



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

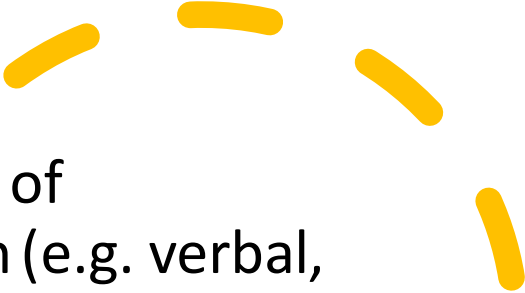


Academics/ Cognitive Skills

- 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?
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Communication

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- 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.
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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!

1. Given a prompt to identify the type of dollar bill (1, 5 or 10), 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

OT

1. Liam will type/produce a 5-6 word sentence on his iPad/computer using an external USB keyboard, from a model with 80% accuracy in 3 out of 4 opportunities
2. Given visual model and minimal verbal cues, Liam will be able to copy uppercase and lowercase letters with appropriate formation and orientation 75% of the time.
3. Given a visual model, Liam will write numbers 21-30 with appropriate sizing and formation in 4/5
4. Liam will be able to independently button 2 out of 3 buttons of ¾ inch size on shirt he is wearing 80% of the time
5. Liam will drop and pick a tennis ball requiring a minimum of at least one step in 5/5 trials
6. Liam will catch a 5 lb ball with two hands without trapping it to his chest from distance of 7 feet in 4/5 trials



LIAM HAWLEY

AGE 13

6TH GRADE

Teach me to soar and I will

-Kelle Hampton

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
- Social skills
- Using a calculator

WHAT WORKS FOR ME

- Incorporate my interests
- Use music and movies
- Send positive notes

Create "One Pagers"

Practice Safety Standards

- 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



Don't Forget

- 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!

