



Example of our Preschool Schedule

Transition to class:

- Putting articles in cubby
- Following 1-2 step directions
- Social greetings

Social Time/Floor Play:

- Facilitative play
- Pretend play
- Interactive play
- Students making choices
- Cooperative play
- Discrete Trials
 - Discrete Trials/ABA (Applied Behavior Analysis)
 - This type of teaching strategy uses simple and consistent language, for example, “do this”, “touch (object)” and/or “show me (object)”

Circle Time:

- Listening skills
- Attention skills
- Following 1/2/3 step directions
- Making choices (music, job, identifying name)
- Personal data (name, age, gender, siblings, etc.)
- Using language to participate/ engage in circle time activities
 - Students may use different modes of communication
 1. PECS (picture exchange communication system)
 2. AAC Device (augmentative communication device)
 3. Expressive language
- Pre-Academic Activities
 - Identifying shapes, colors, letters, numbers
- Imitation of finger plays

Center Time:

- Transitions
- Pre-academic activities
- Following directions
- APE/OT gross/fine motor activities
- Social activities
- Sensory activities
- Discrete Trials
- 1:1 activities
- Independent work activities
 - Independent work activities are to be done with minimal assistance by teacher—they are meant to teach independent skills

Speech and Language

- Students will work on the following skills:
- Receptive language skills (e.g., attention and listening skills; vocabulary development; following directions; understanding sentences and stories; responding to communicative intent of peers and adult partners).
- Expressive language skills (e.g., using age-appropriate phonology and articulation skills; using a variety of words; formulating simple and complex sentences; expressing a variety of communicative functions; engaging with peers).
- Play, social interaction, and emergent literacy skills (e.g., using toys, props, and literacy materials in dramatic play; interacting appropriately with peers and adult partners; interacting with books and demonstrating emergent writing skills).
- Oral narrative skills (from sequences to simple stories).
- Alternative and augmentative communication (AAC) and/or other assistive technology supports as appropriate.

Occupational Therapy

- In the school setting, occupational therapists focus on the daily occupations of school life. They work with students who have disabilities to achieve success in the classroom and across all school environments. Specifically, therapists help students develop fine motor skills, visual motor (eye-hand coordination) skills, sensory regulation and physical access to help make learning and participation possible.

Snack Time

- Making choices
- Students working on fine motor/ self-help skills using utensils, drinking from a cup, table manners (cleaning up, staying seated)
- Communication between teacher/child and child/child using PECS, AAC, expressive language
- Students trying new foods
- Students waiting/ taking turns

Recess

- Functional game skills
- Peer interaction/ social skills
- Gross motor games

Adapted Physical Education

- Students will be engaging in gross motor activities including exercising, completing obstacle courses with crawling through tunnels, jumping on trampolines, walking across balance beams, throwing bean bags, using scooters, etc., participating in functional game skills such as Duck, Duck Goose, kicking a ball, throwing/catching/kicking balls to peers.

Sensory & Quiet Time/ Bathroom

- Students may be relaxing by stretching to quiet music or by having "down" time by choosing sensory toys to manipulate that vibrate, have texture, or make sound.
- Students follow a picture schedule for potty and hand washing sequences.

Lunch

- Students practicing the concept First/Then
- Students using PECS, AAC, expressive language to make choices
- Students trying new foods
- Students working on fine motor/self-help skills using utensils, drinking from a cup, table manners (cleaning up, staying seated)

Closing activities

- Book time, students will be looking at books and identifying/ pointing to objects
- Students may be sharing books
- Listening to books on tape at circle time
- Talking about what we did at school using visuals
- Singing a good-bye song
- Closing circle
- Getting/ putting on backpacks