

The Being Well Center

www.thebeingwellcenter.com

Accommodations for Success

**Using the Being Well System™
to Develop Successful
Accommodations Plans**



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The 5 Step Being Well System™

STEP 1 – Discovery

STEP 2 – Assessment

STEP 3 – The Success Plan

STEP 4 – Continuous
Support

STEP 5 – Independence



Basic Principles of Human Development and Behavior

- Learning and behavior problems are never the result of only one thing
- They are always the result of multiple factors interacting with each other
- The TRANSACTIONal scheme of human development and behavior

Constitution ↔ Environment



Step 1 – DISCOVERY

Learn who the child is

TRANSACT – The WIT- C

Temperament

Readiness

Attention

Neuromaturation

Stresses

Attitudes

Comparisons

Temperament



STEP 2 Assessment

Part A: Identify the expectations the child is failing to meet



Major Categories of Expectations

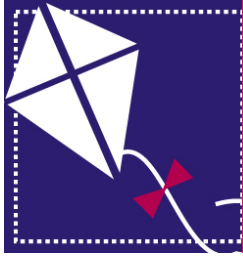
- Behavioral/social
- Independent functioning
- Listening
- Organization
- Time management
- Writing
- Neatness
- Homework study/test taking
- Social interaction/group work



STEP 2 Assessment

Part B – Identify the TRANSACT factors contributing to each failed expectation

- Systematically review the child's TRANSACT Profile (WIT-C)
- Carefully observe the child over time (record)
- Talk with the child about what he/she thinks the problem is and the reasons for it.
- Children can fail to meet the same expectation for very different reasons

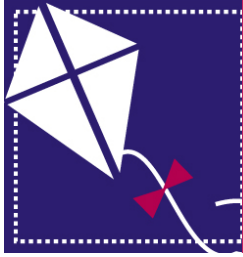


STEP 3 The Success Plan

Part A – Determine what accommodations

are needed to address each contributing factor

- Improve factors that are changeable
- Work around those factors that are unchangeable
- Help the child, parents, and teachers accept the nature of the child's strengths and weaknesses



Improving factors

- Remediation strategies
- Medical therapies
- Structural accommodations



Medical Therapies

- Medications
- Glasses / hearing aides
- Physical therapy / occupational therapy
- Speech therapy



Key Point

Failure to consider and properly address the biological component of ADD/ADHD can sabotage the best plan

- Appropriate and proper use of medication
- Existing medication regimen may be inadequate:
 - Insufficient dosage
 - Wrong medication
 - Lack of all-day coverage



Structural Accommodations

- Seating
- Change schedule
- Select teachers
- Clean out desk/locker



Compensating for factors

- Assistive Technologies
- Improve self-awareness/self-control
- Provide structure
- Practice, debrief, and revise
- Provide compensatory strategies



Improve Self-Awareness / Self-Control

- Provide feedback about performance/ behavior
- Clarify expectations, rules, limits
- Alter expectations (temporary fixes)
 - Reduce quantity of work
 - Extend time
 - Modify grading



Providing Structure

- Delineate steps for homework success
 - Assignment book
 - Teacher/Parent check-in
 - Optimal timing
 - Hardest things first
 - Turn in first thing
- Define steps to generate a good written product
 - Brainstorm
 - Outline
 - Rough draft
 - Edit
 - Final copy



Practice, Debrief, and Revise

- Allow for practice
 - Systematically review results with child
 - Brainstorm revisions to the plan
- * Models effective problem solving



Providing Compensatory Strategies

- Cognitive Strategies
- Reminding Strategies
- Self-Monitoring Strategies



Cognitive Strategies

- Executive Director/Inner Voice
- Use of words/thoughts to guide actions



Reminding Strategies

- Visual reminders on desk/in notebooks
- Use of watch/phone alarms
- “To Do” and reminder apps
- Teacher/Parent sign-off on assignment book



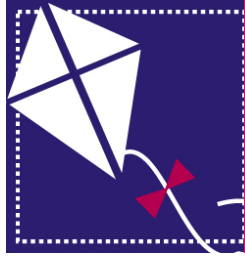
Self-Monitoring Strategies

- Completed (√) column in assignment book
- Mandated daily on-line grades check
- Self-rating scales after social interaction, debrief with teacher/counselor
- Global “How am I doing?” or Daily Activity Checklist completed by child, parent, and teacher; debrief and probe disparities with child



General “Rules of Thumb” for Accommodations

- Brainstorm all the possibilities before selecting
- Should be dynamic, reviewed and refined as the child progresses
- Look for opportunities to apply accommodations to the whole class (Good Teaching Practices)
- Get the child involved in planning and selecting options
- Provide enough accommodations to help the child meet expectations not make the task easy
- Promote independence and self-monitoring, avoid enabling



STEP 3 The Success Plan

Part B – Select Appropriate Consequences

- Promote buy-in, utilization, and adherence
- Involve the child; tailor to his/her TRANSACT Profile
- Positive consequences/rewards for compliance
 - Spontaneous positive preferable to negotiated rewards
- Negative consequences for non-compliance
 - Short-term negative



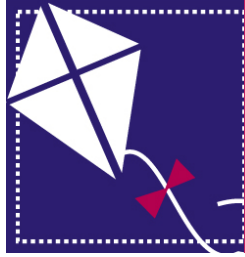
When expectations are appropriate and accommodations are in place, negative consequences actually promote self-esteem.



Consequences must be applied consistently
to be effective!

Key reasons for failure of an
accommodations plan:

- Lack of follow-through
- Quit too soon; must be faded



STEP 3 The Success Plan

Part C – Be Realistic

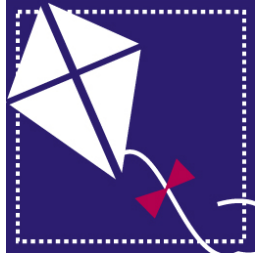
Reality Check:

- Class size
- Number of children with special learning/behavioral needs
- Number of different teachers/classrooms involved
- Amount of 1:1 time required from the teacher



Reality Check - Continued

- Is the teacher being expected to accommodate all aspects of the child's classroom activities? (<10 Accommodations)
- Does the teacher have classroom support personnel to help?
- Are teachers expected to deal with behaviors that occur at home or vice versa?
- Is the child expected to take on some responsibility?



STEP 4 Continuous Support

Part A – Define the roles of the key players

Part B – Develop a plan for monitoring progress

- identify outcome measures
- How often will they be tracked and by whom?

Part C – Create a timetable for review

- Review should include the child
- Things rarely stay static so revision is always necessary



Stress is a reality in all of our lives across
the lifespan!

A major life skill we should promote in
children is the development of ability to
recognize, minimize, cope with, and
eliminate (if possible) stress.



Keys to Minimize Enabling

- Find the balance between being a “growth promoter” and “child protector”
- Accept the fact that children with ADD/ADHD and other learning differences often have to work harder than their peers to achieve the same level of success
- Don't over focus on grades as the measure of success; independent academic functioning and self-mastery are more important



Closing Thoughts

- We are teaching kids who they are, what they can change, and what they can't in order to have good experiences in life
- People who are feeling happy and content in life don't feel that way because they don't have any problems but because they've become good problem solvers
- **Always ask . . . What's next? The end goal is independence and the child feeling confident and empowered to meet the daily challenges and expectations!**



Simon M. – 2nd Grade

Expectations filing to meet:

- Does not complete assignments, makes careless errors
- Does not comply with classroom rules and routines
 - Does not stay in his seat
 - Talking out
 - Disrupting others
- When confronted with his behavior, blames others, whines, and denies his role
- Returns to disruptive/problematic behavior soon after being corrected
- Has no friends



Simon M – WIT-C Profile

Temperament

- High activity level, short persistence, low frustration tolerance, high intensity

Readiness

- Intellectually maybe gifted
- Does not read social cues, has difficulty expressing self

Attention

- Often appears sleepy during seat work
- Impulsive, easily distracted
- Disorganized
- Poor monitoring skills

Stresses

- Takes medication for ADD

Comparison

- Does lots of negative self-talk
- Poor self-awareness
- External locus of control

Temperament

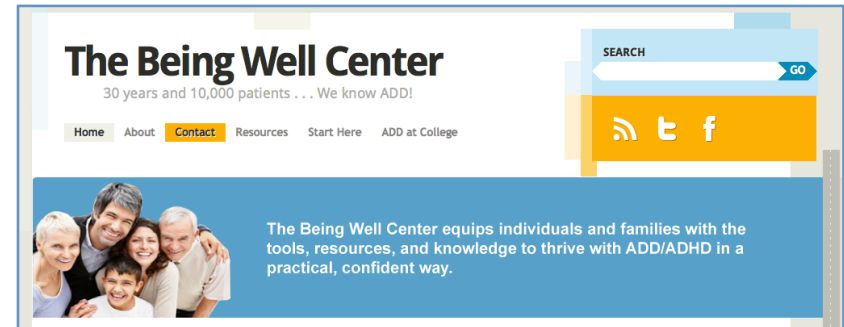
- Clashes with Father and siblings

website



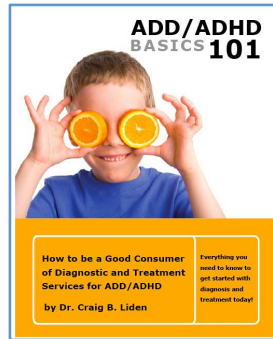
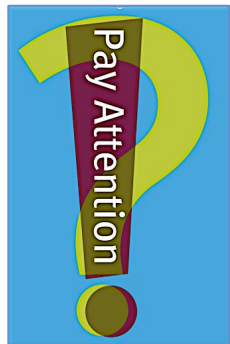
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