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| Autore | Willis Clarissa |
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| Formato | Materiale a stampa |
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| Note generali | Description based upon print version of record. |
| Nota di bibliografia | Includes bibliographical references and index. |
| Nota di contenuto | Cover; Contents; Acknowledgments; About the Author; Introduction; Part I - Children with Special Needs in the Inclusive Classroom; Chapter 1 - Working with Children with Special Needs; Setting the Stage for Inclusion; Inclusion, Blending, and Reverse Mainstreaming; Why is Inclusion Important?; How Do I Develop a Philosophy of Meaningful Inclusion?; General Strategies for Working with Children with Special Needs; How Do I Get the Child's Family Involved?; Resources for Families; Working to "Enable" and "Empower" Families; Terms Used in this Chapter; Resources Used in this Chapter The Research Says . . . Developmentally Appropriate Practices Must Apply to Everyone Chapter 2 - Blending the World of Special Education with General Education Services; Best Practices According to NAEYC and DEC; Constructivism Versus Behaviorism: Blending without Ignoring Best Practice; Using Observation Skills to Guide Instruction; The Teacher's Rules of the Road; Related Services; The Role of the Special Education Teacher; Working with Paraprofessionals and Instructional Assistants; Terms Used in this Chapter; Resources Used in this Chapter The Research Says . . . What Early Childhood Practitioners Think about Inclusion Part II - Who are the Children with Special Needs?; Chapter 3 - |

Children with Vision Impairments; What Causes Visual Impairments in Young Children?; How are Vision Impairments Classified?; How Do Children with Vision Impairments Learn?; Preparing the Early Childhood Environment; Suggestions for Children with Low Vision; Suggestions for Children Who are Blind or Severely Vision Impaired; Summary; Terms Used in this Chapter; The Research Says . . . Play Behaviors in Young Children Who are Blind

Chapter 4 - Children with Hearing Loss What Determines the Degree of Hearing Loss?; So, What about Hearing Aids?; How will Hearing Loss Affect Children in My Classroom?; Communicating in the Classroom; Effects of Hearing Loss on Speech (Oral Language); Terms Used in this Chapter; Suggested Reading; The Research Says . . . Cochlear Implants can Result in Better Prosody; Chapter 5 - Children with Cognitive Challenges; Characteristics of Children with Cognitive Challenges; Educational Implications; What are Functional Skills and Why are They Important?

What Do I Do First, Before Teaching a New Skill? How Exactly Does this All Fit Together?; Classroom Suggestions for Children with Cognitive Challenges; Terms Used in this Chapter; The Research Says . . . Social Development Across Time; Chapter 6 - Children with Atypical Motor Development; Muscle Tone; Cerebral Palsy; Fine and Gross Motor Skills; Positioning and Handling; Adaptive Equipment; Summary; Suggested Reading; Chapter 7 - Children with Communication Delays; Understanding the Child's "Form" of Communication; Function and Content of Communication; The Nonverbal Child
Cleft Lip and Palate

Sommario/riassunto

This book provides information on common disabilities and practical strategies for creating inclusive environments and building student relationships.
