

Example Early Childhood (PT, OT)

(adapted from KITS materials)

Present Levels of Performance:

Katie is an outgoing 4-year old girl who has motor delays. She is above average intellectually, and is very verbal. Katie has many friends at home and at school, and is described by her teachers as very motivated to learn new things. Katie enjoys preschool and spends time in all of the learning centers. During classroom activities, Katie is able to hold crayons, markers, and other writing utensils in her fist, and make scribbles on paper. She paints using down strokes only with a paintbrush, as indicated in structured observations and work sample analysis. Typically, children of the same age hold writing utensils between their thumb and forefingers and can copy lines, circles and simple figures. They are able to make up and down strokes as well as circular patterns with a paintbrush. Katie's limited fine motor abilities keep her from being able to create representational artwork like that of other children her same age.

Measurable Annual Goal:

In 12 months, when provided with writing utensils (i.e., crayons, markers, pencils, etc.), Katie will create representational artwork while holding writing utensils between her thumb and forefinger, on 4 out of 5 consecutive opportunities.

(Optional) Benchmarks:

1. In 9 instructional weeks, when provided with writing utensils and stencils, Katie will trace a simple stencil, while holding her writing utensil between her thumb and forefinger.
2. In 18 instructional weeks, when provided with writing utensils and materials, Katie will draw simple shapes (circles, squares, and triangles) while holding her writing utensils between her thumb and forefinger.
3. In 27 instructional weeks, when asked to draw a picture of herself, Katie will draw a person with a head and four other features, while holding her writing utensil between her thumb and forefinger.

Services:

Throughout the instructional year, Katie will receive direct instruction from the occupational therapist 2 times per week during story time. She will also receive indirect instructional services as her special education teacher will consult with her regular preschool teachers 30 minutes per week to assist with modifying drawing and other fine motor tasks, and to plan the inclusion of motor training tasks into the preschool curriculum. Katie will not be removed from the preschool classroom to receive any special education services.

State Assessments:

Katie is too young to participate in any State Assessments.