

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	• Hand strength was weak and required continuous training. • Struggled to hold a pencil correctly and had poor finger strength. • Could walk but was not very stable. • Could tear paper, press pegs, and use scissors but lacked proper finger strength. • Able to remove stickers and stick them, but placement was inaccurate. ○ 手部力量不足，需要持续训练。 ○ 握笔不正确，手指力量弱。 ○ 能行走，但不够稳定。 ○ 能撕纸、按钉子、剪纸，但手指力量不够。 ○ 能撕下贴纸并粘贴，但位置不准确。	• Hand flexibility and strength have improved. • Can tear paper and color over a larger area. • Walks and runs steadily. • Demonstrates effort in tasks such as tearing paper, pressing pegs, and cutting with scissors, but finger strength is still developing. • Can stick stickers, though placement within the target area still needs improvement. • Experiences fear when feet leave the ground (e.g., climbing down from chairs), but handles it better than before. ○ 手的灵活性和力量都有提升。 ○ 能在较大范围内撕纸和涂色。 ○ 行走和跑步稳定。 ○ 在撕纸、按钉子、剪纸等任务中表现出努力，但手指力量仍在发展中。 ○ 能贴贴纸，但位置准确性仍需练习。 ○ 离开地面时会有恐惧（如从椅子上下来），情绪比之前好，但身体仍会僵硬。
Language & cognition 语言与认知	• Mainly babbling and using simple words. • Could mimic adults' conversation about familiar items and animals; understood only commonly seen objects (e.g., "cat" as "meow"). • Shapes, colors, and matching were not mastered. • Could recognize letters and phonics but struggled to use them independently. ○ 主要以呀呀学语和简单词汇为主。 ○ 能模仿大人对常见物品或动物的说话方式，但只理解经常看到的事物（如猫叫“喵”）。 ○ 形状、颜色和配对尚未掌握。 ○ 虽然学习了字母和拼音，但无法独立识别或使用。	• Can express needs using simple words and short sentences (4–6 words). • Recognizes animals and common objects on flashcards and can name them. • Can recognize colors; basic understanding of shapes (still unstable). • Can match shadows, colors, and similar items. • Memory and observation skills have improved; can follow instructions and remind teachers of forgotten items. • Can assemble 2–6 piece puzzles independently. ○ 能用简单词汇和短句（4 – 6 个字）表达需求。 ○ 能认出闪卡上的动物和生活常用品，并说出名称。 ○ 能认颜色；对形状有基本理解（尚不稳）。 ○ 能进行影子、颜色和相似物品配对。 ○ 记忆力和观察力增强，能理解指令并提醒老师遗忘的东西。 ○ 能独立完成 2 – 6 片图。

Development Progress	Previous Phase Performance 前阶段表现	Current Phase Progress 本阶段进展
Self care 自理能力	• Could remove pampers by himself but needed help to wear clothes and pants. • Could keep bowl after meals. ○ 能自己脱尿片，但穿衣裤需要老师帮助。 ○ 用餐后能整理碗盘。	• Can remove pampers and clothes independently; can put on clothes with some assistance. • Removes shoes and places them on the shoe rack; keeps personal belongings organized. • With teacher guidance, can put on pampers and pants. ○ 能独立脱尿片和衣物；穿衣仍需部分协助。 ○ 能脱鞋并放到鞋架上，个人物品整理整齐。 ○ 在老师辅助下能穿尿片和裤子。
Social 社交发展	• Not very good at sharing toys or food; would cry if others took toys from him. • Very friendly and mixes around easily. ○ 分享玩具或食物能力不足；别人拿玩具会哭闹。 ○ 性格友好，能轻松与人相处。	• Will actively share toys or offer food to friends and teachers. • Social skills remain friendly and helpful. ○ 能主动与老师和小朋友分享玩具或食物。 ○ 性格依然友好，乐于助人。
Emotional & Behaviour 情绪与行为	• Chang Aun needed more time to adapt to certain changes. Sudden changes would make him feel uneasy and he would cry. • When routines were disrupted—such as changing seats unexpectedly or moving around too much—he would feel uncomfortable and react by crying. • Became emotional when people took his things. • Cries when scolded. • Dependent on teachers; would seek hugs and comfort. ○ 安在面对某些改变时需要较长的适应时间，突如其来的变化会让他感到不安并出现哭泣反应。 ○ 当日常流程不按原有顺序进行，如突然更换座位或活动量较多时，他会出现不适并哭泣。 ○ 被拿走东西时容易情绪化。 ○ 受到责备会哭。 ○ 对老师依赖较大，会寻求拥抱和安慰。	• He is gradually learning to adapt to changes and can handle them better than before. • However, he may sometimes become stubborn or get upset with the teacher when he disagrees with certain changes. • Shows clear improvement in self-regulation; less dependent on teachers. • Still may feel fear or cry in certain situations (e.g., being lifted high), but emotional control has improved. ○ 如今他已经慢慢开始适应变化，面对改变时比以前更稳定。 ○ 但有时仍会因为坚持己见而固执，甚至会对老师生气。 ○ 自我情绪调节明显进步，依赖老师情况减少。 ○ 遇到害怕或特殊情况（如被举高）仍会哭，但情绪管理比以前更好。

Conclusion 总结

Overall, Chang Aun has shown steady and meaningful progress across multiple areas, including motor skills, language development, cognition, social interaction, and emotional regulation. Although he still requires support in fine motor strength and adapting to sudden changes, he is improving consistently. His ability to express himself, follow routines, communicate needs, and interact with teachers and peers has become noticeably stronger. With continued guidance and structured practice, he is expected to make further positive development.

整体来说，昌安在多个领域都有明显且持续的进步，包括手部能力、语言表达、认知能力、社交互动以及情绪调节。虽然在手指力量和面对突发改变时仍需要协助，但他正在不断进步。他在表达需求、遵循流程、理解指令，以及与老师和同伴互动方面都有显著提升。在持续的引导与练习下，他会继续取得更好的发展。

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

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

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

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

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

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

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

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