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ADDENDA

**SSRS:
SOCIAL SKILLS
PROBLEM BEHAVIOURS
ACADEMIC COMPETENCE FORMS:
ELEMENTARY
ADDENDUM A**

ADDENDUM A

- **Social Skills Rating System (SSRS). (Elementary Level): Teacher form
(Blue)**
- **Social Skills Rating System (SSRS). (Elementary Level): Parent form
(Purple)**

Next, read each item on pages 2 and 3 (items 1 - 48) and think about this student's behavior during the past month or two. Decide **how often** the student does the behavior described.

If the student **never** does this behavior, circle the **0**.

If the student **sometimes** does this behavior, circle the **1**.

If the student **very often** does this behavior, circle the **2**.

For items 1 - 30, you should also rate **how important** each of these behaviors is for success in *your* classroom.

If the behavior is **not important** for success in your classroom, circle the **0**.

If the behavior is **important** for success in your classroom, circle the **1**.

If the behavior is **critical** for success in your classroom, circle the **2**.

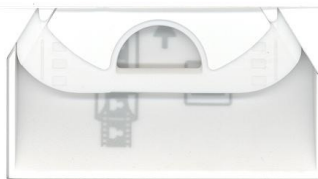
Here are two examples:

	How Often?			How Important?		
	Never	Sometimes	Very Often	Not Important	Important	Critical
Shows empathy for peers.	0	1	(2)	0	(1)	2
Asks questions of you when unsure of what to do in schoolwork.	0	(1)	2	0	1	(2)

This student very often shows empathy for classmates. Also, this student sometimes asks questions when unsure of schoolwork. This teacher thinks that showing empathy is important for success in his or her classroom and that asking questions is critical for success.

Please do not skip any items. In some cases you may not have observed the student perform a particular behavior. Make an estimate of the degree to which you think the student would probably perform that behavior.

FOR OFFICE USE ONLY How Often?			Social Skills						How Often?			How Important?		
C	A	S		Never	Sometimes	Very Often	Not Important	Important	Critical					
			1. Controls temper in conflict situations with peers.	0	1	2	0	1	2					
			2. Introduces herself or himself to new people without being told.	0	1	2	0	1	2					
			3. Appropriately questions rules that may be unfair.	0	1	2	0	1	2					
			4. Compromises in conflict situations by changing own ideas to reach agreement.	0	1	2	0	1	2					
			5. Responds appropriately to peer pressure.	0	1	2	0	1	2					
			6. Says nice things about himself or herself when appropriate.	0	1	2	0	1	2					
			7. Invites others to join in activities.	0	1	2	0	1	2					
			8. Uses free time in an acceptable way.	0	1	2	0	1	2					
			9. Finishes class assignments within time limits.	0	1	2	0	1	2					
			10. Makes friends easily.	0	1	2	0	1	2					
			11. Responds appropriately to teasing by peers.	0	1	2	0	1	2					
			12. Controls temper in conflict situations with adults.	0	1	2	0	1	2					
			13. Receives criticism well.	0	1	2	0	1	2					
			14. Initiates conversations with peers.	0	1	2	0	1	2					
			15. Uses time appropriately while waiting for help.	0	1	2	0	1	2					
			16. Produces correct schoolwork.	0	1	2	0	1	2					
C	A	S	SUMS OF HOW OFTEN COLUMNS											



FOR OFFICE USE ONLY How Often?				Social Skills (cont.)			How Often?			How Important?		
				Never	Sometimes	Very Often	Not Important	Important	Critical			
C	A	S										
			17.	Appropriately tells you when he or she thinks you have treated him or her unfairly.	0	1	2	0	1	2		
			18.	Accepts peers' ideas for group activities.	0	1	2	0	1	2		
			19.	Gives compliments to peers.	0	1	2	0	1	2		
			20.	Follows your directions.	0	1	2	0	1	2		
			21.	Puts work materials or school property away.	0	1	2	0	1	2		
			22.	Cooperates with peers without prompting.	0	1	2	0	1	2		
			23.	Volunteers to help peers with classroom tasks.	0	1	2	0	1	2		
			24.	Joins ongoing activity or group without being told to do so.	0	1	2	0	1	2		
			25.	Responds appropriately when pushed or hit by other children.	0	1	2	0	1	2		
			26.	Ignores peer distractions when doing class work.	0	1	2	0	1	2		
			27.	Keeps desk clean and neat without being reminded.	0	1	2	0	1	2		
			28.	Attends to your instructions.	0	1	2	0	1	2		
			29.	Easily makes transition from one classroom activity to another.	0	1	2	0	1	2		
			30.	Gets along with people who are different.	0	1	2	0	1	2		
C	A	S	SUMS OF HOW OFTEN COLUMNS									

FOR OFFICE USE ONLY How Often?				Problem Behaviors			How Often?			Do not make importance ratings for items 31 - 48	
				Never	Sometimes	Very Often	Not Important	Important	Critical		
E	I	H									
			31.	Fights with others.	0	1	2				
			32.	Has low self-esteem.	0	1	2				
			33.	Threatens or bullies others.	0	1	2				
			34.	Appears lonely.	0	1	2				
			35.	Is easily distracted.	0	1	2				
			36.	Interrupts conversations of others.	0	1	2				
			37.	Disturbs ongoing activities.	0	1	2				
			38.	Shows anxiety about being with a group of children.	0	1	2				
			39.	Is easily embarrassed.	0	1	2				
			40.	Doesn't listen to what others say.	0	1	2				
			41.	Argues with others.	0	1	2				
			42.	Talks back to adults when corrected.	0	1	2				
			43.	Gets angry easily.	0	1	2				
			44.	Has temper tantrums.	0	1	2				
			45.	Likes to be alone.	0	1	2				
			46.	Acts sad or depressed.	0	1	2				
			47.	Acts impulsively.	0	1	2				
			48.	Fidgets or moves excessively.	0	1	2				
E	I	H	SUMS OF HOW OFTEN COLUMNS								

Go on to Page 4. →



Academic Competence

The next nine items require your judgments of this student's academic or learning behaviors as observed in your classroom. Compare the student with other children who are in the same classroom.

Rate all items using a scale of 1 to 5. Circle the number that best represents your judgment. The number 1 indicates the lowest or least favorable performance, placing the student in the lowest 10% of the class. Number 5 indicates the highest or most favorable performance, placing the student in the highest 10% compared with other students in the classroom.

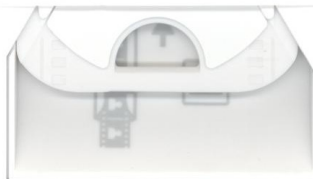
FOR OFFICE USE ONLY		Lowest 10%	Next Lowest 20%	Middle 40%	Next Highest 20%	Highest 10%
	49. Compared with other children in my classroom, the overall academic performance of this child is:	1	2	3	4	5
	50. In reading , how does this child compare with other students?	1	2	3	4	5
	51. In mathematics , how does this child compare with other students?	1	2	3	4	5
	52. In terms of grade-level expectations, this child's skills in reading are:	1	2	3	4	5
	53. In terms of grade-level expectations, this child's skills in mathematics are:	1	2	3	4	5
	54. This child's overall motivation to succeed academically is:	1	2	3	4	5
	55. This child's parental encouragement to succeed academically is:	1	2	3	4	5
	56. Compared with other children in my classroom this child's intellectual functioning is:	1	2	3	4	5
	57. Compared with other children in my classroom this child's overall classroom behavior is:	1	2	3	4	5

AC SUM OF COLUMN **Stop. Please check to be sure all items have been marked.**

FOR OFFICE USE ONLY

SUMMARY					
SOCIAL SKILLS		PROBLEM BEHAVIORS		ACADEMIC COMPETENCE	
HOW OFTEN? TOTAL	BEHAVIOR LEVEL	HOW OFTEN? TOTAL	BEHAVIOR LEVEL	RATING TOTAL	COMPETENCE LEVEL
(sums from p. 2)	(sums from p. 3)	(sums from page 3)	(see Appendix A)	(sum from page 4)	(see Appendix A)
	Fewer Average More		Fewer Average More		Below Average Above
C + =	<input type="text"/> <input type="text"/> <input type="text"/>	E	<input type="text"/> <input type="text"/> <input type="text"/>	Total AC	<input type="text"/> <input type="text"/> <input type="text"/>
A + =	<input type="text"/> <input type="text"/> <input type="text"/>	I	<input type="text"/> <input type="text"/> <input type="text"/>		
S + =	<input type="text"/> <input type="text"/> <input type="text"/>	H	<input type="text"/> <input type="text"/> <input type="text"/>		
Total (C + A + S)	<input type="text"/> <input type="text"/> <input type="text"/>	Total (E + I + H)	<input type="text"/> <input type="text"/> <input type="text"/>		
(see Appendix B)		(see Appendix B)		(see Appendix B)	
Standard Score	Percentile Rank	Standard Score	Percentile Rank	Standard Score	Percentile Rank
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(see Appendix E)		(see Appendix E)		(see Appendix E)	
SEM	Confidence Level	SEM	Confidence Level	SEM	Confidence Level
<input type="text"/> <input type="text"/>	68% <input type="checkbox"/> 95% <input type="checkbox"/>	<input type="text"/> <input type="text"/>	68% <input type="checkbox"/> 95% <input type="checkbox"/>	<input type="text"/> <input type="text"/>	68% <input type="checkbox"/> 95% <input type="checkbox"/>
Confidence Band (standard scores)	to	Confidence Band (standard scores)	to	Confidence Band (standard scores)	to

Norms used: Handicapped Nonhandicapped
 Note: To obtain a detailed analysis of this student's Social Skills strengths and weaknesses, complete the Assessment-Intervention Record.



Next, read each item on pages 2-4 (items 1-55) and think about your child's present behavior. Decide **how often** your child does the behavior described.

If your child **never** does this behavior, circle the **0**.

If your child **sometimes** does this behavior, circle the **1**.

If your child **very often** does this behavior, circle the **2**.

For items 1-38, you should also rate **how important** each of these behaviors is for your child's development.

If it is **not important** for your child's development, circle the **0**.

If it is **important** for your child's development, circle the **1**.

If it is **critical** for your child's development, circle the **2**.

Here are two examples:

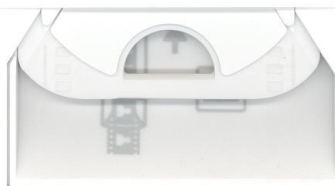
	How Often?				How Important?		
	Never	Sometimes	Very Often		Not Important	Important	Critical
Shows a sense of humor.	0	1	2		0	1	2
Answers the phone appropriately.	0	1	2		0	1	2

*This parent thought that the child **very often** showed a sense of humor and that showing a sense of humor was **important** to the child's development. This parent also thought that the child **never** answered the phone appropriately and that answering the phone appropriately was **critical** to the child's development.*

There are no right or wrong answers. You may take as much time as you like.

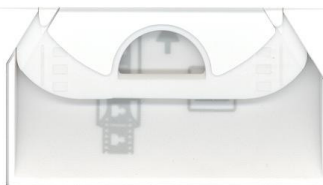
Please do not skip any items.

FOR OFFICE USE ONLY How Often?					Social Skills			How Often?			How Important?		
C	A	R	S		Never	Sometimes	Very Often		Not Important	Important	Critical		
				1. Uses free time at home in an acceptable way.	0	1	2		0	1	2		
				2. Keeps room clean and neat without being reminded.	0	1	2		0	1	2		
				3. Speaks in an appropriate tone of voice at home.	0	1	2		0	1	2		
				4. Joins group activities without being told to.	0	1	2		0	1	2		
				5. Introduces herself or himself to new people without being told.	0	1	2		0	1	2		
				6. Responds appropriately when hit or pushed by other children.	0	1	2		0	1	2		
				7. Asks sales clerks for information or assistance.	0	1	2		0	1	2		
				8. Attends to speakers at meetings such as in church or youth groups.	0	1	2		0	1	2		
				9. Politely refuses unreasonable requests from others.	0	1	2		0	1	2		
				10. Invites others to your home.	0	1	2		0	1	2		
				11. Congratulates family members on accomplishments.	0	1	2		0	1	2		
				12. Makes friends easily.	0	1	2		0	1	2		
				13. Shows interest in a variety of things.	0	1	2		0	1	2		
				14. Avoids situations that are likely to result in trouble.	0	1	2		0	1	2		
				15. Puts away toys or other household property.	0	1	2		0	1	2		
				16. Volunteers to help family members with tasks.	0	1	2		0	1	2		
C	A	R	S	SUMS OF HOW OFTEN COLUMNS									



FOR OFFICE USE ONLY How Often?				Social Skills (cont.)			How Often?			How Important?		
C	A	R	S		Never	Sometimes	Very Often	Not Important	Important	Critical		
				17.	Receives criticism well.	0	1	2	0	1	2	
				18.	Answers the phone appropriately.	0	1	2	0	1	2	
				19.	Helps you with household tasks without being asked.	0	1	2	0	1	2	
				20.	Appropriately questions household rules that may be unfair.	0	1	2	0	1	2	
				21.	Attempts household tasks before asking for your help.	0	1	2	0	1	2	
				22.	Controls temper when arguing with other children.	0	1	2	0	1	2	
				23.	Is liked by others.	0	1	2	0	1	2	
				24.	Starts conversations rather than waiting for others to talk first.	0	1	2	0	1	2	
				25.	Ends disagreements with you calmly.	0	1	2	0	1	2	
				26.	Controls temper in conflict situations with you.	0	1	2	0	1	2	
				27.	Gives compliments to friends or other children in the family.	0	1	2	0	1	2	
				28.	Completes household tasks within a reasonable time.	0	1	2	0	1	2	
				29.	Asks permission before using another family member's property.	0	1	2	0	1	2	
				30.	Is self-confident in social situations such as parties or group outings.	0	1	2	0	1	2	
				31.	Requests permission before leaving the house.	0	1	2	0	1	2	
				32.	Responds appropriately to teasing from friends or relatives of his or her own age.	0	1	2	0	1	2	
				33.	Uses time appropriately while waiting for your help with homework or some other task.	0	1	2	0	1	2	
				34.	Accepts friends' ideas for playing.	0	1	2	0	1	2	
				35.	Easily changes from one activity to another.	0	1	2	0	1	2	
				36.	Cooperates with family members without being asked to do so.	0	1	2	0	1	2	
				37.	Acknowledges compliments or praise from friends.	0	1	2	0	1	2	
				38.	Reports accidents to appropriate persons.	0	1	2	0	1	2	
C	A	R	S	SUMS OF HOW OFTEN COLUMNS								

Go on to
Page 4. ➡



INTERVIEW SCHEDULES
ADDENDUM B

ADDENDUM B

<p style="text-align: center;">INTERVIEW SCHEDULE A (1) GOVERNMENT OFFICIALS-NATIONAL DEPARTMENT OF EDUCATION</p>

The purpose of this schedule is to elicit government officials' understanding of policy provision, purpose and the implementation process of transitions from Grade R to Grade 1.

1. What exactly is your role in the department with respect to ECD an ECD policy?
2. How do you understand the relationship between Grade R and Grade 1? In other words since the Grade R is part of the informal education and the Grade 1 is part of the formal education how do you reconcile the two?
3. Throughout the world, the transition to Grade 1 is often regarded as a serious problem which can result in academic failure. What does your Ministry of Education regard as the primary challenges with respect to this transition?
4. What specific policy provisions have been made to deal with problems of transition?
5. If the policy for dealing with transitions does exists, what is the parents' role, especially as they are regarded as the first educators of the child?
6. How effective have these policy provisions been in practice as far as transition problems are concerned? Do you have any evidence of the impact of policy on transitions to school?
7. Are the principals and teachers aware of the policy provision as far as transitions are concerned ? How is this information conveyed to them?

8. If there is no policy provision on transitions, how do principals and teachers supposed to deal with the transition problems?

9. For those children who never went through Grade R what kind of provision exists for them in Grade1?

INTERVIEW SCHEDULE A (2)
GOVERNMENT OFFICIALS-DISTRICT OFFICES

The purpose of this schedule is to elicit government officials' understanding of policy provision, purpose and the implementation process of transitions from Grade R to Grade 1.

1. What exactly is your role in the department with respect to ECD an ECD policy implementation?
2. How do you understand the relationship between Grade R and Grade 1? In other words since the Grade R is part of the informal education and the Grade 1 is part of the formal education how do you reconcile the two?
3. To your own knowledge are there any policy provisions on “transitions” from Grade R to Grade 1?
4. In your own experience, do these policy provisions make any positive impact on the Grade 1 child? Is there any evidence?
5. What do you think has been left out of these policies that should have been included with respect to transition from Grade R to Grade 1?
6. What do you think the schools should do to address this gap?
7. To what extent are schools able to ease transition of children from Grade R to Grade1?
8. To what extent has the introduction of Grade R eliminated/reduced the transition problems that existed before? Any evidence?

9. What role do you think the school should play in addressing transition problems?

10. What role do you think parents should play in “transitions” of their children from Grade R to Grade 1?

<p style="text-align: center;">INTERVIEW SCHEDULE B NON GOVERNMENTAL ORGANISATIONS</p>
--

The purpose of this schedule is to elicit Non Governmental Organisations' understanding of policy provision, purpose and the implementation process of transitions from Grade R to Grade 1.

1. What exactly is your role in contributing to the ECD policy formulations?
2. .How do you understand the relationship between Grade R and Grade 1? In other words since the Grade R is part of the informal education and the Grade 1 is part of the formal education how do you reconcile the two?
3. What do you think are the principal/main causes of transition problems?
4. To what degree has the government policy on ECD addressed transition problems?
5. Would you say that the introduction of Grade R has reduced or eliminated transition problems that existed before? Any evidence?
6. What do you think has been left out of these policies that should have been included with respect to transition from Grade R to Grade 1?
7. Do the policies articulate the role to be played by the parents in the transitions of children from Grade R to Grade 1?
8. Which domains in the child's life are important if the child has to make good adjustments to school life?
9. In what way do you think the schools should address these domains in order to ensure that each child adapts well to a school situation.

<p style="text-align: center;">INTERVIEW SCHEDULE B (1) PRINCIPALS</p>
--

The purpose of this schedule is to understand the implementation of the policy, problems and successes in terms of transition from Grade R to Grade 1.

1. What is your experience of transitions of children from Grade R to Grade 1?
How do they manifest themselves in children?
2. What kind of strategies does your school use in easing transition from Grade R to Grade 1?
3. To what extent has Grade R contributed towards the success or failure of Grade 1 learning? In what ways?
4. What role does your school play in preparing itself for the Grade 1 child?
5. What kind of relationships do you promote between the Grade 1 class and Grade R class?
6. Is there particular knowledge or skills that you expect the child to possess when coming to school?
7. What kind of social and behavioural skills are acceptable for a child starting Grade 1?
8. What role do parents play in the transition of their children?
9. Are the parents free to consult you with any of their children's problems? What are the most common problems they present to you?

INTERVIEW SCHEDULE B (2)
GRADE 1 TEACHERS AND THOSE WITH EXPERIENCE OF TEACHING GRADE1
CLASS

The purpose of this schedule is to understand the implementation of the policy, problems and successes in terms of transition from Grade R to Grade 1.

1. What are the typical transition strategies used by Grade 1 children in your school?
2. What do you observe to be the main differences in adjustments between children who went to Grade R and those who did not?
3. How do you deal with these differences?
4. Do the transition strategies differ according to whether the child went through Grade R or not? Please elaborate.
5. Based on your own observation what are the main causes of these differences?
6. Is there any support that you receive from the government officials in understanding and dealing with transition problems?
7. To what degree has Grade R contributed towards the success or failure of Grade 1 learning?
8. Is there particular knowledge or skills you expect the child to possess when coming to school for the first time? Please be specific.

9. In what way do these knowledge or skills help the child in adjusting to a Grade 1 class?
10. What role do parents play in the transition of their children?
11. How would you describe a child who has fully adjusted to a Grade 1 class?

<p style="text-align: center;">INTERVIEW SCHEDULE C PARENTS</p>
--

The purpose of this schedule is to explore experiences of parents with regard to their children's transition from Grade R to Grade 1.

1. How did your child experience the transition from Grade R to Grade 1?
2. What were the main challenges you and your child had to grapple with?
3. What did you do to make this transition easier?
4. Are the strategies you adopted effective or not? If not what are you doing about the situation?
5. What is the school's expectation of your role to be with respect to transition of your child to Grade 1? Do you agree with the role determined for you?
6. Does your teacher involve you in your child's education? What role do you play?
 - a. What is the relationship between you and your child in terms of his/her school work?
7. What kind of characteristics do you think are important in a child if he has to make good transition to a grade?
8. How can you describe a child who has fully adjusted to a class

<p style="text-align: center;">INTERVIEW SCHEDULE D CHILDREN</p>

The purpose of this schedule is to explore experiences of children with regard to their transition from preschool and home to Grade 1. Children's perspectives on how they view the preschool and home as against primary school will be captured.

1. What is your name?
2. Where do you stay?
3. Did you go to preschool before coming to school?
4. What do you think of a preschool-is it better than school? In what way?
5. Those coming from home-is the home better than school? In what way?
6. Did you know what to expect when coming to school? Who told you?
7. Did the information help you in settling in the class?
8. Do you miss home or preschool?
9. Do you like the work that you do in Grade1?
10. Is it any different to the preschool or home work? In what way?
11. Do you have anything that you would like to suggest that would make the school better than it is now?

12. Do you have friends in the classroom or school?

13. Are they helpful to you? In which way?

14. Do you like your teacher? Why?

ADDENDUM C
LETTERS OF CONSENT

**P O Box 5876
PRETORIA
0001
October 2004**

The Principal
Bana Primary School
Mabopane

Dear Colleagues

I would like to thank you sincerely for volunteering your kind assistance with research being undertaken at your school. I would like to conduct my research project at your school with your Grade 1 learners. My research topic is "A study of transition from Grade R to Grade 1". This research project will also involve interviews with teachers, the principal and the parents of the children who will be observed. The information obtained will be treated with the strictest confidentiality and will be used solely for this research purposes only.

This study will involve the observation of children in the classroom. I will also involve the school teachers in identifying children who went through Grade R and those who did not. Children will be chosen based on the profile they bring along from Grade R and from the teachers knowledge of the performance of children in class.

Before commencing with any data collection exercise I will first come to the school and explain the research and what each of the participant's role will be. I will explain in detail the observation forms that teachers have to fill in.

I would like to thank you in assisting me in this research. I hope that the information obtained from this research will benefit you most in identifying transition strategies that can assist children to adjust well to a school situation.

Yours sincerely
N C Phatudi
PhD student
University of Pretoria

If you are willing to participate in this study, please sign this letter as a declaration of your consent, i.e. that you participate in this project willingly and that you understand that you may withdraw from the research project at any time. Under no circumstances will the identity of interview participants be made known to any parties/organisations that may be involved in the research process.

Participant's signature.....: Date:

Researcher's signature: Date:

Yours Sincerely
Phatudi N C (Mrs)

(NB: This letter was translated into Setswana and Sepedi)

P.O. Box 5876
Pretoria 0001
12 June 2004

Dear Parent

I would like to express my deepest appreciation on having agreed to your child to participate in the research project being undertaken at your child's school. This research will entail the observation of your child both inside and outside the classroom to gauge how much has he/she succeeded in adjusting successfully to a Grade 1 class. I would also like to interview you regarding your child's relationship with you, his/her siblings and friends or other people living with you in your household.

I would like to promise you that the information obtained from you will be treated in the strictest confidentiality possible, and it will be used for this research purposes only. Your names will not be revealed instead pseudo names will be used.

The information obtained from this research will be made available to your child's school and can be used by the teacher to help your child or other children in similar situation as your child.

In conclusion I would like to thank you most sincerely in your assistance in this research, and I hope that this research make a contribution of some value in helping teachers understand transition problems and how to eradicate them.

Yours sincerely

N C Phatudi

PhD Student

University of Pretoria

If you are willing to participate in this study, please sign this letter as a declaration of your consent, i.e. that you participate in this project willingly and that you understand that you may withdraw from the research project at any time. Under no circumstances will the identity of interview participants be made known to any parties/organisations that may be involved in the research process.

Participant's signature/on behalf of the participant:

Date:.....

Researcher's signature: Date:

Yours Sincerely
Phatudi N C (Mrs)



Tel: (012). 4205641 (Ms N C Phatudi)
Fax: (012). 420 5595
E-mail: nkidi@gk.up.ac.za
Department of Early Childhood Education
Faculty of Education

GDE/ MABOPANE APO MANAGER

MABOPANE

10 AUGUST 2004

Dear Sir/Mam

I am a second year PhD student at the University of Pretoria. I would like to seek your assistance in allowing me to undertake a research project in your district to collect data pertaining to my studies in two primary schools.

My research topic is "A study of transition from Grade R and home contexts to Grade 1 in a developing country". This research project will involve the observation of children in Grade 1 who went through Grade R and those who did not. It will also involve interviews with teachers, the principal and the parents of the children who will be observed, together with the district officials responsible for ECD. The information obtained will be treated with the strictest confidentiality and will be used solely for this research purposes only.

I will involve the school teachers in identifying children who went through Grade R and those who did not. Children will be chosen based on the profile they bring along from Grade R and from the teachers knowledge of the performance of children in class.

Before commencing with any data collection exercise I will first come to the school and explain the research and what each of the participant's role will be. I will explain in detail the observation forms that teachers have to fill in.

I hope that the information obtained from this research will benefit the schools in identifying children with transition problems and in assisting them to adjust well to a school situation.

Yours sincerely
N C Phatudi
PhD student
University of Pretoria