

Semester Progress

Development Progress	Previous Phase Performance 前阶段表现	Current Phase Progress 本阶段进展
Motor Skill 大肌肉与精细动作	• Wrist control has improved, showing better manipulation in actions like rotating and tapping. The continuity of wrist turning while drawing lines has also become more stable, though application in daily tasks still requires reinforcement. • Finger strength remains insufficient and he still faces difficulty with fine motor tasks (e.g., opening boxes, pinching, rubbing with fingers). However, recently he has shown correct finger posture when writing and using clips to pick up objects. Compared to a few months ago, he now applies stronger writing pressure and can write more independently. He has also developed greater confidence and better control over muscle movements and hand–eye coordination. • Karsen often engages in self-talk during waiting periods or while playing with toys, accompanied by a distant gaze and lack of response when his name is called. These utterances are usually lines from cartoons and this behaviour started after his illness in June. • Recently, he has begun showing more awareness of his surroundings. Although he still cries, fusses, and vomits to show resistance, he now occasionally looks at the teacher’s reaction when crying, or momentarily pauses his tantrum when the teacher approaches. ○ 手腕控制能力有所进步，旋转、敲击等动作更灵活。在画线条时的转动连续性也更稳定，但在日常应用中仍需加强。 ○ 手指力量依然不足，在细微动作（如开盒子、捏取、搓揉等）方面仍有困难。不过，近期他开始出现正确的写字手指姿势，也会用夹子夹取物品。相比几个月前，他的书写力度更强，也能更独立地书写。他对肌肉控制和手眼协调方面也建立了一些自信和掌握感。 ○ 在等待或玩玩具的过程中，他经常自言自语，伴随着发呆、不回应老师呼唤的情况，多为模仿卡通对白。这种情况是在他六月生病后开始出现的。 ○ 最近，他开始对周围环境有一些敏感反应。虽然仍会通过哭、闹、呕吐来抵抗，但现在偶尔会在哭泣时观察老师的反应，或在老师走近时暂停一下情绪爆发。	• He demonstrates improved control when using tools such as tweezers and tongs, showing better hand coordination. • He is still developing proper pencil grip and requires frequent correction. • His pencil pressure is insufficient, and fine motor control remains weak, affecting writing stability and neatness. • He is learning to write within lines (single-line and triple-line), but is not yet able to consistently control letter placement and size. • He tends to write quickly, which impacts accuracy and formation. ○ 在使用夹子与镊子时表现出较好的控制能力，手部协调有所提升。 ○ 仍在学习正确握笔姿势，需经常提醒与纠正。 ○ 握笔力度不足，精细动作控制较弱，影响书写的稳定性与整齐度。 ○ 正在学习在线内书写（单线与三线本），但尚未能稳定控制字母位置与大小。 ○ 书写速度较快，影响准确性与字形结构。

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Language & cognition 语言与认知	• In early June, he showed clear signs of initiating communication about his needs and demonstrated improved attention span. However, after returning from his illness in June, he reverted to earlier patterns and once again required guided communication. • His vocabulary has expanded, though he still engages in selective communication. He uses Malay, English, and Chinese, but overall usage remains limited. ○ 六月初时，他开始明显地表达自己的需求，专注力也有所提升。但是在六月生病回校后，又出现退回情况，再次需要大量引导才能沟通。 ○ 词汇量确实增加了，但仍存在选择性沟通。他会使用马来语、英语和华语，但整体使用量仍然有限。	• He is able to recognise alphabets and phonics sounds, but is still unclear about consonants and vowels. • He can read and follow lessons but does not consistently apply correct reading strategies (e.g., pointing, focusing on words). • He demonstrates understanding and is able to answer questions appropriately. • His comprehension is stronger at the word level than at the sentence level. • He understands instructions but requires guidance to follow task boundaries and complete only assigned work. • He is able to learn and remember information well, but attention and consistency remain areas for improvement. ○ 能辨认字母及拼音发音，但对辅音与元音的概念仍不清楚。 ○ 能跟读课程，但未能稳定运用正确阅读方式（如指读与专注文字）。 ○ 能回答问题，理解能力良好。 ○ 词汇理解较好，但句子理解能力仍需加强。 ○ 能理解指示，但需引导遵守任务范围，仅完成指定内容。 ○ 学习与记忆能力良好，但专注力与稳定性仍需提升。
Self care 自理能力	His independence and observation skills have improved. He now requires less hand-over-hand guidance from teachers, though he can be forgetful and occasionally needs reminders. 独立性和观察能力有所提升，开始不需要老师手把手协助，但偶尔会遗忘，需要提醒。	• He is able to complete tasks independently and shows improved independence in daily activities. • He requires occasional reminders, especially in following instructions and task completion. ○ 能独立完成任务，自理能力有所提升。 ○ 偶尔需要提醒，特别是在遵守指示与完成任务方面。
Social 社交发展	Karsen continues to follow friends and imitate their tone and behavior. Interaction remains limited, but he shows concern for peers and expresses friendliness in his own way (e.g., handing a friend their water bottle, playing with toys together). He does not, however, allow others to take his toys. 仍然会跟着朋友、模仿他们的语气和行为，但互动依然有限。他会以自己的方式关心朋友或表达友好（例如把朋友的水壶递给他们、一起玩玩具），但不允许他人抢他的玩具。	• He sometimes follows peers during reading and learning activities rather than working independently. • He is able to participate in group activities but tends to rely on imitation. • Interaction with peers remains limited, and independent engagement is still developing. ○ 有时在学习活动中会跟随同伴，而非独立完成。 ○ 能参与团体活动，但较依赖模仿行为。 ○ 与同伴互动仍有限，独立参与能力仍在发展中。

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Emotional & Behaviour 情绪与行为	• After returning to school at the end of June, his temperament became more irritable. He often sat down and cried continuously without an obvious reason. Eventually, teachers realized he was missing his Mummy. • His sense of autonomy and self-efficacy has increased, but he does not always understand whether the teacher’s help is well-intentioned. Even if he has not completed a task correctly, he often rejects attempts by teachers to guide or correct him. • His temperament can be quite stubborn and he has difficulty accepting criticism. • His tantrums typically follow a pattern: Crying → Pulling his own hair → Stomping his feet → Rolling on the floor → Vomiting. ○ 六月末回校后，脾气变得更易怒，常常无明显原因坐着大哭。后来老师发现其实是因为他想念妈妈。 ○ 自主性与自我效能感有进步，但他不一定能分辨老师的帮助是否出于好意。即使事情做得不对，他也不接受老师的纠正。 ○ 脾气固执，不容易接受批评。 ○ 情绪爆发的模式通常为：哭 → 抓自己头发 → 跺脚 → 在地上打滚 → 呕吐。	• He may become upset, cry, or make noise when corrected or when required to stop an activity. • Recently, his emotional responses have gradually become more controlled. This improvement is related to his previous difficulty in expressing his needs, where he often used crying as a form of communication. With guidance and prompting to verbalize his needs, his crying episodes have reduced. He has also begun to form and use simple sentences to express himself. • He has difficulty understanding boundaries and tends to continue tasks beyond instructions. • He requires guidance to manage emotions and respond appropriately to correction. • He is easily distracted during tasks and may lose focus without support. ○ 在被纠正或被要求停止活动时，容易出现情绪反应（哭闹、发出声音）。 ○ 近期情绪反应逐渐趋于稳定。过去由于不善于表达需求，常以哭闹作为沟通方式。在引导他用语言表达后，哭闹情况明显减少。他也开始逐步使用简单句子进行表达。 ○ 对任务界限理解不足，容易超出指示继续进行。 ○ 需引导情绪管理，并学习适当回应纠正。 ○ 在活动中容易分心，需要支持以维持专注。

Conclusion 总结

Karsen has shown progress across multiple developmental areas, particularly in motor skills, emerging language use, and increased awareness of his surroundings. He is beginning to demonstrate improved wrist control, better tool use, and early development of writing independence, although fine motor strength and handwriting control remain areas of need.

In language and cognition, he shows understanding of instructions and can respond appropriately, with growing ability to use simple sentences to express his needs. This has also contributed to a reduction in crying behaviors, as he is gradually learning to communicate verbally instead of relying on emotional outbursts.

However, he continues to require support in maintaining attention, following task boundaries, and managing emotional responses, especially when corrected or when transitioning between activities. Social interaction remains limited and largely imitative, and consistent guidance is still needed to support independent engagement and appropriate behavior.

Overall, Karsen is making steady progress, with positive developments in communication and emotional regulation. Continued structured support is recommended to strengthen fine motor skills, improve self-regulation, and further develop independent learning and social interaction skills.

Karsen 在多个发展领域都有进步，尤其是在大肌肉与精细动作、语言表达的初步发展，以及对周围环境的觉察方面。他的手腕控制与工具使用能力有所提升，并开始出现较独立的书写表现，但手指力量与书写控制仍需加强。

在语言与认知方面，他能够理解指示并作出适当回应，也逐渐开始使用简单句子表达需求。这使得他的哭闹行为有所减少，因为他正在学习用语言取代情绪化的表达方式。

然而，他在专注力维持、任务界限理解以及情绪调节方面仍需支持，尤其是在被纠正或活动转换时。社交互动仍以模仿为主，独立参与及适当行为仍需持续引导。

整体而言，Karsen 正在稳步进步，在沟通能力与情绪调节方面已有正面发展。建议继续提供有结构性的支持，以加强精细动作能力、提升自我调节能力，并进一步发展独立学习及社交互动技能。

GENERAL 整体表现	GRADE	
	1 st SEMESTER	2 nd SEMESTER
Sharing 分享	P	
Independent 自立	P	
Helpful 乐于助人	P	
Responsible 责任感	P	
Ask for help 寻求协助	P	
Obedient 遵从指示	D	
Eager to mix 乐于交友	P	
Confident 自信	D	
Polite 有礼貌	P	
Good memory 记忆力	P	

CLEANLINESS 整洁	GRADE	
	1 st SEMESTER	2 nd SEMESTER
Personal Hygiene 个人卫生	B	
Keep Environment Clean 保持环境清洁	B	
Ability to Tidy Things 整理东西	D	
Neatness of Homework 功课的整洁	B	

PHYSICAL DEVELOPMENT 体育活动	GRADE	
	1 st SEMESTER	2 nd SEMESTER
Participation 参与	P	
Stamina and Strength 体能	P	
Agility 敏捷	D	
Coordination and Motor Skills 肢体协调	P	

ART AND CRAFT 美术与手工	GRADE	
	1 st SEMESTER	2 nd SEMESTER
Interest 兴趣	P	
Colouring 填色	P	
Creativity 创意	P	
Neatness 清洁	B	

READING SKILLS 阅读	GRADE	
	1 st SEMESTER	2 nd SEMESTER
Interest 兴趣	P	
Understanding 理解能力	D	
Ability to Narrate 讲故事的能力	B	

STORY TIME 故事	GRADE	
	1 st SEMESTER	2 nd SEMESTER
Attention Span 专注时间	B	
Understanding 理解能力	B	
Enjoy Story Contents 明白故事内容	B	
Ability to Narrate 讲故事的能力	B	

MUSIC 音乐	GRADE	
	1 st SEMESTER	2 nd SEMESTER
Interest 兴趣	P	
Pitch and Rhythm 音准与节奏	P	
Group Participation 团队精神	D	
Expression 表情	D	
Actions 动作与舞蹈	B	
Body Language 肢体语言	B	

B = Beginning/Need guidance
 D = Developing/Able to handle with minimum guidance
 P = Proficient/Able to handle without guidance