

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 Tools of the Mind Classroom**

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

<p align="center">General Education Activities Child Expectations Tools of the Mind Classroom</p>	<p align="center">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 identify cubby - Child can select an independent activity 	
<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 	

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

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

<p>Play Planning (10-15 minutes)</p> <ul style="list-style-type: none">- 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	
<p>Make Believe Play (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 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	
<p>Small Group Activities (10-15 minutes)</p> <ul style="list-style-type: none">- Child can participate in Small Group Literacy and Small Group Math/Science activities of listening/responding, with minimal or intermittent assistance	

<ul style="list-style-type: none"> - 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 	
<p>Large Group Activities (10 minutes)</p> <ul style="list-style-type: none"> - 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 a auditory 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 	

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