



Get Kids Ready

A creative after school adventure for four-year-olds

MONDAY–FRIDAY • 3–6 P.M. • MEALS AND SNACKS DAILY

The Missing Peace Resource Center | 3248 W Brown St

Under the direction of Cesare Street Performing Arts School



Welcome to Creative Expressions

Children of all abilities build confidence, friendships and school readiness through performing arts. Visual supports, sensory-friendly choices and adapted activities help children participate. Get Kids Ready instructional hours are free to participating families.

Big learning through creative play

- **Sing and play** Explore songs, sounds and rhythm.
- **Move and dance** Build coordination and express ideas.
- **Imagine and tell** Enjoy puppets, stories and dramatic play.
- **Create and connect** Make art, share feelings and practice friendship.

Activities support language, early literacy, problem solving and social-emotional growth. Lessons follow the Wisconsin Model Early Learning Standards and offer different ways to participate.

Families are part of the fun

Enjoy take-home activities, progress updates and celebrations of your child's learning. Plan for regular attendance and tell staff about allergies, dietary needs, accessibility needs and learning supports.

Three steps to get started

1 Check the age

Your child must be 4 years old on or before September 1 of the school year they plan to participate.

2 Complete the application

A parent or guardian completes and signs the Get Kids Ready Child Application and submits it to the participating provider.

3 Confirm enrollment

The participating provider must accept the application. Ask staff to confirm your child's enrollment and first day.



[Scan for the child application](#)

[Official Child Application DCF-F-5932](#)

Prefer paper or have questions?
Please speak with program staff.



Creative Expressions Inclusive Supports

Planned services for children and youth with disabilities

At The Missing Peace Resource Center • 3248 W Brown St

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We are developing supports that pair creative expression with each child's strengths, preferences and goals. Music, movement, storytelling and role play can help make learning engaging. Services will be tailored to age and individual need.

Please ask staff which services are available, the ages served, schedules and referral steps. Get Kids Ready's four-year-old eligibility and 3–6 p.m. schedule apply to the preschool program on page 1. Additional service arrangements will be confirmed separately.

Build skills and confidence

Empowerment and self-determination supports

Build choice-making, self-advocacy and participation in decisions. Creative activities can offer practice expressing preferences.

Daily living skills training

Learn everyday routines and independence skills. Proposed activities include picture sequences, handwashing songs and role play.

Mentoring

Develop supportive relationships and practice social participation through shared interests and creative projects.

Health and wellness

Explore healthy habits and emotional well-being through adapted movement, relaxation and age-appropriate wellness activities.

Safety planning and prevention

Identify individual safety needs and develop prevention strategies with families and appropriately qualified staff.

Plan together with families

Tell us what your child enjoys, how they communicate and what helps them feel comfortable. Together, we can identify participation goals, needed accommodations and supports to discuss with your service coordinator.

Service access and funding

These are planned services. Availability depends on staffing, provider qualifications and applicable approvals. Families using CLTS should discuss eligibility, individual goals and service authorization with their county support and service coordinator. Enrollment in Get Kids Ready does not automatically enroll a child in CLTS or include every support listed here.

Learn about Wisconsin CLTS services: dhs.wisconsin.gov/clts/services.htm

Support participation and care

Community integration services

Specialized coordination with the family and service team to connect supports across home and community settings.

Day services

Planned skill-building and skill-maintenance activities matched to individual goals. Eligibility and service arrangements will be confirmed.

Personal supports

Individual assistance with daily activities and participation, based on the child's assessed support needs.

Respite care

Planned short-term relief for caregivers while the child receives appropriate care and supervision.

Explore future opportunities

Discovery and career planning

For older youth: explore strengths, interests and possible career directions through individualized experiences.

Community competitive integrated employment

For age-appropriate youth: support finding and keeping paid work in community workplaces alongside people with and without disabilities.

Workshops for Voice Skills and Wellness

These are original planning ideas to combine performing arts with individualized goals. Disability examples identify possible support needs; they do not establish CLTS eligibility or prescribe a workshop. Adapt by age, preference and assessed need. Activities build participation and skills rather than treating or curing a disability.

1 My Voice My Choice

Empowerment and self-determination supports | Ages 4–12; adapt for teens

Who may benefit Autism, intellectual/developmental disabilities, or speech/language disabilities when choosing and expressing preferences is a goal.

Workshop or service activity Use puppets to model asking for help, saying no and choosing a song or role. Each youth creates an All About Me choice board.

Access and accommodations Offer picture choices, gestures, signing or the youth's augmentative and alternative communication (AAC) system. Allow processing time and honor a decision to observe.

Goal and documentation Youth communicates a preference and requests a change or help using their chosen method.

2 Everyday Skills on Stage

Daily living skills training | Ages 4–12; age-respectful teen version

Who may benefit Intellectual/developmental disabilities, autism or acquired brain injury when learning routines and sequencing is a goal.

Workshop or service activity Act out a handwashing routine, organize props in order and use a picture checklist to prepare and clean a snack area.

Access and accommodations Break tasks into short steps; use accessible utensils, picture or tactile sequences and repeated practice. Choose tasks that match existing support plans.

Goal and documentation Track which steps the youth completes and the amount of prompting or assistance needed.

3 Creative Connections

Mentoring | Ages 6–17; younger children with adapted play

Who may benefit Autism, ADHD, learning disabilities or emotional/behavioral disabilities when chosen social participation and confidence are goals.

Workshop or service activity A screened, trained mentor helps youth create a puppet scene or shared rhythm, explore an interest and practice a communication goal.

Access and accommodations Offer clear roles, predictable meetings and communication choices. Avoid forced eye contact, public speaking or disclosure of personal experiences.

Goal and documentation Youth chooses a shared activity and practices one self-selected interaction, such as asking a question.

4 Move Feel and Recharge

Health and wellness | Ages 4–17 in separate age groups

Who may benefit Physical disabilities, cerebral palsy, chronic health conditions, autism or anxiety when accessible movement and wellness habits are goals.

Workshop or service activity Choose seated or standing creative movement, explore feelings through music and build a personal menu of enjoyable rest and wellness activities.

Access and accommodations Use self-paced movement, rest breaks, low sound and seated options. Follow family-provided activity restrictions and individualized health plans.

Goal and documentation Youth identifies a preferred wellness activity and communicates a need for rest or a break.

Safety Participation and Individual Support

Select the service category with the family and county support and service coordinator before delivery. An arts activity does not automatically qualify as a CLTS service. Service qualifications, authorizations and documentation apply to the actual support provided.

5 My Safety Story

Safety planning and prevention | Ages 4–17; individualized family component

Who may benefit Intellectual/developmental disabilities, autism, sensory disabilities or brain injury when safety communication or emergency access needs are identified.

Workshop or service activity Use a simple social story and calm role play to identify trusted helpers, communicate a boundary and rehearse one agreed safety step.

Access and accommodations Use accessible emergency cues, pictures, tactile markers or a communication card. Avoid surprise alarms, frightening simulations and public sharing of private safety details.

Goal and documentation Family and qualified staff agree on one accessible safety action; document the youth's participation and needed support.

6 My Community Support Team

Community integration services | Family and youth planning session; age-adapted participation

Who may benefit Multiple disabilities or complex emotional/behavioral support needs when several service systems need to coordinate.

Workshop or service activity The youth chooses music, art or photos to introduce their interests. The service coordinator and family identify a community participation goal and align team responsibilities.

Access and accommodations Invite the youth's chosen supporters, provide accessible meeting materials and obtain consent for information sharing. Use a coordinator qualified for the applicable service level.

Goal and documentation Create an agreed action plan with owners and a review date. This is a coordination session; outings and arts classes are not automatically this service.

7 Creative Skills Club

Day services | School-age youth and teens; confirm individual fit

Who may benefit Developmental, intellectual, physical or multiple disabilities when an individualized day-services goal is identified.

Workshop or service activity Offer structured stations for communication, planning and community participation. Youth may plan a small arts project, choose roles and review a personal goal.

Access and accommodations Use accessible stations, predictable transitions and support matched to the youth's plan. Maintain opportunities to participate with peers in the community.

Goal and documentation Document progress toward the authorized day-services objective. Confirm that the activity belongs in this category rather than child care or another service.

8 Participation With Support

Personal supports | Individual support across age-appropriate activities

Who may benefit Physical disabilities, multiple disabilities or developmental disabilities when direct help with daily activities is needed.

Workshop or service activity A support worker assists the youth to access an arts activity and participate in routines, such as positioning materials, eating or moving between spaces, as authorized.

Access and accommodations Provide privacy, consent and trained staff for the specific assistance required. Use the youth's own equipment and support plan.

Goal and documentation Record the assistance delivered and how it enabled the youth's chosen participation. Personal supports are an individualized service, not a stand-alone group workshop.

Caregiver Relief and Future Opportunities

Employment activities are for older youth whose goals and circumstances support career exploration or work. The Get Kids Ready four-year-old program remains a separate enrollment pathway. All youth should have meaningful choices about whether and how to participate.

9 Creative Breaks for Families

Respite care | Age-matched groups or individual respite

Who may benefit Youth with disabilities whose families need short-term relief and whose care needs can be safely supported.

Workshop or service activity During scheduled respite, the youth chooses calm music, puppets, sensory-friendly art or recreation while qualified staff provide the agreed care and supervision.

Access and accommodations Complete a caregiver handoff covering communication, health routines, allergies, safety, comfort and authorized pickup. Arrange staffing around individual needs.

Goal and documentation Track safe care, the youth's preferences and caregiver relief time. Respite's purpose is caregiver relief; a skill gain is not required.

10 Discover My Future

Discovery and career planning | Older youth; suggested planning group ages 14–17

Who may benefit Autism, intellectual/developmental disabilities, learning disabilities, physical or sensory disabilities when career exploration is a chosen goal.

Workshop or service activity Explore real interests through accessible visits, conversations and role sampling in areas such as arts administration, digital media or event support. Include interests beyond the arts.

Access and accommodations Offer visual or audio career profiles, accessible technology, job observation and alternatives to written interest inventories. Coordinate with school and other employment supports.

Goal and documentation Build an individual profile of interests, strengths, support needs and a next career exploration step. Group ages are proposals, not CLTS eligibility rules.

11 Rehearse for Work

Community competitive integrated employment | Older youth ready to pursue an age-appropriate job

Who may benefit Youth with developmental, physical, sensory, learning or mental health disabilities who choose employment and need individualized support.

Workshop or service activity Practice an interview or workplace request through drama, then connect rehearsal to individual job development, employer contact and job coaching in community employment.

Access and accommodations Offer AAC, accessible applications, extra processing time, captions or interpreters as needed. Match jobs to the youth's interests and support needs.

Goal and documentation Measure an employment step, such as an application or workplace support plan. Simulated roles and unpaid showcases alone are not competitive integrated employment.

Suggested workshop format

Use 30-minute learning blocks for younger children or a flexible 45–60-minute session for school-age youth and teens. Begin with a choice and check-in, model one skill, practice through an arts activity, offer a break and close with reflection. Shorten or extend based on engagement and support needs. Respite, coordination, personal supports and employment services follow their own agreed service arrangements.

Disability Types and Workshop Adaptations

Ask the youth and family which terms they prefer. The examples below are optional adaptations, not assumptions about every youth with a diagnosis. A diagnosis alone does not establish CLTS enrollment or authorize a service. Youth may have more than one disability and may choose any relevant workshop.

Disability or support profile	Workshops to consider	How the support may help
Autism	1, 2, 3, 5, 10	Predictable steps, sensory choices and preferred communication methods support choice-making, transitions and participation without requiring masking or eye contact.
Intellectual or developmental disabilities including Down syndrome	1, 2, 5, 7, 10	Plain language, concrete demonstrations, task breakdown and repeated practice support understanding, everyday routines and decision-making.
ADHD or executive-function support needs	2, 3, 4, 10, 11	Short tasks, visual plans, movement breaks and reminders support organizing, starting tasks and sustaining chosen participation.
Learning disabilities such as dyslexia	1, 2, 10, 11	Audio, pictures, demonstrations and alternatives to reading aloud or lengthy writing reduce literacy barriers while youth practice skills.
Speech or language disabilities or nonspeaking communication	1, 3, 5, 11	AAC, signing, gestures and processing time enable expression, requesting help, consent and collaboration without requiring speech.
Deaf or hard of hearing	1, 3, 5, 10, 11	Qualified interpretation when needed, captions, visual cues and accessible emergency signals support communication and access to instructions.
Blind or low vision	2, 4, 5, 7, 10	Audio description, tactile materials, accessible documents and clear routes support access, orientation and independent participation.
Physical or mobility disabilities such as cerebral palsy or spina bifida	4, 7, 8, 9, 11	Accessible routes, seated dance, adapted materials, rest and individualized assistance support participation while respecting personal care needs.
Emotional or behavioral disabilities or mental health conditions	1, 3, 4, 5, 6	Predictable relationships, private check-ins, choices and calm spaces support emotional safety, help-seeking and participation alongside any clinical care.
Brain injury multiple disabilities or complex health needs	2, 5, 6, 8, 9	Individual pacing, memory cues, coordinated plans and trained assistance support access, continuity of care and selected daily routines.

Before a workshop begins

Confirm the youth's goal, preferred communication, needed assistance, staffing and safety plan. Obtain required consent and authorization, use qualified staff, and record the service delivered, response and progress. Performing arts instruction is not automatically clinical therapy. Keep service records and funding distinct so the same support is not billed twice.

Sources checked October 15 2026

[CLTS services](#) • [Provider enrollment](#) • [CLTS manual](#) • [CDC inclusion](#) • [Effective communication](#)