

READY POSITION

(Is Your Student Ready to Work?)

Why Does Your Student Need A Ready Position?

- Shows that the student is attending to the task at hand
- Reduces the energy/physical output required to perform the task (e.g. hand use)
- Increases the chances of success for the student to perform the task
- Positions the student for optimal functional output
- Cues the student that they need to work.
- Responses that occur from your student following a ready position are more easily interpreted
- Facilitates more effective communication
- Enables the student to use full visual range

Student Considerations

- Student's:
 - Health, fatigue level, vision and hearing
 - Muscle tone and head control
 - Ability to control their own movements
 - Position/equipment used (e.g., standing frame, wheelchair, desk)
 - Ability to understand language or other cues
 - Motivation to perform the task; are the materials motivating?
- Additional external supports may be required (e.g., tray, elbow blocks, pillow for support, foot plates, etc.)
- The amount of time it may take for student to assume a ready position

Checklist for Ready Position:

- Student's buttocks at the back of the seat, pelvis is sitting square (check hip bones) and pelvic positioning belt is done up snugly
- Head up, arms supported on tray/desk (elbows slightly in front of shoulders), trunk supported with chest straps, laterals, etc.
- Feet are supported on foot plates (when in wheelchair) or flat on floor if in regular chair
- External supports in place (eg: straps, tray, laterals)
- Helper positioned in student's best visual field
- Materials positioned in student's best visual field (centre or side/peripheral, angled or elevated)
- Visual clutter and other distracters reduced (auditory, visual, peers/adults)
- Student's attention is obtained
- Materials are ready
- Switch is in appropriate position for access

Examples Of A "Ready Position" For A Sample Student

