

INCLUSION

VERSUS

MAINSTREAMING



The student, regardless of ability, is a participating member of a general education classroom.

The curriculum is adapted and modified to meet the student's needs.

The general education teacher oversees the student's education.



The student must meet a set of criteria to participate in a general education classroom.

The student must demonstrate ability to work with existing curriculum.

The special education teacher oversees the student's education.

Mainstreaming Ideas For Teaching Young Children

Margaret Lay-Dopyera, John E. Dopyera



Mainstreaming Ideas For Teaching Young Children:

Mainstreaming Judith Souweine, Sheila Crimmins, Carolyn Mazel, 1981 **Strategies for Teaching Young Children** Judith A. Schickedanz, 1990 **Mainstreaming** Judith Souweine, Sheila Crimmins, Carolyn Mazel, 1981 Becoming a Teacher of Young Children Margaret Lay-Dopyera, John E. Dopyera, 1987 *Competencies* Mary Kasindorf, 1990-12

Everyone in the field of Early childhood Education should be aware of what constitutes a good early childhood education program. Although each individual will work with children in their own way, there is a common basis of competency that should be expected of all teachers. Competencies is divided into six competency areas and 13 functional areas of competence as identified by the CDA National Credentialing Program for center based teachers of young children. As you work through the learning activities, developing curriculum materials, bibliographies, observational records, etc., you will be developing materials which can also be used in assembling your portfolio and documenting your competence for the CDA credential. You can also use Competencies as a guide in self study and training, recording teacher activities, reading resources, and utilizing activities designed to determine the areas and methods in which you feel you are functioning effectively or those that you may wish to change or improve. *Young Children*, 1993 Teaching and Mainstreaming Autistic Children Peter Knoblock, 1982

Resources in Education, 1998-07 **When Your Child Learns Differently** Kathryn Fishman-Weaver, 2021-09-28

Advocating for a child who learns differently can sometimes feel like an isolating and daunting task. This book reminds families that they are not alone. *When Your Child Learns Differently* is a compassionate guide that **Inclusive Education** Lissa A. Power-deFur, Fred P. Orellove, 1997. A comprehensive look at inclusion, this book provides success stories by administrators and teachers who have found that inclusion is the best way to meet the least restrictive environment needs of their students. Complete with checklists, in-service materials, and pre and post evaluation methods, this detailed guide will help you meet student needs in a way that complements the educational, fiscal, and legal outlooks as well as the attitudes of your school division.

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