

CHILDREN WITH GENETIC/METABOLIC CONDITIONS IN EDUCATIONAL SETTINGS

General Guiding Principles

- Learn about specific conditions – knowledge is power!
- Attend to the child's need to belong socially in classroom and be a full participant and contributor in classroom
- Make positive assumptions
- Assume competence
- Have high expectations
- Possible accommodations categories
 - Presentation of information
 - Timing
 - Setting
 - Worksheet testing
 - Behavior
 - Seating arrangement
 - Be sensitive about disclosing information in front of classmate that might make the student stand out
 - Consider incorporating transition plans whenever needed
 - Response
 - Test scheduling
 - Classroom assignment
 - Organization
 - Volume of work

What supports does student need to make event successful?

- Supervision
- Role of volunteers
- Transportation
- Medicine
- Accessibility
- Temperature regulation
- Bathroom facilities
- Snacks, food
- Peer support

- Work with child's medical home and family to develop a school plan for emergency
- Obtain copy of medical home's care plan/emergency plan
- What training for staff is needed?
- Who needs to know the plan?
- Any supports for fire drills and evacuations?
- Medical management plan
- Medical equipment must go with student
- Involve school nurse in developing plan

Support typical routines as much as possible. Students learn the typical curriculum but, if necessary, consider:

- Organizational supports
- Shorter assignments – focus on key ideas
- Expand curriculum
- Allow student to have reduced material load
- Access to materials in alternative modes
- Change in setting
- Provide encouragement
- Extended time in testing
- Use of assistive devices-calculator, voice output computer
- Get copies of notes
- Extra time between classrooms
- Shortened day

CHILD WILL ATTEND SPECIAL TRIPS/FUNCTIONS

CHILD MAY NEED AN EMERGENCY PLAN

CHILD FATIGUES EASILY

Consider Developing:

- **IFSP** (Individualized Family Service Plan), **IEP** (Individual Educational Plan), or **504 Plan**.

* See following page for more information.

CHILD NEEDS SPECIALIZED EDUCATION SUPPORT SERVICES

CHILD'S CONDITION DECLINES/CHANGES

CHILD NEEDS SENSORY SUPPORTS / SUPPORTS FOR PAIN

CHILD NEEDS BEHAVIORAL SUPPORTS

CHILD HAS INCREASED ABSENCES DUE TO ILLNESS

CHILD HAS DIETARY/MEDICAL NEEDS DIFFERENCES

CHILD NEEDS COMMUNICATION SUPPORTS

- Support typical when possible/if needed
- Allow snacks/food in class
- Check on snacks brought in
- Allowed to go to office
- Determine who is allowed to administer medications-what training do they need
- Determine where locked medications are stored
- Needs water bottle
- Bathroom break
- Involve school nurse

- Frequent screens for vision/hearing changes in child
- Watch for new/different learning needs
- Watch for changes at transitions, procedures, puberty, etc
- Consider additional accommodations if condition declines
- Read on specific condition/syndrome to be aware of possible changes due to decline
- Consider change in seating
- What accommodations for sensory, physical, and communication needs are necessary?
- What assistance do they need to be successful?

- Incorporate sensory supports in classroom (i.e. rocking chair for reading)
- Have a signal for when student needs to leave for home or nurse
- Assignments/testing may need adjusting
- Consult OT, nurse, teachers, PT
- Consider self-monitoring & calming technique (i.e. Alert Program)

- Seek a Functional Behavioral Assessment – identify triggers, new skills to teach & adult response
- Does the child have an effective way to communicate?
- Does the school have a school-wide positive supports effort?

- Support participation in regular curriculum as much as possible. When necessary:
- Allow video/skyping
 - Change in workload
 - Get copies of notes
 - Peer tutoring
 - Second set of books at home
 - Substitute alternatives for assignments
 - Home tutor

- Make sure child has a reliable method of communication across settings
- Ensure access to alternative and augmentative communication methods/devices
- Make sure people are trained to use equipment and in how to communicate with student

*IFSP

If a child is under age 3 and is found eligible for an early supports and services or early intervention program (names vary depending on the state), an IFSP or Individualized Family Service Plan is developed. This plan is created around the family's strengths. It is a process designed to facilitate the child's development and serve as a roadmap for the early intervention system.

Note: Some states continue IFSPs *after* age 3.

*Both 504 and IEP Plans

- Have accommodations and modifications
- Can provide related services such as OT, PT, and speech
- The student can keep same placement and can stay in regular classroom
- Safeguards
 - Parental notices of evaluation or placement
 - Parental review of records
 - Impartial hearing for appeal
- Possible accommodations categories
 - Presentation of information
 - Response
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504 Plan

- Child w/physical or emotional disabilities, recovering from chemical dependency, impairment that restricts 1 or more major life activities
- Has a condition that impacts major life activities including caring for oneself, performing manual tasks, vision, hearing, speaking, walking, breathing, writing and learning

IEP

- Children who have a disability and need accommodations, modifications, related and special education services to allow the child to be successful in school
- The disability has to interfere with the students education and performance
- Safeguards
 - Written prior notice of all evaluations, changes to IEP and placement
 - Right to independent evaluations at public schools especially
 - Arbitration or mediation w/disagreement or administrative complaint process
- Allows for direct/indirect services w/student or consultation services between special education teacher and classroom teacher