Quarterly Progress Report

# Overview

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| Student | Quarter Dates | Prepared By |
| Robert Wright (Bailey) | August 21th – October 18th | Krystal Jensen |

# Therpaist & Teacher Report

Teacher Reports:

History Teacher, Kerry Downs: “Overall, Bailey does very well in my class.  He does get behind on assignments on occasion, but he always makes certain his work is complete and his best effort.  The only improvement I see he needs is to not let incidents outside of class affect his effort and attitude in class - but that is very hard.”

Math Teacher, Raeann Hansen: “Bailey started working with Emily (1:1 executive functioning coach), and that changed everything.  He seemed to feel like she was on his side, and then when she would talk to me, he lost his fear of me too.  Now he works well for both of us.  All work is in and he seems to understand things a lot better.  He has never been a problem student, but he struggled a lot more to begin with, he seems to have figured out how to be a math student here, and is getting a lot of success for it!

# Goal 1: BY 2/23/18, bAILEY WILL DEMONSTRATE THE ABILITY TO MANIPULATE BASIC ALGEBRAIC EXPRESSIONS, TRANSLATE WORD PROBLEMS INTO ALGEBRAIC EXPRESSIONS, SOLVE ONE AND TWO VARIABLE LINEAR INEQUALITIES, AND GRAPH LINEAR EQUATIONS, WITH 80% MASTERY AS DEMONSTRATED BY STUDENT WORK SAMPLES AND TEACHER REPORT.

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| Progress:  |  |  |  | On track?  |
|  **Math Teacher:** “He is in Geometry, so he does some solving for x, but seldom are there two variables, and we don't do a lot of word problems, so that needs to be rewritten to the class he has.  When he does need to do algebra, he does it well.  His grade is in the B range.  He does his work, and works with Emily to make sure he understands it.  He takes tests part with me and part with her, and I think that gives him a lot of success because the pressure is gone for time and noticing what others students do or don't do because he is at a different place. “ | Making Progress |
| **Executive Functioning Coach:**  Earlier in the quarter, Bailey failed a geometry test and advocated for help in EF coaching to prepare to retake it. We spent nearly two weeks in preparation for him to retake the test. During that time, I had several interesting observations. Firstly, Bailey was fully capable of understanding and remembering the material. However, he did much better if the pace of teaching was slowed down. We spent 45-50 minutes each day for 7 schools days, reviewing one concept (or two concepts at the very most) per day. If we moved at a faster pace, Bailey did not fully grasp and remember the concepts. During that experience, I observed that he is able to manipulate algebraic expressions and solve one and two variable linear inequalities, but only if the concept has been taught and practiced multiple times.  |  |
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# Goal 2: BY 2/23/18, bAILEY WILL INCREASE HIS UNDERSTANDING OF PRESENTED INFORMATION AND COMMUNICATE HIS NEEDS CLEARLY BY RESTATING INSTRUCTIONS FOR CLASSWORK AND ASSIGNMENTS EACH CLASs PERIOD, ASKING CLARIFYING QUESTIONS, AND ADVOCATING FOR ASSIsTANCE IN BREAKING TASKS INTO SMALLER STEPS IN EACH CLASS ON 90% OF CLASSROOM OPPORTUNITIES AS MEASURED BY TRACKING SHEET DATA AND TEACHER REPORT.

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| Progress:  |  |  |  | On Track?  |
| **History Teacher:** Bailey often asks clarifying questions about instructions and the class material.  Doing that has helped him in class. | Yes |
| **Math Teacher**: Bailey is doing fantastic with this!!  I think between Emily (his executive functioning coach), Bailey and I we have figured out what works for homework and tests, and it shows!  He is doing a lot better, better grades, and seems to be more engaged in class, and happier too.  It isn't the punishment to come that I think math was in the past. |  |
| **Executive Functioning Coach:** I've asked Bailey if he is asking questions in geometry class. He's responded that he knows he needs to improve at doing so. From our discussions, I sense that Bailey feels foolish when he doesn’t understand and needs to ask a question, so he simply remains silent. Perhaps he does not want to appear ignorant in front of his peers. However, in EF coaching, he will advocate for help from time to time. It seems like he's more willing to ask questions and advocate for himself if he is not with his peers.  |  |
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# Goal 3: BY 2/23/18, BAILEY WILL REDUCE THE FREQUENCY, DURATION AND INTENSITY OF HIS PARANOID THINKING BY 50% AS EVIDENCED BY 3 OR FEWER INCidENTS OF PARANOID THINKING A WEEK WITH EACH INSTANCE TO BE 5 MINUTES OR LESS IN DURATION WITH AN INTENSITY RATING BELOW 5.

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| Progress |  | On Track?  |
| **Therapist (from August report)** Bailey has met and exceeded this goal.  He rarely if ever has any paranoid thoughts at this point, and now if he does, the last about 30 seconds tops.  MAJOR IMPROVEMENT! | Met! (See last report.) |
| **Math Teacher:** I haven’t ever seen him paranoid.  |  |
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# Goal 4: BY 2/23/18, BAILEY WILL CHALLENGE HIS SOCIAL ANXIETY 70% OF THE TIME AS EVIDENCED BY ENGAGING WITH PEERS DURING SCHOOL HOURS AND ON THE FLOOR, EARNING A 3.6 OUT OF 5 AVERAGE ON HIS ‘bRIGHT VS. FLAT’ DICHOTOMY AND A 3.7 OUR OF 5 ON HIS ‘SOCIALLY ENGAGED VS SOCIALLY DISENGAGED’ DICHOTOMY AS MEASURED BY STAFF CHARTING.

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| Progress |  | On Track?  |
| **Therapist (via Q5 report): “**Bailey met this goal and made Sun Phase!  He was at 3.7 on bright vs. flat and 3.8 on engaged vs. disengaged.  He made sun phase about 3 1/2 weeks ago.” | Met! (See last update for teacher comments.) |
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# Current Classes and Grades

English B-

Geometry B+

US Government A-

PE F

Psychology

Executive Function A

Environmental Science A-

GPA for Quarter 5: 3.445

Cumulative GPA: 3.260

Cumulative Credit Hours: 20.51