

# GMS Life Skills Attendance Survey/Regulations

Name of Child \_\_\_\_\_  
(first) (middle) (last)

Name of Parents/Guardian \_\_\_\_\_

Child's Birthday \_\_\_\_\_ Age \_\_\_\_\_ M/F \_\_\_\_\_

As a parent/guardian of a special needs child, we understand your concern for his/her care, development, and academic progress. At GMS we share your concern and appreciate your interest in our Life Skills facilities.

For your benefit, as well as ours, we need to request some information on your child's history. Below is a list of compartmentalized questions that we anticipate will be answered as accurately and honestly as you are able. You may skip the sections that are not applicable to your child.

Should there be any information that would be beneficial to us that is not being covered in these questions, feel free to speak to us about it. We are here to help you.

## **Physical Condition**

1. Does this child have any physical disabilities that affect his gross motor control?  
\_\_\_\_\_
2. Is his condition the result of an accident or an illness? Please explain. \_\_\_\_\_  
\_\_\_\_\_
3. If otherwise, please specify the medical diagnosis for his condition.  
\_\_\_\_\_
4. Describe the type of physical support essential for his functioning(i.e. wheelchair, crutches, prosthetics, etc.) \_\_\_\_\_
5. Is physical therapy a prevalent essentiality? \_\_\_\_\_

## **Mentality**

1. Is this child mentally challenged? \_\_\_\_\_
2. Is his condition a result of an illness or an accident? Please explain. \_\_\_\_\_  
\_\_\_\_\_
3. Has he been mentally handicapped from birth? \_\_\_\_\_
4. If there has been a medical diagnosis for his condition, please specify it. \_\_\_\_\_  
\_\_\_\_\_
5. Designate the age level at which this child, in general, functions. \_\_\_\_\_

### **Vision**

1. Does this child have vision impairment/loss? \_\_\_\_\_
2. What form of correction/aid has been utilized? (i.e. glasses, surgery, vision therapy, contacts, other) \_\_\_\_\_
3. Is he able to read standard-sized lettering or print? \_\_\_\_\_
4. If not, please describe his condition in greater detail. \_\_\_\_\_
5. Would the teaching of Braille benefit him? \_\_\_\_\_

### **Hearing**

1. Does this child have hearing loss/impairment? \_\_\_\_\_
2. What form of aid or correction has been utilized? (i.e. hearing aids, surgery, medication, other) \_\_\_\_\_
3. Is this child dependant on sign language to communicate? \_\_\_\_\_
4. Is this child dependant on lip reading? \_\_\_\_\_
5. Is there a need for him to be taught either of the above means of communication? \_\_\_\_\_

### **Behavioral Functioning**

1. Is this child known for social or emotional instability or hyperactivity? \_\_\_\_\_
2. Has any psychological classification been made of his behavioral issues such as autism, ADD, ADHD, etc? Please specify. \_\_\_\_\_
3. What approaches have been employed to modify his behavior? (therapy, special diets, medication, other) \_\_\_\_\_
4. Please describe the forms of discipline this child is accustomed to? \_\_\_\_\_
5. Does this child become aggressive to the point where he may hurt or injure someone? \_\_\_\_\_
6. Does he have a history of this type of aggression? \_\_\_\_\_
7. Is this child sexually safe alone? \_\_\_\_\_
8. Is this child sexually safe with other children when unattended for ten minutes or less? \_\_\_\_\_
9. Is he sexually safe with other children at all times? \_\_\_\_\_

### **Speech/Language**

1. Does this child have speech defects, such as not being able to pronounce his words correctly? \_\_\_\_\_
2. Does he express himself in complete sentences? \_\_\_\_\_
3. Does he have trouble carrying on conversation as well as other children his age? \_\_\_\_\_
4. Does he have trouble understanding what is said to him? \_\_\_\_\_
5. Do you feel speech therapy or language development activities would be beneficial for him? \_\_\_\_\_

**Personal Care, Hygiene, Life Skills**

1. Is he totally, partially, or not at all potty trained? \_\_\_\_\_
2. If he is not potty trained, how much effort has been made to do so? \_\_\_\_\_  
\_\_\_\_\_
3. Is this child able to dress himself independently in indoor wear? \_\_\_\_\_
4. Is he able to dress himself independently in outdoor wear? \_\_\_\_\_
5. In which of the following does the child need assistance?  
Closing buttons \_\_\_\_\_ Closing snaps \_\_\_\_\_ Closing Zippers \_\_\_\_\_
6. Is he able to put on his shoes independently? \_\_\_\_\_
7. Can he tie his shoes? \_\_\_\_\_
8. Does he comb his hair? \_\_\_\_\_
9. Does he brush his teeth? \_\_\_\_\_
10. Does he take an interest in personal hygiene and grooming? \_\_\_\_\_
11. Is this child generally courteous and mannerly without being reminded? \_\_\_\_\_
12. Can this child perform a simple task like picking up toys? \_\_\_\_\_
13. List some chores this child is frequently or occasionally assigned. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
14. Can he be depended on to carry out an assignment he understands? \_\_\_\_\_
15. Is he able to follow instructions on how to perform a new task? \_\_\_\_\_

**Academics**

1. Does this child have the potential for being taught math or reading at a primary level? \_\_\_\_\_
2. Does this child recognize numbers from 1-10? \_\_\_\_\_
3. If this child is past kindergarten level in math, at what grade level is he? \_\_\_\_\_  
\_\_\_\_\_
4. Does this child know the basic letter sounds? \_\_\_\_\_
5. Is he able to read at a very primary level? \_\_\_\_\_
6. If this child is past the kindergarten level in reading and phonics, at what grade level is he on these subjects? \_\_\_\_\_
7. Does he have good motor control in handling a pencil? \_\_\_\_\_
8. Does he have good motor control in handling a scissors? \_\_\_\_\_

## **What You Would Expect To Find AT GMS Life Skills**

We are confident that you, as a parent, are very much concerned about your child's physical, emotional, behavioral, and spiritual well-being. In this we share a mutual concern with you. Each day's session at GMS begins with a period of Bible reading, prayer, and singing. It is our hope, as well as yours, that each lamb in our care can be taught to love his Shepherd and to follow his teachings to the best of his understanding and God-given ability. If God has a task, be it great or small, for these children to accomplish in his vineyard, we want to be conscientious in fulfilling our calling in preparing them for this work.

Below is a basic outline of the corrective procedures used and the academics and life skills taught at GMS for the various types of special needs children. Depending on the type or severity of new needs that arise, GMS may consider modifying their program to meet the new need of a child.

For the child who is language delayed or has speech defects we offer speech therapy. Varying corrective procedures are resorted to for receptive and expressive language barriers. We encourage the child in articulation at all times.

For the vision impaired child, certain devices are available to accommodate the vision impairments. At GMS we are open to look into such devices as prescribed or and recommended by an optometrist, ophthalmologist, or other licensed eye physician. We leave vision therapy to one who is trained in the profession. We would grant leave of absence from school on a regular basis, as prescribed or recommended by a licensed vision therapist to have the need attended to.

For the deaf child or one who is severely hearing impaired, we would anticipate teaching and using sign language. Our goal would be to communicate with the child with the method most appropriate for his needs and also to teach him to communicate with others. Furthermore, we would endeavor to teach the fellow students the art of communicating with this child.

For the blind child, whose need lies in Braille for reading, we would anticipate the teaching thereof.

The physically handicapped child, if mentally capable of being taught in academics, is granted the same learning support as any able-bodied child. We would aim to support him in as many areas as possible. This would be inclusive of academics, life skills, fine and gross motor skills, speech therapy, or language development activities, music, art, etc. However, if physical therapy is essential, we would leave this to a therapist who specializes in the profession. With the permit of a medical

doctor or licensed therapist we would grant leave of absence from school to have this need attended to.

Academics are taught to any child with the potential for it. This would include math, reading, phonics, spelling, writing/penmanship skills, primary grammar and English, and comprehension skills.

Some fine motor skills include activities in cutting, pasting, assembling puzzles, tracing, sewing cards, play dough, etc.

Some gross motor skills include running, jumping rope, catching, throwing, kicking, and batting. Other skills are pumping themselves on a swing, alternating their feet in going up and down steps and ladders, and hopping, etc.

We encourage the students to participate in recess games where they are taught good sportsmanship and learn to blend in with the typical, high-functioning students.

If parents of a child and the teachers agree on the benefit of including a child in the classroom activities such as art, music, phys. ed., shop classes, or computer classes, this need will be accommodated.

Other skills we teach a child are dressing themselves in indoor or outdoor wear, shoes and socks, boots, gloves, etc. A consultation with the parents would enlighten us on what is being taught in the home and what the teachers should be responsible for in teaching. We would anticipate that a child is at least partially potty trained or an attempt has been made to do so by the time he enters our life skills classes. However, we would be ready to assist the parent in completing the training.

We consider it our responsibility to assist parents in teaching hygienic practices and good grooming.

Likewise, we will assist parents in teaching the child to be courteous and mannerly at all times.

The mentally challenged child may be just as susceptible to social or emotional instability or hyperactivity as the typical, high functioning child. These behavioral issues may or may not be psychologically classified as ADHD, ADD, autism, etc. We administer remedial procedures for the child with the exploration of each individual case. We want to ensure that any and all principles of remediation are biblical and in full accord with the teachings of Jesus Christ. The child's problems are to be addressed in a spirit of love and prayerful concern. May we share as one the parents' concern for this child's social, emotional, and behavioral well being.

For some of these special needs children, summer classes are very beneficial. If the child's parents and the teachers are in full agreement on these benefits, and both

parties are willing, summer classes will be provided. However, the school tuition does not include coverage for these classes. It is up to the parents and the teachers to come to an agreement on the teacher's wages.

**Eligibility for the GMS Life Skills Program:**

An evaluation of the child via the provided questionnaire, an observation, and a consultation with the parent/guardian of the child will determine the child's eligibility for the GMS Life Skills program.