

Clerk

**TOWN COUNCIL MEETING #11-2000  
MAY 30, 2000 - 7:00 P.M.  
TOWN COUNCIL CHAMBERS**

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**SUMMARY AGENDA**

**ITEM #107-2000 To consider action relative to the adoption of Municipal, School and Winslow Park budgets for fiscal year 2000. (Public Hearing).**

**OTHER BUSINESS:**

**COMMITTEE REPORTS:**

Adjourn.

**SPECIAL TOWN COUNCIL MEETING #11-00**

**MAY 30, 2000 - 7:00 P.M.**

**TOWN HALL COUNCIL CHAMBERS**

**AGENDA**

**SPECIAL NOTE:** This agenda is a working agenda which includes background information and is for distribution to Council members only.

**FROM:** Dale C. Olmstead, Jr.

**FIRST ORDER OF BUSINESS:** To waive the reading of the minutes of meeting #10-2000 held on May 16, 2000 and accept the minutes as printed.

**SECOND ORDER OF BUSINESS:** To take action on the following items of business as read by the Council Chairperson.

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**ITEM #107-00** To consider action relative to the adoption of Municipal, School and Winslow Park budgets for fiscal year 2000 (Public Hearing).

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**MOTION:** That the proposed Municipal, School and Winslow Park budgets for fiscal year 2001 be subject to Public Hearing.

**MOTION:** That the Public Hearing be closed.

**MOTION:** That the proposed Municipal and School budgets be tabled until June 6, 2000.

**MINUTES  
 FREEPORT TOWN COUNCIL MEETING #11-2000  
 TOWN HALL COUNCIL CHAMBERS  
 May 30, 2000 - 7:00 P.M.**

<u>CHAIRPERSON'S CALL TO ORDER</u>	<u>Present</u>	<u>Absent</u>	<u>Excused</u>
Genie Beaulieu, Larue Drive	X		
David Soley, Chairperson Arnold Road	X		
Edward Campbell Gay Drive	X		
John Arsenault, Vice Chairperson Prout Road	X		
Kenneth Mann Mann Road	X		
Gloria DeGrandpre Wolf Neck Road	X		
Robert Stevens Porters Landing	X		

**FIRST ORDER OF BUSINESS: TO WAIVE THE READING OF THE MINUTES OF MEETING #10-2000 HELD ON MAY 16, 2000 AND ACCEPT THE MINUTES AS PRINTED**

**MOVED AND SECONDED: TO WAIVE THE READING OF THE MINUTES OF MEETING #10-2000 HELD ON MAY 16, 2000 AND ACCEPT THE MINUTES AS PRINTED. (Councilors Campbell & Arsenault) (7 Ayes)**

**SECOND ORDER OF BUSINESS: To take action on the following items of business as read by the Council Chairperson:**

**ITEM #107-2000**      To consider action relative to the adoption of Municipal, School and Winslow Park budgets for fiscal year 2001. **(Public Hearing).**

**MOVED AND SECONDED: That the Public Hearing be opened. (Councilors Campbell & Arsenault) (7 Ayes)**

The following speakers spoke in support of the School Committee Budget Proposal:

Chris Leighton	Allison Thurlow	Carla Kenniston	Janet Theriault
Jack Panzica	Susan Mendillo	Ruby McDermott	Josephine Clark
Elizabeth Patten	Jenny Gwilym		

**COUNCIL MEETING #11-2000  
MAY 30, 2000**

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Kirk Goddard asked about the remainder of the budget process and solicited comment from councilors. Councilors expressed the need to process Public Comment prior to taking a position on budgets.

Jack Panzick spoke in support of the Municipal Budget as proposed by the Town Manager and Municipal Administrators.

Rod Regier spoke in support of the CPI policy increase in the tax rate and expressed concern about the size of the tax increase proposed.

Randall Thomas urged that \$30,000 for the Browntail Moth Program be cut from the Municipal Budget.

**MOVED AND SECONDED:** That the Public Hearing be closed.  
(Councilors Campbell & Arsenault) (7 Ayes)

ITEM #107-2000      Tabled until June 6, 2000. (Councilors Campbell & Beaulieu) (7 Ayes)

**MOVED AND SECONDED:** To adjourn at 8:07 p.m. (Councilors  
Campbell & Arsenault) (7 Ayes)

Respectfully submitted,

Dale C. Olmstead, Jr.  
Town Manager (filling in for Council Secretary)

May 26, 2000

Freeport Town Council  
Freeport Town Hall  
Freeport, ME 04032

Re: School Budget

Dear Council Members:

I am again writing to you in your capacity as members of the Freeport Town Council regarding this year's school budget. My last correspondence, in April, concentrated on the Morse Street Elementary pre-school program. I now understand there are concerns regarding approval of the entire school budget. Please let this serve as my heartfelt request that the current school budget proposal be approved in full.

My family has lived in Freeport for more than a decade now, and it has been a wonderful ten years. The community has been able to achieve a delicate balance between growth and the traditional values and open spaces we all care so much about. I feel this balance has created a great environment to raise a family, but even more important to my family has been the amazing care and attention received by our three children within the school system. My family owes a debt of gratitude to the teachers and administrators we have dealt with, and we should do all in our power to support these school employees lest we lose them.

The school system is so much more than the bricks and mortar of Morse Street School, Mast Landing, or the Middle and High Schools. I understand the need for adequate facilities, and I support the proposed additions now recommended for the Middle and High Schools, but we cannot forget that the people and programs interacting and teaching our children every day are the most important part of any school. A beautiful building can make a child's educational experience better, but without the hands on work of teachers using creative, specialized programs and learning materials so much will be lost.

There will always be debate over school budgets and financial priorities within the Town Budget, but the school system is simply too important to the overall health of this community to even question the minor increases in funding now requested. I hope, after thoughtful consideration, that the Town Council will see the merits of the school budget proposal and grant it in full.

Again, many thanks for the opportunity to offer my thoughts, and please contact me if you have any questions.

Yours truly,

A handwritten signature in black ink, appearing to read 'Nelson Larkins', written over a horizontal line.

Nelson Larkins  
67 Old Brunswick Rd.  
Freeport, ME 04032  
865-1412

March 30, 2000

Dear Freeport School Board Members,

I am writing this letter on behalf of Aaron Thurlow who is a student in the pre-school program at Morse Street School. My name is Betsy Van Betuw and I am a Licensed Clinical Social Worker who has worked with Aaron and his parents for the past year through Child Development Services. For the past fourteen years, I have also worked as a school social worker in the Portland School Department. Throughout my social work career, I have had considerable experience working with young children and their families.

As part of Aaron's school screening, he was found to have speech and behavioral problems that needed attention. He was developmentally behind his peers to a significant degree and needed many services that the pre-school program could provide.

I have been working very closely with Aaron and his parents, Child Development Services, and the Freeport School Department to help Aaron and his parents access the services he needs. I have also provided many social work services in the home. I meet with Aaron and his parents 2 -3 times per month.

The Freeport pre-school program has afforded Aaron the opportunity to receive the services he needs in a school setting. Before he attended this pre-school program, Aaron's parents were experiencing great difficulty at home with his behavior. Aaron was extremely frustrated because he was not able to communicate. When I first met Aaron, he was only able to say a couple of words and his behavior was a constant struggle for his parents.

Since Aaron has been attending the pre-school program, his progress has been astonishing. He is now able to communicate and has an extensive vocabulary for a 3 year old. His behavior has also improved dramatically. He is now a happy little boy who loves going to school! The problems he was having at home have also decreased substantially. I feel that these improvements are due to the pre-school program he has been attending. This program has provided him with many opportunities and been of great benefit to him.

I strongly urge you not to eliminate this pre-school program. If this program were eliminated, it would gravely hinder Aaron's further development. He has come so far. I ask you not to take these services away from him for he still needs them and benefits from them every day.

Thank you very much for your attention to my letter.

Sincerely,

  
Betsy Van Betuw, LCSW

NOV 15 1998

Gerard Mollitor  
P.O. Box 1264  
Ogunquit, ME 03907

November 15, 1998

Report of Behavioral Assessment

Aaron Thurlow  
D.O.B.: 5/31/96

Aaron Thurlow is a 2 yr., 5 mo. old boy who was referred for a behavioral assessment by Kathy Isaacs of CDS. Becky Billings, Aaron's speech therapist, was concerned about what she described as rage episodes which she observed in her in-home therapy sessions. Aaron and his family are presently staying at his paternal grandparent's home, while their home is being built. I observed Aaron and interviewed his parents, Roland and Alison, at the grandparent's home on September 30th. Aaron's sister, Kayla, and his paternal grandfather, Paul Thurlow, were also present. I also observed Aaron and his sister at the home of Donna Trainor, their day care provider, on October 13th.

Aaron was an 8 lb., 15 oz. baby delivered via C-section. He is reported to have been a very quiet baby who always wanted to be eating. He had an ear infection at 6 months which lasted until he was 9 months old. He was a good sleeper as an infant and began to walk at about 14 months. He was slow to start to speak and is still significantly delayed in this area. Aaron can use approximately 20 words at this time although they are not always clearly intelligible. He likes to imitate behavior that he sees on TV. His parents report that he is affectionate but that this has to be on his terms.

As I spoke to his parents, Aaron sat at the kitchen table with them and his sister. He was often demanding and appeared to be unsatisfied with whatever it was he was requesting. He seemed to focus on provoking reactions from his sister and parents. He could be quite loud at times and would also sling things from the table. His parents reported that they first became concerned about him when he was 18 months old due to his lack of speech and his difficult behavior. Parents report that Kayla would go into what they described as uncontrollable fits lasting up to 1-2 hrs. at the same age that Aaron is now. Roland and Alison are concerned about Aaron's biting of himself and others, and his rage behaviors, which are reported to occur daily, sometimes as often as every hour. They report that these rages appear to come out of the blue and that they often seem to be about food. They are almost sure to occur whenever Aaron is tired or hungry. He is said to "go ballistic" whenever he is put in a time-out chair.

Aaron is usually up at 5 or 5:30 am, bouncing on the beds. He is off to daycare from 8 a.m. to 5 p.m. and has been in daycare since 6 weeks of age. He has been with the same provider, Donna Trainor, from the beginning. Parents report that he's uncontrollable at daycare and goes ballistic in the late afternoon when other parents are coming in to pick up their children.



As our interview progressed Aaron went into the living room and engaged in some excited running play with his sister. He resisted adult direction and was non-compliant with direct requests. His mother attempted to physically calm him but with little success. The family is operating under a high degree of stress. It is difficult for them not being in their own house, particularly with Aaron's demanding behavior. In addition, the family experienced the traumatic loss of their 2 yr. old niece in a drowning accident in the pool at the grandparent's home in July. This little girl, Aaron's cousin, was also staying at the grandparent's home with Aaron and his family at the time of the drowning.

Aaron's grandfather reported that Aaron appears to do quite well when he is 1:1 with him. Aaron seems to be happy with that situation and does not exhibit his rage behavior at those times. Roland also reported that he was slow to develop as a child and that there is a family history of delays in early development.

I observed Aaron at daycare and talked with Donna Trainor. Aaron was playing with his sister and two other young children on the floor. After a minute the children went into the kitchen to look out the backdoor. There is a large construction project going on behind the Trainor's home where a motel is going up. As the children stood at the door Aaron engaged in a variety of aggressive behaviors, bumping and poking his sister and peers. This behavior did not appear to be goal directed other than to evoke responses from both the children and Donna. Aaron continued this behavior despite the negative responses. Donna reports that Aaron gets easily aroused in any kind of stimulating situation and that she has to keep a close eye on him because of the danger he poses to other children. Donna also mentioned that she went through a similar period of challenging behavior with Kayla in the past.

Aaron's family is experiencing significant difficulty in regulating Aaron's arousal and affect states. Aaron's high arousal negative mood states make high demands on everyone around him. These states interfere with his ability to engage in normal developmental processes, and also with his ability to benefit from his speech therapy sessions. His family is in need of assistance in learning how to set limits on his uncontrolled behavior and moderate his high arousal. They also need help in appropriately structuring the emotional interactions so that they can support positive mood states rather than reacting to negative mood states. It is my recommendation that CDS provide family training services and that they consider the possibility of a group developmental therapy placement for Aaron.

Sincerely,

*Gund York*

11-18-98

*Kathy no that no the case  
placement. meaning classroom - adjusts  
limited classroom.*

**Rebecca B. Billings**  
**Speech/Language Pathologist**  
**Speech and Language Therapy Services**

**99 Jordan Avenue**  
**Brunswick, ME 04011**  
**201-729-4961**  
**ME License #00000144**

**Speech/Language Report**  
**Annual Review**

**Name:** Aaron Thurlow  
**Date of Birth:** 5/31/96  
**Age:** 3yrs 3mos  
**Date of Meeting:** 8/25/99  
**Parents:** Alison & Roland Thurlow

**Level and Focus of Service:**

Aaron has been scheduled to receive one hour of individual speech/language therapy per week. The focus of our work has involved overall language understanding and expression, vocabulary development, speech sound production, attending and overall cooperation, and social communication skills.

Following initiation of speech/language therapy, Aaron was referred for individual developmental therapy and behavioral assessment/intervention.

**Current Performance:**

In general, Aaron has made significant improvement toward all target goals and objectives. He is expressing himself verbally and seems to understand and often responds appropriately. Aaron continues to exhibit challenging behavior and can be difficult to manage during therapy, at home, and at day care. He no longer attempts to bite, punch, hit, or scratch this clinician but does shake his finger at me and use a surly tone when upset. He will occasionally, albeit rarely, lash out physically toward sibling, parent, or day care peer, (usually halfheartedly while looking at clinician or provider as if for reaction and to distract from difficult task rather than impulsively).

When interpreting standardized test results, age equivalency scores within 6 months of the child's chronological age and standard scores between 85-115 are considered within the average range.

When the Preschool Language Scale-3 was readministered, Aaron achieved an **Auditory Comprehension** age score of 2years (standard score 72). His performance was increased from the 8 month level (standard score 63) indicating significant improvement in overall language understanding. Aaron improved in his ability to follow simple directions, identify familiar objects and pictures, indicate body parts, recognize action in pictures, understand uses of objects, understand some descriptive concepts (big, wet, little).

Aaron continues to have difficulty with the following receptive skills measured by this test: understanding spatial concepts (in, off, out of), understanding pronouns (me, him, your), understanding number concept (1, all, some), understanding pronouns (they, he, she), understanding some concepts (heavy, same), grouping objects, understanding negatives (not \_\_\_), identifying colors consistently.

With regard to expressive skills as measured by the PLS-3 Verbal Ability section, Aaron scored at the 2year 4month level (standard score 74). He previously scored at the 9 month level with a standard score of 61. Since the original testing, he is more able to engage in vocal play, approximate sounds made by others, communicate nonverbally (other than scream and tantrum), produce various consonant sounds, initiate games or social routines, vary sounds in syllable strings, imitate words, name objects, produce succession of single word utterances, use at least one pronoun (my, I), use question inflection, combine 3-4 words in spontaneous speech, name some pictures, answer some questions logically.

Aaron continues to be challenged by the following expressive skills addressed on this test: using plurals, using verb + ing, producing basic sentences, using possessives, telling how objects are used, using pronouns.

The following additional testing has been completed.

Illinois Test of Psycholinguistic Abilities:

The **Auditory Reception** subtest measures the child's ability to answer yes/no questions like "Do dogs fly?" Aaron responded at the 2year 2month level which is significantly below his age level.

**Brigance Inventory of Early Development:**

This criterion referenced checklist determines whether the child performs within age level expectations on various developmental, general knowledge, language items.

**Body parts:** receptively - approximately 2 ½ year level (errors tongue, ears, arms, stomach, toes, chin, knees, neck, fingernails).

**Colors:** named blue, green consistently. Aaron was unable to consistently point to named colors but did match like colors (approximately 3 year level).

Aaron was unable to demonstrate understanding of **shapes, quantitative, directional/positional concepts** or **classify** by grouping like objects into categories (below age 2 years). He was unable to answer and questions beginning "Why do we have....." or "What do you do when....." (below age 2 years).

<b>Why do we have chairs?</b>	<i>A mama.</i>
<b>Why do we have cars?</b>	<i>Wake mama.</i>
<b>Why do we have beds?</b>	<i>Up breakfast.</i>
<b>What do you do when you're tired?</b>	<i>Wake up mama.</i>

**Peabody Picture Vocabulary Test-III:**

This test measures the child's vocabulary understanding. He was shown 4 pictures at a time and asked to point to the one named or described by this clinician. Aaron achieved an age score below 1year 9months and a standard score of 70. He had significant difficulty demonstrating vocabulary understanding.

**Expressive One-Word Picture Vocabulary Test-R:**

This test measures the child's vocabulary usage. Aaron was shown one picture at a time and asked "What's this?" He achieved an age score of 2years 4months and standard score of 88. His performance suggested essentially age appropriate ability to name pictures.

**Goldman-Fristoe Test of Articulation:**

This test measures the child's ability to produce speech sounds at the word level. Aaron had 46 errors which represented the 1<sup>st</sup> percentile for his age. (Scores between the 25<sup>th</sup> and 75<sup>th</sup> percentiles would be considered within the

average range.) He was able to produce the following sounds accurately: p, h, k, y, t, j and sometimes m, n, w, g, ch, z. Aaron is often difficult to understand, especially as he is increasing the length and complexity of his utterances. Aaron is better able to imitate syllables as well as words. Production of 2 syllable words is improving (previously, when he attempted a word with 2 syllables, he repeated one of the syllables twice - bunbun for bunny, nono for window). Aaron demonstrates possible oral motor planning difficulty as indicated by difficulty with syllable repetition, intermittent drooling, and apparent inconsistent difficulty/refusal to attempt some oral motor movements. Speech sound production remains a significant area of need for Aaron, despite continuous improvement.

**Educational Recommendations:**

1. The ECT consider continuing to provide Aaron with speech/language therapy.
2. The ECT consider enrolling Aaron in the preschool program early intervention classroom to receive group developmental and speech/language therapy.
3. The following additional testing be completed (oral peripheral examination, hearing and vision).

**Rebecca B. Billings**  
**Speech/Language Pathologist**



# child development services cumberland

CUMBERLAND • 999 Forest Avenue, Portland, Maine 04103 • (207) 878-8611 Fax 878-6980

## Individualized Family Service Plan / Individualized Education Plan

Placement Code: 34

Today's Date: 8 25 99

PAGE 1 OF 9

IFSP Date: 8 25 99

### 1. General Information

Child's Name: Aaron Thurlow DOB: 5/31/96 Male  Female

Date of Referral: 7/1/98 Projected Closure Date: 8/25/00 Race:  1  2  3  4  5

Medicaid: Yes  No  Private Insurance Yes  No

Parent/Foster Parents: Alison Roland Guardian: N/A

Thurlow

Mailing Address: 23 Squirrel Way  
Freeport ME 04032

Town of Residence: Freeport

Telephone: H: 865-1336 W: — H:  W:

Administrative Case Manager through Child Find: Kathy Isaacs Telephone: 878-8611

Service Coordinator assigned by ECT: Kathy Isaacs Telephone: 878-8611

Primary Health Care Provider: Dr. Todd Titch Telephone: 865-0500

Eligibility Criteria: Speech: Language Impairment Diagnosis: N/A

(6) Six Month Review Date: 2-25-00 Annual Review Date: 8-25-00

(90) Ninety Days Prior to Third Birthday N/A Other: N/A

CDS Cumberland Maine  
Individualized Family Service Plan / Individualized Service Plan

2. Team Meeting  
IFSP/IEP Team Members:

Name	Title	Agency/Address	Phone	Particip Code	Mtg. Time	Distribution of IFSP
Alicia	Parents	23 Squirrel Way Freeport ME Freeport School System	865-1336 865-6361	A	1 hr	✓
Becky Billings	SUP	Freeport	"	A		✓
Maq Albright	IDT	"	"	A		NO
Betsy Van Betew	LCSW	40 Main Hammond 227 Portland St Portland ME	874-8715	A		✓
<del>Dr. Tara Titcher</del> <del>Dr. Tara Titcher</del>	Pediatric Child Family Specialist	main st <del>Freeport</del> 050	<del>865-9443</del>	N		✓
Kathy Isaacs	Dr. Special Services	CD's Cumberland PDA and MH Freeport Public Schools	878-8611 865-2856	A		File
Joan Nason	Preschool Teacher	Freeport Public Schools - Free	865-60301	A		NO

Participation Codes A = Attendance T = Teleconference R = Report N = No Participation

Additional Persons to Receive IFSP/IEP: NONE

3. Assessments (Supportive Documentation)  
Screening: Denial II Date: 7-17-98

Vision Screening: Date: 8-25-99 to be screened as part of program  
 No Concerns:  Re-screen:  Refer:   
 Hearing Screening: Date: 8-25-99 to be screened as part of program  
 No Concerns:  Re-screen:  Refer:

Evaluations/Progress Notes/Observations/ etc. (Since last IFSP)  
 Behavioral Assessment Date: 11-98  
 Speech Language Impairment 11-98, 2-99, 5-99  
 Ind. Dev. Emotional Therapy Progress Reports 2-99, 5-99

INDIVIDUALIZED FAMILY SERVICE PLAN / INDIVIDUALIZED EDUCATION PLAN

4. Description of Child Strengths & Concerns (Please address present level of functioning in each domain)

	Level of Functioning	Documentation
<b>Cognitive:</b> Understands body parts, names blue/green consistently - others inconsistent. Does not match colors. Unable to classify or group objects. <small>Inconsistent w/ concept of opposites</small>	appears at 2;2 - 3;1 level	Speech lang report - language 8/9
<b>Physical:</b> Hearing and vision to be checked; screened during therapy. <b>Gross Motor:</b> appears well coordinated; good sense of balance. Able to jump runs; throws ball. <b>Fine Motor:</b> scribbles with writing utensils, has good pincer grasp. Skills appear age appropriate.	appears age appropriate 3;3	SLP, DT: Parent report
<b>Communication:</b> Expresses verbally; nonverbally. Enjoys expressive: in vocal play, imitates words, names objects; names pictures, uses inflection, produces word utterances. <b>Receptive:</b> Follows simple directions, identifies objects and pictures. Understands big - wet. Recognizes action in picture. <b>Articulation:</b> Difficult to understand - especially when producing multi word utterances. Possible oral motor planning issue. <b>Pragmatics:</b> Has difficulty with the following social language skills: tone of voice, conversational turn taking, responding to others, disagreeing, initiating interaction.	2;11 - 4 MOS 2;4 vs. 1st 70thile appears at least 6-9 MOS delay 2;6-2;9	Speech lang report - PLS-3 8/9
<b>Social/Emotional:</b> Lashes out physically when tasks are too difficult for him. Exhibits challenging behaviors during therapy. All progress is impeded by these behaviors.	↓	SLP, DT: Parent report
<b>Adaptive: (Self Help)</b> uses utensils for eating, needs assistance to put clothes on. Is diapered.	appears age appropriate 3;3	↓

Strengths: Strong willed; determined

Significant health factors which may be affecting this child's development: ~~None~~ none known

5. Family Concerns

Please Prioritize	Resources/Strengths	Needs
To have all skills be age appropriate	Home carry over of therapist's techniques and recommendations	CRS funding and coordination of educational and developmental services



Major Outcomes/Annual Goals Expected	Persons Responsible	Procedure of Instrument to Evaluate Progress	Expected Date of Completion
<p>reviewed the attached goals and objectives</p>	<p>DT</p>	<p>Therapy</p>	<p>6-12</p>
<p>I. Outcome/Goal: and accept these as part of the IFSP</p>	<p>SLP</p>	<p>Progress Reports</p>	<p>6-05</p>
<p>Objectives (Criteria for achieving outcomes:)</p>		<p>Orientation</p>	
		<p>Documentation</p>	
		<p>demonstration of skills</p>	
<p>II. Outcome/Goal:</p>			
<p>Objectives:</p>			
<p>III. Outcome/Goal:</p>			
<p>Objectives:</p>			
<p>IV. Outcome/Goal:</p>			
<p>Objectives:</p>			

21 granted  
to Freeport  
North of town

### Individual Education Plan/Progress Report

Name: Aaron Thurlow Address: 23 Squirrel Way Freeport, ME  
D.O.B.: 5/31/96 Diagnosis: speech/language impaired Physician: Dr. Tritch  
Agency Name: Freeport Public Schools  
Provider/Service: Becky Billings/Speech Language Therapy, Mary Beilman/Devel  
Therapy  
Initial P.O.C.: 8/28/98 Update: Frequency: Intensity: Method:  
Key: 1=Met Goal, 2=Significant Progress 75-50%, 3=Some Progress <50-25%,  
4=Minimal Progress, 5=Not Addressed

Sept. 9

Annual Educational Goal: Improve overall developmental, receptive, vocabulary understanding skills by 1 year as measured by clinician/teacher charting, Brigance Inventory of Early Development, Preschool Language Scale-3, Peabody Picture Vocabulary Test-III, and parent report.

8:40-  
11:20

#### Short Term Objectives:

Measurement Schedule:  
11/99, 2/00, 5/00, 8/00

1. While playing predictable game,
  - by 11/99 Aaron will take turns with child with adult supervision/ intervention with 70% accuracy
  - by 2/00 same with 85% accuracy
  - by 5/00 independently with 70% accuracy
  - by August, same with 90% accuracy
  
2. Aaron will transition from one activity to another
  - 60% of time with no more than 3 specific/direct cues by Nov
  - 75% of time with no more than 2 specific/direct cues by Feb
  - 80% of time with no more than 1 specific/direct cue by May
  - 75% of time with no specific/direct cues by August
  
3. Aaron will improve object/picture identification
  - by 11/99 point to object/picture given choice of 3 with 65% accuracy
  - by 2/00 same with 80% accuracy
  - by 5/00 point given choice of 4 with 70% accuracy
  - by 8/00 same with 85% accuracy
  
4. Aaron will develop color knowledge
  - pointing to named colors with 60% accuracy by Nov
  - same with 75% accuracy by Feb
  - same with 90% accuracy by May
  - name colors with 75% accuracy by August

**5. Aaron will improve number knowledge with 80% accuracy**

**-count to 3 and number concept at 1 by Nov**

**-count to 5 and number concept at 2 by Feb**

**-count to 7 and number concept at 3 by May**

**-count to 10 and number concept at 4 by August**

**6. Aaron will classify by grouping objects/pictures**

**-toys, food, animals with 70% accuracy by Nov**

**-same with 85% accuracy by Feb**

**-clothes, vehicles, tools with 75% accuracy by May**

**-same with 90% accuracy by August**

**7. Aaron will care for toileting needs other than for help with wiping and clothing by 8/00 as measured by classroom progress notes and parent report.**

**-by Feb, Aaron will indicate wet or soiled pants 80% of opportunities**

**-by May, Aaron will anticipate/verbalize toileting needs with 70% accuracy**

**-by August, Aaron will get on toilet by himself, but may need help with clothing**

## Individual Education Plan/Progress Report

**Name:** Aaron Thurlow **Address:** 23 Squirrel Way Freeport, ME  
**D.O.B.:** 5/31/96 **Diagnosis:** speech/language impaired **Physician:** Dr. Tritch  
**Agency Name:** Freeport Public Schools  
**Provider/Service:** Becky Billings/Speech Language Therapy, Mary Beilman/Devel  
Therapy  
**Initial P.O.C.:** 8/28/98 **Update:** **Frequency:** **Intensity:** **Method:**  
**Key:** 1=Met Goal, 2=Significant Progress 75-50%, 3=Some Progress <50-25%,  
4=Minimal Progress, 5=Not Addressed

**Annual Educational Goal:** Improve social/interactive communication skills by 8/00 as measured by standardized social communication test and parent report, teacher observation, and therapy progress notes.

### Short Term Objectives:

**Measurement Schedule:**  
11/99, 2/00, 5/00, 8/00

1. Aaron will improve attending as measured by
  - staying with group circle or activity with no more than 3 individual teacher/clinician reminders by Nov
  - staying with group and attempting to participate with no more than 2 direct teacher/clinician reminders by Feb
  - same with no more than 1 reminder per 5 minutes by May
  - same with no direct reminders by August
2. Aaron will demonstrate awareness of following additional social language skills 50% of opportunities with direct reminder by Nov, 70% by Feb with reminder, 50% of time spontaneously by May, 70% of opportunities by August
  - volume level
  - tone of voice
  - keeping hands to himself
  - listening
  - no interrupting
  - expressing needs
  - identifying feelings (especially anger, frustration)
  - responding to others
  - disagreeing
  - turn taking
  - no ignoring
  - participating appropriately in songs, finger plays, predictable games
  - initiating interaction with peers

## Individual Education Plan/Progress Report

Name: Aaron Thurlow Address: 23 Squirrel Way Freeport, ME  
D.O.B.: 5/31/96 Diagnosis: speech/language impaired Physician: Dr. Tritch  
Agency Name: Freeport Public Schools  
Provider/Service: Becky Billings/Speech Language Therapy, Mary Beilman/Devel  
Therapy  
Initial P.O.C.: 8/28/98 Update: Frequency: Intensity: Method:  
Key: 1=Met Goal, 2=Significant Progress 75-50%, 3=Some Progress <50-25%,  
4=Minimal Progress, 5=Not Addressed

**Annual Educational Goal:** Improve language processing for completion of directions and answering questions at 90% level as measured by clinician charting.

### Short Term Objectives:

### Measurement Schedule:

11/99, 2/00, 5/00, 8/00

1. Aaron will improve direction following  
1 step without visual/gestural cues with 80% accuracy by Nov  
2 step with cues with 50% accuracy by Feb  
same with 75% accuracy by May  
same with 90% accuracy by August
2. Aaron will respond to the following question types  
-yes/no with 75% accuracy by Nov  
-yes/no with 90% accuracy by Feb  
-Why do we have \_\_\_\_\_ with 50% accuracy by May  
-Why do we have with 65% accuracy and  
what do you do when \_\_\_\_\_ with 50% accuracy by August
3. Aaron will improve basic knowledge of directional/quantitative/  
time/descriptive concepts by selecting pictures, manipulating  
objects, following directions as instructed:  
- by Nov  
in/out  
on/off/under  
just one/many/all  
same/different  
not \_\_\_\_\_  
- by Feb  
in front of/behind  
next to  
empty/full  
short/tall  
short/long  
slow/fast  
- by May

dirty/clean  
through  
few/many  
over/under  
up/down  
- by August  
half/whole  
first/last  
forward/backward  
away from/toward  
low/high

4. Given a series of claps ranging from 1-4, Aaron will reproduce it with 60% accuracy by Nov, 70% accuracy by Feb, 80% accuracy by May, and 90% accuracy by August

## Individual Education Plan/Progress Report

**Name:** Aaron Thurlow **Address:** 23 Squirrel Way Freeport, ME  
**D.O.B.:** 5/31/96 **Diagnosis:** speech/language impaired **Physician:** Dr. Tritch  
**Agency Name:** Freeport Public Schools  
**Provider/Service:** Becky Billings/Speech Language Therapy, Mary Beilman/Devel  
Therapy  
**Initial P.O.C.:** 8/28/98 **Update:** **Frequency:** **Intensity:** **Method:**  
**Key:** 1=Met Goal, 2=Significant Progress 75-50%, 3=Some Progress <50-25%,  
4=Minimal Progress, 5=Not Addressed

**Annual Educational Goal:** Improve articulation skills as measured by increased ability to be understood according to parent/teacher/clinician, 60% intelligibility during conversational speech during classroom observation/clinician charting, skills at the 15% level for his age on Goldman-Fristoe Test of Articulation by 8/00.

### Short Term Objectives:

**Measurement Schedule:**  
11/99, 2/00, 5/00, 8/00

1. Aaron will imitate
  - consonant-vowel syllables with 90% accuracy by Nov
  - 2 alternating consonant-vowel syllables with differing vowels with 60% accuracy by Feb
  - same with 75% accuracy by May
  - same with 90% accuracy by August
  
2. Aaron will produce correct number of syllables in age appropriate words given model, written word, and segmentation cues
  - 1 syllable words with 90% accuracy by Nov
  - 2 syllable words with 60% accuracy by Feb
  - same with 75% accuracy by May
  - same with 90% accuracy by August
  
3. Aaron will produce the following sounds given model, written letter/sound, motokinesthetic cue  
m, n, w, g, f, d, sh, l, th, v, s, z
  - in syllables with 75% accuracy by Nov
  - same with 90% accuracy by Feb
  - in words with 70% accuracy by May
  - in words with 85% accuracy by August

## Individual Education Plan/Progress Report

Name: Aaron Thurlow Address: 23 Squirrel Way Freeport, ME  
D.O.B.: 5/31/96 Diagnosis: speech/language impaired Physician: Dr. Tritch  
Agency Name: Freeport Public Schools  
Provider/Service: Becky Billings/Speech Language Therapy, Mary Beilman/Devel  
Therapy  
Initial P.O.C.: 8/28/98 Update: Frequency: Intensity: Method:  
Key: 1=Met Goal, 2=Significant Progress 75-50%, 3=Some Progress <50-25%,  
4=Minimal Progress, 5=Not Addressed

**Annual Educational Goal:** Improve expressive language by 1 year as measured by Preschool Language Scale-3 and completion of Structured Photographic Expressive Language Test II by 8/00.

### Short Term Objectives:

**Measurement Schedule:**  
11/99, 2/00, 5/00, 8/00

1. Aaron will master the following sentence types/grammatical forms with 80% accuracy
  - by 11/99 I want, I see, plurals, possessives
  - by 2/00 I am/feel \_\_\_\_\_, he/she is verbing
  - by 5/00 simple negatives, regular tenses (will verb, is verbing, verbed)
  - by 8/00 simple questions, they are verbing
2. Aaron will define age appropriate words with
  - 60% accuracy 1 descriptor by Feb
  - 75% accuracy 1 descriptor by May
  - 60% accuracy 2 descriptors by August
3. Aaron will sequence stories given picture clues
  - 2 parts with 60% accuracy by Feb
  - 2 parts with 70% accuracy by May
  - 2 parts with 80% accuracy by August
4. Aaron will retell stories with
  - 1 element/detail with 60% accuracy by Nov
  - same with 75% accuracy by Feb
  - same with 90% accuracy by May
  - 2 elements/details with 70% accuracy by August



**5. Aaron will complete fill-in-the-blank opposite/associated analogies and predictable statements**

**-with 50% accuracy with picture clues by Nov**

**-with 65% accuracy with picture clues by Feb**

**-with 80% accuracy with picture clues by May**

**-with 75% accuracy without picture clues by August**



Child Name: Aaron Thurlow Address: 23 Squirrelway Freetown, M  
 D.O.B. 5/31/96 Diagnosis: speech lang. impaired Physician: Dr. Wren  
 Agency Name: Frederick Community Center Provider/Service: ABA  
 Initial P.O. C. 8/28/98 Update:  Frequency: 2x/10 Intensity: 1hr Method: Individual Family Training  
 KEY 1-Met 2-Significant Progress 75-90% 3-Some Progress <50%-25% 4-Minimal Progress 5-Not Addressed

Conditions (Given...)	Behaviors (Child Will...)	Means (As Measured by...)	Date	Update 1 2/99	Update 2 5/99	Update 3 8/99	Update 4
Goals & Objectives							
I. Given close monitoring of Aaron's mood status by adults, Aaron will approach adults for comfort when in distress rather than engaging in fight-flight reactions, as measured by parent report.				4	3		
II. Given the close proximity of adults & the frequent use of pressure from A, Aaron will maintain moderate levels of arousal, as measured by his ability to engage in sustained focused play for up to 10 minutes at a time.				4	4		

Child's Name: Aaron Thurston Date of Birth: 5-31-96

7. Early Intervention Services: meeting the Unique Needs of the Child/Family to Achieve the Identified Outcomes

Intervention Services	Method of Services	Provider	Location	Frequency	Intensity	Start Date	End Date	Method of Payment
Service Coordination	Ind	CDS	OFFICE	1 x month	12 hour	8-25-99	8-25-00	CDS
Transportation	Ind	Parent and or transportation company	↙	To & From services on this page	ROUND TRIP	8-25-99	8-25-00	CDS
Developmental Therapy	GT	DECAPPA	CLASSROOM	4xwk	2 1/2 hr	8-25-99	8-25-00	TDM OF FREEMT
Speech	GT	SLP	CLASSROOM	4xwk	42 hr	8-25-99	8-25-00	TDM OF FREEMT
Language Therapy	I	SLP	Center	1xwk	1 hr	8-25-99	8-25-00	CDS
Family Training	I	LSW	Home	2xmo	1 hr	8-25-99	8-25-00	CDS

8. Least Restrictive Environment: The natural environment in which the recommended services will be provided given the age of the child. This environment is, to the extent appropriate to the child's needs, one in which children without disabilities would participate.

Aaron will receive his therapies both individually and in a group setting. Due to the extent of his delays he will be in a special purpose classroom without any modifications. He will also receive some therapy individually to provide an environment free from distractions that would be present in his natural environment. This was determined to be least restrictive.

9. Transition Planning: CDS is a division under the Department of Education and appropriate records will be sent to the public school if deemed appropriate.

FAPE Certification Signature: PATSY ADAMS Date: 8-25-99

10. Other Services - Not Required under IDEA

Service	Start Date	End Date	<p>is followed annually by Dr. Todd Mitch</p>
Medical			

Additional ECT Comments, discussion or recommendations:

Parental rights given in writing; explained verbally. Review of speech language therapy services and DT progress report. Review of Family training. Becky Billings sees that Aaron continues to exhibit challenging behaviors and can often be difficult to manage during therapy, though how seen improvement from 1 year ago. Team discussed recommendations and reached consensus on group DT individual speech therapy, and continuation of family training. FT and ind. SLT to written for 6 months, team to re-evaluate; look at whether continuation is appropriate. IFSP written. Team discussed transportation options parents will contact CFS if they want to access a transportation company.

Child Name: Aaron Thurlow Address: 23 Squirrel way Freeport, ME

D.O.B. 5/31/96 Diagnosis: Speech/Language Impairment Physician: Dr Wren

Agency Name: Rebecca B. Billings Provider/Service: Rebecca Billings

Initial P.O. C. 8/28/99 Update:  Frequency: 1 wk Intensity: 1 hr Method: individual

KEY 1-Met 2-Significant Progress 75-50% 3-Some Progress <50%-25% 4-Minimal Progress 5-Not Addressed

Annual Educational Goal: Improve overall receptive skills by 1 year's growth as measured by Preschool Language Scale-3 (Auditory Comprehension section), clinician charting and parent report.

Short Term Objectives:

Measurement Schedule:

	11/98	2/99	5/99	8/99
1. Aaron will increase pointing to objects and pictures on request (books with photos are helpful) <ul style="list-style-type: none"><li>- with 50% accuracy by Nov</li><li>- with 60% accuracy by Feb</li><li>- with 70% accuracy by May</li><li>- with 80% accuracy by August</li></ul>	2-3	2-3	2	2
2. Aaron will increase knowledge of body parts by pointing to the following on request with 80% accuracy: <ul style="list-style-type: none"><li>- by Nov <u>mouth, eyes, nose, feet</u></li><li>- by Feb <u>ears, hair, head, tongue</u></li><li>- by May <u>hands, legs, arms, fingers</u></li><li>- by August <u>tummy, back, teeth, toes, chin</u></li></ul>	3	2	2	2
3. Aaron will follow directions <ul style="list-style-type: none"><li>- 1 step with 80% accuracy with cues by Nov*</li><li>- 1 step with 80% accuracy without visual or gestural cues by Feb</li><li>- 2 step with 50% accuracy with cues by May</li><li>- 2 step with 75% accuracy with cues by August</li></ul> <i>* can follow but sometimes refuse</i>	3-4	3	2	3
4. Aaron will demonstrate knowledge of the following concepts by manipulating objects: <ul style="list-style-type: none"><li>- in/out, close/open by Nov</li><li>- many/one, on/under by Feb</li><li>- on/off, little/big by May</li><li>- up/down, wet/dry, fast/slow by August</li></ul>	3	3	2-3	3
5. Aaron will develop color knowledge by <ul style="list-style-type: none"><li>- grouping 2 colors (like separating orange/purple) with 60% accuracy by Nov</li><li>- grouping 2 colors with 80% accuracy by Feb</li><li>- matching like colors with 70% accuracy by May</li><li>- matching like colors with 90% accuracy by August</li></ul> <i>not pointing repeatedly yet to any named colors</i> <i>pointing/naming</i>	1	3-4	3	3

no # next yet

development

pointing/naming



Wed at 4:00

### Individual Education Plan/Progress Report

Name: Aaron Thurlow Address: 23 Squirrel Way Freeport, ME  
 D.O.B.: 5/31/96 Diagnosis: speech/language impaired Physician: Dr. Tritch  
 Agency Name: Freeport Public Schools  
 Provider/Service: Becky Billings/Speech Language Therapy, Mary Beilman/Devel  
 Therapy  
 Initial P.O.C.: 8/28/98 Update: Frequency: Intensity: Method:  
 Key: 1=Met Goal, 2=Significant Progress 75-50%, 3=Some Progress <50-25%,  
 4=Minimal Progress, 5=Not Addressed

Annual Educational Goal: Improve overall developmental, receptive, vocabulary understanding skills by 1 year as measured by clinician/teacher charting, Brigance Inventory of Early Development, Preschool Language Scale-3, Peabody Picture Vocabulary Test-III, and parent report.

#### Short Term Objectives:

#### Measurement Schedule:

	11/99	2/00	5/00	8/00
1. While playing predictable game, -by 11/99 Aaron will take turns with child with adult supervision/ intervention with 70% accuracy -by 2/00 same with 85% accuracy -by 5/00 independently with 70% accuracy -by August, same with 90% accuracy	2	2		
2. Aaron will transition from one activity to another -60% of time with no more than 3 specific/direct cues by Nov -75% of time with no more than 2 specific/direct cues by Feb -80% of time with no more than 1 specific/direct cue by May -75% of time with no specific/direct cues by August	4	3		
3. Aaron will improve object/picture identification -by 11/99 point to object/picture given choice of 3 with 65% accuracy -by 2/00 same with 80% accuracy -by 5/00 point given choice of 4 with 70% accuracy -by 8/00 same with 85% accuracy	2	2		
4. Aaron will develop <u>color knowledge</u> -pointing to named colors with 60% accuracy by Nov -same with 75% accuracy by Feb -same with 90% accuracy by May -name colors with 75% accuracy by August	2	2+		

# 2/00 Naming G, R, O, B, Y, P  
pointing to pic

not brown  
black  
white  
gray



5. Aaron will improve number knowledge with 80% accuracy

- count to 3 and number concept at 1 by Nov
- count to 5 and number concept at 2 by Feb
- count to 7 and number concept at 3 by May
- count to 10 and number concept at 4 by August

*not 1-1 correspondence  
= # count at one - 2/00*

6. Aaron will classify by grouping objects/pictures <sup>2/00</sup>  
-toys, food, animals with 70% accuracy by Nov <sup>not 1-1 correspondence</sup>  
-same with 85% accuracy by Feb <sup>with report</sup>  
-clothes, vehicles, tools with 75% accuracy by May <sup>step</sup>  
-same with 90% accuracy by August

7. Aaron will care for toileting needs other than for help with wiping and clothing by 8/00 as measured by classroom progress notes and parent report.

- by Feb, Aaron will indicate wet or soiled pants 80% of opportunities
- by May, Aaron will anticipate/verbalize toileting needs with 70% accuracy
- by August, Aaron will get on toilet by himself, but may need help with clothing

		1*		
3	2			

## Individual Education Plan/Progress Report

**Name:** Aaron Thurlow      **Address:** 23 Squirrel Way Freeport, ME  
**D.O.B.:** 5/31/96      **Diagnosis:** speech/language impaired      **Physician:** Dr. Tritch  
**Agency Name:** Freeport Public Schools  
**Provider/Service:** Becky Billings/Speech Language Therapy, Mary Beilman/Devel  
 Therapy  
**Initial P.O.C.:** 8/28/98      **Update:**      **Frequency:**      **Intensity:**      **Method:**  
**Key:** 1=Met Goal, 2=Significant Progress 75-50%, 3=Some Progress <50-25%,  
 4=Minimal Progress, 5=Not Addressed

**Annual Educational Goal:** Improve social/interactive communication skills by 8/00 as measured by standardized social communication test and parent report, teacher observation, and therapy progress notes.

### Short Term Objectives:

1. Aaron will improve attending as measured by
  - staying with group circle or activity with no more than 3 individual teacher/clinician reminders by Nov
  - staying with group and attempting to participate with no more than 2 direct teacher/clinician reminders by Feb
  - same with no more than 1 reminder per 5 minutes by May
  - same with no direct reminders by August
2. Aaron will demonstrate awareness of following additional social language skills 50% of opportunities with direct reminder by Nov, 70% by Feb with reminder, 50% of time spontaneously by May, 70% of opportunities by August

- ↕ -volume level
- ↕ -tone of voice
- ↕ -keeping hands to himself
- ↕ -listening
- -no interrupting
- ± -expressing needs
- ± -identifying feelings (especially anger, frustration)
- ↕ -responding to others
- ↕ -disagreeing
- ± -turn taking
- ± -no ignoring *usually "I need" so he ignores them*
- ± -participating appropriately in songs, finger plays, predictable games
- ± -initiating interaction with peers

✖ = met  
 ± = emerging  
 → = not yet

### Measurement Schedule:

11/99	2/00	5/00	8/00
2			
	2*		
4		3*	

## Individual Education Plan/Progress Report

**Name:** Aaron Thurlow **Address:** 23 Squirrel Way Freeport, ME  
**D.O.B.:** 5/31/96 **Diagnosis:** speech/language impaired **Physician:** Dr. Tritch  
**Agency Name:** Freeport Public Schools  
**Provider/Service:** Becky Billings/Speech Language Therapy, Mary Beilman/Devel  
 Therapy  
**Initial P.O.C.:** 8/28/98 **Update:** **Frequency:** **Intensity:** **Method:**  
**Key:** 1=Met Goal, 2=Significant Progress 75-50%, 3=Some Progress <50-25%,  
 4=Minimal Progress, 5=Not Addressed

**Annual Educational Goal:** Improve language processing for completion of directions and answering questions at 90% level as measured by clinician charting.

### Short Term Objectives:

### Measurement Schedule:

	11/99	2/00	5/00	8/00
1. Aaron will improve direction following 1 step without visual/gestural cues with 80% accuracy by Nov 2 step with cues with 50% accuracy by Feb same with 75% accuracy by May same with 90% accuracy by August	4	3 <sup>+</sup>		
2. Aaron will respond to the following question types -yes/no with 75% accuracy by Nov -yes/no with 90% accuracy by Feb -Why do we have _____ with 50% accuracy by May -Why do we have _____ with 65% accuracy and what do you do when _____ with 50% accuracy by August	4	3		
3. Aaron will improve basic knowledge of directional/quantitative/ time/descriptive concepts by selecting pictures, manipulating objects, following directions as instructed: - by Nov in/out ± on/off/under ± just one/many/all same/different ± not ± - by Feb in front of/behind _ next to ± empty/full ± short/tall _ short/long _ slow/fast ± - by May	3	3		

dirty/clean  
through  
few/many  
over/under  
up/down  
- by August  
half/whole  
first/last  
forward/backward  
away from/toward  
low/high

4. Given a series of claps ranging from 1-4, Aaron will reproduce it with 60% accuracy by Nov, 70% accuracy by Feb, 80% accuracy by May, and 90% accuracy by August

| 4 | 4 | | |

## Individual Education Plan/Progress Report

**Name:** Aaron Thurlow **Address:** 23 Squirrel Way Freeport, ME  
**D.O.B.:** 5/31/96 **Diagnosis:** speech/language impaired **Physician:** Dr. Tritch  
**Agency Name:** Freeport Public Schools  
**Provider/Service:** Becky Billings/Speech Language Therapy, Mary Beilman/Devel  
 Therapy  
**Initial P.O.C.:** 8/28/98 **Update:** **Frequency:** **Intensity:** **Method:**  
**Key:** 1=Met Goal, 2=Significant Progress 75-50%, 3=Some Progress <50-25%,  
 4=Minimal Progress, 5=Not Addressed

**Annual Educational Goal:** Improve articulation skills as measured by increased ability to be understood according to parent/teacher/clinician, 60% intelligibility during conversational speech during classroom observation/clinician charting, skills at the 15% level for his age on Goldman-Fristoe Test of Articulation by 8/00.

### Short Term Objectives:

### Measurement Schedule:

1. Aaron will imitate
  - consonant-vowel syllables with 90% accuracy by Nov
  - 2 alternating consonant-vowel syllables with differing vowels with 60% accuracy by Feb
  - same with 75% accuracy by May
  - same with 90% accuracy by August
  
2. Aaron will produce correct number of syllables in age appropriate words given model, written word, and segmentation cues
  - 1 syllable words with 90% accuracy by Nov
  - 2 syllable words with 60% accuracy by Feb (not always accurate segments in syllables)
  - same with 75% accuracy by May
  - same with 90% accuracy by August
  
3. Aaron will produce the following sounds given model, written letter/sound, motokinesthetic cue
  - m, n, w, g, f, d, sh, l, th, v, s, z
  - in syllables with 75% accuracy by Nov m, z, s
  - same with 90% accuracy by Feb
  - in words with 70% accuracy by May
  - in words with 85% accuracy by August

	11/99	2/00	5/00	8/00
1. Aaron will imitate	2	2		
2. Aaron will produce correct number of syllables in age appropriate words given model, written word, and segmentation cues	2	2		
3. Aaron will produce the following sounds given model, written letter/sound, motokinesthetic cue	3	2		

## Individual Education Plan/Progress Report

**Name:** Aaron Thurlow **Address:** 23 Squirrel Way Freeport, ME  
**D.O.B.:** 5/31/96 **Diagnosis:** speech/language impaired **Physician:** Dr. Tritch  
**Agency Name:** Freeport Public Schools  
**Provider/Service:** Becky Billings/Speech Language Therapy, Mary Beilman/Devel  
 Therapy  
**Initial P.O.C.:** 8/28/98 **Update:** **Frequency:** **Intensity:** **Method:**  
**Key:** 1=Met Goal, 2=Significant Progress 75-50%, 3=Some Progress <50-25%,  
 4=Minimal Progress, 5=Not Addressed

**Annual Educational Goal:** Improve expressive language by 1 year as measured by Preschool Language Scale-3 and completion of Structured Photographic Expressive Language Test II by 8/00.

### Short Term Objectives:

### Measurement Schedule:

1. Aaron will master the following sentence types/grammatical forms with 80% accuracy
  - by 11/99 I want, I see, plurals<sup>+</sup>, possessives<sup>+</sup>
  - by 2/00 I am/feel \_\_\_\_\_, he/she is verbing<sup>+</sup>
  - by 5/00 simple negatives, regular tenses (will verb, is verbing, verbed)
  - by 8/00 simple questions, they are verbing
2. Aaron will define age appropriate words with
  - 60% accuracy 1 descriptor by Feb
  - 75% accuracy 1 descriptor by May
  - 60% accuracy 2 descriptors by August
3. Aaron will sequence stories given picture clues
  - 2 parts with 60% accuracy by Feb - if familiar only
  - 2 parts with 70% accuracy by May
  - 2 parts with 80% accuracy by August
4. Aaron will retell stories with
  - 1 element/detail with 60% accuracy by Nov<sup>\*</sup> *If familiar still hard to understand*
  - same with 75% accuracy by Feb<sup>\*</sup> *hard to understand occasionally he'll just make up details*
  - same with 90% accuracy by May
  - 2 elements/details with 70% accuracy by August

	11/99	2/00	5/00	8/00
1.	3	3 <sup>+</sup>		
2.	NA	3		
3.		3		
4.	3	3		

5. Aaron will complete fill-in-the-blank opposite/associated analogies and predictable statements

-with 50% accuracy with picture clues by Nov

-with 65% accuracy with picture clues by Feb

-with 80% accuracy with picture clues by May

-with 75% accuracy without picture clues by August

4

3+

**Comments on Progress:**

Aaron is an enthusiastic member of the class. He has a real "peak and valley" disposition, sometimes losing self control with vibrant energy or volatile explosions. He fluctuates from complete cheerful involvement to angry, grouchy refusals. He tends to dwell on an issue if he is upset and has difficulty moving on. When he participates, his leadership qualities are evident. He is very proud and eager to share his accomplishments. Verbal skills have improved dramatically, although he remains challenging to understand in conversational speech, if the context is not known. Aaron is asking lots of appropriate questions and seeking information. His primary areas of need are expressive skills and social communication, including anger management. We recommend continuing programming at the current level.

**Providers' Signatures:**

Mary M. Belman

Becky Bell

3120100



Child Name *Aaron Thurlow*

Address *23 Squirrel 11 Way Freeport, Me. 04032*

D.O.B. *5/31/96* Diagnosis

Physician *Dr. Todd Tritch*

Agency Name: *Mark R. Hammond Associates, Inc.* Provider/Service *Betsy Van Betuw, LCSW*

Initial P.O.C. *8/28/98* Update Frequency *2X MONTH* Intensity *MR.* Method *FAMILY TRAINING*

KEY: 1=Met 2=Significant Progress 75-50% 3=Some Progress <50%-25% 4=Minimal Progress 5=Not Addressed

Goals & Objectives

Dates

<p>I. Given close monitoring of Aaron's mood states by adults, Aaron will approach adults for comfort when in distress, rather than engaging in fight-flight reactions</p> <p>1. Progress: <i>When in distress, rather than engaging in fight-flight reactions</i></p> <p>2. Progress:</p>	<p><i>2/29/2000</i></p> <p><i>2</i></p>			
<p>3. Progress: <i>Aaron continues to make progress in this area.</i></p> <p>4. Progress:</p>				
<p>5. Progress:</p> <p>6. Progress:</p>				
<p>7. Progress:</p> <p>8. Progress:</p>				
<p>II. Given close proximity of adults, Aaron will maintain moderate levels of arousal as measured by his ability to engage in sustained focused play for up to 6 minutes at a time.</p> <p>1. Progress: <i>by his ability to engage in sustained focused play for up to 6 minutes at a time.</i></p> <p>2. Progress:</p>	<p><i>2/29/00</i></p> <p><i>2</i></p>			
<p>3. Progress: <i>Aaron still making progress in this area at least 60-65% of the time.</i></p> <p>4. Progress:</p>				

over →

III GOAL

date

2/29/00

Given effective limit setting strategies by adults, Aaron<sup>2</sup> will demonstrate increased acceptance of adult direction and a reduction in non-compliant behavior as measured by Parental Support.

Progress

Aaron continues to make progress. Non-compliant behavior continues to decrease. Parents continue to use strategies provided during family training.