

## How your child is supported in DS-LS

A four-step cycle is used to guide the support process for the child in the DS-LS programme: Assessment-Planning-Implementation-Evaluation.

### 1. Assessment

- a. Relevant baseline assessments are conducted by the LSEd or therapist to better understand the child's needs.
- b. Caregivers and educators are also engaged to explore child's participation, progress or previous behaviours.

### 2. Planning

- a. Prior to the start of the intervention, IEP goals are discussed, planned collaboratively and agreed upon with participation from key stakeholders, i.e. parents/caregivers and teachers.
- b. Each child enrolled in the DS or LS programme is issued an IEP, a customised plan to chart the child's learning and developmental growth and/or behavioural progress. The IEP contains details such as assessment outcomes, intervention needs, as well as the review of the child's progress during the period of support. It is written by the LSEd/ therapist/ Educational Therapy professional/ Educational or Clinical Psychologist providing the intervention.

### 3. Implementation

- a. When implementing above plans, attention needs to be paid to the child's responsiveness and monitor if there is a need to be increasing or decreasing the level of difficulty of the task/activity, whilst continuing to work towards the session goal. It is also important to provide opportunities in daily routines for the child to practise it in the classroom or home until it is mastered.
- b. There should also be on-going, open communication to facilitate collaborative problem-solving among caregiver, educator and interventionist to ensure that there is consistency and clarity in skill/strategy being facilitated.

### 4. Evaluation

- a. Evaluation takes place constantly when working with a child, e.g. when monitoring how a child takes to, understands, and follows through with activities; or at the end of a session when the professional evaluates if a skill or strategy has been learnt.
- b. A session summary report is provided to the preschool teacher and parent after each intervention. It comprises goals and activities carried out in the session and in class, areas that the child did well in/ could improve

on, as well as follow-up activities for parents and teachers to continue supporting the child at home and in class. It is written by the LSEds/ therapists/ educational therapy professional/ psychologists providing the intervention and it should be used to meaningfully engage and involve the different parties.