOMMODATIONS  
MAY BE HELPFUL FOR  
GIRLS WITH TS?**

# COMMON ACCOMMODATIONS

## ◉ Visual Spatial Deficits

- Calculator/graph paper to space numbers
- Use of hands-on materials when appropriate

## ◉ Attention/Focus/Organization

- Note taking assistance
- Study Guides
- Break assignments into smaller parts
- Extra set of books for home

## ◉ Processing Speed

- Extended time (in class and for HW)
- Shortened assignments
- Oral responses/scribe/typing
- Break assignments into smaller parts

# ADDITIONAL ACCOMMODATIONS

- **Social Impairments**
  - Extracurricular activities
  - Peer buddy
  - Lunch groups
  - Social Skills groups
  - TS Support groups

# PSYCHOSOCIAL INTERVENTIONS

- Cognitive and achievement testing early in school
  - Repeat as necessary during transitions
- Improve coping strategies
  - Chronic illness, adjustment to lifelong stressors
- Social Skills training
  - Improve emotion recognition
  - Improve social perspective taking
  - Improve social functioning in group setting
- Self-esteem
  - Improve self concept
- Monitor and intervene for symptoms of anxiety, depression

# ADDITIONAL RESOURCES

- Learning Disabilities website: [Ldonline.org](http://ldonline.org)
- Educational Advocacy Organizations
  - Missouri: MPACT  
<http://www.missouriparentsact.org/>
  - Kansas: Families Together, Inc.  
<http://www.familiestogetherinc.org/>

○ Questions?

