

Classroom Daily Schedule with Inclusion

Name

Student Number:

Institution Affiliation:

Education:

Tutor:

Date:

Classroom Daily Schedule with Inclusion

Inclusive classrooms refer to the classes in which students with and without learning challenges can learn together. Such classes are designed to welcome all students, fulfilling their emotional, academic, and physical needs. The primary aim of this assessment is to develop an inclusive classroom schedule for 15 students between 3 and 5 years and an assistant. The class comprises one student having ADHD without hyperactivity, one student with attention-deficit/hyperactivity disorder (ADHD), and another who has mobility issues. In developing a workable schedule for these students, it is essential to consider those having difficulties as priorities. Various ADHD symptoms including challenges in impulse control, lack of attention and sitting difficulties can present significant learning challenges to the student. The student with ADHD without hyperactivity is likely to suffer from inactivity and lack of attention. The students facing mobility issues need assistance in enabling them to participate in classroom sessions. The teaching assistant can be essential in supervising and helping students with disorders.

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When developing the schedule, it is essential to consider the activities that each student can carry out effectively. A greeting session that lasts at least 30 minutes should be included. The session is essential to ensure that the students follow the classroom activities. A singing session that lasts at least 40 minutes should be included to help stimulate the students' brain activity and increase their interest in the class sessions. Drawing sessions lasting at least 40 minutes can be

useful in enhancing the students creativity. Also, storytelling sessions during at least 45 minutes can be essential in entertaining the students and enhancing their critical thinking.

Students also need English lessons to improve their communication skills. The sessions can be vital in developing an inclusive classroom.

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