

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.

IEP - Review of the Preschool Day Template

The High Scope Classroom

<p>General Education Child Expectations High Scope Classroom</p>	<p>Individual IEP Adaptations to Instruction Modifications to the Curriculum Assistive Technology, Supports for the Teachers Services for the Child</p>
<p>Arrival:</p> <ul style="list-style-type: none"> - Child can identify cubby - Child will handle their belongings (example: backpack / coats) with minimal or intermittent assistance - Child can “sign-in” – select pencil, write/copy name - Child will greet teachers/peers - Child can select an independent activity 	
<p>Meals / Snacks:</p> <ul style="list-style-type: none"> - Child will assist with meal set-up (pass out needed items) - 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 will pour milk/juice with minimal or intermittent assistance - Child can clean up after meals 	

<p>Greeting Time (Morning Message)</p> <ul style="list-style-type: none"> - Child will identify (“read”) symbols on message board - Child will respond when name is called (for attendance) - Child will identify who is missing from group/class 	
<p>Large Group time</p> <ul style="list-style-type: none"> - Child can find place in large group meeting time (example: find place to sit on carpet) - Child can participate in singing songs, finger plays and sharing news - Child participates in cooperative and collaborative work - Child moves legs/feet in rhythm to beat - Child claps/taps hands in rhythm to beat - Child will stay engaged for duration of activity with minimal or intermittent assistance 	
<p>Small Group Time</p> <ul style="list-style-type: none"> - Child uses small muscles with minimal or intermittent assistance to participate in activities - Child shares materials and supplies - Child works cooperatively on a joint project with minimal or intermittent assistance - Child includes details in work from memories of experiences - Child focuses attention on project to produce a finished work - Child includes numerals and quantity in work - Child includes literacy in work - Child shows perceptual awareness of color, space, form - Child observes similarities and differences, forming theories, and testing them - Child uses materials to symbolize ideas 	

<p>Planning Time</p> <ul style="list-style-type: none"> - Child can communicate to the teacher his/her plan for play - Child can indicate choice - Child can wait turn to plan with minimal or intermittent assistance - Child plans for varied activities /areas over time 	
<p>Work time (substantial portion of the day)</p> <ul style="list-style-type: none"> - Child will follow through with play plan with minimal or intermittent assistance - Child will select materials with minimal or intermittent assistance - Child works independently with minimal adult direction (without continual presence of adult supports) - Child makes preparations to work (Ex: Puts on a smock) - Child cleans up spills, messes with minimal or intermittent assistance - Child writes name on work with minimal or intermittent assistance - Child places finished product in proper place - Child washes and dries hands if necessary - Child replaces materials to storage place - Child can remain in interest area to complete an activity with minimal or intermittent assistance - Child uses a variety of materials and tools in play - Child draws from experiences to create representations (in pretend play; drawing, etc) - Child incorporates creativity into other areas of play, constructing with blocks, drawing and constructing in dramatic play, forming designs in sand and other media - Child demonstrates creativity in sensory awareness (seeing, hearing, touching, smelling, tasting) - Child plays associatively or cooperatively with peers 	

<ul style="list-style-type: none"> - Child will follow clean up routine 	
<p>Group Story Time (literacy)</p> <ul style="list-style-type: none"> - Child can listen as part of a group (tuning out distractions) - Child comments/asks questions - Child demonstrates front/back concept; looks at pages left to right - Child can use a variety of materials (felt pieces, props, books) to retell the story with minimal or intermittent assistance - Child identifies characters/objects in a story - Child will predict what will happen next - Child recognizes own name - Child can tell the story from pictures after hearing the story with minimal or intermittent assistance - Child brings books to adult to read (self initiated) - Child “writes” signs to label constructions - Child recognizes letters in own name in other words - Child will dictate on request/initiate dictation 	
<p>Outdoor</p> <ul style="list-style-type: none"> - Child can use outdoor equipment and materials as intended (example: climb, pedal, steer) with minimal or intermittent assistance - Child runs with control over speed and direction(with balance and ease) - Child climbs up and down climbing equipment with ease - Catches a large ball with both hands (against chest) - Child can kick a ball and maintain balance - Child engages in active play with others 	
<p>Self Help Skills (throughout day)</p> <ul style="list-style-type: none"> - Child can express need to use the bathroom - Child can manage own clothing with minimal or intermittent assistance 	

<ul style="list-style-type: none"> - Child can wash hands with minimal or intermittent assistance 	
<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) - Child can remain in quiet activity if they are not resting - Child can follow clean up routine 	
<p>Transitions (throughout day)</p> <ul style="list-style-type: none"> - Child responds to transition cues (example: songs, lights blinking, chimes) - When instructed, child recognizes/identifies area of room to go to - Child will finish one activity to move onto next 	
<p>Communication (throughout day)</p> <ul style="list-style-type: none"> - Child can answer questions asked by a peer or adult - Child tells about past events - Child tells about future events - Child stays on topic during discussion/conversation - Child names scribbles, buildings, creations - Child talks about work using vocabulary connected with materials and design - Child uses language to describe process, intent, and satisfaction with product - Child's vocabulary reflects knowledge of subject - Child uses pronouns - Child uses correct word order - Child gives name - Child tells day's schedule (age 4) 	

