

**APPENDIX T-G**  
**KINDERGARTEN CLASSROOM CHECKLIST**  
**TRANSITION CONSIDERATIONS**

**CLASSROOM COMPOSITION**

1. How many adults, teachers, aides and volunteers work in the classroom?
2. How many children are in the classroom?
3. Do the numbers of adults and children in kindergarten differ from preschool? (The adult/child ratio is the number of adults to the number of children.) The typical preschool contains 2 or 3 adults and 18 to 20 children. The typical kindergarten contains 1 or 2 adults and 20 to 30 children.
4. Are other children from the disabled child's preschool likely to attend this kindergarten?

**TEACHER ATTENTION AND REINFORCEMENT**

5. How frequently do teachers attend to the student with praise, instructions or reprimands? (e.g., how frequently do teachers provide praise: every minute, every few minutes, or only at the end of an activity?)
6. Do teachers provide special rewards or back-up activities for good behavior? (e.g., additional free time, access to the art center, good work certificates, positive home notes.)
7. What are the consequences for disruptive or inappropriate behavior? (e.g., temporary removal from the activity, loss of recess or free time.)

## **PHYSICAL ARRANGEMENT**

Is the physical arrangement of the kindergarten class different from the preschool? For example, in the kindergarten:

8. Do children sit on individual mats or on a group rug?
9. Do children work at tables or at desks?
10. Are work and play areas clearly separated?
11. Are play areas visible from work areas?
12. Is the bathroom or drinking fountain adjacent to the classroom or down the hallway?

## **DAILY SCHEDULE**

13. Is the kindergarten in session longer than the preschool?
14. How many minutes do children spend in each of these situations:
  - a. in large groups (singing, sharing, listening to stories, having snacks)?
  - b. in small groups?
  - c. doing academic work and fine motor activities?
  - d. in free play activities?

- e. in recess and large motor activity?
- f. in moving from one scheduled activity to another (for example, lining up for recess, waiting to be called from large group to small group)?

## **CLASSROOM RULES AND ROUTINES**

- 15. Are children required to raise their hands? If so, when?
  - a. for permission to speak?
  - b. when they have finished a task?
  - c. to seek assistance?
- 16. Do children speak out? If so when? (e.g., volunteering answers in large group)
- 17. During what activities can children talk to their classmates and move about the room?
- 18. Do children have free or limited access to the bathroom, water fountain, pencil sharpener, supplies?
- 19. Do children manage all or some of their own materials (e.g., crayons, paper, paste) or do they use community materials? What materials do they manage?
- 20. Do children walk in line single-file or double-file? Do they hold hands?

## **ACADEMICS**

- 21. Are there minimum competence levels? Is there a kindergarten readiness checklist?

22. What academic subjects are taught?
23. What curriculum materials most typically are used? For example, are math concepts taught through manipulative materials, such as cuisenaire rods, through worksheets, or both?
24. Are lessons taught in large or small groups?
25. How do children respond during instruction?
  - a. Do children recite answers? For what subjects? (e.g., alphabet, numbers)
  - b. How often and for what subjects do children reply as a group to teacher questions?
  - c. How often and for what subjects do children respond individually to teacher questions?
  - d. How often and for what subjects do children produce written responses?
  - e. What response formats are used? (e.g., children circle the right answer, color in the right answer, mark (X) the right answer, mark (X) the wrong answer?)
26. What self-help skills do most children demonstrate?
  - a. dressing independently for outdoors?
  - b. shoe-tying?
  - c. drinking milk through a straw?
  - d. hand washing?
  - e. nose care?

## **SUPPORT SYSTEMS**

27. What support services are available to the classroom? (examples:)
  - a. resource room assistance
  - b. speech therapy
  - c. adaptive physical education
  - d. physical therapy
  - e. paraeducator
28. Do parents work as classroom helpers? Do parents cooperate in home reward systems?
29. Do older students or classmates tutor children with special needs?

## PRESCHOOL/KINDERGARTEN TEACHER QUESTIONNAIRE

This questionnaire may be complete by either an early childhood special education teacher or a kindergarten teacher with some modifications.

Teacher \_\_\_\_\_

Date \_\_\_\_\_

Classroom \_\_\_\_\_

Interviewer \_\_\_\_\_

School \_\_\_\_\_

### Preliminary Questions

1. How many children are in your morning class? \_\_\_\_\_ afternoon class? \_\_\_\_\_
2. How many children with disabilities do you have in a.m.? \_\_\_\_\_ p.m.? \_\_\_\_\_
3. What types of services are available for children with disabilities in your school and how many of your students are currently receiving these services?

Services Available	# of Students	
_____	_____	1. Speech/Language
_____	_____	2. Physical Therapy
_____	_____	3. Occupational Therapy
_____	_____	4. Music
_____	_____	5. Adaptive Physical Education
_____	_____	6. Resource Room
_____	_____	7. Counselor/Mental Health Therapist
_____	_____	8. Tutor
_____	_____	9. Other, describe:

4. How many adults are typically in your room? \_\_\_\_\_  
Of those adults, how many:
  - \_\_\_\_\_ teachers
  - \_\_\_\_\_ student teachers
  - \_\_\_\_\_ paraeducators
  - \_\_\_\_\_ parents
  - \_\_\_\_\_ community volunteers
  - \_\_\_\_\_ others (describe)

5. Does your classroom have any special environmental characteristics? (e.g., open classroom, bathroom/no bathroom)
6. How long have you been teaching?
7. How long have you taught preschool?

## ACADEMIC

- A. **By the end of the preschool year how important is it for your children to be able to label:**

KEY	
1	= not important
2	= somewhat important
3	= very important

		<u>By End of the Year</u>			
1.	Colors				
	Which ones:	Red, Blue, Green, Yellow	1	2	3
		Orange, Purple, Brown	1	2	3
		Black, Pink, Gray, White	1	2	3
2.	Numbers-How far:	1-5	1	2	3
		1-10	1	2	3
		1-20	1	2	3
		1-____	1	2	3
3.	Alphabet:	A-Z UPPER CASE	1	2	3
		a-z lower case	1	2	3
4.	Shapes				
	Which ones:	Circle, Square, Rectangle	1	2	3
		Triangle, Diamond, Oval	1	2	3
5.	Body parts				
	Which ones:	eyes, nose	1	2	3
		hands, head, legs	1	2	3
		neck, toes	1	2	3
		heel, elbow	1	2	3
		jaw, hips	1	2	3

**KEY**

1 = not important

2 = somewhat important

3 = very important

- |    |                                   |   |   |   |
|----|-----------------------------------|---|---|---|
| 6. | Days of the week in correct order | 1 | 2 | 3 |
| 7. | Months of year in correct order   | 1 | 2 | 3 |

**B. How important is it that the child can:**

- |     |  |   |   |   |
|-----|--|---|---|---|
| 1.  | Color within lines   | 1 | 2 | 3 |
| 2.  | Cut simple shapes with scissors                              | 1 | 2 | 3 |
| 3.  | Use paste/glue   | 1 | 2 | 3 |
| 4.  | Read some words by sight                                     | 1 | 2 | 3 |
| 5.  | Tell time on a clock   | 1 | 2 | 3 |
| 6.  | Recognize written first name                                 | 1 | 2 | 3 |
| 7.  | Recognize written last name                                  | 1 | 2 | 3 |
| 8.  | Hold pencil correctly  | 1 | 2 | 3 |
| 9.  | Write first name   | 1 | 2 | 3 |
| 10. | Write last name  | 1 | 2 | 3 |
| 11. | Write letters (upper and/or lower case)<br>Which ones? _____ | 1 | 2 | 3 |
| 12. | Write numbers (how far: _____)                               | 1 | 2 | 3 |
| 13. | Add/Subtract   | 1 | 2 | 3 |
| 14. | Multiply/Divide concepts                                     | 1 | 2 | 3 |
| 15. | Associate numerals with their quantities<br>(how far: _____) | 1 | 2 | 3 |
| 16. | Rote count (how far: 5 10 20 ____)                           | 1 | 2 | 3 |

**KEY**

- 1 = not important
- 2 = somewhat important
- 3 = very important

17. Move from left to right, top to bottom when marking worksheets 1 2 3

**C. How important is it that the child understand concepts of:**

- 1. Weather 1 2 3
- 2. Size (e.g., big/little) 1 2 3
- 3. Ordering (e.g., first/last) 1 2 3
- 4. Spatial relations (e.g., front/back) 1 2 3
- 5. Distance (e.g., miles/kilometers) 1 2 3
- 6. Rhyming 1 2 3
- 7. Same/different 1 2 3
- 8. Sequence of events 1 2 3
- 9. Time (today/tomorrow) 1 2 3
- 10. Sorting by attribute (e.g., color or size) 1 2 3

**D. What other academic skills are most important for children leaving preschool and entering kindergarten?**

How long do you expect children to attend during a structured, small group activity?  
(i.e., seven or fewer children)

1. Beginning of School Year:
  - Less than 10 minutes
  - 10 minutes
  - 15 minutes
  - 20 minutes
  - More than 20 minutes
2. End of School Year:
  - Less than 10 minutes
  - 10 minutes
  - 15 minutes
  - 20 minutes
  - More than 20 minutes

<b>Independent Work Skills</b>	By End of the Year		
A. Begins work following an instruction to the whole group	1	2	3
B. Does not need additional teacher direction	1	2	3
C. Attends to task without distracting self or peers	1	2	3
D. Seeks teacher attention appropriately	1	2	3
E. Watches or asks peers to help understand or remember directions	1	2	3
F. Asks for information when necessary (i.e., to help understand initial instructions)	1	2	3
G. Completes task on time	1	2	3
H. Completes task correctly (self-corrects errors)	1	2	3
I. Seeks assistance when needed (e.g., requests help with buttoning coat)	1	2	3
J. Uses classroom equipment independently (e.g., pencil sharpener)	1	2	3

K. Follows routine at end of work session (waits, checks with teacher, puts materials away, goes to next activity) 1 2 3

Do children seek assistance regarding work by:

- |  |   |   |
|--|---|---|
| 1. raising their hand?                 | Y | N |
| 2. coming over to you with their work? | Y | N |

What is the limit on how often to seek assistance over work time:

- 1 time
- 2 times
- 3 times
- 4 or more times (no limit)

Is it appropriate for children to seek help from peers? Y N

Is it appropriate for children to look at peer's work? Y N

Is it appropriate for children to copy from peers? Y N

What are children usually expected to do when they finish an assignment but still have time available in the period?

- Read a book
- Color or art activity
- Sit quietly at table
- Do a puzzle or another manipulative activity
- Other: \_\_\_\_\_

Do you expect children to write their names on worksheets? Y N

When do you most often monitor and give feedback on your children's work?

- While they are working
- Whenever they are finished
- At the end of the period
- After the work period, later in the day
- Next day

How long do you expect a child to work independently at the end of the year?

- Less than 10 minutes
- 10-15 minutes
- 16-20 minutes
- More than 20 minutes

	<u>By End of the Year</u>		
<b>Following Verbal Teacher Directions</b>			
A. Complies with simple (one-step) instructions	1	2	3
B. Complies with two-step directions	1	2	3
C. Complies with three-step directions	1	2	3
D. Complies with directions to the group (e.g., everyone sit down)	1	2	3
E. Follows directions given at a previous time (e.g., when directions are given to whole group before dispersal)	1	2	3
F. Follows verbal teacher directions (e.g., stop, draw a line under, draw a circle around, cut)	1	2	3
G. Responds to east, west, north, south directions	1	2	3

What types of directions do you give in class most often?

- verbal
- written (on chalkboard, on worksheet)
- sample left for display (an example in area)

How quickly do you expect children to respond to your instructions/directions?

- immediately
- within 30 seconds
- within 1 minute
- within 2 minutes

How many times do you think it is reasonable to repeat instructions/directions to a child working on a familiar task?

- no times
- 1 time
- 2 times
- 3 times
- 4 or more times

### Transitions

By End of  
the Year

How important is it that the child:

- |    |   |   |   |   |
|----|---|---|---|---|
| A. | Locates personal possessions and returns them to appropriate location (e.g., puts coat in closet)             | 1 | 2 | 3 |
| B. | Locates materials and replaces them or puts them in order when finished (e.g., gets crayons and returns them) | 1 | 2 | 3 |
| C. | Goes to various areas in the room when requested and/or directed  | 1 | 2 | 3 |
| D. | Anticipates activity's end without overt cue and prepares for activity changes                                | 1 | 2 | 3 |
| E. | Makes transitions from one activity to the next with one group instruction                                    | 1 | 2 | 3 |

- |    |  |   |   |   |
|----|--|---|---|---|
| F. | Stays “on-task” during transitions   | 1 | 2 | 3 |
| G. | Makes transition from one activity to the next using contextual cues (such as flipping the lights, piano chords) | 1 | 2 | 3 |
| H. | Is able to line-up and stay in line <u>en route</u> to activity outside classroom                                | 1 | 2 | 3 |

Are transitions between activities primarily:

- teacher-directed
- child-directed
- externally cued (by bell)

Usually does one activity end before another begins? Y   N

Do children move in a line from your classroom to any activity? (e.g., recess, library, music room, or gym?) Y   N

What other classroom transition skills are important in your classroom?

By what time in the preschool year should a child be able to follow classroom routine with minimal assistance from teachers and peers:

- Within first week
- By the end of the first 3 weeks
- By the end of the first 6 weeks
- By the end of the first 9 weeks
- By mid-year
- By the end of the year

**Communication Skills**

A. Receptive language

- |     |  |   |   |   |
|-----|--|---|---|---|
| 1.  | Comes to adults when called by name                            | 1 | 2 | 3 |
| 2.  | Identifies soft and loud sounds                                | 1 | 2 | 3 |
| 3.  | Discriminates between sounds in words                          | 1 | 2 | 3 |
| 4.  | Recognizes rhyming words                                       | 1 | 2 | 3 |
| 5.  | Responds to “No,” “Stop,” “Don’t,” and other warning words     | 1 | 2 | 3 |
| 6.  | Recognizes when a word is said incorrectly or correctly        | 1 | 2 | 3 |
| 7.  | Matches beginning and ending sounds in words                   | 1 | 2 | 3 |
| 8.  | Associates sound and written symbol for entire alphabet        | 1 | 2 | 3 |
| 9.  | Identifies opposite concepts                                   | 1 | 2 | 3 |
| 10. | Responds to position words (over, under, next)                 | 1 | 2 | 3 |
| 11. | Understands past, present, and future tense                    | 1 | 2 | 3 |
| 12. | Understands singular/plural contrast for nouns                 | 1 | 2 | 3 |
| 13. | Understands opposite contractions (has/doesn’t have; is/isn’t) | 1 | 2 | 3 |
| 14. | Responds to appropriate common nouns and verbs                 | 1 | 2 | 3 |
| 15. | Responds to yes/no and wh- questions                           | 1 | 2 | 3 |

B. Expressive language

- |    |                                     |   |   |   |
|----|-------------------------------------|---|---|---|
| 1. | Speaks intelligibly with few errors | 1 | 2 | 3 |
|----|-------------------------------------|---|---|---|

2.	Communicates needs and preferences (food, drink, bathroom)	1	2	3
3.	Uses pronouns correctly (e.g., I, me, her, they, he, it)	1	2	3
4.	Uses contractions (e.g., can't)	1	2	3
5.	Uses most possessives correctly (e.g., boy's daddy; daddy's boy)	1	2	3
6.	Uses infinitives (e.g., "I like to eat cake")	1	2	3
7.	Shares experiences and ideas with others	1	2	3
8.	Uses many complex sentences	1	2	3
9.	Uses yes/no and wh- questions	1	2	3
10.	Performs simple sound blending	1	2	3
11.	Takes turns in conversation on topic provided by other person	1	2	3
12.	Speaks loudly enough but not too loud	1	2	3
13.	Has same breadth of vocabulary as peers do	1	2	3

What other communication skills are important in your classroom?

<b>Social Interaction</b>		<u>By End of the Year</u>		
A.	Initiates contact with peers	1	2	3
B.	Initiates play activities during play time	1	2	3
C.	Maintains an interaction with a peer	1	2	3
D.	Shares, exchanges materials with peers	1	2	3
E.	Leads peers in play	1	2	3
F.	Responds to peer initiations	1	2	3
G.	Imitates appropriate peer actions	1	2	3
H.	Stays with activity for an appropriate amount of time	1	2	3
I.	Waits turn to speak	1	2	3
J.	Role-plays with peers	1	2	3
K.	Uses peers' and teachers' names	1	2	3
L.	Greets adults with handshake	1	2	3
M.	Uses toys appropriately with peers	1	2	3
N.	Plays simple table games	1	2	3
O.	Uses courtesy words spontaneously (please, thank you, excuse me)	1	2	3
P.	Plays with a number of different children during the day	1	2	3
Q.	Requests permission from peers to join ongoing play activities	1	2	3
R.	Makes verbal requests of peers when seeking play materials	1	2	3

- |    |   |   |   |   |
|----|---|---|---|---|
| S. | Wins/loses with good sportsmanship                        | 1 | 2 | 3 |
| T. | Maintains eye contact when speaking                       | 1 | 2 | 3 |
| U. | Expresses affection, emotions, and feelings appropriately | 1 | 2 | 3 |

What other social skills are important for children entering kindergarten?

Do you plan activities for the purpose of peer interaction? When? How often?

		<u>By End of the Year</u>		
<b>Self Care</b>				
A.	Takes care of own toileting needs without supervision	1	2	3
B.	Washes hands without supervision	1	2	3
C.	Dresses with minimal assistance within a reasonable amount of time	1	2	3
D.	Zips jacket or coat	1	2	3
E.	Buttons garment correctly	1	2	3
F.	Puts shoes on correct feet	1	2	3
G.	Ties or fastens shoes	1	2	3
H.	Buckles belt	1	2	3
I.	Is responsible for personal belongings	1	2	3
J.	Eats skillfully with minimal assistance	1	2	3
K.	Correctly places fork, knife, and spoon when setting table	1	2	3

L.	Pours liquid from a pitcher	1	2	3
M.	Cleans up own work space or spills	1	2	3
N.	Blows and wipes nose independently	1	2	3
O.	Gives full name when asked	1	2	3
P.	Tells street address	1	2	3
Q.	Gives home telephone number	1	2	3
R.	Knows parent(s) first and last names	1	2	3
S.	Tells birthdate	1	2	3

What other self-care skills would you like for the majority of children in your class to have at the beginning of kindergarten?

<b>Large Group Time</b> (eight or more children)		<u>By End of the Year</u>		
A.	Sits appropriately	1	2	3
B.	Does not disrupt peers	1	2	3
C.	Focuses attention on speaker and shifts attention appropriately	1	2	3
D.	Answers teacher's question when individually Addressed	1	2	3
E.	Answers teacher's question when addressed as a group	1	2	3
F.	Asks appropriate questions	1	2	3
G.	Individually addresses group (e.g., sharing time)	1	2	3
H.	Participates at appropriate time (e.g., when it is his/her turn)	1	2	3

- |    |  |   |   |   |
|----|--|---|---|---|
| I. | Participates in group in manner that is appropriate to the task or topic | 1 | 2 | 3 |
| J. | Volunteers to teach group new song                                       | 1 | 2 | 3 |
| K. | Participates in fingerplays, songs, stories, or games according to rules | 1 | 2 | 3 |
| L. | Knows a few songs or rhymes completely                                   | 1 | 2 | 3 |

What other behaviors do you expect from students during group time?

How long do you expect children to attend during a structured large group activity (i.e., with eight or more children)?

- Less than 10 minutes
- 10 minutes
- 15 minutes
- 20 minutes
- More than 20 minutes

End of School Year:

- \_\_\_\_\_ Less than 10 minutes
- \_\_\_\_\_ 10 minutes
- \_\_\_\_\_ 15 minutes
- \_\_\_\_\_ 20 minutes
- \_\_\_\_\_ More than 20 minutes

		<u>By End of the Year</u>		
<b>Classroom Conduct</b>				
A.	Works/plays without disturbing (i.e., talking loudly, teasing, touching) adjacent peers	1	2	3
B.	Works/plays without disturbing teacher	1	2	3
C.	Waits appropriately	1	2	3
D.	Follows most classroom rules and routines	1	2	3
E.	Complies with initial instructions	1	2	3
F.	If misbehaving, complies with second instruction	1	2	3
G.	Reacts appropriately to changes in routine	1	2	3
H.	Handles corrections appropriately	1	2	3
I.	Uses time between activities appropriately	1	2	3
J.	Does not cry excessively when disappointed	1	2	3
K.	Responds to praise or other social reinforcers	1	2	3
L.	Ignores inappropriate peer behavior	1	2	3
M.	Refrains from aggressive behavior (verbally and physically)	1	2	3

What other kinds of classroom conduct are most important for your class?

Are rules of your classroom specified to children? How?

What happens if a rule is broken?

What kind of reward systems do you use? (e.g., praise, point or token system)

1. How are they implemented?
  - Verbally
  - Written
  - Explained to parents
  
2. When do you use reward systems?
  - As needed
  - Daily
  - Beginning of year
  - Other \_\_\_\_\_

Please rank order (from 1 to 9) the following categories in order of importance for your classroom, with "1" being the most important.

- Academic
- Classroom Conduct
- Communication
- Following Directions
- Independent Work Skills
- Large Group
- Self-Care
- Social Interaction
- Transitions

Throughout the school year, what kinds of parent-teacher contact do you have (notes, phone calls, conferences, informal chats)? How frequently do you use each type (most of the time, as needed, daily, weekly, monthly, quarterly, yearly)?

TYPE OF COMMUNICATION	FREQUENCY
Notes	
Phone Calls	
Conferences	
Before and/or after school	
Other	

What kinds of parent-teacher contact would you prefer to have?