



Progress Report
(August 05, 2024)

Name: [Redacted]
Age: 5 y/o
Birthdate: August 16, 2019
Sex: Male
Diagnosis: Autism Spectrum Disorder
Teacher in-charge: Mariella Charisse C. Yango, LPT, MAEd

This is the case of [Redacted], 5 y/o, diagnosed with Autism Spectrum Disorder (ASD). The child is currently receiving Occupational Therapy intervention twice a week; once at Biñan City Development Center – Early Intervention Therapy and once in Kidscape Therapy Center. The child will start Special Education intervention at Biñan Elementary School, for twice a week. The child is compliant to his therapy schedule on the said center.

A. WORK BEHAVIOR/PLAY SKILLS

The child is 80% compliant and the remaining 20% were off-task behavior. For 2 months of receiving early intervention in BCDC, the following work behavior skills was observed. Good attention span was seen as the child was able to attend on given activity for 30-40 minutes given moderate to minimal physical and verbal prompts. Good sitting tolerance was seen as the child was able to sit down during table-top activities with minimal verbal prompts. However, the child needs more improvement in the remaining work behavior skills such as; Fair concentration was seen as the child has difficulty in maintaining focus and needs moderate verbal and physical prompts to redirect from distraction back to activity. Fair compliance was seen and needs moderate to minimal verbal prompts in following instructions during therapy session. Fair frustration tolerance was seen as the child making sound of *groaning like humming and squealing* sounds whenever he feels frustrated and child needs improvement to overcome feelings of frustration. Fair impulse control was observed as the child needs moderate to minimal verbal and physical prompts to be able to wait for instructions in taking turns and control urges.

According to Parten’s level of play, the child shown *parallel play* (age -inappropriate level of play). Child plays side by side of other kids without any interactions.

B. GROSS MOTOR SKILLS

Child was able to use alternating step pattern when ascending and descending on stairs and able to slide independently. The child was able to walk, jump and crawl during obstacle course, however, the child needs moderate physical prompts in hopping, skipping and balance.

C. FINE MOTOR SKILLS

Child currently uses two pencil grasp such as palmar grasp and static dynamic tripod grasp and during writing and coloring but the child is currently in training to dynamic tripod grasp. The child was able to perform reach-grasp-carry-release independently. In scissor skills, child has difficulty in manipulating scissors and needs moderate to maximal physical prompts.

D. COGNITIVE AND COMMUNICATION SKILLS

As per child’s intervention program, he is currently in basic concepts incorporated with fine motor skills such as shapes, colors, alphabets, numbers and tracing. The child was able to match 5-10 colors; able to match letters a-f; and able to match numbers 1-6 given moderate to minimal verbal prompts. He can also do controlled scribbling given moderate to minimal prompts. The child was able to trace letters A-F given maximal to moderate physical prompts. Child was able to ask help using hand leading but he has difficulty in expressing what he feels as the child uses sounds and not able to communicate verbally.

E. ACTIVITIES OF DAILY LIVING SKILLS

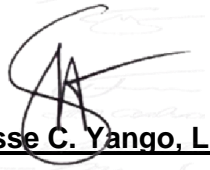
According to the child's guardian, child was dependent and he needs maximal physical prompts in in all activities of daily living.

CLIENT'S PROGRAM

- Behavior modification techniques
- Executive functions
- Academics (s/a basic concepts)
- Socialization Participation

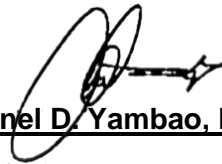
RECOMMENDATION

- Continue occupational therapy
- Continue formal education participation (SPED)
- Use reinforcement/reward system
- Avoid screen time at home



Mariella Charisse C. Yango, LPT, MAEd

BIÑAN CITY DEVELOPMENT CENTER
HEAD TEACHER



Arnel D. Yambao, RN

PERSONS WITH DISABILITY AFFAIRS OFFICE
OFFICER