

ROB LAST

Communication Systems in
Educational Settings



Transitions Into Educational Settings- Planning and Considerations

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Planning and Considerations

- When children, young adults and adults with CHARGE syndrome embark on each new step in their educational placement, careful planning and considerations need to be addressed.

Planning

- Commence the planning early
- Draw up a detailed plan
- Use your professionals to assist
- Be aware of your child strengths and challenges

Start Planning Early

- Start about one year before your child commences their new placement at:

- preschool

- primary school

- specialist school

- specialist unit in a regular school

- secondary school

- tertiary college or university

Start Visiting

- Research what educational placements are possible and ask around
- Don't limit yourself with your dream
- Prepare your questions for the school principals, make appointments and start visiting
- Visit with somebody you trust to provide honest feed back

Assessments

•During the year arrange thorough assessment of:

■vision

■hearing

■communication

■physical development

■orientation & mobility

■occupational therapy

■cognition







Inclusion Support Worker and Therapists

- Ask what additional support would be provided to your child, to the classroom teacher and the school

- Inclusion support worker
- Visiting teacher of the deaf
- Visiting teacher of vision
- Speech Pathology
- Occupational Therapy
- Physiotherapy

Other questions

- The schools understanding of the communication options
- Could the school offer AUSLAN/NZSL as a second language
- Would the school welcome visiting positive role models
- Would the school be OK with providing appropriate modifications in: school rooms, outside play areas, passageways, danger spots
- Question the schools policy on discipline, diversity and bullying



Consider

- The degree of funding and support offered
- Transport options to and from school
- The pros and cons of each school
- Your INTUITION

■ MAKE A DECISION



What next

- build a relationship with key staff
- provide professional development opportunities for the staff
- arrange for an Orientation & Mobility Specialist to provide an environmental assessment
- ensure you are included in all meetings relevant to your child and you

and

- be respectful of the schools values, routines and culture
- most likely that other children with special needs will also attend the school
- provide a profile of your child in the school newsletter
- be vigilant when staffing changes take place









