

IEP - Review of the Preschool Day Template

The Tools of the Mind Classroom

Please see your Tools Manual for additional information regarding scaffolding for children with disabilities

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 Activities Child Expectations	Tools of the Mind 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 will handle their belongings (example: backpack / coats) with minimal or intermittent assistance • Child can identify cubby • Child can select an independent activity 	<p>Arrival</p>
<p>Meals / Snacks</p> <ul style="list-style-type: none"> • 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 	<p>Meals / Snacks</p>
<p>Opening Group (10-15 minutes)</p> <ul style="list-style-type: none"> • Child can find place in Opening Group time (example: find place to sit on carpet) with minimal or intermittent assistance 	<p>Opening Group (10-15 minutes)</p>

General Education Activities Child Expectations

Tools of the Mind Classroom Individual IEP Adaptations to Instruction Modifications to the Curriculum Assistive Technology Supports for the Teachers Services for the Child

- Child can participate in “Weather”, “Share the News” and “Message of the Day” by verbally responding to the teacher with minimal or intermittent assistance
- Child can participate in “Timeline” by verbally responding to the teacher and imitating the movements of the teacher with minimal or intermittent assistance
- Child can participate in “Freeze Game” by stopping on auditory cue and imitating the large muscle movements of the teacher with minimal or intermittent assistance
- Child can participate in singing songs and finger plays with minimal or intermittent assistance

Mystery Games

- Child can participate in the Mystery Games format during different parts of the school year. For example: identify their written name and then use the name tag to record their response to a question or puzzle with minimal or intermittent assistance

Mystery Games

Play Planning (10-15 minutes)

- Child can develop a plan for play as per their individual scaffold
- Child can communicate to the teacher their plan for play with minimal or intermittent assistance

Play Planning (10-15 minutes)

Make Believe Play (substantial portion of the day)

- Child can engage in child-initiated activity
- Child can remain in interest area to carry out their play plan
- Child uses a variety of materials and tools in play with minimal or intermittent assistance

Make Believe Play (substantial portion of the day)

General Education Activities Child Expectations

Tools of the Mind Classroom Individual IEP Adaptations to Instruction Modifications to the Curriculum Assistive Technology Supports for the Teachers Services for the Child

- Play skills reflect developmental expectations of same age peers
- Child will play with peers in centers similar to same age peer
- Child will initiate and maintain conversations with adults and peers similar to same aged peer
- Child will follow clean up routine

Small Group Activities (10-15 minutes)

- Child can participate in Small Group Literacy and Small Group Math/Science activities of listening/ responding, with minimal or intermittent assistance
- Child can participate in Small Group Literacy and Small Group Math/Science activities that include fine motor skills with minimal or intermittent assistance
- Child can participate in Small Group Literacy and Small Group Math/Science activities that include socialization skills with minimal or intermittent assistance
- Child can participate in Small Group Literacy and Small Group Math/Science activities that include self-regulation skills with minimal or intermittent assistance

Small Group Activities (10-15 minutes)

Large Group Activities (10 minutes)

- Child can participate in the “Buddy Reading” activity by reading / retelling the story of a book aloud to a peer or listening / asking questions of a peer who is reading with minimal or intermittent assistance
- Child can participate in the “Graphics Practice” activity by using fine motor skills to imitate patterns on paper and stopping on an auditory

Large Group Activities (10 minutes)

General Education Activities Child Expectations	Tools of the Mind Classroom Individual IEP Adaptations to Instruction Modifications to the Curriculum Assistive Technology Supports for the Teachers Services for the Child
cue with minimal or intermittent assistance	
<p>Outdoor (30 minutes)</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 • Gross Motor skills reflect developmental expectations of same age peers • Child will initiate and maintain conversations with adults and peers similar to same aged peer 	<p>Outdoor (30 minutes)</p>
<p>Self Help Skills (throughout day)</p> <ul style="list-style-type: none"> • 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 use toilet paper 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) with minimal or intermittent assistance • 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>
<p>Transitions (throughout day)</p> <ul style="list-style-type: none"> • Child follows structured classroom routines with minimal or intermittent assistance • Child responds to transition cues (example: 	<p>Transitions (throughout day)</p>

General Education Activities Child Expectations	Tools of the Mind Classroom Individual IEP Adaptations to Instruction Modifications to the Curriculum Assistive Technology Supports for the Teachers Services for the Child
songs, lights blinking, chimes) with minimal or intermittent assistance	
<p>Communication (throughout day)</p> <ul style="list-style-type: none"> • Child can express wants and needs with minimal or intermittent questioning • 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 	Communication (throughout day)