Maria's Arrival Checklist

This checklist is designed to help preschool teachers understand children's needs by describing children's typical performance in everyday classroom activities and routines. When completing the checklist Include input from teaching assistants, aides, and the director, if applicable.

At the top of the checklist there is room for the date completed, child's name, facility name and address, names and positions of staff filling out the questionnaire. There are also the questions, "Does your facility participate in the State Quality Improvement System?" "Does the child of concern receive early intervention services?" "If yes, does the classroom teaching staff consult with the early intervention team on a regular basis?"

This checklist was completed for Maria. It was completed in the preschool room by Gabrielle (teacher) and Simon (consultant). This facility does participate in the State Quality Improvement System. Maria does receive EI services and the teaching staff does have regular meetings with EI staff.

The checklist instructions are:

1)   Rate the child's ability to participate in the daily routines and activities by looking at the general expectations for the classroom. For example, during arrival and departure, does the child exceed, meet, occasionally meet, or not meet the expectations for the classroom?
2)   Rate your level (and/or that of the entire staff) of satisfaction with the child's performance in each routine or activity. For example, are you very satisfied, satisfied, somewhat satisfied, or not satisfied with the child's performance? Note: Each early childhood program has different priorities and some situations may be considered more Important than others. Therefore, it Is possible to be satisfied with performance that does not meet or occasionally meets the expectations of the classroom.
3)   Circle the routines/activities that do not meet your expectations and with which you are not satisfied.
4)   On the last page of the checklist, describe the strategies you and/or your classroom staff have tried to improve the routine or activity or to promote the child's participation in the routine or activity.

There is a table with the headings "Activity," "Exceeds classroom expectations," "Meets classroom expectations," "Occasionally meets," "Does not meet," followed by "Very satisfied," "Satisfied," "Somewhat satisfied," "Not satisfied." The rows are labeled underneath the heading "Activity": "Language and literacy," "Group meeting/circle," "Table top activities," "Small group play," "Active learning and movement activities," "Routine transitions between activities," "Arrival and departure," "Community outings."

The table that was completed for Maria read: Under activity, routine transitions between activities and arrival and departure did not meet classroom expectations and not satisfied was

selected. Under the activities language and literacy and small group play, occasionally meets classroom expectations was selected and somewhat satisfied. Under the activities group meeting/circle, table top activities, active learning and movement and community outings, meets classroom expectations was selected. Active learning and movement has very satisfied selected and meeting/circle, table top activities and community outings have satisfied selected.

There is a table with the headings "Developmental Area/Skill," "Exceeds classroom expectations," "Meets classroom expectations," "Occasionally meets," "Does not meet," followed by "Very satisfied," "Satisfied," "Somewhat satisfied," "Not satisfied." The rows are labeled underneath the heading "Activity": "Socializing," "Communicating," "Getting Around," "Using hands and arms for functional tasks," "Following directions."

The table that was completed for Maria read: Under socializing, communicating and getting around, meets classroom expectations was selected along with very satisfied. Under using hands and arms for functional tasks, exceeds expectations and very satisfied are selected. Under following directions, occasionally meets classroom expectations and not satisfied are selected.

There are a few comments/strategies listed in the last space on the form: "Put name on her cubby." "Adult directing her to her cubby." "Verbal reminders."