Prekindergarten SPED Program Review
To ensure implementation of essential components of an effective prekindergarten program
(see Teacher Handbook, Appendix W, Program Standards)

Teacher: _____ School: _____

Reviewer: _____ Date: _____

Program (circle): 1/2 RM, RM, I, TEACCH, LEAP, HI, InD, 1/2 SL

Student #1: _____ Eligibility (ies): _____

Student #2: _____ Eligibility (ies): _____

Student #3: _____ Eligibility (ies): _____

C = complete   I = incomplete   M = missing   T = technical assistance needed   NA = not applicable

Teacher Handbook Appendix	STUDENT CLASSROOM FOLDER/ASSESSMENT	Student # 1	Student # 2	Student # 3
B	Copy of IEP			
B	Daily schedule with therapies			
A/P	Data Monitoring for Diet/Allergy/Medical/Toilet if on IEP			
---	Emergency contact information			
Y	Parent communication (log, notes, etc.)			
U	Twice yearly student **developmental** assessment, including protocol and printed summary chart: BDI-2			
U	Twice yearly **PELI** assessment, including protocol and printed summary chart (except PMH, and PPEC)			
U	Twice yearly **DECA/SRS** assessment, including protocol and printed summary chart: Infant/Toddler or Preschool			
---	Work samples that show progress on IEP goal/benchmark, ex: cutting, writing, etc.			
J	Assistive Technology Implementation Plan (ATIP) written and implemented if needed.			
N	Functional Assessment of Behavior (FAB) / Positive Behavior Support Plan (PBSP) written and implemented if needed.			

Notes: _____

Teacher Handbook Appendix	KEY NOTES/PROGRESS REPORTS	Student # 1	Student # 2	Student # 3
T	Key Notes - Infant/Toddler, Preschool computerized, or COR			
	Key Notes - sufficient quantity to measure progress (If COR, see "full child summary")			
R	Progress Reports completed 3 times yearly			
T/R	Scoring on Progress Report A and/or B corresponds to and accurately reflects key notes on key note form ("NA" if COR is used)			
K, M, P, Q	Status codes on Insert B of IEP filled in and attached (based on documented evidence, ex: data collection, lesson plans, potty chart, etc.)			
K, M, P, Q	Programmatic changes are made based on key notes, goals and benchmarks (interview teacher)			

Notes: _____

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Teacher Handbook Appendix	CURRICULUM IMPLEMENTATION/LESSON PLANS/DAILY ROUTINE	Code
E	Lesson plans completed daily all year for the current school year	
E	Lesson plan reflects daily routine as appropriate for classroom program (RM, ASD, PMH, etc.)	
E	Activities are planned for all parts of the daily routine and follow High/Scope Curriculum	
---	Activities on lesson plan are carried out	
---	Activities reflect a balance of: • children's interests, key experiences, adult choice, IEP goals • small group/large group/individual children (small groups is 2 groups for planning, recall, story, small group and snack) • children's choices within teacher initiated activities	
---	Students have access to and use a classroom picture schedule/individual picture schedules at transition times	
---	Transition cues (visual, auditory) are used and students know when and where to go at transition times	
E	Evidence of daily team planning (after 2:00 pm or interview team)	
Curriculum components are reflected in lesson plan **AND** are evident in the daily routine through the students' participation in the following:		
S	BELL: Shared Reading and Phonological Awareness	
S	Conscious Discipline/Brain Smart Start: relaxation techniques, I Love You Rituals, daily commitments, noticing/encouraging, wish well, friends and family board, safe place, etc.	
S	Social Skills: getting a friend's attention, giving, asking, giving a play idea, giving a compliment	
S	Math activities: Number Sense & Operations, Algebraic Thinking, Geometry & Spatial Sense, Measurement, Data Analysis & Probability	
D	ESOL strategies (interview teacher)	
M (for ASD)	Work Time Rotation Schedule for children and adults is posted and used during work time	

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Teacher Handbook Appendix	LEARNING ENVIRONMENT	Code
H S K	Space is divided into well defined interest areas to encourage distinctive types of play: block, house, art, toy, computer, book, writing, safe place • For TEACCH and LEAP: 1:1 area, independent work basket area • For PMH: Island, Spa, Gathering Place, other areas	
--- K	Sufficient quantity of materials available, stored, displayed and labeled to promote students' ability to find, use and return	
---	Classroom is organized and extra materials are stored away and rotated periodically - shelves, counters and walls are not cluttered/over stimulating	
---	Alphabet & number cards are posted at children's eye level and have meaningful pictures added (i.e. picture of student on first letter of name)	

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Teacher Handbook Appendix	**ADAPTATIONS** http://prekese.dadeschools.net/adaptationstation.html	Code
J	Students use individualized adaptations throughout the day, as appropriate	
J	Students **and adults** use AAC (pictures, picture boards, song boards, voice output, signs, other) throughout the day, as appropriate	
J	Verbal communication for the student is supplemented by the use of visual system such as objects, pictures, or written language	

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Teacher Handbook Appendix	**DATA COLLECTION** **Classrooms for Children with ASD**	Student # 1	Student # 2	Student # 3
M	Evidence of the Daily Data Collection on Data Sheets			
	Data Collection corresponds to the goals of the IEP			
M	Evidence that the Data Process is used to make programmatic changes based on the Data Collection of the Goals/Benchmarks			
M	Functional goals in the data are written and individualized for each child			
M	Goals/Benchmarks are reflected in planned activities throughout the daily routine			
M	Activities reflect the additional accommodations planned in the Data Collection Process			
M	Progress Report Goals correspond to data and IEP (Self Contained ASD or LEAP)			
M	Comments on Progress Report are individualized			

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