

## **General Recommendations for Facilitating the Education Experience for Children with DCC**

1. Maintain a file of child's records.

- ∞ Diagnosis
- ∞ Name of physician
- ∞ Reports from neurologist
- ∞ MRI
- ∞ Reports from Early Intervention/Birth to Three workers
- ∞ Reports from various therapists (Speech, Physical, Occupational)
- ∞ Reports from Early Childhood
- ∞ Elementary school tests and report cards
- ∞ IEP's

2. Form a family-driven support team for the child.

People on this team can include (but are not limited to):

- ∞ Parents
- ∞ Teachers
- ∞ Principal
- ∞ Social worker (school, county, medical)
- ∞ Family (any extended family in the local area that have frequent contact with the child and know the child well)
- ∞ Friends of the family
- ∞ Clergy
- ∞ Mentor
- ∞ Therapist
- ∞ Medical professionals

3. Develop a folder about your child to distribute to EACH teacher that your child comes in contact with each year.

Potential teachers and assistants:

- ∞ Special Ed Teacher
- ∞ Mainstream/Regular Ed Teacher
- ∞ Phy. Ed/Gym Teacher
- ∞ Art Teacher
- ∞ Music Teacher
- ∞ Speech/OT/PT
- ∞ Principal/Assistant Principal
- ∞ School Nurse (very important if medication needs to be distributed at school)

Items to include in folder:

- ∞ Photo of your child (on front or inside cover so it can be easily seen)
  - ∞ Diagnosis
  - ∞ DCC brochure that describes the condition and helps educate
  - ∞ Copy of “Educational Suggestions for Children with ACC” by Kathy Schilmoeller
  - ∞ List of the child’s strengths
  - ∞ List of the child’s challenges
  - ∞ List of the child’s interests
  - ∞ List of possible challenging behaviors and ideas for dealing effectively with them (what works)
  - ∞ List of important people in your child’s life
4. Start a Communication Notebook for use between parents and teachers.
- ∞ Promotes consistency
  - ∞ Effective way to communicate if child had a difficult start to the day at home which may impact his/her behavior or attention at school or if had difficulty at school.
  - ∞ Good way to share ideas
5. Request that the teacher develop and print a visual schedule for you of your child’s Daily Activities/Classes so you can see at a glance where your child is during the day.
6. Make a visual aide for your child of what is expected and what they will do during the day. Take photos of each stage of the sequence and mount on posterboard.
- Example - Getting Ready for the Day
- ∞ Wake up
  - ∞ Wash face
  - ∞ Get dressed
  - ∞ Comb hair
  - ∞ Make bed
  - ∞ Fold pajamas
  - ∞ Eat breakfast
  - ∞ Brush teeth
  - ∞ Get backpack and school supplies
  - ∞ Get in car or on the bus
- Do the same for Day at School
7. Do **a lot** of foreshadowing/pre-teaching
8. Have the child involved in the IEP process/meeting to an extent you deem appropriate
- ∞ Have the child design and distribute their own handmade invitation to IEP meetings for various team members
  - ∞ Have the child in the meeting for part of it to get their input and then out of the meeting room for the majority of major adult decision-making time. The amount of involvement by the child will depend greatly on their IQ/level of functioning, and age. Involvement will likely increase as the child enters middle and high school.