

**Preschool Quarterly Progress Report**

|  |  |  |  |
| --- | --- | --- | --- |
| Child’s name: | Full name | NYC ID: | Must complete |
| Child’s D.O.B.: | Mm/dd/yyyy | Service: | SEIT |
| Mandate: | 5x/60 weekly | Quarterly Marking Period: | Q1 |
| SEIT Name: | Full name |  |  |

|  |  |  |
| --- | --- | --- |
| **Currently Level of Performance (legend):** | | |
| Achieved | A | The student has achieved the goal. |
| Progressing Satisfactorily | PS | The student is making satisfactory progress and is expected to achieve this goal. |
| Progressing Gradually | PG | The student is making less than anticipated progress but may still achieve the goal |
| Progressing Inconsistently | PI | The student is making inconsistent progress and may not achieve the goal. |

|  |  |
| --- | --- |
| **IEP Annual Goal #1:** | **Current Level of Performance** |
| **​​**Andrea will attend during circle time for 10 minutes. | **​**PG |
| **Review of the IEP goal/objectives and description of progress toward goal/objectives:** | |
| The SEIT is currently working on the short term-objective to maintain attention during circle time for 5 minutes. Currently, Andrea requires a combination of verbal, visual and gestural prompts to attend. Andrea utilizes a first, then visual cue card so she can see what she is currently doing and what is coming next. She responds well to a thumbs up, smile and verbal positive reinforcement. To decrease fidgeting and moving around the carpet, Andrea sits on a carpet square and holds a fidget toy that is only utilized during circle time. Andrea also engages in various movement activities prior to sitting for circle time, which aids in increasing her attention/focus. | |

|  |  |
| --- | --- |
| **IEP Annual Goal #2:** | **Current Level of Performance** |
| **​**Andrea will engage in cooperative play with peers for 10 minutes. | ​​ PS |
| **Review of the IEP goal/objectives and description of progress toward goal/objectives:** | |
| Andrea enjoys peer and teacher interactions. She enjoys building with blocks as well as playing in the kitchen and family centers. While Andrea enjoys initiating play with other children, she needs 1:1 support to share and take turns appropriately. Andrea continues to work on including other children when she has preferred toys, rather than playing alone to use the toys herself. The targeted short-term objective is Andrea taking turns appropriately. To work on this, the SEIT provides modeling with another student. The SEIT will also have a preferred toy that Andrea needs to ask for, then Andrea has the toy for 3 minutes, then the SEIT has the toy for 3 minutes. To aid in turn taking appropriately, the SEIT uses a timer paired with a first, then visual cue so Andrea can see when she has a turn and what is coming next. Andrea is also learning when a peer asks for a toy she can say, “yes” or “when I am done,” rather than yelling no, running away and hiding the toys. Andrea requires close teacher proximity, modeling the language needed and clear expectations to be successful. | |

|  |  |
| --- | --- |
| **IEP Annual Goal #3:** | **Current Level of Performance** |
| **​​**Andrea will comply with teacher directives and appropriately manage disappointment. | **​​** PG |
| **Review of the IEP goal/objectives and description of progress toward goal/objectives:** | |
| Andrea continues to work on complying with teacher directives and using coping strategies to manage disappointment. The SEIT is currently targeting the short-term objective to use coping strategies when feeling disappointed. To work on this, the SEIT created a feelings book which lists various emotions, Andrea’s current response behaviors to those emotions, then examples of what she can do when she feels a certain emotion. The SEIT also created socials stories and will use puppets to role play various situations. The SEIT continues to provide clear expectations for all situations and prepares the student ahead of time for various situations. This gives the child notice of what might happen in certain situations and how she can navigate each situation appropriately. The SEIT continues to use specific positive praise, and Andrea responds well to high fives and hand stamps. The SEIT also worked with the classroom teacher to create a “calming corner.” In the calming corner, there are visual posters with choices of several calming techniques (deep breathing, the use of sensory toys (squeezing, pulling), hugging oneself, listening to calming music, coloring and counting to 10. Andrea is starting to request breaks in the “calming corner” when she feels upset. | |

**Must be signature or electronic signature**

**NOT ACCEPTING SCRIPT FONT**

**Provider Signature:** A black letter on a white surface

Description automatically generated **Date:** mm/dd/yyyy