

YOUNGFERNS Kids Therapy & Learning Center

YoungFerns Functional Development Index (YFDi)

PROGRESS REPORT

January 2026 | April 2026 | Generated: 25 May 2026

STUDENT

AIMAN

(SAMPLE - AGE 5)

M = Mastered E = Emerging X = Cannot Perform T = Tracing

Each week (W1-W4) is reported independently. Letters and Numbers reflect a single assessment per item.

1. EXECUTIVE SUMMARY - January 2026 vs April 2026

| DOMAIN | Jan | Apr | Change | Status |
|--------------|-----|------|--------|------------|
| Writing | 74% | 100% | +26pp | STRONG |
| Number | 81% | 93% | +12pp | DEVELOPING |
| Cognitive | 80% | 100% | +20pp | STRONG |
| Overall YFDi | 78% | 98% | +20pp | IMPROVED |

Clinical Summary: Aiman has demonstrated substantial developmental progress between January and April 2026. His overall YFDi score improved from 78% to 98%, a gain of +20 percentage points across 3 months of EIP delivery. Both Pre-Writing Skills and Visual Discrimination reached 100% mastery in April. Key remaining targets are arithmetic application (simple addition) and adaptive self-regulation behaviours.

2. WRITING DOMAIN

2.1 Pre-Writing Skills - W1-W4 detail (January & April)

| SKILL | JANUARY 2026 | | | | APRIL 2026 | | | |
|---|--------------|----|----|----|------------|----|----|----|
| | W1 | W2 | W3 | W4 | W1 | W2 | W3 | W4 |
| Copies a horizontal and vertical line | M | M | M | M | M | M | M | M |
| Copies a cross | M | M | M | M | M | M | M | M |
| Random scribbling | M | M | M | M | M | M | M | M |
| Draws over a zigzag and wavy line | M | M | M | M | M | M | M | M |
| Draws a line between two parallel lines | M | M | M | M | M | M | M | M |
| Circular scribbling | M | M | M | M | M | M | M | M |
| Straight scribbling | M | M | M | M | M | M | M | M |
| Copies a 'V' shape | M | M | M | M | M | M | M | M |
| Copies a circle | M | M | M | M | M | M | M | M |
| Copies an 'L' shape | M | M | M | M | M | M | M | M |

Observation: All 10 pre-writing foundational motor skills were fully Mastered (M) across all 4 weeks in both January and April, confirming a stable and well-established pre-writing base with no regression.

2.2 Capital Letters - per-letter (January vs April)

| Letter | A | B | C | D | E | F | G | H | I | J | K | L | M |
|--------|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Jan | M | M | E | M | M | M | X | M | M | M | E | M | X |
| April | M | M | M | M | M | M | M | M | M | M | M | M | M |

| Letter | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
|--------|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Jan | X | M | M | M | E | E | M | M | M | M | E | M | M |
| April | M | M | M | M | M | M | M | M | M | M | M | M | M |

January difficulties: G, M, N = X (Cannot Perform); C, K, R, S, X = E (Emerging). April: full Capital Letters group assessed as Mastered.

2.3 Small Letters - per-letter (January vs April)

| Letter | a | b | c | d | e | f | g | h | i | j | k | l | m |
|--------|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Jan | E | M | M | M | X | M | X | M | M | M | X | M | M |
| April | M | M | M | M | M | M | M | M | M | M | M | M | M |

| Letter | n | o | p | q | r | s | t | u | v | w | x | y | z |
|--------|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Jan | E | M | M | X | E | E | M | M | M | M | T | M | M |
| April | M | M | M | M | M | M | M | M | M | M | M | M | M |

January: e, g, k, q = X; a, n, r, s = E; x = T (Tracing). April: full Small Letters group = Mastered.

2.4 Writing Numbers 1-20 - per-numeral (January vs April)

| No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-------|---|---|---|---|---|---|---|---|---|----|
| Jan | M | E | E | M | E | E | M | E | E | M |
| April | M | M | M | M | M | M | M | M | M | M |

| No. | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|-------|----|----|----|----|----|----|----|----|----|----|
| Jan | M | M | M | M | E | T | T | T | T | T |
| April | M | M | M | M | M | M | M | M | M | M |

January: 16-20 = T (Tracing); 2,3,5,6,8,9,15 = E (Emerging); 1,4,7,10-14 = Mastered. April: full Writing Numbers group = Mastered.

3. NUMBER DOMAIN

3.1 Counting (1-5)

| SKILL | JANUARY 2026 | | | | APRIL 2026 | | | |
|------------------------------|--------------|----|----|----|------------|----|----|----|
| | W1 | W2 | W3 | W4 | W1 | W2 | W3 | W4 |
| Names the correct number 1-5 | M | M | M | M | M | M | M | M |
| Simple addition to 5 ^ | X | X | X | X | M | M | M | M |
| One-to-one correspondence | M | M | M | M | M | M | M | M |
| Points to the correct number | M | M | M | M | M | M | M | M |
| Matches number 1-5 | M | M | M | M | M | M | M | M |
| Give the correct amount 1-5 | M | M | M | M | M | M | M | M |
| 1-5 in the correct sequence | M | M | M | M | M | M | M | M |
| Count up to 5 | M | M | M | M | M | M | M | M |
| Rote counts 1-5 | M | M | M | M | M | M | M | M |

^ = Status changed between January and April.

3.2 Numbers 1-10

| SKILL | JANUARY 2026 | | | | APRIL 2026 | | | |
|-----------------------------------|--------------|----|----|----|------------|----|----|----|
| | W1 | W2 | W3 | W4 | W1 | W2 | W3 | W4 |
| 1-10 in the correct sequence | M | M | M | M | M | M | M | M |
| Matches number 1-10 | M | M | M | M | M | M | M | M |
| Simple addition to 10 ^ | X | X | X | X | E | E | E | E |
| Give the correct amount 1-10 ^ | X | X | E | E | M | M | M | M |
| Count up to 10 | M | M | M | M | M | M | M | M |
| Names the correct number 1-10 | M | M | M | M | M | M | M | M |
| Rote counts 1-10 | M | M | M | M | M | M | M | M |
| Points to the correct number 1-10 | M | M | M | M | M | M | M | M |

^ = Status changed between January and April.

3.3 Numbers 1-15

| SKILL | JANUARY 2026 | | | | APRIL 2026 | | | |
|-----------------------------------|--------------|----|----|----|------------|----|----|----|
| | W1 | W2 | W3 | W4 | W1 | W2 | W3 | W4 |
| Points to the correct number 1-15 | M | M | M | M | M | M | M | M |
| Rote counts 1-15 | M | M | M | M | M | M | M | M |
| 1-15 in the correct sequence | M | M | M | M | M | M | M | M |
| Counts onwards ^ | X | X | E | E | M | M | M | M |
| Count up to 15 | M | M | M | M | M | M | M | M |
| Names the correct number 1-15 | M | M | M | M | M | M | M | M |
| Matches number 1-15 | M | M | M | M | M | M | M | M |
| Give the correct amount 1-15 ^ | X | X | X | X | M | . | . | . |
| Simple addition to 15 ^ | X | X | X | X | E | E | E | E |

^ = Status changed between January and April.

3.4 Numbers 1-20

| SKILL | JANUARY 2026 | | | | APRIL 2026 | | | |
|-----------------------------------|--------------|----|----|----|------------|----|----|----|
| | W1 | W2 | W3 | W4 | W1 | W2 | W3 | W4 |
| Points to the correct number 1-20 | M | M | M | M | M | M | M | M |
| 1-20 in the correct sequence | M | M | M | M | M | M | M | M |
| Counts onwards ^ | X | X | E | E | M | M | M | M |
| Matches number 1-20 | M | M | M | M | M | M | M | M |
| Names the correct number 1-20 | M | M | M | M | M | M | M | M |
| Rote counts 1-20 | M | M | M | M | M | M | M | M |
| Count up to 20 | M | M | M | M | M | M | M | M |
| Give the correct amount 1-20 ^ | X | X | X | X | M | . | . | . |
| Simple addition to 20 ^ | X | X | X | X | E | E | E | E |

^ = Status changed between January and April.

4. COGNITIVE DOMAIN - Visual Discrimination

| SKILL | JANUARY 2026 | | | | APRIL 2026 | | | |
|--|--------------|----|----|----|------------|----|----|----|
| | W1 | W2 | W3 | W4 | W1 | W2 | W3 | W4 |
| Sorts by two features (colour + shape) | M | M | M | M | M | M | M | M |
| Sorts by one feature (colour/shape) | M | M | M | M | M | M | M | M |
| Matches identical objects | M | M | M | M | M | M | M | M |
| Matches identical pictures | M | M | M | M | M | M | M | M |
| Identifies same/different ^ | E | E | E | E | M | M | M | M |

Key finding: "Identifies same/different" progressed from Emerging (E) across all 4 weeks in January to fully Mastered (M) across all 4 weeks in April. This is a clinically significant advancement - a foundational concept underpinning categorisation, early literacy, and logical reasoning. All other Visual Discrimination skills maintained full mastery.

5. BEHAVIOUR & PARTICIPATION OBSERVATIONS

5.1 January 2026

Speech / Social Engagement - Week 1 & 2

Student is highly verbal and demonstrates strong expressive language when interacting with teachers. However, he frequently engages in audible monologuing during independent tasks, often characterised by excessive vocal volume. These monologues serve as a form of verbal self-regulation, as he audibly processes his frustration regarding workload or rehearses his plan for completing homework.

Other Observation - Week 1 & 2

Student demonstrates a robust appetite and high motivation during mealtime. He currently exhibits immature self-feeding patterns, frequently utilising bilateral manual engagement (using both hands) to consume food rather than using utensils. His eating style is characterised by a rapid pace and lack of bolus size awareness, often leading to a messy presentation. No utensil use observed at this stage.

5.2 April 2026

Behaviour / Participation / Playskills - Week 1 & 2

This month, the teacher has been working with him on a new goal: learning to eat using only his right hand. Before this, he would use both his left and right hands at the same time to eat. This often caused significant hygiene challenges - food and juice would cover his hands up to his elbows, especially with oily foods or juicy fruits. This resulted in him getting food on his chair, door handles, and the teacher's clothing when he tapped for attention. Targeted hygiene and eating manner lessons have been introduced, focusing on right-hand utensil use and maintaining cleanliness during meals.

Behaviour / Participation / Playskills - Week 3 & 4

The student shows a strong preference for doing activities his own way. During colouring tasks, he consistently refuses to follow the "colour code" instructions and insists on using his own preferred colours. When guided back to the instructions, he becomes highly distressed - he cries and sometimes discards his paper in frustration. This rigidity is observed across multiple settings: when he has a specific plan and is asked to deviate from it, he becomes very resistant and upset. He demonstrates significant difficulty with cognitive task-switching and adapting to externally imposed changes. This inflexibility and distress pattern warrants clinical attention.

Behavioural note for clinical review: The combination of cognitive rigidity (inflexibility with rule-following), distress at plan-changes, preference for sameness, and verbal self-regulation monologuing - observed across both January and April - are clinically relevant patterns. These features may be consistent with Autism Spectrum Disorder (ASD) characteristics and should be formally assessed by a developmental paediatrician or child psychiatrist.

6. CLINICAL OBSERVATIONS & RECOMMENDATIONS

Fine Motor & Writing

All pre-writing skills are fully mastered and stable across both assessment points. Capital letters, small letters, and writing numerals have progressed to group-level Mastery by April. Continued OT input is recommended to consolidate freehand letter formation, pencil pressure, and size consistency across structured and unstructured settings.

Numeracy - Arithmetic Application

Rote counting, sequencing, and number recognition are mastered to 1-20. Key improvements: "Give correct amount 1-10 and 1-15" progressed from X->M; "Counts onwards" progressed from X->M; "Simple addition to 5" progressed from X->M (significant breakthrough). Remaining targets: Simple addition to 10 (X->E, partially emerging) and Simple addition to 15 (X->E). Recommended: concrete manipulative-based addition activities and structured EIP numeracy sessions targeting cardinality consolidation for 10-20.

Cognitive Development

"Identifies same/different" progressed from Emerging (Jan) to Mastered (Apr) - a clinically meaningful gain in conceptual understanding. All 5 Visual Discrimination skills are now at 100% mastery. Recommendation: introduce the next cognitive tier - Colours & Shapes categorisation, Body Parts & Clothing, and Daily Objects - to build on this strong foundation.

Behaviour - Self-Regulation & Adaptive Skills

Two clinically notable patterns: (1) Verbal self-regulation via monologuing (January) - audible processing of frustration/plans during independent work; (2) Cognitive rigidity (April) - significant distress and refusal when externally required to deviate from self-imposed task plans. These patterns, combined with bilateral feeding and strong sensory preferences, warrant referral for formal developmental assessment. Interim recommendations: visual schedules, social stories for task-switching, graduated exposure to plan-changes, and Positive Behaviour Support (PBS) strategies.

Self-Care - Feeding & Hygiene

Bilateral feeding (both hands) with poor bolus awareness was observed in January. By April, targeted right-hand dominance training was in progress. This is an active OT self-care goal. Monthly monitoring recommended. Consider sensory processing assessment if food texture avoidance or tactile sensitivity is identified as a contributing factor.

Priority Goals for Next EIP Review Cycle

1. Simple addition to 10 - target: Mastered within 2 months
2. Simple addition to 15 - target: Emerging -> Mastered within 3 months
3. Introduce Colours & Shapes cognitive theme
4. Introduce Body Parts & Clothing cognitive theme
5. Structured cognitive flexibility programme (visual schedules, social stories)
6. Continue right-hand dominance feeding programme with OT
7. Referral for formal ASD / developmental assessment if not already in progress

| PREPARED BY - EIP Lead Teacher / Coordinator | REVIEWED BY - Physician / Specialist |
|--|--------------------------------------|
| Name: _____ | Name: _____ |
| Designation: _____ | Designation: _____ |
| Signature: _____ | Signature: _____ |
| Date: <u>25 May 2026</u> | Date: _____ |

YoungFerns Eduworld | www.youngferns.com | Sample Document - Illustrative Only | Aiman | Jan vs Apr 2026 | Generated 25 May 2026

COPYRIGHT & USAGE NOTICE

Copyright (c) 2026 YOUNGFERNS Kids Therapy & Learning Center (YoungFerns Eduworld). All rights reserved.

This report and the YoungFerns Functional Development Index (YFDi) - including its assessment framework, scoring methodology, layout, tables and written content - is the proprietary intellectual property of YoungFerns Eduworld and is protected under applicable copyright and intellectual property laws.

This document is provided solely as an illustrative sample. No part of it may be reproduced, copied, stored, distributed, modified, sold or used to create derivative works, in whole or in part, without the prior written permission of YoungFerns Eduworld.

Unauthorized use, reproduction or distribution may constitute copyright infringement and result in civil and/or criminal liability under the law. For permissions or enquiries, contact YoungFerns Eduworld at contact.admin@youngferns.com or www.youngferns.com.