



## Ohio Early Learning Content Standards

### OELCS Social Studies SVC Module Parking Lot Questions

**Day 1: March 9<sup>th</sup>, 2007**

**Day 2: March 30<sup>th</sup>, 2007**

**Question 1:** *Should centers or materials be limited for all children so one child with autism is not distracted?*

**Response:** All children need to get along with others in this society and the classroom (e.g. the centers) is the best way to learn how to interact appropriately in this manner. To limit centers or opportunities for children to share materials inhibits this type of interaction. Children with autism or autistic-like characteristics can be easily distractible but they also have strengths that they can use to help other children. Pairing a child with autism with a typical-developing peer can assist with helping another child focus on a particular task. Teachers can play invaluable roles by collaborating with special education teachers in helping to develop center activities and materials that can support all children to engage in tasks.

**Question 2:** *How does UDL apply when I don't have any children with identified special needs?*

**Response:** Universal Design for Learning pertains to *all* children even those that do not have an identified special need. The intent of UDL is to consider individual needs of children in advance of planning activities. Traditionally we have used this strategy to consider plans for someone with a sight, hearing, or other physical/mental disability. The strategy is equally important when considering children who are shy, gifted, not participating, observers, etc. The teacher might use UDL by assessing the child's needs and provide the child with another way they can participate to express his/her learning.

**Question 3:** *Given the reference materials for the content standards: Which would be more significant for my use as a teacher?*

**Response:** The implementation guide provides wonderful ideas for activities that directly align with the indicators.

**Question 4:** *How can you involve non-English (ELL) speaking students in a classroom whose parents do not support ELL at home?*

**Response:** It is very natural for many parents who are English learners to understand the importance of learning English in our society. In many cases their children become translators for their parents as they conduct their daily business. Teachers also want their students to learn English but they also see the value of respecting the child's identity by preserving their primary language/culture. Having these parents come into the classroom to share aspects of their culture will help families learn the important work that you're doing in the classroom as well as how you respect their child. Having other children learn words/phrases and sing songs of their child's primary language will not only benefit the other children but demonstrate how the other classmates respect your child. Other strategies involve, being extremely intentional as their teacher by engaging them in multiple conversations with you as well as other peers. In addition, providing a print-rich environment at school, asking questions, and providing multiple opportunities to "talk" about their understandings as well as other ways to express their understandings will also assist English learners as well as children whose primary language is English.

**Question 5:** *How do you get family support to assist children with their conflict resolution skills?*

**Response:** Personally, this is a very difficult question when the children observe so much “violence” in the media and it is a very emotionally charged issue in our society that has been connected to effective parenting. Asking parents how they currently perform conflict resolution in the family will help you to better understand the families’ belief systems about conflict management and give you further information on how to proceed.