# Individualized Education Program (IEP)- Review of the Preschool Day Template

Frog Street Curriculum

6A:14-3.7 © When developing the IEP, the IEP team shall: 11. Review the preschool day to determine that 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 and Welcome   * Child is prompted to greet the teacher with a morning welcome (example: “hello”, “good morning”, tap or wave) * Child can identify cubby. * Child will handle their belongings (example: backpack/coats) with minimal or intermittent assistance * Child finds name to sign in with support to less support * Child can find picture and then name to engage in classroom attendance | Arrival and Welcome |
| Greeting Circle   * 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 experiences * Child can follow 1-2 steps directions to engage in whole group physical activities while viewing using visuals and verbal prompts with minimal or intermittent assistance | Greeting Circle |
| Morning Message   * Child can use hand movements, body movements, or tactile materials to engage in the different segments of phonological awareness (ex: use felt pieces to differentiate the onset/rime or, identify rhyming patterns) * Child can use manipulatives or fingers to count and say the number of words that they hear in a spoken and written sentence. * Child can use an alphabet chart or alphabet arc as a visual representation to identify/match the letters and sounds to engage in the morning message component | Morning Message |
| Read-Alouds   * Child can attend to group story with minimal or intermittent assistance. * Child listens and responds to story (answers questions and shares responses) with minimal or intermittent assistance. * Child can use visuals or movement to expand their vocabulary knowledge and understanding of the text 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. | Read-Alouds |
| Center Based Play   * Child can engage in child-initiated activities. * 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 initiate and maintain conversations with adults and peers similar to same aged peers. * Child can follow expectations, e.g., clean up centers, follow routine | Center Based Play |
| Small Group Instruction   * Children participate in interdisciplinary (e.g. math, literacy, science, social studies, and writing) hands-on activities by listening, responding, and showcasing their learning with minimal or intermittent assistance. * Child can participate in content tasks that include socialization skills with minimal or intermittent assistance. | Small Group Instruction |
| Communication   * Child can express wants and needs with minimal or intermittent questioning. * Child can ask question so 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 | Communication |
| 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 (e.g. forks/spoons) with minimal or intermittent assistance. * Child can use serving utensils (e.g. 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 |
| Transitions   * Child follows structured classroom routines with minimal or intermittent assistance. * Child responds to transition cues (e.g. songs, fingerplays, lights blinking, or chimes) with minimal or intermittent assistance | Transitions |
| Outdoor/Gross Motor Play   * Child can use outdoor equipment and materials as intended (example: climb, pedal, steer, jump, or bounce) 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 peers | Outdoor/Gross Motor Play |