



Ready 4Scho^ol

School Readiness Assessment Tool



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Introduction: Supporting Children's Transition into Learning

Successful transition to the school environment requires some foundational, social, and self-regulation skills on the part of the child. The School Readiness Skills Assessment Tool is a very valuable instrument for teachers and other carers who wish to pinpoint areas of a child's strengths and those where they may need additional support to develop such crucial skills.

Domains

This tool focuses on the following domains:

A. Foundational Skills

These are essential for navigating and participating in a classroom environment.

A1 Following classroom rules: Understanding and adhering to expectations.

A2 Following (multi-step) instructions: Processing and completing tasks crucial for academic work.

A3 Waiting for access to an adult and/or items: Respecting boundaries and learning delayed gratification.

A4 Managing time: Completing activities within a timeframe is important for transitions and assignments.

B. Social Interaction Skills

Critical for building positive relationships with teachers and peers.

B1 Sharing with a peer: Promotes collaboration and positive social interactions.

B2 Greeting and/or complimenting a peer: Initiates social connection and creates a welcoming environment.

B3 Recognizing someone is hurt/upset (empathy): Builds awareness of others' emotions and fosters appropriate responses.

B4 Requesting peer attention/access to something: Approaches others politely for play or interactions.

C. Self-Regulation and Advocacy Skills



Help the child cope with challenges and seek support when needed.

C1 Requesting help in a difficult situation: Demonstrates problem-solving and awareness of their own needs.

C2 Requesting adult attention: Seeks assistance and builds a positive relationship with teachers.

C3 Accepting change: Adapting to inevitable changes in schedules and activities reduces anxiety.

C4 Using coping strategies in self-identified challenging sensory situations: Demonstrates self-awareness and regulation for comfortable participation.

The skills in this assessment are organized to highlight the progression necessary for success in a pre-school environment. While some could fit in multiple domains, their placement reflects their primary function:

- **Foundational Skills:** *Create the baseline for participation and learning.*
- **Social Interaction Skills:** *Facilitate positive peer and teacher relationships.*
- **Self-Regulation and Advocacy Skills:** *Support the child's emotional well-being and ability to navigate challenges.*

Using the Tool

This tool utilizes a Likert scale for each skill, allowing you to rate how often a child demonstrates the specific behavior. The scale ranges from 1 (Not yet) to 4 (Consistently):

- **Not Yet:** This indicates the child rarely or never exhibits the desired behavior. They may need significant support or intervention to develop the skill.
- **Sometimes/With Help:** The child shows the behavior occasionally but often needs an adult's prompting, reminders, or assistance to perform the task successfully.
- **Often:** This signifies the child demonstrates the ability most of the time but may still struggle in some situations or require occasional reminders.
- **Consistently:** This is the most favorable outcome, indicating the child reliably exhibits the desired behavior independently, in most situations, and without adult prompting.

Here is a breakdown of how to use it:

1. **Read the Skill Description:** Each section clearly describes the assessed skill.
2. **Consider the Child's Behavior:** Reflect on how often the child demonstrates the skill described.



3. **Choose the Appropriate Score:** Select the number on the Likert scale that best reflects the child's behavior (1 - Never, 2 - Sometimes, 3 - Often, 4 - Almost Always).

Additional Considerations

- **Document Specific Observations:** This is a general assessment tool, so consider documenting specific observations for each skill to gain a more comprehensive picture.
- **Age and Development:** The expected level of performance may vary depending on the child's age and developmental stage. Keep this in mind when interpreting the results.
- **All Forms of Communication:** Consider all forms of communication, including spoken language, gestures, and social interactions. Children express themselves in many ways!
- **Notes Section:** There is a space for notes or observations to capture specific examples that support your ratings.

Benefits of Using the Tool

- **Identifies Strengths and Weaknesses:** The tool can project a child's strengths and weaknesses.
- **Informing Intervention Strategies:** It pinpoints areas whereby the child would require interventions to develop the relevant skills.
- **Tracks Progress:** Repeated use of the tool allows one to trace the progress of a child and measure the effectiveness of any interventions implemented.

This School Readiness Skills Assessment Tool could be one of the bases that will help the parent, teacher, and caregiver aid a child in preparation for a successful school experience.

Results

Once you complete this evaluation, the Results Section should provide

- **Scores on Skills:** This should be a table or chart that is clearly presented and that summarizes the child's scores for all assessed skills.
- **Domain Summary:** This would provide an overview of the child's overall performance in the three domains: Foundational, Social Interaction, and Self-Regulation. This may be presented in narrative or graphic form.
- **Strengths and Areas for Growth:** Note specific areas in which he excels and those skills that he will probably need to work on a little.
- **Recommendations:** Indicate specific interventions or activities that could benefit the child in areas where his/her development is lagging.



Additional Considerations for Enhancement

Age Ranges: There may be a need to develop slight versions of the assessment tool, tailored with age-expectations that are appropriate for different stages of development.

Qualitative Notes: A whole section for 'Notes' on each skill should allow you to record concrete examples and observations that would help in better understanding the child's behavior.

Parent/Caregiver Input: This may be an area to get input from the parents or primary caregivers regarding a child's skill development at home.

Using this School Readiness Skills Assessment Tool and carefully analyzing the results will give you the requisite tools to address the needs of each child as they work to build the necessary skills to make the transition into the school setting as smooth and successful as possible.

Results Example

Name: Emily Johnson

Age: 4 years, 8 months

Date of Assessment: 2024-09-12

Skill Scores

<i>Domain</i>	<i>Skill</i>	<i>Score</i>
<i>Foundational Skills</i>	<i>A1. Following classroom rules</i>	<i>3</i>
	<i>A2. Following (multi-step) instructions</i>	<i>2</i>
	<i>A3. Waiting for access to an adult and/or items</i>	<i>3</i>
	<i>A4. Managing time</i>	<i>1</i>
<i>Social Interaction Skills</i>	<i>B1. Sharing with a peer</i>	<i>4</i>
	<i>B2. Greeting and/or complimenting a peer</i>	<i>3</i>
	<i>B3. Recognizing someone is hurt/upset (empathy)</i>	<i>2</i>
	<i>B4. Requesting peer attention/access to something</i>	<i>3</i>
<i>Self-Regulation and Advocacy Skills</i>	<i>C1. Requesting help in a difficult situation</i>	<i>3</i>



	C2. Requesting adult attention	4
	C3. Accepting change	2
	C4. Using coping strategies in self-identified challenging sensory situations	3

Domain Summary

Foundational Skills: Emily demonstrates some foundational skills but may need additional support following multi-step instructions and managing time effectively.

Social Interaction Skills: Emily strengthens in sharing, initiating interactions with peers, and requesting adult attention. She may benefit from further encouragement with recognizing others' emotions.

Self-Regulation and Advocacy Skills: Emily can often request help when needed and adapts to changes in routine with some support. She is developing skills in using coping strategies for challenging sensory situations.

Strengths and Areas for Growth

Strengths: Emily is a generous sharer, demonstrates good manners when interacting with adults and peers, and can ask for help when facing difficulties.

Areas for Growth: Emily could benefit from more practice following multi-step instructions, completing tasks within a reasonable timeframe, recognizing when others are upset, and effectively using coping strategies for sensory challenges.

Recommendations

Focus on Multi-Step Instructions: Provide clear and simple instructions, broken down into smaller steps. Model the process for Emily and provide visual cues as needed.

Promote Time Management: Use timers or visual schedules to help Emily visualize how long tasks should take. Provide gentle reminders to stay focused during activities.

Support Emotional Awareness: Read stories and discuss emotions with Emily. Point out facial expressions and body language to help her understand how others might feel.

Develop Coping Strategies: Identify Emily's sensory triggers. Help her practice calming techniques like deep breathing or sensory tools (weighted blankets, noise-canceling headphones).



Remember: This is just a snapshot of one assessment. Continued observation and adaptation of strategies are key to supporting Emily's development in these important skill areas.

Conclusions

The School Readiness Skills Assessment Tool, together with its associated lesson plans, provides a holistic framework toward assessment and intervention in child development across fundamental areas of competence deemed crucial for successful transitions to school. To this end, the technique identifies areas of strengths and weaknesses to form individualized interventions that can answer specific needs and foster positive change in behavior.

Focusing on basic, socioemotional, and self-regulation skills, the research tool employed addresses current research and best practice in early childhood education. The two strategies that create a safe and inclusive learning environment, responsive to every child's potential, are through the use of visual supports, positive reinforcement, and individualized instruction.

This collaboration is also important in maximizing the effectiveness of interventions and in terms of consistency across settings. This can also give the child the skills and confidence to do well at school and beyond.

Tools such as educational apps and AAC devices will go even further to help children with quite diverse learning styles or communication needs. Drawing on these tools will make life easier for educators by engaging children, fostering communication, and personalizing the learning experience of each child.

The School Readiness Skills Assessment Tool, along with lesson plans, acts as a Lifesaver for people dealing with the early childhood education stage of children. With this complete toolkit, the educator or caregiver will be better placed in ensuring that all children get the opportunity to reach their potential and become successful in their educational journey.

The School Readiness Skills Assessment Tool

Foundational Skills

Skill	Description	Example	Criteria	Score
A1 Following classroom rules	Follows established classroom routines and expectations independently.	During morning circle time, the child sits on the carpet and listens to	1 - Not Yet: Rarely follows the rules, even with reminders. 2 - Sometimes/With Help: Follows rules with frequent reminders. 3 - Often: Follows rules	1 2 3 4



		the teacher without any reminders.	independently most of the time. 4 - Consistently: Always follows the rules independently.	
A2 Following (multi-step) instructions	Understands and follows instructions with multiple steps delivered clearly.	When asked to perform a multi-step activity, such as picking up toys or putting dirty clothes in the hamper, a child can complete the task.	1 - Not Yet: Rarely follows multi-step instructions. 2 - Sometimes/With Help: Follows multi-step instructions with prompting. 3 - Often: Follows multi-step instructions independently most of the time. 4 - Consistently: Always follows multi-step instructions independently.	1 2 3 4
A3 Waiting for access to an adult and/or items	Waits patiently for their turn to ask for adult help or access shared items.	A child waits for their turn to use the swing when on a playground.	1 - Not Yet: Never waits patiently, grabs or interrupts. 2 - Sometimes/With Help: Waits patiently sometimes, needs frequent reminders. 3 - Often: Patiently waits most of the time. 4 - Consistently: Always wait patiently for their turn.	1 2 3 4
A4 Managing time	Stays on task and completes activities within a reasonable timeframe.	A child completes an art project during class, staying on task and using their time efficiently to finish it within a reasonable timeline.	1 - Not Yet: Rarely completes activities on time. 2 - Sometimes/With Help: Completes activities on time with frequent reminders or redirection. 3 - Often: Completes activities on time most of the time. 4 - Consistently: Always completes activities within a reasonable timeframe.	1 2 3 4

Notes:

Social Interaction Skills

Skill	Description	Example	Criteria	Score
B1 Sharing with a peer	Shares toys, materials, or space with others willingly.	When a child is playing with their favorite toy, and another child shows interest in playing with it, the first child willingly shares the toy with the other child, even if it is difficult to part with. When children work	1 - Not Yet: Never shares, wants to keep everything for themselves. 2 - Sometimes/With Help: Shares occasionally, needs encouragement. 3 - Often: Shares most of the time. 4 -	1 2 3 4



		on a project, they are willing to share their materials and workspace so everyone can work together to achieve a common goal.	Consistently: Always shares willingly.	
B2 Greeting and/or complimenting a peer	Initiates greetings or offers compliments to peers appropriately.	A child greets their peers by saying, "Good morning, how are you today?" or "Hi, it's nice to see you!". As for compliments, they could say, "I like your shoes" or "Your drawing is cool!"	1 - Not Yet: Never greets or compliments peers. 2 - Sometimes/With Help: Greets or compliments peers occasionally. 3 - Often: Greets or compliments peers often. 4 - Consistently: Always greets or compliments peers appropriately.	1 2 3 4
B3 Recognizing someone is hurt/upset (empathy)	Notices when someone is sad or hurt and shows concern.	When a child sees their friend crying on the playground, they immediately approach their friend and ask what happened. They listen actively and offer comfort by patting their friend's back. Or they suggest going to the teacher for help and offer to accompany their friend to the teacher's office.	1 - Not Yet: Doesn't notice when others are upset. 2 - Sometimes/With Help: Notices when others are upset occasionally. 3 - Often: Notices and shows concern for others who are often upset. 4 - Consistently: Always notices and shows concern for others who are upset.	1 2 3 4
B4 Requesting peer attention/access to something.	Asks peers for attention or access to something politely.	A child asks for attention from their peer by saying, "Hey, can you play with me?" or "Do you want to do this activity together?" They may also use nonverbal cues like tapping their friend's shoulder or making eye contact to get their attention.	1 - Not Yet: Never asks politely, grabs, or demands. 2 - Sometimes/With Help: Asks politely sometimes, needs reminders. 3 - Often: Asks politely most of the time. 4 - Consistently: Always ask politely for attention or access to something.	1 2 3 4
Notes:				

Self-Regulation and Advocacy Skills

Skill	Description	Example	Criteria	Score
C1 Requesting help in a difficult situation	Asks for help from an adult when facing difficulty with a task or situation.	A child is wearing his jacket, but they struggle and feel frustrated. They turn to their teacher and say, "Excuse me, can you please help me?" The teacher then offers guidance and support to help the child.	1 - Not Yet: Never asks for help, struggles independently. 2 - Sometimes/With Help: Asks for help occasionally, may get frustrated first. 3 - Often: Asks for help most of the time when needed. 4 -	1 2 3 4



			Consistently: Always asks for help when facing difficulty.	
C2 Requesting adult attention.	Approaches an adult calmly to request attention for their needs.	A child sees their teacher across the room and wants to show them a drawing they made. The child approaches the teacher and says, "Excuse me, can I show you something?" The teacher then gives the child their full attention, listens to what they say, and admires their drawing.	1 - Not Yet: Never approaches adults calmly, may cry or yell for attention. 2 - Sometimes/With Help: Approaches adults calmly sometimes, may get frustrated. 3 - Often: Approaches adults calmly most of the time. 4 - Consistently: Always approaches adults calmly to request attention.	1 2 3 4
C3 Accepting change	Adjusts to changes in routine or schedule with minimal difficulty.	A child accepted that their teachers had canceled their planned trip to the park due to inclement weather.	1 - Not Yet: Gets upset or frustrated with changes in routine or schedule. 2 - Sometimes/With Help: Needs significant time to adjust to changes in routine or schedule. 3 - Often: Adjusts to changes in routine or schedule with some support. 4 - Consistently: Always adjusts to changes in routine or schedule with minimal difficulty.	1 2 3 4
C4 Using coping strategies in self-identified and challenging sensory situations	Uses coping strategies in self-identified challenging sensory situations.	A child wears noise-canceling headphones to block loud noise or uses a weighted blanket to feel calm in overwhelming situations.	1 - Not Yet: Has difficulty identifying triggers and doesn't use coping strategies. Sometimes/With Help: 2 - Sometimes identifies triggers but rarely uses coping strategies. 3 - Often: Identifies triggers and uses coping strategies occasionally. 4 - Consistently: Identifies triggers and consistently uses coping strategies to manage challenging sensory situations.	1 2 3 4
Notes:				

Total Score Calculation Sheet

Domain	Total Score
A. Foundational Skills	___/16
B. Social Interaction Skills	___/16
C. Self-regulation and Advocacy Skills	___/16



Recommendations

Here are the recommendations for preschool teachers, along with relevant chapter references and lesson plans from the curriculum guidebook:

Skill Area A: Foundational Skills

- **A1 Following Classroom Rules:**

- **Consistently (4):** Continue to reinforce positive behavior. Offer leadership opportunities (e.g., line leader, helping with tasks) to strengthen rule-following. Chapter 2: Target Behaviors provides more about rule-following. **Lesson Plan 1** can be used to reinforce this skill further.
- **Often (3):** Provide gentle reminders of rules as needed. Use visual aids or social stories to reinforce expectations. Refer to Chapter 2: Target Behaviors for guidance on teaching rule-following. **Lesson Plan 1** can be adapted to provide additional practice.
- **Sometimes/With Help (2):** Break down rules into smaller steps. Use visual cues and modeling to teach the child how to follow them. Offer more frequent praise for even small successes. Chapter 2: Target Behaviors provides strategies for teaching multi-step instructions. **Lesson Plan 1** can be simplified and focused on fewer rules.
- **Not Yet (1):** Teach rules explicitly and individually. Focus on one or two rules at a time. Use visual schedules and consistent routines to provide structure and predictability. Refer to Chapter 2: Target Behaviors for guidance on establishing routines and expectations. **Lesson Plan 1** can be adapted to focus on basic routines and expectations.

- **A2 Following (Multi-Step) Instructions:**

- **Consistently (4):** Gradually increase the complexity of instructions. Provide opportunities for independent problem-solving and decision-making.
- **Often (3):** Use visual supports (e.g., picture cards, checklists) to help the child remember steps. Break down instructions into smaller, manageable parts.



- **Sometimes/With Help (2):** Use simple language and clear gestures. Model each step of the instructions and provide hands-on assistance as needed. Refer to Chapter 2: Target Behaviors for strategies on prompting and fading prompts. **Lesson Plan 2** can be used to provide targeted practice on following multi-step instructions.
- **Not Yet (1):** Start with one-step instructions and gradually increase complexity. Use songs or rhymes to make instructions more engaging. Offer immediate positive reinforcement for following instructions. Chapter 2: Target Behaviors guides using reinforcement effectively. **Lesson Plan 2** can be simplified to focus on single-step instructions.
- **A3 Waiting for Access to an Adult and/or Items:**
 - **Consistently (4):** Introduce more challenging waiting tasks (e.g., longer waits, waiting in a group). Teach self-soothing techniques (e.g., deep breaths, counting) when waiting is difficult.
 - **Often (3):** Use visual timers to make wait times concrete. Provide distracting activities while the child is waiting. Refer to Chapter 2: Target Behaviors for information on visual schedules and timetables. **Lesson Plan 3** can be used to practice waiting skills in a structured way.
 - **Sometimes/With Help (2):** Offer choices to give the child a sense of control (e.g., "Would you like to wait here or over there?"). Use social stories to teach the concept of waiting. **Lesson Plan 3** can be adapted to include more visual supports and shorter waiting times.
 - **Not Yet (1):** Start with short wait times and gradually increase them. Pair waiting with a preferred activity to make it more tolerable. Use a "first/then" visual to show the sequence of events. Chapter 2: Target Behaviors discusses the use of visual supports for teaching waiting. **Lesson Plan 3** can be simplified to focus on short waiting periods and highly preferred items.
- **A4 Managing Time:**
 - **Consistently (4):** Challenge the child with more complex tasks that require longer completion times. Encourage independent time management and goal setting (e.g., "Let's see how many blocks you can stack before the timer goes off").
 - **Often (3):** Use visual timers to clearly indicate how much time is left for an activity. Offer choices of activities within a set timeframe to give the child a sense of control. Refer to Chapter 2: Target Behaviors for information on visual schedules and



timetables. **Lesson Plan 10** can be used to introduce the concept of time management and daily schedules.

- **Sometimes/With Help (2):** Break down activities into smaller chunks with clear time limits for each part. Provide verbal reminders and guidance to help the child stay on track. **Lesson Plan 10** can be adapted to focus on shorter activities and more frequent check-ins.
- **Not Yet (1):** Start with short, highly structured activities that have a clear beginning and end. Use visual schedules and consistent routines to help the child anticipate transitions and develop a sense of time. Chapter 2: Target Behaviors discusses the use of visual supports for teaching time management. **Lesson Plan 10** can be simplified to focus on basic routines and short, predictable activities.

Skill Area B: Social Interaction Skills

- **B1 Sharing with a Peer (Y):**
 - **Consistently (4):** Encourage the child to initiate sharing with peers. Teach more complex sharing scenarios (e.g., sharing multiple items, negotiating turns).
 - **Often (3):** Prompt the child to share and provide positive reinforcement. Model sharing with other children and use role-playing to practice.
 - **Sometimes/With Help (2):** Use structured sharing activities with clear rules and expectations. Provide visual supports (e.g., picture cards showing sharing) and plenty of praise for sharing attempts. **Lesson Plan 4** can be used to practice sharing in a structured and supportive environment.
 - **Not Yet (1):** Start with parallel play activities where children play alongside each other with similar toys. Model sharing through puppet play or with a trusted adult. Refer to Chapter 2: Target Behaviors for guidance on promoting sharing and social interaction. **Lesson Plan 4** can be adapted to focus on parallel play and modeling sharing behaviors.
- **B2 Greeting and/or Complimenting a Peer:**
 - **Consistently (4):** Encourage the child to initiate greetings and compliments more frequently and in different settings (e.g., during play, transitions). Introduce more complex social language (e.g., "I like your drawing because...").
 - **Often (3):** Provide reminders and prompts to greet and compliment peers. Model different types of greetings and compliments and practice through role-playing.



- **Sometimes/With Help (2):** Use social stories and visual cues to teach greetings and compliments. Pair the child with a peer buddy who can model these skills. Refer to Chapter 2: Target Behaviors for strategies on promoting social interaction. **Lesson Plan 5** can be used to teach and practice greetings and compliments.
- **Not Yet (1):** Start with nonverbal greetings (e.g., waving, smiling) and gradually introduce verbal greetings. Use songs, rhymes, or puppets to practice greetings and compliments in a fun and interactive way. **Lesson Plan 5** can be simplified to focus on nonverbal greetings and basic social interactions.
- **B3 Recognizing Someone is Hurt/Upset (Empathy):**
 - **Consistently (4):** Encourage the child to offer help and comfort to peers who are upset. Discuss different emotions and how they might feel in different situations. Refer to **Lesson Plan 6** for activities to promote empathy and understanding of emotions.
 - **Often (3):** Use visual aids (e.g., emotion cards, books about feelings) to help the child identify and label emotions. Prompt the child to offer help or comfort and praise them for their efforts. **Lesson Plan 6** can be adapted to focus on specific emotions and appropriate responses.
 - **Sometimes/With Help (2):** Model empathy through your interactions with the child and other children. Use simple language to talk about feelings (e.g., "He's sad because he lost his toy"). Provide opportunities for the child to practice comforting others (e.g., offering a hug or a tissue). **Lesson Plan 6** can be simplified to focus on basic emotion recognition and simple responses.
 - **Not Yet (1):** Start by labeling your own emotions and talking about how you feel in different situations. Read books or watch videos about feelings with the child. Use role-playing to practice recognizing and responding to different emotions. **Lesson Plan 6** can be used to introduce the concept of emotions and provide a foundation for developing empathy.
- **B4 Requesting Peer Attention/Access to Something:**
 - **Consistently (4):** Encourage the child to initiate more complex social interactions with peers, such as joining an ongoing game or offering a new idea for play.
 - **Often (3):** Provide prompts and reminders for the child to use polite phrases when requesting attention or access to items (e.g., "Can I play too, please?"). Role-play different scenarios to practice these skills. Refer to Chapter 2: Target Behaviors for



guidance on promoting social interaction. **Lesson Plan 7** can be used to teach and practice requesting peer attention and access to items.

- **Sometimes/With Help (2):** Teach the child simple phrases for requesting attention or access (e.g., "Can I have a turn?"). Use visual cues or a social script to help them remember what to say. **Lesson Plan 7** can be adapted to include more visual supports and simplified language.
- **Not Yet (1):** Start with nonverbal cues to request attention (e.g., tapping a peer on the shoulder or pointing to a toy). Gradually introduce simple verbal requests as the child's communication skills develop. **Lesson Plan 7** can be modified to focus on nonverbal communication and gradually introduce verbal requests.

Skill Area C: Self-Regulation and Advocacy Skills

- **C1 Requesting Help in a Difficult Situation (Y):**
 - **Consistently (4):** Teach the child to identify different types of problems and brainstorm solutions. Please encourage them to ask for help before becoming too frustrated.
 - **Often (3):** Provide specific prompts to encourage the child to ask for help (e.g., "Can you tell me what you need help with?"). Praise them for asking for help appropriately.
 - **Sometimes/With Help (2):** Teach simple phrases for requesting help (e.g., "Help me, please"). Use visual cues or a "help card" that the child can present to an adult.
 - **Not Yet (1):** Start by teaching the child to raise their hand or use a nonverbal cue to indicate they need help. Pair requesting help with a preferred activity or reinforcement. Refer to Chapter 2: Target Behaviors for strategies on teaching communication skills. **Lesson Plan 8** can be used to explicitly teach the skill of asking for help.
- **C2 Requesting Adult Attention:**
 - **Consistently (4):** Teach the child more sophisticated ways to get attention (e.g., joining a conversation, offering to help). Encourage them to wait for an appropriate time to ask for attention.
 - **Often (3):** Prompt the child to use specific phrases for requesting attention (e.g., "Excuse me," "Can I show you something?"). Provide positive reinforcement for using these phrases. Refer to Chapter 2: Target Behaviors for prompting and



reinforcement strategies guidance. **Lesson Plan 9** can be used to teach children how to request adult attention appropriately.

- **Sometimes/With Help (2):** Teach the child to tap an adult gently on the shoulder or use a signal card to get their attention. Use social stories or visual schedules to show when to ask for attention. Refer to Chapter 2: Target Behaviors for information on visual schedules and alternative communication methods. **Lesson Plan 9** can be adapted with more visual support and simplified instructions.
 - **Not Yet (1):** Start with teaching the child to raise their hand or use a nonverbal cue to indicate they need attention. Offer immediate attention when the child uses this cue appropriately. Consider using pairing strategies from Chapter 2: Target Behaviors to build a positive association with the teacher. **Lesson Plan 9** can be simplified to focus on basic nonverbal cues for requesting attention.
- **C3 Accepting Change:**
 - **Consistently (4):** Introduce unexpected changes into the schedule and praise the child for adapting. Teach coping skills for dealing with disappointment or frustration. Refer to Chapter 2: Target Behaviors for information on change cards and priming strategies. **Lesson Plan 11** can be used to introduce and practice accepting change in a structured way.
 - **Often (3):** Provide warnings before transitions and changes in activities. Use visual schedules to help the child anticipate changes and prepare for them. Chapter 2: Target Behaviors discusses the use of visual schedules and timetables. **Lesson Plan 11** can be adapted to include more frequent warnings and visual supports.
 - **Sometimes/With Help (2):** Offer choices to give the child a sense of control during transitions (e.g., "Would you like to line up first or last?"). Use calming strategies (e.g., deep breaths, counting) to help the child manage difficult emotions. **Lesson Plan 11** can be simplified and focus on practicing transitions with preferred activities.
 - **Not Yet (1):** Start with very small changes and gradually increase the frequency and complexity of changes. Use social stories and role-playing to practice coping with change. Refer to Chapter 2: Target Behaviors for guidance on using social stories and visual supports. **Lesson Plan 11** can be adapted to focus on introducing the concept of change with simple visuals and social stories.
 - **C4 Using Coping Strategies in Self-Identified Challenging Sensory Situations:**



- **Consistently (4):** Encourage the child to independently identify sensory triggers and choose appropriate coping strategies. Teach them how to advocate for their sensory needs. **Lesson plan 12** can be used to develop these skills further.
- **Often (3):** Prompt the child to use specific coping strategies (e.g., taking a break, using a fidget toy, deep breathing) when overwhelmed. Refer to Chapter 2: Target Behaviors for sensory mapping and movement breaks information. **Lesson plan 12** can be adapted to focus on practicing these strategies in various situations.
- **Sometimes/With Help (2):** Create a sensory-friendly environment with designated calm-down areas and sensory tools. Offer the child choices of coping strategies and help them practice using them. Chapter 2: Target Behaviors discusses sensory strategies and creating a sensory-friendly environment. **Lesson plan 12** can be simplified to focus on introducing sensory tools and basic calming strategy.
- **Not Yet (1):** Help the child identify their sensory triggers and reactions. Introduce sensory tools and calming strategies in a playful and non-threatening way. Refer to Chapter 2: Target Behaviors for guidance on sensory mapping and creating a sensory-friendly environment. **Lesson plan 12** can be adapted to focus on sensory exploration and identifying calming activities.