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| **Head Start and Great Start Readiness Program Early Childhood Transition Form**  \*The purpose of this form is to provide ongoing transition information and support collaboration between early childhood programs and/or between GSRP classrooms and kindergarten teachers/elementary schools\* | |
| **To be completed by the child’s Parent(s)/Guardian(s):**  Child’s Full Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Birth: \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Male: \_\_\_\_\_ Female:\_\_\_\_\_\_Parent(s)/Guardian(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  If your child has siblings already attending the next school setting please list their names and grades:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What do you love about your child? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What are your hopes for your child in their next setting? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What else would you like us to know about your child?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  In what ways have you been involved in your child’s education and how would you like to be involved as your child moves forward?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   |  | | --- | | I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_give my permission for the Early Childhood Program to release  (Parent/Guardian’s Name)  verbal and written information for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that will provide a smooth transition  (Child’s Name)  to the next setting for my child for the upcoming school year\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (School Ele. and School Year)  Signature of Parent/Guardian: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  | | --- | --- | --- | --- | | Skill | Yes | Emerging | Not Yet | | Manages classroom rules, routines, and transitions with occasional reminders (TSG #1b, level 6 or higher) |  |  |  | | Demonstrates confidence in meeting own needs and is beginning to take responsibility for own well-being (TSG #1c, level 7 or higher) |  |  |  | | Manages separations without distress and is beginning to engage with trusted adults as resources (TSG #2a, level 7 or higher) |  |  |  | | Initiates, joins in, and sustains positive interactions with two or three other children (TSG # 2c, level 6 or higher) |  |  |  | | Moves purposefully from place to place with control (runs, avoids obstacles, walks up and down stairs) and is beginning to coordinate more complex movements in play and games (TSG #4, level 7 or higher) |  |  |  | | Uses refined wrist and finger movements (snips with scissors, strings large beads, buttons, zips, buckles, laces) and is beginning to use more precise finger and hand movements (TSG #7a, level 7 or higher) |  |  |  | | Holds drawing and writing tools by using a three-point finger grip with increasingly efficient hand placement (TSG #7b, level 7 or higher) |  |  |  | | Responds appropriately to specific vocabulary and simple statements, questions, and stories and is beginning to respond appropriately to more complex statements, questions, vocabulary, and stories (TSG #8a, level 7 or higher); Follows directions of two or more steps that relate to familiar objects and experiences and is beginning to follow more detailed, instructional, multistep directions (TSG #8b, level 7 or higher) |  |  |  | | Speech is understood by most people (TSG #9b, level 6 or higher); uses complete, four-to-six word sentences and is beginning to use long, complex sentences and follow most grammatical rules (TSG #9c, level 7 or higher) |  |  |  | | **To be completed by the child’s Early Childhood Teacher**  Child’s UIC#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Early Childhood Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Early Childhood Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Special Services Received:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Where:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Most Recent Date of GOLD Developmental Assessment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date of Enrollment at Current Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Number of Days Absent from Current Program: \_\_\_\_\_ Number of Days Attended: \_\_\_\_\_  Teacher Description of Child’s Strengths: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Strategies used in current setting that supported the child in being successful (recommended to continue to next setting): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \*A transition meeting between the student’s current teacher and the teacher at their next placement is requested (Circle One) YES NO  (photo of child)   |  |  |  |  | | --- | --- | --- | --- | | Skill | Yes | Emerging | Not Yet | | Sustains work on age-appropriate, interesting tasks and can ignore most distractions and interruptions (TSG #11a, level 6 or higher) |  |  |  | | Decides whether two words rhyme (TSG #15a, level 6 or higher); shows awareness that some words begin with the same sound (TSG #15b, level 4 or higher); shows awareness of separate syllables in words (TSG #15c, level 4 or higher) |  |  |  | | Recognizes and names as many as 10 letters, especially those in own name (TSG #16a, level 4 or higher); Identifies the sounds of a few letters (TSG #16b, level 2 or higher) |  |  |  | | Asks and answers questions about a book during a read-aloud, refers to pictures (TSG #18a, level 4 or higher); pretends to read using some of the language from familiar texts, is beginning to use language that closely matches the text and a reading-like intonation (TSG#18b, level 5 or higher) |  |  |  | | Writes partially accurate first name (TSG #19a, level 10 or higher) |  |  |  | | Verbally counts to 20; counts 10-20 objects accurately (TSG #20a, level 6 or higher) |  |  |  | | Identifies numerals to 10 by name and connects each to counted objects (TSG #20c, level 6 or higher) |  |  |  | | Describes basic two- and three-dimensional shapes; identifies shapes when they are presented in a new orientation (TSG #21b, level 6 or higher) |  |  |  | | Uses multiples of the same unit to measure; uses numbers to compare (TSG #22a, level 6 or higher) |  |  |  | |

1/3/2024 EHS-HS Team\Education-Disabilities\Coaching\HS-GSRP Transition Form

\*Elementary Schools: Please keep in the child’s CA 60 Folder for longitudinal data requirements for HS/GSRP.