Choose examples of a welcoming environment

Objective(s)

Learners differentiate between appropriate and inappropriate examples of a welcoming environment.

Description

In this activity, learners are presented with a list of potential environments and are asked to identify which may not be appropriate for welcoming a child with disabilities.

Required Materials/Resources

Learner Materials

- Format for learner responses

Detailed Facilitator Instructions

1. Provide learners with a list of potential welcoming environments, including several that are inappropriate. A sample list is provided at the end of this handout.
2. Ask learners to consider the list and choose which items are *not* appropriate for welcoming a child with disabilities.

This activity is part of Module 2: Transition. To view the content related to this activity, go to Step 3: Evidence.

Instructional Method
Structured Exercise

Level
Beginner

Estimated Time Needed
5 minutes for instructor preparation

15-25 minutes for learner activity

Suggested Assessment

In the example provided at the end of this handout, the items that are *not* appropriate examples of a welcoming environment are:

1. Asking parents to drop children off at door.
2. As the child enters the room, sending the child immediately to a group activity already in progress so you can talk to the parents.

Facilitation Tips

- Learners can respond in class or online.
- Learners can complete the activity individually, in pairs, or in small groups.

Alternate Version(s) (refers to different levels of difficulty)

- Activity Guide 2.7a: Describe a welcoming environment (Discovery & Brainstorming)
- Activity Guide 2.7c: Identify a welcoming environment (Field-Based Learning)

Credits

The CONNECT Content Team

Example

Which of these are *not* appropriate?

1. Asking parents to drop children off at door.
2. Including pictures of parents in the child's cubby.
3. Allowing the parent to bring the child's favorite book for reading time.
4. Greeting the child and introducing them to a special buddy to play with him/her and show them around the classroom.
5. As the child enters the room, sending the child immediately to a group activity already in progress so you can talk to the parents.

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