

KEY EVALUATION FINDINGS AND/OR NEXT STEPS

KEY EVALUATION RESULTS:

presents with developmental delays across domains of development. He is diagnosed with Leber's Congenital Amaurosis, a retinal degenerative condition characterized by severe loss of vision at birth. It is believed has some minimal light perception but there is no measurable vision. He evidences low muscle tone, gross motor and fine motor delays. His cognition, communication, play and social interactions are also delayed.

Based on a report from Perkins School for the Blind, dated 5/08/08, using the Use of Sensory Channels of the Learning Media Assessment, primary learning channel is auditory. Tactual learning is his secondary channel. can use his tactual skills well, but when observing him within his daily environment, it became clear he uses his sense of touch once he has already has some auditory information. also uses his sense of smell to help him figure out his environment.

A Psychological/Developmental Evaluation was completed by in April, 08. In the areas of cognition and language development, which are stronger areas for he has achieved most developmental skills in the 1-2 year old level, with several emerging in the 2-3 year old range. he shows minor developmental delays in these areas, in comparison to the typical development of visually impaired children. More significant delays were evident in self-care and motor skills. There was presence of scattered in his developmental profile.

demonstrates a relative strength in auditory/verbal learning. He is also demonstrating use of his tactual sense to explore and learn about objects. He is not yet engaging in much physical exploration of the environment, which is somewhat limiting for his learning at this time. is showing some emerging social awareness of his peers, with very good emergence of pretend play skills. Per Perkins report, parental description is of a little boy who does not adjust easily to new situations. His transition to a new preschool will require special care and planning to enhance his feelings of comfort and safety. Please refer to Perkins' School reports for more detailed information regarding his areas of skill development.

There is a Preschool Intake Summary Report, as well as reports from Perkins and Thom Charles River Early Intervention Program, on file.

Based on disability, he is eligible for an array of services which include: PT,OT, Speech/Language, TVI, O & M, and Early Childhood Educator.

NEXT STEPS:

had an Orientation and Mobility (O&M) Evaluation at Perkins in February 2008. His O & M skills will need to be reassessed once his educational placement is finalized. A Goal with objectives will be added to the IEP in an Amendment.

See Additional Information in IEP for more information.

Watertown Public Schools

30 Common Street

Watertown, MA 02472

District Contact Person/Phone #: Margaret McDonagh-PreS / 617-926-7743

█████ demonstrates a relative strength in auditory/verbal learning. He is also demonstrating use of his tactual sense to explore and learn about objects. He is not yet engaging in much physical exploration of the environment, which is somewhat limiting for his learning at this time. █████ is showing some emerging social awareness of his peers, with very good emergence of pretend play skills. Per Perkins report, parental description is of a little boy who does not adjust easily to new situations. His transition to a new preschool will require special care and planning to enhance his feelings of comfort and safety. Please refer to Perkins' School reports for more detailed information regarding his areas of skill development.

There is a Preschool Intake Summary Report, as well as reports from Perkins and Thom Charles River Early Intervention Program, on file.

Based on █████'s disability, he is eligible for an array of services which include: PT,OT, Speech/Language, TVI, O & M, and Early Childhood Educator.

Vision Statement: What is the vision for this student?

Consider the next 1 to 5 year period when developing this statement. Beginning no later than age 14, the statement should be based on the student's preferences and interest, and should include desired outcomes in adult living, post-secondary and working environments.

Mr. and Mrs. █████ would like █████ to build the skills necessary for him to succeed in an integrated kindergarten program once he turns 5. The Team's vision for █████ is for him to participate in an integrated preschool setting and to progress in all areas of development. Parents have also expressed their vision for █████ in a summary attached to this IEP

Individualized Education Program (IEP)

Student Name: ██████████

IEP Dates: from 6/23/08 to 6/22/09

DOB: 06/11/2005; Student ID#: ██████████

Present Levels of Educational Performance
A: General Curriculum

General Curriculum Areas affected by Ivan's Disability(ies):

- English Language Arts
 History and Social Sciences
 Mathematics
 Science and Technology
 Other Curriculum Areas Specify: _____

How does the disability(ies) affect progress in the curriculum area(s)? _____

What type(s) of accommodation, *if any*, is necessary for the student to make effective progress?

The following accommodations are necessary for ██████ to make effective progress in the general curriculum.

- Small, highly structured learning environment. ██████ requires 1:1 assistance throughout the school day for all activities and transitions.
- Prior to working with new staff, ██████ needs time orient to the space, listen to new voices and be comfortable with the new staff/environment before expectations are placed on him.
- Additional time to process information and respond.
- Verbal cues/warnings to prepare for transitions. Verbal cues to be used for typically non verbal communication (i.e., turn lights on/off, quiet voice).
- Increased time to adjust and understand expectations for transitions and switching activities.
- ██████ needs the classroom set up with appropriate landmarks and space to negotiate.
- Clear pathways, wall to trail.
- Precise language to understand instruction and learn new information.
██████ needs to hear things first to support engagement for learning.
- Direct experience with real materials.
Use of songs to support learning.
- Quiet environment/spaces for ██████ for learning and to calm himself.
- Protect eyes from sun exposure by reducing glare through windows.
- A Behavior Program to address ██████ separation issues will be developed and implemented by parents and staff.

What type(s) of specially designed instruction, *if any*, is necessary for the student to make effective progress?

Check the necessary instructional modification(s) and describe how such modification(s) will be made.

[X] Content:

██████ needs content modifications to the general curriculum through the use of Expanded Core Curriculum.

[X] Methodology/Delivery of Instruction:

Small, highly structured learning environment that incorporates preteaching/previewing, rehearsal, reauditorization.

Materials must have a tactual or auditory component or combination of both. Braille rich environment.

██████ requires 1:1 assistance throughout the school day for all activities and transitions.

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Appropriate physical space for exploring and traveling.

Use of verbal language to explain his environment and what he will encounter when moving through space.

Listening center, tactile, auditory books, story boxes for early literacy experiences.

Direct, hands-ons experience with real objects.

[X] Performance Criteria:

Use of Oregon Project, Assessment of Braille Literacy Skills (ABLS). Analysis of language samples. Progress Reports. Parent Teacher conferences.

Present Levels of Educational Performance

B: Other Educational Needs

Check all that apply.

GENERAL CONSIDERATIONS

- Adapted physical education
 -Braille needs (blind/visually impaired)
 -Extra curriculum activities
 -Social/emotional needs
 -Assistive tech devices/services
 -Communication (all students)
 -Language needs (LIP students)
 -Travel training
 -Behavior
 -Communication (deaf/hard of hearing students)
 -Nonacademic activities
 -Skill development related to vocational preparation or experience
 -Other: gross motor, use of classroom materials

AGE-SPECIFIC CONSIDERATIONS

- For children ages 3 to 5 - participation in appropriate activities
 -For children ages 14+ (or younger if appropriate) - student's course of study
 -For children ages 16+ (or younger if appropriate) to 22 - transition to post-school activities including community experiences, employment objectives, other post school adult living and, if appropriate, daily living skills

How does the disability(ies) affect progress in the indicated area(s) of other educational needs?

██████ disability(ies) affect progress in other educational areas as follows: ████████ needs all of his learning to be conducted through compensatory methods given his diagnosis of blindness. He needs instruction in all area of the Expanded Core Curriculum described in detail in the attachment to this IEP.

██████ demonstrates global delays across all areas of development which affects his ability to access curriculum at a level with his peers. He displays behavioral issues related to separation, transitions, change in routines, novel materials, tactile sensitivity. ████████ has perseverative behaviors that interfere with his learning, emotional state, and communication.

What type(s) of accommodation, if any, is necessary for the student to make effective progress?

The following accommodations are necessary for ████████ to make effective progress in other educational areas.

- Small, highly structured learning environment. ████████ requires 1:1 assistance throughout the school day for all activities and transitions
- Prior to working with new staff, ████████ needs time orient to the space, listen to new voices and be comfortable with the new staff/environment before expectations are placed on him.
- Additional time to process information and respond.
- Verbal cues/warnings to prepare for transitions. Verbal cues to be used for typically non verbal communication (i.e., turn lights on/off, quiet voice).
- Increased time to adjust and understand expectations for transitions and switching activities.
- ████████ needs the classroom set up with appropriate landmarks and space to negotiate.

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██████ needs to hear things first to support engagement for learning.
- Direct experience with real materials.
Use of songs to support learning.
- Quiet environment/spaces for ████████ for learning and to calm himself.
- Protect eyes from sun exposure by reducing glare through windows.
- A Behavior Program to address ████████'s separation issues will be developed and implemented by parents and staff.

What type(s) of specially designed instruction, *if any*, is necessary for the student to make effective progress?

Check the necessary instructional modification(s) and describe how such modification(s) will be made.

[X] Content:

██████ needs content modifications to the general curriculum through the use of Expanded Core Curriculum.

[X] Methodology/Delivery of Instruction:

Small, highly structured learning environment that incorporates preteaching/previewing, rehearsal, and reauditorization.

Materials must have a tactual and/or auditory component or combination of both. Braille rich environment.

██████ requires 1:1 assistance throughout the school day for all activities and transitions.

Appropriate physical space for exploring and traveling.

Use of verbal language to explain his environment and what he will encounter when moving through space.

Listening center, tactile, auditory books, story boxes for early literacy experiences.

Direct, hands-ons experience with real objects.

[X] Performance Criteria:

Use of Oregon Project, Assessment of Braille Literacy Skills (ABLS), Analysis of language samples, Progress Reports, Parent Teacher conferences.

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Current Performance Levels/Measurable Annual Goals

Goal #1	Specific Goal Focus: Social/Emotional
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Current Performance Level: *What can the student currently do?* ██████ has a difficult time separating from his parents. He experiences tantrum behavior, and distressed emotional state when separated from his parents. He has a difficult time calming himself. When upset, ██████ likes to be in the supine (on his back) position. This position allows ██████ to feel secure and in control and gives him comfort.

A program has not yet been developed to assist ██████ in learning how to separate. However, parents have indicated that this is a goal for him over the course of the next year.

Measurable Annual Goal: *What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period? How will we know that the student has reached this goal?* ██████ will participate in a preschool classroom by transitioning in, separating, maintaining his composure, and engaging in activities for a 3 hour period in 4/5 days per week.

Benchmark/Objectives: *What will the student need to do to complete this goal?*

- Within 10-15 minutes of arriving at school, ██████ will separate from his parents and begin his school day with the assistance of a familiar adult 4/5 days per week over a 3 week period.
- In the classroom setting with a familiar adult, ██████ will accept instruction to complete a simple one step activity (touch the ___, roll the ball, turn the page, find the ___ on the page) 3 times in a 15 minute period twice/day over a two week period.
- In the classroom setting with adult or physical support (chair), ██████ will sit, stand, scoot for minimum 15 minute periods 4 times in a school day 5/5 days per week over a 3 week period.
- During snack/lunch time in the classroom, ██████ will tolerate sitting at snack and eating his food for a 10 minute period 4/5 days per week over 3 weeks.

Goal #2	Specific Goal Focus: Life Skills
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Current Performance Level: *What can the student currently do?* ██████ is a two year eleven month old child with the diagnosis of Leber's Congenital Amaurosis, low muscle tone, gross motor and fine motor delays. ██████ is extremely attuned to auditory input. At this time, he is working on fundamental pre-requisite skills needed to complete basic functional life skills such as walking, eating independently, dressing and toileting. ██████ demonstrates signs of tactile sensitivity. He is not tolerant to unexpected touch. He is able to discriminate sticky from smooth. His mother reports that in the recent past, ██████ would not tolerate shoes, and needed to wear moccasins. He is just recently tolerating his braces, socks and shoes. ██████ is not using utensils to eat, nor will he hold objects larger than bite sized in his hand to finger feed. He is dependent on an adult for all dressing skills. Tactile exploration is a key component to ██████'s learning style.

Measurable Annual Goal: *What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period? How will we know that the student has reached this goal?* Given fading adult support (total assist approaching active assistance) ██████ will begin to actively participate in basic functional life skills as noted by his level of comfort, anticipation of the event and level of engagement during life skill activities (dressing, toileting,

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feeding, ambulating, etc) 4/5 opportunities.

Benchmark/Objectives: *What will the student need to do to complete this goal?*

- While seated on a mat with an adult supporting him from behind and given adult cueing, ██████ will cross the midline to reach for an article of clothing and identify verbally and tactilely the corresponding part of his body it will cover 3/5 attempts.
- ██████ will stand from sitting and sit from standing to include a large bolster, a cube chair, classroom chair and finally toilet seat with stand by adult assistance 3/5 attempts.
- When presented with a variety of foods and liquids, ██████ will identify presented attributes such as cold/warm, big/little, sticky, smooth while exploring with his hands or tasting with his mouth 3/5 attempts.
- When engaged in a dressing activity, ██████ will actively assist in pulling on/off a variety of clothing to include shirts, socks, shoes and outerwear 3/5 attempts.

Goal #3	Specific Goal Focus: Mobility
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Current Performance Level: *What can the student currently do?* ██████ parents report that he has begun to scoot himself while sitting on the floor. He does not like being on his stomach. While observed during the Perkins group, ██████ preferred to lie on his back away from the group for the duration of the circle time. He appeared very attentive to the auditory input around him. ██████ demonstrated the ability to drum with his feet on a large drum. He purposefully initiated a rhythm pattern using both feet. When picked up by his service provider, ██████ was noted to have difficulty controlling his head, resting it on the back of his neck. While seated at the table for water play, ██████ rested his head against the back of the chair. ██████ was not observed to use trunk rotation in supine or sitting positions. Both scapulae were held in retraction. When observed at home, ██████ was seated in a specially made chair and table which was made at the Perkin's workshop. ██████ demonstrated improved head control during this observation. He was noted to keep his head in midline for the majority of the session. When ██████'s mother introduced the cane to him, he readily explored the knob on the end. When the table was removed, ██████ held the cane with both hands and was able to be pulled to stance. ██████ played with rocking back and forth in stance. He held his elbows close to his body and held both legs in extension with recurvatum noted at both knees. ██████ parents report that he has only tolerated shoe wear recently and that over the past year he has progressed to this point from lying on the floor and screaming. He is wearing bilateral SMOs. ██████ has a walker for use when appropriate.

Measurable Annual Goal: *What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period? How will we know that the student has reached this goal? Given the use of adaptive equipment and fading adult support, ██████ will negotiate a variety of level terrains at his school, with upright posture, self propulsion and general calmness for a distance up to 100 ft 3/5 attempts.*

Benchmark/Objectives: *What will the student need to do to complete this goal?*

- With fading adult support, ██████ will propel himself forward 5 ft prone on a jet-mobile 3/5 attempts.
- With fading adult support, ██████ will rock himself forward and back for 5 cycles while seated on a small rocking horse 3/5 attempts.
- With fading adult support, ██████ will scoot across a 10 ft path to retrieve an intended toy 3/5 attempts.
- While standing with fading adult support, ██████ will cruise across a 6 ft. table top surface to an intended toy 3/5 attempts.

Goal #4	Specific Goal Focus: Occupational Therapy
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Current Performance Level: *What can the student currently do?* Tone appears to fluctuate throughout his upper and lower extremities. ██████ hands are positioned in ulnar deviation with fluctuating tone throughout his fingers and wrists. In his left hand, he often positions it in a fist grasp, with his wrist in flexion. When pulling out of a fist grasp, the left hand moves through a tonal pattern to open. Subluxation of the metacarpal joints in each hand is noted. ██████ uses his right hand for all activities. He does not tolerate tactile stimulation to his fingers. He explores all objects with his palms. ██████ uses a modified lateral pinch to pick up small objects with his right hand. His digits move in a raking motion to locate the item, moving the item from his palm to the side of his thumb to pick up the

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item. Pincer grasps were not noted during either observation. The left hand remains in a high guard position. ██████ has learned to search for items presented in front of him, using his right hand, searching with the palm of his hand. He is able to locate items on a flat surface (tray), as well, as from within a small bowl. ██████ is able to bring his hands to midline. ██████ hand skill development and stimulation improves when using a favorite toy (keyboard). Finger isolation is difficult for Ivan and a challenge that all service providers are working towards achieving. ██████ does not consistently use his left hand as a stabilizer, at this time. ██████ demonstrates signs of tactile sensitivity. ██████ is not tolerant to unexpected touch. ██████ is able to discriminate sticky from smooth. His mother reports that in the recent past, ██████ would not tolerate shoes, and needed to wear moccasins. He is just recently tolerating his braces, socks and shoes. ██████ is not using utensils to eat, nor will he hold objects larger than bite sized in his hand to finger food. Tactile exploration is a key component to ██████ learning style.

Measurable Annual Goal: *What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period? How will we know that the student has reached this goal?* Given verbal cueing, ██████ will use his left hand as a stabilizer and support (holding onto an object while the right hand completes a skilled action) to his right hand, when engaged in a functional task, in 4/5 opportunities.

Benchmark/Objectives: *What will the student need to do to complete this goal?*

- ██████ will be able to tolerate weight bearing into both hands, while moving from partial weight bearing (prone over a scooterboard, with palms or fingertips touching the floor) to full weight bearing (quadriped positioning with whole hand on the floor) for up to 1 minute.
- ██████ will demonstrate improved functional skill using finger isolation as seen by his ability to isolate individual fingers to press the keys of a musical keyboard, using adapted strategies as needed, up to 5 key strokes, 3/5 opportunities.
- While holding a whole food item in one hand, ██████ will take up to 3 bites.

Goal #5	Specific Goal Focus: Speech/Language
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Current Performance Level: *What can the student currently do?* During a home observation, ██████ tolerated two adults (mom and OT) presenting him with verbal information. Information was presented to give directions and describe what was happening during the session (āWhereāis the lamb? Oops you found the board, whereāis the lamb!ā and āIāām holding your bowl so it doesnāt fall overā). ██████ did not become agitated by this use of oral language. He was observed to follow a one step direction to āIāānd the tipā while holding the pommel of his chair. ██████ was not observed to accurately respond to questions during this observation. ██████ should continue to be provided with concrete experiences to help develop his receptive language. It should be noted that while expressive language may sound intact at times, special note should be taken to ██████ understanding of the language he uses.

Measurable Annual Goal: *What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period? How will we know that the student has reached this goal?* ██████ will improve receptive language skills so that he is able to follow simple 2-step directions while seated with moderate adult facilitation, and answer simple wh-questions (who, what, where) in 6/10 trials during a structured group or 1:1 setting over 5 days.

Benchmark/Objectives: *What will the student need to do to complete this goal?*

- ██████ will answer yes/no questions correctly either verbally or with a gesture (head shake) 6/10 trials.
- ██████ will respond to wh-questions (who, what, and where - including "What is your name?") 6/10 trials.
- ██████ will follow 1 step directions with minimal adult assistance 6/10 trials.
- ██████ will follow 2 step directions with moderate adult facilitation 6/10 trials.

Goal #6	Specific Goal Focus: Communication Skills
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Current Performance Level: *What can the student currently do?* ██████ uses a variety of communication modalities to express wants and needs. He used gestures, vocalizations, and verbalizations during a session with his occupational therapist and mother at home. Many of ██████ verbalizations were imitated from his mother. He used vocalizations and verbalizations to seek attention, request an object, protest, comment, and engage in a back and forth interaction with mom. Currently, ██████ communication functions include instrumental (to satisfy his needs), regulatory (to

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control the behavior of others), and beginning stages of interactional communication (to define or participate in a social-exchange). ██████ shows good auditory-attention to the speaker, and is able to engage in appropriate turn taking through two turns with an adult participant. ██████ uses some echolalia in communication to continue interactions and demonstrate comprehension. For example, when mom said sticky (referring to ██████ hands after touching the cookies), ██████ repeated sticky, sticky while touching his fingers together. ██████ later used the word sticky to describe how his hands felt with out hearing the word first.

██████ uses clear speech sounds when communicating short phrases and words during this observation. Limited jargon was noted and ██████ had good intonation in his speech. ██████ used a rising inflection to ask questions about his mum mums during this observation. Intelligibility is judged to be good with a known context and short words and phrases at this time. Intelligibility will continue to be monitored to ensure that he is understood as sentences increase in length.)

██████ requested familiar, motivating activities during his session. He asked for mum mums, the pentagon, the pommel, and the puka tunnel (requesting a park he enjoys). In terms of semantic relations expressed, this falls at the object level. ██████ was not observed to use describe actions, agents, cessation, rejection, or possession during this observation. ██████ used intonation and repetition to indicate that he wanted more (recurrence) and to indicate rejection. Increasing semantic relationships will be important in developing ██████ expressive language skills.

Measurable Annual Goal: *What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period? How will we know that the student has reached this goal?* ██████ will increase use of semantic relationships to include the use of describing actions, agents, cessation, rejection, and possession in 3-4 word phrases and sentences at least 15 times per school day.

Benchmark/Objectives: *What will the student need to do to complete this goal?*

- ██████ will increase expressive vocabulary so that he is able to identify and use at least 10 action words (verbs), 20 new nouns and or people, 5 pronouns, and 5 simple describing words.
- ██████ will learn and use the words no/all done to indicate rejection or cessation of an activity at least 6/10 times.
- ██████ will use agent-action (baby drink), action-object (drink juice), and agent action-object (baby drink juice) phrases to increase sentence length to 3-4 words.
- ██████ will use simple declarative sentences, simple imperative sentences, and simple negative with 3-4 words to greet, comment, request, reject, and share information in combination at least 15 times per day.

Goal #7	Specific Goal Focus: Communication Skills
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Current Performance Level: *What can the student currently do?* ██████ enjoys feeling textures, raised line drawings and tactile illustrations. He likes moving his hands over the Braille written on a page. He identifies objects by touch. He manipulates objects but not always with two hands.

Measurable Annual Goal: *What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period? How will we know that the student has reached this goal?* Ivan will develop pre-Braille skills.

Benchmark/Objectives: *What will the student need to do to complete this goal?*

- ██████ will distinguish, sort and match 10 different textures with 80% accuracy.
- ██████ will distinguish, sort and match 5 different shapes with 80% accuracy.
- ██████ will track his fingers from left from right on a page 8/10 trials.
- ██████ will gain meaning from a tactual/object book by responding to 3 simple yes/no questions related to the story (i.e., Froggy's cold- does he need his hat?, Froggy's going to bed- does he need a coat?) in 5/10 trials.

Progress Reports are required to be sent to parents at least as often as parents are informed of their nondisabled children's progress. Each progress report must describe the student's progress toward meeting each annual goal.

Individualized Education Program (IEP)

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DOB: 06/11/2005; Student ID#: ████████**Service Delivery**

What are the total service delivery needs of this student?

Include services, related services, program modifications and supports (including positive behavioral supports, school personnel and/or parent training/supports). Services should assist the student in reaching IEP goals, to be involved and progress in the general curriculum, to participate in extracurricular/nonacademic activities and to allow the student to participate with nondisabled students while working towards IEP goals.

School District Cycle: The Hosmer Early Steps Preschool PM is on a 5-day cycle.

A. Consultation (Indirect Services to School Personnel and Parents)

Focus on Goal #	Type of Service	Type of Personnel	Frequency and Duration per Cycle	Start Date	End Date
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No services in this grid

B. Special Education and Related Services in General Education Classroom(Direct Services)

Focus on Goal #	Type of Service	Type of Personnel	Frequency and Duration per Cycle	Start Date	End Date
1, 2, 3, 4, 5, 6, 7	Perkins/Integrated Preschool Classroom	Special Ed. Staff	5 Session (s) of 4 hour(s) each per 5-day cycle	12/01/2008	06/22/2009

C. Special Education and Related Services in Other Locations (Direct Services)

Focus on Goal #	Type of Service	Type of Personnel	Frequency and Duration per Cycle	Start Date	End Date
5, 6	Speech/Language	Speech/Language - PreSchool	Session of 60 minute(s) per 5-day cycle	09/02/2008	06/22/2009
1, 2, 4	Occupational Therapy	Occupational Therapist-PS	Session of 60 minute(s) per 5-day cycle	09/02/2008	06/22/2009
3	Physical Therapy	Eval Team Chair	Session of 60 minute(s) per 5-day cycle	09/02/2008	06/22/2009
1, 2, 7	Vision	Vision Therapist	Session of 60 minute(s) per 5-day cycle	09/02/2008	06/22/2009
1	Orientation & Mobility	Orienta-tion/Mobility Thera-pist	2 Session (s) of 30 minute(s) each per 5-day cycle	09/02/2008	06/22/2009
1, 2, 3, 4, 5, 6, 7	Perkins Preschool Summer Program w/ S/L, OT, PT, Vi-sion, O&M	Special Ed. Staff	5 Session (s) of 4 hour(s) each per 5-day cycle	06/23/2008	08/01/2008
1, 2, 3, 4, 5, 6, 7	Perkins Preschool Program	Special Ed. Staff	5 Session (s) of 4 hour(s) each per 5-day cycle	09/02/2008	11/28/2008