

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 Curiosity Corner Classroom

<p>General Education Child Expectations Curiosity Corner Classroom</p>	<p>Individual IEP Adaptations to Instruction Modifications to the Curriculum Assistive Technology Supports for the Teachers Services for the Child</p>
<p>Greetings and Readings:</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 sign in with minimal or intermittent assistance - Child can select an independent activity from a defined group of choices 	
<p>Clues and Questions (5-15 minutes) (need more here I think)</p> <ul style="list-style-type: none"> - Child can find place in large group meeting time (example: find place to sit on carpet) with minimal or intermittent assistance - Child can attend and respond to teacher instruction 	

<ul style="list-style-type: none">- Child can offer ideas pertaining to the topic that will be discussed based on the clues provided- Child can sit without touching others (maintaining personal space)- Child can participate in buddy buzz or think-pair-share	
<p>Rhyme Time (need help with this one)</p> <ul style="list-style-type: none">- Child can participate in singing songs , finger plays and movement activities with minimal or intermittent assistance- Child can create simple and silly rhyming words (four-year-old classroom)- Child can sing song of choice independently	
<p>Labs (substantial portion of the day)</p> <ul style="list-style-type: none">- Child can engage in child initiated activity- Child can remain in interest area to complete an activity- Child uses a variety of materials and tools to incorporate theme into play with minimal or intermittent assistance- Play skills reflect developmental expectations of same age peers- Child will work 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	

<p>Story Tree</p> <ul style="list-style-type: none">- Child can attend to group story with minimal or intermittent assistance.- Child listens and responds to story (answers questions, predicts outcomes, identifies rhyming words, recognizes letters/numbers) with minimal or intermittent assistance.- Child can use a variety of materials (felt pieces, props, books) to retell the story 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>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	

<ul style="list-style-type: none"> - 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>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>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 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 	

