# 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 |