

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.

IEP - Review of the Preschool Day Template

The Creative Curriculum Classroom

<p>General Education Child Expectations Creative Curriculum Classroom</p>	<p>Individual IEP Adaptations to Instruction Modifications to the Curriculum Assistive Technology Supports for the Teachers Services for the Child</p>
<p>Arrival:</p> <ul style="list-style-type: none"> - Child will handle their belongings (example: backpack / coats) with minimal or intermittent assistance - Child can access and identify cubby - Child can select an independent activity 	
<p>Meals / Snacks:</p> <ul style="list-style-type: none"> - Child can get to and sit at the table - 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 	

Large Group Meeting time (10-15 minutes)

- Child can get to, find place, and sit in large group meeting time (example: find place to sit on carpet) with minimal or intermittent assistance
- Child can participate in singing songs, finger plays and sharing news
- Child can attend and respond to teacher instruction
- Child can select interest area for choice time

Choice time (60-90 minutes; substantial portion of the day)

- Child can engage in child initiated activity
- Child can remain in interest area to complete child directed activities
- 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 can work appropriately with peers in interest areas
- Child can initiate and maintain conversations with adults and peers similar to same aged peer
- Child can follow expectations; e.g., clean up routine

Small Group Activities (10-15 minutes)

- Child can participate in Literacy, Math, Science activities by listening/ responding, with minimal or intermittent assistance
- Child can participate in Literacy, Math, Science activities that include fine motor skills with minimal or intermittent assistance
- Child can participate Literacy, Math, Science activities that include socialization skills with minimal or intermittent assistance

Group Story Time (10 minutes)

- Child can attend to group story with minimal or intermittent assistance.
- Child listens and responds to story (answers questions, identifies rhyming words, recognizes letters/numbers) with minimal or intermittent assistance.
- Child can use a variety of materials (felt pieces, props, and books) to retell the story with minimal or intermittent assistance.

<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- Gross Motor skills reflect developmental expectations of same age peers	
<p>Self –care 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 wash hands with minimal or intermittent assistance	
<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 resting routine	

<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: 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 prompting- 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- Child can initiate and maintain conversations with adults and peers similar to same aged peer	