



Smart Choice Therapy Group LLC

Preschool Special Education & Multidisciplinary Evaluation Program

1250 Hylan Blvd, Suite 9B, Staten Island, NY 10305

Phone: (718) 414-2596 Fax: (929) 274-7419

smartchoicetherapy@gmail.com

Annual Progress Report

Student's Name: Jack Smith

DOB: 1/1/2018

NYC#: xxx-xxx-xxx

Mandate: SEIT 20x30

First Attendance Day: 9/8/2021

Location: ABC Daycare

Related Services: speech therapy 3x30, occupational therapy 2x30, physical therapy 2x30

SEIT's Name: Jane Doe

- Review of the educational service(s) and description of the student's responses to the service:

Jack Smith is a 4.8-year-old boy who is receiving 10 hours of SEIT services at a pre-Kindergarten program at ABC Daycare. Additionally, Jack receives speech-language therapy 3:30 at Bright Start. The student is mandated to also receive occupational and physical therapy services 2x30 that were provided at Bright Start until the end of August but have not resumed yet due to their inability to find him a therapist.

Jack is a sweet, playful, and happy boy who demonstrates significant delays in his fine motor and expressive language skills, social-emotional and self-help domains. There are 18 students in his pre-K class with 1 head teacher and 1 assistant teacher. The teacher reports Jack to be a mostly compliant and tenacious student who shows interest in learning but also has issues in following the rules and emotional instability.

Jack's progress was observed in all developmental domains. He was tested using teacher, parent, and school observations and informal assessments.

Jack's interests include playing with cars, blocks and puzzles, and listening to children's books, songs and nursery rhymes. Since starting his pre-Kindergarten program at ABC Daycare, Jack has showed big improvement in his overall cognitive functioning as well as social development. Jack has demonstrated some recent progress in improving his expressive language skills as well as fine motor skills during pre-writing tasks in the classroom setting. Jack shows limited ability to focus on task and maintain attention; due to his immature expressive language and fine motor skills, he requires a lot of repetitive modeling and hand-on-hand assistance from SEIT. Jack



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shows resistance and opposition when transitioning or when challenging tasks are placed on him. The student always requires considerable encouragement to adequately attend to tasks and stay on/finish them. He shows below age-level emotional tolerance and significant delay in self-regulatory behaviors. Jack's sensory issues include low tolerance to various textures. Jack's toileting routine needs to be established; the student usually does not use the school's bathroom with SEIT or other teachers and prefers his mother to take him there or home. In rare instances, he would have accidents when using the school's bathroom.

Jack is in need of developing his pre-social behavior. He has to increase his ability to follow commands without gestural cues, use language for a variety of pragmatic functions, and improve his articulation skills. As reported by the speech therapist, Jack is showing progress in overall language skills and demonstrates increased and improved verbal utterances; however, his progress is limited. Jack is in need of improving his ability to tolerate deviations from routine and frequent transitioning.

- Review of the IEP goals & objectives and the student's current levels of performance in achieving the goals:

Cognitive Skills:

a) Child's strengths:

Jack has been able to establish a good rapport with his new teachers and peers. He demonstrates a lot of excitement and eagerness to come to school and attend his SEIT sessions. Jack is comfortable in his classroom setting and working with the SEIT and this is evidenced as he makes inquiries about daily activities or requests assistance from SEIT and his teachers. Jack always looks forward to his favorite tasks like doing puzzles, playing with blocks, attending to read-alouds, and listening to children's songs, nursery rhymes and stories provided by the teacher and SEIT.

Receptively, Jack can follow 1- and 2-step commands and perform various tasks with presented objects, like counting them (from 1 to 12), matching (in array of 3), differentiating between same and different and one and all, as well as seeing part and whole and



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categorizing. When counting, Jack produces the correct responses for 1 to 12 objects, illustrating 1:1 correspondence. Recently, Jack has been introduced to numbers 21-31 to cohesively demonstrate the concept of date; counting from 1 to 31 is part of daily routine and requires a lot of SEIT prompting.

Jack's matching of same and similar objects has dramatically improved. He is able to identify and match all basic shapes and colors.

Jack demonstrates understanding of the concept of 'one' and 'all' when prompted to produce one or all objects (of a specific color or shape). He understands the concept of 'big' and 'small', 'on' and 'off', 'in' and 'out', etc. in most of the cases. Jack is able to identify how an object is used when presented with pictures on flash cards. He is able to identify objects that do not belong in a group, sometimes with cuing and prompting. He places 3 pictures in sequence with SEIT's assistance. The student locates first, middle and last in group of objects (usually categorized by size). Jack can recognize genders correctly.

During free play or if given choice by the SEIT, Jack will often pick playing with cars, blocks, and Magna-Tiles. Also Jack is showing a lot of interest in pre-reading activities. He will listen intently to stories being read (especially if they are about animals and cars) and eagerly comment on the illustrations as well as answer various factual, inferential and high-order thinking questions on the narrative. In class, the student is encouraged to browse books during free play time. Jack will turn and scan the pages from left to right. He names action when looking at a picture book, tells story with some prompting when looking at a picture book that has been read many times, and identifies missing parts of a familiar picture storybook.

Due to participation in music lessons and various holiday performances, Jack has substantially increased his interest and attendance in children's educational songs and nursery rhymes. Jack moves his body to music, claps, taps and marches in time to music; does actions with songs and sometimes sings along.

Jack identifies his first name when printed and writes it with some prompting.



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b) Child's weaknesses:

During circle or large group times, Jack at times is distracted by other peers, but with a reminder from his teacher, he is able to regain focus and participate in the activity. Jack tends to always raise his hand, even if he has no answer to the teacher's question. At times when asked a question, Jack will respond inappropriately and talk off topic. The SEIT has been working with the student to help him focus and respond appropriately to questions.

Counting any groups of 14 objects or more requires lots of assistance from the SEIT since Jack cannot focus for a long period of time and tends to double count or count randomly.

When asked to write his name, Jack produces inconsistent results - he sometime would produce "mirror" images of some letters in his name. He is able to better copy his first name, with each letter below the modeled one. Jack cannot identify his last name when printed.

Jack presents with moderate delays in cognitive domain.

Social-Emotional Skills:

a) Child's strengths:

Jack is a sweet and friendly child who engages with many peers in his classroom and is often pointed out as an exemplary student by his teacher. He loves to be engaged in gross motor play activities. He relates well with all of the classroom teachers.

Before the start of the school year, Jack had a difficult time sharing and taking turns. Through maturation, he demonstrates an emergence of pro-social skills that involve turn-taking, listening and sharing. Currently, Jack is able to share or wait for a turn with the prompt from the teacher. He is learning to negotiate with peers by using his words to ask for a turn. Small group activities are incorporated by the teacher and the SEIT in order to enable Jack to practice these skills and illustrate more cooperative play.



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Jack will attend to a 5-min task or play activity without demonstrating initial non-compliance if the task is familiar and preferable to him (playing with cars, blocks, etc.).

Recently, Jack has learned to say "Thank you" when appropriate and "Please" with requests.

The student separates from his parents without crying. He sometimes shows pride in the work he accomplishes, and demonstrates it by agreeing to take his projects home to share with his parents.

b) Child's weaknesses:

Jack shows a lot of frustration when transitioning to challenging and non-preferable tasks; the SEIT uses various techniques and system of rewards to curtail inappropriate behaviors (stickers, verbal praise, etc.). He shows better compliance in school compared to home settings.

Jack quite often gets upset when prompted to transition between activities or if he is not picked for a task. He would cry and ask to go home. Though some progress has been achieved in this area, Jack's ability to verbally express his frustration and anger versus starting to cry is still emerging and requires lots of SEIT's modeling/encouragement. Constant prompting and redirecting is required.

Jack's ability to share objects and toys is still emerging. Usually, he does not share toys or a puzzle, but can share a book or a crayon.

Jack needs a lot of modeling when appropriately addressing an adult or a peer. A lot of times, he will approach the person and start talking when he is trying to gain attention and needs to be reminded to correct himself and say "Excuse me" and address a person by name.

He does not attempt to comfort others in distress.

Sometimes, Jack displays shyness around his classmates or in strangers' presence. In these instances, he needs encouragement and redirecting from the SEIT.

Jack presents with moderate-severe delays in social-emotional domain.



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Communication Skills:

a) Child's strengths:

Jack continues to make gains in his overall language development and functioning since the start of the school year. Although his articulation is sometimes difficult to understand, Jack uses words to get the attention of his teachers and peers, express an idea or make a comment.

On many occasions, Jack will initiate communication with his classmates and invite them to play with him. Due to speech and language delays, Jack's communication attempts are often misunderstood or misinterpreted, though recently he has shown a lot of improvement in this area. In an effort to increase Jack's vocalizing, the SEIT uses many techniques to model the appropriate utterances. Jack's morning routine begins with discussion of the weather, events that happened to the student the night before and in the morning and how he feels as well as how all the members of her family feel. Jack has also been prompted to state the day of the week, current month, and any upcoming holidays to produce verbal utterances.

On a daily basis, Jack is also prompted to produce speech utterances when playing with blocks and Magna-Tiles. Recently, his accompanying stories have graduated from single words ("What are you building" - "A house") to 1-2 sentences and now include various sentence structures and real and make-believe examples ("What kind of house it that?" - "It is a building. The gingerbread boy will live there", etc.).

Jack displays adequate receptive language skills. He is sometimes able to follow 3 steps in sequence. He is able to respond to "WH" questions such as who, what, where, and sometimes why.

Jack is able to retell a short story from a picture book, with accuracy, with prompting and verbal cues. He can use plurals and pronouns, sometime inconsistently.



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Overall, Jack is demonstrating increased speech production and more intelligible utterances during the SEIT sessions. Quite recently, Jack has developed interest in letters and sounds and will usually comply with the SEIT's phonics and letter-recognition tasks.

Considering that speech and language is one of his most challenging areas of development, Jack has a high self-esteem. This has enabled him to pursue interactions with others, although he may not always be properly understood. He is demonstrating an increase in conversations with peers. Positive reinforcement is provided to continue Jack's progress in his language development. Teacher modeling and appropriate peer models are crucial to furthering his language skills.

b) Child's weaknesses:

A lot of Jack's sentences contain word approximations so it is hard to understand what he is trying to say especially if the referent is not known.

Jack's limited speech sound repertoire affects the automaticity of his speech. Through intensive speech therapy, his articulation continues to improve. He is able to respond in longer utterances, but the accuracy is inconsistent. He states clear syllables or short words fairly well, but the longer the phrase, the less intelligible is his speech. Due to his deficits in speech, restating his thoughts with a correct sound is provided in order to provide positive feedback at his communication attempts and to the accuracy of his message. Jack still needs the support of the SEIT to provide repetition. While the length of utterances increases, Jack will rush, making it more difficult for his message to be understood.

Jack's letter and sound recognition skills are still developing so he is often unable to correctly label them and gets a lot of letters (especially lower case) and sounds mixed up.

Jack is unable to tell if two words rhyme. Jack cannot use pronouns correctly on a consistent basis.

Jack presents with moderate-severe delays in communication domain.



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Self-Help/Adaptive Skills:

a) Child's strengths:

Jack is able to wash and dry his hands and throw out the paper in its proper receptacle.

In the classroom, Jack is able to feed himself, drink from a cup without spilling and clean up after he is done.

Jack can put on his shoes with minimal verbal cues to orient them.

The student can brush his teeth independently and uses a fork and spoon to self-feed at school and home.

b) Child's weaknesses:

Jack can remove and put on some loose clothing but requires assistance to dress completely. Jack cannot button/unbutton or zip/unzip his coat without assistance. He heavily relies on the SEIT's help when putting on his coat; and the SEIT is working on delegating the task to the student and encouraging him to try to perform the action by himself.

Jack needs to be prompted and reminded to follow the classroom morning routine which involves hanging up his coat in his cubby, writing his name on a sign-in page and placing his photo on the attendance chart.

Jack cannot tend to his toileting needs independently. Jack toileting routine needs to be established - the student usually does not use the school's bathroom with the SEIT or other teachers and prefers his mother to take him there or home. In rare instances, he would have accidents when using the school's bathroom.

Jack is not very cooperative during clean-up time, and tends to rush through things and leave the area to be cleaned by his classmates.



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Jack has difficulty opening his water or milk bottles during breakfast at times. The SEIT encourages Jack to keep trying until the signs of obvious frustration appear.

Jack presents with moderate delays in self-help/adaptive domain.

Motor Skills:

a) Child's strengths:

Jack enjoys gross motor activities that involve running, inside and outside, and climbing. He rides a bike with training wheels at home. During outdoor play, Jack will often be observed climbing through and onto jungle gym cubes and going down a slide. His throwing and catching skills are still emerging. The student is able to kick a ball that is rolled into his direct path. He can play with a hoola hoop by rolling it.

Jack is able to stand on one foot and then on the other, balance on one leg with hands on hips and jump up landing on both feet.

Jack has demonstrated right hand dominance during fine motor tasks. Jack is able to complete tracing and coloring projects and is able to glue objects on paper, with prompting. The student can copy a circle, as well as horizontal, vertical, and slanted lines. Jack uses a pencil grip on a pencil to achieve a static tripod grasp. Jack can correctly position scissors in his right dominant hand and make snips or cut through paper, with prompting and hand-on-hand assistance.

Jack likes to complete interlocking puzzles.

b) Child's weaknesses:

Jack ascends and descends stairs one step at a time while holding onto a railing.

Jack's fine motor skills are still emerging and constitute the most challenging area of his development. His hand and eye coordination and ability to complete spatial tasks show some improvement but need to increase substantially. The student shows a lot of resistance and



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frustration to start and finish any fine motor tasks (tracing, copying, coloring, scribbling, drawing, playing with play-doh, etc.) The SEIT tries to implement verbal praise, redirecting, verbal cueing, and hand-on-hand assistance to encourage the student to initiate, stay on and accomplish fine motor tasks on a daily basis. In many cases, the SEIT has to provide hand-on-hand assistance for the student.

During cutting projects, Jack will turn or twist his hand therefore making it difficult to cut, but with verbal cues and hand-on-hand assistance, he is able to self-correct. Though Jack has learned to acquire the right hand position to hold scissors, his continuous cutting motion skills are still emerging; he requires a lot of assistance to hold and move paper.

Jack's ability to assume and maintain a static tripod grasp on a writing tool is still emerging - he is able to better achieve it using a pencil grip. Jack is not able to color within boundaries and has difficulty tracing or copying basic geometric shapes beyond a circle. He needs constant reminding to not rush through the task and slow down to create angles for angled shapes.

Jack is able to copy and write his first name though produces "mirror" images of some letters in many instances.

It takes Jack a while to perform many fine motor tasks like stringing small beads onto a shoelace, buttoning and unbuttoning large buttons on a button strip and lacing holes on a basic lacing card though some progress has been made in this area.

Jack presents with severe delays in motor skills domain.

- Suggested modifications to the duration and frequency of educational/related service(s), if any, and recommended changes to goals and objectives, if any. State if parents/guardians are in agreement with your recommendations and description of the performance.

Jack is a delightful 3.8-year-old boy who has shown significant improvement in many areas of his development like cognitive, social, and motor skills, since starting his pre-Kindergarten program at ABC Daycare. Presently, he continues to exhibit significant delays in his speech and language skills as well as his fine motor and social-emotional skills. His speech delays,



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which affect his articulation and understanding of her messages, his fine motor delays and social-emotional deficiencies require interventions in the classroom setting in which he will be provided with positive models, repetition and consistency.

Jack shows limited ability to focus on task and maintain attention; due to his immature expressive language and fine motor skills, he requires a lot of repetitive modeling and hand-on-hand assistance from SEIT. Jack shows resistance and opposition when transitioning or when challenging tasks are placed on him. The student always requires considerable encouragement to adequately attend to tasks and stay on/finish them. He shows below age-level emotional tolerance and significant delay in self-regulatory behaviors. Jack's sensory issues include low tolerance to various textures. Jack toileting routine needs to be established. Jack is in need of improving his ability to tolerate deviations from routine and frequent transitioning.

Overall, the sessions with Jack focus on helping him use his words to interact with peers and adults and improving his fine motor skills by exposing the student to various pre-writing and fine-motor related activities. With continued SEIT's support, collaboration with speech therapist and hopeful collaboration with occupational therapist, Jack will continue to show progress in his overall development.

Due to these demands, it is recommended that Jack continue to receive his current menu of services of the SEIT and speech therapy. To achieve the IEP and annual goals, the student is also recommended to receive his mandated occupational and physical therapy services that have not been resumed yet. The parents are in full agreement of the SEIT's current recommendations and description of the student's performance. The final determination will be made at the CPSE meeting.

Provider's Signature: *Jane Doe*

Date: 9/20/2022