

IEP - Review of the Preschool Day Template

The Creative Curriculum Classroom

6A:14-3.7 (c) When developing the IEP, the IEP team shall: 11. Review the preschool day to determine what accommodations and modifications may be required to allow the child to participate in the general education classroom and activities.

General Education Child Expectations Creative Curriculum Classroom	Individual IEP Adaptations to Instruction Modifications to the Curriculum Assistive Technology Supports for the Teachers Services for the Child
<p>Arrival</p> <ul style="list-style-type: none"> • Child will handle their belongings (example: backpack / coats) with minimal or intermittent assistance • Child can access and identify cubby • Child can select an independent activity 	<p>Arrival</p>
<p>Meals / Snacks</p> <ul style="list-style-type: none"> • Child can get to and sit at the table • Child can manipulate food containers (example: milk / straws) with minimal or intermittent assistance • Child can use individual utensils (example: spoon/ fork) with minimal or intermittent assistance • Child can use serving utensils (example: family style meals) with minimal or intermittent assistance • Child can engage in conversations with peers and adults • Child can clean up after meals with minimal or intermittent assistance 	<p>Meals / Snacks</p>
<p>Large Group Meeting time (10-15 minutes)</p> <ul style="list-style-type: none"> • Child can get to, find place, and sit in large group meeting time (example: find place to sit on carpet) with minimal or intermittent assistance • Child can participate in singing songs, finger plays and sharing news • Child can attend and respond to teacher instruction • Child can select interest area for choice time 	<p>Large Group Meeting time (10-15 minutes)</p>

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<p>Choice time (60-90 minutes; substantial portion of the day)</p> <ul style="list-style-type: none"> • Child can engage in child-initiated activity • Child can remain in interest area to complete child directed activities • Child uses a variety of materials and tools in play with minimal or intermittent assistance • Play skills reflect developmental expectations of same age peers • Child can work appropriately with peers in interest areas • Child can initiate and maintain conversations with adults and peers similar to same aged peer • Child can follow expectations; e.g., clean up routine 	<p>Choice time (60-90 minutes; substantial portion of the day)</p>
<p>Small Group Activities (10-15 minutes)</p> <ul style="list-style-type: none"> • Child can participate in Literacy, Math, Science activities by listening/ responding, with minimal or intermittent assistance • Child can participate in Literacy, Math, Science activities that include fine motor skills with minimal or intermittent assistance • Child can participate Literacy, Math, Science activities that include socialization skills with minimal or intermittent assistance 	<p>Small Group Activities (10-15 minutes)</p>
<p>Group Story Time (10 minutes)</p> <ul style="list-style-type: none"> • Child can attend to group story with minimal or intermittent assistance. • Child listens and responds to story (answers questions, identifies rhyming words, recognizes letters/numbers) with minimal or intermittent assistance. • Child can use a variety of materials (felt pieces, props, and books) to retell the story with minimal or intermittent assistance. 	<p>Group Story Time (10 minutes)</p>
<p>Outdoor</p> <ul style="list-style-type: none"> • Child can use outdoor equipment and 	<p>Outdoor</p>

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<p>materials as intended (example: climb, pedal, steer) with minimal or intermittent assistance</p> <ul style="list-style-type: none"> • Gross Motor skills reflect developmental expectations of same age peers 	
<p>Self - care Skills (throughout day)</p> <ul style="list-style-type: none"> • Child can express need to use the bathroom with minimal or intermittent questioning • Child can manage own clothing with minimal or intermittent assistance • Child can use the toilet with minimal or intermittent assistance • Child can wash hands with minimal or intermittent assistance 	<p>Self - care Skills (throughout day)</p>
<p>Rest Time (20-30 minutes in full day program)</p> <ul style="list-style-type: none"> • Child can prepare own materials for rest time (example: put sheet on cot) with minimal or intermittent assistance • Child can remain in quiet activity if they are not resting • Child can follow resting routine 	<p>Rest Time (20-30 minutes in full day program)</p>
<p>Transitions (throughout day)</p> <ul style="list-style-type: none"> • Child follows structured classroom routines with minimal or intermittent assistance • Child responds to transition cues (example: songs, lights blinking, chimes) with minimal or intermittent assistance 	<p>Transitions (throughout day)</p>
<p>Communication (throughout day)</p> <ul style="list-style-type: none"> • Child can express wants and needs with minimal or intermittent prompting • Child can ask questions of a peer or adult with minimal or intermittent assistance • Child can answer questions asked of a peer or adult with minimal or intermittent assistance • Child can initiate and maintain conversations with adults and peers similar to same aged peer 	<p>Communication (throughout day)</p>