



## **BALANCED BEGINNINGS FREQUENTLY ASKED QUESTIONS**

### **Q: HOW IS THE INTEGRATED PRESCHOOL DIFFERENT THAN THE CLINICAL SETTING THAT MAY BE ONE ON ONE OR A GROUP SETTING?**

A: The integrated preschool is designed to heavily focus on learning in a classroom setting, with classroom structured routines and a decrease in learning intensity. With 50% of the classroom being peers who are not diagnosed with Autism another major focus is on building community within the classroom and developing healthy socio-emotional relationships and coping strategies.

### **Q: WHAT ARE THE REQUIREMENTS OF THE PEERS AND CHILDREN WITH AUTISM THAT ATTEND?**

A: Peers attending the integrated preschool should be toilet trained, able to transition and learn away from parents, and demonstrate developmentally appropriate skills according to their age.

A: The children with Autism who attend this program will have assessments that indicate that group and social relationship learning is of highest need with other areas being close to developmentally appropriate. Children should either be toilet trained or in some cases require minimal changing (pull-ups). Any behavioral issues that interfere with learning should be minimal or similar to other children of the same age (all children struggle to be patient and wait or accept no for things they really want).

### **Q: WHAT IS THE CURRICULUM AND MAIN LEARNING AREAS TARGETED DURING THE INTEGRATED PRESCHOOL?**

A: The integrated preschool program utilizes HighScope Preschool Curriculum as its foundation for setting up the classroom, establishing daily routines, and creating an environment that encourages exploration of materials and interaction with each other and adults. From their the Behavior Analyst will work to individualize the learning for each child based on their communication, social and behavioral needs.

### **Q: HOW WILL COMMUNICATION WITH THE CLASSROOM WORK?**

A: Each Monday's parents will receive classroom communication to indicate the main areas of learning for the week. There are many other areas of learning that are targeted throughout the day such as: Sharing, taking turns, cooperative play, attending and engagement in learning activities, socialization, transitioning, waiting, accepting no and working or playing independently. On Friday's parents will receive individual communication to indicate how their child did with the main learning areas of the week as well as extension activities to support their continued growth. Additional communication may come daily based on each child and family's needs and based on the time requirements of the team.

### **Q: HOW DO WE PAY FOR THE BALANCED BEGINNINGS PROGRAM?**

A: For some children payment for the program will be through their insurance company and based on medical necessity. For peers payment is private pay and down weekly (or every two week) in advance.

### **Q: WHAT DOES THE STAFFING LOOK LIKE?**

A: Staffing ratios in an 8 child classroom will consist of two Behavior Technicians, a classroom aide and Behavior Analyst.

### **Q: WHAT HAPPENS IF MY CHILD GETS HURT?**

A: If your child were to get hurt while at Balance Beginnings an incident report would be completed, and the family notified.