

### IEP Accommodations – Sample Templates for the Student with Prader-Willi Syndrome

All students with Prader-Willi syndrome (PWS) are individuals. However, many face similar challenges in their learning and social environment. The following are samples of IEP templates for the student with PWS. These templates address common social skill problems and deficits seen in young people with PWS. They are presented based on a student’s age. They can be used as a reference when designing an individual students’ education plan. Remember to individualize the IEP and include any additional strategies or issues that are personal for the student with PWS. It is important to note that school districts across the country have different formats for their IEP’s but all should include the following information in varying ways.

#### Social Skill Deficits For the Student Age 3-5 yrs.

**Present Level of Performance:** Student A (SA) is a very loving, sweet child. SA will often begin conversations and engage in interactions with total strangers without inhibitions. SA lacks the skills and knowledge in identifying unsafe social situations and what to do to remove him/herself from one. SA also has problems taking turns, sharing and engaging in cooperative play. (S)he is often seen playing alone or engaged in parallel play. Because of his/her enthusiasm and lack of social inhibition, (s)he will interrupt the conversations of others – especially adults.

SA also faces challenges accurately identifying the emotions of others – especially nonverbal communication. SA’s strengths include being very sympathetic to the needs of other students – especially younger students. SA loves to be put in a “helper role” and this has been a strategy that helps him/her to interact with peers.

**Annual Measurable Goals:**

1. SA will be able to identify people who are strangers in his/her environment and demonstrate socially appropriate behavior when interacting with them.
2. SA will take turns, share and engage in cooperative play 50% of the time using appropriate behavior/emotions.
3. With the use of certain signs or nonverbal indicators, SA will wait to share a question/thought until an adult has completed a conversation 60% of the time.
4. SA will continue to be placed in helping roles at least once daily.

Supports:	Person(s) Responsible	Evaluation Procedures	Beginning/End Dates
1. After receiving instruction and practice, SA will identify strangers and utilize socially appropriate words when interacting with strangers. 2. SA will identify and practice situations that are appropriate for use of “No-Go-Tell” approach with strangers or unsafe social interactions. 3. SA will participate in small play groups with non-disabled peers under the guidance of a teacher and/or speech and language therapist. 4. SA will demonstrate socially appropriate behavior when losing a game or sharing a toy/item with a peer. 5. SA will identify a sign or a nonverbal indicator that helps him/her know when it is appropriate to share a thought or idea. 6. With the use of books, social stories, role playing and other creative means, SA will accurately identify emotions of others and interpret various nonverbal behaviors. 7. SA will be placed in helping roles at least once daily. (Reading and/or helping younger children; pushing a wheelchair, assisting with clerical	Special education teacher, general education teacher, paraprofessional, speech and language therapist and other educational staff	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Social skill checklist</li> </ul>	9/1/14 – 6/1/15  <u>“No-Go-Tell” – A Personal Protective Approach:</u> is a personal protective strategy utilized by many schools and programs around the world that help educate children about unsafe situations that could result in abuse. This approach attempts to provide students with a simple way to develop skills to manage bullying and other socially threatening situations. It is used with younger students as well as students with disabilities. The “no-go-tell” approach provides students with a simple tool to help them remove themselves from an unsafe situation. <ul style="list-style-type: none"> <li>• NO/STOP: Use words to communicate your feelings</li> <li>• GO/THINK: Walk away</li> <li>• TELL/DO: Tell a teacher or someone in your safety network to help you manage the situation and keep you safe.</li> </ul> <u>On-line Resources:</u> <a href="http://www.curriculumsupport.education.nsw.gov.au/primary/pdhe/assets/pdf/child_protk6/cpe_s1_theme3.pdf">www.curriculumsupport.education.nsw.gov.au/primary/pdhe/assets/pdf/child_protk6/cpe_s1_theme3.pdf</a>  <a href="http://www.stanfield.com/products/family-life-relationships/other-family-ed-programs/no-go-tell/">www.stanfield.com/products/family-life-relationships/other-family-ed-programs/no-go-tell/</a>

duties...)			
------------	--	--	--

**Social Skill Deficits  
For the School Age Student 6-14 yrs.**

**Present Level of Performance:** Student B (SB) is a 12 year old who is a very social, caring student. (S)he lacks “friendship etiquette” and often becomes upset when losing a game, sharing or cooperating with peers. SB will frequently complain of situations being “unfair” when (s)he becomes frustrated or is unable to problem solve in unpredictable social situations. SB misinterprets social cues and may say inappropriate things. SB is struggling to fit in and interact with his/her middle school peers (especially girls/boys). (S)he often does not know what to say or contribute to conversations with peers. SB lacks the knowledge and skills to identify unsafe and socially threatening situations. (S)he is at risk for abuse. SB participates in a “circle of friends” social group twice a week which is facilitated by the speech and language therapist. (S)he participates in a scout troop outside of school in which his/her parents serve as troop leaders. During the last school year, SB successfully attended 2 dances at the Junior High with 1:1 support. A clear plan for food was developed in cooperation with parents. Socially appropriate behavior was discussed ahead of time and social coaching was provided both prior to and during the event.

- Annual Measurable Goals:**
1. SB will continue to develop coping skills and use socially appropriate words and behavior when losing a game or working in a group setting.
  2. SB will practice and utilize strategies that address situations that may be unpredictable and frustrating.
  3. SB will receive instruction and develop skills in identifying nonverbal communication so that he can engage in age appropriate conversations with peers.
  4. SB will be able to identify and use at least 3 age-appropriate topics to share during conversations with peers.
  5. SB will continue to participate in the “circle of friends” social group twice weekly for social coaching.
  6. SB will attend 2-3 school sponsored social events with support & cooperation with his/her parents for diet planning.

<b>Supports:</b>	<b>Person(s) Responsible</b>	<b>Evaluation Procedures</b>	<b>Beginning/End Dates</b>
1. SB will demonstrate socially appropriate behavior when losing a game or sharing items with a peer or group. 2. With the use of books, social stories, role playing and other creative means, SB will: <ul style="list-style-type: none"> <li>• Practice and utilize strategies that address situations that may be unpredictable and frustrating.</li> <li>• Accurately identify emotions of others and interpret various nonverbal behaviors.</li> </ul> 3. After receiving instruction and engaging in role playing, SB will be able to identify and use at least 3 age-appropriate topics to share during conversations with peers. 4. SB will identify and use appropriate personal space when talking with peers and adults. 5. SB will identify and practice situations that are appropriate for use of “No-Go-Tell” approach with strangers or unsafe social interactions. 6. SB will be able to discuss and demonstrate socially appropriate behavior - especially related to interactions with peers (s)he may be	Special education teacher, general education teacher, paraprofessional, speech and language therapist and all school staff	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Social skill Checklist</li> <li>• Verbal reporting from other school personnel</li> </ul>	9/1/14 – 6/1/15  <u>“No-Go-Tell” – A Personal Protective Approach:</u> is a personal protective strategy utilized by many schools and programs around the world that help educate children about unsafe situations that could result in abuse. This approach attempts to provide students with a simple way to develop skills to manage bullying and other socially threatening situations. It is used with younger students as well as students with disabilities. The “no-go-tell” approach provides students with a simple tool to help them remove themselves from an unsafe situation. <ul style="list-style-type: none"> <li>• NO/STOP: Use words to communicate your feelings</li> <li>• GO/THINK: Walk away</li> <li>• TELL/DO: Tell a teacher or someone in your safety network to help you manage the situation and keep you safe.</li> </ul> <u>On-line Resources:</u> <a href="http://www.curriculumsupport.education.nsw.gov.au/primary/pdhp/assets/pdf/child_prot6/cpe_s1_theme3.pdf">www.curriculumsupport.education.nsw.gov.au/primary/pdhp/assets/pdf/child_prot6/cpe_s1_theme3.pdf</a>  <a href="http://www.stanfield.com/products/family-life-relationships/other-family-ed-programs/no-go-tell/">www.stanfield.com/products/family-life-relationships/other-family-ed-programs/no-go-tell/</a>

<p>interested in dating. 7. After the development of a social plan with 1:1 support, SB will attend school sponsored social events with a plan for food security and social coaching 2-3 times a year.</p>			
--	--	--	--

**Social Skill Deficits  
For the Young Adult Student 15-21 yrs.**

**Present Level of Performance:** Student C (SC) is a 17 year old who struggles with appropriate use of social skills including awkwardness with age-appropriate conversations, misjudgment of personal space, and frequent interruption of others’ conversations. When SC is interested in pursuing a closer relationship with a girl/boy – (s)he overuses Facebook; makes excessive phone calls/texting and seeks out personal contact with the individual (more often than the peer is comfortable with). SC lacks the knowledge and skills to identify unsafe and socially threatening situations. (S)he is at risk for abuse. SC attends school-sponsored events with pre-planning, social coaching and 1:1 supervision. SC has a boy/girl friend which has required closer attention to monitoring their social interactions. Close communication with parents has helped to provide consistency in what information is shared and recommended. Written guidelines have helped to make it easier for SC to make good decisions and choices in this area. SC has participated in a social skills group once a week that has included peer mentors which has been facilitated by the speech and language therapist.

- Annual Measurable Goals:**
1. SC will practice and utilize age-appropriate conversations using appropriate body space and frequency of contact with peers.
    - SC will communicate with peers with the following frequency:
      - Facebook – not allowed on school premises – parents to determine frequency at home;
      - Phone calls/texting – not allowed during class time; only to be used for emergencies while in school; parents to determine frequency at home.
      - Personal contact with peer – 3 times a day while in school (once before school; once at lunch and once during study hall), parents to determine frequency at home.
    - SC will follow school rules regarding the use of personal contact with other students including hand-holding, kissing and other body contact.
  2. SC will attend 2-3 school sponsored social events with pre-planning and 1:1 support with cooperation from his/her parents for diet planning and dating behavior planning.
  3. SC will continue to participate in social skills group once weekly facilitated by the speech and language therapist with peer mentors.

<b>Supports:</b>	<b>Person(s) Responsible</b>	<b>Evaluation Procedures</b>	<b>Beginning/End Dates</b>
<ol style="list-style-type: none"> <li>1. After receiving instruction and engaging in role playing, SC will be able to identify and use 3 age-appropriate topics during conversations with peers.</li> <li>2. SC will identify and use appropriate personal space when talking with peers and adults.</li> <li>3. Using a note card as a visual reference, SC will communicate with peers with the following frequency:                             <ul style="list-style-type: none"> <li>• Facebook – not allowed on school premises – parents to determine frequency at home;</li> <li>• Phone calls/texting – not allowed during class time; only to be used for emergencies while in school; parents to determine frequency at home.</li> <li>• Personal contact with peer – 3 times a day while in school (once before school; once at lunch and once during study hall), parents to determine frequency at home.</li> </ul> </li> </ol>	Special education teacher, general education teacher, speech and language therapist, paraprofessional, and all school staff	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Verbal reporting from other school personnel</li> </ul>	9/1/14 – 6/1/15

<p>4. After personal review of school rules, SC will follow these rules relating to the use of personal contact with other students including hand-holding, kissing and other body contact.</p> <ul style="list-style-type: none"> <li>In the event that SC violates these rules, (s)he will meet 1:1 with the case manager to review the circumstance and provide additional support and problem solving strategies.</li> </ul>			
--	--	--	--

Supports:	Person(s) Responsible	Evaluation Procedures	Beginning/End Dates
<p>5. SC will identify and practice situations that are appropriate for use of “No-Go-Tell” approach with strangers or unsafe social interactions.</p> <p>6. SC will attend 2-3 school sponsored social events with pre-planning and 1:1 support with cooperation from his/her parents for diet and dating behavior planning.</p> <p>7. SC will continue to participate in social skills group once weekly facilitated by the speech and language therapist with peer mentors.</p>	<p>Special education teacher, general education teacher, speech and language therapist, paraprofessional, and all school staff</p>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Verbal reporting from other school personnel</li> </ul>	<p>9/1/14 – 6/1/15</p>

“No-Go-Tell” – A Personal Protective Approach is a personal protective strategy utilized by many schools and programs around the world that help educate children about unsafe situations that could result in abuse. This approach attempts to provide them with a simple way to develop skills to manage bullying and other socially threatening situations. It is often used with younger students as well as disabled students including ones as young as age 3 years. The No-Go-Tell approach provides students with a simple tool to help them identify, alert and remove themselves from unsafe situations.

- NO/STOP:** Use words to communicate your feelings
- GO/THINK:** Walk away from the situation.
- TELL/DO:** Tell a teacher or someone in your safety network to help you manage the situation and keep you safe.

On-line Resources:

[www.curriculumsupport.education.nsw.gov.au/primary/pdhpe/assets/pdf/child\\_prot\\_k6/cpe\\_s1\\_theme\\_3.pdf](http://www.curriculumsupport.education.nsw.gov.au/primary/pdhpe/assets/pdf/child_prot_k6/cpe_s1_theme_3.pdf)

[www.stanfield.com/products/family-life-relationships/other-family-ed-programs/no-go-tell/](http://www.stanfield.com/products/family-life-relationships/other-family-ed-programs/no-go-tell/)