

**TC**  
**MINISTRY OF EDUCATION**  
**SPECIAL EDUCATION INSTITUTIONS GENERAL DIRECTORATE**

**SPECIAL EDUCATION AND REHABILITATION CENTER**  
**INDIVIDUALLY DISABLED INDIVIDUALS**  
**SUPPORT TRAINING PROGRAM**

**ANKARA, 2008**

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## LOGIN

Education, creating change in the behavior of the individual in the desired direction through his own life  
It is a process. The primary factor in meeting the needs of the individual is the education that the individual needs.  
It can be provided. The unique characteristics of individuals who need special education like every individual,  
There are interests, abilities and learning needs. In accordance with the modern education concept, special education  
education "centering the individual" considering this feature and the variety of needs of individuals in need  
It is their most natural right to continue their education with the model.

A wide variety of general characteristics of people with physical disabilities  
based on the need to show, improve their quality of life and maintain a certain level  
The need for the Physically Disabled Individuals Support Training Program becomes evident.

To increase the existing coarse and fine motor skills of physically disabled individuals,  
and to make the best use of all orthopedic tools and equipment.  
training needs to be patterned.

Support Education Program for Physically Disabled Individuals within the scope of special education services  
individuals with physical (spastic and orthopedic) disabilities who continue their support education institutions  
to ensure that they benefit from the special education service effectively and at the highest level  
with the aim of considering the developmental characteristics of individuals with physical disabilities in our country  
It has been prepared based on the relevant legislative provisions stated below.

Organization and Duties of the Ministry of National Education No. 3797 in the preparation of this program

Some Law and Law No. 3793 of 24/07/2008 with Annex 3 of the Law

Article 25 of the Law Amending the Decree Laws constitutes a basis

It is.

#### **DEFINITION AND FEATURES OF THE DISABLED GROUP**

Depending on any reason in the prenatal, birth and postpartum period

As a result of disorders in the skeleton (bone), muscle and nervous system, various physical abilities

losing degrees, adapting to social life and daily needs

prevention, care, rehabilitation, counseling and support for those who have difficulties in meeting

a person with a physical disability who needs their services; physical apology to the situations that caused this situation

It called. Differentiating from healthy people due to their physical disabilities and in accordance with educational services

cognitive, psycho, social and sensory needs, as well as movement and

The development of functional abilities is also of great importance.

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Due to various reasons, coarse and fine motor development skills have been adversely affected.

it is different for people to fulfill the functional movements and skills expected of them.

degrees restricted. The reasons that can lead to this situation and frequently encountered are briefly given below.

It has been identified.

**1.Serebral Palsy:** This disease group, abbreviated as SP (CP), is a

(from the beginning of pregnancy to the end of the second age) caused by damage to different causes

the resulting sensation is perception and movement impairment. The weight of the resulting clinical picture, brain damage

It depends on the degree, the location of the damage and the age of the individual. The resulting table is not progressive. Of this table

tetraparesis (quadriparesis) affecting the entire body, the shape of the legs more

diparesis (diplegia), affecting one half of the body, hemiparesis, affecting one arm or one leg

It is called monoparesis. This situation manifests itself in different ways.

**a. Spastic Type:** This condition expressing the involuntary stiffness of the muscle; movements

it causes slowing down, control difficulties in movement and various movement losses.

**b. Athetoid Type:** Depending on movements and positions, muscles are sometimes hard and sometimes

It is loose. Movements should be involuntary, slow and non-driving.

**c. Ataxic Type :** Posture, balance disorders, tremor and coordination in movements

It is characterized by disorders.

**d. Hypotonic Type (Loose) :** There is widespread laxity in all body muscles.

**D. Mixed Type: It** combines the features of different types of SP together. Mostly athetoid

and spastic type together.

#### **2. Degenerative, Metabolic and Genetic Origins that Affect the Central Nervous System**

**Diseases: It** causes movement and function loss due to motor developmental delay. (Down

syndrome, Subacute sclerosing panencephalitis, Joubert syndrome, Rett syndrome, Prader-Willi

syndrome, Williams syndrome, etc.)

#### **3. Mental Motor Retardation (MMR) (Mental Motor Retardation):** Intelligence, sense, perception and motor

This is a general title that describes the situation where disorders are seen together in various proportions.

#### **4. Congenital Arm Paralysis (Brachial Plexus Injury):** The nerves that go to the arm during labor

It is a paralysis that occurs due to injury, affecting movement and sensation. It is one-sided.

The affected arm may have a complete paralysis, as well as mainly hand or shoulder

It can also progress with weakness of the surrounding muscles.

**5. Spinal Closure Defects (Spina Bifida-Meningomyelocele):** Spinal cord and spinal cord fluid is herniated in the form of a pouch outward and varies on one or both sides

It is a disease that causes paralysis in degrees. In some patients, the circulation of cerebrospinal fluid

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accumulation in the brain as a result of being closed in the brain and related head growth (hydrocephalus) visible. Hydrocephalus is a condition that can seriously hinder brain development.

**6. Congenital Muscle Diseases:** Disruption in the structure of skeletal muscles and related progressive muscle

It is a group of diseases that develop with weakness and emerge from birth. Muscle weakness as well as joint stiffness, deformities and progressive disability may occur.

**7. Traumatic Nervous System Injuries:** Mostly traffic accident,

it is caused by accidents such as falling from height, firearm injuries and in nervous system.

causes temporary or permanent apology.

**8. Motor Developmental Delays Caused by Ongoing Diseases:** Congenital or later

in developing, lifelong and / or progressive, fine and gross motor development skills

identifies situations that cause inadequacy (epilepsy, osteogenesis imperfekta).

#### LEVEL OF THE PROGRAM

Program, congenital or subsequent reason, gross and / or fine motor development skills and daily life activities were negatively affected, so functional mobility and considering the developmental characteristics of individuals of all ages with limited activities It was prepared.

#### GENERAL OBJECTIVES OF THE PROGRAM

With this program, individuals;

1. To acquire skills in normal motor development steps,
2. To minimize posture and movement-related disorders,
3. To develop gross and fine motor skills,
4. Gaining the ability to act independently in daily life activities,
5. Using their legs and arms in a functional way,
6. Ensuring the sensory, perception, cognitive and motor integrity required for proper posture and movement,
7. Improve transfer and relocation and ambulation movements.
8. Improving the skill of using auxiliary equipment, tools and equipment,
9. Develop skills to act in accordance with the development stages,
10. Improving cognitive, sensory, psychological and social integrity as well as mobility

It is expected.

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**EXPLANATIONS ON THE PROGRAM****1. Achievements included in the modules, "Support Education Program for Physically Disabled Individuals"**

It has been determined to achieve its general goals.

**2. In addition to the diagnosed physical disability of individuals with physical disabilities, another**

additional mental deficiency (mental, vision, hearing, etc.)

The appropriate gains for the individual are determined from the modules of the programs in the field and the individual and / or be included in the group training program.

**3. Physically Handicapped Individuals Support Program; social disability individuals**

enabling them to benefit from resources on an equal basis with other individuals

In order to serve the purpose specified in the implementation stage and with real life

it must be harmonized and executed. Practitioner at the required stages of the modules

with the individual in social living areas (playgrounds and parking areas, market-market, cinema-theater halls, public transportation vehicles.)

should include training activities that ensure its realization. Also the individual's home environment

by supporting and enhancing independence in the home, family and disabled

making arrangements to facilitate the daily life activities of the individual and with the program

it should be ensured that the gains obtained are maintained in the home environment.

**4. Modules constituting the Support Education Program for Physically Handicapped Individuals**

It was prepared for the deficiency areas. Developmental between modules

Although there is a sorting according to the steps, the modules are always

is not a prerequisite. For example, an individual who fails the "*Crawling and Notebook*" module

Considering the developmental characteristics and needs, the next "*Standing*

*Stop*" module. Again according to the needs of the individual at the same time

more than one module can be included in the program.

**5. Individual, who can realize 50% of the total of the criteria from the gains,**

It can pass. However, the gains that the individual failed in the submodule; new to buy

must be maintained with the module.

**6. In order to realize the gains in the program modules, during the training process**

Necessary tools and equipment specified in the module should be provided.

**7. Providing support education service within the scope of Support Education Program for Physically Disabled Individuals**

institution;

- Guidance and Research Center,
- Formal / non-formal education institution where the individual continues,
- If the individual is receiving treatment, the relevant health institution,
- Employer, if working

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- General and local governments

When necessary, it should work in cooperation.

**8. Implementation of the modules in Physically Disabled Individuals Support Training Program**

the functional skills that should be gained during the

adaptation is required. Progress in the program, loss of function and movement

It should be arranged according to the rates and characteristics that vary from person to person.

**9. Motor, sensory, perception and communication problems occur in different levels in physically disabled children.**

Responses to interests and rehabilitation approaches also vary. This program,

Changes in accordance with the needs of individuals with physical disabilities and perhaps every lesson hour

or may need to be repeated. For example; in a child with excessive muscle contractions

Since the severity of contractions will differ from day to day, it will be done within that day.

applications may also differ. Functional aimed to be gained

individual goals in each child, as skills will vary depending on the severity of the disability

coming to the agenda and knowing the time required to reach the targets

is not possible. It will be created following the evaluation to be carried out in detail.

the program should be prepared with individual goals in mind. Individual

the same in terms of functional skills and similar disability group as well as practices

Individuals at the level should be included in group education if necessary.

10. The instructions given during the studies with individuals should be short, clear and understandable, will increase the performance.
11. Social and cultural activities to be given within the Support Education Program for Physically Disabled Individuals activities; social awareness, involving family participation, ensuring the social development of the individual for the benefit of the disabled, who creates, supports cultural development, There should be activities that ensure use.
12. Personnel responsible for the implementation of the Physically Disabled Individuals Support Training Program and to get support from outside the institution for consultation, if the institution's administration deems it appropriate. belongs to the specialist to be recruited (at least undergraduate level from the university's department of interest / department) graduates, having at least five years experience in their field). This expert is never mandatory Since it is not in personnel status, it does not have signature authority. The expert to be supported, will not take part in the implementation of the program with the disabled individual; to the practitioners, the institution will contribute to staff and / or families.
13. Support training program for individuals with physical disabilities will help achieve general goals It consists of various modules and gains for these modules. In each module achievements expected in individuals, content, explanations and assessment sections are included.

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14. **Although** the times to be allocated to the modules are specified in the modules, the total duration of the program, will be determined by the gains in the engine performance regardless of the individual's age and This period will be shaped by regular evaluations.

#### **PROGRAM STRUCTURE**

Physically Handicapped Support Education Program, the individual's general objectives of the program

It consists of various modules and achievements for these modules. Each

achievements expected in individuals in a module, content, explanations and assessment

sections are included. Modules to prepare and implement an individualized training program

complementing each other functionally and having integrity in itself.

prepared in the building.

The gains in the modules consist of the skills to be gained to the individual. modules

In addition to being a guide to the practitioner, it also provides training for educational institutions.

It makes the assessment and evaluation process easier as it sets a standard.

#### **Modules and Times**

Physically Disabled Support Training Program consists of the modules listed below.

**NAME OF THE MODULE**

**TIME**

**ROUGH MOTOR SKILLS**

Supine *	140 lessons
Face down *	140 lessons
Assisted Seating **	90 lesson hours
Unsupported Sitting	320 lessons
Crawling *	120 lessons
Notebook *	120 lessons
Standing *	160 lessons
Guided Walk *	160 lessons
Walking Without Support	240 lessons
Stairs Going Up	100 lessons
Advanced Functional Skills *	100 lessons

#### **FINE MOTOR SKILLS**

Drawing Skills	160 lessons
Holding and Dropping	160 lessons

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Hand Skills and Hand-Eye Coordination	160 lessons
Proprioceptive System (Body Awareness)	160 lessons
Tactile System (Touch)	160 lessons
Visual Perception	160 lessons
Vestibular System (Balance)	***

Modules Eleven under the title of "Gross Motor Skills", the title of "Fine Motor Skills" It consists of a total of eighteen modules, of which seven are below. "Fine motor skills" modules only in combination with the "Gross Motor Skills" modules specified in their descriptions. applicable. But; only fine motor, with no obvious problem in gross motor skills individuals with insufficient abilities (hemiplegic type cerebral, mostly arm and hand affected palsy, congenital arm and hand nerve injuries, arm and hand injuries) gross motor skills Without taking their modules, they can take the necessary modules from fine motor skills.

Another person included in the Physically Disabled Individuals Support Training Program in case of insufficiency (seeing, hearing, speaking, mental, etc.) other education If the total monthly course hours to be taken together with the modules selected from the programs have two disabilities, Support Education for Individuals with Physically Disabled at least 50%, at least 30% if they have three disabilities It should include the program. These lessons are equal to every week of a month. It should be distributed.

\* "Supine and Prone" modules, "Crawling and Laptop" modules, "Standing and Supported Walk "modules," Stairway Up and Down "and" Advanced Functional " Skills "modules must be applied together. In this condition, the total of the relevant modules Training should be given for the duration.

\*\* "Assisted Sitting" module can be applied alone or with "Back / Laptop" modules. It can also be applied together.

\*\*\* The gains envisaged in the Vestibular System (balance) module are an independent module. should not be considered as. Training of individuals who need support education in this module, module within the scope of fine and gross motor skills that can be associated with gains It should be given by associating with the acquisitions in the same context in the modules. vestibular



There is no separate time for the system (balance) module and within this module, the individual the training period of the gains it needs, within the duration of the other module it is associated with It should be planned.

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### LEARNING AND TEACHING PROCESS

Effective learning and teaching process in order to carry out the program in accordance with its purpose. should be used as. Therefore, the following points should be considered:

- When planning the learning and teaching process, the individual's level of performance, characteristics and learning shapes should be taken into account.
- Time to reach the target set at the end of the period used for supportive education usage should be planned in the most correct way.
- Appropriate strategies, methods, tools and materials in the learning and teaching process should be selected.
- The activities in the program, gradually from concrete to abstract, from easy to difficult attention should be paid to its preparation and application.
- The age and characteristics of the language and activities used in the studies proper attention should be paid.
- Effective communication of individuals and communication strategies in daily life suitable environments should be prepared for them to use and activities should be diversified.

#### A. How Does the Support Training Program Source an Individualized Training Program?

Individualized Education to be prepared by the BEP development unit for the physically disabled individual Physically Disabled Support, whose plans have been prepared taking into account the development steps It will be created based on the Training Program. The main thing when taking the performance of the individual, which of the achievements stated in the program is possible. The individual cannot realize achievements will guide the training to be given. For this purpose, the example of "Measurement and Evaluation" At what level of the program the individual's performance using the given Rough Assessment Form it can be determined.

The gains included in the modules also contribute to the stages of development and the individual. It has been prepared taking into consideration the maximum possible level in the type of disability. Long-term goals and related short-term goals to be included in IEP are the deficiencies will be determined in order of priority. Training activity to be given evaluation process to measure progress at the end, again based on the program will be realized and will be limited to the achievements in the individual's IEP. "Measuring and By using the Performance Registration Table given in the "Evaluation" section, the gains in it will be clearly seen. Individual's development in these performance tables The steps that form the basis of the level have been defined and if necessary, the targets can be created.

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Module contents as a checklist both in performance purchase and evaluation

It is prepared to be used in the daily work planning of the practitioner

It will be seen. Individual to the guidance and research center to see the total progress at the end of the year

End of the Period given in the "Measurement and Evaluation" section to report the level

Individual Performance Evaluation Form will be used.

### **What is Individualized Education Program?**

Individualized Education Program, development of individual with special needs or applied to it discipline areas required by the program (self-care, academic skills, social skills, communication etc.) from appropriate educational environments (schools, special education schools, etc.) to meet their educational needs. private class, vocational training center, etc.) and support services (resource room, in-class help, language and speech therapy, physical rehabilitation, etc.)

document. This document is planned with the collaboration of family, teacher and related experts, and the individual

It is applied with the approval of the family.

### **What are the Elements of Individualized Education Programs?**

#### 1. Student's current educational or performance level

Prepared on the basis of detailed evaluation results, what the student can do and is the depiction of what they cannot do. In order to see the progress, the level of performance description is extremely important. Because these descriptions are clear and to be understandable, as well as to identify specific needs of the individual and to prioritize provides the array.

#### 2. Considering the factors such as educational performance level, development stage and age long-term goals to be achieved at the end of a specified year

Long term goal; realization at the end of a school term or a school year are desired behavior. It can also be called annual purposes. In the long-term goal selection; the individual previous success, existing performance level, preferences, applicability of selected objectives, priority needs to be taken into account, the time allotted for the acquisition of goals.

Long-term goals;

- a) It should be related to the student's existing performance level,
- b) The long-term goal area should be clearly defined,
- c) Long-term goals should be measurable,
- ç) Should be meaningful,
- d) It should cover short term objectives.

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#### 3. Short-term goals to achieve long-term goals

Short term purpose; between the student's current level of performance and the long-term goal the remaining goals are achieved in a shorter time. In the short term purpose statements, the individual, defining expected behavior, determining behavioral conditions (verbal requests or guidelines, written requests or instructions, materials, level of assistance needed, environmental environment and adaptations).

In Individualized Education Programs;

1. Special education and support services that can be provided to the individual,
2. **When** the services to be provided to the individual will start, continue and end.  
a timeline indicating evaluation times,
3. Persons responsible for the services to be provided to the individual,
4. With which tools and how to evaluate the IEP based on objective criteria  
It should be noted.

#### **How and by whom is BEP Developed?**

Evaluate the individual in different areas for the development of IEP, its normal, private and A team is formed that will make the most of support services and make decisions. In this team, institution manager, physiotherapist, special education teacher according to need, child development teacher, preschool teacher, classroom teacher, institutional psychologist or guidance teacher, language and different specialists such as speech therapist, audiologist, social worker. Of the BEP team the key member is the individual's family. The individual may also attend the BEP meetings depending on the situation.

#### **B. Teaching Methods and Techniques**

Rough motor skills of the Physically Disabled Individuals Support Training Program development section is based on neurodevelopmental approaches. This method, the central nerve It was created in accordance with the development of the system and the physical, mental, psychological and movements determined according to their social capacity, functional activities and individual needs Includes appropriate specific exercise and movement approaches. In this context, gross motor skills Main topics of the approaches that can be applied for are summarized below:

- Facilitating motor development steps
- Improving the quality of existing movements
- Development of correction and balance reactions
- Muscle strengthening and endurance exercises

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- Abnormal movements and suppression (inhibition) of reflexes
- Facilitation (facilitation) of normal movement and reflexes
- Regulating positioning of muscle stiffness (tone)
- Weight carrying and transfer exercises
- Prevention of disorders that may occur in the musculoskeletal system
- Ensuring coordination in activities

Functional skills training

- Determination of necessary tools and devices for daily life activities

In individuals with spastic type cerebral palsy, less and less towards the trunk, arms and legs

increased movement, uncontrolled and trunk from individuals with athetoid type cerebral palsy  
reduction of outward movements, balance in individuals with ataxic type cerebral palsy  
ensuring and improving body control should be the main target.

- It is observed that compulsive activities increase movement mobility in individuals.

It should be remembered. These individuals are not passivated during educational practices.

should be avoided, individuals should be active. During the activities, the practitioner

wait for his participation in the movement; it should not force the individual to movements that he is not ready for.

The titles of fine motor skills are:

- Activities given for comprehension and release

- Activities for drawing skills
- Activities for manual skills
- Activities to improve hand eye coordination
- Activities to stimulate the tactile system
- Activities stimulating the proprioceptive (body awareness) system
- Activities for the vestibular (balance) system

### C. Organizing Educational Environments

During the teaching of the skills in the program, the individual will be will continue its education in an environment where it is available. Soft and easy on the ground of educational environments cleanable material should be used. Education environments getting enough air, heat and light It must be provided. These environments should not be too noisy, where the child and the practitioner can work comfortably must be of a size.

Structural arrangements have been made within the building that will not limit the movement of the physically disabled should be. Additional measures such as ramp, handle, bar, elevator should be taken where necessary. When necessary, the individual is taken out of the classroom environment and using real objects in natural environments.

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he will continue his education. Educational studies in structured environments, natural environments Generalization should be provided by transferring.

The equipment used in the education of individuals is cleaned after each application and necessary. Providing hygiene is important. Personal care and cleaning of the individual when necessary the efficiency of the training activity should be increased for both the individual and the practitioner.

While following the Support Education Program for Physically Disabled Individuals, Utilized:

- Cushions
- Work mats of different heights and sizes
- Exercise balls in various sizes
- Moving mirrors mounted on the walls
- Balance board
- Walking aid, such as walker (Walker), three-point walking stick (tripod)
- Parallel bar
- climbing ladder
- Rolls, wedges and pillows of different shapes and sizes to position the child
- Supported and unsupported chairs, stools and benches for positioning
- Standing table
- Sand bags of various weights
- Coarse and fine motor skill assessment forms
- Special evaluation and test materials (sensory integrity, hand function tests)
- Ball pool and balls
- Swing in different ways for sensory (vestibular) stimulation (T swing, platform swing)
- Trampoline
- Materials in different properties and shapes for touch detection
- Basketball basket and ball special for children

- Bowling ball and clubs (toy)
- Legos in different sizes and colors
- Toys with which geometric shapes and colors can be matched
- Perforated wooden platform and rods
- Activity training mechanism (on materials such as buttons, zippers, snaps  
Where)
- There are beads or balls on the wires that can move in different directions

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platform

- Baby toys with various body parts can be removed
- Printed visual and audio materials
- New materials suitable for scientific and technological development

### QUANTIFICATION AND CONSIDERATION

Measurement, whether individuals have certain characteristics, if they have, the degree of ownership  
It is determined by expressing the results with symbols and number symbols. Evaluation is  
It is the process of making a decision about the quality measured by comparing the measurement results with a criterion.  
Measurement is a description (identification) process. Evaluation is a trial process and measurement  
It is based on comparing the result with a criterion.

To interpret the measurement result according to our purpose; completely, partially, sufficiently, insufficiently  
Reaching some provisions is an assessment. For example, how many words can an individual make in a minute  
determining what it reads by holding the watch is a measurement process. Individual's age, mental performance, more  
taking into account the education he had received before,  
According to the number of words read per minute) to reach the decision of being back, normal or advanced  
And evaluation.

Measurement and evaluation are two concepts. These two concepts are very closely related to the teaching process.  
Is all about. Evaluation is the last phase of the teaching process and is an activity necessary for teaching.  
There are at least three stages of measuring:

- Having a quality to be measured
- Quality can be observed
- Displaying the numbers and symbols suitable for the purpose

There must be measurement and evaluation in all areas of education. Otherwise education  
as a result of whether sufficient knowledge and skills are gained or how much they are gained,  
It cannot be determined whether the applied training program has been successful.

### Measurement and Evaluation in Special Education

Measurement and evaluation for the individual who needs special education; before the program,  
It is used continuously during and after teaching.

The objectives of assessment and evaluation in special education are:

- To determine the areas where the individual is sufficient and inadequate
- Preparing training programs and measuring their impact
- To evaluate the individual's development at every stage
- Give feedback on the development of the individual

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- Identifying learning difficulties
- To determine the effectiveness of teaching and teaching materials
- Providing data to plan future learning processes
- To determine how prepared the individual is to learn a subject
- To follow the process at the stage of the individual's achievement in the program, and  
audit
- To determine the latest level reached by the individual as a result of teaching

The measurement and evaluation process in the Physically Disabled Support Training Program; rude evaluation, pre-teaching evaluation, evaluation of teaching process (course hour), final evaluation and post-teaching (end of term) evaluation stages.

The physical needs of the individual (food, toilet) before beginning the evaluation at each stage etc.) must be eliminated. A comprehensive story should be taken from the individual's family and this story should be should contain information.

Information before, during and after birth

- CV and pedigree
- Drugs used
- Surgical approaches
- Other accompanying disorders
- Device and other auxiliary tools and equipment used

Detailed explanations regarding the stages are given below.

#### **Other Methods That Can Be Used For Evaluation Purposes**

- a. Getting personal information and information about the history of the disease
- b. Getting information about what the child can and cannot do
- c. Observing the child in the room where the program will be implemented with his family
- D. Observing the functional movements of the child in its natural environment and while playing
- to. Giving information to the family about the observation results and support education program to be implemented
- f. Gross Engine Classification System (GMFCS)
- g. Evaluation of reflex development
- h. Evaluation of muscle stiffness (tonus)
- I. Posture and evaluation of the musculoskeletal system
- j. Evaluation of functional movement capacity
- k. Assessment of necessary auxiliary equipment and device (orthosis)
- l. "Ayres Southern California Sensory Integrity" tests can be used.

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#### **Rough Evaluation**

- Decision on the need for supportive education by the Special Education Evaluation Board  
the education module and related achievements selected for the individual received, in cooperation with the family  
to prepare an individualized education plan (IEP) in line with the individual's priority needs  
This is a superficial evaluation to be made.
- Rough evaluation is done with Rough Evaluation Form.

- All gains in the module in the Rough Evaluation Form are in the "Notifications" column.  
articles must.
- While making a rough assessment, it does not make the individual's acquisition, but  
it should be checked if it does or does not know. Towards the individual's questions or guidelines  
The answer is "+" and the wrong or missing answer is "-" in the Rough Evaluation Form.  
Yes / No column should be marked.
- If there is no response from the individual to the "Comments" column in the form,  
If the information received is used when a different directive was used during the evaluation,  
Explanations should be written about.
- The environment to be evaluated should be arranged in accordance with the individual (sound, light, table, etc.).
- The practitioner should remain unresponsive to all the individual's responses during the evaluation.  
However, the individual obeys the rules during the evaluation process, shows when show is shown,  
help to say, look at the vehicles, arrange and remove the vehicles  
positive results such as sitting, working properly and acting appropriately  
their behavior should be reinforced.
- During the evaluation, question instructions should be given consistently and the practitioner's voice  
tone should be differentiated from the tone used when reinforcing.

### Pre-Teaching Evaluation

- As a result of the rough evaluation, the teaching of the gains selected to the individual's BEP  
detailed to be done to determine which step before starting  
And evaluation.
- Teaching objectives to be evaluated; a measurable, observable performance or concrete  
should result in the product.
- Which guidelines will be provided by the practitioner while giving the main instructions, evaluation  
While doing this, what restrictions are effective and applicable materials should be stated.

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- The skill or concept is divided into steps to be gained or performed by the individual, and  
It ranked. These steps can be very small or large depending on the individual's ability  
(concept and skill analysis).
- While analyzing the subject related to the skill, concept or discipline area,  
should be divided into small sub-steps, after the subject is done before or after  
before what is done, etc. it should be specified with which method.
- Different materials should be prepared for each notification.
- Rules to be followed during the work should be specified.
- The behaviors planned to be taught for evaluation have already been learned.  
It should be prepared in order to determine whether
- A form consisting of notifications, criteria and questions should be prepared.
- Each step of the skill or concept analyzed and any lower steps  
It should form the "Notifications" section of the "Performance Record Table".
- Criteria should be determined after notifications are formed. Criteria, at what minimum level of notification  
should state that it should be realized. The criterion corresponding to 100% in this program is "3"  
type.
- To determine whether the notifications are made at the specified criterion level.

questions or guidelines should be prepared.

- The environment to be evaluated should be arranged in accordance with the individual (sound, light, table, etc.).
- The practitioner should remain unresponsive to all the individual's responses during the evaluation.

However, during the evaluation process, say that when he says show, he follows the rules.

when he says, he looks at the vehicles, helps to arrange and lift the vehicles,

the individual's positive behaviors as well as sitting in the study and acting appropriately

to be reinforced.

- The practitioner should consistently provide question instructions and voice during the assessment. while reinforcing the tone, it should distinguish it from the tone it uses.

#### **Evaluation of Teaching Process (Course Hours)**

- Which of the skills, concepts or disciplines assessed by the individual before teaching the path to be followed and each class hour after determining that it is at the level and starting teaching  
It is a detailed evaluation of the developments seen in the individual at the end of his education.
- In the evaluation of the teaching process, the analysis of the skill that was handled first was made and  
Motor Function Evaluation Criterion (GMFM) criterion is subdivided  
and each digit will be scored between 0 and 3. (0: Cannot start. 1: Independently

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It starts. 2: Partially completes. 3: Completes independently.) Fine Motor Skills

The same scoring system will be used in the modules.

- Evaluation results of the teaching process, Performance Registration Table at the end of each class hour  
It is marked by the practitioner in the "Evaluation of the Teaching Process" column in.
- At the bottom of the Performance Registration Chart for the individual at the end of one month training period  
"Family Information" section, teaching the achievement studied in that month and  
in the explanations about repetitions to be made at home to ensure its permanence  
It will be made.
- More than one depending on the realization of the gains in the Performance Registration Table  
gain can also be shown. All of the achievements taught in one month,  
will be shown in the Performance Record Table.
- A copy of the Performance Evaluation Grid is delivered to the parent at the end of the month in return for signature.  
It will be. The original form will be stored in the file of the individual.
- Individual Performance Evaluation at the End of the Period with Performance Record Table for each month  
A copy of the Form is submitted by the parent when RAM arrives for the next review.  
It will be.

#### **Final Evaluation**

In the achievements selected for skill teaching, the last lesson of the teaching process evaluation will be the final evaluation. Therefore, a separate form must be prepared.

They do not. The form used in the last lesson was determined as the final evaluation form.

#### **End of Education (End of Term) Evaluation**

- End of Teaching (end of term) Evaluation, End of Term Individual Performance  
It is done by Evaluation Form.
- End of Term Individual Performance Evaluation Form; Special Education Evaluation



Which of the acquisitions intended to be earned in the period recommended by the Board independently, despite which of them started teaching

not realized (education should continue) and which gains

It is the form where it has not been started and its reasons are written.

- Support training to the top of the End of Term Individual Performance Evaluation Form name, surname, age, educational diagnosis, start and end date of the education are written.
- “Achievements” title in End of Period Individual Performance Evaluation Form to the column below; Special Education Evaluation Board for the individual during the education The acquisitions that are aimed to be gained (taken to the BEP) are processed as items.

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- In which month the teaching of the acquisition was started, the column related to that month; acquisition in one month "+" if it occurred, if it continues in the following months (if the gain has not been achieved) as "-"  
It marked. A "+" is placed on the month of the acquisition.  
**Example 1** “Brings your hands to the midline.” gain began in the first month, and behavior that month  
In the first month, a "+" sign is placed in the relevant box.  
**Example 2** “Puts your hands on the midline.” acquisition started in the first month and the behavior was earned in a monthly period (worked in the first and second months and finished in the second month)  
“-” is placed in the relevant box in the first month and “+” sign in the relevant box in the second month.
- Gaining in the teaching process determined by the Special Education Evaluation Board acquisition (s) from targeted (acquired BEP) achievements that never started teaching  
**RAM in the** End of Period Individual Performance Evaluation Form, if any.  
**It is written in detail in the information section.**  
**1 . For example,** due to unintentional contractions and uncontrolled movements, "  
It brings. " The acquisition could not be started.
- “RAM Information” about the achievements made at the end of the education period  
There is no need to explain to the section.
- End of Term Individual Performance Evaluation Form; practitioner (s) teaching signed by the parent. Guidance for the purpose of individual examination at the end of the teaching period  
Individual Performance at the end of the semester when re-applying to the research center  
Parent of the Evaluation Form and the Performance Record Table for each month  
It is delivered to RAM by.
- Form samples prepared for measurement and evaluation and necessary for samples explanations are given below.

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## MEASUREMENT AND EVALUATION FORM EXAMPLES

## ROUGH ASSESSMENT FORM

## (Supine Motor Skills)

Supine Coarse Motor Skills	Yes No	Descriptions
Acquires 1 symmetrical body perception position.	+	
2 It protects the body evenness.	-	
3 Head to interact with its immediate surroundings and maintains the neck position independently.	-	
4 Daily life using arm and leg movements supports to realize your skills.	-	
5 Returns to both sides independently.	-	

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## PERFORMANCE REGISTRATION TABLE

Individual Name Surname:

Month of Ownership:

Earnings : Gain gross motor skills on his back.

QUESTIONS/  
INSTRUCTION

Main Instruction

to

1

1

EVALUATION OF THE TEACHING PROCESS  
INDIVIDUAL

1

1

1

1

1

1

GROUP

NOTICES	CRITERIA	AAT																
		H		H		H		H		H		H		H				
		Before Education	1. COURSE S	2. COURSE S	3. COURSE S	4. COURSE S	5. COURSE S	6. COURSE S	1. COURSE S	2. COURSE S								
		0 - 3	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
Symmetrical posture (middle head even arms and legs next to the trunk)	3	3	xxxxxx															
Hands on the midline	3	one	xxxxxx															
Lifting head 45 °	3	one	xxxxxx															
To the right hip and knee abdomen right pull	3	one	xxxxxx															
Left hip and knee correct Do not Pull	3	one	xxxxxx															
Right arm cross midline extension, toy	3	0	xxxxxx															
extending the handle to touch																		
Left arm cross the midline extension, toy	3	0	xxxxxx															

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extending the handle to touch																	
Prone to the right return to position	3	0	xxxxxx														
Prone to the left return to position	3	0	xxxxxx														

Abbreviations: 0: Cannot start. 1: Starts independently. 2: Partially completes. 3: Completes independently.

FAMILY INFORMATION

\* In this month, studies have been carried out with your child to gain gross motor skills. In order for the "supine gross motor skills" to be permanent, at home, the following studies need to be done:

- Lying on your back, your child's arms and legs are in the proper position and supported by a thin pillow under the head so that your body is in the middle position you should pay attention.
- In a supine lying position, your child can join both hands in front of his body to form a ball, etc. to hold any toy or to either face with your own hands or you Help it touch your face.
- Ask the child to pull their legs one after another into the abdomen and push them; Meanwhile, assist the movements by holding the soles of the feet.
- Hold a favorite toy on the side and reach it with the opposite side handle. So you will help your child start the spinning motion.

DESCRIPTIONS

1. In the supine module, Gross Motor Function Evaluation Criterion (GMFM) was used as the evaluation criterion. The practitioner may It may also benefit from other criteria mentioned in the section.
2. The form will be filled in by the practitioner who is training.
3. A copy of the form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.
4. After each class hour, the family should be given verbal or written information about the work done and the activities that can be done at home (again).

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**INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD**

**Individual Name Surname:** \_\_\_\_\_ **Training Start Date: //** \_\_\_\_\_  
**Individual's Age:** \_\_\_\_\_ **Training End Date: //** \_\_\_\_\_  
**Educational Diagnosis:** Physically Disabled

**MONTHS**

**GAINS**

1 2 3 4 5 6 7 8 9 10 11 12

**SIRTÜSTÜ MODULE**

Acquires symmetrical body perception position.	+
It protects the body evenness.	----+
Independent head and neck position to interact with its immediate surroundings protects as.	-----+
To realize daily life skills by using arm and leg movements gives support.	-----+
It turns both sides independently.	-----

**EXPLANATION:** Achievements that are aimed to be acquired within the period suggested by the Special Education Evaluation Board, The items are processed in form. In which month the earning started, the column related to that month; acquisition in one month if it is terminated (if the gain has taken place) as "+"; If it continues in the following months (if the gain did not take place) "-" is marked as. A "+" is placed on the month of the acquisition.

**RAM INFORMATION**

- a. Initially, the individual had only one of the achievements in the "Backstroke Posture" module, while three at the end of a year. he made the acquisition more.
- b. Involuntary contractions, despite the fact that "turning to both sides independently" during the module and because of his uncontrolled movements, he was unable to perform this skill independently.
- c. Continuing the work of the module for this acquisition, as well as progressively "Assisted Sitting" It will be appropriate to switch to the module.

.....  
 .....  
 .....

	History	
	/ Of	
Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

**PLANNING OF FAMILY EDUCATION AND COOPERATION WITH FAMILY**

Participation of the family in the education process is very important in the education of individuals who require special education. It is important. Keeping their children informed of each stage of the educational process and following the process families have a legal right.

Starting with the pre-submission process, each of the stages of diagnosis, placement and training The family who has written approval in one of them also approves the content of the IEP to be prepared. Families, BEP may be responsible for the realization of some of their objectives or practitioners, limited

to ensure that the training activities given in periods are permanent and applicable in different environments. aiming the application of skills and teaching methods-techniques with families they share. Thus; in the family environment where the individual spends the most time, continuity of support training activities carried out in the institution, effectiveness and permanence of the skill were provided It will be. At the same time, individuals with disabilities are happy to contribute to this educational process. They will live.

This program eliminates the mobility limitation of the physically disabled individual and aims to ensure their maximum utilization. The direction of the family education to be given The training activities in the institution are determined. The content of the education to be given to the family is limited to the work it carries out in the institution. In the institution aimed at removing the limitation of movement of the individual The systematic working model carried out is perfect for the family member responsible for the care and education of the individual. in the form of practice or monitoring the work done with the individual, assisting the study performed. The work done in the educational environment can be recorded on video and given to families.

Family education is not a work left to the initiative of institutions, but systematically It will be carried out in a manner that will provide continuity at regular intervals.

## SIRTÜSTÜ MODULE

### AIM OF THE MODULE

To be able to provide symmetrical posture and head control on back.

### GAINS

1. Acquires symmetrical body perception position.
2. It protects the body evenness.
3. Maintains head and neck position independently to interact with its immediate surroundings.
4. Supports realizing daily life skills by using arm and leg movements.
5. It rotates independently from both sides.

### DURATION OF THE MODULE

The application time of the backrest module is 140 lessons in total.

### EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

1. In symmetrical body perception position studies; arms and legs in a supine position It should be noted that it is in symmetrical position; if the head is going backwards,

pillows of different shape (moon pillows, wedge pillows, etc.) to prevent must be supported by the practitioner. The practitioner should be in front of and at the level of the individual; visual, auditory, tactile etc. according to the characteristics of the individual. stimuli should give.

2. Communication with the individual is important during the studies. The practitioner should make eye contact with the individual and it must be in communication.
3. In order to provide and improve the head control needed in daily life  
In the studies to be done, from the high lying position where gravity is the least effective. should be started and continued until it provides protection against gravity. Head control will contribute to the development of hand-eye coordination.
4. According to the age and needs of the individual, age-appropriate toys, books, pictures, etc. similar stimuli for visual tracking, reaching, catching and dropping functions available.
5. While working on improving head control, side turning activity to both sides, in the supine position with the body symmetry, the proprioceptive (body awareness) module's arm and awareness of legs should be done together.
6. It should be noted that the arms of the individual are symmetrically in front of the trunk and in the middle line; It should be provided to touch different surfaces in order to create sensory stimuli.

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7. For the individual to rhythmically move the legs and feel pressure on the sole of the foot the soles of the feet in contact with different surfaces (carpet, wool, plush, wood, etc.) It is important.
8. In the work environment, floor mat, mirror, exercise ball, rolls of various sizes, wedges, moon-shaped pillows, toys, tools and equipment suitable for the individual's level of development It should be used.
9. The active movement of the individual should be allowed during all work on the back; practitioners, activity with different body parts, touch or verbal stimuli It should be easier.
10. The practitioner, during the symmetrical posture and head control of the supine, the individual's muscle should act slowly, so as not to increase the tone; the movements in which the individual is not ready It should not be forced.
11. Skill teaching process while performing symmetrical posture and head control exercises on back steps (modeling, verbal help, physical help) are used.

**CONTENT OF THE MODULE**

- A. BODY SYMMETRY
- B. HEAD AND NECK CONTROL
- C. ARM AND LEG MOVEMENTS
- Ç . SIDE TURNS

**MEASUREMENT AND EVALUATION IN THE MODULE**

Measurement and evaluation process in the "supine" module; rough assessment, before teaching evaluation, evaluation of the teaching process (course hours), post-evaluation and post-teaching (end of period) consists of evaluation stages. Example prepared about these stages  
The explanations for the forms are given below.

1. **Rough Evaluation** : The need for support education by the Special Education Evaluation Board

the training module selected for the individual who has been decided to be and the primary needs of the individual direction; to be prepared to prepare an individualized education plan (IEP)

is superficial evaluation.

Based on which criteria this evaluation will be based on,  
what to pay attention to in writing, how the environment should be, evaluation  
explanations of how to transfer the results, the practitioner's attention to this section  
It will be written.

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**2. Pre-Teaching Evaluation: (Performance Registration Table) Rough evaluation**

As a result of the individual's BEP before starting teaching

This is a detailed evaluation to be carried out in order to determine its position.

Based on which criteria this evaluation will be based on,  
what to pay attention to in writing, how the environment should be, evaluation  
explanations of how to transfer the results, the practitioner's attention to this section  
It will be written.

**3. Evaluation in the Instructional Process: (Performance Registration Table) Skills addressed,**

the way to be followed during the teaching of the concept or discipline and its one hour hour  
is the detailed evaluation of his teaching.

When to make this evaluation based on which criteria (each lesson  
at the beginning and end of the hour, etc.), what to pay attention to when writing questions-instructions  
how the environment should be, how the results of the evaluation will be transferred,  
Explanations that the practitioner should pay attention to will be written in this section.

**4. Final Evaluation: In the achievements selected for skill teaching, the last**

the evaluation made during the lesson time also realizes the skill of the individual.

it will be the last assessment to be made for not performing. Therefore separate  
there is no need to prepare a form.

**5. Post-Teaching (End of Term) Assessment: Assessments taken at the end of each month**

(*Performance Record Table*); To End of Period Individual Performance Evaluation Form  
the overall level of processing and support training  
mentioned.

Acquisition within the period suggested by the Special Education Evaluation Board  
the intended gains are processed into the form in the form of items.

In which month my earning started, the gain related to that month is 1 month.  
If it is terminated in (if the gain has taken place) it will be marked as "+". Acquisition started  
If it continues in the months after the month (no gain), it will be marked as "-".  
A "+" is placed on the month of the acquisition.

For the individual at the end of the period recommended by the Special Education Evaluation Board  
among the achievements that are aimed to be realized; unrealized or taught  
RAM information section at the end of the form related to what can not be done is detailed.  
If education has not started as a result, despite the reasons or the gain  
If not, explanations will be made on which lower step.

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MEASUREMENT AND EVALUATION FORM EXAMPLES

**Rough Evaluation Form  
(Supine Gross Motor Skills)**

Supine Coarse Motor Skills	Yes No	Descriptions
Acquires 1 symmetrical body perception position.		
2 It protects the body evenness.		
3 Head to interact with its immediate surroundings and independently maintains the neck position.		
4 Daily using arm and leg movements support to realize life skills		
Data.		
5 Returns to both sides independently.		

PERFORMANCE REGISTRATION TABLE

Individual Name:

Month of Ownership:

Acquisition: Gain gross motor skills on his back.

NOTICES	CRITERIA	Main Instruction	QUESTIONS/ INSTRUCTION	EVALUATION OF THE TEACHING PROCESS								
				INDIVIDUAL								
to				I	I	I	I	I	I	I	I	I
				AAT	AAT	AAT	AAT	AAT	AAT	AAT	AAT	AAT
Before Education				H	H	H	H	H	H	H	H	H



Symmetrical posture (Middle of head even arms and legs next to the trunk) Hands on the midline	3
Lifting head 45 °	3
To the right hip and knee abdomen right pull	3
Left hip and knee correct Do not Pull	3
Right arm cross midline extension, toy extending the handle to touch	3
Left arm cross the midline extension, toy extending the handle to touch	3

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Prone to the right return to position	3
Prone to the left return to position	3

**Abbreviations: 0: Cannot start. 1: Starts independently. 2: Partially completes. 3: Completes independently.**

**FAMILY INFORMATION**

\* In this month, studies have been carried out with your child to gain gross motor skills. In order for the "supine gross motor skills" to be permanent, you can Repetitions must be made in accordance with the specified instructions.

**DESCRIPTIONS**

1 In the supine module, Gross Motor Function Evaluation Criterion (GMFM) was used as the evaluation criterion. At the request of the practitioner, the program It may also benefit from other criteria mentioned in the section.

2. This form will be filled in by the practitioner who is doing the training.

3. A copy of this form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.

4. At the end of this form, the family should be informed about the work done.

5. After each class hour, the family should be informed verbally or in writing about the work done and the activities that can be done at home (again).

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INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Individual Name Surname:

Training Start Date: //

Individual's Age:

Training End Date: //

Educational Diagnosis: Physically Disabled

MONTHS

GAINS

1 MONTH 2 MONTH 3 MONTH 4 MONTH 5 MONTH 6 MONTH 7 MONTH 8 MONTH 9 MONTH 10 MONTH 11 MONTH 12 MONTH

SIRTÜSTÜ MODULE

- Acquires symmetrical body perception position.
- It protects the body evenness.
- Independent head and neck position to interact with its immediate surroundings
- protects as.
- To realize daily life skills by using arm and leg movements
- gives support.
- It turns both sides independently.

**EXPLANATION:** Achievements that are aimed to be acquired within the period suggested by the Special Education Evaluation Board, The items are processed in form. In which month the earning started, in the column related to that month; acquisition in one month if it is terminated (if the gain has taken place) as "+"; If it continues in the following months (if the gain did not take place) "-" is marked as. A "+" is placed on the month of the acquisition.

At the end of the period recommended by the Special Education Evaluation Board, the achievements intended for the individual are; Those who could not be realized or could not be taught to the RAM Information Department in detail below, If the education has not been started, if the reasons have been started or the acquisition has not been achieved, explanations will be made about staying in the step.

RAM INFORMATION

- a. Verbal expressions and explanations of developments in individual performance should be included.
- b. Close and distant with thoughts about the different programs that should be included in the program during the development process Needs can be reported in line with the objectives.

.....  
.....  
.....

	History	
	/ Of	
Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

FLOATING MODULE

AIM OF THE MODULE

To be able to control head and neck and upper trunk in prone position.

GAINS

1. Turns from the side lying position to the prone position.
2. Turns from the supine position and turns to prone position.
3. It provides independent head control.

4. It provides symmetrical posture of the arms and body.
5. It supports the arms and lifts the upper body.
6. Uses various parts of your body as a support point.
7. Gets support from one hand and uses the other hand for purpose.
8. Takes appropriate body position to interact with the environment.
9. Body awareness increases.
10. Carries the body weight on the hands and forearms and transfers weight.
11. It moves (crawls) and changes direction using its trunk, arms and legs.

#### DURATION OF THE MODULE

The application time of the prone module is 140 lessons in total.

#### EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

1. **In the** transition to prone position, the individual's clinical picture (spastic, athetoid, legs more affected, arms more affected, whole body affected etc.) and according to the capacity to act actively, the facilitation of the practitioner and excitation points must be set. For example, an individual with excessive muscle contraction in their legs, supported in a way that does not increase the contraction from the leg area to the prone position or for an individual who needs to use the legs more actively during rotation  
The arms that should be supported should be arms.
2. **With the** warning and support of the practitioner, from the supine position to the lying position and the side  
It should not be fast when coming from the lying position to the prone position; active movement of the individual the eye contact with the individual should be maintained.
3. Different size pillows, rolls, triangle during head control in prone positioning  
Wedges can be used or the head can be supported on the practitioner's knees. Independent

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visual and auditory stimuli suitable for the age of the mirror and the individual in ensuring head control available.

4. Symmetrical posture of arms and legs and head on forearms while the individual is lying prone.  
After the control is achieved, it is necessary to start to raise the upper body on the hands.
5. Right and left weight on the forearms after head control in the prone position  
transfers and balance should be studied.
6. Balance to the right and left in the supported position on the hands, shoulder stabilization (stability)  
It is important to ensure and develop protective reactions (automatic reactions).
7. Alternative weight transfer of arms and legs while on the forearms and forward  
during movement (creep) activity with movement warning, the individual is compatible with the movement  
turning the head on both sides and head movements are negative  
care should be taken not to be affected.
8. Particularly in individuals with high muscle contraction, activities that the individual is not ready for  
should not be forced. Abnormal muscle of all kinds of challenging activities  
It should be taken into consideration that it may have an effect on increasing contractions.
9. Supporting the upper body with the support on the hands in the upright position in the upright position  
reaching forward with both arms as soon as they are provided,  
It should be initiated.
10. Book with individuals who can perform head control in a supported stance on the forearms  
reading, writing, playing games can be done.

**CONTENT OF THE MODULE**

- A. TURNS
- B. HEAD CONTROL
- C. ARM AND LEG SYMMETRY
- Ç . WORKS FOR LIFTING UPPER BODY
- DR . USING BODY'S SUPPORT POINTS
- E. TRANSFERING THE BODY WEIGHT
- F. CROWN

**MEASUREMENT AND EVALUATION IN THE MODULE**

Measurement and evaluation process in the "Prone" module; rough assessment, before teaching evaluation, evaluation of the teaching process (course hours), post-evaluation and post-teaching (end of period) consists of evaluation stages. Example prepared about these stages  
The explanations for the forms are given below.

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**1. Rough Evaluation** : The need for support education by the Special Education Evaluation Board

the training module selected for the individual who has been decided to be and the primary needs of the individual direction; to be prepared to prepare an individualized education plan (IEP)  
is superficial evaluation.

Based on which criteria this evaluation will be based on,  
what to pay attention to in writing, how the environment should be, evaluation  
explanations of how to transfer the results, the practitioner's attention to this section  
It will be written.

**2. Pre-Teaching Evaluation: (Performance Registration Table)** Rough evaluation

As a result, before starting the teaching of the acquisitions chosen for the individual's BEP,  
This is a detailed evaluation to be carried out in order to determine its position.

Based on which criteria this evaluation will be based on,  
what to pay attention to in writing, how the environment should be, evaluation  
explanations of how to transfer the results, the practitioner's attention to this section  
It will be written.

**3. Evaluation in the Instructional Process: (Performance Registration Table)** Skills addressed,

the way to be followed during the teaching of the concept or discipline and its one hour hour  
is the detailed evaluation of his teaching.

When to make this evaluation based on which criteria (each lesson  
at the beginning and end of the hour ... etc), what to pay attention to when writing questions-instructions  
how the environment should be, how the results of the evaluation will be transferred,  
Explanations that the practitioner should pay attention to will be written in this section.

**4. Final Evaluation:** In the achievements selected for skill teaching, the last

the evaluation made during the lesson time also realizes the skill of the individual.  
it will be the last assessment to be made for not performing. Therefore separate  
there is no need to prepare a form.

**5. Post-Teaching (End of Term) Assessment:** Taken at the end of each month

evaluations (*of the Performance Record Table* ); End of Period Individual Performance  
Overall processing of the Evaluation Form and at the end of the support training program

is the indication of the step reached.

Acquisition within the period suggested by the Special Education Evaluation Board the intended gains are processed into the form in the form of items.

In which month my earning started, the gain related to that month is 1 month.

If it is terminated in (if the gain has taken place) it will be marked as "+". Acquisition started

If it continues in the months after the month (no gain), it will be marked as "-".

A "+" is placed on the month of the acquisition.

For the individual at the end of the period recommended by the Special Education Evaluation Board among the achievements that are aimed to be realized; unrealized or taught

RAM information section at the end of the form related to what can not be done is detailed.

If education has not started as a result, despite the reasons or the gain

If not, explanations will be made on which lower step.

### MEASUREMENT AND EVALUATION FORM EXAMPLES

#### Rough Evaluation Form (Prone Motor Skills)

Prone to Gross Motor Skills	Yes No	Descriptions
1 From the side-lying position to the prone position It passes.		
2 Turning from the supine position, prone goes into position.		
Provides 3 independent head controls.		
4 Provides symmetrical posture of the arms and body.		
5 It lifts the upper body with support from its arms.		
6 Supporting various parts of your body uses as.		
7 With the support of one hand, the other hand uses.		
8 Suitable body to interact with its environment takes position.		
9 Body awareness increases.		
10 Body weight on hands and forearms transfers weight by moving		
11 Using his trunk, arms and legs it moves (creeps) and changes direction.		

PERFORMANCE REGISTRATION TABLE

Individual Name :

Month of Ownership:

Acquisition : Gain gross motor skills.

NOTICES	QUESTIONS/ INSTRUCTION Main Instruction CRITERIA	EVALUATION OF THE TEACHING PROCESS																		GR	
		INDIVIDUAL																			
		to		I		I		I		I		I		I		I		I			
		AAT	H	AAT	H	AAT	H	AAT	H	AAT	H	AAT	H	AAT	H	AAT	H	AAT	H		
		Before Education		1. COURSES		2. COURSES		3. COURSES		4. COURSES		5. COURSES		6. COURSES		1. COURSES		2. COURSES			
		0 - 3	H	0 - 3	H	0 - 3	H	0 - 3	H	0 - 3	H	0 - 3	H	0 - 3	H	0 - 3	H	0 - 3	H		
Lift the head off the table	3	3	2nd	one	0	3	2nd	one	0	3	2nd	one	0	3	2nd	one	0	3	2nd	one	0
Weight on hands, head and lifting the chest from the table	3																				
Weighting on the right forearm, extending the lower arm fully forward	3																				
Weighting on the left forearm, extending the lower arm fully forward	3																				
On the right side return to position	3																				
On the left hand return to position	3																				
90 ° turn to the right side	3																				
90 ° rotation to the left side	3																				

Abbreviations: 0: Cannot start. 1: Starts independently. 2: Partially completes. 3: Completes independently.

FAMILY INFORMATION

\* In this month, studies have been carried out with your child to gain gross motor skills. In order for the "prone gross motor skills" to be permanent, Repetitions must be made in accordance with the specified instructions.

DESCRIPTIONS

- 1 In the Prone module, the Gross Motor Function Evaluation Criterion (GMFM) was used as the evaluation criterion. At the request of the practitioner, the program It may also benefit from other criteria mentioned in the section.
2. This form will be filled in by the practitioner who is doing the training.
3. A copy of this form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.
4. At the end of this form, the family should be informed about the work done.
5. After each class hour, the family should be informed verbally or in writing about the work done and the activities that can be done at home (again).

INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Individual Name Surname: Training Start Date: //
Individual's Age : Training End Date: //
Educational Diagnosis: Physically Disabled

MONTHS

GAINS

1 MONTH 2 MONTHS 3 MONTHS 4 MONTHS 5 MONTHS 6 MONTHS 7 MONTHS 8 MONTHS 9 MONTHS 10 MONTHS 11 MONTHS 12 MONTHS

FLOATING MODULE

- It passes from the side lying position to the prone position.
Turns from the supine position, turns to the prone position.
It provides independent head control.
It provides symmetrical posture of the arms and trunk.
It supports the arms and lifts the upper body.
It uses various parts of your body as a support point.
It takes support from one hand and uses the other hand for purpose.
It interacts with its environment.
Body awareness increases.
Carries body weight over hands and forearms and transfers weight
It moves (crawls) and changes direction using its trunk, arms and legs.

EXPLANATION: Achievements and items intended to be earned within the period suggested by the Special Education Evaluation Board in the form is processed. In which month the earning started, in the column related to that month; if earnings ended within a month (if the gain was realized) as "+"; If it continues in the following months (if no gain has been achieved), it will be marked as "-". the gain "+" is placed on the month of occurrence.
At the end of the period recommended by the Special Education Evaluation Board, the achievements intended for the individual are; those who could not be realized or could not be taught to the RAM Information Department below ,
If it has not been started, the reasons, or if it has not been started, if the acquisition could not be realized, explanations will be made.

RAM INFORMATION

- a. Verbal expressions and explanations of developments in individual performance should be included.
b. Thoughts about different programs that should be included in the program during the development process and close and distant goals needs can be reported in line with

.....
.....
.....

History / Of
Guardian operator
Name and surname Name and surname
Signature Signature

SUPPORTED SEATING MODULE

**AIM OF THE MODULE**

To be able to provide assisted sitting skills in the right position.

**GAINS**

1. Provides head control in assisted sitting position.
2. Brings his arms to midline in assisted sitting position.
3. **In the** assisted sitting position, it extends in different directions with its arms.
4. Holds objects in assisted sitting position.
5. Uses hands and arms in assisted sitting position.
6. Puts the body in an upright position and protects it.

**DURATION OF THE MODULE**

The duration of the supported seating module is 90 lessons in total.

**EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE**

1. **In the** assisted sitting position, first of all, head control should be improved. Its  
Visual, auditory and tactile stimuli can be used.
2. Switching the individual to a supported sitting position; supine, prone or lateral  
starting from the position.
3. Verbal warnings should be given to ensure and maintain a proper sitting position.
4. Support given in assisted sitting position; support by the practitioner,  
with the support of his knees and arms on his lap or with his body  
It can be in the form of support, as well as aids such as pillows, rolls or sheets of different sizes.  
can also be with tools.
5. **The** position of the individual's legs will facilitate sitting according to the muscle and bone structure  
It should be supported. The position of the legs and arms supports proper sitting  
It should be in form.
6. Gradually changing from assisted sitting to unsupported sitting  
work should be done.
7. Support the body on both sides with his hands in a supported sitting position and hands  
should transfer weight on it.
8. Use of hands, hand-eye coordination and turning the head to different positions  
It must be provided.

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9. Protective reactions with the help of a roller or ball put in front in the sitting position  
It should be developed.
10. Preparations for transition to independent sitting should be done by changing the type and degree of support.
11. Care should be taken that the individual is as active as possible in the assisted sitting position;  
age-appropriate activities that he can do in his daily life (playing with toys, books  
reading, painting, eating, etc.).

**CONTENT OF THE MODULE**

- A. HEAD CONTROL
- B. BRING THE HANDLES TO THE MIDDLE LINE
- C. EXPANDING TO DIFFERENT ASPECTS WITH HANDLES



**CHINA. OBJECT HOLDING**  
**D. LEG CONTROL**

**E . DEVELOPING PROTECTIVE REACTIONS**

**Fi . IMPROVING BALANCE REACTIONS**

## **MEASUREMENT AND EVALUATION IN THE MODULE**

Measurement and evaluation process in the "Assisted Sitting" module; rough assessment, teaching pre-assessment, evaluation of teaching process (course hours), final assessment and teaching post (end of period) evaluation stages. Prepared about these stages Explanations for sample forms are given below.

### **1. Rough Evaluation** : The need for support education by the Special Education Evaluation Board

the training module selected for the individual who has been decided to be and the primary needs of the individual direction; to be prepared to prepare an individualized education plan (IEP) is superficial evaluation.

Based on which criteria this evaluation will be based on, what to pay attention to in writing, how the environment should be, evaluation explanations of how to transfer the results, the practitioner's attention to this section It will be written.

### **2. Pre-Teaching Evaluation: (Performance Registration Table)** Rough evaluation

As a result of the individual's BEP before starting teaching This is a detailed evaluation to be carried out in order to determine its position. Based on which criteria this evaluation will be based on, what to pay attention to in writing, how the environment should be, evaluation

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explanations of how to transfer the results, the practitioner's attention to this section It will be written.

### **3. Evaluation in the Instructional Process: (Performance Registration Table)** Skills addressed, the way to be followed during the teaching of the concept or discipline and its one hour hour is the detailed evaluation of his teaching.

When to make this evaluation based on which criteria (each lesson at the beginning and end of the hour ... etc), what to pay attention to when writing questions-instructions how the environment should be, how the results of the evaluation will be transferred, Explanations that the practitioner should pay attention to will be written in this section.

### **4. Final Evaluation: In** the achievements selected for skill teaching, the last the evaluation made during the lesson time also realizes the skill of the individual. it will be the last assessment to be made for not performing. Therefore separate there is no need to prepare a form.

### **5. Post-Teaching (End of Term) Assessment:** Taken at the end of each month evaluations (*of the Performance Record Table* ); End of Period Individual Performance Overall processing of the Evaluation Form and at the end of the support training program is the indication of the step reached.

Acquisition within the period suggested by the Special Education Evaluation Board the intended gains are processed into the form in the form of items.

In which month my earning started, the gain related to that month is 1 month.

If it is terminated in (if the gain has taken place) it will be marked as "+". Acquisition started

If it continues in the months after the month (no gain), it will be marked as "-".  
A "+" is placed on the month of the acquisition.

For the individual at the end of the period recommended by the Special Education Evaluation Board among the achievements that are aimed to be realized; unrealized or taught RAM information section at the end of the form related to what can not be done is detailed. If education has not started as a result, despite the reasons or the gain If not, explanations will be made on which lower step.

## MEASUREMENT AND EVALUATION FORM EXAMPLES

### Rough Evaluation Form

#### (Supported Sitting Rough Motor Skills)

Assisted Sitting Rough Motor Skills	Yeah No	Descriptions
1 Head control in assisted sitting position It provides.		
2 Arms supported in a sitting position it even comes.		
3 With the arms in the assisted sitting position it extends in different directions.		
4 Holds objects in assisted sitting position.		
5 Assisted seating position daily life uses during their activities.		
6 Puts the body in an upright position and protects it.		

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PERFORMANCE REGISTRATION TABLE

Individual Name:

Month of Ownership:

Achievement: Assisted sitting gains gross motor skills

NOTICES	QUESTIONS/ INSTRUCTION  Main Instruction CRITERIA	EVALUATION OF THE TEACHING PROCESS									
		INDIVIDUAL									
		GROUP									
		to	I	I	I	I	I	I	I	I	I
		AAT	AAT	AAT	AAT	AAT	AAT	AAT	AAT	AAT	
		H	H	H	H	H	H	H	H	H	
		Before Education	1. COURSES	2. COURSES	3. COURSES	4. COURSES	5. COURSES	6. COURSES	1. COURSES	2. COURSES	
		0 - 3	3	2nd one 0	3	2nd one 0	3	2nd one 0	3	2nd one 0	3
In the supine position, hands by evaluator holding, sitting with head control pass	3										
From the right side lying position don't sit down	3										
Sitting from left side lying position pass	3										
Torso therapist sitting on the floor backed by the head to the upright position bring (3 sec.)	3										
Torso therapist sitting on the floor backed by the middle line hold (10 sec.)	3										
Sitting on the floor with arm support (3 sec.)	3										
Sitting on the floor without arm support (3 sec.)	3										

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While sitting on the floor, lean forward and toy touch and arm upright without support	3
While sitting, from the right to the back To a toy placed at 45 ° Do not touch	3
While sitting left to back to a toy placed right 45 ° Do not touch	3
Sits to the right, arms are free (5 sec.)	3
Sits to the left side, arms are free (5 sec.)	3
From sitting on the ground Return to prone position	3
Right from sitting position on the ground from the side to the crawling position	3

pass

Left from the sitting position on the floor  
from the side to the crawling position 3  
pass

The axis without arm support while sitting  
90 ° rotation around 3

Sitting on a chair or stool  
(10 sec.) 3

To a self-low stool  
sitting 3

Self to a small chair  
sitting 3

To a self high stool  
sitting with feet sagging 3

**Abbreviations: 0: Cannot start. 1: Starts independently. 2: Partially completes. 3: Completes independently.**

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**FAMILY INFORMATION**

\* During this month, studies have been carried out to gain assisted sitting gross motor skills with your child. For "assisted sitting gross motor skills" to be permanent Repetitions must be made at home in accordance with the above mentioned guidelines.

**DESCRIPTIONS**

1 Aided seating module was used as the evaluation criterion, Rough Motor Function Evaluation Criterion (GMFM). At the request of the practitioner, the program It may also benefit from other criteria mentioned in the section.

2. This form will be filled in by the practitioner who is doing the training.

3. A copy of this form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.

4. At the end of this form, the family should be informed about the work done.

5. After each class hour, the family should be informed verbally or in writing about the work done and the activities that can be done at home (again).

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**INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD****Individual Name Surname:****Training Start Date: //****Individual's Age:****Training End Date: //****Educational Diagnosis:** Physically Disabled**MONTHS**

GAINS

1 MONON40K0M0N0K0S M0N N4H0S 20-04-2019

SUPPORTED SEATING MODULE

- It provides head control in assisted sitting position.
- In assisted sitting position, his arms come to the middle line.
- In the assisted sitting position, it extends in different directions with its arms.
- Comprehends objects in assisted sitting position.
- Uses assisted sitting position during daily life activities.
- It puts the body in an upright position and protects it.

**EXPLANATION:** Achievements and items intended to be earned within the period suggested by the Special Education Evaluation Board in the form is processed. In which month the earning started, in the column related to that month; if earnings ended within a month (if the gain was realized) as "+"; If it continues in the following months (if no gain has been achieved), it will be marked as "-". the gain "+" is placed on the month of occurrence.

At the end of the period recommended by the Special Education Evaluation Board, the achievements intended for the individual are; those who could not be realized or could not be taught to the **RAM Information Department** below , If it has not been started, the reasons, or if it has not been started, if the acquisition could not be realized, explanations will be made.

RAM INFORMATION

- a. Verbal expressions and explanations of developments in individual performance should be included.
- b. Thoughts about different programs that should be included in the program during the development process and close and distant goals needs can be reported in line with.

.....  
 .....  
 .....

	History	
	/ Of	
Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

SUPPORTED SEATING MODULE

AIM OF THE MODULE

Providing an unsupported sitting position.

GAINS

1. Provides head and trunk control.
2. It moves from sitting position on the ground to crawling position.
3. It takes an independent sitting position on different surfaces.
4. It provides balance in sitting position.
5. It supports itself with arms and hands and transfers weight.
6. Tilt the trunk in various directions and straightens again.
7. It extends in different directions with its arms without losing control of the trunk.
8. Uses its arms functionally.

**DURATION OF THE MODULE**

The application period of the unsupported sitting module is 320 lessons in total.

**EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE**

1. Independent sitting studies; sitting on the person's face, side, supine or supported  
It should start with the practice of getting to the active sitting position.
2. Balance, weight transfers and protective reactions in independent sitting on the floor  
After development, to move to the crawling position according to the individual's needs work should be done. In addition to sitting independently on the floor, the foot will contact the ground different seating supports should be used.
3. Support tools such as chairs, armchairs, stools, rows to be used for seating; purpose and individual should be chosen according to its ability to sit independently.
4. The seating surface is made of a non-slip material so that the individual can control the trunk must be covered.
5. Seating support, surface and format should be arranged.
6. Active and correct control of the trunk and comfortable handling of the arms when necessary adaptations to the seating surface and the contact area of the feet (eg riser, triangle wedge, etc.) should be added.

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7. Sitting position, body upright and reducing muscle contractions in the legs for the feet to be in contact with the ground.
8. The practitioner will make the sitting position in the development or sitting position during activities, standing next to or against the individual and at eye level with him is important for the individual to be able to see and warn about position changes.
9. Shoulder to allow the arms to move in the midline, on the sides and in different directions  
Care should be taken to ensure stabilization in advance.
10. To provide active and correct body use and also assist the functional use of the arm.  
height of the armrest when sitting in a chair or in a row to be  
It must be set.
11. Activities suitable for the needs and age of the individual in sitting position (eating, writing writing, dressing-dressing) should be determined.

**CONTENT OF THE MODULE**

- A. HEAD AND BODY CONTROL
- B . PREPARATION FOR CRAWLING POSITION
- C. INDEPENDENT SITTING ON DIFFERENT SURFACES
- CHINA. BALANCE STUDIES
- D. WEIGHT FOR LEGS AND FEET IN THE SITTING POSITION  
TRANSFER
- E. TRANSFER WEIGHT ON BOTH HIP IN THE SITTING POSITION
- F. DEVELOPMENT OF PROTECTIVE REACTIONS
- G . ACTIVE AND FUNCTIONAL USE OF THE HANDLES
- É. CHANGING THE SITTING POSITION WITH SUPPORT FROM THE HANDLES

**H. BODY MOVEMENTS IN VARIOUS ASPECTS****I. HANDLE MOVEMENTS IN VARIOUS ASPECTS****MEASUREMENT AND EVALUATION IN THE MODULE**

Measurement and evaluation process in the "Assisted Sitting" module; rough assessment, teaching pre-assessment, evaluation of teaching process (course hours), final assessment and teaching post (end of period) evaluation stages. Prepared about these stages  
Explanations for sample forms are given below.

**1. Rough Evaluation :** The need for support education by the Special Education Evaluation Board the training module selected for the individual who has been decided to be and the primary needs of the individual direction; to be prepared to prepare an individualized education plan (IEP) is superficial evaluation.

Based on which criteria this evaluation will be based on, what to pay attention to in writing, how the environment should be, evaluation explanations of how to transfer the results, the practitioner's attention to this section It will be written.

**2. Pre-Teaching Evaluation: (Performance Registration Table)** Rough evaluation

As a result of the individual's BEP before starting teaching  
This is a detailed evaluation to be carried out in order to determine its position.

Based on which criteria this evaluation will be based on, what to pay attention to in writing, how the environment should be, evaluation explanations of how to transfer the results, the practitioner's attention to this section It will be written.

**3. Evaluation in the Instructional Process: (Performance Registration Table)** Skills addressed,

the way to be followed during the teaching of the concept or discipline and its one hour hour is the detailed evaluation of his teaching.

When to make this evaluation based on which criteria (each lesson at the beginning and end of the hour ... etc), what to pay attention to when writing questions-instructions how the environment should be, how the results of the evaluation will be transferred, Explanations that the practitioner should pay attention to will be written in this section.

**4. Final Evaluation: In** the achievements selected for skill teaching, the last

the evaluation made during the lesson time also realizes the skill of the individual. it will be the last assessment to be made for not performing. Therefore separate there is no need to prepare a form.

**5. Post-Teaching (End of Term) Assessment:** Taken at the end of each month

evaluations (*of the Performance Record Table* ); End of Period Individual Performance Overall processing of the Evaluation Form and at the end of the support training program is the indication of the step reached.

Acquisition within the period suggested by the Special Education Evaluation Board the intended gains are processed into the form in the form of items.

In which month my earning started, the gain related to that month is 1 month.

If it is terminated in (if the gain has taken place) it will be marked as "+". Acquisition started

If it continues in the months after the month (no gain), it will be marked as "-".

A "+" is placed on the month of the acquisition.

For the individual at the end of the period recommended by the Special Education Evaluation Board among the achievements that are aimed to be realized; unrealized or taught

RAM information section at the end of the form related to what can not be done is detailed.

If education has not started as a result, despite the reasons or the gain

If not, explanations will be made on which lower step.

## MEASUREMENT AND EVALUATION FORM EXAMPLES

### Rough Evaluation Form

#### (Unsupported Sitting Rough Motor Skills)

Unsupported Sitting Rough Motor Skills	Yes	No	Descriptions
1 Provides head and body control.			
2 Crawling from a sitting position switches to position.			
3 Independent sitting on different surfaces takes position.			
4 It provides balance in sitting position.			
5 Supports himself with his arms and hands and transfers weight.			
6 Tilts the trunk in various directions and corrects it again.			
7 With arms, without losing body control it extends in different directions.			
8 Uses their arms functionally.			

#### PERFORMANCE REGISTRATION TABLE

Individual Name:

Month of Ownership:

Acquisition: Gains unsupported sitting skills.

QUESTIONS/

EVALUATION OF THE TEACHING PROCESS



**INSTRUCTION**  
**Main Instruction**

**INDIVIDUAL**

**GROUP**

**NOTICES**

**CRITERIA**

	to	INDIVIDUAL										GROUP													
		I		I		I		I		I		I		I		I		I		I					
		RS	TO	HQ	UR	RS	TO	HQ	UR	RS	TO	HQ	UR	RS	TO	HQ	UR	RS	TO	HQ	UR	RS	TO	HQ	UR
Before Education Assessment	0 - 3	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0

In the supine position, hands by evaluator	3
holding to sit with head control	
pass	
From the right side lying position	
don't sit down	3
From left side lying position	
don't sit down	3
Torso therapist sitting on the floor head upright supported by positioning (3 sec.)	3
Torso therapist sitting on the floor assisted by the middle line	3
hold (10 sec.)	
Sitting on the floor with arm support (3 sec.)	3
Sitting on the floor without arm support (3 sec.)	3

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Leaning forward while sitting on the floor touching the toy, without arm support re-erection	3
While sitting back to the right side	
placed right 45 °	3
don't touch the toy	
While sitting left to back	
placed right 45 °	3
don't touch the toy	
Sits to the right, arms are free (5 sec.)	3
Sits to the left side, arms are free (5 sec.)	3
From sitting on the ground	
Return to prone position	3
Right from sitting position on the ground from the side to the crawling position	3
pass	
Left from the sitting position on the floor from the side to the crawling position	3
pass	
Without arm support while sitting	
90 ° rotation about its axis	3
Sitting on a chair or stool (10 sec.)	3
To a self-low stool	
sitting	3
Self to a small chair	
sitting	3
To a self high stool	
sitting with feet sagging	3

**Abbreviations: 0: Cannot start. 1: Starts independently. 2: Partially completes. 3: Completes independently.**

**FAMILY INFORMATION**

\* During this month, studies have been carried out with your child to gain "Unsupported sitting gross motor skills". "Unsupported sitting gross motor skills" can be permanent For the house, repetitions should be made in line with the above-mentioned instructions.

**DESCRIPTIONS**

- 1 Unsupported seating module, Gross Motor Function Evaluation Criterion (GMFM) was used as evaluation criterion. At the request of the practitioner, the program It may also benefit from other criteria mentioned in the section.
- 2. This form will be filled in by the practitioner who is doing the training.
- 3. A copy of this form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.
- 4. At the end of this form, the family should be informed about the work done.
- 5. After each class hour, the family should be informed verbally or in writing about the work done and the activities that can be done at home (again).

**INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD**

**Individual Name Surname:**

**Training Start Date: //**

**Individual's Age:**

**Training End Date: //**

**Educational Diagnosis:** Physically Disabled

**MONTHS**

**GAINS**

**1 MONTH 2 MONTHS 3 MONTHS 4 MONTHS 5 MONTHS 6 MONTHS 7 MONTHS 8 MONTHS 9 MONTHS 10 MONTHS 11 MONTHS 12 MONTHS**

**SUPPORTED SEATING MODULE**

- It provides head and trunk control.
- It moves from sitting position on the ground to crawling position.
- It takes an independent sitting position on different surfaces.
- It provides balance in sitting position.
- It supports itself with arms and hands and transfers weight.
- He bends his body in various directions and corrects it again.
- It extends in different directions with its arms without losing control of the trunk.
- It uses its arms functionally.

**EXPLANATION:** Achievements and items intended to be earned within the period suggested by the Special Education Evaluation Board in the form is processed. In which month the earning started, in the column related to that month; if earnings ended within a month (if the gain was realized) as "+"; If it continues in the following months (if no gain has been achieved), it will be marked as "-". the gain

"+" is placed on the month of occurrence.

At the end of the period recommended by the Special Education Evaluation Board, the achievements intended for the individual are;

those who could not be realized or could not be taught to the **RAM Information Department** below ,

If it has not been started, the reasons, or if it has not been started, if the acquisition could not be realized, explanations will be made.

**RAM INFORMATION**

- a. Verbal expressions and explanations of developments in individual performance should be included.
- b. Close and distant with thoughts about the different programs that should be included in the program during the development process needs can be reported in line with the objectives

.....  
 .....  
 .....

	History	
	/ Of	
Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

**CRAWLING MODULE**

**AIM OF THE MODULE**

To be able to displace independently by crawling.

**GAINS**

1. Creeps forward.
2. Moves from prone to crawling.
3. **In the** crawling position, he transfers weight to his arms and legs.
4. Sucks back and forth using his arms, legs, and torso.
5. Moves from crawling to sitting.
6. Step out the stepped surfaces.
7. Stepped surfaces descend back and forth.
8. It crawls around in daily life activities.

**DURATION OF THE MODULE**

The application time of the crawling module is 120 lessons in total.

**EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE**

1. **In** prone creep studies; The purpose of the environment is arranged and activity the individual who will do must be directed towards a target. Individual in prone position Material suitable for the individual as a target for starting the creep movement (audiovisual...) must be selected; support should be given if it is difficult to start the movement. Hands and feet support from feet and knees when necessary in individuals who crawl using It should be helped to push forward by giving. Creep environment is safe and the individual should be left with a movement area.
2. Transition to crawling position and crawling to make transitions between movements Exiting the position is important. In the transition from face to face, the individual, weight on his hands Data; locks his elbows; It pulls its head back and lifts it off the ground. Individual knees

Pulling towards his stomach, he comes to the crawling position. Practitioner standing in the middle line it should support the individual's weight transfer and help the movement to perform properly.

**3. Looking around the individual and choosing a target, standing in a crawling position to determine direction**

Able to protect; with hip and trunk control on hands and knees

Capable of being free; He should be able to hold his head in the middle position. Can stand in crawling position

to increase the individual's posture time, the well-being of the support points, front-back weight

It should be directed to activities such as transferring, improving balance.

**4. When the individual needs to work from crawling to sitting**

Supporting the hips, trunk and arms to help it move into a sitting position.

Kindly.

**5. To reach a goal above the crawling position or while retiring,**

The individual should be able to lift his arms up one by one to push them forward. Can lift an arm

to be able to transfer his weight to the other side of the body and direct his arm forward

should be able to lift up.

**6. The individual's support surface in the crawling position should be**

care should be taken to lock it. Individual's arms and knees as equal as possible

It should be tried to use it. Rugged (from pillows or similar materials

crawling work can be done on the ground).

**7. As the individual climbs up the stairs, he supports more than his arms.**

receipts; be able to steer the trunk a little higher; trunk and hip control

should not lose. The practitioner should stand behind the individual and take the necessary safety precautions.

It should take.

**8. Control the trunk backward while the individual sucks back down the stairs**

You should be able to; be able to control the hip; should be able to get good support from their hands. Therefore

the practitioner should pay attention to the safety of the individual, ready to provide physical assistance when needed

should be.

**CONTENT OF THE MODULE**

**A. RING OF YÜZÜKOY**

**B. TRANSITION TO CRAWLING POSITION**

**C. TRANSFER WEIGHT TO THE HANDLES AND LEGS**

**Ç . FORWARD-BACKWARE**

**D. SITTING**

**E. LEAVING AND EXITING ON STEP SURFACES**

**MEASUREMENT AND EVALUATION IN THE MODULE**

Measurement and evaluation process in the "crawling" module; rough assessment, teaching

pre-assessment, evaluation of teaching process (course hours), final assessment and teaching

post (end of period) evaluation stages. Prepared about these stages

Explanations for sample forms are given below.

**1. Rough Evaluation :** The need for support education by the Special Education Evaluation Board

the training module selected for the individual who has been decided to be and the primary needs of the individual direction; to be prepared to prepare an individualized education plan (IEP) is superficial evaluation.

Based on which criteria this evaluation will be based on, what to pay attention to in writing, how the environment should be, evaluation explanations of how to transfer the results, the practitioner's attention to this section It will be written.

**2. Pre-Teaching Evaluation: (Performance Registration Table)** Rough evaluation

As a result of the individual's BEP before starting teaching

This is a detailed evaluation to be carried out in order to determine its position.

Based on which criteria this evaluation will be based on, what to pay attention to in writing, how the environment should be, evaluation explanations of how to transfer the results, the practitioner's attention to this section It will be written.

**3. Evaluation in Instructional Process (Performance Registration Table):** Skill addressed,

the way to be followed during the teaching of the concept or discipline and its one hour hour is the detailed evaluation of his teaching.

When to make this evaluation based on which criteria (each lesson at the beginning and end of the hour ... etc), what to pay attention to when writing questions-instructions how the environment should be, how the results of the evaluation will be transferred, Explanations that the practitioner should pay attention to will be written in this section.

**4. Final Evaluation: In** the achievements selected for skill teaching, the last

the evaluation made during the lesson time also realizes the skill of the individual. it will be the last assessment to be made for not performing. Therefore separate there is no need to prepare a form.

**5. Post-Teaching (End of Term) Assessment:** Taken at the end of each month

evaluations (*of the Performance Record Table* ); End of Period Individual Performance

Overall processing of the Evaluation Form and at the end of the support training program is the indication of the step reached.

Acquisition within the period suggested by the Special Education Evaluation Board the intended gains are processed into the form in the form of items.

In which month my earning started, the gain related to that month is 1 month.

If it is terminated in (if the gain has taken place) it will be marked as "+". Acquisition started

If it continues in the months after the month (no gain), it will be marked as "-".

A "+" is placed on the month of the acquisition.

For the individual at the end of the period recommended by the Special Education Evaluation Board among the achievements that are aimed to be realized; unrealized or taught RAM information section at the end of the form related to what can not be done is detailed.

If education has not started as a result, despite the reasons or the gain

If not, explanations will be made on which lower step.

MEASUREMENT AND EVALUATION FORM EXAMPLES

**Rough Evaluation Form**  
**(Crawling Gross Motor Skills)**

Crawling Crude Motor Skills	Yeah	Descriptions
	No	
1 Creeps forward.		
2 Crawling from prone position switches to position.		
3 In his crawling position transfers weight to his legs.		
4 Her arms, her legs, her body goes back and forth, around himself Crawl.		
5 From the crawling position to sit It passes.		
6 Crawl up the stairs.		
7 He steps back and forth by crawling the stairs.		
8 daily life activities crawling and displaces.		

PERFORMANCE REGISTRATION TABLE

Individual Name:

Month of Ownership:

Acquisition: Gains crawling skills

NOTICES	QUESTIONS/ INSTRUCTION Main Instruction CRITERIA	EVALUATION OF THE TEACHING PROCESS												
		INDIVIDUAL												
		to	I	I	I	I	I	I	I	I	I	GROUP		
		AAT	AAT	AAT	AAT	AAT	AAT	AAT	AAT	AAT	AAT			
		H	H	H	H	H	H	H	H	H	H			
		Before Education	1. COURSE S	2. COURSE S	3. COURSE S	4. COURSE S	5. COURSE S	6. COURSE S	1. COURSE S	2. COURSE S				
		0 - 3	3	2	1	0	3	2	1	0	3	2	1	0
Creep on the abdomen (> 180 cm)	3													
Crawling position protection (10sec.)	3													
From crawling position being able to sit	3													
To be able to take the crawling position	3													
Right arm in crawling position To be able to extend	3													

	3
Right arm in crawling position To be able to extend	3
Crawling or jumping (> 180 cm)	3
Forward with crossed arms crawling (> 180 cm)	3

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Crawling the stairs (4 digits)	3
Back and forth crawling the stairs stroke (4 steps)	3

**Abbreviations: 0: Cannot start. 1: Starts independently. 2: Partially completes. 3: Completes independently.**

**FAMILY INFORMATION**

\* In this month, studies have been carried out to gain crawling skills with your child. The above-mentioned guidelines at home for "crawling skills" to be permanent repetitions should be made in line with

**DESCRIPTIONS**

- 1 The crawling module, the Gross Motor Function Evaluation Criterion (GMFM) was used as the evaluation criterion. At the request of the practitioner, the program It may also benefit from other criteria mentioned in the section.
2. This form will be filled in by the practitioner who is doing the training.
3. A copy of this form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.
4. At the end of this form, the family should be informed about the work done.
5. After each class hour, verbal or written information should be given to the family about the activities and activities that can be done at home (again).

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**INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD**

**Individual Name Surname:**

**Training Start Date: //**

**Individual's Age:**

**Training End Date: //**

**Educational Diagnosis:** Physically Disabled

**MONTHS**

**GAINS**

**1 MONTH 2 MONTHS 3 MONTHS 4 MONTHS 5 MONTHS 6 MONTHS 7 MONTHS 8 MONTHS 9 MONTHS 10 MONTHS 11 MONTHS 12 MONTHS**

**CRAWLING MODULE**

- It creeps forward.
- Moves from prone to crawling.

In her crawling position, she transfers weight to her arms and legs.  
 He sucks back and forth using his arms, legs, and torso.  
 He moves from the crawling position to sitting.  
 Step out the stepped surfaces.  
 Stepped surfaces descend back and forth.  
 It crawls around in daily life activities.

**EXPLANATION:** Achievements that are aimed to be acquired within the period suggested by the Special Education Evaluation Board, The items are processed in form. In which month the earning started, in the column related to that month; acquisition in one month if it is terminated (if the gain has taken place) as "+"; If it continues in the following months (if the gain did not take place) "-" is marked as. A "+" is placed on the month of the acquisition.  
 At the end of the period recommended by the Special Education Evaluation Board, the achievements intended for the individual are; Those who could not be realized or could not be taught to the **RAM Information Department** below ,  
 If the education has not been started, if the reasons have been started or the acquisition has not been achieved, explanations will be made about staying in the step.

**RAM INFORMATION**

- a. Verbal expressions and explanations of developments in individual performance should be included.
- b. Close and close thoughts about the different programs that should be included in the program during the development process. needs can be reported in line with distant targets.

.....  
 .....  
 .....

	History	
	/ Of	
Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

**LAPTOP MODULE**

**AIM OF THE MODULE**

To be able to provide symmetrical posture of laptop and half laptop.

**GAINS**

1. He takes the support from his crawling position and moves to the laptop position.
2. It switches from sitting position to laptop position.
3. It stays symmetrical on the laptop.
4. Moves forward on his laptop.
5. It provides control of the trunk and hip together.
6. It takes half laptop position from right laptop.
7. It takes half laptop position from left laptop.

**DURATION OF THE MODULE**

The application time of the laptop module is 120 lessons in total.

**EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE**

1. In laptop work, arms will slowly support the trunk in crawling position way back on the ground. When the hip is on the feet, the individual may



taking support from the floor, he steepens his body and stands on his knees. During the application mattresses or steps where the individual can get support at the height appropriate for their size. It must be found. The practitioner should stand behind the individual at this time and the child should be guided by commands. It should provide physical support to the individual when necessary. Support is removed at a later stage and for a certain period of time, the individual targeted to remain. In this position, the hip does not run back, forward or sideways; body, Attention should be paid to keep hips and knees on the same line.

2. **In the** laptop position, the individual transfers his weight to one side and puts his leg on the other side. This care should be taken that the hip does not run to the opposite side or back. Weight front It should be carried on the feet and knees. Support is reduced over time and the individual it is aimed to remain in this position independently.
3. When the individual is ready to walk enough laptop, walking should be started. Attention should be paid to carry equal weight on both sides when walking the laptop. Walk during the body should not oscillate sideways. The hip is on the same line as the trunk should be provided.

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4. **In a** laptop position, taking one foot forward to work in a half laptop position the individual should be enabled to receive appropriate support. Support in later stages should be gradually reduced.

#### CONTENT OF THE MODULE

- A. TRANSITION FROM CRAWLING POSITION TO Knee-UP POSITION
- B. TRANSITION FROM THE FLOOR SITTING POSITION TO THE Knee-UP SITTING POSITION
- C. SYMMETRIC STOP AT THE KNEE POSITION
- CHINA. BODY AND HIP CONTROL IN THE Knee-UP POSITION
- D. KNEE WALKING AND FRONT WALKING
- E. TRANSITIONING TO HALF-Knee-TOP POSITION ON THE RIGHT Knee
- F. TRANSITION TO HALF-Knee-TOP POSITION ON THE LEFT Knee

#### MEASUREMENT AND EVALUATION IN THE MODULE

Measurement and evaluation process in the "Assisted Sitting" module; rough assessment, teaching pre-assessment, evaluation of teaching process (course hours), final assessment and teaching post (end of period) evaluation stages. Prepared about these stages Explanations for sample forms are given below.

1. **Rough Evaluation** : The need for support education by the Special Education Evaluation Board the training module selected for the individual who has been decided to be and the primary needs of the individual direction; to be prepared to prepare an individualized education plan (IEP) is superficial evaluation.

Based on which criteria this evaluation will be based on, what to pay attention to in writing, how the environment should be, evaluation explanations of how to transfer the results, the practitioner's attention to this section It will be written.

2. **Pre-Teaching Evaluation: (Performance Registration Table)** Rough evaluation As a result of the individual's BEP before starting teaching This is a detailed evaluation to be carried out in order to determine its position.

Based on which criteria this evaluation will be based on, what to pay attention to in writing, how the environment should be, evaluation explanations of how to transfer the results, the practitioner's attention to this section It will be written.

**3. Evaluation in the Instructional Process: (Performance Registration Table)** Skills addressed, the way to be followed during the teaching of the concept or discipline and its one hour hour is the detailed evaluation of his teaching.

When to make this evaluation based on which criteria (each lesson at the beginning and end of the hour, etc.), what to pay attention to when writing questions-instructions how the environment should be, how the results of the evaluation will be transferred, Explanations that the practitioner should pay attention to will be written in this section.

**4. Final Evaluation:** In the achievements selected for skill teaching, the last the evaluation made during the lesson time also realizes the skill of the individual. it will be the last assessment to be made for not performing. Therefore separate there is no need to prepare a form.

**5. Post-Teaching (End of Term) Assessment:** Taken at the end of each month evaluations (*of the Performance Record Table* ); End of Period Individual Performance Overall processing of the Evaluation Form and at the end of the support training program is the indication of the step reached.

Acquisition within the period suggested by the Special Education Evaluation Board the intended gains are processed into the form in the form of items.

In which month my earning started, the gain related to that month is 1 month. If it is terminated in (if the gain has taken place) it will be marked as "+". Acquisition started If it continues in the months after the month (no gain), it will be marked as "-". A "+" is placed on the month of the acquisition.

For the individual at the end of the period recommended by the Special Education Evaluation Board among the achievements that are aimed to be realized; unrealized or taught RAM information section at the end of the form related to what can not be done is detailed. If education has not started as a result, despite the reasons or the gain If not, explanations will be made on which lower step.

MEASUREMENT AND EVALUATION FORM EXAMPLES

**Rough Evaluation Form**  
**(Notebook Gross Motor Skills)**

Notebook Rough Motor Skills	Yeah	Descriptions
	No	
1 Support from the crawling position taking the laptop position.		
2 From sitting position to laptop position It passes.		
3 Stands symmetrically on the laptop.		
4 Moves forward on his laptop.		
5 It provides control of the trunk and hip together.		
6 From the right laptop to a half laptop position.		
7 From the left laptop to the half-laptop position.		

PERFORMANCE REGISTRATION TABLE

Individual Name:

Month of Ownership:

Acquisition: Gains laptop skills.

NOTICES	QUESTIONS/ INSTRUCTION Main Instruction	EVALUATION OF THE TEACHING PROCESS											
		INDIVIDUAL					GROUP						
CRITERIA	to	I	I	I	I	I	I	I	I	I	I		
Before Education		H	H	H	H	H	H	H	H	H	H		
HE Assessment	0-3	3	2	1	0	3	2	1	0	3	2	1	0

Half laptop, right foot ahead (10 sec.)	3
Half laptop, left foot forward (10 sec.)	3
Laptop walking (10 steps)	3

Abbreviations: 0: Cannot start. 1: Starts independently. 2: Partially completes 3: Independently completes

**FAMILY INFORMATION**

\* Within this month, studies have been carried out with your child to gain Laptop skills. The above-mentioned guidelines at home for "laptop skills" to be permanent repetitions should be made in line with

**DESCRIPTIONS**

- 1 Notebook module is used as the assessment criterion of the Rough Engine Function Evaluation Criterion (GMFM). At the request of the practitioner, in the relevant part of the program it may also benefit from other criteria cited extensively.
2. This form will be filled in by the practitioner who is doing the training.
3. A copy of this form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.
4. At the end of this form, the family will be informed about the work done.
5. After each class hour, the family should be informed verbally or in writing about the work done and the activities that can be done at home (again).

**INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD**

**Individual Name Surname:** \_\_\_\_\_ **Training Start Date: //** \_\_\_\_\_  
**Individual's Age:** \_\_\_\_\_ **Training End Date: //** \_\_\_\_\_  
**Educational Diagnosis:** Physically Disabled

**MONTHS**

**GAINS**

~~1 MONTH 2 MONTH 3 MONTH 4 MONTH 5 MONTH 6 MONTH 7 MONTH 8 MONTH 9 MONTH 10 MONTH 11 MONTH 12 MONTH~~

**LAPTOP MODULE**

- He takes the support from his crawling position and takes the laptop position.
- It switches from sitting position to laptop position.
- It stands symmetrically on the laptop.
- Moves forward on his laptop.
- It provides control of the trunk and hip together.
- It comes from the right laptop to a half laptop position.
- It comes to half laptop position from left laptop.

**EXPLANATION:** Achievements that are aimed to be acquired within the period suggested by the Special Education Evaluation Board, The items are processed in form. In which month the earning started, in the column related to that month; acquisition in one month if it is terminated (if the gain has taken place) as "+"; If it continues in the following months (if the gain did not take place) "-" is marked as. A "+" is placed on the month of the acquisition.

At the end of the period recommended by the Special Education Evaluation Board, the achievements intended for the individual are; Those who could not be realized or could not be taught to the **RAM Information Department** below , If the education has not been started, if the reasons have been started or the acquisition has not been achieved, explanations will be made about staying in the step.

**RAM INFORMATION**

- Verbal expressions and explanations of developments in individual performance should be included.
- Close and close thoughts about the different programs that should be included in the program during the development process. needs can be reported in line with distant targets.

.....  
.....  
.....

Guardian  
Name and surname  
Signature

operator  
Name and surname  
Signature

operator  
Name and surname  
Signature

### FOOT STOP MODULE

#### AIM OF THE MODULE

To be able to stand up and stand by holding on to one place.

#### GAINS

1. Switches from sitting position to standing position.
2. **It** stands up by moving from laptop to half laptop.
3. **It** crouches and gets up with the support of their hands.
4. Controls the knee, hip and trunk in the standing position.
5. It transfers weight to both sides while standing.
6. **It** extends in different directions with support from the hands or body.
7. **It** lifts your feet one by one.

#### DURATION OF THE MODULE

The application time of the standing module is 160 lessons in total.

#### EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

1. Skills teaching process steps (model  
(verbal help, physical aid) should be used.
2. **In** order for the individual to come to a standing position, he must be able to resist gravity.  
For this, body control and weight transfer exercises in a standing position.  
It should be done.
3. **From** different positions to develop the ability to stand up in different positions  
Beginning should be practiced.
4. **For the** purpose of supporting his / her hands so that the individual can stand up from the floor or chair.  
should be able to use. For this, the use of arms for support  
It must be provided.
5. **The** individual should be able to maintain his balance while passing his weight from one place to another.  
Balance reactions should be run on both legs.
6. Weight on both sides for the individual to step sideways and turn sideways  
it should be able to transfer. Also; when the individual passes his weight from one place to another, his balance  
Be able to maintain. At this stage, different tools such as coffee table, sofa, wall, walker can be used.  
Practitioner, toy-like objects and audio-visual materials during the studies  
It should make it easier for the individual to reach the goal.

7. Floor mat, mirror, exercise ball, rolls of various sizes, stool, in the working environment chairs, toys, tools and equipment appropriate to the individual's level of development are used.
8. Studies for gaining and developing assisted standing skills of the individual functional activities suitable for development level (preparing food, drawing, brushing teeth) etc.) or game activities (ball playing, etc.).
9. If the individual is using any orthosis and / or ancillary tool, should be taken into consideration while preparing.

## CONTENT OF THE MODULE

### A. POSITION CHANGE

1. Stand Up from a Sitting Position
2. From Notebook Position to Half Notebook Position
3. Coming from Half Laptop to Standing Position
4. Squatting

### B . STOP POSITIONS

1. Knee, Hip and Body Control
2. Transferring Weight and Balance on Both Feet
3. Transferring Weight and Balance to Right and Left Foot

### C . EXPANDING TO DIFFERENT ASPECTS WITH HANDLES

## MEASUREMENT AND EVALUATION IN THE MODULE

Measurement and evaluation process in the "Standing Up" module; rough assessment, teaching pre-assessment, evaluation of teaching process (course hours), final assessment and teaching post (end of period) evaluation stages. Prepared about these stages  
Explanations for sample forms are given below.

1. **Rough Evaluation** : The need for support education by the Special Education Evaluation Board the training module selected for the individual who has been decided to be and the primary needs of the individual direction; to be prepared to prepare an individualized education plan (IEP) is superficial evaluation.

Based on which criteria this evaluation will be based on,  
what to pay attention to in writing, how the environment should be, evaluation explanations of how to transfer the results, the practitioner's attention to this section  
It will be written.

2. **Pre-Teaching Evaluation: (Performance Registration Table)** Rough evaluation

As a result, before starting the teaching of the acquisitions chosen for the individual's BEP,  
This is a detailed evaluation to be carried out in order to determine its position.

Based on which criteria this evaluation will be based on,  
what to pay attention to in writing, how the environment should be, evaluation explanations of how to transfer the results, the practitioner's attention to this section  
It will be written.

3. **Evaluation in the Instructional Process: (Performance Registration Table)** Skills addressed, the way to be followed during the teaching of the concept or discipline and its one hour hour is the detailed evaluation of his teaching.

When to make this evaluation based on which criteria (each lesson at the beginning and end of the hour ... etc), what to pay attention to when writing questions-instructions how the environment should be, how the results of the evaluation will be transferred, Explanations that the practitioner should pay attention to will be written in this section.

**4. Final Evaluation:** In the achievements selected for skill teaching, the last the evaluation made during the lesson time also realizes the skill of the individual. it will be the last assessment to be made for not performing. Therefore separate there is no need to prepare a form.

**5. Post-Teaching (End of Term) Assessment:** Taken at the end of each month evaluations (*of the Performance Record Table*); End of Period Individual Performance Overall processing of the Evaluation Form and at the end of the support training program is the indication of the step reached.

Acquisition within the period suggested by the Special Education Evaluation Board the intended gains are processed into the form in the form of items.

In which month my earning started, the gain related to that month is 1 month. If it is terminated in (if the gain has taken place) it will be marked as "+". Acquisition started If it continues in the months after the month (no gain), it will be marked as "-". A "+" is placed on the month of the acquisition.

For the individual at the end of the period recommended by the Special Education Evaluation Board among the achievements that are aimed to be realized; unrealized or taught RAM information section at the end of the form related to what can not be done is detailed. If education has not started as a result, despite the reasons or the gain If not, explanations will be made on which lower step.

## MEASUREMENT AND EVALUATION FORM EXAMPLES

### Rough Evaluation Form

#### (Supported Standing Rough Motor Skills)

Supported Standing Rough Motor Skills	Yeah No	Descriptions
1 Standing from a sitting position switches to position.		
2 Half notebook from laptop position goes to the position and gets up.		
3 He crouches and stands up with support from his hands.		
4 In the standing position, knee, hip and checks the body.		
5 Weight on both sides while standing Transfers.		
6 Support from hands or trunk taking it extends in different directions.		
7 Raises your feet one by one		

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PERFORMANCE REGISTRATION TABLE

Individual Name:

Month of Ownership:

Acquisition: Gains the ability to stand supported.

NOTICES	QUESTIONS/ INSTRUCTION Main Instruction CRITERIA	EVALUATION OF THE TEACHING PROCESS																			
		INDIVIDUAL																GROUP			
		to		I		I		I		I		I		I		I					
		AAT	H	AAT	H	AAT	H	AAT	H	AAT	H	AAT	H	AAT	H	AAT	H				
		Before Education		1. COURSE S		2. COURSE S		3. COURSE S		4. COURSE S		5. COURSE S		6. COURSE S		1. COURSE S		2. COURSE S			
		0 - 3	H	3	2nd one 0	3	2nd one 0	3	2nd one 0	3	2nd one 0	3	2nd one 0	3	2nd one 0	3	2nd one 0	3	2nd one 0	3	
Stand up by holding furniture																					
Instant standing alone (3 sec.)																					
While standing by holding somewhere, lifting the right foot (3 sec.)																					
While standing by holding somewhere, lifting the left foot (3 sec.)																					
Standing independently (20 sec.)																					
Independently right leg standing on it (10 sec.)																					
Independently on the left leg standing (10 sec.)																					
Stand up from a small stool																					
Right leg ahead half laptop without using the arms from the position																					
Do not stand up																					

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Left leg ahead half laptop 3



without using the arms from the position  
 Do not stand up  
 Crouching down to the floor, arms 3  
 free  
 Playing in crouched position 3  
 Getting up by picking up an object from the ground  
 3

**Abbreviations: 0: Cannot start. 1: Starts independently. 2: Partially completes. 3: Completes independently.**

**FAMILY INFORMATION**

\* In this month, studies have been carried out to gain Supported standing skills with your child. In order for the "assisted standing skills" to be permanent, at home Repetitions are required in line with the above-mentioned guidelines.

**DESCRIPTIONS**

- 1 Supported standing module, Gross Motor Function Evaluation Criterion (GMFM) was used as evaluation criterion. At the request of the practitioner, the program may benefit from other criteria that are mentioned in the relevant section.
2. This form will be filled in by the practitioner who is doing the training.
3. A copy of this form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.
4. At the end of this form, the family should be informed about the work done.
5. After each class hour, the family should be informed verbally or in writing about the work done and the activities that can be done at home (again).

**INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD**

**Individual Name Surname:** \_\_\_\_\_ **Training Start Date: //** \_\_\_\_\_  
**Individual's Age:** \_\_\_\_\_ **Training End Date: //** \_\_\_\_\_  
**Educational Diagnosis:** Physically Disabled

**MONTHS**

**GAINS**

~~1 MONTH 2 MONTHS 3 MONTHS 4 MONTHS 5 MONTHS 6 MONTHS 7 MONTHS 8 MONTHS 9 MONTHS 10 MONTHS 11 MONTHS 12 MONTHS~~

**SUPPORTED STAND MODULE**

- It moves from a sitting position to a standing position.
- It stands up by moving from the laptop position to the half laptop position.
- He crouches and stands up with support from his hands.
- It controls the knee, hip and trunk in the standing position.
- It transfers weight to both sides while standing.
- It extends in different directions with support from the hands or body.
- Raises your feet one by one

**EXPLANATION:** Achievements that are aimed to be acquired within the period suggested by the Special Education Evaluation Board,

The items are processed in form. In which month the earning started, in the column related to that month; acquisition in one month if it is terminated (if the gain has taken place) as "+"; If it continues in the following months (if the gain did not take place) "-" is marked as. A "+" is placed on the month of the acquisition.

At the end of the period recommended by the Special Education Evaluation Board, the achievements intended for the individual are;

Those who could not be realized or could not be taught to the **RAM Information Department** below ,

If the education has not been started, if the reasons have been started or the acquisition has not been achieved, explanations will be made about staying in the step.

**RAM INFORMATION**

- a. Verbal expressions and explanations of developments in individual performance should be included.
- b. Close and close thoughts about the different programs that should be included in the program during the development process.  
needs can be reported in line with distant targets.

.....  
.....  
.....

	History	
	/ Of	
Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

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**SUPPORTED WALKING MODULE****AIM OF THE MODULE**

To have the ability to walk with support.

**GAINS**

1. It extends in different directions.
2. **It is** straightened by taking an object from the ground.
3. Take steps to the side with support from their hands.
4. Walking sideways with support from the wall.
5. **With the** support of his hands, he turns in the direction he will go.
6. Steps with the appropriate auxiliary tool or support selected.
7. Walk with the appropriate auxiliary tool or support chosen.
8. **It** changes direction while walking.

**DURATION OF THE MODULE**

The duration of the supported walking module is 160 lessons in total.

**EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE**

1. A detailed assessment and observation should be made for the selection of appropriate support. to be selected support should be appropriate for the child's height, functional level and special needs.  
The selected support or assistance should be tailored to the individual when necessary.  
It should allow use in daily life with stickers.
2. **The** reactions of the individual regarding selected support or assistance should be carefully observed; related vehicle and the use of the tool should be taught visually to the individual and their relatives. With selected support Necessary precautions must be taken for the individual to walk safely in his daily life.
3. **The** assisted walking ability of the individual, in accordance with the needs of daily life  
It should be developed; At the end of the module, these skills can be done safely in real environments.  
it should be evaluated in the observation of the practitioner himself.
4. If the individual is using any orthosis and / or assistive tool, this situation is BEP.  
should be taken into consideration while preparing.

**CONTENT OF THE MODULE:**

- A. EXTENSION AND WEIGHT TRANSFER IN DIFFERENT ASPECTS
- B. OBTAINING AND VERIFICATION OF AN UNDERGROUND OBJECT
- C. STEPPING
  - 1 . Stepping Assisted Front and Side
  - 2. Stepping forward and sideways without support
- Ç . WALK
  - 1. Guided Walking
  - 2. Walking Without Support
  - 3. Walking in Different Directions and Distances
- D. ROTATION WORKS
- E. YÜRÜRKEN SHIFTING

**MEASUREMENT AND EVALUATION IN THE MODULE**

Measurement and evaluation process in the "Assisted Walk" module; rough assessment, teaching pre-assessment, evaluation of teaching process (course hours), final assessment and teaching post (end of period) evaluation stages. Prepared about these stages  
Explanations for sample forms are given below.

- 1. Rough Evaluation :** The need for support education by the Special Education Evaluation Board the training module selected for the individual who has been decided to be and the primary needs of the individual direction; to be prepared to prepare an individualized education plan (IEP) is superficial evaluation.

Based on which criteria this evaluation will be based on,  
what to pay attention to in writing, how the environment should be, evaluation explanations of how to transfer the results, the practitioner's attention to this section  
It will be written.

- 2. Pre-Teaching Evaluation: (Performance Registration Table)** Rough evaluation

As a result, before starting the teaching of the acquisitions chosen for the individual's BEP,  
This is a detailed evaluation to be carried out in order to determine its position.

Based on which criteria this evaluation will be based on,  
what to pay attention to in writing, how the environment should be, evaluation explanations of how to transfer the results, the practitioner's attention to this section  
It will be written.

- 3. Evaluation in the Instructional Process: (Performance Registration Table)** Skills addressed,

the way to be followed during the teaching of the concept or discipline and its one hour hour is the detailed evaluation of his teaching.

When to make this evaluation based on which criteria (each lesson at the beginning and end of the hour, etc.), what to pay attention to when writing questions-instructions how the environment should be, how the results of the evaluation will be transferred, Explanations that the practitioner should pay attention to will be written in this section.

- 4. Final Evaluation:** In the achievements selected for skill teaching, the last the evaluation made during the lesson time also realizes the skill of the individual. it will be the last assessment to be made for not performing. Therefore separate there is no need to prepare a form.

- 5. Post-Teaching (End of Term) Assessment:** Taken at the end of each month evaluations (*of the Performance Record Table*); End of Period Individual Performance Overall processing of the Evaluation Form and at the end of the support training program is the indication of the step reached.

Acquisition within the period suggested by the Special Education Evaluation Board the intended gains are processed into the form in the form of items.

In which month my earning started, the gain related to that month is 1 month. If it is terminated in (if the gain has taken place) it will be marked as "+". Acquisition started If it continues in the months after the month (no gain), it will be marked as "-". A "+" is placed on the month of the acquisition.

For the individual at the end of the period recommended by the Special Education Evaluation Board among the achievements that are aimed to be realized; unrealized or taught RAM information section at the end of the form related to what can not be done is detailed. If education has not started as a result, despite the reasons or the gain If not, explanations will be made on which lower step.

## MEASUREMENT AND EVALUATION FORM EXAMPLES

### Rough Evaluation Form (Supported Walking Gross Motor Skills)

Guided Walking Gross Motor Skills	Yeah	Descriptions
	No	
1 It extends in different directions.		
2 It is straightened by taking an object from the ground.		
3 Step sideways with support from their hands throws.		
4 Walking sideways with support from the wall.		

- 5 With the support of their hands,  
turns right.
- 6 Appropriate auxiliary tool selected or  
takes steps with support.
- 7 Appropriate auxiliary tool selected or  
walks with support.
- 8 Moves direction while walking.

PERFORMANCE REGISTRATION TABLE

Individual Name:

Month of Ownership:

Gain: Gain assisted walking skills.

NOTICES	QUESTIONS/ INSTRUCTION Main Instruction CRITERIA	EVALUATION OF THE TEACHING PROCESS																
		INDIVIDUAL																
		to	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
		AAT	AAT	AAT	AAT	AAT	AAT	AAT	AAT	AAT	AAT	AAT	AAT	AAT	AAT	AAT	AAT	
		H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		
		Before Education	1. COURSE	2. COURSE S	3. COURSE S	4. COURSE S	5. COURSE S	6. COURSE S	1. COURSE S	2. COURSE S								
		HE Assessment																
		0 - 3	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
	Holding the bar with both hands to the right 5 walking step		3															
	Holding the bar with both hands to the left 5 walking step		3															
	By one person with both hands walking by walking (10 steps)		3															
	Walking with one hand (10 steps)		3															
	Walking alone (10 steps)		3															
	Stops when walking, turns 180 °		3															
	Walking backwards backwards (10 step)		3															
	Moving a large object with both hands Walk		3															
	Walking between parallel lines ( 20 cm apart) (10 steps)		3															

Walking in a straight line (10 steps) 3  
 Right knee straight, step forward with left foot 3

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taking  
 Left knee straight, step forward with right foot 3  
 taking  
 Running (4.5 m), stopping and turning back 3  
 Hitting the ball with his right foot 3  
 Hitting the ball with his left foot 3  
 Jumping up with both feet (30 cm) 3  
 Leaving forward with both feet (> 30 cm) 3  
 Independently on the right foot splatter (10 times) (60cm) 3  
 Independently on the left foot splatter (10 times) (60cm) 3

**Abbreviations: 0: Cannot start. 1: Starts independently. 2: Partially completes. 3: Completes independently.**

**FAMILY INFORMATION**

\* During this month, studies have been carried out with your child on "To gain assisted walking skills. In order for the" assisted walking skills "to be permanent, Repetitions must be made in accordance with the specified instructions.

**DESCRIPTIONS**

- 1 Supported walking module, Rough Motor Function Evaluation Criterion (GMFM) was used as evaluation criterion. At the request of the practitioner, the program It may also benefit from other criteria mentioned in the section.
2. This form will be filled in by the practitioner who is doing the training.
3. A copy of this form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.
4. At the end of this form, the family should be informed about the work done.
5. After each class hour, the family should be informed verbally or in writing about the work done and the activities that can be done at home (again).

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**INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD**

**Individual Name Surname:** \_\_\_\_\_ **Training Start Date: //** \_\_\_\_\_  
**Individual's Age:** \_\_\_\_\_ **Training End Date: //** \_\_\_\_\_  
**Educational Diagnosis:** Physically Disabled

MONTHS

GAINS

1 MONTH 2 MONTHS 3 MONTHS 4 MONTHS 5 MONTHS 6 MONTHS 7 MONTHS 8 MONTHS 9 MONTHS 10 MONTHS

**SUPPORTED WALKING MODULE**

- It extends in different directions.
- It is straightened by taking an object from the ground.
- It takes steps to the side with support from their hands.
- He walks sideways with support from the wall.
- He turns in the direction he will go with support from his hands.
- Steps with the appropriate auxiliary tool or support selected.

It walks with the appropriate auxiliary vehicle or support chosen.

It changes direction while walking.

**EXPLANATION:** Achievements that are aimed to be acquired within the period suggested by the Special Education Evaluation Board, The items are processed in form. In which month the earning started, in the column related to that month; acquisition in one month if it is terminated (if the gain has taken place) as "+"; If it continues in the following months (if the gain did not take place) "-" is marked as. A "+" is placed on the month of the acquisition.

At the end of the period recommended by the Special Education Evaluation Board, the achievements intended for the individual are;

Those who could not be realized or could not be taught to the **RAM Information Department** below .

If the teaching has never been started, if the reasons have been started or if the acquisition has not been achieved, explanations will be made on the lower step.

**RAM INFORMATION**

- a. Verbal expressions and explanations of developments in individual performance should be included.
- b. Close up with thoughts about the different programs that should be included in the program during the development process needs can be reported in line with distant goals

.....  
.....  
.....

	History	
	/ Of	
Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

**SUPPORTING WALKING MODULE**

**AIM OF THE MODULE**

To have the ability to walk without support.

**GAINS**

1. Transfers body weight to the side and forward while standing.
2. **When the** weight is on one side, it steps forward with the other leg.
3. Steps one after another while maintaining its balance.
4. **He** walks in different directions.
5. Short distance walks on different grounds.
6. He walks on different grounds at a long distance.
7. He walks among the obstacles.

**DURATION OF THE MODULE**

The application period of the unsupported walking module is 240 lessons in total.

**EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE**

1. Transitions between standing and weight transfer activities gradually  
It should be run. Weight transfer and stepping before gaining skills before walking stage should not be passed.
2. Balanced and rhythmic transfer of weight in different directions before stepping  
It should be run. From the pre-stepping skills to the stepping stage  
It must not be exceeded.

3. Body control during stepping to ensure stability and prevent fall continuity must be ensured.
4. **Because** walking consists of rhythmic arm and leg movements, with stepping during training. rhythmic arm and leg movements should be studied together.
5. Independent **year** of arm and leg movements for decomposition without instructions and commands emphasis should be placed on making it automatic and safe.
6. Walking ability should be developed to suit the needs of daily life; module eventually whether these skills can be done safely in real environments or not it should be evaluated at the practitioner's observation.
7. If the individual uses any orthosis and / or assistive tool, this situation is Individual Education It should be considered while preparing the program.

#### CONTENT OF THE MODULE:

- A. TRANSFERING THE BODY WEIGHT SIDE AND FRONT
- B . STEPPING WORKS
- C. RHYTHMIC STEPPING WORKS
- CHINA. WALKING WORKS**
  1. Walking in Different Directions
  2. Walking on Different Grounds
  3. Walking Between Obstacles

#### MEASUREMENT AND EVALUATION IN THE MODULE

Measurement and evaluation process in the module "Walking Without Support"; rough evaluation, pre-teaching evaluation, evaluation of teaching process (course hour), final evaluation and consists of post-teaching (end of term) evaluation stages. About these stages Explanations for the sample forms prepared are given below.

1. **Rough Evaluation** : The need for support education by the Special Education Evaluation Board the training module selected for the individual who has been decided to be and the primary needs of the individual direction; to be prepared to prepare an individualized education plan (IEP) is superficial evaluation.

Based on which criteria this evaluation will be based on, what to pay attention to in writing, how the environment should be, evaluation explanations of how to transfer the results, the practitioner's attention to this section It will be written.

2. **Pre-Teaching Evaluation: (Performance Registration Table)** Rough evaluation As a result, before starting the teaching of the acquisitions chosen for the individual's BEP, This is a detailed evaluation to be carried out in order to determine its position.

Based on which criteria this evaluation will be based on, what to pay attention to in writing, how the environment should be, evaluation explanations of how to transfer the results, the practitioner's attention to this section It will be written.

3. **Evaluation in the Instructional Process: (Performance Registration Table)** Skills addressed, the way to be followed during the teaching of the concept or discipline and its one hour hour is the detailed evaluation of his teaching.

When to make this evaluation based on which criteria (each lesson



at the beginning and end of the hour ... etc), what to pay attention to when writing questions-instructions

how the environment should be, how the results of the evaluation will be transferred,  
Explanations that the practitioner should pay attention to will be written in this section.

**4. Final Evaluation:** In the achievements selected for skill teaching, the teaching process the evaluation made in the last lesson time also enables the individual to realize the skill it will be the last assessment to be made for not performing. Therefore separate there is no need to prepare a form.

**5. Post-Teaching (End of Term) Assessment:** Taken at the end of each month evaluations (*of the Performance Record Table* ); End of Period Individual Performance Overall processing of the Evaluation Form and at the end of the support training program is the indication of the step reached.

Acquisition within the period suggested by the Special Education Evaluation Board the intended gains are processed into the form in the form of items.

In which month my earning started, the gain related to that month is 1 month.  
If it is terminated in (if the gain has taken place) it will be marked as "+". Earnings  
If it continues in the months after the start of the month (if the gain has not been achieved) as "-"  
It marked. A "+" is placed on the month of the acquisition.

For the individual at the end of the period recommended by the Special Education Evaluation Board among the achievements that are aimed to be realized; not realized or teaching RAM information section at the end of the form related to what can not be done is detailed.  
If education has not started as a result, despite the reasons or the gain  
If not, explanations will be made on which lower step.

## MEASUREMENT AND EVALUATION FORM EXAMPLES

### Rough Evaluation Form

(Unsupported Walking Gross Motor Skills)

Unsupported Walking Rough Motor Skills	Yeah	Descriptions
	No	
1		While standing, weight the trunk to the side and transfers forward.
2		With the other leg while the weight is on one side step forward.
3		Keeping one balance after another steps.
		It walks in 4 different directions.
5		Short distance walks on different grounds.
6		Long distance walks on different grounds.
7		Walks through obstacles.

PERFORMANCE REGISTRATION TABLE

Individual Name:

Month of Ownership:

Acquisition: Gains the ability to walk without support.

QUESTIONS/  
INSTRUCTION

EVALUATION OF THE TEACHING PROCESS

GROUP

NOTICES

Main Instruction

to I I I I I I I I I I

CRITERIA

Before Education H H H H H H H H H H  
 HE 1 Assessment COURSE HOUR. COURSE HOUR COURSE HOUR COURSE HOUR COURSE HOUR COURSE HOUR COURSE HOUR  
 0 - 3 3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0

Holding the bar with both hands to the right 5  
 walking step 3

Holding the bar with both hands to the left 5  
 walking step 3

By one person with both hands

walking by walking (10 steps)	3
Walking with one hand (10 steps)	3
Walking alone (10 steps)	3
Stops when walking, turns 180 °	3
Walking backwards backwards (10 step)	3
Moving a large object with both hands	3
Walk	
Walking between parallel lines ( 20 cm apart) (10 steps)	3
Walking in a straight line (10 steps)	3
Right knee straight, step forward with left foot	3

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taking	
Left knee straight, step forward with right foot	3
taking	
Running (4.5 m), stopping and turning back	3
Hitting the ball with his right foot	3
Hitting the ball with his left foot	3
Jumping up with both feet (30 cm)	3
Bounce forward with both feet (30 more than cm length)	3
Independently on the right foot splatter (10 times) (60cm)	3
Independently on the left foot splatter (10 times) (60cm)	3

**Abbreviations: 0: Cannot start. 1: Starts independently. 2: Partially completes. 3: Completes independently.**

### FAMILY INFORMATION

\* During this month, studies have been carried out to gain "assisted walking skills" with your child. In order for the "assisted walking skills" to be permanent, they are Repetitions must be made in accordance with the specified instructions.

### DESCRIPTIONS

1. Unsupported walking module, Gross Motor Function Evaluation Criterion (GMFM) was used as evaluation criterion. At the request of the practitioner, the program It may also benefit from other criteria mentioned in the section.
2. This form will be filled in by the practitioner who is doing the training.
3. A copy of this form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.
4. At the end of this form, the family should be informed about the work done.
5. After each class hour, the family should be informed verbally or in writing about the work done and the activities that can be done at home (again).

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### INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Individual Name Surname:

Training Start Date: //

Individual's Age:

Training End Date: //

Educational Diagnosis: Physically Disabled

MONTHS

GAINS

~~1 MONTH 2 MONTH 3 MONTH 4 MONTH 5 MONTH 6 MONTH 7 MONTH 8 MONTH 9 MONTH 10 MONTH 11 MONTH 12 MONTH~~

**SUPPORTING WALKING MODULE**

- While standing, it transfers the body weight to the side and forward.
- While the weight is on one side, he steps forward with the other leg.
- Steps one after another while maintaining balance.
- It walks in different directions.
- He walks on different grounds in a short distance.
- He walks on different grounds for a long distance.
- He walks among the obstacles.

**EXPLANATION:** Achievements that are aimed to be acquired within the period suggested by the Special Education Evaluation Board, The items are processed in form. In which month the earning started, in the column related to that month; acquisition in one month if it is terminated (if the gain has taken place) as "+"; If it continues in the following months (if the gain did not take place) "-" is marked as. A "+" is placed on the month of the acquisition.

At the end of the period recommended by the Special Education Evaluation Board, the achievements intended for the individual are; Those who could not be realized or could not be taught to the **RAM Information Department** below ,

If the teaching has never been started, if the reasons have been started or if the acquisition has not been achieved, explanations will be made on the lower step.

**RAM INFORMATION**

- a. Verbal expressions and explanations of developments in individual performance should be included.
  - b. Close and distant with thoughts about the different programs that should be included in the program during the development process
- Needs can be reported in line with the objectives.

.....  
 .....  
 .....

	History	
	/ Of	
Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

**STAIRWAY DISCHARGE MODULE**

**AIM OF THE MODULE**

To gain the ability of climbing and climbing stairs.

**GAINS:**

1. It lowers one foot to a lower step while keeping its balance.
2. Transfers the body weight to the foot in the lower step in a controlled manner.
3. Properly lowers the back foot to the same or to a lower step.
4. The ladder repeats the stroke movements on both sides, rhythmic and symmetrical.
5. It places one foot on the upper step while maintaining its balance.
6. Transfers body weight to the foot placed on the upper step.
7. Places the foot in the lower step on the same step or upper step.
8. Repeats stair climbing movements on both sides, rhythmic and symmetrical.

**DURATION OF THE MODULE**

The duration of the staircase up and down module is 100 lessons in total.

#### EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

1. **As the** stairs descend or climb are suitable for the individual's condition, either one before the other should also be selected to work simultaneously.
2. Such as loss of balance or slippage that may be experienced during staircase descending and climbing activities Security measures must be taken against situations.
3. **The** height of the steps to be used during the staircase descending or climbing training, width or surface properties should be chosen to suit the child's condition.
4. Visual stimuli and signs should be used to facilitate the individual's work in the step.
5. Ability to climb up and down stairs to suit the needs of daily life  
It should be developed; At the end of the module, these skills can be done safely in real environments.  
it should be evaluated in the observation of the practitioner itself.

#### CONTENT OF THE MODULE

- A. STEPPING WITH A FOOT
- B. WEIGHT TRANSFER TO LEG
  1. Transfer to the Right Leg
  2. Transfer to Left Leg
- C. WEIGHT TRANSFER WEIGHT TO LEFT LEG
- CHINA. RHYTHMIC AND SYMMETRIC STEPDOWN
- D. TAKING A STEP WITH A FOOT
- E. RYTHMIC AND SYMMETRIC STEP EXIT

#### MEASUREMENT AND EVALUATION IN THE MODULE

Measurement and evaluation process in the "Stair climbing" module; rough assessment, teaching pre-assessment, evaluation of teaching process (course hours), final assessment and teaching post (end of period) evaluation stages. Prepared about these stages  
Explanations for sample forms are given below.

1. **Rough Evaluation** : The need for support education by the Special Education Evaluation Board the training module selected for the individual who has been decided to be and the primary needs of the individual direction; to be prepared to prepare an individualized education plan (IEP) is superficial evaluation.  
Based on which criteria this evaluation will be based on,  
what to pay attention to in writing, how the environment should be, evaluation explanations of how to transfer the results, the practitioner's attention to this section  
It will be written.

2. **Pre-Teaching Evaluation: (Performance Registration Table)** Rough evaluation

As a result, before starting the teaching of the acquisitions chosen for the individual's BEP,

This is a detailed evaluation to be carried out in order to determine its position.

Based on which criteria this evaluation will be based on,  
what to pay attention to in writing, how the environment should be, evaluation  
explanations of how to transfer the results, the practitioner's attention to this section  
It will be written.

- 3. Evaluation in the Instructional Process: (Performance Registration Table)** Skills addressed,  
the way to be followed during the teaching of the concept or discipline and its one hour hour  
is the detailed evaluation of his teaching.

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When to make this evaluation based on which criteria (each lesson  
at the beginning and end of the hour ... etc), what to pay attention to when writing questions-instructions  
how the environment should be, how the results of the evaluation will be transferred,  
Explanations that the practitioner should pay attention to will be written in this section.

- 4. Final Evaluation:** In the achievements selected for skill teaching, the last  
the evaluation made during the lesson time also realizes the skill of the individual.  
it will be the last assessment to be made for not performing. Therefore separate  
there is no need to prepare a form.

- 5. Post-Teaching (End of Term) Assessment:** Taken at the end of each month  
evaluations (*of the Performance Record Table* ); End of Period Individual Performance  
Overall processing of the Evaluation Form and at the end of the support training program  
is the indication of the step reached.

Acquisition within the period suggested by the Special Education Evaluation Board  
the intended gains are processed into the form in the form of items.

In which month my earning started, the gain related to that month is 1 month.  
If it is terminated in (if the gain has taken place) it will be marked as "+". Acquisition started  
If it continues in the months after the month (no gain), it will be marked as "-".  
A "+" is placed on the month of the acquisition.

For the individual at the end of the period recommended by the Special Education Evaluation Board  
among the achievements that are aimed to be realized; not realized or teaching  
RAM information section at the end of the form related to what can not be done is detailed.  
If education has not started as a result, despite the reasons or the gain  
If not, explanations will be made on which lower step.

## MEASUREMENT AND EVALUATION FORM EXAMPLES

**Rough Evaluation Form**  
**(Stair Raising and Motor Skills)**

<b>Stair Up and Down Rough Motor Skills</b>	<b>Yeah No</b>	<b>Descriptions</b>
1		One foot while maintaining balance to step.
2		Lower body weight in a controlled manner transfers to your foot on the step.
3		Fit your back foot properly or to a lower step.
4		Stair stroke movements are rhythmic and symmetrically on both sides repeats.
5		One foot protecting its balance places on the step.
6		Body weight to the upper step transfers to the placed foot.
7		The same foot in the lower step to step or top step places.
8		Rhythmic climbing stair climbing movements and both symmetrically repeats on the side.

## PERFORMANCE REGISTRATION TABLE

Individual Name:

Month of Ownership:

Gain: Gain the ability to go up and down stairs.

QUESTIONS/  
INSTRUCTION

EVALUATION OF THE TEACHING PROCESS  
INDIVIDUAL

GROUP

NOTICES

Main Instruction	to		I	I	I	I	I	I	I	I							
	I		AAT	AAT	AAT	AAT	AAT	AAT	AAT	AAT							
CRITERIA			H	H	H	H	H	H	H	H							
			0 - 3	1	2	3	4	5	6	1	2						
		Before Education															
		HE Assessment															
		0 - 3															
4 step ladder holding the bar dating, rhythmically	3	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
4 step ladder holding the bar stroke, rhythmically	3	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
Arms free, ladder without holding dating (4 steps), rhythmically	3	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
Arms free, ladder without holding stroke (4 steps), rhythmically	3	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
To a step up to 15 cm high jumping with both feet	3	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0

Abbreviations: 0: Cannot start. 1: Starts independently. 2: Partially completes. 3: Completes independently.

FAMILY INFORMATION

\* During this month, studies have been carried out with your child to gain the skills of climbing up and down stairs. It repeats at home, in accordance with the above-mentioned guidelines, in order to be permanent in the "up and down stairs skills". needs to be done.

DESCRIPTIONS

1. The staircase up and down module, the Rough Motor Function Evaluation Criterion (GMFM) was used as the evaluation criterion. According to the request of the practitioner, the can also benefit from the criteria.
2. This form will be filled in by the practitioner who is doing the training.
3. A copy of this form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.
4. At the end of this form, the family should be informed about the work done.
5. After each class hour, the family should be informed verbally or in writing about the work done and the activities that can be done at home (again).

INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Individual Name Surname: \_\_\_\_\_ Training Start Date: //  
 Individual's Age: \_\_\_\_\_ Training End Date: //  
 Educational Diagnosis: Physically Disabled

MONTHS

GAINS

1 M O N T H 2 M O N T H 3 M O N T H 4 M O N T H 5 M O N T H 6 M O N T H 7 M O N T H 8 M O N T H 9 M O N T H 1 0 M O N T H 1 1 M O N T H 1 2 M O N T H

STAIRWAY DISCHARGE MODULE

- It lowers one foot to a lower step while keeping its balance.
- It transfers the body weight to the foot in the lower step in a controlled manner.
- It lowers the back foot to the same or lower step as appropriate.
- Ladder stroke movements on both sides, rhythmic and symmetrical repeats.
- It places one foot on the upper step while maintaining its balance.
- Transfers body weight to the foot placed on the upper step.
- Places the foot in the lower step on the same step or upper step.
- Stair climbing movements are rhythmic and symmetrical on both sides repeats.

**EXPLANATION:** Achievements that are aimed to be acquired within the period suggested by the Special Education Evaluation Board, The items are processed in form. In which month the earning started, in the column related to that month; acquisition in one month if it is terminated (if the gain has taken place) as "+"; If it continues in the following months (if the gain did not take place) "-" is marked as. A "+" is placed on the month of the acquisition.

At the end of the period recommended by the Special Education Evaluation Board, the achievements intended for the individual are; Those who could not be realized or could not be taught to the **RAM Information Department** below , If the teaching has never been started, if the reasons have been started or if the acquisition has not been achieved, explanations will be made on the lower step.

RAM INFORMATION



- a. Verbal expressions and explanations of developments in individual performance should be included.
- b. Close and close thoughts about the different programs that should be included in the program during the development process. needs can be reported in line with distant targets.

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	History	
	/ Of	
Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

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## ADVANCED FUNCTIONAL SKILLS MODULE

### AIM OF THE MODULE

To be able to develop advanced functional skills.

### GAINS

1. It walks forward and sideways between the two lines.
2. Walks forward and sideways on a single line.
3. It leaps forward, bouncing on two legs.
4. It leaps forward, bouncing on one leg.
5. Jumps through obstacles of different heights.
6. It comes out independently of the ramp.
7. It descends independently of the ramp.
8. Walks on different shapes.
9. Leaps down from the steps of different heights.

### DURATION OF THE MODULE

The application period of the advanced functional skills module is 100 hours in total.

### EXPLANATIONS ON THE APPLICATION OF THE MODULE

1. **In the process of** developing advanced functional skills, and progress towards difficulty and skill teaching process steps (modeling, verbal and physical aid) should be used.
2. While walking on two lines, the lines to move from easy to difficult the distance should be narrowed gradually.
3. During the leap exercises, first of all, to improve self-confidence support should be given.
4. It should be paid attention that the surface should not be slippery during the ramp up and down activities.
5. **Make sure that the** lines and different geometric shapes are evident to attract the attention of the individual. It must be shown.
6. Precautions should be taken to ensure the safety of the individual during the bounce work.

**CONTENT OF THE MODULE****A. WALKING WORKS**

1. Walking forward and sideways between the two lines
2. Walking on a single line
3. Walking on Shapes

**B. JUMP**

1. Double Feet
2. One Leg
3. Leaping obstacle by jumping
4. Leaping step stepping

**C. RAMP EXIT-DOWN****MEASUREMENT AND EVALUATION IN THE MODULE**

Measurement and evaluation process in "Advanced Functional Skills" module; rude evaluation, pre-teaching evaluation, evaluation of teaching process (course hour), final evaluation and post-teaching (end of term) evaluation stages. This Explanations about the sample forms prepared for the stages are given below.

**1. Rough Evaluation** : The need for support education by the Special Education Evaluation Board

the training module selected for the individual who has been decided to be and the primary needs of the individual direction; to be prepared to prepare an individualized education plan (IEP) is superficial evaluation.

Based on which criteria this evaluation will be based on, what to pay attention to in writing, how the environment should be, evaluation explanations of how to transfer the results, the practitioner's attention to this section It will be written.

**2. Pre-Teaching Evaluation: (Performance Registration Table)** Rough evaluation

As a result, before starting the teaching of the acquisitions chosen for the individual's BEP, This is a detailed evaluation to be carried out in order to determine its position.

Based on which criteria this evaluation will be based on, what to pay attention to in writing, how the environment should be, evaluation explanations of how to transfer the results, the practitioner's attention to this section It will be written.

**3. Evaluation in the Instructional Process: (Performance Registration Table)** Skills addressed,

the way to be followed during the teaching of the concept or discipline and its one hour hour is the detailed evaluation of his teaching.

When to make this evaluation based on which criteria (each lesson at the beginning and end of the hour ... etc), what to pay attention to when writing questions-instructions

how the environment should be, how the results of the evaluation will be transferred,  
 Explanations that the practitioner should pay attention to will be written in this section.

**4. Final Evaluation:** In the achievements selected for skill teaching, the last  
 the evaluation made during the lesson time also realizes the skill of the individual.  
 it will be the last assessment to be made for not performing. Therefore separate  
 there is no need to prepare a form.

**5. Post-Teaching (End of Term) Assessment:** Taken at the end of each month  
 evaluations (*of the Performance Record Table* ); End of Period Individual Performance  
 Overall processing of the Evaluation Form and at the end of the support training program  
 is the indication of the step reached.

Acquisition within the period suggested by the Special Education Evaluation Board  
 the intended gains are processed into the form in the form of items.

In which month my earning started, the gain related to that month is 1 month.  
 If it is terminated in (if the gain has taken place) it will be marked as "+". Earnings  
 If it continues in the months after the start of the month (if the gain has not been achieved) as "-"  
 It marked. A "+" is placed on the month of the acquisition.

For the individual at the end of the period recommended by the Special Education Evaluation Board  
 among the achievements that are aimed to be realized; unrealized or taught  
 RAM information section at the end of the form related to what can not be done is detailed.  
 If education has not started as a result, despite the reasons or the gain  
 If not, explanations will be made on which lower step.

## MEASUREMENT AND EVALUATION FORM EXAMPLES

### Rough Evaluation Form (Advanced Functional Skills)

Advanced Functional Skills	Yeah	Descriptions
	No	
1 Forward and sideways between the two lines Walks.		
2 Forward and sideways on one line Walks.		
3 Leaping forward on two legs Proceeds.		
4 Leaping forward on one leg Proceeds.		
Leaping obstacles of 5 different heights		

It passes.

It comes out independently of 6 ramps.

7 It descends independently of the ramp.

Walks on 8 different shapes.

From 9 different heights

leaps and leaps.

PERFORMANCE REGISTRATION TABLE

Individual Name:

Month of Ownership:

Acquisition: Gains advanced functional skills.

NOTICES	QUESTIONS/ INSTRUCTION Main Instruction	EVALUATION OF THE TEACHING PROCESS																				
		INDIVIDUAL										GROUP										
		to	I	I	I	I	I	I	I	I	I											
	CRITERIA																					
			H	H	H	H	H	H	H	H	H	H										
	Before Education																					
	HE Assessment	0-3	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0

Heel-toe in straight line walking (2 meters) 3

Bounce on both legs and progress (5 times) 3

Bounce on one leg and progress (5 times) 3

Ramp up and down (1.5 meters) 3

Abbreviations: 0: Cannot start. 1: Starts independently. 2: Partially completes. 3: Completes independently.

FAMILY INFORMATION

\* In this month, studies have been carried out with your child to "Gain advanced functional skills." repetitions must be made.

DESCRIPTIONS

- In the 1 Advanced Functional Skills Module, the above evaluation criterion was used. At the request of the practitioner, he / she can also benefit from other criteria, which are stated in the relevant section of the program.
- This form will be filled in by the practitioner who is doing the training.
- A copy of this form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.
- At the end of this form, the family should be informed about the work done.
- After each class hour, the family should be informed verbally or in writing about the work done and the activities that can be done at home (again).

INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Individual Name Surname:

Training Start Date: //

Individual's Age:

Training End Date: //

Educational Diagnosis: Physically Disabled

MONTHS

GAINS

1 MONTH 2 MONTHS 3 MONTHS 4 MONTHS 5 MONTHS 6 MONTHS 7 MONTHS 8 MONTHS 9 MONTHS 10 MONTHS 11 MONTHS 12 MONTHS

ADVANCED FUNCTIONAL SKILLS MODULE

It walks forward and sideways between the two lines.

Walks forward and sideways on a single line.

It leaps forward, bouncing on two legs.

It leaps forward, bouncing on one leg.

It passes through obstacles of different heights.

It comes out independently of the ramp.

It descends independently of the ramp.

It walks on different shapes.

It leaps and descends from steps of different heights.

EXPLANATION: Achievements that are aimed to be acquired within the period suggested by the Special Education Evaluation Board,

The items are processed in form. In which month the earning started, in the column related to that month; acquisition in one month

if it is terminated (if the gain has taken place) as "+"; If it continues in the following months (if the gain did not take place) "-"

is marked as. A "+" is placed on the month of the acquisition.

At the end of the period recommended by the Special Education Evaluation Board, the achievements intended for the individual are;

Those who could not be realized or could not be taught to the RAM Information Department below .

If the teaching has never been started, if the reasons have been started or if the acquisition has not been achieved,

explanations will be made on the lower step.

RAM INFORMATION

- a. Verbal expressions and explanations of developments in individual performance should be included.
  - b. Close and distant with thoughts about the different programs that should be included in the program during the development process
- Needs can be reported in line with the objectives.

.....  
.....  
.....

	History	
	/ Of	
Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

DRAWING SKILLS MODULE

AIM OF THE MODULE

To be able to develop drawing skills.

GAINS

- 1. Holds the pen properly.

2. Makes random scratch.
3. Draws the basic lines.
4. Copies the simple geometric shapes drawn.
5. Completes the missing picture.
6. Paints limited areas.
7. Completes the shape given with dashed lines.
8. He paints at different arm angles.
9. Paints two and three dimensional drawings.
10. Makes two and three dimensional drawings.

#### **DURATION OF THE MODULE**

The application time of the drawing skills module is 160 lessons in total.

#### **EXPLANATIONS ON THE APPLICATION OF THE MODULE**

1. At the beginning of the drawing studies, first of all, the individual holds the pen with the thumb, index and middle finger. should be taught and the skill of holding the pencil should be gained.
2. Bright color, shorter and thicker as it will be easier to start drawing crayons should be used.
3. Individual's hand selection is important while drawing studies. In individuals whose hand preference is not determined drawing can be done with both hands. Then the individual prefers holding the pencil and drawing activity should do it by hand.
4. While drawing works, starting from the easiest stage, progressing to difficulty and skill teaching process steps (modeling, verbal and physical aid) should be used.
5. Beginning with the pencil scribing skill at the beginning, then vertical, horizontal, oblique and it should be asked to draw certain shapes.
6. Thickened pens should be used in individuals whose pencil holding ability is not fully developed or the pencil should be fixed with a tape on the hand.
7. If the body posture of the individual is disturbed during the drawing work, to ensure smoothness warnings should be used.

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8. Education in individuals with problems in the ability to plan movement and organize movement  
Appropriate activities should be selected while giving.
9. Drawing and painting can be done on the table and paper, as well as wood, cardboard, writing board.  
It can work on different surfaces such as.
10. This module is "prone", "unsupported sitting", "supported sitting", of the motor development program,  
It can be applied with "laptop", "assisted standing" modules.

#### **CONTENT OF THE MODULE**

##### **A. PEN HOLDING**

##### **B. LINE WORKS**

1. Random Scribble
2. Vertical, Horizontal, Curved Lines
3. Dashed Lines
4. Geometric Shapes
5. Two and Three Dimensional Drawing

### C. PAINTING WORKS

1. Painting Limited Areas
2. Painting Two and Three Dimensional Shapes

#### MEASUREMENT AND EVALUATION IN THE MODULE

Measurement and evaluation process in the "Drawing Skills" module; rough assessment, teaching pre-assessment, evaluation of teaching process (course hours), final assessment and teaching post (end of period) evaluation stages. Prepared about these stages  
Explanations for sample forms are given below.

1. **Rough Evaluation** : The need for support education by the Special Education Evaluation Board the training module selected for the individual who has been decided to be and the primary needs of the individual direction; to be prepared to prepare an individualized education plan (IEP)  
is superficial evaluation.

Based on which criteria this evaluation will be based on,  
what to pay attention to in writing, how the environment should be, evaluation  
explanations of how to transfer the results, the practitioner's attention to this section  
It will be written.

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2. **Pre-Teaching Evaluation: (Performance Registration Table)** Rough evaluation

As a result of the individual's BEP before starting teaching

This is a detailed evaluation to be carried out in order to determine its position.

Based on which criteria this evaluation will be based on,  
what to pay attention to in writing, how the environment should be, evaluation  
explanations of how to transfer the results, the practitioner's attention to this section  
It will be written.

3. **Evaluation in the Instructional Process: (Performance Registration Table)** Skills addressed,  
the way to be followed during the teaching of the concept or discipline and its one hour hour  
is the detailed evaluation of his teaching.

When to make this evaluation based on which criteria (each lesson  
at the beginning and end of the hour ... etc), what to pay attention to when writing questions-instructions  
how the environment should be, how the results of the evaluation will be transferred,  
Explanations that the practitioner should pay attention to will be written in this section.

4. **Final Evaluation: In** the achievements selected for skill teaching, the last  
the evaluation made during the lesson time also realizes the skill of the individual.  
it will be the last assessment to be made for not performing. Therefore separate  
there is no need to prepare a form.

5. **Post-Teaching (End of Term) Assessment:** Taken at the end of each month  
evaluations (*of the Performance Record Table* ); End of Period Individual Performance  
Overall processing of the Evaluation Form and at the end of the support training program  
is the indication of the step reached.

Acquisition within the period suggested by the Special Education Evaluation Board  
the intended gains are processed into the form in the form of items.

In which month my earning started, the gain related to that month is 1 month.

If it is terminated in (if the gain has taken place) it will be marked as "+". Acquisition started  
If it continues in the months after the month (no gain), it will be marked as "-".

A "+" is placed on the month of the acquisition.

For the individual at the end of the period recommended by the Special Education Evaluation Board among the achievements that are aimed to be realized; unrealized or taught  
RAM information section at the end of the form related to what can not be done is detailed.  
If education has not been started as a reason, even though it has been started  
if the acquisition could not be realized, explanations about the lower step  
It will be made.

## MEASUREMENT AND EVALUATION FORM EXAMPLES

### Rough Evaluation Form (Drawing Skills)

Drawing Skills	Yeah No	Descriptions
1		Holds the pen properly.
2		Makes random scribble.
3		Draws the basic lines.
4		Copy simple geometric shapes drawn would.
5		Completes the missing picture.
6		Paints limited areas.
7		Completes the shape given with dashed lines.
8		Different arm angles and different surfaces paints.
9		Paints two and three dimensional drawings.
10		Makes two and three dimensional drawings.



PERFORMANCE REGISTRATION TABLE

Individual Name:  
Acquisition: Drawing skills.

Month of Ownership:

NOTICES	QUESTIONS/ INSTRUCTION Main Instruction	CRITERIA	EVALUATION OF THE TEACHING PROCESS																		GROU		
			to		INDIVIDUAL		INDIVIDUAL		INDIVIDUAL		INDIVIDUAL		INDIVIDUAL		INDIVIDUAL		INDIVIDUAL						
			I	H	I	H	I	H	I	H	I	H	I	H	I	H	I	H					
			Before Education	1	TR	1	LESSON	3	1	LESSON	1	LESSON	6	1	LESSON	1	LESSON	1	LESSON				
			HE Assessment	0	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0			
			0 - 3	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0
			Holds the pen.																				
			Draws vertical and horizontal lines.	3																			
			Draws simple geometric shapes.	3																			
			Part of a missing picture	3																			
			Complete.	3																			
			Paints drawn pictures with pencil	3																			
			Shape given by dashed lines	3																			
			draws over.	3																			
			Different positions and arm angles	3																			
			makes painting and drawing.	3																			
			Following the maze to paint and	3																			
			Does draw.	3																			
			Pastel, felt-tip pen, dry paint	3																			
			Uses different types of paint like.	3																			

Abbreviations: 0: Cannot start. 1: Starts independently. 2: Partially completes. 3: Completes independently.

FAMILY INFORMATION

\* During this month, studies have been carried out to gain "Drawing skills" with your child. In order for the "drawing skills" to be permanent at home, the above-mentioned guidelines repetitions should be made in line with

DESCRIPTIONS

- 1 In the drawing module, in line with the request of the practitioner, as an evaluation criterion, it can also benefit from other criteria that are mentioned extensively in the relevant section of th
2. This form will be filled in by the practitioner who is doing the training.
3. A copy of this form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.
4. At the end of this form, the family should be informed about the work done.
5. After each class hour, the family should be informed verbally or in writing about the work done and the activities that can be done at home (again).

INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Individual Name Surname:

Training Start Date: //

Individual's Age:

Training End Date: //

Educational Diagnosis: Physically Disabled

MONTHS

GAINS

1. MONTH 2. MONTH 3. MONTH 4. MONTH 5. MONTH 6. MONTH 7. MONTH

DRAWING SKILLS

Holds the pen properly.

Makes random scribble.

Draws the basic lines.

Copies the simple geometric shapes drawn.

Completes the missing picture.

Paints limited areas.

It completes the shape given by dashed lines.

It paints at different arm angles and on different surfaces.

Paints two and three dimensional drawings.

Makes two and three dimensional drawings.

DESCRIPTION: It is aimed to be acquired within the period recommended by the Special Education Evaluation Board.

the gains are processed in form as items. In which month the earning started, in the column related to that month; if the gain was terminated within one month (if the gain was realized) as "+"; if it continues in the following months (if no gain has been achieved) will be marked as "-". A "+" is placed on the month of the acquisition.

It is aimed to be realized for the individual at the end of the period recommended by the Special Education Evaluation Board.

the gains; Those who can not or can not be performed following instruction RAM Information

In detail, if the education has not started, the reasons for this, or although it has been started

If the acquisition could not be achieved, explanations will be made on which lower step.

RAM INFORMATION

a. Verbal expressions and explanations of developments in individual performance should be included.

b. Close and close thoughts about the different programs that should be included in the program during the development process.

needs can be reported in line with distant targets

.....  
.....  
.....

History

/ Of

Guardian

operator

operator

Name and surname

Name and surname

Name and surname

Signature

Signature

Signature

### HOLDING AND RELEASE MODULE

#### AIM OF THE MODULE

Being able to develop the ability to hold and drop objects.

#### GAINS

1. Reaches to the object with his hand.
2. Passes the object from one hand to the other.
3. Raise the wrist and hold the object in the middle position.
4. Holds and releases the object while the elbow is bent and straight.
5. Holds and releases the object at different shoulder heights.
6. Holds and releases the object in positions with the palm facing up or down.
7. Holds objects with different types of holding.
8. Holds objects with sufficient force and leaves them voluntary.
9. Holds objects with appropriate contact areas.
10. Keeps the objects while maintaining body smoothness.

#### DURATION OF THE MODULE

The duration of the holding and dropping module is 160 lessons in total.

#### EXPLANATIONS ON THE APPLICATION OF THE MODULE

1. Holding and dropping work with vibrant colored objects and toys of different sizes and shapes  
It should be done. Education should begin with objects that can settle in the individual's palm. Round or initially this is because the use of cube-shaped objects will make handling easier.  
objects should be used.
2. If the training of holding and dropping is done on the table, the table and chair can be adjusted according to the body size of the individual.  
low or high tables and chairs should not be used.
3. Tools and materials should be used according to the age and needs of the individual.
4. **While** applying the retention and release training, first of all, starting from the easiest stage to the difficult progress and skill teaching process steps (modeling, verbal and physical aid)  
It should be used.
5. Strong, medium and weak holdings suitable for different holding types in holding training.  
It must be run using.

6. If there is contraction in the hand and arm, the contraction should be reduced first and then the holding and releasing movement  
It should be studied. Very small objects in individuals with a lot of contraction  
should not be preferred as it will increase.
7. Warnings to ensure smoothness if the individual's body posture is impaired during handling  
It should be used. If necessary, the wrist and elbow should be supported and asked to hold. Leaving  
The wrist should be placed in a bent position to facilitate its movement.

8. Education in individuals with problems in the ability to plan movement and organize movement  
Appropriate activities should be selected while giving.
9. Covered with different surfaces (carpet,  
It is important to use tools such as wool, plush, sandpaper, fabric etc.).
10. **With** different functional activities to ensure the repetition of the holding and dropping skills  
must be done again. For example, bread with a square cut during eating activity or  
It can be practiced by eating fruits.

#### CONTENT OF THE MODULE

##### A. EXTENSION TO OBJECTS

##### B. HOLD OBJECTS

1. Holding the Wrist by Gently Raising it
2. Holding the Elbow Bent and Straight
3. Holding at Different Shoulder Heights
4. Holding the Palms Up and Down
5. Using Objects of Different Weights
6. Retention Using Appropriate Contact Areas
7. Keeping Body Uniformity

##### C. WORKING WITH DIFFERENT HOLDING TYPES

##### Ç . CLEARING THE OBJECT FROM ONE HAND TO OTHER HANDS

#### MEASUREMENT AND EVALUATION IN THE MODULE

Measurement and evaluation process in the "Holding and Dropping" module; rough assessment, teaching pre-assessment, evaluation of teaching process (course hours), final assessment and teaching post (end of period) evaluation stages. Example prepared about these stages  
The explanations for the forms are given below.

- 1. Rough Evaluation :** The need for support education by the Special Education Evaluation Board  
the training module selected for the individual who has been decided to be and the primary needs of the individual

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direction; to be prepared to prepare an individualized education plan (IEP)  
is superficial evaluation.

Based on which criteria this evaluation will be based on,  
what to pay attention to in writing, how the environment should be, evaluation results  
Explanations on how to transfer and the practitioner's attention will be written in this section.

**2. Pre-Teaching Evaluation: (Performance Registration Table)** Rough evaluation

As a result of the individual's BEP 'at which step before starting the teaching of the selected acquisitions  
This is a detailed assessment to be made to determine whether

Based on which criteria this evaluation will be based on,  
what to pay attention to in writing, how the environment should be, evaluation results  
Explanations on how to transfer and the practitioner's attention will be written in this section.

**3. Evaluation in the Teaching Process: (Performance Registration Table)** Skill addressed, concept

or the path to be followed during the teaching of the discipline and its one-hour teaching in detail  
evaluation is.

When to make this evaluation based on which criteria (each lesson  
at the beginning and end of the hour ... etc), what to consider in writing questions-instructions,

how the environment should be, how to transfer the evaluation results, the practitioner's explanations that need attention should be written in this section.

- 4. Final Evaluation:** In the achievements selected for skill teaching, the last the evaluation made during the lesson time also realizes the skill of the individual. it will be the last assessment to be made for not performing. So a separate There is no need to prepare a form.

**5. Post-Teaching (End of Term) Assessment : Assessments** taken at the end of each month

(*Performance Record Table*); General to the End of Term Individual Performance Evaluation Form and the staging reached at the end of the support training program.

It is aimed to be acquired within the period recommended by the Special Education Evaluation Board. the gains are processed in the form of items.

In which month my earning started, the gain related to that month is 1 month. If it is terminated in (if the gain has taken place) it will be marked as "+". Acquisition started If it continues in the months after the month (no gain), it will be marked as "-". A "+" is placed on the month of the acquisition.

For the individual at the end of the period recommended by the Special Education Evaluation Board among the achievements that are aimed to be realized; unrealized or taught

RAM information section at the end of the form related to what can not be done is detailed. As if the teaching was never started, the reasons for it or despite the fact that it was started If the acquisition could not be achieved, explanations will be made on which lower step.

**MEASUREMENT AND EVALUATION FORM EXAMPLES**

**Rough Evaluation Form  
(Grip Release Skills)**

<b>Ability to hold and release</b>	<b>Yes No</b>	<b>Descriptions</b>
1 Reaches to the object with his hand.		
2 Passes the object from one hand to the other.		
3 Lift the wrist up in the middle position holds the object.		
4 Holds and releases the object while the elbow is bent and straight. Holds the object at 5 different shoulder heights and Leaves.		
6 The palm is facing up or down holds and leaves the object in positions.		
Holds objects with 7 different types of holding.		
8 Holds objects with sufficient force and leaves them voluntary.		
9 Holds objects with appropriate contact areas.		

10 Keeps objects while maintaining body smoothness.

NOTICES	T Zhou BE	QUESTIONS/ INSTRUCTION Main Instruction	eci n HE IS prohibition HE Securities 0 - 3	PERFORMANCE REGISTRATION TABLE												GRC	
				Month of Ownership:													
				EVALUATION OF THE TEACHING PROCESS													
				INDIVIDUAL													
		RS I TO H		RS I TO H		RS I TO H		RS I TO H		RS I TO H		RS I TO H		RS I TO H			
		1. DHOUR		2. DHOUR		3. DHOUR		4. DHOUR		5. DHOUR		6. DHOUR		1. DHOUR		2. DHOUR	
Reaches to the object with his hand.	3																
Object from one hand to another hand It passes.	3																
Lift the wrist up to the middle holds the object in position.	3																
When the elbow is bent and straight holds and leaves.	3																
Different shoulder heights holds and leaves the object.	3																
Palms up or down in the positions it faces holds and leaves the object.	3																
Objects with different types of holding amount.	3																
Holds objects with sufficient force and leaves voluntarily.	3																
Objects with suitable contact areas amount.	3																
Objects, body smoothness keeps it preserving.	3																

Abbreviations: 0: Cannot start. 1: Starts independently. 2: Partially completes 3: Independently completes.

**FAMILY INFORMATION**

\* Within this month, studies have been carried out with your child to gain "holding and quitting skills". In order for the "holding and quitting skills" to be permanent Repetitions must be made at home in accordance with the above mentioned guidelines.

**DESCRIPTIONS**

- 1 In the drawing module, in line with the request of the practitioner as an evaluation criterion, it is also possible to compare the other criteria specified in the relevant section of the program. Can benefit.
2. This form will be filled in by the practitioner who is doing the training.
3. A copy of this form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.
4. At the end of this form, the family should be informed about the work done.
5. After each class hour, the family should be informed verbally or in writing about the work done and the activities that can be done at home (again).

INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Individual Name Surname:

Training Start Date: //

Individual's Age:

Training End Date: //

Educational Diagnosis: Physically Disabled

MONTHS

GAINS

1 2 3 4 5 6 7 8 9 10 11 12

HOLDING AND LEAVING SKILLS

- Reaches to the object with his hand.
- Passes the object from one hand to the other.
- It raises the wrist and holds the object in the middle position.
- It holds and releases the object while the elbow is bent and straight.
- It holds and releases the object at different shoulder heights.
- Holds the object in positions with the palm facing up or down
- It holds objects with different types of holding.
- It holds objects with sufficient force and leaves them voluntary.
- It holds objects with appropriate contact areas.
- It keeps the objects while maintaining body smoothness.

**EXPLANATION:** Achievements that are aimed to be acquired within the period suggested by the Special Education Evaluation Board, The items are processed in form. In which month the earning started, in the column related to that month; acquisition in one month if it is terminated (if the gain has taken place) as "+"; If it continues in the following months (if the gain did not take place) "-" is marked as. A "+" is placed on the month of the acquisition.

At the end of the period recommended by the Special Education Evaluation Board, the achievements intended for the individual are; Those who could not be realized or could not be taught to the **RAM Information Department** below .

If the education has not been started, if the reasons have been started or the acquisition has not been achieved, explanations will be made about staying in the step.

RAM INFORMATION

- a. Verbal expressions and explanations of developments in individual performance should be included.
- b. Close and distant with thoughts about the different programs that should be included in the program during the development process Needs can be reported in line with the objectives.

.....  
.....  
.....

History

/ Of

Guardian

operator

operator

Name and surname  
Signature

Name and surname  
Signature

Name and surname  
Signature

### HAND SKILLS AND HAND EYE COORDINATION MODULE

#### AIM OF THE MODULE

To develop hand skills and hand-eye coordination.

#### GAINS

1. Cuts simple shapes with scissors.
2. Arrays objects overlapping.
3. Arranges the objects side by side.
4. Attaches the rods to the perforated board.
5. Paper floors.
6. Tying shoelaces.
7. Zipper opens.
8. Zipper closes.
9. Turns on the tap.
10. Faucet closes.
11. Buttonhole buttonholes.
12. Opens the buttons.
13. Obtains simple product with kneading agents.
14. The part establishes the whole relationship.
15. Throws the ball .
16. The ball catches.

#### DURATION OF THE MODULE

The application time of hand skills and hand eye coordination module is 160 lesson hours.

#### EXPLANATIONS ON THE APPLICATION OF THE MODULE

1. Tools and materials should be used to attract attention according to the age and needs of the individual.
2. The activities selected should be easy to difficult; suddenly of complex activities  
it should not be requested.
3. In the study of multi-stage activities, the activities are divided into small parts.  
work should be done and proceed towards the whole.
4. Verbal or physical help should be provided to the extent of the individual's needs.
5. Changes in muscle tone occur during hand-eye coordination work  
care should be taken and normal muscle tone should be maintained.
6. During the movements, attention should be paid to the coordinated operation of both hands.



7. Education in individuals who have problems in the ability to plan movement and organize movement  
Appropriate activities should be selected while giving.
8. Hand eye coordination and hand skills module, "crawling" of the gross motor development program  
and staircase up and down module".

#### CONTENT OF THE MODULE

- A. SCISS CUTTING
- B. STITING AND INSTALLING OBJECTS
- C. PAPER FOLDING
- CHINA. USING CLOTHING ACCESSORIES
  - 1. Tying Shoelaces
  - 2. Zipper Open-Close
  - 3. Button Button-Opening
- D. WORKING WITH KNEADING SUBSTANCES
- E. PART-WHOLE RELATIONSHIP
- F. TOP SHOOTING

#### MEASUREMENT AND EVALUATION IN THE MODULE

Measurement and evaluation process in the "Stair climbing" module; rough assessment, teaching pre-assessment, evaluation of teaching process (course hours), final assessment and teaching post (end of period) evaluation stages. Prepared about these stages  
Explanations for sample forms are given below.

- 1. Rough Evaluation :** The need for support education by the Special Education Evaluation Board  
the training module selected for the individual who has been decided to be and the primary needs of the individual  
direction; to be prepared to prepare an individualized education plan (IEP)  
is superficial evaluation.

Based on which criteria this evaluation will be based on,  
what to pay attention to in writing, how the environment should be, evaluation  
explanations of how to transfer the results, the practitioner's attention to this section  
It will be written.

- 2. Pre-Teaching Evaluation: (Performance Registration Table)** Rough evaluation  
As a result, before starting the teaching of the acquisitions chosen for the individual's BEP,  
This is a detailed evaluation to be carried out in order to determine its position.  
Based on which criteria this evaluation will be based on,  
what to pay attention to in writing, how the environment should be, evaluation

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explanations of how to transfer the results, the practitioner's attention to this section  
It will be written.

- 3. Evaluation in the Instructional Process: (Performance Registration Table)** Skills addressed,  
the way to be followed during the teaching of the concept or discipline and its one hour hour  
is the detailed evaluation of his teaching.  
When to make this evaluation based on which criteria (each lesson  
at the beginning and end of the hour ... etc), what to pay attention to when writing questions-instructions  
how the environment should be, how the results of the evaluation will be transferred,  
Explanations that the practitioner should pay attention to will be written in this section.

**4. Final Evaluation:** In the achievements selected for skill teaching, the last the evaluation made during the lesson time also realizes the skill of the individual. it will be the last assessment to be made for not performing. Therefore separate there is no need to prepare a form.

**5. Post-Teaching (End of Term) Assessment :** Taken at the end of each month evaluations (*of the Performance Record Table* ); End of Period Individual Performance Overall processing of the Evaluation Form and at the end of the support training program is the indication of the step reached.

Acquisition within the period suggested by the Special Education Evaluation Board the intended gains are processed into the form in the form of items.

In which month my earning started, the gain related to that month is 1 month. If it is terminated in (if the gain has taken place) it will be marked as "+". Acquisition started If it continues in the months after the month (no gain), it will be marked as "-". A "+" is placed on the month of the acquisition.

For the individual at the end of the period recommended by the Special Education Evaluation Board among the achievements that are aimed to be realized; unrealized or taught RAM information section at the end of the form related to what can not be done is detailed. As if the teaching was never started, the reasons for it or despite the fact that it was started if the acquisition could not be realized, explanations about the lower step It will be made.

## MEASUREMENT AND EVALUATION FORM EXAMPLES

### Rough Evaluation Form (Hand Skills and Hand Eye Coordination Module)

Hand Skills and Hand Eye Coordination	Yes No	Descriptions
1		Cuts simple shapes with scissors.
2		Arrays objects overlapping.
3		Arrays objects next to each other.
4		Attaches the sticks to the perforated board.
5		Paper floors.
6		Shoelace laces.
7		Unzips.
8		Zipper closes.
9		Turns on the tap.
10		Taps off.
11		Buttons buttonholes.

12 Opens the buttons.

13 Obtains simple product with kneading agents.

14 Establishes a whole-part relationship.

Throws 15 balls.

16 Ball catches.

PERFORMANCE REGISTRATION TABLE

Individual Name:

Acquisition: Gain hand skills and hand eye coordination.

Month of Ownership:

EVALUATION OF THE TEACHING PROCESS

GROUP

QUESTIONS/  
INSTRUCTION

Main Instruction

INDIVIDUAL

to

AAT

H

1. COURSE S

2. COURSE S

3. COURSE S

4. COURSE S

5. COURSE S

6. COURSE S

1. COURSE S

2. COURSE S

Before Education

HE Assessment

0 - 3

3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0

CRITERIA

NOTICES

Simple shapes with scissors cuts.	3
Arrays objects overlapping.	3
Arrays objects side by side.	3
Sticks on perforated wood	3
Approx. Paper floors.	3
Tying shoelaces.	3
Zipper opens.	3
Zipper closes.	3
It opens the tap.	3
The faucet closes.	3

Buttonhole buttonholes.	3
Opens the buttons.	3
Simple with kneading agents get product.	3
Establishes the whole-part relationship.	3
Throws the ball.	3
Catches the ball.	3

**Abbreviations: 0: Cannot start. 1: Starts independently. 2: Partially completes. 3: Completes independently.**

**FAMILY INFORMATION**

\* Within this month, studies have been carried out with your child to gain "hand skills and hand-eye coordination". "Hand skills and hand-eye coordination" to be permanent For the house, repetitions should be made in line with the above-mentioned instructions.

**DESCRIPTIONS**

- 1 In the hand skills and hand-eye coordination module, in line with the request of the practitioner, as an evaluation criterion, can also benefit from the criteria.
2. This form will be filled in by the practitioner who is doing the training.
3. A copy of this form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.
4. At the end of this form, the family should be informed about the work done.
5. After each class hour, the family should be informed verbally or in writing about the work done and the activities that can be done at home (again).

**INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD**

**Individual Name Surname:** \_\_\_\_\_ **Training Start Date: //** \_\_\_\_\_  
**Individual's Age:** \_\_\_\_\_ **Training End Date: //** \_\_\_\_\_  
**Educational Diagnosis:** Physically Disabled

**MONTHS**

**GAINS**

**1 MONTH 2 MONTHS 3 MONTHS 4 MONTHS 5 MONTHS 6 MONTHS 7 MONTHS 8 MONTHS 9 MONTHS 10 MONTHS 11 MONTHS 12 MONTHS**

**HAND SKILLS AND HAND EYE**

**COORDINATION**

- It cuts simple shapes with scissors.
- Arrays objects overlapping.
- Arrays objects side by side.
- Attaches the sticks to the perforated board.
- Paper floors.
- Tying shoelaces.
- Zipper opens.
- Zipper closes.
- It opens the tap.
- The faucet closes.
- Buttonhole buttonholes.
- Opens the buttons.
- Get simple product with kneading agents  
Establishes the whole-part relationship.
- Throws the ball.
- Catches the ball.

**EXPLANATION:** Achievements that are aimed to be acquired within the period suggested by the Special Education Evaluation Board, The items are processed in form. In which month the earning started, in the column related to that month; acquisition in one month if it is terminated (if the gain has taken place) as "+"; If it continues in the following months (if the gain did not take place) "-" is marked as. A "+" is placed on the month of the acquisition.

At the end of the period recommended by the Special Education Evaluation Board, the achievements intended for the individual are; Those who could not be realized or could not be taught to the **RAM Information Department** below , If the teaching has never been started, if the reasons have been started or if the acquisition has not been achieved, explanations will be made on the lower step.

#### RAM INFORMATION

- Verbal expressions and explanations of developments in individual performance should be included.
- Close and distant with thoughts about the different programs that should be included in the program during the development process Needs can be reported in line with the objectives.

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.....  
.....

	History	
	/ Of	
Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

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### PROPRIOCEPTIVE SYSTEM (BODY AWARENESS) MODULE

#### AIM OF THE MODULE

To be able to do body movements properly and in a controlled manner.

#### GAINS

- It gives warning to muscles and joints by pushing objects.
- It warns the muscles and joints by pulling objects.
- He walks on his hands.
- Lying on his stomach, he raises his head and body on his hands.
- The eyes become aware of the open and closed body position.
- Busbar climbs.

#### DURATION OF THE MODULE

The application time of the proprioceptive (body awareness) module is 160 lessons in total.

#### EXPLANATIONS ON THE APPLICATION OF THE MODULE

- Individuals who do not receive enough warning to the proprioceptive (body awareness) system frequently  
They may fall. Since these individuals cannot perform their movements properly and in a controlled manner, they  
You can break; they can often hit surrounding items. Some individuals; when writing  
They put too much pressure on the pen and often break the tip of the pen. Therefore  
It is important to apply movements towards the proprioceptive system.
- Pushing heavy objects and toys as it will provide maximum warning to the proprioceptive system,  
pulling and carrying movements, climbing to the bar, and movements against resistance should be done.  
Appropriate actions should be chosen according to the age and interest of the individual.
- While training, starting from the easiest stage, progressing to difficulty and skill teaching  
procedure steps (modeling, verbal and physical aid) should be used.
- The family should be informed to ensure the continuity of the movements at home.
- Proprioceptive system module with all modules of the gross motor development program  
applicable.

**CONTENT OF THE MODULE****A. PUSHING AND PULLING HEAVY OBJECTS****B. STOP ABOVE HANDS**

1. Hitting the Ball with Feet in the Cat Position

2. Frog Leap

3. Crab Walk

**Ç . WALKING ON HANDS****DR . BAR CLIMBING****MEASUREMENT AND EVALUATION IN THE MODULE**

Measurement and evaluation process in the "Proprioceptive System (Body Awareness)" module; rough evaluation, pre-teaching evaluation, evaluation of teaching process (course hour), final evaluation and post-teaching (end of term) evaluation stages. This Explanations about the sample forms prepared for the stages are given below.

**1. Rough Evaluation** : The need for support education by the Special Education Evaluation Board

the training module selected for the individual who has been decided to be and the primary needs of the individual direction; to be prepared to prepare an individualized education plan (IEP) is superficial evaluation.

Based on which criteria this evaluation will be based on, what to pay attention to in writing, how the environment should be, evaluation explanations of how to transfer the results, the practitioner's attention to this section It will be written.

**2. Pre-Teaching Evaluation: (Performance Registration Table)** Rough evaluation

As a result, before starting the teaching of the acquisitions chosen for the individual's BEP, This is a detailed evaluation to be carried out in order to determine its position.

Based on which criteria this evaluation will be based on, what to pay attention to in writing, how the environment should be, evaluation explanations of how to transfer the results, the practitioner's attention to this section It will be written.

**3. Evaluation in the Instructional Process: (Performance Registration Table)** Skills addressed,

the way to be followed during the teaching of the concept or discipline and its one hour hour is the detailed evaluation of his teaching.

When to make this evaluation based on which criteria (each lesson at the beginning and end of the hour ... etc), what to pay attention to when writing questions-instructions

how the environment should be, how the results of the evaluation will be transferred,

Explanations that the practitioner should pay attention to will be written in this section.

**4. Final Evaluation:** In the achievements selected for skill teaching, the last the evaluation made during the lesson time also realizes the skill of the individual. it will be the last assessment to be made for not performing. Therefore separate there is no need to prepare a form.

**5. Post-Teaching (End of Term) Assessment:** Taken at the end of each month evaluations (of the Performance Record Table ); End of Period Individual Performance Overall processing of the Evaluation Form and at the end of the support training program is the indication of the step reached.

Acquisition within the period suggested by the Special Education Evaluation Board the intended gains are processed into the form in the form of items.

In which month my earning started, the gain related to that month is 1 month. If it is terminated in (if the gain has taken place) it will be marked as "+". Acquisition started If it continues in the months after the month (no gain), it will be marked as "-". A "+" is placed on the month of the acquisition.

For the individual at the end of the period recommended by the Special Education Evaluation Board among the achievements that are aimed to be realized; unrealized or taught RAM information section at the end of the form related to what can not be done is detailed. As if the teaching was never started, the reasons for it or despite the fact that it was started if the acquisition could not be realized, explanations about the lower step It will be made.

**MEASUREMENT AND EVALUATION FORM EXAMPLES**  
**Rough Evaluation Form**  
**(Proprioceptive Skills)**

Proprioceptive skills	Yeah		Descriptions
	Yes	No	
1 Pushes objects and gives warning to muscles and joints.			
2 It warns the muscles and joints by pulling objects.			
3 Walks on his hands.			
4 Lying on his stomach and head on his hands lifts the body.			
5 Eyes with open and closed body position becomes aware.			
6 Bar climbs.			

**PERFORMANCE REGISTRATION TABLE**

Individual Name:  
Gain: Gain body awareness.

Month of Ownership:

NOTICES	QUESTIONS/ INSTRUCTION Main Instruction	CRITERIA	EVALUATION OF THE TEACHING PROCESS										GROUP										
			to		INDIVIDUAL		INDIVIDUAL		INDIVIDUAL		INDIVIDUAL			INDIVIDUAL									
			I	H	I	H	I	H	I	H	I	H		I	H								
		Before Education HE Assessment	0 - 3																				

By pushing the objects gives warning to joints. 3  
Pulling objects gives warning to joints. 3

He walks on his hands.	3
Lying on his stomach on the head and trunk	3
Removes.	
Eyes open and closed body	3
be aware of his position.	
The bar climbs.	3

Abbreviations: 0: Cannot start. 1: Starts independently. 2: Partially completes. 3: Completes independently.

**FAMILY INFORMATION**

\* In this month, studies were carried out with your child to recognize the body position. In order for the gains to be permanent, repetitions are made at home in accordance with the above-mentioned guidelines. is required.

**DESCRIPTIONS**

1. In the proprioceptive system module, in line with the request of the practitioner as an evaluation criterion, it can also benefit from other criteria, which are specified extensively in the relevant section of the program.
2. This form will be filled in by the practitioner who is doing the training.
3. A copy of this form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.
4. At the end of this form, the family should be informed about the work done.
5. After each class hour, the family should be informed verbally or in writing about the work done and the activities that can be done at home (again) .

**INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD**

Individual Name Surname:

Training Start Date: //

Individual's Age:

Training End Date: //

Educational Diagnosis: Physically Disabled

**MONTHS**

**GAINS**

1. MONTH 2. MONTH 3. MONTH 4. MONTH 5. MONTH 6. MONTH 7. MONTH

- It pushes objects and warns muscles and joints.
- It warns the muscles and joints by pulling objects.
- He walks on his hands.
- Lying on his stomach, he raises his head and body on his hands.
- The eyes become aware of the open and closed body position.
- The bar climbs.

**DESCRIPTION:** It is aimed to be acquired within the period recommended by the Special Education Evaluation Board. the gains are processed in form as items. In which month the earning started, in the column related to that month; if the gain was terminated within one month (if the gain was realized) as "+"; if it continues in the following months (if no gain has been achieved) will be marked as "-". A "+" is placed on the month of the acquisition. It is aimed to be realized for the individual at the end of the period recommended by the Special Education Evaluation Board. the gains; Those who can not or can not be performed following instruction **RAM Information** In detail, if the education has not started, the reasons for this, or although it has been started If the acquisition could not be achieved, explanations will be made on which lower step.

**RAM INFORMATION**

- a. Verbal expressions and explanations of developments in individual performance should be included.
- b. Thoughts about different programs that should be included in the program during the development process needs can be reported in the direction of near and distant targets.

.....  
.....  
.....

	History	
	/ Of	
Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature



### TACTILE SYSTEM (TOUCH) MODULE

#### AIM OF THE MODULE

To be able to improve the detection ability by touching objects.

#### GAINS

1. Recognizes objects by touch.
2. Distinguishes objects with different surfaces.
3. Willing to touch objects of different texture or feature.
4. Distinguishes objects according to their temperature.
5. Distinguishes the objects according to their weight.
6. Recognizes the touched body part.

#### DURATION OF THE MODULE

The application time of the tactical system module is 160 lessons in total.

#### EXPLANATIONS ON THE APPLICATION OF THE MODULE

1. Tools and materials should be used to attract attention according to the age and needs of the individual.
2. **While** applying touch perception training, eyes are open first and then eyes are closed  
It should proceed from easy to difficult.
3. While teaching touch perception, skill teaching process steps (modeling, verbal and physical aid) should be used.
4. Touch perception training using different body positions (supine, prone, sitting, etc.).
5. Gradual sensitivity in individuals with extreme sensitivity to touch stimulation should be tried to reduce. In individuals with inadequate touch perception, gradually touch perception should be increased.
6. If changes in muscle tone occur during touch detection training caution should be exercised and care should be taken to maintain normal muscle tone.
7. Different textures and properties (sandpaper, metal, cotton, wire, etc.) for touch detection training sponge, plush, hot-cold, light-heavy) objects should be used.
8. **The** tactile system module with all modules of the gross engine development program applicable.

#### CONTENT OF THE MODULE

**A. TOUCHING WITH TOUCH**

1. Touching Objects
2. Different Surface Objects
3. Temperatures and Weights of Objects

**B. DETECTING THE BODY PART****MEASUREMENT AND EVALUATION IN THE MODULE**

Measurement and evaluation process in the "Tactile System (Touch)" module; rough evaluation, pre-teaching evaluation, evaluation of teaching process (course hour), final evaluation and consists of post-teaching (end of term) evaluation stages. About these stages Explanations for the sample forms prepared are given below.

**1. Rough Evaluation** : The need for support education by the Special Education Evaluation Board

the training module selected for the individual who has been decided to be and the primary needs of the individual direction; to be prepared to prepare an individualized education plan (IEP) is superficial evaluation.

Based on which criteria this evaluation will be based on, what to pay attention to in writing, how the environment should be, evaluation explanations of how to transfer the results, the practitioner's attention to this section It will be written.

**2. Pre-Teaching Evaluation: (Performance Registration Table)** Rough evaluation

As a result, before starting the teaching of the acquisitions chosen for the individual's BEP, This is a detailed evaluation to be carried out in order to determine its position.

Based on which criteria this evaluation will be based on, what to pay attention to in writing, how the environment should be, evaluation explanations of how to transfer the results, the practitioner's attention to this section It will be written.

**3. Evaluation in the Instructional Process: (Performance Registration Table)** Skills addressed,

the way to be followed during the teaching of the concept or discipline and its one hour hour is the detailed evaluation of his teaching.

When to make this evaluation based on which criteria (each lesson at the beginning and end of the hour ... etc), what to pay attention to when writing questions-instructions how the environment should be, how the results of the evaluation will be transferred, Explanations that the practitioner should pay attention to will be written in this section.

**4. Final Evaluation:** In the achievements selected for skill teaching, the last

the evaluation made during the lesson time also realizes the skill of the individual. it will be the last assessment to be made for not performing. Therefore separate there is no need to prepare a form.

**5. Post-Teaching (End of Term) Assessment:** Taken at the end of each month

evaluations (*of the Performance Record Table* ); End of Period Individual Performance Overall processing of the Evaluation Form and at the end of the support training program is the indication of the step reached.

Acquisition within the period suggested by the Special Education Evaluation Board the intended gains are processed into the form in the form of items.

In which month my earning started, the gain related to that month is 1 month.

If it is terminated in (if the gain has taken place) it will be marked as "+". Acquisition started

If it continues in the months after the month (no gain), it will be marked as "-".

A "+" is placed on the month of the acquisition.

For the individual at the end of the period recommended by the Special Education Evaluation Board among the achievements that are aimed to be realized; unrealized or taught

RAM information section at the end of the form related to what can not be done is detailed.

If education has not been started as a reason, even though it has been started

if the acquisition could not be realized, explanations about the lower step

It will be made.

## MEASUREMENT AND EVALUATION FORM EXAMPLES

### Rough Evaluation Form (Touch Sense Skills in Physically Disabled People)

Touch sense skills	Yes No	Descriptions
1 Detects objects by touch.		
2 Distinguishes objects with different surfaces.		
3 Different objects or textures willing to touch.		
4 Distinguishes objects according to their temperature.		
5 Distinguishes objects according to their weight.		
6 Recognizes the touched body part.		

PERFORMANCE REGISTRATION TABLE

Individual Name:

Month of Ownership:

Achievement: Improves tactile perception.

NOTICES	CRITERIA	QUESTIONS/ INSTRUCTION	Main Instruction	to	EVALUATION OF THE TEACHING PROCESS												GRO					
					INDIVIDUAL		INDIVIDUAL		INDIVIDUAL		INDIVIDUAL		INDIVIDUAL		INDIVIDUAL							
					I	H	I	H	I	H	I	H	I	H	I	H						
					Before Education HE Assessment	TR	LESSON	3. DÖNEM	LESSON	LESSON	6. HAFTA	LESSON	LESSON	LESSON								
					0 - 3	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0	
	Detects objects by touching them.					3																
	Objects with different surfaces distinguish.					3																
	Different textures or features willing to touch objects It happens.					3																
	Distinguish objects by temperature would.																					
	Objects according to their weight distinguish.					3																
	Touched body part Recognize.					3																

Abbreviations: 0: Cannot start, 1: Starts independently, 2: Completes partially, 3: Completes independently.

FAMILY INFORMATION

\* During this month, studies have been carried out with your child to gain a "sense of touch". In order for the sense of touch to be permanent, repetitions must be made at home in accordance with the above-mentioned guidelines.

DESCRIPTIONS

1. In the tactical system module, in line with the request of the practitioner as an evaluation criterion, it can also benefit from other criteria that are mentioned in the relevant part of the program.
2. This form will be filled in by the practitioner who teaches.
3. A copy of this form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.
4. At the end of this form, the family should be informed about the work done.
5. After each class hour, the family should be informed verbally or in writing about the work done and the activities that can be done at home (again).

VISUAL SENSING MODULE

AIM OF THE MODULE

To develop visual perception skills.

#### **GAINS:**

- 1- Copies the shape.
- 2- Completes the missing picture.
- 3- The part establishes the whole relationship.
- 4- Distinguishes the similarities of shapes.
- 5- Distinguishes the differences of shapes.
- 6- Writes numbers and letters without mixing direction.
- 7- Distinguishes overlapping shapes.

#### **DURATION OF THE MODULE**

The application time of the visual perception module is 160 lessons in total.

#### **EXPLANATIONS ON THE APPLICATION OF THE MODULE**

1. Skills teaching process steps (modeling, verbal and physical aid) should be used.
2. Starting from simple shapes for visual perception initially, then to complex shapes It should proceed.
3. The tool that will attract the attention of the individual according to their age and needs while performing visual perception training supplies should be used.
4. In the study of multi-stage activities, the activities are divided into small parts. work should be done and proceed towards the whole.
5. Education in individuals with problems in the ability to plan movement and organize movement Appropriate activities should be selected while giving.
6. This module is "prone", "supported sitting", "unsupported" sitting ", " laptop ", " assisted standing ", " unsupported standing modules " applicable.

#### **CONTENT OF THE MODULE**

1. FIGURE COPY
2. DRAWING COMPLETION

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3. PART-WHOLE RELATIONSHIP
4. DIFFERENCES AND SIMILARITIES OF FIGURES
5. VISUAL RECOGNITION AND WRITING NUMBERS AND LETTERS
6. DETACHING THE TOP-DRAWED SHAPES

#### **MEASUREMENT AND EVALUATION IN THE MODULE**

Measurement and evaluation process in the "Visual Perception" module; rough assessment, before teaching evaluation, evaluation of the teaching process (course hours), post-evaluation and post-teaching (end of period) consists of evaluation stages. Example prepared about these stages  
The explanations for the forms are given below.

1. **Rough Evaluation** : The need for support education by the Special Education Evaluation Board

the training module selected for the individual who has been decided to be and the primary needs of the individual direction; to be prepared to prepare an individualized education plan (IEP)

is superficial evaluation.

Based on which criteria this evaluation will be based on,  
what to pay attention to in writing, how the environment should be, evaluation  
explanations of how to transfer the results, the practitioner's attention to this section  
It will be written.

**2. Pre-Teaching Evaluation: (Performance Registration Table)** Rough evaluation

As a result, before starting the teaching of the acquisitions chosen for the individual's BEP,  
This is a detailed evaluation to be carried out in order to determine its position.

Based on which criteria this evaluation will be based on,  
what to pay attention to in writing, how the environment should be, evaluation  
explanations of how to transfer the results, the practitioner's attention to this section  
It will be written.

**3. Evaluation in the Instructional Process: (Performance Registration Table)** Skills addressed,

the way to be followed during the teaching of the concept or discipline and its one hour hour  
is the detailed evaluation of his teaching.

When to make this evaluation based on which criteria (each lesson  
at the beginning and end of the hour ... etc), what to pay attention to when writing questions-instructions  
how the environment should be, how the results of the evaluation will be transferred,  
Explanations that the practitioner should pay attention to will be written in this section.

**4. Final Evaluation: In** the achievements selected for skill teaching, the last

the evaluation made during the lesson time also realizes the skill of the individual.

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it will be the last assessment to be made for not performing. Therefore separate  
there is no need to prepare a form.

**5. Post-Teaching (End of Term) Assessment:** Taken at the end of each month

evaluations (*of the Performance Record Table* ); End of Period Individual Performance  
Overall processing of the Evaluation Form and at the end of the support training program  
is the indication of the step reached.

Acquisition within the period suggested by the Special Education Evaluation Board  
the intended gains are processed into the form in the form of items.

In which month my earning started, the gain related to that month is 1 month.  
If it is terminated in (if the gain has taken place) it will be marked as "+". Acquisition started  
If it continues in the months after the month (no gain), it will be marked as "-".  
A "+" is placed on the month of the acquisition.

For the individual at the end of the period recommended by the Special Education Evaluation Board  
among the achievements that are aimed to be realized; unrealized or taught  
RAM information section at the end of the form related to what can not be done is detailed.  
If education has not been started as a reason, even though it has been started  
if the acquisition could not be realized, explanations about the lower step  
It will be made.

**MEASUREMENT AND EVALUATION FORM EXAMPLES**

**Rough Evaluation Form  
(Visual Perception Skills)**

Visual Perception Skills	Yeah	Descriptions
	No	
1 Copies the shapes.		
2 Completes the missing picture.		
3 parts establish the whole relationship.		
4 Distinguishes the similarities of shapes.		
5 Distinguishes the differences of shapes.		
6 The direction of numbers and letters writes without mixing.		

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Individual Name : Acquisition: Visual perception skill improves	PERFORMANCE REGISTRATION TABLE										Month of Ownerst		
	QUESTIONS/ INSTRUCTION Main Instruction	EVALUATION OF THE TEACHING PROCESS										GROU	
		INDIVIDUAL											
NOTICES	CRITERIA	I	H	I	H	I	H	I	H	I	H	I	H
		Before Education HE Assessment	0 - 3										
				3	2	1	0	3	2	1	0	3	2
	Copies the shapes.												
	Completes the missing picture.												
	The piece establishes the whole relationship.												
	Distinguish the similarities of shapes would.												
	Distinguish the differences of shapes would.												
	The direction of numbers and letters writes without mixing.												
	Distinguish overlapping shapes would.												

Abbreviations: 0: Cannot start. 1: Starts independently. 2: Partially completes. 3: Completes independently.

**FAMILY INFORMATION**

\* In this month, studies have been carried out with your child to gain "Visual perception skills". It repeats in accordance with the above-mentioned guidelines at home so that "visual perception skills" are permanent. needs to be done.

**DESCRIPTIONS**

1 In the visual perception module, in line with the request of the practitioner, as an evaluation criterion, it can also benefit from other criteria that are mentioned in the relevant section of the program.

2. This form will be filled in by the practitioner who is doing the training.

3. A copy of this form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.

4. At the end of this form, the family should be informed about the work done.

5. After each class hour, verbal or written information should be given to the family about the activities and activities that can be done at home (again).

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**INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD**

Individual Name Surname: \_\_\_\_\_ Training Start Date: //

Individual's Age: \_\_\_\_\_ Training End Date: //

Educational Diagnosis: Physically Disabled

MONTHS

GAINS

1. MONTH 2. MONTH 3. MONTH 4. MONTH 5. MONTH 6. MONTH 7. MONTH

VISUAL PERCEPTION SKILLS

- Copies the shapes.
- Completes the missing picture.
- The piece establishes the whole relationship.
- Distinguishes the similarities of shapes.
- Distinguishes the differences of shapes.
- Writes the direction of numbers and letters without mixing.
- Distinguishes overlapping shapes.

**DESCRIPTION:** It is aimed to be acquired within the period recommended by the Special Education Evaluation Board. the gains are processed in form as items. In which month the earning started, in the column related to that month; if the gain was terminated within one month (if the gain was realized) as "+"; if it continues in the following months (if no gain has been achieved) will be marked as "-". A "+" is placed on the month of the acquisition. It is aimed to be realized for the individual at the end of the period recommended by the Special Education Evaluation Board. the gains; Those who can not or can not be performed following instruction **RAM Information** In detail, if the education has not started, the reasons for this, or although it has been started If the acquisition could not be achieved, explanations will be made on which lower step.

RAM INFORMATION

- a. Verbal expressions and explanations of developments in individual performance should be included.
- b. Thoughts about different programs that should be included in the program during the development process needs can be reported in the direction of near and distant targets.

.....  
 .....  
 .....

	History		
	/ Of		
Guardian	operator	operator	
Name and surname	Name and surname	Name and surname	
Signature	Signature	Signature	

VESTIBULER SYSTEM (BALANCE) MODULE

AIM OF THE MODULE

To be able to improve balance by stimulating the vestibular system.

GAINS

1. Stands without support.
2. It stands in balance on one leg.
3. With the support of his hands, he jumps on the trampoline.
4. Jumps on the trampoline without support.
5. Maintains balance and position on exercise ball.
6. It moves on the balance board by stepping forward and to the side.
7. It swings on the swing in different positions.

PROCESS AND FORM OF THE MODULE



Gains envisaged in the vestibular system (balance) module are independent should not be considered as a module. Training of individuals who need support education in this module, the same as found in other modules to which module gains can be associated

It should be given by associating with the gains in the context. Vestibular System (balance) Module

It is not given a separate time for, and within this module, the individual needs

The training period of the acquisitions should be planned within the duration of the other module to which it is associated.

#### EXPLANATIONS ON THE APPLICATION OF THE MODULE

1. On the balance board to stimulate the balance center in the inner ear to improve balance oscillations, sliding from the slide, jumping on the trampoline, movement on the exercise ball, oscillations should be made in different ways on the swing.
2. Tools and materials should be used to attract the attention of the individual according to their age and needs.
3. **When** applying movements and oscillations to the vestibular (balance) system, sensory stimulation tools and materials (carpet, wool, plush, wood, etc.) covered with different surfaces in order to provide available.
4. **While** applying the movements towards the vestibular system, starting from the easiest stage first progress towards difficulty and skill teaching process steps (modeling, verbal and physical help) should be used.
5. Soft floor mat, balance board, different types of swings (T swing, platform swing, roller) exercise ball, mirror, trampoline, vehicle with ball pool slide supplies should be used.
6. Vestibular (balance) system module with all modules of the gross motor development program applicable.

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#### CONTENT OF THE MODULE

##### A. BALANCE STUDIES

1. One Leg
2. With Exercise Ball
3. **On the** Balance Board
4. Forward-to-Side Oscillation

##### B. JUMPING WORKS IN TRAMBOLIN

##### C. SHAKING

1. Sitting on a Swing
2. Prone on Swing
3. Supine on Swing

#### MEASUREMENT AND EVALUATION IN THE MODULE

Measurement and evaluation process in the “Vestibular System (Balance)” module; rude evaluation, pre-teaching evaluation, evaluation of teaching process (course hour), final evaluation and post-teaching (end of term) evaluation stages. This Explanations about the sample forms prepared for the stages are given below.

1. **Rough Evaluation** : The need for support education by the Special Education Evaluation Board the training module selected for the individual who has been decided to be and the primary needs of the individual direction; to be prepared to prepare an individualized education plan (IEP) is superficial evaluation.

Based on which criteria this evaluation will be based on,

what to pay attention to in writing, how the environment should be, evaluation explanations of how to transfer the results, the practitioner's attention to this section  
It will be written.

**2. Pre-Teaching Evaluation: (Performance Registration Table)** Rough evaluation

As a result, before starting the teaching of the acquisitions chosen for the individual's BEP, This is a detailed evaluation to be carried out in order to determine its position.

Based on which criteria this evaluation will be based on,  
what to pay attention to in writing, how the environment should be, evaluation explanations of how to transfer the results, the practitioner's attention to this section  
It will be written.

**3. Evaluation in the Instructional Process: (Performance Registration Table)** Skills addressed,

the way to be followed during the teaching of the concept or discipline and its one hour hour is the detailed evaluation of his teaching.

When to make this evaluation based on which criteria (each lesson at the beginning and end of the hour ... etc), what to pay attention to when writing questions-instructions how the environment should be, how the results of the evaluation will be transferred, Explanations that the practitioner should pay attention to will be written in this section.

**4. Final Evaluation: In** the achievements selected for skill teaching, the last

the evaluation made during the lesson time also realizes the skill of the individual. it will be the last assessment to be made for not performing. Therefore separate there is no need to prepare a form.

**5. Post-Teaching (End of Term) Assessment:** Taken at the end of each month

evaluations (*of the Performance Record Table* ); End of Period Individual Performance Overall processing of the Evaluation Form and at the end of the support training program is the indication of the step reached.

Acquisition within the period suggested by the Special Education Evaluation Board the intended gains are processed into the form in the form of items.

In which month my earning started, the gain related to that month is 1 month. If it is terminated in (if the gain has taken place) it will be marked as "+". Earnings If it continues in the months after the start of the month (if the gain has not been achieved) as "-" It marked. A "+" is placed on the month of the acquisition.

For the individual at the end of the period recommended by the Special Education Evaluation Board among the achievements that are aimed to be realized; unrealized or taught RAM information section at the end of the form related to what can not be done is detailed. As if the teaching was never started, the reasons for it or despite the fact that it was started if the acquisition could not be realized, explanations about the lower step It will be made.

## MEASUREMENT AND EVALUATION FORM EXAMPLES

Rough Evaluation Form  
(Balance Skills)

Balance Skills	Yes	No	Descriptions
1 Stands without support.			
2 He stands on one leg in balance.			
3 He bounces on the trampoline with the support of his hands.			
4 On the trampoline without support with his hands Jump.			
5 Balance on the exercise ball and maintains its position.			
6 Step forward and sideways on the balance board throws oscillating.			
7 Swings on the swing in different positions.			

Gain : Improves balance.

NOTICES	QUESTIONS/ INSTRUCTION	Main Instruction	EVALUATION OF THE TEACHING PROCESS																		GROUP		
			INDIVIDUAL																				
			I		H		I		H		I		H		I		H		I			H	
			Before Education	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
			HEAssessment	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Standing unsupported	3			3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	
It stops. On one leg																							
It stays in balance.	3																						
Taking support with his hands																							
bounces on the trampoline.	3																						
Without support with his hands																							
bounces on the trampoline.	3																						
On the exercise ball																							
balance and position	3																						
Preserves.																							
Forward on the balance board and	3																						
stepping sideways																							
oscillates.																							
In different positions	3																						
swings on the swing.																							

Abbreviations: 0: Cannot start. 1: Starts independently. 2: Partially completes. 3: Completes independently.

**FAMILY INFORMATION**

\* In this month, efforts have been made with your child to achieve "Balance". In order for the balance to be permanent, repetitions at home in accordance with the above-mentioned guidelines is required.

**DESCRIPTIONS**

- 1 In the vestibular system module, in line with the request of the practitioner as an evaluation criterion, it can also benefit from other criteria that are specified in the relevant section of the program.
2. This form will be filled in by the practitioner who is doing the training.
3. A copy of this form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.
4. At the end of this form, the family should be informed about the work done.
5. After each class hour, the family should be informed verbally or in writing about the work done and the activities that can be done at home (again).

**INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD**

Individual Name Surname:

Training Start Date: //

Individual's Age:

Training End Date: //

Educational Diagnosis: Physically Disabled

**MONTHS**

**GAINS**

1. MONTH 2. MONTH 3. MONTH 4. MONTH 5. MONTH 6. MONTH 7. MONTH 8. M

**BALANCE SKILL**

Standing unsupported.

It stands on one leg in balance.

He bounces on the trampoline with the support of his hands.

He jumps on the trampoline without support from his hands.

Maintains balance and position on exercise ball.

It steps on the balance board by stepping forward and to the side.

It swings on the swing in different positions.

**DESCRIPTION:** It is aimed to be acquired within the period recommended by the Special Education Evaluation Board.

the gains are processed in form as items. In which month the earning started, in the column related to that month; if the gain was terminated within one month (if the gain was realized) as "+"; if it continues in the following months (if no gain has been achieved) will be marked as "-". A "+" is placed on the month of the acquisition.

It is aimed to be realized for the individual at the end of the period recommended by the Special Education Evaluation Board.

the gains; Those who can not or can not be performed following instruction **RAM Information**

If the education has not been started in detail in the department, the reasons for this have been initiated.

If the acquisition could not be achieved, explanations will be made on which lower step.

**RAM INFORMATION**

- a. Verbal expressions and explanations of developments in individual performance should be included.  
 b. Close up with thoughts about the different programs that should be included in the program during the development process and needs can be reported in line with distant targets.

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 .....  
 .....

	History	
	/ Of	
Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

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