

ELEMENTARY AGE CHILDREN WITH A DISORDER OF THE CORPUS CALLOSUM
By Kristen Barge

General Recommendations:

1. Establish 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 team for the child. One that is Family-Driven. People on this team can include (but 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 them 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:
 - Special Ed Teacher
 - Mainstream/Regular Ed Teacher
 - Phy. Ed/Gym Teacher
 - Art Teacher
 - Music Teacher
 - Speech/OT/PT
 - Principal/Assistant Principal
 - School Nurse (especially important if medication will need to be distributed at school by the nurse)

Items to include in folder:

- Photo of your child (on front or inside cover so it can be easily seen)
- Diagnosis
- ACC brochure that describes the condition and helps educate
- Copy of the Callosal Connection "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 ie Getting Ready for the Day (Take photos of each stage and mount on poster board)
 - 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 are comfortable with
 - 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.