



Child Transition Profile Sample

This profile is to be completed by the sending provider and family member and given to the receiving teacher to support the child's transition. This information does not replace a formal child assessment. However, it provides practical information that will help facilitate the child's ability to engage and adapt to the new setting.

Child's Name

Date of Birth **Age**

Parent / Guardian

Parent contact phone number

Person(s) completing profile

Name Relationship to Child Phone

Name Relationship to Child Phone

Name Relationship to Child Phone

Date completed

What are the child's favorite activities, people, and places?

Favorite people- Mom and Dad, aunts, uncles and grandparents

Favorite activities- singing, dancing

Places-home

Has the child had opportunities to play with peers in community or other settings?

Yes. At church and play dates with other children her age.

Handout 2.2

Communication

What is the child's primary language?

How does the child communicate with others (both adults and peers)? Check all that apply and explain.

some words sign language communication boards and/or devices

She mostly will repeat words but doesn't often ask for anything directly.

Does the child ask for assistance/express needs and wants? yes no sometimes (please explain)

Does the child follow verbal directions? yes, 1-step directions yes, 2-step directions no sometimes

What strategies are effective if child exhibits frustration during communication?

Have her take your hand and take you to what she wants.

List strengths and areas of focus for communication.

The team's focus has primarily been on motor skills and feeding.

Include any additional comments on the back of this form.

Handout 2.2

Classroom Skills

Do you feel this child will use or require any supports to participate in classroom activities?

augmentative communication devices adaptive equipment other (e.g., pair with a friend or adult assistance)

She will probably need lots of one on one attention from adults in the classroom. She doesn't interact well with other children and feels more comfortable with adults.

Does the child show curiosity and enthusiasm for new activities? yes no sometimes (explain)

Most of the time she is very fearful of new activities. Once she is used to doing them then she begins to enjoy them.

What helps the child adjust to new situations?

Lots of close attention and comfort from an adult she trusts.

Social/Emotional

What comforts the child? (e.g., special toy, blanket, singing)

She is sometimes comforted by singing or a pacifier but often times she won't be comforted at all.

What frightens the child?

New activities, new people, new places

What types of play does the child engage in?

- individual – only plays alone
 parallel – plays next to a peer but does not interact
 cooperative – plays with another child, sharing toys or conversation

Include any additional comments on the back of this form.

Handout 2.2

Motor/Health

Does the child participate in self-care? hand washing toileting eating dressing

What support(s) does the child need to be successful in self-care?

Tamiya does not do any self-care. She is spoon-fed some solids and very minimal liquid. She must be tube-fed supplement drinks for her nutritional needs to be met.

Will the child need help moving around the building, playground or the classroom? yes (explain) no

She will need help on stairs.

Additional Concerns

What is the family or guardian most concerned about regarding the transition to preschool?

Rosemary's biggest priority is for Tamiya to be happy in a new situation. She knows Tamiya will be okay and this placement will be good for her. But she is concerned and doesn't want her daughter to be terrified or scared.

Include any additional comments on the back of this form.

Please include any artifacts that you think will help introduce your child to the receiving teacher and program staff at the preschool. This can include video clips, pictures, social stories, etc.