

PARENT FEEDBACK REPORT

Child's Name: Tim White

Practitioner's Name: Erin
Byrnes

Reassessment Date: 24 September
2024

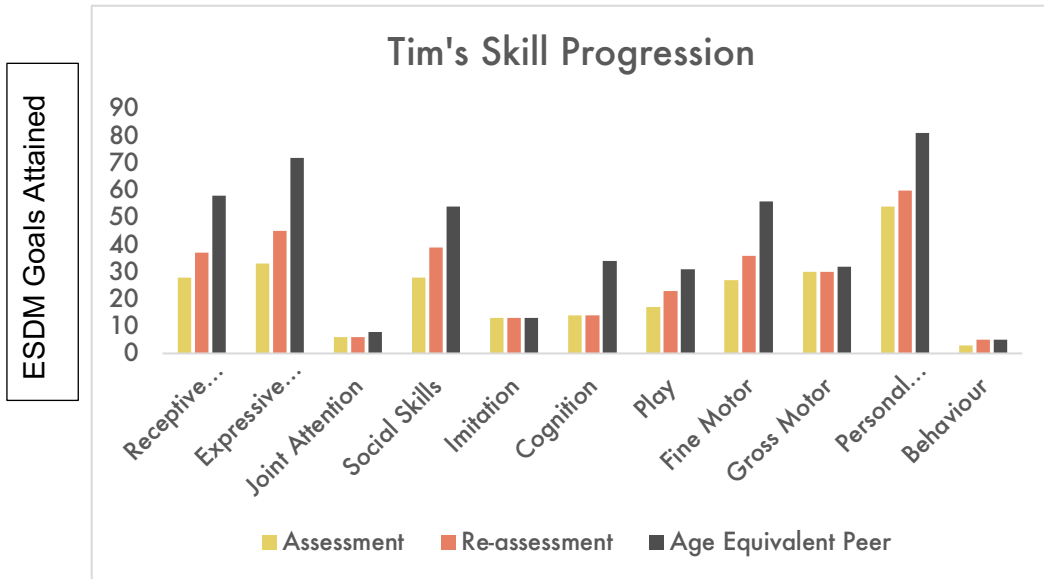
Background: Tim is a playful and fun boy that lives at home with his parents, Jess and Phillip. Tim is expecting a baby sister soon. Tim accesses Occupational Therapy. His parents have engaged Kindred Kids for Group ESDM Sessions, Project ImPACT and Early Childhood Support sessions. Below are the results of his most recent therapy cycle.

Re-Assessment Method

Early Start Denver Model Curriculum Checklist (ESDM CC)

The ESDM CC is a brief assessment of all developmental domains including communication, imitation, joint attention, social skills, cognitive, play, fine and gross motor, personal independence and behaviour. The ESDM CC is divided into 4 levels that correspond to different age groups, and the levels are as follows, Level 1: 12-18 months, Level 2: 18-24 months, Level 3: 24-36 months, and Level 4: 36-48 months. The ESDM CC is used to track Tim's progress every 3 months compared to a same- aged peer.

Quantitative Progress



Tim's skills were assessed on the 24 September 2024. The graph below depicts his overall progress since beginning ESDM Therapy. Currently, his strengths are within imitation, play, gross motor and personal independence, and his key challenges fall within receptive and expressive communication, cognition, and fine motor skills.

Qualitative Progress

1 Group Sessions

Tim attended most Group ESDM sessions throughout the therapy cycle except for 1 due to illness. Tim exhibited social skills to mastery with his peers including continuing play when another child joins, sitting in a group and responding to instructions from the practitioner, imitating peers, giving objects to peers. When entering the session, Tim did not greet peers, however through use of the Group Greeting song, he waved on occasion to peers. Tim was prompted to make actions in songs. He passed objects to peers on occasion but still requires more practice to master the skill. Tim has yet to sit at a picture-matching game, therefore has not made progress on this goal.



Overall, Tim has shown more flexibility and regulation as he engaged more in sessions. Tim has played different play-themes than transformers with his peers. Tim's sat, listened to a book, and comment or point to items when requested. Though Tim will often say "no" to Practitioner requests, he would then immediately complete the request. Tim looked to his peers for direction and often imitated them.

2 Project ImPACT Sessions

Tim's mother has engaged Kindred Kids for the Project ImPACT – Behaviour Unit and the full course of Project ImPACT (Parent Training Program). Through the behaviour unit, the Practitioner supported Tiffany to find strategies to assist Tim during dysregulated times and skills to teach Tim to use more adaptive behaviours rather than pushing. She noted at the conclusion of these sessions that Tim is pushing less.

Tim's mother and Practitioner are on session 3 of 12 of Project ImPACT. Sessions to date were used to assess Tim's current skills using the curriculum checklist and develop goals for the remainder of the sessions. Tim's goals are:

Skill Domain	Goal	NDIS Goal #	Progress
Social Engagement	Tim likes playing, engaging and showing others his interests and can engage in non-preferred activities for up to 3 minutes.	TBC	Tim will engage by looking at others 2 times in a 5 minute non-preferred activity.
Using Communication	Tim can speak in small sentences, and he shows intermittent use of pronouns	TBC	Tim will use pronouns accurately for 60% of opportunities.



Understanding Communication	Tim will sometimes follow multistep related instructions	TBC	Tim will stop when asked 4 out of 5 times in a 5 minute period.
Imitation	-	-	Tim has a strong grasp of imitation.
Play	Tim can play with toys in a purposeful way.	TBC	Tim will complete 5 different actions with a doll or figure.

3 Daycare Sessions

Daycare Sessions have just started with Laura van Zuydum, Early Childhood Support Therapy Assistant. These are expected to improve Tim's engagement within the daycare context specifically and continue to build his individual skills in line with his current ESDM goals.

Recommendations

It is recommended that Tim continue at his current treatment level. Please feel free to discuss any of the information above further with me.

Sincerely,

Erin Byrnes

Lead ESDM Practitioner

Kindred Kids