**康复教学5月总结记录表**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **姓名** | 钟雨霖 | **性别** | **男** | | **出生年月** | | 2013年5月 | | | **课程** | **个训课** | | | | **授课老师** | | 蒙晓婷 | | | | | | | | **主管签名** | |  | | | | | |
| **领域** | **训练内容** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** | **21** | **22** | **23** | **24** | **25** | **26** | **27** | **28** | **29** | **30** | **31** |
| **认知理解** | 理解什么和什么两个名词概念 |  |  |  |  |  |  |  |  |  |  |  | S | S | S | S | S |  |  | S | S | S | S | S |  |  | S | S | S | S | S |  |
| 辨别物品功能 |  |  |  |  |  |  |  |  |  |  |  | S | G | G | S | S |  |  | S | G | G | G | G |  |  | S | G | G | G | G |  |
| 提升人称代词的运用 |  |  |  |  |  |  |  |  |  |  |  | S | S | S | S | S |  |  | S | S | S | S | S |  |  | S | S | S | S | S |  |
| **社会适应** | 能主动与熟悉的人打招呼 |  |  |  |  |  |  |  |  |  |  |  | S | S | S | S | S |  |  | S | S | S | S | S |  |  | S | S | S | S | S |  |
| 能够轮流、等待 |  |  |  |  |  |  |  |  |  |  |  | S | S | M | M | M |  |  | S | S | M | M | M |  |  | S | S | S | M | M |  |
| **生活自理** | 学会叠衣服 |  |  |  |  |  |  |  |  |  |  |  | M | M | M | M | M |  |  | M | M | M | M | M |  |  | P | P | M | M | M |  |
| 学会穿袜子 |  |  |  |  |  |  |  |  |  |  |  | S | S | S | M | M |  |  | P | P | P | S | S |  |  | P | P | P | P | S |  |
| 学会用削皮刀削胡萝卜 |  |  |  |  |  |  |  |  |  |  |  | S | S | M | S | S |  |  | P | P | M | S | S |  |  | P | P | P | M | S |  |
| **月总结** | 孩子本月综合表现良好，配合度高，情绪稳定，课堂常规好。认知理解方面还需要继续加强，对于两个名词的指令还是不太理解，物品的功能常见的可以区分出来；社会适应方面还是不能主动和熟悉的人打招呼，可以在他人先打招呼后打招呼，轮流等待的意识加强了很多；生活自理方面目前用削皮刀削胡萝卜能够持续削，削的完整度还需要提升，继续加油！ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **家庭指导建议** | 日常生活中家长可以让孩子一起拿两个物品，提升孩子对两个名词的理解；多让孩子先主动打招呼；多让孩子参与力所能及的家务。 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **家长意见** | **签字： 日期：** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**√：独立完成 ×：未完成 S：语言提示 G：手势提示 M:示范辅助 V:视觉提示 P:肢体辅助**