# 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) |