

Kick Off to Kindergarten





A child's formal education begins in kindergarten, but learning begins at birth. You have been your child's first and best teacher during those critical first five years of life. You will continue to support your child through this transition year and in the years to come.

How do I know they're ready?

- These developmental domains are key to your child's transition to school:
 - Social Development
 - Emotional Development
 - Motor Development
 - Language/Intellectual Development

Social Development

(can they “play well” with others?)

- Play simple games with your child.
- Help your child wait to have a turn.
- Provide your child unstructured times to play with other children their age.
- Let them use their imagination.



Emotional Development

(are they secure enough to take a risk?)

- Encourage your child to try new things, in new environments
- Encourage them to do things independently- dressing, chores, cleaning up after themselves
- Consistency and structure are needed for optimum emotional development. Help your child feel more secure by having regular routines such as bedtime, mealtimes, etc.



Gross Motor Development

(can they move safely?)

- Provide opportunities for your child to run, jump, play catch, skate, dance, swim, ride a bike and play outdoors.
- Encourage activities where they have to balance, avoid and manoeuvre around obstacles
- Visit the school playground so your child can become familiar with the playground.

Fine Motor Development

(will they be able to hold scissors, a crayon and a pencil?)

- Encourage your child to draw, colour, cut and glue things.
- Provide your child with play-doh or clay to use
- Encourage stringing things like beads and macaroni to make necklaces to wear.
- Encourage your child to button shirts and pants, and zipper jackets.



Language and Intellectual Development

(Can they communicate and do they have a basic understanding of their world?)

- Talk with your child; allow time for him/her to respond.
- Sing songs and recite nursery rhymes; encourage your child to repeat parts of them.
- Encourage your child to help you around the house. Teach him/her to categorize and organize by size, shape, colour, etc....
- Read to your child as often as you can and encourage him/her to read along with you.





- Encourage your child to count things and look for numbers in the environment.
- Give your child three-step directions to follow without help from you.
- Find ways to display your child's name.
- Ask your child to talk about his/her drawings and writings.
- Ask your child to tell you about specific events in their day.



What is the EYE-DA?

The *Early Years Evaluation-Direct Assessment (EYE-DA)* is an assessment administered individually with pre-kindergarten children.

Family and Child Education (**FACE**) – Anglophone South administers the EYE-DA and provides support to parents and children.



What does the EYE-DA assess?

- The EYE-DA assesses your child's developmental strengths and areas that may require some support prior to school entry.
- The EYE-DA assesses four key areas of early childhood development that are linked to children's readiness to learn:



EYE-DA

- The EYE-DA is a ‘snap-shot’ of a child’s skills at a particular time.
- Occasionally that snap shot will not accurately reflect a child’s skills (a very shy child or a child who does not feel well, for example).
- The evaluator will make note of anything that may affect the child’s results.
- Takes approximately 45 minutes per child.

Awareness of Self and Environment - a child's understanding of the world and his or her ability to make connections with home and community experiences. (Ex. Identify Body Parts, colours, opposites)

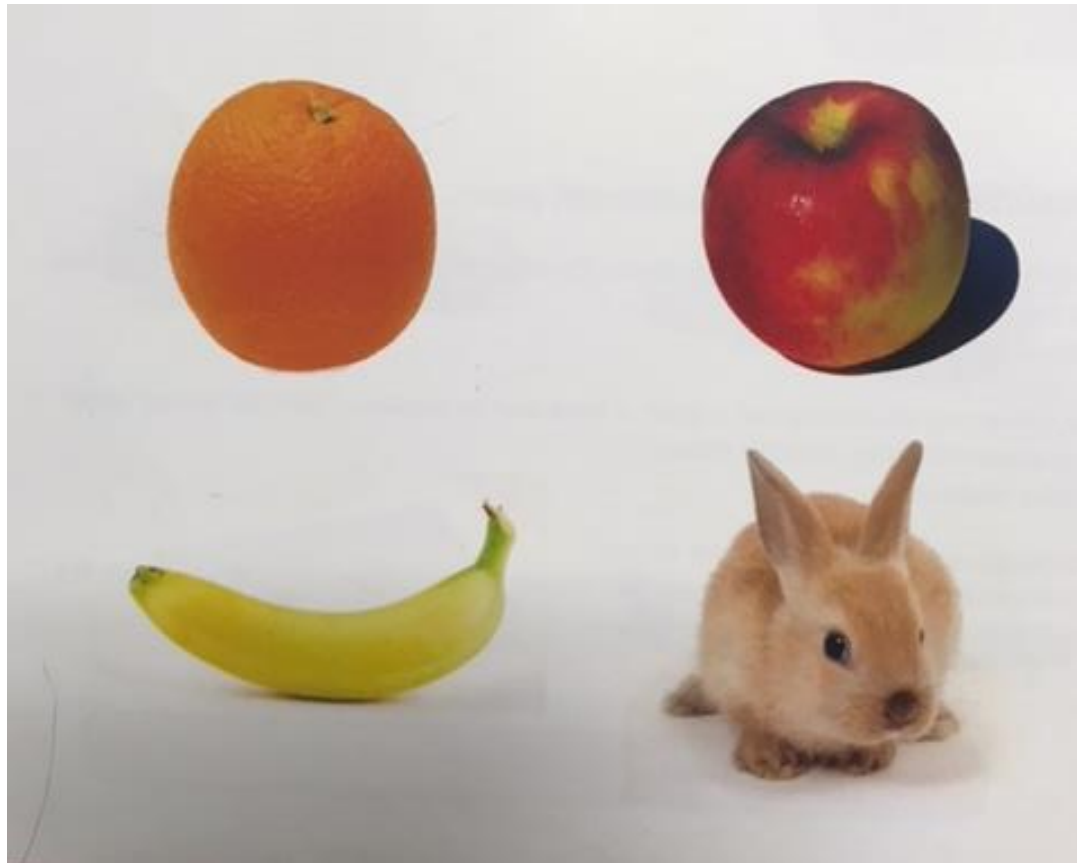
Positional Concepts. This item requires a block and one figure from the zippered pouch. This item does not require a test plate.

Evaluator places the block on the table and gives child the figure from the zippered pouch.

Between each positional concept evaluator takes the figure and then hands it back to the child.

"Please take this [figure] and place it on the block; place it beside the block; now hold it above the block."

Cognitive Skills - a child's basic math and pre-reading skills and his or her ability to solve problems. (Ex. Identify letters of the alphabet, count stars, make groups)



Language and Communication - a child's understanding of spoken language and his or her ability to express thoughts and feelings.

PROMPT

"This is a present; what should we say when someone gives us a present?"

(Child should answer: "thank-you", or "thanks".)

If child does not answer appropriately, the evaluator supplies correct response.

After the example, no prompts should be given. Then ask:

"What should you say when you bump into someone?" (E.g., excuse me; I'm sorry)

"What should you say when you are asking for something?" (E.g., please)

"What should you say when you're leaving or going away?" (E.g., good-bye, bye)

Physical Development

Fine motor - a child's ability to perform small movements that require hand-eye coordination. (Ex. Reproducing a shape, cutting along a black line)

Gross motor - a child's ability to perform large movements that involve arms, legs, and body. (Ex. Balance on one foot, walk backwards)

What is the EYE-DA used for?

The EYE-DA is used to:

- ✓ **Assess** areas of strength
- ✓ **Identify areas where children may benefit from additional support**

Parents will receive information about their child's development that will guide them to support their child at home, daycare or, if needed, additional supports in the community.



EYE-DA Child Report

This report lists each of the developmental areas, along with examples describing each area, and a colour coded box showing the child's results.

Recently your child took part in the *Early Years Evaluation*. This assessment is part of the important partnership between you and your child's new school. It provides information to encourage a positive transition to school.










Thank you for the opportunity to meet with your child. We look forward to our future work together and to providing an excellent learning environment for your child.

The following presents the results of your child's assessment.

Name: Jimmy Jones

Date of Birth: July 10, 2007

School Name: Test School

Description of the developmental areas:		Your child's results	
	<p>Awareness of Self and Environment - a child's understanding of the world and his or her ability to make connections with home and community experiences.</p> <p>- for example, a child's ability to:</p> <ul style="list-style-type: none"> • identify opposites • name colours and animals • recognize body parts such as their chin and shoulder 		
	<p>Cognitive Skills - a child's basic math and pre-reading skills and his or her ability to solve problems.</p> <p>- for example, a child's ability to:</p> <ul style="list-style-type: none"> • recognize words that rhyme • name letters and sounds • count numbers and form sets of objects 		
	<p>Language and Communication - a child's understanding of spoken language and his or her ability to express thoughts and feelings.</p> <p>- for example, a child's ability to:</p> <ul style="list-style-type: none"> • listen to and understand instructions, discussions and stories • use full sentences (5 to 7 words) • talk so people can easily understand 		
	<p>Physical Development Fine motor - a child's ability to perform small movements that require hand-eye coordination. - for example, a child's ability to: • use crayons, pencils, and scissors Gross motor - a child's ability to perform large movements that involve arms, legs, and body. - for example, a child's ability to: • balance, jump and hop on one foot</p>	Fine Motor 	Gross Motor 

Explanation of Results



Appropriate development - your child's development in this area is typical for children of a similar age.



Experiencing some difficulty - your child would benefit from additional experiences in this area.



Experiencing significant difficulty - your child would benefit from additional experiences in this area, and may require further assessment and on-going support.



Not complete - the child did not complete enough items in the domain to provide a result.

I have the EYE-DA report, what do I do now?

- If your child's EYE-DA results concern you and you would like to discuss them with FACE, you are encouraged to contact them.
- A 'red' or 'yellow' does not mean that there is something wrong with your child.
- For some children, individual support will be offered by FACE:
 - Home programming
 - Play, Learn, and Go program
 - Referral to Talk with Me or other community agencies

Welcome to Kindergarten

February 2 -3:00-4:00pm-You and your child come to a kindergarten classroom

Orientation Day

- Friday, May 19th-Your child comes and spends 2.5 hours in a kindergarten class and rides the bus!



Questions?

- [DATL Website](#)
- FACE (Family and Child Education): **1-855-383-5437**
- Talk With Me: **1-877-492-8255**