

IEP - Review of the Preschool Day

Template Connect4Learning 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.

Please see your Connect4Learning manual for additional information regarding scaffolding for children with disabilities.

General Education Child Expectations Connect4Learning 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 identify cubby • Child can select an independent activity 	<p>Individual IEP Adaptations</p>
<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 	<p>Individual IEP Adaptations</p>

<ul style="list-style-type: none"> • Child will pour milk/juice with minimal or intermittent assistance • Child can clean up after meals 	
<p>Welcome and Read Aloud (15 minutes)</p> <ul style="list-style-type: none"> • Child can find place in large group meeting time (example: find place to sit on carpet) with minimal or intermittent assistance • Children can participate in singing songs, fingerplays, and movement activities • Child can use their receptive (listening) and expressive (talking) language to engage in discussions about ideas pertaining to topics that will be discussed • Child can attend and respond to teacher instruction • Child can listen and engage in conversations about the variety of texts by answering questions, recalling information, and retelling events from the read aloud. 	<p>Individual IEP Adaptations</p>
<p>Learning Centers (60 minutes)</p> <ul style="list-style-type: none"> • Child can use a variation of materials and tools to extend learning with hands-on activities • Children can work on a variety of classroom projects while using a project-based approach • Child can draw from experiences to engage in topics and explore • Child can engage in child-initiated activities • Child can remain in interest area to complete an activity • Child can use their social skills and emotional competencies while engaging in subject based activities • Child uses a variety of materials and tools to incorporate the themes into play while fostering the four learning domains 	<p>Individual IEP Adaptations</p>

<p>(literacy, science, social-emotional, and mathematics)</p> <ul style="list-style-type: none"> • Child will initiate and maintain conversations with adults and peers • Child will follow clean up routine 	
<p>Connect (20 minutes)</p> <ul style="list-style-type: none"> • Child can listen and engage in whole group lessons through play, hands on explorations, and experiences • Child can apply new and previous concepts during whole group lessons and then transfer into small group time • Child can engage in collaborative conversations with peers while applying new and previous knowledge • Child will use hands on materials and experiences to apply new and previous skills to other activities • Child will make connections from the whole group lessons by using related vocabulary in their verbal responses 	<p>Individual IEP Adaptations</p>
<p>Small Group (10-15 minutes)</p> <ul style="list-style-type: none"> • Children will play in centers and also participate in small group instruction • Child will sit with three to four children and engage in games and structured learning activities while addressing the four domains of learning • Child can follow a structured activity from single to multiple step tasks • Children will work independently and collaboratively with peers on a variety of multisensory activities • Children will have opportunities to apply their understanding of the activities through a verbal, physical, or written response 	<p>Individual IEP Adaptations</p>

<p>Outdoor (30 minutes)</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 • Gross Motor skills reflect developmental expectations of same age peers • Child will initiate and maintain conversations with adults and peers similar to same aged peer 	<p>Individual IEP Adaptations</p>
<p>Nap/Rest (60 minutes)</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 clean up routine 	<p>Individual IEP Adaptations</p>
<p>Fast Focus (5-10 minutes)</p> <ul style="list-style-type: none"> • Child can listen and engage in whole group lessons through play, hands on explorations, and experiences • Child can showcase their emergent math and emergent literacy skills during an active activity • Children can participate in spiraling activities to connect previously learned concepts with new skills in all the learning domains (reading, math, science, and social/ emotional learning) 	<p>Individual IEP Adaptations</p>
<p>Departure (5 minutes- end of day)</p> <ul style="list-style-type: none"> • Children can transition back to the whole group setting from previous activity with minimal or intermittent assistance • Children can participate in singing songs, fingerplays, and movement activities 	<p>Individual IEP Adaptations</p>

<ul style="list-style-type: none"> • Child can recall, share, and engage in peer conversations about the theme or daily activities that proceeded throughout the day 	
<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 	Individual IEP Adaptations
<p>Communication (throughout day)</p> <ul style="list-style-type: none"> • Child can express wants and needs with minimal or intermittent questioning • Child can ask questions of a peer or adult with minimal or intermittent assistance 	Individual IEP Adaptations
<p>Self Help 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 	Individual IEP Adaptations