Rose Murphy-Jones
Family Meeting
September 12, 2016

Agenda

I. Strengths-based approach and high expectations for Rose.

II. Communication from classroom to home and among team
   a. Weekly communication—what format?
   b. Monthly email among team
   c. Regular family meetings

III. Academic Support Coaching
   a. Pre-teaching critical—working with Jessica and Cheri and dedicated time to modify curriculum as needed?
   b. Accommodations for academic work; how can AT help?

IV. Push-in services to classroom
   a. Beth Boylan: weekly
   b. Cheri Settani: 2x month, discuss best time
   c. Margaret Readinger: 2x month; available Weds or Thurs AM—best time?

V. Goals for 2016-17 (more details in Beth’s supplemental document)
   a. Literacy and Math skills
   b. Self-advocacy
   c. Increasing social sophistication and appropriateness
   d. Mastery motivation and how to be a successful learner.

VI. Additional services outside classroom—update
   Rose continues to receive Speech, OT, PT, tutoring, and speech outside the classroom.
**Rose Murphy-Jones**

Rose is a 5 year-old little girl who is very excited to begin another year at FSH!

Rose also happens to have Williams Syndrome, a rare, spontaneously occurring genetic syndrome. This makes some things more difficult for her.

With the right supports, she is able to shine and bring great joy, empathy and perseverance to every task!

<table>
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<tr>
<th>WHAT HAS WORKED FOR ROSE?</th>
<th>LEARNING STYLE</th>
<th>STRENGTHS</th>
<th>GENERAL SUPPORT NEEDS</th>
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<tbody>
<tr>
<td>Robust menu of services: physical therapy, occupational therapy, speech therapy, special instruction, aqua therapy, behavior support, hearing support</td>
<td>Visual learner</td>
<td>Eager to please!</td>
<td>Firm, consistent reinforcement (do not be swayed by cuteness). Prone to learned helplessness – needs to be encouraged to keep trying and do things for herself.</td>
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<td>Ongoing weekly BCBA support in-classroom</td>
<td>Needs concrete language</td>
<td>Very empathetic and interested in new friends</td>
<td>Needs on-task cues to help with distractors (distractible) and must be encouraged to attend to and complete tasks; however, often the distraction is due to a task being difficult</td>
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<td>1:1 Support Coach</td>
<td>Direct instruction critical: directly teaching each aspect of skill sequentially</td>
<td>Great at sharing and taking turns</td>
<td>Proper seating support and minimization of environmental distractions</td>
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<td>Using peers to reinforce (“look and match”)</td>
<td>Positive reinforcement</td>
<td>Good memory and very receptive to interventions</td>
<td>Tasks with a visuo-spatial component are very challenging: puzzles, descending stairs, building, drawing faces</td>
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<td>Hearing Aids and FM System</td>
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<td>Hearing Teacher Support in-class and at home</td>
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OUR VISION FOR ROSE

• Fully included in local school, with our entire family being collaborative, supportive members of the school community.

• Appropriate individualized instruction, assistive technology, personal support and related services such that Rose has as much access to the general curriculum as her peers.

• Rose learns how to process more nuanced social cues and develop more sophisticated language skills so she can forge meaningful, lasting relationships with peers.

• Build Rose’s confidence and self-esteem in her ability to attend to and complete a range of age-appropriate activities independently.
GENERAL INFO ABOUT WILLIAMS SYNDROME

Visit www.williams-syndrome.org for additional information

Williams Syndrome (WS) is a rare genetic condition that is present at birth and can affect anyone. It is characterized by medical problems, including cardiovascular disease and learning disabilities.

Unlike disorders that can make connecting with your child difficult, children with WS tend to be social, friendly and endearing. Parents often say the joy and perspective a child with WS brings into their lives had been unimaginable. But there are major struggles as well. Many babies have life-threatening cardiovascular problems. Children with WS need ongoing medical care, and early interventions (such as speech or occupational therapy).

Children with Williams syndrome are predisposed to certain difficulties, with a great deal of variety across each of the characteristics associated with the syndrome. Cognitively, there is a great deal of variety among the individuals. Some children like Rose display average or above average ranges of intelligence with a learning disability. Most importantly, most children show quite significant scatter in the level of their abilities across domains.

The following list of strengths indicates areas of strength relative to the child's own abilities, not necessarily relative to the abilities of their peers: Expressive vocabulary; Long term memory for information; Ability to get information from pictures such as photos, illustrations, and videos; Ability to learn through actual "hands-on" experience; Short and long term auditory memory; Interest in and heightened awareness of the emotions of others; Ability to initiate social interaction/conversation.

Some tasks and learning modes can be particularly difficult for children with Williams syndrome. Following is a list of common areas of difficulty: Tasks requiring fine motor or visual-motor integration skills including: Paper and pencil tasks, especially writing and drawing, Learning to tie shoes, Counting objects pictured on a page, puzzles; Tasks requiring spatial analysis; Word finding.

ROSE-SPECIFIC INFO

Diagnoses (non-exhaustive): Williams Syndrome (primary); Supra-valvular aortic stenosis (congenital heart defect) (followed by CHOP cardiology closely); Radial-ulnar synostosis (limits right arm mobility); bilateral hearing loss; Hydroureter (causes frequent urination).

Perhaps most relevant to the school setting, Rose may show limited attention to certain tasks. This likely indicates not a lack of attentiveness, but rather that the tasks are very difficult for her. These tasks are often those requiring visuo-spatial and fine motor abilities, and may include drawing/tracing, puzzles, or building in three dimensions (i.e. blocks, etc.). Rose may also need encouragement to “stick with” a task, rather than giving up when things are difficult.
**Rose’s Team**

Rose has several therapists; most of her sessions take place at home or some other location.

Beth Boylan, BCBA, visits Rose at FSH regularly. This year, we would like Margaret Readinger (OT) and Cheri Settanni (tutor) to also visit Rose at school once or twice a month.

Please feel free to reach out to any member of Rose’s team at any point.

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<tr>
<th>Name</th>
<th>Role</th>
<th>Contact Information</th>
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<td>BCBA – 1 hour/weekly year-round (MCIU)</td>
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