



# The Matthew Reardon Center for Autism

*Empowering communities through inclusive education and training.*

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## PARENT EDUCATION RESOURCE

### *School Readiness Indicators for Enrollment Consideration*

The Matthew Reardon Center for Autism (MRCA) welcomes students with a wide range of strengths and needs. To ensure that each child is appropriately placed and supported, we consider a variety of **school readiness skills** during the enrollment process.

These indicators help our team determine whether a student is ready for a full-day classroom setting at **Advance Academy** or may benefit from additional therapy or part-time programming first. Our goal is to ensure that every child is set up for success in a learning environment that matches their current developmental level.

Below are the key **school readiness skills** we review as part of the enrollment process:

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### **Self-Regulation and Emotional Readiness**

1. Manages emotions in proportion to the situation (e.g., uses calming strategies rather than severe outbursts when frustrated).
  2. Completes non-preferred work with limited challenging behaviors.
  3. Transitions between activities with one or two prompts and minimal resistance or distress.
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### **Independence and Attention**

4. Sits for 10–15 minutes at a time to complete schoolwork or group activities without constant 1:1 support.
  5. Attends to the teacher during small-group instruction (3–5 students).
  6. Follows two- to three-step instructions.
  7. Works independently for 5–10 minutes on familiar tasks.
  8. Tolerates up to six hours without an iPad or other electronic device.
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## **Social and Group Participation**

- 9. Sits with peers or adults during snack/lunch without unsafe or aggressive behaviors.
  - 10. Walks safely in a line with other children.
  - 11. Shares the teacher's attention and participates in group activities without requiring full-day 1:1 support.
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## **Daily Living and Communication**

- 12. Is toilet trained and able to manage basic hygiene needs.
- 13.** Communicates verbally or has the potential to communicate with an augmentative device

## **How These Indicators Are Used**

These readiness indicators are not strict requirements but rather guide our placement decisions to ensure that each child's environment best matches their learning and behavioral needs. For students who are not yet ready for a full-day program, we may recommend additional therapeutic or preparatory supports to build foundational skills before enrollment.

Our goal is always to match students with the right level of support so they can thrive academically, socially, and emotionally.