|  |
| --- |
| **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.