



# TERMLY OVERVIEW

Student	Class/ School Year	Term
Ibrahim Khan	2M	End of Summer Term 2021

	Level of Engagement	Subject/ Activity/Target
Fully Engaged	Ibrahim loves music – it’s his biggest motivator. Ibrahim becomes very animated and vocalises, maintaining eye contact with the instrument. Ibrahim will vocalise and ‘flap’ when an instrument is played and stop and become very still as soon as an instrument is quiet.	<b>Music:</b> To respond vocally when a musical instrument is played, to stop when the instrument is quiet
	Ibrahim loves being outdoors and active. He will choose the trike consistently and can propel the trike around a large outdoor area. Ibrahim will engage in this task for 15 mins.	<b>PE:</b> To be able to propel a trike with his feet independently
Mostly Engaged	Ibrahim likes handling a range of tools. He responds best when given a large box of mixed tools – crayons, chunky markers, pencils. Ibrahim is able to hold the pen using a palmer grip, and he will choose a pen, make a large sweeping mark and drop the pen. He will repeat until every pen has been tried. Ibrahim will maintain focus on this task for approx. 5-8 mins	<b>Fine Motor:</b> To mark-make using a variety of tools
	Ibrahim understands if he presses his big mac switch he is able to create a verbal response when his name is said. Generally when prompted by his TA to sit and wait for his name, Ibrahim can respond by pressing the switch at the appropriate time. However, Ibrahim still requires constant adult prompt to listen for his name and not repeatedly press the switch.	<b>Cause and effect:</b> To press a big mac switch in response to his name being called in the daily Morning welcome song.



Partly Engaged	Ibrahim will tolerate being helped to place his thumbs inside his waist band and pull up. Ibrahim still requires the physical prompt to begin this task, but once started he can complete this task.	<b>Independence:</b> To pull up his own trousers after using the toilet
	Ibrahim recognizes the songs and becomes animated. Ibrahim is able to recognize the teddies and frogs and can match to the song. When each song is sung, Ibrahim will copy an adult moving a toy in time, but he has not yet initiated this action.	<b>Numeracy:</b> To drop objects into a box in time with a musical song <ul style="list-style-type: none"> <li>- Speckled frogs</li> <li>- Teddies bouncing on the bed</li> </ul>
Emerging Fleeting	Ibrahim is beginning to link the symbol to gaining his choice but can become quickly frustrated if he can see his snack / reward and will tend to grab if not prompted. Ibrahim requires very high interest items before he will engage with this task.	<b>PECS:</b> To exchange a symbol to make a choice from two <ul style="list-style-type: none"> <li>- Choose a snack from banana or carrot</li> <li>- Choose a reward from ipad or lego</li> </ul>
	Ibrahim has fleeting attention with this task. At this stage, Ibrahim is more interested in exploring each item as a toy and does not maintain focus when sorting is modelled.	<b>Sorting:</b> To sort everyday items <ul style="list-style-type: none"> <li>- Ball/ bricks</li> <li>- Cars/ socks</li> </ul>
No focus or attention	Ibrahim resists all attempts at teeth cleaning. A variety of toothpastes and electric toothbrushes have been tried - Ibrahim becomes very distressed.	<b>Self Care:</b> To tolerate having his teeth cleaned by a familiar adult.

Other comments including attendance:

