



NASSAU COUNTY DEPARTMENT
OF HEALTH OFFICE OF CHILDREN
WITH SPECIAL NEEDS
Preschool Special Education
Program

QUARTERLY PROGRESS
REPORT SEIT SERVICE

Name of Student: Mickey Mouse	Student's Date of Birth: 05/21/14
Date of Report: January 10, 2019	Chronological Age: 4 years 7 months
SEIT Provider Name: Princess Elsa	Agency/School Name: Achieve Beyond
School District: Walt Disney World UFSD	IEP Dates of Service: 11/04/2018-06/26/2019

Goals(s)/Objectives(s):
(Indicate if each goal is: A-Achieved NA- Not Achieved PG- Progressing Gradually PS-
Progressing Satisfactorily PI- Progressing Inconsistently)

Summary of Progress toward Goal(s) and Objective(s):
Study Skills

1. Mickey will maintain his attention on task during class lessons and assignments in order to complete assignments on time on a daily basis across all academic settings with 80% success on 3 consecutive occasions.

PG

- 1.1 Mickey will attend to a task without distraction for 5 minutes during (individual seatwork or small group or group project) activities with 2 verbal or physical prompts across all academic settings. PG

Reading Skills

2. Mickey will locate his first and last name given a field of 4 names with 80% success on 3 consecutive occasions. PS
 - 2.1 Mickey will state the uppercase letter in his printed name by verbalization when shown the correct capital letter. A
 - 2.2 Mickey will receptively identify 5 letters in his printed name by pointing. A
 - 2.3 Mickey will state 5 letters in his printed name. PS
3. Mickey will answer 4 "wh" questions about a character in a preschool level story with 80% success on 3 consecutive occasions. PG
 - 3.1 After being presented with a preschool level text, Mickey will identify 2 characters in the text. PG

Social Emotional

6. Mickey will participate in and follow classroom routines and activities throughout the school day with 80% success on 3 consecutive occasions. PG
 - 6.1 Mickey will participate cooperatively with groups of students in classroom activities (e.g., divide and complete responsibilities, share materials, exchange opinions). PG
 - 6.2 Mickey will correctly follow daily classroom entry routines (e.g., unpack own backpack, put away personal belongings and school materials, join in circle-time).A

Motor Skills

7. Mickey will correctly hold a pencil for 5 minutes while completing a text or classroom assignment across academic content areas with 80% success on 3 consecutive occasions. PS

7.1 Mickey will hold the pencil in a quadruped grasp for 2 minutes. A

7.2

8. Mickey will trace lines, shapes, and letters within 1/4 of an inch to assist accuracy in letter formation and writing endurance across a variety of academic settings with 80% success on 3 consecutive occasions. PS

8.1 Mickey will trace simple geometric shapes (e.g., square, triangle, circle) for 3 repetitions. A

8.2 Mickey will trace his first and last name for 3 repetitions. A

Summary of Progress Toward Goals and Objectives: Standard Opening Paragraph

Mickey is currently classified as Preschool Student with a Disability. He is a 4 years 7 months old child who receives SEIT services and Speech/Language services. Mickey exhibits delays in language, attention, reading skills, social emotional, and fine motor skills. These delays impede upon appropriate classroom participation academically and socially. Mickey has been attending Buzz Lightyear's Preschool since September 2018. SEIT has been providing service since October 4, 2018. **He currently receives SEIT services 5 days a week for 120 minutes per session and Speech and Language 2x30 minutes per week.**

In the domain of cognitive development, Mickey continues to require verbal and visual prompts to maintain his attention during class lessons. Mickey gets easily distracted during story time or unfamiliar group lessons requiring frequent redirection, verbal, and visual prompting. During newly introduced group activities, Mickey often plays with his fingers, Velcro on his shoes, his socks, or sleeves of his shirt. As discussed with the classroom teacher, Mickey is usually seated in front of the teacher to help him to maintain his attention. Mickey inconsistently responds to the visual cue requiring frequent verbal prompting after 3 minutes. When he does respond to the visual cue, he is able to redirect himself to sit appropriately and tries to refocus. Mickey responds well to praise and motivation and during individual seatwork or small group activities, he is able to accept verbal prompting and is able to attend and complete tasks for at least 5 minutes. SEIT continues to collaborate with the **classroom teacher** to discuss and to monitor his progress each week.

Collaboration with classroom teacher

Mickey has successfully achieved stating uppercase letters in his printed name and is able to receptively identify 5 letters in his printed name by pointing with 80% success. Mickey is able to state 5 upper and lowercase letters in his printed name with 70% success. He continues to work on increasing reading skills through activities such as alphabet bingo game, dry erase board, letter cards, magnetic letters, and letter finding games.

In the domain of expressive and receptive language skills, Mickey continues to work on increasing his vocabulary. Mickey does speak much louder and confidently, and

frequently asks questions during the session. He is beginning to use much more words instead of pointing to pictures or saying "this" instead of naming the object. Mickey continues to work on responding to who, what, and where questions and questions about the characters in the text or short story that was told. With repetition, verbal, and visual prompting, he is able to respond to who, what, and where questions. Unless prompted, Mickey will show action such as running instead of verbalizing the response. SEIT discussed Mickey's progress with mother and have suggested reading to Mickey every day and frequently asking age appropriate wh- questions throughout the reading. Because Mickey responds better with repetition, SEIT suggested reading same book for few days to work on responding to wh- questions and have suggested PETE THE CAT books as it is Mickey's favorite character. SEIT continues to provide him with repetition, verbal and visual prompts, and frequent modeling by expanding his responses. SEIT continues to collaborate with the **speech therapist** to incorporate speech goals into SEIT sessions by continuously working to increase his vocabulary and modeling by expanding his responses.

Collaboration with speech therapist

In the domain of social/emotional development, Mickey is learning to participate cooperatively with groups of students in classroom activities. Mickey enjoys play time with his peers and appears to be much happier often smiling and more interaction with peers than he was few weeks ago. Although progress has been inconsistent, he has been accepting modeling and verbal prompts to share toys, take turns with peers, and complete responsibilities such as cleaning up the toys after center play. Recently, he has been easily redirected to use his words instead of whining when he feels that the peers are not sharing with him or are playing with the toys that he wants to play with. Through modeling, Mickey is beginning to express himself verbally by asking "Can I play with this?" or by responding to peers by saying "Wait. I'm using it." When peers give him the same response, he no longer gets upset for the whole center time. Instead, he is redirected to play with something else when alternatives are provided. However, Mickey does not like to be redirected by the classroom teacher or the SEIT and when he is redirected to play gentle to share with the peers, he shuts down for at least 10 to 15 minutes refusing to participate or follow the classroom routines and activities.

In the domain of motor skills, Mickey has made progress holding the pencil in a quadruped grasp. He is able to maintain the grasp for 3 to 5 minutes. Additionally, Mickey is able to trace simple geometric shapes and his first and last name with relative accuracy. He is currently working on tracing the letters other than the letters in his name.

Conclusions and Recommendations:

Standard conclusion

Mickey is a 4 years and 7 months old child who currently receives services 5 days per week for 120 minutes per session. This therapist personally provides SEIT services to the above named child. The findings in this report are based on therapy sessions, informal observation, and teacher notes. Final determination of services will be made by the Walt Disney World CPSE.