

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	- Was unable to write independently and often held the teacher’s hand to complete writing tasks (straight and curved lines). - Finger strength was weak (evident in tasks such as pressing and tearing paper) and he required guidance to complete fine motor activities. - Had limited understanding of classroom rules and tended to be self-willed. When the teacher attempted to stop certain behaviors, he often reacted strongly by crying, fussing, and even vomiting as a form of protest. - 无法独立书写，经常需要抓着老师的手才能完成书写任务（直线与弧线）。 - 手指力量较弱（例如按压、撕纸等活动明显困难），需要老师协助才能完成精细动作活动。 - 对老师设定的规则理解有限，比较坚持己见。当老师阻止某些行为时，他常会强烈反应——哭闹、发脾气，甚至以呕吐来表达抗拒。	- 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。

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Language & cognition 语言与认知	• Showed very little initiative in speaking, often did not respond to teachers’ questions, and frequently cried. • Had a limited vocabulary. ○ 主动表达非常少，老师提问时常不回应，也常常哭泣。 ○ 词汇量有限。	• 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。
Self care 自理能力	• Could eat independently. • Could sleep independently. ○ 能独立吃饭。 ○ 能独立入睡。	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。
Social 社交发展	Imitated others’ actions to participate in group activities. ○ 通过模仿他人动作来参与团体活动。	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。

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Emotional & Behaviour 情绪与行为	• Would cry and fuss when he didn’t get what he wanted, but the duration of these episodes had started to shorten. ○ 在不能如愿时会哭闹，但持续时间已经开始缩短。	• 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。

Conclusion 总结

Karsen has shown progress across several developmental areas, particularly in wrist control, writing posture, independence, and growing awareness of his surroundings. However, he continues to face challenges such as weak finger strength, selective communication, limited social interaction, and difficulty regulating his emotions. After his illness in June, noticeable regression was observed, including increased attachment, more frequent self-talk, and a decline in communication consistency.

Overall, Karsen is in a phase where he is gradually building confidence and attempting more independent tasks, but he still requires ongoing support in emotional regulation, behavioral management, and language expression. Moving forward, teaching efforts will focus on strengthening fine motor skills, stabilizing communication habits, enhancing social interaction, and helping him develop healthier ways to express and manage his emotions.

Karsen 在过去一段时间里于多个发展领域都有不同程度的进步，尤其在手腕控制、书写姿势、独立性以及对周围环境的觉察方面有所提升。然而，他仍面临手指力量不足、选择性沟通、社交互动有限以及情绪调节困难等挑战。六月生病后的恢复期间也出现了明显的退步，包括依恋情绪增强、自言自语增多及沟通表现倒退。

整体而言，Karsen 正处于逐步建立自信、尝试更多独立操作的阶段，但他的情绪耐受度、行为调节能力与语言表达仍需持续支持与引导。未来教学重点将放在：强化精细动作、稳定沟通模式、提升社交互动质量，以及帮助他建立更健康的情绪表达方式。

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

CLEANLINESS 整洁	GRADE	
	1 st SEMESTER	2 nd SEMESTER
Personal Hygiene 个人卫生	B	B
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	D

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

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

READING SKILLS 阅读	GRADE	
	1 st SEMESTER	2 nd SEMESTER
Interest 兴趣	B	D
Understanding 理解能力	B	D
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	B	D
Understanding 理解能力	B	D
Enjoy Story Contents 明白故事内容	B	D
Ability to Narrate 讲故事的能力	B	B

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

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