# IEP - Review of the Preschool Day Template

# The Creative Curriculum 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.

| 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 |
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| Arrival   * 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 | Arrival |
| Meals / Snacks   * 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 | Meals / Snacks |
| Large Group Meeting time (10-15 minutes)   * 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 | Large Group Meeting time (10-15 minutes) |
| Choice time (60-90 minutes; substantial portion of the day)   * 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 | Choice time (60-90 minutes; substantial portion of the day) |
| Small Group Activities (10-15 minutes)   * 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 | Small Group Activities (10-15 minutes) |
| Group Story Time (10 minutes)   * 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. | Group Story Time (10 minutes) |
| Outdoor   * 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. | Outdoor |
| Self - care 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. | Self - care Skills (throughout day) |
| Rest Time (20-30 minutes in full day program)   * 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. | Rest Time (20-30 minutes in full day program) |
| 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. | Transitions (throughout day) |
| Communication (throughout day)   * 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. | Communication (throughout day) |