TEACH Presents:

School Readiness

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What Is School Readiness?

- Academics/Cognitive Skills
- Communication (Expressive & Receptive)
- Self-help/adaptive skills
- Behavior
- Social Skills
- Other "Need to Know" Info
• Understand present levels (refer to skills checklists)
• Document and record
• Understand learning style (e.g. strong visual learner, benefits from multisensory and real-life learning opportunities) and effective methods of instruction (e.g. needs visual reinforcement and explicit, one-step directives, multi-sensory tools, evidence-based approach)
• Think about appropriate accommodations to help your child access the content (preferred seating, extra processing time, peer support, etc.)
• What communication support does your child need to access content and express understanding?
• Understand present levels of expressive communication (e.g. verbal, gestural, low-tech, high-tech, etc.)
• Understand present levels of receptive communication (e.g. follows 1-2 step directions)
• Understand effective communication strategies (e.g. short, explicit, one-step directives, 10-second rule, use of visual aids, etc.)
• Request AAC evaluation, if needed
Self-Help / Adaptive Skills

• Toileting
• Hand washing
• Unpacking/packing backpack and lunch box
• Eating snacks and lunches
• Buttoning or zipping clothing
• What communication supports help foster independence
• Remember to communicate challenges with hypotonia (e.g. fine motor delays)
Behavior

• Identify and understand common behavioral challenges (know your ABCs)

• Communicate effective strategies (e.g. sensory breaks/heavy work, choices, creative redirection, big helper roles, etc.)

• Know what communication tools are effective to support positive behaviors (e.g. use of PECS or high-tech device, simple schedule, first/then chart, token economy/reward system, etc.)

• Remember to remind education team that challenging behaviors in children with Ds are usually a result of inappropriate demand or inability to communicate effectively.
Social Skills

- Understand present levels (e.g. child is "slow to warm," or child "loves peer interaction.")
- Identify and communicate child's interests (goal is for teacher to help facilitate connections with peers)
- Understand what communication tools help support social skills and class participation (e.g. feelings cards, sentence strips, PECS, high-tech device, etc.)
- Communicate strategies that help child feel included (e.g. peer support, helper/leadership roles, planned circle time participation, Ability Awareness presentation)
Other "Need to Know" Items

• Does your child have sensory needs?
• Does your child have sleep apnea?
• Hypotonia (fine and gross motor challenges)
• Cognitive processing delay (10-second rule)
• Remember that your child does not have to have mastery over any of these key components in order to participate in a general education classroom setting!
It's Time to Prepare!
Create "One Pagers"

1. Liam will count one dollar bills to 20, 5 dollar bills to 50, and 10 dollar bills to 100 in 4/5 trials with 80% accuracy.
2. Given the time to the ¼ hour, ½ hour, and ¾ hour within an hour and time on the hour, Liam will order digital time with 80% accuracy in 2/3 trials.
3. After hearing a familiar story and given key cards with pictures and language of beginning 1st, middle 2nd, and end last, Liam will both state the beginning, middle and end of a story, as well as what happens 1st, 2nd and last in a story with 80% accuracy 2/3.
4. Liam will decode 5 short vowel words and 5 long e words in a single session, given no more than 4 total prompts throughout the session, with 80% accuracy in 2/3 trials.
5. Given no more than one prompt per word, Liam will decode 200 sight words within familiar text in 2/3 trials with 80% accuracy.
6. Using assistive technology with word prediction software, Liam will write a sentence with at least 5 words to describe a picture (related to grade level science or social studies curriculum) with 80% accuracy in 2/3 opportunities.

VISION STATEMENT
We envision Liam living a life of choice. We envision him spending his days at work and places in the community that he enjoys, and finds productive. We envision Liam attending a college program and living on campus.

STRENGTHS
- Memory for interests, music and books
- Tidy and organized
- Following routines
- Liam’s skills
- Using a calculator

WHAT WORKS FOR ME
- Incorporate my interests
- Use music and movies
- Send positive notes
• Role play with family members
• Practice with toys, stuffed animals, and puppets
• Make up songs about hand washing, wearing masks, or staying six feet apart
• Create social Stories
• Work with team to establish healthy home/school communication practices
• Request progress reports
• Regression is real... our kids will need extra time to adjust to "back to school" life
• DSCBA is here to help you navigate the IEP process. Schedule a consult with Elizabeth!