

Foundational Areas for School Success



Attending Skills

- Consistently responds to their own name
- Uses eye contact (e.g., gaze checks) during group instruction (small and large groups)

Imitation Skills

- Has developed gross and fine motor skills for drawing, printing, and activities of daily living (ADLs)
- Can imitate complex, sequenced actions with peers during play

Listening Skills

- Can follow 3-step instructions (e.g., get out your book, turn to page 3, and point to the dog) without assistance
- Can understand Wh-questions (who, what, where, when, why, and how) and show the correct answer without additional information or help

Expressive Language Skills

- Can independently (without any help) and spontaneously (without anyone asking) request items that they want and/or need
- Can orally answer Wh-questions (who, what, where, when, why, and how) without additional information or help

Social Skills

- Interacts with peers, responds to peers, and offers and accepts help from peers
- Waits for their turn, can show observational learning (watches someone do something and can use that information), and can participate in small group activities (e.g., show and tell, story-time, group projects)

Academic Skills

- Demonstrates the following skills: knows the alphabet, can count to 100, can complete visual patterns, can identify rhyming words, and can identify logos and/or familiar words (beginning reading)
- Can understand basic concepts such as: colour words, size words (big, small, long, short, etc.), shapes, location words (in, on, under, in-between, etc.), material properties (hot, cold, bumpy, sticky, etc.), time words (today, next month, Halloween, later, etc.), and family relationships (brother, sister, aunt, cousin, etc.)

Self Help Skills

- Can dress/undress independently (can do snaps, buttons, zippers, etc.)
- Is toilet trained and can self-initiate (make requests) to use the washroom
- Eats, washes, and dries their hands independently

Challenging Behaviour

- Safety concerns (elopement/running away, self-injurious behaviour, and difficulties with appropriate behaviour with others) are at very low rates or almost never occur
- Attention, cooperation, and independent skills are observed and do not interfere with learning