

Wexford-Missaukee and Manistee Great Start Readiness Program and Head Start 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

[Instructions for Completing the Early Childhood Transition Form](#)

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 _____
(Next Setting and School Year)

Signature of Parent/Guardian: _____ Date: _____

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 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

Contact Information for the current teacher:

Email Address: _____

Phone Number: _____

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)			

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)			

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

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