# 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: 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 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 |
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| Arrival   * Child will handle their belongings (example: backpack / coats) with minimal or intermittent assistance * Child can identify cubby * Child can select an independent activity | Arrival |
| Meals / Snacks   * 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 | Meals / Snacks |
| Opening Group (10-15 minutes)   * Child can find place in Opening Group time (example: find place to sit on carpet) with minimal or intermittent assistance * 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 | Opening Group (10-15 minutes) |
| 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 * 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 | Make Believe Play (substantial portion of the day) |
| 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 cue with minimal or intermittent assistance | Large Group Activities (10 minutes) |
| Outdoor (30 minutes)   * 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 | Outdoor (30 minutes) |
| Self Help Skills (throughout day)   * 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 | 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) with minimal or intermittent assistance * 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 follows structured classroom routines with minimal or intermittent assistance * Child responds to transition cues (example: songs, lights blinking, chimes) with minimal or intermittent assistance | Transitions (throughout day) |
| Communication (throughout day)   * 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) |