# 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) |