Kindie Indie

Our school readiness program is geared towards children from ages 3-6 years of age and looks to assist them in acquiring the foundational skills necessary to enhance their scholastic career. This unique model merges the proven principles of ABA and strategies and teaching procedures of IBI programming with the expectations and guidelines of the current Ontario Kindergarten curriculum.

Staff:

Our dedicated staff includes not just ABA therapists, but encompasses registered teachers, speech and language therapy assistants and occupational therapists. These professionals are brought in and consulted with based on your child’s individual needs. We have kindergarten teachers from various school boards in Ontario that work with us to develop a curriculum that mimics what your child will face daily. Having the valuable insight from teachers that interact with students provides us with an opportunity to find out what teachers find students struggle with and what kinds of programs would be most helpful to implement.

Support:

In most school boards in Ontario, children can expect to receive some level of support from an EA/TA (educational assistant/teaching assistant) during the day which is often shared with other students that may have similar or different needs. Students need to develop ways to work collaboratively with the EA/TA and also how to independently work and wait appropriately when the EA/TA is attending to other students. We take the time to go from a 1:1 (one student to one support) to a 2/3:1 support in a slow and systematic manner to help children be ready to manage this successfully in a school setting.

Independence:

Learning how to execute appropriate self care skills are a crucial part of feeling successful in school. Knowing how to open and close lunch containers, eating independently, appropriately using the washroom, putting on and taking off outdoor clothing are all activities that require practice. By introducing these tasks to students in a controlled setting, we are able to provide opportunity to acquire and sustain these important skills. Having these skills mastered leaves more time for your child to experience positive peer interactions and for meaningful academic learning.

Some of the programs which we will be incorporating, but are not limited to include the following:

* Developing and enhancing communication goals
* Co-operative small and large group experiences
* Building and fostering social skills
* Acquiring and sustaining autonomous self care skills (ex. Toilet training, independent eating, dressing etc.)
* How to leave highly preferred items and toys and transition to work related tasks
* How to share and wait appropriately with peers
* Developing learner readiness skills training when working with the shared support of teacher or EA/TA
* Taking part in typical daily school activities (lining up, sitting in a circle, group discussions)
* Any individual programs that may be incorporated in a group setting

We want your child to have a positive school experience. Understanding what is expected of them is an important part of a smooth transition for both of you. Through research and structured based practices we feel this approach will be the best way to bridge the gap and get Kindergarten ready!

List of Materials Required

|  |  |
| --- | --- |
| 2 extra pairs of clothes  Include shirts, pants, underwear and socks. Be sure it is weather appropriate and labelled. |  |
| 2 snacks put into two different storage units (ex. Ziplock baggies and/or container with easy access lids). If possible, use the containers that will be brought to school. |  |
| Lunch and water bottle  Mimic the type of lunch that would be packed for school. Please do not send food that requires heating. |  |
| Indoor and outdoor shoes  Velcro is preferred unless your child is able to independently tie their own laces |  |
| Transitional items (ex. Stuffed animals/small toy etc.) |  |
| Pull ups, wipes, and underwear for toilet training |  |