



{inclusion outreach}

1031 Lucas Avenue  
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[www.inclusionoutreach.ca](http://www.inclusionoutreach.ca)

## Why Does Your Student Need a Ready Position?

- Cues the student that a task is coming
- Gets the student in an optimal position to best attend and learn
- Reduces the energy required to perform the task (e.g. hand use)
- Increases the chances of success for the student to perform the task
- Facilitates more effective communication
- Allows the student to listen and hear most optimally
- Enables the student to use their full available visual range



Respect

Competence

Inclusion

Presence

Choice



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## Considerations When Determining Your Student's Ready Position

Individual student factors:

- Health
- Fatigue level
- Vision
- Hearing
- Muscle tone and head control
- Ability to control body movements
- Positioning equipment used (e.g., standing frame, wheelchair, desk)
- Additional external supports (e.g., tray, elbow blocks, pillow for support, foot plates, etc.)
- Ability to understand language and non-verbal cues
- Interest and motivation to do the task
- Emotional regulation state
- Need for sensory or regulation tools

Environmental factors:

- Lighting in the room and where the sources are
- Sounds in the space
- Other sensory stimuli and distracters within the environment (e.g. visual clutter)
- Access to materials
- What materials are being used for the task
- The nature and difficulty of the task
- The position of the other students in relation to the student
- The position of the teacher and support person in relation to student
- The relationship and feeling of safety with the staff

\*Note: There is no one size fits all ready position. Not everyone lifts their head, makes eye contact, sits a certain way, or has a still body to be optimally ready. The amount of time it may take for student to assume a ready position may also vary.