

Progress Summary

Photo



Name: Jane Smith

D.O.B 20th Oct 2006

Age:
4 years

Contextual information:

Jane is on a specialist placement and attends nursery two days a week she is transported into nursery by LCC transport. She has a rare form of Cerebral Palsy which affects her muscles used for speech, eating and drinking, all four limbs, head and trunk control. She also has a visual impairment. See attached sheet for further information.

Interests, preferences, learning styles, activities and experiences enjoyed:

Jane is a happy sociable girl. She will try to initiate interaction with her peers and known adults by eye pointing, smiling and pressing the hello switch. She shows pleasure through her body language and facial expression especially when her peers interact with her. Jane watches her peers with great interest.

While listening to music or the children singing she shows enjoyment by facial expression and body movement. She also shows enjoyment when her key person shows photos of and talks about Jane's family and friends.

Jane prefers to be outside when the weather is dry. We have a specially adapted tricycle that she uses. The faster it goes the more she laughs. She also shows enjoyment while lying on the trampoline and being bounced up and down by children jumping on it. The rougher the movement the more she laughs.

Her mobility is increasing she has now started to move by using a commando style crawl.

She will explore objects which are placed with-in her reach using two hands and will transfer from one hand to the other.

Jane shows an enjoyment of books. While sitting in her supportive chair she will explore them. She can access them better if they are placed on her tray at a 90 degree angle. She attempts to lift the flaps and turn the pages. Sharing books with an adult will calm her when distressed.

Learning and Development

<p>PSED DM stage.16-26m SC/D and S in all other areas, Jane will now eye point to identify her own bag from a choice of two. She is now initiating communication to a known adult. On entering a room she looked at a member of staff and pressed her hello switch. When the adult replied Jane gave a big smile.</p>	<p>CLLD DM stage ...16-26m LC / S, LTH / S, R / S, W /S, HW/S. & LSL, 8-20m S Jane continues to chose a drink from two symbol cards(by eye pointing to her chosen one) Her choice making is now showing consistency of choice and we are now working on tactile “more” and “finished” symbol cards.</p>
<p>PSRN DM stage 16-26m C and SSM/S NLC,E Jane can remove shapes from an inset puzzle (if they have large gripping knobs) She is now trying to replace the circle shape. Jane can use a Palma grasp to pick up items eg small bricks and place them into a metal container the sound makes her laugh.</p>	<p>KUW DM stage 22-36m ICT E, 16-26m EI /S, P/ E, T/S, C/S.& DM, 8-20m S Jane now shows a good understanding of cause and effect when using two switches to operate interactive computer games. She also uses a big mac switch to start a CD player and presses the Hello switch to greet people.</p>
<p>PD DM stage 16/26 UEM E, 8-20m S in all other areas. Jane can now hold a chunky paint brush in her right hand and when placed in a well supported position at the easel she can make large up and down movements /marks on the paper. She has just started to commando crawl in the nursery.</p>	<p>CD DM stage ...16-26m. BC, EMM, CMD S. and DI 8-20m S Jane shows an interest in exploring paint with her fingers and watches intently as she mixes two colours together when they are on a contrasting colour.</p>

Ideas for extending learning (Include possible activities and experiences.)

- For choice making: Extend the choice to three symbols placed on an Etram frame arrange the symbols, one in each top corner and one in the middle.
- Introduce number songs with props to encourage understanding of quantity.
- Encourage recognition of objects by holding up, at eye level, two known objects e.g cup and spoon, ask. “Where is the cup?” Wait for Jane to look at the cup. When this skill is consistent use a symbol/picture of a cup and spoon instead of the object.
Simple picture books can also be used if there is one picture on each page.

Parent’s comments

Jane has been commando crawling at home and can now get herself to the outside door. She waits there for the bus escort and will cry if the escort is late. Jane seems to know what day it is because she only does this on nursery days.

The speech and language therapist has given us some symbol cards to use at home. We will try to use them at dinner time.

Child’s comments

When parent’s comments were read to Jane she laughed and gave the reader good eye contact and lots of facial expressions especially when we talked to her about her escort and her journey to nursery.

Contextual information continued:

Jane is on a specialist placement and attends nursery two days a week she is transported into nursery by LCC transport. Communication between home and nursery is by phone and a daily diary

She has a rare form of Cerebral Palsy which affects her muscles used for speech, eating and drinking, head and trunk control and all four limbs. Jane also has a visual impairment,

Professionals involved with Jane are a Physiotherapist, Occupational Therapist, Speech and Language Therapist, Visual impairment teacher, Specialist teaching service, Specialist health visitor and Menphys SOS.

Jane has an Early Support meeting every six months where professionals decide on her IEP targets. Her Key person implements, records and evaluates the activities that help develop her skills to meet her targets.