

## Kindergarten Readiness

**Purpose:** This document provides parents/caregivers with an understanding of general skills that are typically targeted in a comprehensive ABA program to increase a child's success in a kindergarten setting. Typically children attending kindergarten are aged 5 to 6 years old.

**Kindergarten Readiness Comprehensive Programs:** Opya’s kindergarten readiness comprehensive program typically includes a high number of therapy hours, which fade/reduce as your child acquires the skills they need to be successful in kindergarten. Targeted skills include: communication, daily living skills, socialization and social-emotional. Kindergarten is an important time in your child’s academic career where they will be learning foundational skills that will continue to build on each other as they move on to each grade in school. This is also the key time in their development for them to gain social skills and learn how to interact and play with their peers. Ensuring your child has the prerequisite skills for learning and engaging with peers and teachers will ensure their success in a classroom setting.

### Skills to Acquire Before Your Child Enters the Kindergarten Setting:

*Note: This list is not exhaustive. Your BCBA can provide individualized feedback on needed goals.*

#### Cognitive

- Recognizes 10 letters
- Recognizes name in printed form
- Recognizes and names colors
- Follows 1 and 2 step instructions
- Avoids hot and sharp objects
- Counts to 10
- Pays attention for 10 minutes
- Writes some letters in their name

#### Communication/Language

- Answers questions
- Speaks in sentences
- Uses questions
- Looks at a book for a few minutes and turns pages front to back
- Shows interest in being read to by an adult
- Counts items one by one, up to 5
- Matches identical items and pictures

- Responds to their name when called by an adult
- Understands simple gestures

#### Social/Emotional

- Shares interest by pointing to show things to others
- Uses words to solve problems when angry or frustrated
- Can independently and comfortably ask for help
- Can follow routines e.g., morning routine, get up, use bathroom, brush teeth, get dressed
- Plays with items
- Separates easily from parents and caregivers
- Notices other children and engages in play with them
- Completes simple chores at home

Motor/Physical

- |  |  |
|--|--|
| <input type="checkbox"/> Washes hands                      | <input type="checkbox"/> Carries toys and items to different locations |
| <input type="checkbox"/> Can jump with both feet together  | <input type="checkbox"/> Catches a large ball                          |
| <input type="checkbox"/> Completes dressing and undressing | <input type="checkbox"/> Holds a pencil/crayon and scribbles/traces    |
| <input type="checkbox"/> Uses utensils and feeds himself   | <input type="checkbox"/> Turns pages in a book one at a time           |

**Skills/Behaviors to REDUCE Before Your Child Enters a Group Setting:**

*Note: This list is not exhaustive. Your BCBA can provide individualized feedback on needed goals.*

- |   |  |
|---|--|
| <input type="checkbox"/> Toileting accidents  | <input type="checkbox"/> Lengthy tantrums, e.g., increasing coping strategies to common situations like waiting, being told “no” |
| <input type="checkbox"/> Food refusals  | <input type="checkbox"/> Tearing, breaking, throwing, swiping items off of surfaces  |
| <input type="checkbox"/> Leaving the play or work area  | <input type="checkbox"/> Dropping to the floor and refusing to transition  |
| <input type="checkbox"/> Attempting to leave in community setting or leave the home   | <input type="checkbox"/> Aggression  |
| <input type="checkbox"/> Lack of responsiveness or refusals to complete safety instructions (e.g., hold hands, stop, come here, wait) | <input type="checkbox"/> Resistance to transitions   |
| <input type="checkbox"/> Inappropriately touching other children, e.g., touching someone’s hair, backpack, clothing                   | <input type="checkbox"/> Disruptive behaviors  |
| <input type="checkbox"/> Invading personal space of others, e.g., sitting too close to a peer, not moving away when asked             |  |

**What does READY for kindergarten look like?**

My child can complete the following skills most of the time:

- Follows 2-3 step directions
- Feeds themselves finger foods and drinks from a variety of cups
- Uses utensils
- Transitions between activities when instructed
- Is toilet trained
- Dresses themselves, washes hands
- Separates from caregiver
- Completes matching, sorting, and stacking activities
- Shows interest in looking at books and being read to
- Engages in play with 3-5 play sets for a few minutes
- Remains seated and attends to an activity for 10 minutes
- Tolerates other people (peers/adults) in their proximity and accepts teaching prompts

- Does not engage in high rates of challenging behaviors, e.g., refusals, tantrums, aggression, property destruction, elopement
- Follows a bedtime routine and does not require a daily nap

**Other Considerations:**

- What is the level of intrusiveness of the learning environment e.g., small group, large group, level of ABA support?
- Will we participate in the offered Individualized Education Program (IEP) by our local school district or consider an alternative?
- If there is a location identified, are they prepared to support the needs of my child and will they allow outside providers to provide care?
- Does my child have the skills to learn in a group setting or would they benefit from continued 1:1 instruction?
- How do I allocate my child's time to best meet their developmental goals?
- What other items should be considered?
  - Family dynamics
  - Cultural considerations
  - Environmental arrangements e.g., access to learning materials, toys, organization and space

**Caregiver Resources:**

- **Resource Centers** - Provide support networks, information, and resources for families raising or living with individuals with disabilities
  - [Parents Helping Parents](#) - Santa Clara County
  - [Family Resource Center](#) - San Mateo County
  - [Help Me Group](#) (Los Angeles County)
  - [Help Me Grow](#) (Orange County)
  - [Family Support Resources | UC Davis MIND Institute](#) (Sacramento)
  - [Family Resource Network](#) (Central Valley)
- **Regional Centers - Early Start Programs** - Available statewide and provide a variety of resources and services, e.g., Early Intervention, Speech Therapy, and Occupational Therapy, for infants and toddlers with, or at risk, for developmental disabilities/delays
  - [Regional Center Listings](#)

**Citations:**

- [CDC Developmental Milestones](#)
- [How to Prepare My Kid for TK/Kindergarten \(First5California\)](#)
- [School Readiness | Pediatrics](#)
- [What Kids Should Know Before Kindergarten \(Parents.com\)](#)