

Manual Questionnaires Intake Toddlers in Kindergarten

part of the intake procedure for toddlers (see questionnaires and excel tool)

Goal

The goal of administering the intake-questionnaire is that a clear picture is gained of all children at an early stage, so that education and support can be well attuned to the development needs of the child; and that parents and school from the beginning “look and cooperate” in favor of the child.

The purpose of the questionnaire

Education must take account to differences in children. The diversity in development at the time that toddlers are registered at a Kindergarten or primary school is great. In different areas of development (e.g. cognitive, motor, social and emotional) the difference could manifest itself as a lag in development compared to peers. But it could also become clear that there is a development lead. The gap or lag with peers can be a few months, a year, but also several years.

Parents have observed the development of their child with great attention and are therefore able to estimate how far their child is. They have seen their child function in different environments. Parents can therefore give a lot of information about their child. For a Kindergarten or school the expertise of parents offers great opportunities to connect education to the child’s needs from the very beginning, both in the educational offer and in the support. To gain a clear picture of the child at the start of the primary school or Kindergarten is for a continuous development. Preschoolers can adapt very quickly to peers and the chance of this is greater in children with a developmental lead, resulting in the risk of underachievement for later times.

The intake questionnaire

- On most questions an answer can be given on a 5-point scale. These questions are always asked about the development compared to peers. There is a small number of open questions.
- There are questions about social and emotional development, game behavior and game preferences, motor development, cognitive development and language, speech and calculation development.
- The questionnaire for the parents and the teacher correspond, but each also contains a number of specific questions relating to their roles or knowledge (teacher-parent)

Both parents and teachers fill in the list

The intake questionnaire is intended for *all* preschool children. The questionnaire should be completed by parents at registering (preferably a few weeks *before* the child actually starts school). The teacher of the "new" school or Kindergarten completes the list at the moment the child is at school *after* about 4 to 6 weeks.

The questionnaire as part of the intake procedure

This questionnaire can be part of an intake procedure, as many schools do, see the table below.

General registration form	Completed by parents at registration, whether or not centrally entered within a board.
Questions about the family situation and details of the child, as a supplement to the general registration form	The way this happens is dependent of the school or Kindergarten. Important topics are in any case family composition / other-language / medical details, etc.

Intake questionnaire for toddlers	Completed by the parent (just <i>before</i> child goes to the Kindergarten or school, and by the teacher (4-6 weeks <i>after</i> the child enters). Subsequently, a meeting takes place between parent and teacher.
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Method for the Kindergarten

1. Parents conduct an **introductory meeting** with a representative of the Kindergarten. usually the director or the unit leader. In this interview, the Intake questionnaire list for toddlers will shortly be explained. It is important that parents understand the questions and are told that they can answer these questions based on their feelings. It is an estimation. It provides the teacher with a lot of information at the start. When some circumstances requires a supervised of the completion of the questionnaire, the Kindergarten could make a proposal for this (for example in the case of describing other talents).

2. A few weeks before the child really starts at the Kindergarten **the parents** receive the **Intake questionnaire** for toddlers digitally, or in a printed version. They return it after completion. The teacher takes notice before the student starts in the group.

4. The **teacher** completes the same questionnaire when the child is at school for 4 to 6 weeks. To collect data, the teacher can make use of observations (see observation protocols in the Talent Education Toolkit) and will talk with the child. A conversation with parents is planned.

5. The **details of the questionnaire** of both parents and teacher can be collected and processed digitally with an Excel tool, also provide by the TE Toolkit. The data entered here is immediately collected and graphically displayed, so that the “picture” of the pupil becomes clear with similarities and differences between parents and teacher. When parents prefer to use a printed version complete, the teacher should copy this information over in the Excel file.

6. The **conversation** that takes place between parents and group teacher afterwards is important to clarify and to become more acquainted. Sharing similar insights and discussing varying perspectives are important parts of conversation. For each item discussed, parents may be asked to give an example or further explanation. This makes the conversation concrete and parents will feel themselves taken seriously. The same applies to the teacher: they should make items concrete with examples and explanations.

“Asking through” is a good technique that can be used. See the 'specific questions' on the tab with the 'Result' that provides a handy overview for the conversation with parents.

A decision could be **to allow parents to watch the child** in the group on the day of the interview. This is valuable participation in the conversation and could strengthen the educational partnership.

Parents can also be asked to bring a drawing or craftwork from home that the child is proud of.

7. If there are many '<<' / '<' scores on most questions with a *), then there may be an **under-development** in one or more of the development areas, because indication shows that the development compared with peers 'has been much less or less'. Then this possible under-development should be further mapped by more, goal-oriented observation, level-playing / level-activities and maybe testing with more easy test.

8. If there are many '>' and '>>' scores on most questions with a *), then there may be a **development lead**. In that case, it is also important to observe current developments per area. Apart from goal oriented observation this can be done for example by level playing / level activities and byore advanced tests from higher grades. It is upon schools or Kindergartens to choose.

9. Subsequently, a **plan** is made in which an adaptive play / learning approach is described. This adaptation to an appropriate approach and support, in which the child can work on its own level and in cooperation with peers. is essential. This plan can support the child for the time to come even if it is changing education. Creating a continuous learning line within and between Kindergartens and schools depends on the vision and the organizational potential of these organizations.

