

MY PROFILE TOOL



My name is: _____

I am born: _____ (day/month/year) My first language is: _____

My parents' names are: _____

I live with: (✓): ☐Daddy ☐Mommy ☐My parents ☐Shared custody ☐Foster family

I am the _____ (1st, 2nd, ...) child of a family of _____ children.

My future school will be _____



MY ENVIRONMENT: (✓): ☐Center-Based Daycare ☐Home-Based Daycare ☐Other

Daycare's name: _____

Attending since: _____ Number of days/week: _____

Educator/daycare manager/other's name: _____

Telephone number: _____ Completed by: _____

SERVICES ALREADY RECEIVED BY THE CHILD IN THE LAST YEAR: (✓):

☐Speech therapy ☐Occupational therapy ☐Psychology ☐Psychoeducation

☐Medical follow up (health problem, if allergies, specify): _____ ☐Medication (specify): _____

☐Accompanying the daycare service (since): _____ ☐Other services, specify: _____

Words to describe the child's personality:

Child's preferences and interests:

Child's strengths:

Educator's first and last name: _____

Educator's signature: _____

Date: _____

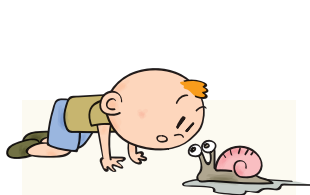


COGNITIVE DEVELOPMENT

I AM ABLE TO:

LEGEND (✓)

- This is easy for me
- With support, I progress
- △ Even with support, this is difficult for me



Demonstrate curiosity, question myself, show interest in new things



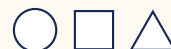
Ask why to determine the cause and make connections



Solve problems; search for solutions and apply them



PUT INTO PRACTICE:
Sense of time (before, after, tomorrow, etc.)



PUT INTO PRACTICE:
Sense of space (on, under, in front of, behind, etc.)



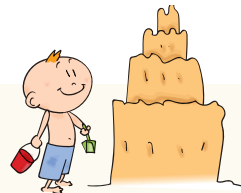
PUT INTO PRACTICE:
Object characteristics (colours, shapes, sizes)



PUT INTO PRACTICE:
Quantity concepts (the most, the least)



Be interested in stories and books



Complete the activity I started; I finish, I persevere



Role play: pretend to be someone else and make up a story

EXAMPLES OF SKILLS OBSERVED:

WINNING STRATEGIES TO STIMULATE DEVELOPMENT IN THIS AREA:

THE NEXT STEP IN MY DEVELOPMENT WILL BE:


WAYS TO ACHIEVE THIS:

LANGUAGE DEVELOPMENT

I AM ABLE TO:

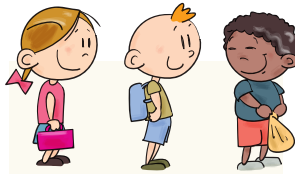
LEGEND (✓)

- This is easy for me
- With support, I progress
- ▲ Even with support, this is difficult for me




○ □ ▲

Understand 2- and 3- step questions and instructions




○ □ ▲

Follow group instructions




○ □ ▲

Express myself to be understood (I am well understood by strangers)



○ □ ▲

Express myself using increasingly long and complex sentences



○ □ ▲

Tell a story or an event in an organized manner

I may have difficulty pronouncing CH, J and R sounds, and the double consonants GR, TR and DR.

EXAMPLES OF SKILLS OBSERVED:

WINNING STRATEGIES TO STIMULATE DEVELOPMENT IN THIS AREA:

THE NEXT STEP IN MY DEVELOPMENT WILL BE:


WAYS TO ACHIEVE THIS:

PHYSICAL AND MOTOR DEVELOPMENT


I AM ABLE TO:

LEGEND (✓)


- This is easy for me
- ◻ With support, I progress
- ▲ Even with support, this is difficult for me




○ ◻ ▲
PERFORM FINE MOTOR SKILLS
Draw, trace, colour




○ ◻ ▲
PERFORM FINE MOTOR SKILLS
Cut out




○ ◻ ▲
PERFORM FINE MOTOR SKILLS
Put on, button up and manoeuvre small objects



○ ◻ ▲
PERFORM FINE MOTOR SKILLS
Run, jump, climb



○ ◻ ▲
PERFORM VARIOUS GROSS MOTOR SKILLS
Throw a ball, kick a ball, pedal, etc. (good coordination)



○ ◻ ▲
PERFORM VARIOUS GROSS MOTOR SKILLS
Go up and down the stairs, alternating feet

EXAMPLES OF SKILLS OBSERVED:

WINNING STRATEGIES TO STIMULATE DEVELOPMENT IN THIS AREA:

THE NEXT STEP IN MY DEVELOPMENT WILL BE:

WAYS TO ACHIEVE THIS:

SOCIAL AND EMOTIONAL DEVELOPMENT

I AM ABLE TO:

LEGEND (✓)

○ This is easy for me

□ With support, I progress

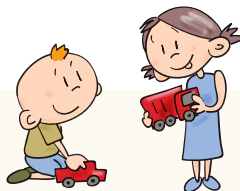
▲ Even with support, this is difficult for me



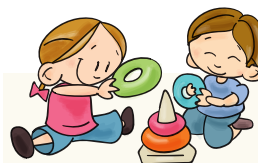
Interact appropriately with an adult and follow their instructions



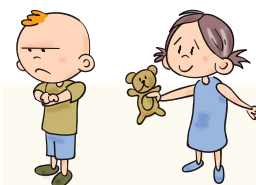
Interact appropriately with other children



Respect the group's rules



Share with other children



Participate in finding adequate solutions during conflicts



SELF-CHECK:
Wait my turn (e.g., periods of play, when to speak)



DEMONSTRATE AUTONOMY:
For my basic needs



DEMONSTRATE AUTONOMY:
During structured activities (workshops, suggested activities)



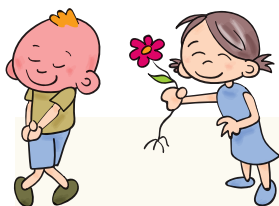
DEMONSTRATE AUTONOMY:
During free play



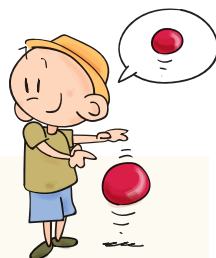
DEMONSTRATE AUTONOMY:
During group routines



Name my preferences and interests



Name my feelings and emotions



Name my abilities, my skills



Quickly adapt to a change of context (planned or unplanned)



Appropriately ask for help when I need it

SOCIAL ET AFFECTIF DEVELOPMENT



EXAMPLES OF SKILLS OBSERVED:

WINNING STRATEGIES TO STIMULATE DEVELOPMENT IN THIS AREA:

THE NEXT STEP IN MY DEVELOPMENT WILL BE:

WAYS TO ACHIEVE THIS:

Parent's message

Parental authorization

- ☐ I authorize the daycare to transmit for a one-year period the information included in this document to the school that my child will attend.
- ☐ I authorize verbal or written exchanges for a one-year period between the daycare and the staff at my child's school.

Parent's first and last name:

Signature: _____

Date: _____

