



Handout #3a

present level of performance – a

Child: Nathan

Present Levels of Performance:

Child qualifies for receiving specialized instruction in the areas of cognitive, social, fine motor and Communication. Child requires specially designed instruction in order to participate in the general education curriculum.

Cognitive:

Nathan was administered the DAS-II and received a standard score of 80. This score makes him eligible for receiving services in the area of cognitive development.

Social:

Nathan was administered the BASC-2 and received a T- score of 80. This score makes him eligible to receive special education services in the area of social emotional development.

Motor:

Nathan was administered the Beery VMI and received a standard score of 67. This score makes him eligible to receive services in the area of fine motor. His scores do not qualify him to receive services in area of gross motor.

Communication:

Nathan was administered the PLS4 and the Goldman-Fristoe. On the PLS4 he received a standard score of 77. This score makes him eligible to receive services in the area of expressive and receptive language. On the Goldman-Fristoe, he received a standard score of 65, which qualifies him to receive services for articulation.



Handout #3b

present level of performance – b

Child: Nathan

Present Levels of Performance:

Nathan is such a sweet boy! He runs into the room everyday with a smile on his face. He loves to be at school and to play with his friends.

Cognitive:

Nathan is such a smart little boy. He knows his colors and shapes and will sometimes recognize the letters in his name. He likes to figure out how things work in our discovery area and has really been interested in pretending to fix an old radio that we have over there. Nathan loves puzzles, blocks and trucks and tends to mostly play in the block area during our free choice time.

Social:

Wow! Nathan is such a social little guy. He loves to play with his friends and enjoys pretending super heroes and villains in the dramatic play area. When we go outside, he loves to run around and play chase with the teachers and kids. He really likes snack time and loves to laugh with the other kids at his table. He likes to hold hands with kids on our way out to the bus.

Fine Motor:

Nathan has really been working hard on writing his name and seems to always want to use the color blue! He is also getting to be such a good artist, especially when we bring out the glue and glitter.

Communication:

Nathan has been talking so much lately. He is beginning to participate more during circle time and likes to answer question during snack time. He now says "please pass..." when he wants something at meal times. Great Job Nathan!



Handout #3c

present level of performance – c

Child: Nathan

Present Levels of Performance:

Nathan is a 4 year-old boy who attends Laurel Heights Head Start preschool in Seattle. He has easily adjusted to their structured and predictable classroom schedule and is managing well in the after school childcare program. Nathan qualifies to receive services in the areas of cognitive development, social development, fine motor and communication. He is in need of high-quality specialized instruction in order to participate in the classroom's general education curriculum. Information obtained for this report was gathered by using standardized testing measures as well as a non-standardized curriculum assessment called the AEPS (Assessment, Evaluation and Programming System). Head teacher observations and parent report were also used to gather information.

Cognitive:

Nathan learns quickly. His teacher reports that he has good concept knowledge such as being able to identify colors, shapes and some letters in his name. His functional play skills include being able to put together a 10 piece wooden peg-style puzzle, build a block tower with both small and large wooden blocks, drive a toy car on a rubber track, and play with solitary cause and effect toys. He enjoys scooping and pouring in the sand and water table and will use some persistence with learning novel toys. Nathan enjoys pretending that he is a super hero during outside and in the dramatic play area. Nathan still needs support with following classroom teacher directions of more than 1 step, exploring more than one area of the classroom during unstructured independent play time, functional play with toys and recognizing the letters in his name. Goals and objectives should be focused on building his play repertoire with more age-appropriate toys, recognizing the letters in his name, following 2 and 3 step teacher directions and exploring more areas of the classroom.

Social:

Nathan's teacher and Mother reports that he seeks out kids in the classroom and in the neighborhood, but doesn't always know how to talk to them or ask them to play. In the classroom, he plays near other children often using the same toys. He excels at play scenarios that involve using his gross motor skills such as chasing games and pretending super heroes. During circle time, he participates well when the teacher is leading movement activities such as finger plays, songs or dancing. He still needs support to listen and attend during book reading and listening to teacher directions. Nathan will often run up to a peer he wants to play with, but still needs support to greet them and initiate play. Goals and objectives should focus on playing cooperatively with peers using the same materials, listening to directions and attending during book time, greeting peers and initiating play.



Fine Motor:

One of Nathan's strengths is in the area of gross motor, although he still needs support with his fine motor skills. Nathan can use markers and crayons to draw vertical lines and scribble on paper. He can snip paper with scissors with help from a teacher to orient his fingers and he can use his fingers to string up to 4 large beads onto a strip of yarn. Nathan still needs support to trace his name, hold a marker using a three-fingered tripod grasp and to use scissors to cut on a ¼ inch drawn line. Goals and objectives should focus on the above-mentioned areas of need.

Communication:

Nathan's teacher and parents report that Nathan's language has come a long way from where it was last year. He is initiating ideas more now and at home he is able to answer some very simple "wh" questions about what he did during his preschool day such as "what did you eat?" or "who did you run with?" In the classroom, Nathan is often playing within close proximity to his peers, but has trouble expressing what he wants verbally. He will often grab for toys or objects that other children are playing with and needs support from his teachers to use his language to ask for items. Nathan also needs support when a friend asks him for a toy. He will often run away with it and a teacher has to help him give it to a friend. He could use some visual pictures that teach him how to share toys and items. Nathan is able to follow directions with a teacher model, but needs support to stop and listen to the new vocabulary used in the classroom. Goals and objectives should be focused on answering "wh" questions, using his language to ask a peer for a turn with an object, responding appropriately when a peer asks him for a turn and increasing his vocabulary.