# IEP - Review of the Preschool Day

#  Template Connect4Learning Classroom

**6A:14-3.7 (c) When developing the IEP, the IEP team shall:** 12. 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.**

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| 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 |
| Arrival* Child will handle their belongings (example: backpack / coats) with minimal or intermittent assistance
* Child can identify cubby
* Child can select an independent activity
 | Individual IEP Adaptations |
| Meals / Snacks:* 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
 | Individual IEP Adaptations |
| Welcome and Read Aloud (15 minutes)* 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.
 | Individual IEP Adaptations |
| Learning Centers (60 minutes)* 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 (literacy, science, social-emotional, and mathematics)
* Child will initiate and maintain conversations with adults and peers
* Child will follow clean up routine
 | Individual IEP Adaptations |
| Connect (20 minutes)* 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
 |  Individual IEP Adaptations |
| Small Group (10-15 minutes)* 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
 | Individual IEP Adaptations |
| Outdoor (30 minutes)* 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
 | Individual IEP Adaptations |
| Nap/Rest (60 minutes)* 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
 | Individual IEP Adaptations |
| Fast Focus (5-10 minutes)* 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)
 | Individual IEP Adaptations |
| Departure (5 minutes- end of day)* 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
* Child can recall, share, and engage in peer conversations about the theme or daily activities that proceeded throughout the day
 | Individual IEP Adaptations |
| Transitions (throughout day)* 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 |
| Communication (throughout day)* 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 |
| Self Help Skills (throughout day)* 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 |