

# DEVELOPMENTAL PROFILE

MOVING ON TO SCHOOL

Hi My name is \_\_\_\_\_

A large white rectangular area intended for a child to draw or write about their interests and experiences. It is surrounded by various icons: a large blue arrow pointing right, a star, a clock, musical notes, a lightbulb, a pencil holder with pencils, a speech bubble, a pair of glasses, a heart, and several blocks with different shapes (star, heart, circle) on them.

It's me!

I was born on: \_\_\_\_\_

I am \_\_\_\_\_ years old

I will be going to \_\_\_\_\_ school

My first language is: \_\_\_\_\_

My interests are:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Completed by: \_\_\_\_\_

ECE Setting: \_\_\_\_\_

Attends this setting since: \_\_\_\_\_

Date: \_\_\_\_\_

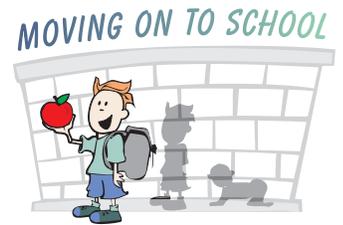
Tel: \_\_\_\_\_

Educator's signature: \_\_\_\_\_

Parents signature: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# Presentation of the tool Moving on to school



## The Intentions

For the young child and his family, the transition to school is the giant step to cross between two worlds, the one of Early Childhood (EC) and the one of the school environments. For this first step to be taken in security and confidence, the Moving on to school approach seeks to promote continuity between the child's experience in EC and his entry into school.

The tool, in paper form or digital, is completed by educators and communicated to the parents who can then pass it on to the concerned professionals at school for school entry.

## Conception of the tool

In 2006, the preoccupation about the transition to school allowed several professionals, from Ville-Emard-Côte-St-Paul district, to develop a collaboration project. Rallying Early Childhood Education (ECE) settings, community organizations, school board as well as the CSSS du Sud-Ouest de Verdun, the Moving on to school committee made it possible to identify the challenges of the transition for the various partners and create the Moving on to School tool. Since 2008, several districts use the tool to support the child and family in this path by promoting the continuity of an environment to the other. Several pedagogical concerns have guided the design of this tool. Indeed, the Moving on to School tool:

- Should be understood as a tool to communicate observations made by a professional, not as an "assessment" tool.
- Aims to enable the professional to draw an overall picture and description of the child and to communicate its strengths and challenges.
- Recognizes the parent as the central partner, carrier of information from one environment to another.
- Allows the kindergarten teacher and professionals of the school environment to promote the implementation of interventions that are part of a continuity of experience and the child's needs.

## A tool for children in the 3 to 5 age range

The Moving on to School tool should be understood as a presentation of skills that are developed on a CONTINUUM of development in the interval from 3 to 5 years. There by, the set of skills presented must not all be mastered to "be ready to enter school". The tool demonstrates many skills to allow the educator to give a global developmental profile in all its variations. The items in the tool therefore do not consist of thresholds or success criteria. The educator who

completes it must keep the specific to the child's age developmental benchmarks in mind to give a portrait of his skills. It is therefore possible to use it for the child who will enter the kindergarten either at 4 or 5 years old.

# The Tool: Instructions for use



## The Educator

Following her daily observations, the educator completes the Moving on to school using the symbols from the legend. A section is also provided, if necessary, to specify a child's specific needs and the winning strategies implemented in the ECE.

- It is suggested to complete the tool in spring (April or May). Some settings complete it twice a year to observe the development of the child (once in the fall, once in the spring).
- It is important to give the parents a second copy for the school.



## The Parent

As mentioned in the presentation of the tool, the parent is the carrier of the information. He is giving the "school copy" to bring to the kindergarten teacher during the first visit to the school. Some ECE settings even fills the tool with the parent. This moment of exchange allows the educator to know the parent's perceptions concerning the development of his or her child as well as his questions and concerns about the transition and the entry at school.

There is also a «parent's booklet» for parents of children who have not attended ECE setting. This booklet can be distributed by the school during welcome days.

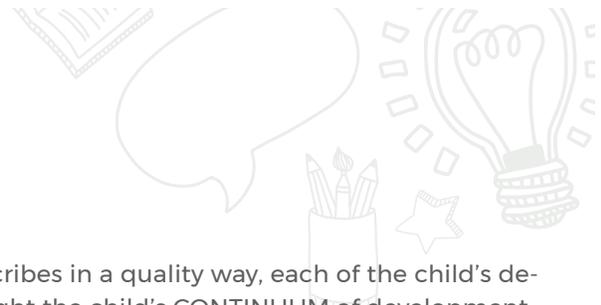


## The Teacher

The teacher invites the parents to give a copy of the Moving on to school tool as soon as at first contact. She/he becomes aware of the profile of the children who will attend her/his class to promote educational continuity through a better knowledge of their strengths, needs and challenges. When a child has benefited from a specific support in an ECE setting, and that the parents have signed the consent for the transmission of information included in the tool, the school can communicate with professionals who have been involved with the child.

# Legend Explanation

The legend does not present a “met/not met” success scale. Rather, it describes in a quality way, each of the child’s developmental skills and the level of support needed. It thus allows to highlight the child’s CONTINUUM of development.



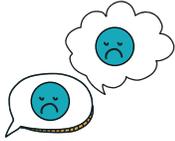
Symbols	Meaning	Clarifications on the meaning
	<b>It is easy for me</b>	<p><b>Ex.:</b></p> <ul style="list-style-type: none"> <li>• The child is comfortable using skill, it is easy for the child</li> <li>• The child uses and practices this skill often</li> <li>• It has been observed that the child has used this skill several times and in different contexts</li> </ul>
	<b>With support, I progress</b>	<p><b>Ex.:</b></p> <ul style="list-style-type: none"> <li>• The child practices this skill with support, assistance</li> <li>• This skill has just emerged</li> <li>• The child is making progress, and is supported in the development of this skill</li> </ul>
	<b>Despite the support, it's a challenge for me...</b>	<p><b>Ex.:</b></p> <ul style="list-style-type: none"> <li>• Despite the use of adapted, frequent and sustained strategies as well as various opportunities to practice this skill, its use remains difficult.</li> </ul>
	<b>Unobserved</b>	<p><b>Ex.:</b></p> <ul style="list-style-type: none"> <li>• The child does not have that skill at the moment</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• The skill has not yet been observed (due to lack of suitable context, time, material, etc.)</li> </ul>

My development profile

# Socio-emotional



- I make choices
- I express my choices
- I am accountable for my choices



I am sensitive to other people's feelings



I express my feelings



I develop relationships with other children



I take care of others and take care of toys



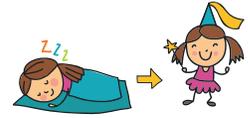
I establish relationships with adults



I take part in group activities



I know how to relax



- I adapt to transitions
- I adapt to changes



I try to find solutions when I have a problem



I try to find solutions for interpersonal conflicts



I affirm myself in a group



I can stay calm during a conflict



I tolerate minor frustrations



I am patient during delays, I wait for my turn



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



I follow instructions

Here are examples of observed facts (Interest, strength, progress, next step)

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My development profile  
**Cognition**



I count objects

I recognize and describe similarities and differences between objects

I recognize and describe shapes

I put things in order and I make series

I can sort objects according to their categories or characteristics

I put events in sequence

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

I find my way through places by following spatial directions

I draw characters

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 listen to a story with interest

I use my imagination and creativity at play

I role play

Here are examples of observed facts (Interest, strength, progress, next step)

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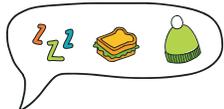
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My development profile  
**Language**



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

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



I am able to describe an event in logical sequence



I use clear language to ensure people understand me



I use words during activities and play



I sing songs



I use words to interact with others



I ask questions



I know words that refer to colors, numbers, and shapes concepts



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



I understand simple instructions for every day activities



I understand time concepts ex.: before, after, tomorrow



I understand spatial concepts ex.: under, over, inside



I understand quantity concepts ex.: a little, a lot, more



I understand and answer simple questions.



I tell a story based on a book



I am interested in books



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

Here are examples of observed facts (Interest, strength, progress, next step)

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My development profile

# Motor



I am able to put in a sustained physical effort

I imitate movements



I thread small objects

I can hold my pencil

I control my movements when I am drawing

I cut out



I construct towers with building blocks

I button up and unbutton

I zipper up and down

I put on most of my clothes



I participate in my hygiene (ex. : wash my hands, go to the toilet)

I can keep my balance

I jump

I climb



I run

I pedal on a tricycle

I throw a ball

I go up and down the stairs while alternating my feet

Here are examples of observed facts (Interest, strength, progress, next step) :

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# Original idea and design

## Moving on to school Committee

Ville-Émard-Côte-St-Paul à Montréal, 2008

- Busilacchi, Karine, orthopédagogue, CASIOPE
- Giuliani, Lorian, directrice générale, CASIOPE
- Lanthier, Josée, directrice générale, CPE Les petits-Lutins de Côte-St-Paul
- Legris, David, coordonnateur
- Marcille, Karina, directrice pédagogique, CPE Enfants Soleil
- Provencher, Johanne, psychoéducatrice, CSSS du Sud-ouest-Verdun

## With the collaboration of:

- lattoni, Béatrice, orthophoniste, CSSS du Sud-ouest-Verdun
- Riou-Campbell, Marie-Hélène, orthophoniste, Centre d'aide en petite enfance (CAPE), Fondation Lucie et André Chagnon
- Les organismes communautaires familles, les écoles ainsi que les milieux de garde du quartier Ville-Émard-Côte-St-Paul

Logo original «Passage à l'école» par Katia Rozzi, infographiste

## Revised version 2018:

- CASIOPE, Centre d'aide et de soutien aux intervenants et organismes en petite enfance: Karine Busilacchi, orthopédagogue, Stéphanie Millette-Brisebois, psychoéducatrice, Paule Dionne, psychoéducatrice et Lorian Giuliani, M.Sc. en psychoéducation.
- Consultation des milieux utilisateurs des différents comités porteurs de soutien à la transition scolaire à travers le Québec

## Conception and update 2022:

- Amisgest Technologies: Maxime Beaumont, Frédéric Blouin, Francis Ouellet et Éric Rousseau
- Hop Design stratégique: Audrey Blouin, Cynthia Breton-Labelle
- Judith Lalumière, CASIOPE: English translation

The Moving on to school tool is also available in the application **Small Steps**.

<https://casiope.org/journal-de-bord-a-petits-pas/>

## Références:

Bouchard, C. (2008). **Le développement global de l'enfant de 0 à 5 ans en contextes éducatifs**.

Presses de l'Université du Québec, Montréal.

Bodrova, E. et Leong, D.J. (2012). **Les outils de la pensée.**

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Presses de l'Université du Québec, Montréal.

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Deldime, R. et Vermeulen, S. (2004). **Le développement**

**psychologique de l'enfant**. 7<sup>e</sup> édition. Éditions De Boeck Université, Bruxelles.

Dockett, S. et Perry, B. (2007). **Le rôle des écoles et des communautés dans la transition des enfants vers l'école**. Encyclopédie sur le développement des jeunes enfants.

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[www.mels.gouv.qc.ca](http://www.mels.gouv.qc.ca)

Papalia, D.E. et Feldman, R.D. (2014). **Psychologie du développement**.

8<sup>e</sup> édition. Chenelière McGraw-Hill, Montréal.

Ruel, J., Moreau, A.C. et Bourdeau, L. (2008). **Démarche de transition**

**planifiée et continuité éducative**. Revue Francophone de la

déficiência intellectuelle, vol. 19, 41-48.

For more information contact [www.casiope.org](http://www.casiope.org) or 514-523-6628



# Parental Consent

Valid from (date) \_\_\_\_\_ for a 12 months period.

## General consent (for all parents)

I authorize the \_\_\_\_\_ (name of school) to communicate with \_\_\_\_\_ (name of the ECE setting) to get information of my child's experience during his/her stay in that setting.

Yes       Yes, only if I'm advised first       No

Parent's name: \_\_\_\_\_

 Signature: \_\_\_\_\_

## Specific consent

### My child benefited from a support developmental plan

During the period of \_\_\_\_\_ until \_\_\_\_\_ concerning his/her:

Socio-Emotional Development       Language Development  
 Motor Development       Autonomy  
 Cognitive Development       Other: \_\_\_\_\_

This support developmental plan was established with the collaboration of:

CLSC professional: \_\_\_\_\_

Community Organizations: \_\_\_\_\_

Hospital specialist: \_\_\_\_\_

Other: \_\_\_\_\_

For more information, I authorize the school professionals to communicate with the \_\_\_\_\_ (name of the ECE) staff that were implicated in my child's support developmental plan using this contact information:

Parent's name: \_\_\_\_\_

 Signature: \_\_\_\_\_