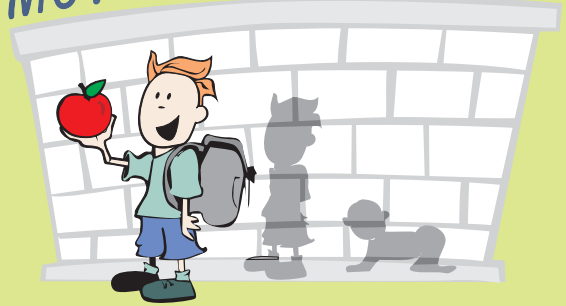


Parent's copy

MOVING ON TO SCHOOL

Hi



My name is : _____

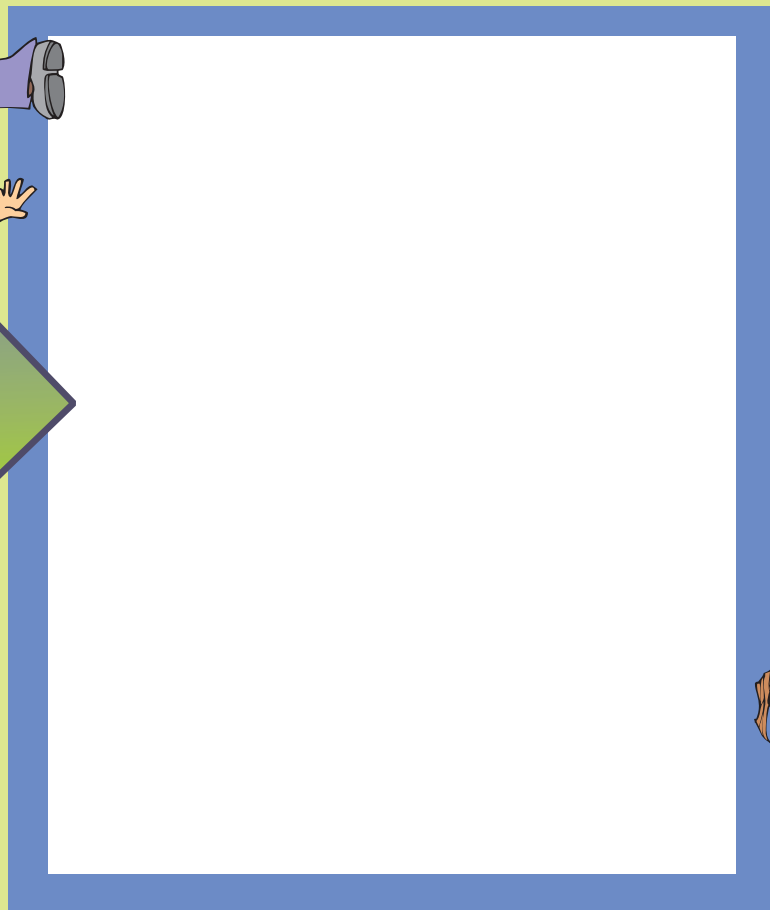
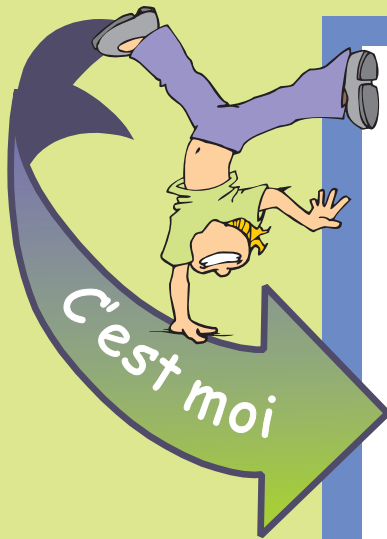
I was born on : _____

I am ____ years old

I will be going to : _____ school

My first language is : _____

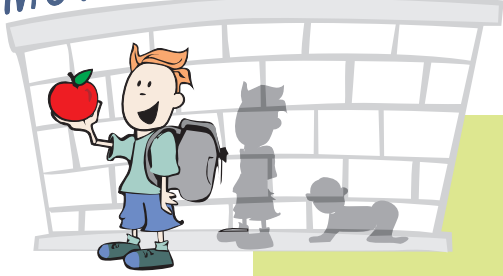
My interests are : _____



Completed by : _____ Tel : _____

Child's preschool : _____ Date : _____

MOVING ONTO SCHOOL



Projects' goals :

- Encouraging communication between early childhood organizations and the schools in the community.
- Assisting families in the transition between services offered at the daycare and at the school.
- Providing continuity in the services offered to the children and their families.

Goals for using the « Moving on to school » tool :

- Provide a description and a global portrait of the child.
- Identify the strengths and the challenges with regards to the child's global development.
- Facilitate exchanges between parents and professionals involved with the child.
- Ensure continuity of services in responding to the families' needs .

Educational concerns :

- «Moving on to school» must be understood and used as an observational tool for the child in his/her daycare.
- Give a descriptive and global portrait of the child that is easily readable, comprehensive, and as agreeable to complete as to consult.
- Parents are key partners in this process : they are the carrier of the information.
- Promote preventive actions thereby :
 - ◆ Identifying the child's needs
 - ◆ Utilizing the child's strengths in the intervention process
- This tool should be used as an instrument in a process that encourages collaboration between parents, early childhood organizations and schools.



Instructions : How to use the tool

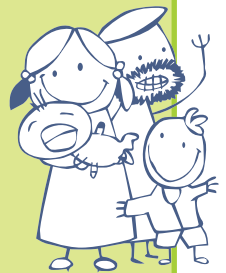
For the preschool educator who completes the «Moving on to school» tool :

- ✦ Using the legend, indicate the appropriate symbol in each square (if necessary, you can add a comment next to the picture).
- ✦ We suggest that you use a pen with the same color ink (blue or black) throughout the whole document.
- ✦ We suggest this tool be completed during the months of April and May in order to have an accurate portrait of the child before he/she enters school. It can also be interesting to use this tool twice during the year with the parents in order for them to observe the evolution of their child.
- ✦ You are requested to complete two versions of this tool : «Moving on to school - Parent's copy» and «Moving on to school - School's copy»



For the parent who receives the «Moving on to school» tool.

- ✦ You are the «carrier» of the information. This tool objective is to facilitate your child's transition from his/her daycare to his/her school. Please provide the «School's copy» to the kindergarten teacher when you arrive for your first school visit.



For the teacher who receives the «Moving on to school» tool.

- ✦ We suggest that you remind parents to provide this «tool» during their first visit. In case the document has been lost, the daycare should be able to supply you with a copy. Please request a copy.



Have a great start to the school year!

Legend



It is easy for me (you can use this sign twice to signify a major strength++)



Despite support, it is still a challenge for me



I can make progress with support



Not observed



My socio-affective and moral portrait

It is easy for me

Despite support, it is still a challenge for me

I can make progress with support

Not observed

I make choices

I express my choices

I am accountable for my choices



I know how to relax

I am sensitive to other people's feelings

I express my feelings



I develop relationships with other children



I establish relationships with adults



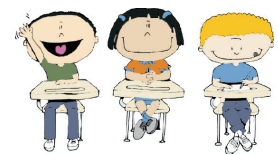
I take part in group activities



I follow instructions



I try to find solutions when I have a problem



I affirm myself in a group



I try to find solutions for interpersonal conflicts

I adapt to transitions

I adapt to changes



I am able to meet my needs





My motor skills portrait

It is easy for me

Despite support, it is still a challenge for me

I can make progress with support

Not observed

I button up and unbutton

I zipper up and down

I tie my shoes



I thread small objects

I can hold my pencil



I control my movements when I am drawing



I cut out



I express my creativity through movement

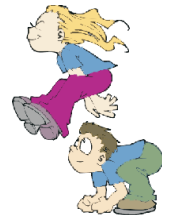


I can keep my balance

I jump

I climb

I run



I am able to put in a sustained physical effort



I go up and down the stairs while alternating my feet

I construct towers with building blocks



My creative portrait



I use my imagination and creativity at play



I role play



I show interest in artistic expression (ex.: music, arts)



My cognitive portrait

«logical-mathematical»

It is easy for me

Despite support, it is still a challenge for me

I can make progress with support

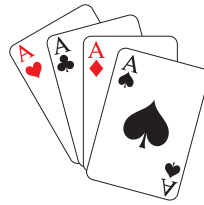
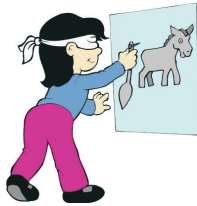
Not observed



I count objects

I recognize and describe similarities and differences between objects

I recognize and describe shapes



I find my way through places by following spatial directions

I put things in order and I make series

I put events in sequence



I draw characters

I consider spatial relationships in my drawings

I sort and match



I distinguish the difference in concepts of quantity (a little, a lot, too much, etc.)



My cognitive portrait

«self control and attention-concentration»

It is easy for me

Despite support, it is still a challenge for me

I can make progress with support

Not observed



I am able to follow a routine



I can be attentive to a verbal instruction



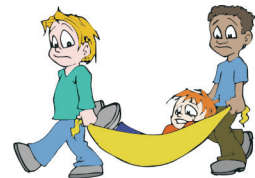
I can persevere to complete a task or activity



I can stay calm during a conflict



I wait for my turn



I take care of others and take care of toys



I listen to a story with interest



I can control my movements and adjust my behaviour depending on the situation



I am patient during delays



I tolerate minor frustrations



My communication skills portrait

It is easy for me

Despite support, it is still a challenge for me

I can make progress with support

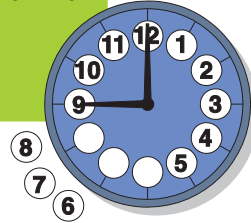
Not observed

I understand notions of :

time

space

quantity



I am able to describe an event in logical sequence

I use clear language to ensure people understand me

I understand simple instructions for every day activities



I use words during activities and play

I sing songs

I understand verbal description about events or objects that are not present

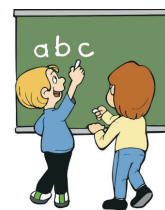


I use words to interact with others

I tell a story based on a book

I am interested in books

I play with words and sounds (e.g. rhymes)



I understand complex verbal information related to my discoveries and experiences

I experiment with writing in different ways (tracing forms, inventing letters, etc.)

I recognize letters and words in a book, magazine, or picture...

Created and developed by :

- **Busilacchi, Karine**, Orthopédagogue, CASIOPE
 - **Giuliani, Lorian**a, Psychoeducator, Director of CASIOPE
 - **Lanthier, Josée**, Director General, CPE Les Petits Lutins de Côte-St-Paul
 - **Marcille, Karina**, Educational Director, CPE Enfants Soleil
 - **Provencher, Johanne**, Psychoeducator, CSSS du Sud-ouest – Verdun
- Under the coordination of David Legris, Consultant for Ville-Émard / Côte-St-Paul

Professionals consulted :

- **Iattoni, Béatrice**, Speech Therapist, CSSS du Sud-ouest – Verdun
- **Riou-Campbell, Marie-Hélène**, Speech Therapist, Centre d'Aide en Petite Enfance (CAPE), Fondation Lucie et André Chagnon
- **Rozzi, Katia**, for the conception of the logo «Moving on to school»

We would like to thank all of the community organizations, schools and daycares in the area of Ville-Émard/ Côte-St-Paul, for their precious collaboration in this work.

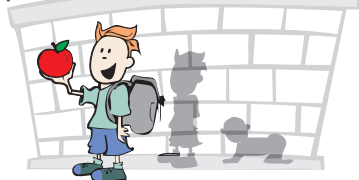
We would also like to thank all the people who collaborated in the development of this tool.

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- Ministère de l'Éducation du Québec, 2001. **Compétences du préscolaire, critères d'évaluation, stratégies et connaissances essentielles**.

For more information, please contact :

Loriana Giuliani, Director CASIOPE
(514) 523-6628 *810



Parental Consent

Valid for one year, beginning on _____

General consent for all:

I authorize _____ school to communicate with the early childhood setting _____ about my child's experience in that setting.

Yes Yes, but only if I am informed

Parent's name : _____

★ Parent's signature : _____

Specific consent :

My child received special support services

- During the period between _____ until _____

- With regards to his/her :

- | | |
|---|--|
| <input type="radio"/> Socio-emotional development | <input type="radio"/> Language development |
| <input type="radio"/> Motor development | <input type="radio"/> Autonomy |
| <input type="radio"/> Cognitive development | <input type="radio"/> Other : _____ |

- This process involved the parents and the following resource(s) :

- CSSS professional : _____
- Community resource : _____
- Hospital professional : _____
- Other : _____

For more information, I authorize _____ school to communicate with the early childhood professional _____ who was involved in this support process with my child, by contacting him/her at the following phone number :

★ Parent's signature : _____

