GUIDELINES FOR REPORTING PROGRESS

Progress can be noted even when the student's skills may remain somewhat similar from year to year. The following are some areas where we can measure progress.

• Degree Of Active Participation From The Student
How much assistance or prompting (physical and/or verbal) does the student require overall? Has the prompt level changed? (e.g., physical cue paired with verbal cue, to just the visual cue).

• Frequency Of The Behaviour
How often does the student perform the activity as desired? (e.g., how many times does the student request "more" for an interrupted favorite activity?)

• Accuracy Of The Behaviour
How precisely does the student perform the behaviour? (e.g., during switch work, how many "false hits" (hitting the switch involuntarily) occurred? Did the student point/gaze accurately at the picture choice?)

• Appropriateness Of The Behaviour
Does the student demonstrate the desired behaviour in appropriate situations? (e.g., the student vocalizes when requesting attention, but is quite during designated times within the classroom).

• Duration Of The Behaviour
How long does the student engage appropriately in the desired behaviour (e.g., Does the student hold onto the spoon during mealtime for the desired length of time?)

• Latency of the Behaviour
How long does it take before the student initiates the behaviour? (e.g, When asked to 'hit the switch', how long does it take the student to activate the switch?)

In short, the following are some areas where the student may experience growth and change:

• through increasing levels of partial participation in activities
• through less prompting or facilitation required over time
• through generalization of the same skills to new people
• through generalization of the same skills to new activities
• through fewer false hits for some responses such as switch work
• the amount of time it takes the student to accomplish the task, may decrease (e.g., moving his head to mid-line to look at someone)
• the amount of time the student engages in the activity may increase (e.g., holding up his head)