

GREAT HEIGHTS CLINIC: SCHOOL Q &A

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Great Heights Clinic Lunch and Learn

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?

