**Progress Report**

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| --- | --- | --- | --- | --- | --- | --- |
| Name of Child | : | **XXXXXXXXXX X XXXXX** |  | D.O.B. | **:** | **27 Sep 2007** |
| Age | : | **4 years and 2 months** |  | Date Joined | **:** | **3 Jan 2012** |
| Date of Progress Report | : | **November 2013** |  |  |  |  |
| Program | : | **School Readiness Program (SRP)** | | | | |
| Session/Days | : | **Full Day/ 3 days per week (Monday, Tuesday and Wednesday)** | | | | |

# IEP GOALS:

**Overall Goal:** All goals and targets will be generalized to all environments. Each goal and target shall not be considered met until child has demonstrated the skill in multiple environments. When a skill is acquired using one material, it will be generalized to multiple non-identical similar materials.

# KEY

**Level 1 – No knowledge**

Your child has no information or knowledge towards achieving this goal.

**Level 2 – Introduced**

Your child has been introduced to information necessary in achieving this goal.

**Level 3 – Emerging**

Your child’s skill towards achieving this goal is emerging.

**Level 4 – Progressing**

Your child is progressing and working towards achieving this goal.

**Level 5 - Achieved**

Your child has achieved this goal.

Area/Domain – Language and Communication Skills

**Measurable Long Term Goal:** XXXX will demonstrate basic language and communication skills as measured by the following objectives:

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| --- | --- | --- | --- |
| Short Term Objectives | Evaluation Method | Baseline  (July ’13) | Evaluation (November ’13) |
| XXXX will get the listener’s attention when making a request independently by raising her hand to request. | * Observations | Emerging | Progressing |
| XXXX will be able to identify complex body parts such as elbow, shoulder, etc. with 70% accuracy. | * Observations * Games * Work Sample | No Knowledge | Progressing |
| XXXX will be able to match simple sentence to pictures with 70% accuracy. | * Observations * Games * Work Sample | No Knowledge | Achieved |
| XXXX will be able match the first letter of the word to the picture with 80% accuracy. | * Observations | Emerging | Achieved |
| XXXX will be able to trace letters A – J with 70% accuracy. | * Observations | Emerging | Progressing |

**Additional Goals:**

|  |  |  |  |
| --- | --- | --- | --- |
| Short Term Objectives | Evaluation Method | Baseline  (July ’13) | Evaluation (November ’13) |
| XXXX will be able to receptively sight read picture nouns such as boy, ball, girl, train and baby with 70% accuracy. | * Observations | No Knowledge | Achieved |
| XXXX will be able to expressively sight read picture nouns such as boy, ball, girl, train and baby with 70% accuracy. | * Observations | No Knowledge | Progressing |
| XXXX will be able to identify objects by functions (food that she eats and clothes that she wears) receptively with 70% accuracy | * Observations | No Knowledge | Achieved |

Area/Domain – Cognitive and Numeracy Skills

**Measurable Long Term Goal:** XXXX will increase her cognitive and basic number skills as measured by the following objectives:

|  |  |  |  |
| --- | --- | --- | --- |
| Short Term Objectives | Evaluation Method | Baseline  (July ’13) | Evaluation (November ’13) |
| Receptively and expressively, XXXX will be able to identify the days of the week with 80% accuracy. | * Observations * Games * Work Sample | Emerging | Achieved |
| XXXX will be able to match with numbers 1 – 5 to number words with 90% accuracy. | * Observations * Games * Work Sample | Progressing | Achieved |
| Receptively, XXXX will be able to identify the months of the year (January – May) with 60% accuracy. | * Observations * Games * Work Sample | No Knowledge | Achieved |
| XXXX will be able to match with numbers 6 – 10 to number words with 70% accuracy. | * Observations * Games * Work Sample | No Knowledge | Achieved |
| XXXX will be able to tell time by the hour with 70% accuracy. | * Observations * Games * Work Sample | No Knowledge | Emerging |

**Additional Goals:**

|  |  |  |  |
| --- | --- | --- | --- |
| Short Term Objectives | Evaluation Method | Baseline  (July ’13) | Evaluation (November ’13) |
| XXXX will be able to receptively identify months of the year (June-December) with 70 % accuracy. | * Observations | No Knowledge | Achieved |
| XXXX will expressively identify the months of the year (January-December) with 60% accuracy | * Observations | No Knowledge | Progressing |
| XXXX will expressively identify the number words from one to ten. | * Observations | Introduced | Achieved |

Area/Domain – Social and Emotional Skills  
**Measurable Long Term Goal:** XXXX will increase her positive interactions with peers as measured by each of the following objectives.

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| --- | --- | --- | --- |
| Short Term Objectives | Evaluation Method | Baseline  (July ’13) | Evaluation (November ’13) |
| XXXX will be able to use words within context such as “help”, “thank you”, “open”, “please” in 3 out of 5 opportunities. | * Observations | Emerging | Progressing |
| XXXX will greet others when peers/adults greet her by saying “hi \_\_\_\_\_\_” and/or “bye\_\_\_\_\_\_” and waving her hand independently. | * Observation * Feedback from adults | Emerging | Progressing |

Area/Domain – Daily Living Skills  
**Measurable Long Term Goal:** XXXX will improve her ability to complete activities of daily living as measured by each of the following objectives:

|  |  |  |  |
| --- | --- | --- | --- |
| Short Term Objectives | Evaluation Method | Baseline  (July ’13) | Evaluation (November ’13) |
| XXXX will be able to remove her upper and lower garments (e.g. shirt/ pants/skirt/ short) independently. | * Observations | Emerging | Progressing |
| XXXX will be able to do simple buttoning with 70% accuracy:   1. with physical prompts 2. with visual prompts | * Observation * Work Sample | a) Progressing | Achieved |
| b) Progressing | Achieved |
| XXXX will be able to use cutlery with minimal prompts during snack with 90% accuracy. | * Observation * Work Sample | Progressing | Achieved |

Area/Domain – Functional Academics

**Measurable Long Term Goal:** XXXX will engage in table top activities and focus her attention on the tasks she is engaging as measured by the following objectives:

|  |  |  |  |
| --- | --- | --- | --- |
| Short Term Objectives | Evaluation Method | Baseline (July ’13) | Evaluation (November ’13) |
| XXXX will be able to trace pre-existing lines, patterns, letters, and/or numerals with 80% accuracy minimal cues and prompts. | Observation  Work Sample | Progressing | Achieved |

**Overall comments by teacher:**

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| --- |
| XXXX has shown good improvements in terms of academic goals. She has achieved most of the goals set for her in language and communication and numeracy skills.    In terms of XXXX’s engagement to work activities, XXXX is mostly compliant to do the tasks asked from her; however, firm encouragement is needed to be given at times to motivate her to finish activities.  XXXX has also shown improvements in communication skills. XXXX has been observed saying her needs, wants and personal preferences independently (e.g. “toilet”, “I like play” or “play”, “eat”, “take off” “no”, “I don’t want”). She is also observed to be more aware of her needs, by asking help through nonverbal gestures (e.g. holding teacher’s hand to help her).  For her fine motor skills, XXXX has improved her tracing ability. She has shown more control of the pencil and awareness of the lines that she needs to trace. Minimal assistance is still required to be given especially to assist her in knowing when and where she needs to start.  For her social skills, XXXX has become more conscious of her peers and surrounding. She is able to wait for her turn most of the time, except when she is highly interested in the game or activity.  In general, XXXX has made a good progress in her IEP. |

Area/Domain - Occupational Therapy

**Measurable Long Term Goal:** XXXX will expand and generalize her fine motor and self-help skills to different settings, as measured by the following objectives:

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| --- | --- | --- | --- |
| Short Term Objectives | Evaluation Method | Baseline (July ‘13) | Evaluation  (November ’13) |
| **Gross Motor Skills:**   1. XXXX will be able to jump forward independently with 60 % accuracy on coloured markers. 2. XXXX will be able to begin to complete open/close star jumps with no arm involvement with maximum assistance. 3. XXXX will be able to begin to introduce 1 leg balance with full physical assistance. | * Observations | 1. Introduced | Emerging |
| 1. Introduced | Emerging |
| 1. Introduced | Emerging |
| **Fine Motor skills:**   1. XXXX will be able to initiate a functional pencil grip using large triangular pencils or markers that will help develop control and accuracy multisensory white board, table, shaving cream etc. with assistance. 2. To form age appropriate pre writing shapes with minimal assistance 3. XXXX will be able to cut straight lines with accuracy. | * Observations | 1. Emerging | Progressing |
| 1. Introduced | Emerging |
| 1. Introduced | Emerging- with assistance |
| **Attention:**  XXXX will be able to remain seated at the table for 10 minutes with minimal prompting | * Observations | Emerging | Progressing- Consistency is not 100% yet. |
| **Group skills:**   1. XXXX will be able to demonstrate an ability to wait between turns without losing focus during group games with assistance. 2. XXXX will be able to begin to accept game pieces from peers and give to other to initiate the next child’s turn. 3. XXXX will be able to imitate peers movements during group movement. | * Observations | 1. Emerging | Progressing- Consistency is not 100% yet. |
| 1. Emerging | Progressing |
| 1. Emerging | Progressing |
| **Sensory integration:**  XXXX will be able to increase tolerance for a variety of multisensory activities indicating increased ability to appropriately process and modulate sensory stimuli. | * Observations | Emerging | Progressing |

**Overall comments by Occupational therapist:**

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| --- |
| XXXX has made many improvements throughout the past term in School Occupational Therapy. Her fine motor skills are becoming more defined and her finger strength has improved, she can now hold a pencil with hand over hand assistance with the appropriate grip and tolerate this for 1 minute during a colouring activity. XXXX’s attention has improved immensely- on a good day she is able to follow instructions with ease and upon first request, we are still working towards consistency of this. XXXX’s ability to take turns has also improved she is now able to sit with “hands waiting” until it is her turn for the game with minimal prompting; we are still working towards consistency of this as well. XXXX has been a delight to work with over the past year in School Occupational Therapy and I wish her all the best for her future. |

Area/Domain – Speech Therapy

**Measurable Long Term Goal:** XXXX will improve her receptive and expressive language as measured by following objectives:

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| --- | --- | --- | --- | --- |
| Short Term Objectives | | Evaluation Method | Baseline  (July ’13) | Evaluation (November ’13) |
| **Receptive Language:**   1. XXXX will be able to identify requested items from a choice of 3-4 common objects. 2. XXXX will be able to identify body parts on self when requested. 3. XXXX will be able to understand verbs in context. 4. XXXX will be able to carry out instructions containing 2 key words. | * Observations | | 1. Emerging | 1. Progressing |
| 1. Emerging | 1. Progressing |
| 1. Progressing | 1. Achieved |
| 1. No Knowledge | 1. Progressing |
| **Expressive Language:**   1. XXXX will be able to request for items spontaneously without adult modelling. 2. XXXX will be able to imitate words. 3. XXXX will be able to request using “more” independently. 4. XXXX will be able to request using “more \_\_\_” (e.g. more bubbles) when given verbal prompts. | * Observations | | 1. Progressing | 1. Progressing |
| 1. Progressing | 1. Achieved |
| 1. Progressing | 1. Achieved |
| 1. Emerging | 1. Achieved |
| **Social Communication:**   1. XXXX will be able to initiate at least one turn in a turn taking activity with either verbal or physical prompting. 2. XXXX will be able to use eye contact to request 50% of the time. 3. XXXX will be able to use eye contact to request 75% of the time. 4. XXXX will be able to demonstrate joint attention by giving eye contact 50% of the time. 5. XXXX will be able to demonstrate joint attention by giving eye contact 75% of the time. | * Observations | | 1. Progressing | 1. Achieved |
| 1. Progressing | 1. Achieved |
| 1. Emerging | 1. Progressing |
| 1. Progressing | 1. Achieved |
| 1. Emerging | 1. Progressing |

**Overall comments by Speech therapist:**

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| --- |
| XXXX has shown improvements this semester. For receptive language, XXXX can identify common objects independently provided with two choices, however, minimal prompts are required to be given when shown 3-4 choices. She is able to identify facial features independently when asked however prompted to identify complex body parts. For expressive language, she is able to imitate words, request for “more” and produce 2 words utterances to request when prompted.  XXXX is more aware of her peers and is able to participate better in activities with less prompts. However, possibly due to many changes and transitions this semester, XXXX has not made as much progress as was expected and has had difficulty achieving some of her goals. |

Area/Domain – Functional Communication Skills

**Measurable Long Term Goal:** XXXX will demonstrate basic functional communication skills as measured by the following objectives in following topics:

**Early language/Language and Communication skills**

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| --- | --- | --- | --- |
| Short Term Objectives | Evaluation Method | Baseline (July ’13) | Evaluation (November ’13) |
| XXXX will be able to take turns in group task. | * Observations | Emerging | Progressing |
| XXXX will be able to imitate actions; familiar activities, nursery rhymes. | * Observations | Emerging | Progressing |
| XXXX will be able to give appropriate eye contact whilst involved in motivating task. | * Observations | Emerging | Progressing |
| XXXX will be able to use target words or signs “go” “more” “bubbles”. | * Observations | Emerging | Achieved |

**Overall comments by therapist:**

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| --- |
| XXXX needs support in understanding that she is part of the group. She can wait her turn with prompt but at times needs help identifying when it is her turn. She is able to imitate but requires prompts to do so. She will use the target words worked on and give eye contact but she is not doing it independently. |

**Snacks**

|  |  |  |  |
| --- | --- | --- | --- |
| Short Term Objectives | Evaluation Method | Baseline (July ’13) | Evaluation (November ’13) |
| XXXX will be able to identify finished verbally. | * Observations | Progressing | Achieved |
| XXXX will be able to tidy up at the end of snack time. | * Observations | Progressing | Achieved |

**Overall comments by teacher:**

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| --- |
| XXXX can expressively identify finished verbally and tidy up her things when asked after snack. She is also able to keep her snack things inside her bag, and wipe her mouth, hand and mat when requested. She is also able to keep her bag in her cubby hole and mat independently. |

**Vocabulary Development**

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| --- | --- | --- | --- |
| Short Term Objectives | Evaluation Method | Baseline (July ’13) | Evaluation (November ’13) |
| 1 word level comprehension of key words in story: *where’s the cat,* etc. | * Observations | Progressing | Progressing |
| XXXX will be able to imitate sign/word of key vocabulary in story. | * Observations | Progressing | Achieved |
| XXXX will be able to spontaneously produce word or sign or key vocabulary in story. | * Observations | Progressing | Progressing |
| XXXX will be able to demonstrate appropriate pre-verbal skills during story time. | * Observations | Progressing | Achieved |

**Overall comments by therapist:**

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| --- |
| XXXX has shown some improvement within story time sessions. However she has also shown some areas of regression over the past term within this session. With much prompting she can identify 'where' things are in the pictures as well as imitate vocabulary from the story. However, previously, XXXX would, at times spontaneously produce a word from a story. She now requires much prompting to imitate the key vocabulary. Recently, she has had much difficulty sitting and attending during this session. This may be due to changes in her schedule and outside factors. These external factors may have had an impact on her ability to access the session and use the vocabulary. |

**Imaginary Play**

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| --- | --- | --- | --- |
| Short Term Objectives | Evaluation Method | Baseline (July ’13) | Evaluation (November ’13) |
| XXXX will be able to imitate therapist’s play during activity. | * Observations | Progressing | Progressing |
| XXXX will be able to demonstrate appropriate use of toys during play. | * Observations | Emerging | Progressing |

**Overall comments by therapist:**

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| --- |
| XXXX’s imaginary play skills have improved over this school term despite XXXX only having a few imaginary play sessions. She has demonstrated good imaginary play skills, notably with the tea set and food where she spontaneously pretended to eat toy food and drink from a play tea cup. Additionally, XXXX has imitated all actions by therapist with prompting. |

**Sensory Play** - Sensory play sessions aimed to expose the children to different sensory stimulating activities in a group setting.

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| --- | --- | --- | --- |
| Short Term Objectives | Evaluation Method | Baseline (July ’13) | Evaluation (November ’13) |
| XXXX will be able to tolerate adult instructions in play. | * Observations | Progressing | Achieved |
| XXXX will be able to imitate therapists play during activity. | * Observations | Progressing | Progressing |
| XXXX will able to engage with a variety of sensory stimulating activities. | * Observations | Progressing | Progressing |

**Overall comments by therapist:**

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| --- |
| XXXX has demonstrated improved engagement in sensory play activities. She particularly enjoyed water play and other tactile games. She imitated the therapists’ actions with prompting and her ability to imitate the therapists during sensory play is progressing. |

**Plenary**

|  |  |  |  |
| --- | --- | --- | --- |
| Short Term Objectives | Evaluation Method | Baseline (July ’13) | Evaluation (November ’13) |
| XXXX will be able to listen and attend to therapist/teacher. | * Observations | Progressing | Achieved |
| XXXX will be able to verbalise what he/she ate for snack with support. | * Observations | Progressing | Achieved |
| XXXX will be able to verbalise what he/she ate for snack independently when asked *what did you eat?* | * Observations | Emerging | Progressing |
| XXXX will be able to verbalise what he/she did with support | * Observations | Progressing | Achieved |
| XXXX will be able to verbalise what he/she did independently when asked *what did you do today?* | * Observations | Emerging | Progressing |

**Overall comments by teacher:**

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| --- |
| XXXX can sit well during the session and attend to the activity provided. She is able to identify the food that she ate and activities that she has done independently using visuals whereas she needs support for verbalising them. |

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| **Reported by:** |
|  |
| XXXX (Special Education Teacher) |
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| Input was given by the team that is working with XXXX. |
|  |
| XXXX (Speech Therapist) |
|  |
| XXXX (Occupational Therapist |

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| **Parent’s comments (if any):** |
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| --- | --- |
| **Acknowledged by:** | |
|  | |
| Parents Signature | |
| Name: | **XXXXX XXXXXXX** |
| Date: | **02.14.2015** |