



THE AMERICAN SCHOOL FOUNDATION OF GUADALAJARA, A.C.

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www.asfg.mx

**PRESCHOOLER'S PERSONAL INFORMATION
ADMISSIONS QUESTIONNAIRE**

This information will be managed in a CONFIDENTIAL manner by the Early Childhood Department

Dear Parents:

Please take some time to reflect and answer the following questions about your child. Your responses will be useful for working with and supporting him/her.

Student's full name: _____ Age: _____

Grade level to apply: _____ DOB (mm/dd/yy): _____

I. FAMILY STRUCTURE

Father's full Name: _____ Age: _____

Education: _____

Occupation: _____

Mother's Full Name: _____ Age: _____

Education: _____

Occupation: _____

Please list (oldest to youngest) the people in your household and those who spend much time with your child (parents, siblings, relatives, and employees if they have direct contact with your child such as a nanny)

In general, what foods does your child eat?

II. DEVELOPMENTAL BACKGROUND

PREGNANCY

Normal () Complications () Gestation Period: _____

Please specify: _____

BIRTH

Normal () Caesarean section () Complications ()

Please specify: _____

Birth weight: _____ **APGAR** score: _____

BREASTFEEDING

Sucking reflex at birth Yes () No () BREASTFED () BOTTLE FED ()

How long did you breastfeed? _____

TOILET TRAINING

At what age was your child toilet trained? _____

By day _____ By night _____ Uses diaper? _____

At what age did your child:

Hold his/her head up? _____ Sit unsupported? _____ Crawl? _____

Walk? _____ Say his/her first word? _____

SLEEP

How many hours does your child sleep? _____

What time does your child usually go to bed? _____

Type of sleep: Calm () Restless () Nightmares () Through the night ()

Your child sleeps:

In a bed by himself/herself () Sharing a bed ()

In a room by himself/herself () Sharing a room ()

DEXTERITY

Is your child Right-handed () Left-handed () Still not defined ()

Right-footed () Left-footed () Still not defined ()

Is there any other health or developmental issue you would like to share with us?

Instructions: Circle the number that best describes the skill level with which your child completes each task. If your child has not had the opportunity to develop a certain skill, please choose Not Applicable (**NA**).

NA = I don't ask or permit my child to do this
1 = Sometimes/ Often with assistance

0 = Rarely/ Not independently
2 = Almost always/ Without assistance

III. SELF-HELP

Take off socks	NA	0	1	2
Buttons big buttons	NA	0	1	2
Identifies front and back of clothing	NA	0	1	2
Takes off clothes and unbuttons	NA	0	1	2
Puts on a sweater or jacket	NA	0	1	2
Blows nose using a tissue	NA	0	1	2
Washes and dries hands	NA	0	1	2
Uses the toilet	NA	0	1	2
Pours cereal into a bowl	NA	0	1	2
Washes own body during a bath	NA	0	1	2
Puts clothes away when asked	NA	0	1	2
Eats independently using a fork and cup	NA	0	1	2

IV. SOCIAL-EMOTIONAL

Pays attention to a story or activity for 10-15 minutes	NA	0	1	2
Listens to a story for 15-20 minutes	NA	0	1	2
Shares objects or food with another child when asked to	NA	0	1	2
Greets familiar children or adults	NA	0	1	2
Plays with other children (ie. wrestles or shares)	NA	0	1	2
Accepts rules without getting upset	NA	0	1	2
Stops performing an activity at parent's request	NA	0	1	2
Likes being with other people	NA	0	1	2
Responds promptly when called	NA	0	1	2
Is distracted	NA	0	1	2
Complies with going to bed without problems	NA	0	1	2
Identifies another person's feelings (happy, sad, mad)	NA	0	1	2
Follows two-step directions (ie. Go to your room and put away your sweater.)	NA	0	1	2
Cries easily	NA	2	1	0
Gets easily frustrated	NA	2	1	0
Throws tantrums when upset (ie. kicks and yells)	NA	2	1	0

V. FAMILY/ PERSONAL

What activities do you like doing with your child?

What do you consider to be your child's strengths?

Who looks after your child?

Has your child regularly attended another institution (ie. kindergarten, daycare, early start program)? If so, how did s/he adapt at the beginning? How was his/her behavior in general?

How do you usually discipline your child?

How does your child usually respond to new situations?

Has there been any event in your family that may affect your child's behavior or emotional state (ie.Divorce, recent death of a family member, birth of a sibling, etc.)?

Are there any situations in which your child gets especially emotional, upset, or scared? If so, what are they?

How does your child respond when upset or scared?

What do you consider is your responsibility in your child's education?

Has your child been exposed to the English language? If so, under what circumstances and how frequently?

Is there any other information that you would like to share with us? (ie. specific interests, worries about a specific educational or developmental aspect, ways in which you practice a religious or cultural celebration)

Legal guardian' full name and signature:

Date (mm/dd/yy): _____

THANK YOU FOR YOUR COOPERATION



Nursery Admission Policy

The nursery program at The American School Foundation of Guadalajara, teaches independence and responsibility to the young children in our care. Students learn self-cares skills and teachers are available to help children who occasionally need assistance in going to the bathroom.

To provide proper supervision for our students and a hygienic environment, we require that a nursery student is able to notify an adult of the need to go to the bathroom before the child enters our nursery program.

Diapers, pull-ups, bottles and pacifiers are not permitted inside the classroom.

We encourage parents to begin teaching a child bathroom skill several months before the school year starts. Attached is information on how parents can support a child in becoming toilet trained.

Children who cannot yet use the bathroom consistently will not be allowed to participate in our program until this important milestone is met. A child's enrollment will be respected as long as the parents continue to pay tuition.

Nursery Admission Policy

I understand that my child must be toilet trained before entering the nursery program and that diapers, pull-ups, bottles and pacifiers are not permitted inside the classroom.

Legal Guardian's full name

Signature



TIPS FOR TOILET TRAINING

During preschool age, to be toilet trained is a critical milestone in a child's emotional development and self-help-skills. The control of urine and bowel movements is associated with self-control, a sense of independence and a perception of the self as a "big" boy or a "big" girl. Therefore, it is very important that children are potty trained before they start school. This will help them to change their perception about themselves and their abilities and should allow them to approach learning with a more active and independent attitude.

Before your child begins to learn the basics of potty training, it is important to ensure that your child is able to:

1. Understand and follow simple directions.
2. Pull down and up underwear and pants.
3. Understand and use terms and words associated with potty training.

When you start the process of potty training explain to your child that he/she is now a "big" boy or girl, and thus, it is important for him or her to learn what other big children can do. Discuss examples of some new skills your child already shows that demonstrate that your child is not a baby anymore. Also, you may use books about potty training.

Tell your child enthusiastically that he/she will not need to use diapers anymore. Take your child to the store with you to help choose "grown-up" underwear, perhaps with a cartoon characters or designs. Underwear with characters may be useful because you can tell your child that Winnie the Pooh, for example, likes to be clean and dry. Buy underwear one size larger so it becomes easier for your child to pull them down and up.

Some children are motivated when they have a special small toilet just for them. Generally, it is easier for children to sit in small potties appropriate for their size.

In the first stage of the training, it is highly recommended that you and your child have time at home. While your child is learning, it will be difficult for your child to wait for a bathroom if you are in the car or until you may find a public restroom. Plan to start the training on a week-end during which you can supervise your child continuously.

Many parents have found it useful to introduce the training using a doll to model the process of going to the bathroom. Children learn to feed the doll and then take it to the bathroom and praise it for keeping itself clean and dry. Parents with older children may use the siblings as a model.

Some experts recommend giving children salty food during the beginning of toilet training to make the child thirsty and thus increase the number of opportunities to practice recognizing the need to use the bathroom.

Keep your child highly motivated by offering praise every time he/she uses the potty. Many parents use a reward system, in which they give the child a sticker or a small reward every time they have success.

Subsequently, you should reinforce your child for staying dry for the whole morning or afternoon. Finally, your child may be praised for not having accidents during the whole day.

Learning to control urine and bowel movements is a gradual process; therefore, it is important for you to be aware that there will be “dry” days and “wet” days. It is quite normal for children to have “accidents” in a calm and supportive way. Scolding your child or putting pressure on a child to stay dry can be detrimental because it may start a power struggle. Avoid using terms such as “good” or “bad;” this is not a moral issue.

Try to avoid accidents by anticipating when it is likely that your child may need to use the potty. Make it a habit to take your child to the bathroom at those times (immediately upon waking, half an hour after eating or drinking, before going out, before going to sleep.) Ask your child occasionally if he/she needs to go to the bathroom. Again, avoid approaching it in a strict manner or as an order because it may work against you. You may say, for example, “Would you like to earn a sticker? Let’s go to the bathroom.”

Make sure that all family members participate enthusiastically in the process. It is important that everyone supports your child in this important milestone, and that they respond consistently when accidents occur.

When a child has a bowel movement, it may take some time and it is natural that your child will want company. Take a book to the bathroom and read it for your child while he/she is seated. It is not appropriate to force a child to sit on the potty against his/her will.

Flushing the toilet and washing hands after going to the bathroom is part of potty training too. Make sure to teach your child these behaviors and make them habits. Most children love water and they enjoy flushing the toilet and looking at the water running. In this case, flushing the toilet can serve as a reward. However, there are some children that may get scared by the noise of flushing the toilet and may avoid going to the bathroom for that reason. Be sensitive to this issue.

It is important to keep in mind that staying dry during the night is an ability that is usually mastered much later than going to the bathroom during the day. Until age 5 it is considered normal to wet the bed occasionally.

It is also important to remember that control of urine and bowel movements is a skill that is closely linked to children’s emotional status. Therefore, it is common that children regress, and the number of accidents may increase when there are important changes in their lives (i.e: moving to a different house, the birth of a sibling, a parent or a trip, illness in the family).

It is very important during the toilet training process for the parents to maintain positive, and calm attitude that supports their child achieve this developmental milestone. Your attitude will play a key role in how your child will approach this new challenge.

GOOD LUCK!