

LINK UP FORMS 2008

To all Early Childhood Centres,

It has come to that time of the year again, to start completing Link up forms. In this package you will find a copy of the procedure to follow when completing the forms, a list of descriptive words to help fill out the forms and a copy of the new updated version of the Link UP Form for 2008. We will also give you a copy on disk for those of you that prefer to work with a computer program at our link up meeting on 13th August at 7pm. (You might need to slightly re-format the layout depending on your computer version.)

We hope you find this package helpful as there has been a very positive response from Kindergarten teachers. They find them very useful and use them each year for not only individual cases but for class placements and groupings.

Happy writing,

Goulburn & District Children's Service

HOW TO FILL OUT A LINK UP FORM!

- Complete one form for each child who will be attending kindergarten next year.
- You **MUST** have a parent signature on the form **BEFORE** you can legally send the form to the chosen school.
- Always be honest in your remarks as it could be detrimental to the child and yourselves if you are not.
- Once signed the original is to be given to the parent, a copy sent to the child's chosen school and a copy kept for your centres records.
- If a parent is undecided about 2 schools then send a copy to both schools.
- The preferred font to use is the NSW foundation font, if you do not have it then comic sans (SIZE 11) is the next preference.
- All Link Up forms to be sent by

FRIDAY 17TH OCTOBER

Examples of terminology of child's abilities.

The Communicating Child - The Child is able to:	The Healthy, Active, Physical child - The child is able to:
Express their own opinions Convey feelings effectively Understand directions Ask for assistance Use/understand non verbal communication Retell stories and/or sing songs Use and recognize a range of literature Respond to instructions Respond to questions Listen to a story in a small group Respond to peers Indicate their needs and wants Use a variety of ways to communicate Recognize the written word Write their own name	Independently feeds themselves Moves around their surroundings freely Climb, run, hop, skip, etc. Consider dangers to themselves Throw and/or catch a ball Use scissors effectively Make attempts at writing their name Draw/paint recognizable objects Manipulate small objects Toilet themselves Recognize and look after their own belongings Position themselves for appropriate play/work times
The Spiritual & Moral Child - The child is able to:	The Social Child - The child is able to:
Show respect to his peers and adults Appreciate his environment Use his surroundings for enjoyment Share with peers Empathize with peers Listen to new ideas and use them Show confidence exploring their ideas	Separate comfortably from carers Initiate contact with peers/adults Ask when in doubt Play alongside their peers Play with peers Play in small group/ large group activities Accept change in staff and routine

<p>The Thinking, Investigating, Exploring, Problem Solving Child - The child is able to:</p>	<p>The Feeling Child - The Child is able to:</p>																										
<p>Use problem solving skills in new situations Initiate ideas Ask for help from peers/adults Complete a task Persevere at a task of interest Show great concentration skills Take risks Choose an activity on their own</p>	<p>Recognize their own feelings Recognize the feelings of others Express their own feelings appropriately Understand the concept of sharing Cope with correction or re-direction Understands consequences Willingly assists peers/adults Respond to others feelings</p>																										
<p>The Creative Child - The child is able to:</p>	<p>General words to use:</p>																										
<p>Use a range of media Use problem solving skills A variety of ideas to complete a task Try new activities Work with peers Change ideas and thoughts Use their knowledge across different areas of learning Practice newly learnt skills Use messy/sensory materials Make observations about other works Show appreciation for likes and dislikes</p>	<table border="0"> <tr> <td>Enthusiastic</td> <td>humorous</td> </tr> <tr> <td>Eager</td> <td>marvelous</td> </tr> <tr> <td>Passionate</td> <td>helpful</td> </tr> <tr> <td>Prompt</td> <td>Active</td> </tr> <tr> <td>Compliant</td> <td>Able</td> </tr> <tr> <td>Passive</td> <td>Energetic</td> </tr> <tr> <td>Flexible</td> <td>Skillful</td> </tr> <tr> <td>Suitable</td> <td>Expressive</td> </tr> <tr> <td>Excellent</td> <td>Encouragement</td> </tr> <tr> <td>Honest</td> <td>Fascinated</td> </tr> <tr> <td>Righteous</td> <td>Spirited</td> </tr> <tr> <td>Determined</td> <td>Attentive</td> </tr> <tr> <td>Apprehensive</td> <td>Willing</td> </tr> </table>	Enthusiastic	humorous	Eager	marvelous	Passionate	helpful	Prompt	Active	Compliant	Able	Passive	Energetic	Flexible	Skillful	Suitable	Expressive	Excellent	Encouragement	Honest	Fascinated	Righteous	Spirited	Determined	Attentive	Apprehensive	Willing
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Link Up Child Profile

Name

My name is _____

I attended _____

for _____ years, _____ days per week.

My special interests are:

Parent / Carer information to complete.

I have had a screening at Community Health? Yes / No

I have received a special program in these areas:			
Developmental area	Current or previous	Contact person (Agency)	Phone

Parent Comments:

Parent consent:

I give permission for this information to be forwarded to my child's Kindergarten teacher and for confidential discussion to take place between professionals as necessary.

Parent/ Guardian: _____ Date: _____

Name:

DOB:

My school is:

These are the areas I have been building on in my Early Childhood Setting:

The Social Child – sense of self (Social skills, confidence in their abilities and interactions with others)	Achieved	With Support	Comment
I confidently tackle new tasks and challenges			
I use appropriate ways to solve minor conflicts.			
I can ask for help when needed.			
I take turns and share equipment.			
I accept guidance from my Teachers			

The Communicating Child (Using language, listening and understanding / emergent literacy)	Achieved	With Support	Comments
I can be clearly understood.			
I can re-call and tell events in a group situation.			
I listen to others.			
I can express my ideas, thoughts and needs.			
I can ask meaningful questions.			
I appreciate and enjoy a wide range of literature.			
I can recognise my name.			

The Thinking, Investigating, Problem Solving Child – Self discovery, exploration and thinking it through to build on ideas.	Achieved	With support	Comment
I can join group activities.			
I can sustain an appropriate level of attention.			
I can complete a task independently.			
I can follow class rules.			
I understand and use concept areas, eg. colours, shapes, counting/numbers.			

I am: RIGHT HANDED [] LEFT HANDED [] UNDECIDED []

The Healthy, Physical Active Child (Fine and gross motor skills, healthy life skills eg nose wiping, hand washing etc)	Achieved	With Support	Comments
I have an appropriate pencil grip.			
I hold and control scissors.			
I can play independently in the outdoor environment.			
I can manage my own belongings and pack my bag.			

General Comments:

Teacher's signatures: _____

Date: _____