



Inclusive Classroom Challenges

1. Explain why providing limits is an important concept for young children to learn.

Setting reasonable and consistent limits keeps order and helps the children to know what the boundaries that they are expected to follow for everyone's mutual benefit. By the same token, the limits must be consistently met and adhered to by the adults that are caring for the children and their welfare. Limits need to be set according to age and safety concerns for all the children in the classroom.

2. Explain some of the concerns teachers have working with young children in inclusive settings.

Some of the concern that teachers have in working with young children in an inclusive environment, is that they, as teacher's, may not be able to meet the many and varying needs of the children under their care. This is a valid concern, but no one expects the teacher to work in a vacuum. They will be a team of professionals that will work with the teacher to meet the specific needs of the children. These can be psychologists, PT, OT, speech, hearing or assistants that work with an individual child. The teacher, by their very nature, will want to seek any and all training that will help them with the special needs of a particular student. As they come to know the child, they will be able to see where curriculums, classroom layouts and other modifications can be made to accommodate the child.

- a. Define and give an example of each of the following developmental principles: Developmental sequences:
Teachers know when a child is moving towards a milestone rather than above or below a milestone. It is better to know that a child has, passed in order, though late, each of the preceding large motor milestone.
- b. Interrelationships among developmental domains:
Each area of development affects and is affected by every other area is essential when teaching young children.
- c. Developmental inconsistencies:

Development is an irregular process, even among typically developing children. Developmental inconsistencies is to be expected. Rapid development period of often followed by a period of developmental disequilibrium. Children seem to be developmentally disorganized: calm and capable one minute or screaming and frustrated the next.

3. Teachable moments occur regularly in a young child's development. Give at least two examples of teachable moments.

A child discovers that mixing blue and yellow paint makes green. The child is ready to experiment with colors. An infant reaches for a spoon, the child is mature enough to reach for and hold a spoon.

4. Why do you feel it is important for early childhood educators to be consistent when working with young children?

Children are comfortable with predictable consistency. A reaction or action that is out of place is very unsettling to a child and they feel vulnerable. A predictable and stable environment is needed to thrive for young children. Children need to know what comes next so they have a sense of control over their environment.