

Inclusion in the Early Childhood Classroom avoids a deficit paradigm and uses narrative case studies to show how early childhood contexts can be designed so that diversity is an expected, naturally occurring element. -- Susan M. Benner, Director of Graduate School of Education, College of Education, Health, and Human Sciences, University of Tennessee By including real-world classroom stories of children with various special needs, along with examples of some effective and some not-so-effective teacher responses, the authors help readers understand how different child abilities affect membership in the preschool classroom. -- Doris Bergen, Distinguished Professor of Educational Psychology, Miami University In this engaging book, the authors share stories from their practice and research about several young children with a variety of developmental delays and disabilities and their teachers. They explore the ways that teachers and children respond in real classrooms to real challenges, examining both those opportunities that are capitalized on as well as those that are missed. The book addresses a wide array of issues that contribute to our understanding of what makes a difference in the inclusive early childhood classroom: the role of development, ways of honoring different learning styles, building a sense of classroom community, addressing power dynamics, and responding to conflict with both teachers and peers. This practical resource introduces a framework that will inspire early childhood teachers to reflect on their own practices and take action to develop new strategies for teaching in inclusive classrooms. Book Features: * Examples of many types of classroom settings that include children with special needs. * A list of alternative strategies in response to real classroom situations. * Reflection questions that encourage teachers to think about ways to implement approaches suggested by the authors.

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Inclusion in the Early Childhood Classroom: What Makes a Difference? (Early Childhood Education) Paperback February 8, [Yoon-Joo Lee Susan L. Editorial Reviews. Review. Shows how early childhood contexts can be designed so that Buy Inclusion in the Early Childhood Classroom: What Makes a Difference? (Early Childhood Education): Read 5 Books Reviews - Amazon. com. Inclusion in the Early Childhood Classroom: What Makes a Difference? . Young Children Learn: Bringing the Science of Child Development to the Classroom. Education. Inclusion in the Early Childhood Classroom: What. Should This . The research for this review will focus on the different ways inclusion can look or This type of belief allows educators to make a case that having this child. Inclusion for early childhood programs supports the right of all children, regardless of school classroom, child care center, place of worship, recreational space, and other Assembling many different resources in one place allows for easy. Diversity and inclusion in the early years: International. Index for inclusion developing play, learning and participation in early years and childcare Tony Booth. Early childhood education series (Teachers College Press) ^A toward social inclusion --Welcoming children with disabilities to the table: classroom. What Makes a Difference? Series: Early Childhood Education Series Inclusion in the Early Childhood Classroom Educators can help to make this learning process go more smoothly by experience could be the

difference between chaos and focused learning. Inclusion in an early childhood classroom may include adaptable seating.

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