

Support Strategies For Students Who Require Additional Adaptive Functioning Support

Success looks different for everyone. A child who is enrolled in the transition to school program, but who is perhaps not as academically prepared or developmentally at the same level as peers can still benefit from this program. Below are some tips and strategies that can be used:

- Expectations should be set based on the child's skills and developmental level.
- Goals can be set to focus on the student becoming familiar with the environment and following transitions with their peers (such as entering/leaving school, heading to play ground). General exposure to the environment may help the student to identify familiar visuals (such as first/then, classroom calendar), sounds (carpet time song, clean up song), peers (child may gravitate towards certain peers, or become curious in what they are engaging in).
- Having a 1:1 classroom staff who is available to support this child and closely monitor their day can be beneficial, as the staff can help to assist child with:
 - Prompting how to share toys
 - Requesting items
 - Waiting for toys/Exploring new toys when preferred items are not accessible
 - Intervening in any dispute's student has with peers
 - Showing student what peers are doing, use simple language to explain (ie. Peers are playing with play doh, staff says "Play doh" or something along those lines while showing play doh to child)
- Aim to schedule in sensory breaks (in addition to the sensory bin/activity during play time). This can be done during times such as table or carpet where the child is not engaging in activity.
- Acknowledge non-verbal requests (pointing, taking hand, reaching)
- Having a routine and following through with expectation, even if it leads to challenging behaviour



- The student may need additional time and space to regulate. Avoid giving too many instructions when the student is escalated, as this may make the situation worse and could potentially increase any challenging behaviours.
- Have a calming area set up which is safe and functional to help the student self-regulate.
- So long as it is safe for staff, they should get down to student's level to engage and build eye contact. This can help to build trust between student and staff. This strategy is not suggested if the student is known for engaging in challenging behaviours such as hair pulling, scratching, slapping etc., especially if the student is already escalated.