

IEP - Review of the Preschool Day Template

The HighScope Classroom

6A:14-3.7 (c) When developing the IEP, the IEP team shall: 11. 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 High Scope Classroom	Individual IEP Adaptations to Instruction Modifications to the Curriculum Assistive Technology, Supports for the Teachers Services for the Child
<p>Arrival</p> <ul style="list-style-type: none"> • Child can identify cubby • Child will handle their belongings (example: backpack / coats) with minimal or intermittent assistance • Child can “sign-in” – select pencil, write/copy name • Child will greet teachers/peers • Child can select an independent activity 	<p>Arrival</p>
<p>Meals / Snacks</p> <ul style="list-style-type: none"> • 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 	<p>Meals / Snacks</p>
<p>Greeting Time (Morning Message)</p> <ul style="list-style-type: none"> • Child will identify (“read”) symbols on message board • Child will respond when name is called (for attendance) • Child will identify who is missing from group/class 	<p>Greeting Time (Morning Message)</p>

General Education Child Expectations High Scope Classroom	Individual IEP Adaptations to Instruction Modifications to the Curriculum Assistive Technology, Supports for the Teachers Services for the Child
<p>Large Group time</p> <ul style="list-style-type: none"> • Child can find place in large group meeting time (example: find place to sit on carpet) • Child can participate in singing songs, finger plays and sharing news • Child participates in cooperative and collaborative work • Child moves legs/feet in rhythm to beat • Child claps/taps hands in rhythm to beat • Child will stay engaged for duration of activity with minimal or intermittent assistance 	<p>Large Group time</p>
<p>Small Group Time</p> <ul style="list-style-type: none"> • Child uses small muscles with minimal or intermittent assistance to participate in activities • Child shares materials and supplies • Child works cooperatively on a joint project with minimal or intermittent assistance • Child includes details in work from memories of experiences • Child focuses attention on project to produce a finished work • Child includes numerals and quantity in work • Child includes literacy in work • Child shows perceptual awareness of color, space, form • Child observes similarities and differences, forming theories, and testing them • Child uses materials to symbolize ideas 	<p>Small Group Time</p>
<p>Planning Time</p> <ul style="list-style-type: none"> • Child can communicate to the teacher his/her plan for play • Child can indicate choice • Child can wait turn to plan with minimal or intermittent assistance • Child plans for varied activities /areas over time 	<p>Planning Time</p>
<p>Work time (substantial portion of the day)</p> <ul style="list-style-type: none"> • Child will follow through with play plan with 	<p>Work time (substantial portion of the day)</p>

General Education Child Expectations High Scope Classroom

Individual IEP Adaptations to Instruction Modifications to the Curriculum Assistive Technology, Supports for the Teachers Services for the Child

minimal or intermittent assistance

- Child will select materials with minimal or intermittent assistance
- Child works independently with minimal adult direction (without continual presence of adult supports)
- Child makes preparations to work (Ex: Puts on a smock)
- Child cleans up spills, messes with minimal or intermittent assistance
- Child writes name on work with minimal or intermittent assistance
- Child places finished product in proper place
- Child washes and dries hands if necessary
- Child replaces materials to storage place
- Child can remain in interest area to complete an activity with minimal or intermittent assistance
- Child uses a variety of materials and tools in play
- Child draws from experiences to create representations (in pretend play; drawing, etc)
- Child incorporates creativity into other areas of play, constructing with blocks, drawing and constructing in dramatic play, forming designs in sand and other media
- Child demonstrates creativity in sensory awareness (seeing, hearing, touching, smelling, tasting)
- Child plays associatively or cooperatively with peers
- Child will follow clean up routine

Group Story Time (literacy)

- Child can listen as part of a group (tuning out distractions)
- Child comments/asks questions
- Child demonstrates front/back concept; looks at pages left to right
- Child can use a variety of materials (felt pieces,

Group Story Time (literacy)

General Education Child Expectations High Scope Classroom	Individual IEP Adaptations to Instruction Modifications to the Curriculum Assistive Technology, Supports for the Teachers Services for the Child
<p>props, books) to retell the story with minimal or intermittent assistance</p> <ul style="list-style-type: none"> • Child identifies characters/objects in a story • Child will predict what will happen next • Child recognizes own name • Child can tell the story from pictures after hearing the story with minimal or intermittent assistance • Child brings books to adult to read (self initiated) • Child “writes” signs to label constructions • Child recognizes letters in own name in other words • Child will dictate on request/initiate dictation 	
<p>Outdoor</p> <ul style="list-style-type: none"> • Child can use outdoor equipment and materials as intended (example: climb, pedal, steer) with minimal or intermittent assistance • Child runs with control over speed and direction(with balance and ease) • Child climbs up and down climbing equipment with ease • Catches a large ball with both hands (against chest) • Child can kick a ball and maintain balance • Child engages in active play with others 	<p>Outdoor</p>
<p>Self Help Skills (throughout day)</p> <ul style="list-style-type: none"> • Child can express need to use the bathroom • Child can manage own clothing with minimal or intermittent assistance • Child can wash hands with minimal or intermittent assistance 	<p>Self Help Skills (throughout day)</p>
<p>Rest Time (20-30 minutes in full day program)</p> <ul style="list-style-type: none"> • Child can prepare own materials for rest time (example: put sheet on cot) • Child can remain in quiet activity if they are not resting • Child can follow clean up routine 	<p>Rest Time (20-30 minutes in full day program)</p>

General Education Child Expectations High Scope Classroom

**Individual IEP Adaptations to Instruction
Modifications to the Curriculum Assistive
Technology, Supports for the Teachers Services for
the Child**

Transitions (throughout day)

- Child responds to transition cues (example: songs, lights blinking, chimes)
- When instructed, child recognizes/identifies area of room to go to
- Child will finish one activity to move onto next

Transitions (throughout day)

Communication (throughout day)

- Child can answer questions asked by a peer or adult
- Child tells about past events
- Child tells about future events
- Child stays on topic during discussion/conversation
- Child names scribbles, buildings, creations
- Child talks about work using vocabulary connected with materials and design
- Child uses language to describe process, intent, and satisfaction with product
- Child's vocabulary reflects knowledge of subject
- Child uses pronouns
- Child uses correct word order
- Child gives name
- Child tells day's schedule (age 4)

Communication (throughout day)