# IEP - Review of the Preschool Day Template

# The HighScope 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 High Scope 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 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
 | Arrival |
| 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
 |  Meals / Snacks |
| Greeting Time (Morning Message)* 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
 | Greeting Time (Morning Message) |
| Large Group time* 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
 | Large Group time |
| Small Group Time* 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
 | Small Group Time |
| Planning Time* 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
 | Planning Time |
| Work time (substantial portion of the day)* Child will follow through with play plan with 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
 | Work time (substantial portion of the day) |
| 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, props, books) to retell the story with minimal or intermittent assistance
* 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
 | Group Story Time (literacy) |
| Outdoor* 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
 | Outdoor |
| Self Help Skills (throughout day)* 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
 | Self Help 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)
* Child can remain in quiet activity if they are not resting
* Child can follow clean up routine
 | Rest Time (20-30 minutes in full day program) |
| 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) |