# Outcome Progress Update Report

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| **Outcome/Goal:** 1 | | **Date outcome/goal developed:** 11/17/2023 | **Date outcome/goal completed:** |
| **Outcome/Goal Statement:** | Jorge will use 10 different four word utterances to express his wants and needs in his classroom setting in 4 out of 5 trials across 3 consecutive data collection points | | |
| **What is happening now?** What is child's current level of performance related to this outcome/goal?  The Expressive Communication Subtest assesses Jorge's production and use of sounds, words, or gestures to relate information to others. Jorge's knowledge of and ability to use simple rules of grammar to produce phrases and sentences was also measured. In addition, the test items measure how Jorge uses language as a tool for social contact aside from communicating his needs. In this area, Jorge produced a mix of 1-3 word phrases and strings of jargon to make comments during activities. The interpreter had difficulty understanding Jorge, and often asked his mother for clarification. Reportedly, Jorge is using approximately 30 words functionally. He has recently began to put words together, and often relies on single words and pointing to request to his mother. Jorge reportedly asks questions beginning with 'what', and can participate in conversational exchanges. He does not use pronouns 'I', 'you', and 'me'. Jorge did not participate in word repetition tasks when targeting speech sounds. Jorge was observed to produce /p, b, m/ in words he said spontaneously. Jorge is demonstrating a delay in his expressive language skills. Language Sample: 1. Ball 2. Fire (truck) 3. In the trash 4. The shoe is dirty 5. The baby fell 6. Bubbles 7. Paw Patrol 8. Sky | | | |
| **What teaching strategies are needed to reach the outcome/goal?** Include specially designed instruction, supplementary aids and program personnel supports, home or program modifications and training and materials needed by the family or team. Also include location and how all team members, including the family/caregivers/early childhood educators, will work on this. | | | |
| With parent consent, all team members, including family/caregivers/early childhood educators who have ongoing responsibilities for the child's plan, will have access to the IEP.  Consultation with parent and/or educational staff may also be provided in order to promote carryover skills into multiple environments. Implementation may also include consultation and modeling of teaching strategies with the parent/guardian and other members of the IEP team  During sessions at school, the speech therapist working with Jorge will model the following strategies to promote carryover of skills outside of sessions:  -Use everyday opportunities to introduce language models. When modeling language you can use phrases, such as "I see \_\_\_" and "I have a \_\_\_" and "I found \_\_\_" to encourage Jorge to increase his sentence length.  -Create situations during which Jorge needs to interact with you in order to obtain the desired or required action or object. For example, if he wants the doll; put it out of reach and show him where you put it. Place desired items (e.g., television remote), in plastic see-though bins with lids, so Jorge can see the item but needs "help" to "open" the bin and get the desired object  -Use peer models in the classroom. Pair Jorge with peers who are good communicators. This can help increase Jorge's exposure to language and learn from his peers in a natural way.  -Break down questions as Jorge is learning. Start with simple questions and gradually increase the complexity. For example, begin with "What is this?" and then move on to "What color is this?" or "What can you do with this?"  -Provide multiple opportunities for Jorge to practice answering questions. For example, ask questions during circle time, during small group activities, and during individual work time. Provide choices, such as "We need to write. What do you need, a pencil or a crayon?". This may help Jorge answer simple what questions to make a choice.  -When you cannot understand Jorge's full utterance, repeat back the part that you did understand. For example, if he says, "I have back," respond with "Oh, you have \_\_\_?" with a rising intonation or ask for clarification by saying, -"You have what color?" This approach allows Jorge to fill in the missing/misunderstood words and also reinforces that most of his message was understood. | | | |
| **How will we as a team measure progress and collect data for this outcome/goal?** Include what is going to be measured, How it will be measured, when it will be measured and by whom. Describe when periodic reports on progress will be provided to the parent. | | | |
| -Progress monitoring reports will be completed and sent home every 6 months.  -Re-evaluation will occur every two years. | | | |

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| -Data will be collected by the speech therapist at least at least 3x/month  Use "yes/no" record for each observation of the following tasks, with record of the number and type of prompts required to elicit the response:  This goal will be considered achieved when Jorge can:  use 10 different three word utterances to express his wants and needs in his classroom setting in 4 out of 5 trials  -use 5 different four word utterances to express his wants and needs in his classroom setting in 4 out of 5 trials  -use 10 different four word utterances to express his wants and needs in his classroom setting in 4 out of 5 trials |

**Progress Updates**

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| **Outcome/Goal:** 1 | | **Date outcome/goal developed:** 11/17/2023 | **Date outcome/goal completed:** |
| **Outcome/Goal Statement:** | Jorge will use 10 different four word utterances to express his wants and needs in his classroom setting in 4 out of 5 trials across 3 consecutive data collection points | | |
| **After reviewing the outcome/goal and progress monitoring data, we, the team, have decided:** | | | |
| We still need to work toward this outcome/goal. Let's continue with what we have been doing.  There is no data to report at this time; provider not assigned | | | |
| **Date of Review:** 12/22/2023 | | | |

# Outcome Progress Update Report

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| **Outcome/Goal:** 4 | | **Date outcome/goal developed:** 01/17/2024 | **Date outcome/goal completed:** |
| **Outcome/Goal Statement:** | play - Given verbal and visual prompts and models, faded to elimination, Jorge will engage in reciprocal play with a peer for up to 3 exchanges in 3 out of 4 consecutive observations. | | |
| **What is happening now?** What is child's current level of performance related to this outcome/goal?  During play, Jorge frequently babbles and vocalizes to himself. He can imitate the play actions of adults and children; however, Jorge does not engage in reciprocal play with exchanges. He can sit down with other children and play with table toys, but when it is time to share or wait for his turn, he will become upset. | | | |
| **What teaching strategies are needed to reach the outcome/goal?** Include specially designed instruction, supplementary aids and program personnel supports, home or program modifications and training and materials needed by the family or team. Also include location and how all team members, including the family/caregivers/early childhood educators, will work on this. | | | |
| With parent consent, all team members, including family/caregivers/early childhood educators who have ongoing responsibilities will have access to the IEP. Consultation with parent and/or educational staff may also be provided in order to promote carryover skills into multiple environments. Implementation may also include consultation and modeling of teaching strategies with the parent/guardian and other members of the IEP team.  STRATEGIES:  -Limit visual distractions and excessive noise when working with Jorge.  -Gain Jorge's attention prior to giving a directive. Use touch along along with calling his name to support him with turning and attending when called. -Redirect Jorge immediately if his attention wanders.  -Provide language models during daily routines and play. Name and describe items as you present them to Jorge, or point them out during natural daily activities across environments.  -Help Jorge complete tasks using least to most prompting. Tell him the direction, provide a verbal cue by exaggerating your speech to encourage Jorge to 'tune in' to key words, or provide visual cues (e.g., pointing).  -Provide opportunities for repetition of new skill taught or when providing information. Incorporate into play and during natural routine activities. | | | |
| **How will we as a team measure progress and collect data for this outcome/goal?** Include what is going to be measured, How it will be measured, when it will be measured and by whom. Describe when periodic reports on progress will be provided to the parent. | | | |
| WHAT: This goal will be considered complete when Jorge will engage in reciprocal play with a peer for up to 3 exchanges in 3 out of 4 consecutive observations.  HOW: Use of "yes/no" record for each trial of the following tasks, with a record of the number and type of prompts required to elicit the response  benchmarks  Jorge will engage in reciprocal play with a peer for up to 2 exchanges in 3 out of 4 consecutive observations.  Jorge will engage in reciprocal play with a peer for up to 3 exchanges in 3 out of 4 consecutive observations.  Jorge will engage in reciprocal play with a peer for up to 4 exchanges in 3 out of 4 consecutive observations.  WHEN: data will be collected weekly  BY WHOM: This goal will be monitored and data collected by SI | | | |

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| Progress monitoring reports will be shared with the family twice annually.  Re-evaluations will be conducted every 2 years and annual reviews will occur. |

**Progress Updates**

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| **Outcome/Goal:** 4 | | **Date outcome/goal developed:** 01/17/2024 | **Date outcome/goal completed:** |
| **Outcome/Goal Statement:** | play - Given verbal and visual prompts and models, faded to elimination, Jorge will engage in reciprocal play with a peer for up to 3 exchanges in 3 out of 4 consecutive observations. | | |
| **After reviewing the outcome/goal and progress monitoring data, we, the team, have decided:** | | | |
| We still need to work toward this outcome/goal. Let's continue with what we have been doing.  Jorge throws tantrums when he is upset, disappointed or frustrated. He is unable to calm himself or verbalize his feelings. Jorge doesn't like to be told no he likes to be in control and self direct. He will calm down using deep pressure and heavy work techniques 50% of the time but need to be prompted to use / ask for them | | | |
| **Date of Review:** 06/30/2024 | | | |

**Outcome Progress Update Report**

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| **Outcome/Goal:** 5 | | **Date outcome/goal developed:** 02/27/2024 | **Date outcome/goal completed:** |
| **Outcome/Goal Statement:** | Given verbal and visual prompts and models faded to elimination, Jorge will use calming strategies or verbally express his feelings in a proper way to peers and/or staff in 4 out of 5 consecutive observations. | | |
| **What is happening now?** What is child's current level of performance related to this outcome/goal?  Jorge throws tantrums when he is upset, disappointed or frustrated. He is unable to calm himself or verbalize his feelings. Jorge doesn't like to be told no he likes to be in control and self direct. The teacher uses verbal prompts but he doesn't always respond positively to that. | | | |
| **What teaching strategies are needed to reach the outcome/goal?** Include specially designed instruction, supplementary aids and program personnel supports, home or program modifications and training and materials needed by the family or team. Also include location and how all team members, including the family/caregivers/early childhood educators, will work on this. | | | |
| With parent consent, all team members, including family/caregivers/early childhood educators who have ongoing responsibilities will have access to the IEP. Consultation with parent and/or educational staff may also be provided in order to promote carryover skills into multiple environments. Implementation may also include consultation and modeling of teaching strategies with the parent/guardian and other members of the IEP team.  Strategies:  What teaching strategies are needed to reach the outcome/goal?  First...then verbalizing or picture card.  Implementing visual cues, to help Jorge express his emotions in the right way.  My turn.. your turn, to help Jorge take turns when playing.  Prompt Jorge to ask for breaks when negative behavior/feelings occur.  Model and teach breathing and calming strategies.  When negative behavior occurs, implement a timer, to help Jorge transition from preferred, to less preferred activity.  Deferentially reinforce Jorge for using calming strategies and verbalizing, and (give praises, provide access to the desired,item/ activity) | | | |
| **How will we as a team measure progress and collect data for this outcome/goal?** Include what is going to be measured, How it will be measured, when it will be measured and by whom. Describe when periodic reports on progress will be provided to the parent. | | | |
| WHAT: This goal will be considered complete when Jorge will use calming strategies or verbally express his feelings in a proper way to peers and/or staff.  HOW: Use of "yes/no" record for each trial of the following tasks, with a record of the number and type of prompts required to elicit the response  WHEN: data will be collected weekly  BY WHOM:This goal will be monitored and data collected by family and behavior support specialist weekly  Progress monitoring reports will be shared with the family twice annually.  Re-evaluations will be conducted every 2 years and annual reviews will occur. | | | |

**Progress Updates**

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| **Outcome/Goal:** 5 | | **Date outcome/goal developed:** 02/27/2024 | **Date outcome/goal completed:** |
| **Outcome/Goal Statement:** | Given verbal and visual prompts and models faded to elimination, Jorge will use calming strategies or verbally express his feelings in a proper way to peers and/or staff in 4 out of 5 consecutive observations. | | |
| **After reviewing the outcome/goal and progress monitoring data, we, the team, have decided:** | | | |
| We still need to work toward this outcome/goal. Let's continue with what we have been doing.  BSC: Jorge is still working towards this goal, eventhough Jorge has made progress in achieving his goal accomplishing this 10% of the time based on recent data collections.he still relies on adult prompts to use calming and sensory strategies when he is upset, disappointed or frustrated. | | | |
| **Date of Review:** 06/23/2024 | | | |

**Outcome Progress Update Report**

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| **Outcome/Goal:** 6 | | **Date outcome/goal developed:** 02/27/2024 | **Date outcome/goal completed:** |
| **Outcome/Goal Statement:** | Given verbal and visual prompts and models faded to elimination, Jorge will sustain social interaction during reciprocal play activities, with adults and peers in four out of five consecutive trials. | | |
| **What is happening now?** What is child's current level of performance related to this outcome/goal?  Jorge has problems sharing toys. During circle time Jorge refused to join his peers and wanted to play alone and started crying and screaming when he was asked to join his peers. The teacher mentioned the increase of Jorge's tantrum behavior in the classroom. Jorge refuses to take the teacher's directives and has difficulties taking turns with children. His communication skills with peers need improvement. | | | |
| **What teaching strategies are needed to reach the outcome/goal?** Include specially designed instruction, supplementary aids and program personnel supports, home or program modifications and training and materials needed by the family or team. Also include location and how all team members, including the family/caregivers/early childhood educators, will work on this. | | | |
| With parent consent, all team members, including family/caregivers/early childhood educators who have ongoing responsibilities will have access to the IEP. Services may be implemented in the community and may be in a group or seen individually, may be seen in the classroom environment or pulled out when deemed appropriate.  Consultation with parent and/or educational staff may also be provided in order to promote carryover skills into multiple environments.  Implementation may also include consultation and modeling of teaching strategies with the parent/guardian and other members of the IEP team.  Teaching strategies recommended are:  -Engage Jorge in active instruction and modeling of social interactions (e.g., how to ask others to play, how to take turns, and how to share).  -Prompting. Provide a verbal prompt or suggestion for Jorge if he is having difficulty entering a group at play or an activity.  -Play socially interactive games with Jorge, such as a ball toss. Invite a peer to join in your play and eventually remove yourself from the game so that Jorge is playing reciprocally with the child.  -Praise Jorge when he successfully initiates and sustains a social interaction. Praise him by saying things such as good job playing with your friends. | | | |
| **How will we as a team measure progress and collect data for this outcome/goal?** Include what is going to be measured, How it will be measured, when it will be measured and by whom. Describe when periodic reports on progress will be provided to the parent. | | | |
| WHAT: This goal will be considered complete when Jorge:  -Engages in two play exchanges with an adult or child during self-selected play  -Participates in a reciprocal play activity with a peer for at least three minutes  In 4 of 5 consecutive observations.  HOW: Use of "yes/no" record for each trial of the following tasks, with a record of the number and type of prompts  required to elicit the response  WHEN: data will be collected weekly  BY WHOM: This goal will be monitored and data collected by family and behavior support specialist weekly  Progress monitoring reports will be shared with the family twice annually.  Re-evaluations will be conducted every 2 years and annual reviews will occur. | | | |

**Progress Updates**

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| **Outcome/Goal:** 6 | | **Date outcome/goal developed:** 02/27/2024 | **Date outcome/goal completed:** |
| **Outcome/Goal Statement:** | Given verbal and visual prompts and models faded to elimination, Jorge will sustain social interaction during reciprocal play activities, with adults and peers in four out of five consecutive trials. | | |
| **After reviewing the outcome/goal and progress monitoring data, we, the team, have decided:** | | | |
| We still need to work toward this outcome/goal. Let's continue with what we have been doing.  BSC: Jorge is still working towards this goal. Jorge still prefers to play alone and needs alot of verbal and physical prompts to share and take turns with peers, sometimes he does respond positively when first... then statemnt is used: " first let's include your friends then you will get time to play alone" | | | |
| **Date of Review:** 06/23/2024 | | | |

**Outcome Progress Update Report**

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| **Outcome/Goal:** 7 | | **Date outcome/goal developed:** 02/27/2024 | **Date outcome/goal completed:** |
| **Outcome/Goal Statement:** | Given verbal and visual prompts faded to elimination, Jorge will attend and focus during classroom routine activities for duration in 3 out of 4 consecutive observations. | | |
| **What is happening now?** What is child's current level of performance related to this outcome/goal?  Jorge often has some difficulty with attention and focus regarding classroom routine (table time, lunch, circle time).  He often will sit too close to another peer, and then distract them.  Jorge has some difficulty attending for the duration, especially during pre academic tasks. Jorge will sometimes refuse to complete certain activities and will say "No" or "because I don't want to." | | | |
| **What teaching strategies are needed to reach the outcome/goal?** Include specially designed instruction, supplementary aids and program personnel supports, home or program modifications and training and materials needed by the family or team. Also include location and how all team members, including the family/caregivers/early childhood educators, will work on this. | | | |
| With parent consent, all team members, including family/caregivers/early childhood educators who have ongoing responsibilities will have access to the IEP. Services may be implemented in the community and may be in a group or seen individually, may be seen in the classroom environment or pulled out when deemed appropriate.  Consultation with parent and/or educational staff may also be provided in order to promote carryover skills into multiple environments.  Implementation may also include consultation and modeling of teaching strategies with the parent/guardian and other members of the IEP team  STRATEGIES:  - Sit Jorge near a teacher  - During session use carpet squares in order to give Jorge a mark  - Offer breaks, while extending attention  - Pair pre academic tasks followed by a preferred or movement break  - Provide sensory stimulation throughout the day | | | |
| **How will we as a team measure progress and collect data for this outcome/goal?** Include what is going to be measured, How it will be measured, when it will be measured and by whom. Describe when periodic reports on progress will be provided to the parent. | | | |
| WHAT: This goal will be considered complete when Jorge will attend and focus during classroom routine activities for duration in 3 out of 4 consecutive observations.  HOW: Use of "yes/no" record for each trial of the following tasks, with a record of the number and type of prompts  required to elicit the response  WHEN: data will be collected weekly  BY WHOM: This goal will be monitored and data collected by family and behavior support specialist weekly  Progress monitoring reports will be shared with the family twice annually.  Re-evaluations will be conducted every 2 years and annual reviews will occur. | | | |

**Progress Updates**

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| **Outcome/Goal:** 7 | | **Date outcome/goal developed:** 02/27/2024 | **Date outcome/goal completed:** |
| **Outcome/Goal Statement:** | Given verbal and visual prompts faded to elimination, Jorge will attend and focus during classroom routine activities for duration in 3 out of 4 consecutive observations. | | |
| **After reviewing the outcome/goal and progress monitoring data, we, the team, have decided:** | | | |
| We still need to work toward this outcome/goal. Let's continue with what we have been doing.  BSC:Jorge still workinmg towards this goal. He demonstrated some improvement towards this goal accomplishing this 20% of the time based on recent data collections. To support further improvement, strategies such as incorporating visual prompts and providing short movement breaks to enhance his focus, constantly offering positive reinforcement for successful engagement helps motivate Jorge and increase attendance time. | | | |
| **Date of Review:** 06/23/2024 | | | |

# Outcome Progress Update Report

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| **Outcome/Goal:** 8 | | **Date outcome/goal developed:** 02/27/2024 | **Date outcome/goal completed:** |
| **Outcome/Goal Statement:** | Jorge will transition from one activity to the next without inappropriate and disruptive behaviors, including (hitting, biting, and pushing), until logical completion in out of 4 of 5 consecutive sessions. | | |
| **What is happening now?** What is child's current level of performance related to this outcome/goal?  Jorge gets easily distracted during non-preferred activities. Jorge will get up and try to look for other things to do. When it is time to transition to another activity, he becomes upset and loses focus. | | | |
| **What teaching strategies are needed to reach the outcome/goal?** Include specially designed instruction, supplementary aids and program personnel supports, home or program modifications and training and materials needed by the family or team. Also include location and how all team members, including the family/caregivers/early childhood educators, will work on this. | | | |
| With parent consent, all team members, including family/caregivers/early childhood educators who have ongoing responsibilities will have access to the IEP. Consultation with parent and/or educational staff may also be provided in order to promote carryover skills into multiple environments. Implementation may also include consultation and modeling of teaching strategies with the parent/guardian and other members of the IEP team.  Strategies:  Have "Attention Breaks"  - Adjust Time Frames.  - Remove Visual Distractions.  -Play Memory Games.  - Rate (and Change) Tasks.  -Break Tasks into Pieces.  - Jump right into projects.  - Limit directions to one or two at a time.  - Set a timer.  -Be open to what works. | | | |
| **How will we as a team measure progress and collect data for this outcome/goal?** Include what is going to be measured, How it will be measured, when it will be measured and by whom. Describe when periodic reports on progress will be provided to the parent. | | | |
| WHAT: This goal will be considered complete when Jorge will transition from one activity to the next without inappropriate and disruptive behaviors, including (hitting, biting, and pushing), until logical completion in out of 4 of 5 consecutive sessions.  HOW: Use of "yes/no" record for each trial of the following tasks, with a record of the number and type of prompts required to elicit the response  Benchmarks:  Jorge will transition from one activity to the next without inappropriate and disruptive behaviors in 2 of 5 consecutive sessions.  Jorge will transition from one activity to the next without inappropriate and disruptive behaviors in 3 of 5 consecutive sessions.  Jorge will transition from one activity to the next without inappropriate and disruptive behaviors in 4 out of 5 consecutive sessions. | | | |

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| WHEN: Data will be collected Weekly  BY WHOM: This goal will be monitored and data collected by SI  Progress monitoring reports will be shared with the family twice annually.  Re-evaluations will be conducted every 2 years and annual reviews will occur |

**Progress Updates**

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| **Outcome/Goal:** 8 | | **Date outcome/goal developed:** 02/27/2024 | **Date outcome/goal completed:** |
| **Outcome/Goal Statement:** | Jorge will transition from one activity to the next without inappropriate and disruptive behaviors, including (hitting, biting, and pushing), until logical completion in out of 4 of 5 consecutive sessions. | | |
| **After reviewing the outcome/goal and progress monitoring data, we, the team, have decided:** | | | |
| We still need to work toward this outcome/goal. Let's continue with what we have been doing.  BSC: Jorge is still working towards this goal. Jorge demonstrated some improvement towards this goal accomplishing this 40% of the time based on recent data collections. The PCA is helping Jorge transition from activities using timer ,visual schedule, and providing short movement breaks before transition, we will continue working to increase his compliance. | | | |
| **Date of Review:** 06/23/2024 | | | |