CREATING AN INCLUSIVE SCHOOL

ADAPTATION AND ACCOMODATION

ACCORDING TO VARIOUS DISABILITIES

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Introduction

Inclusive education means that all students attend and are welcomed by their neighborhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. Students participate in the education program in a common learning environment with support to diminish and remove barriers and obstacles that may lead to exclusion.

Special Needs Issues in Children

BEHAVIOR

MEDICAL

LEARNING

MENTAL HEALTH

DEVELOPMENT

verywell

"INCLUSION IS ESSENTIAL FOR A SOCIETY TO FUNCTION"

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Need

Education provides a 'way of living' and therefore no one should be estranged from this privilege. But some things are easier said than done and therefore, the harsh reality hits hard when we look at the DISABLED section of our society, who from centuries have struggled to gain access to education. As per the WORLD REPORT ON DISABILITY about 15% of the world population lives with some form of disability and an estimated of about 150 million of them have faced exclusion in educational opportunities, in the era of INCLUSIVE EDUCATION.
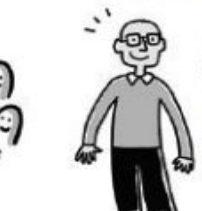
WHAT INCLUSION MEANS TO ME

Same OPPORTUNITIES

HAVING EVERYONE ON BOARD
- TEACHERS
- PARENTS
- STUDENTS!

VITAL TO student success

BEST EDUCATION for ALL STUDENTS, ALL BACKGROUNDS

WELCOMING TEACHERS, NICE STUDENTS

TEACHING DIFFERENCES + INCLUSION @ PRIMARY LEVEL

DO IT EARLY!

PEER SUPPORT GROUPS OUTSIDE OF CLASS ... IT'S LESS FORMAL!

STUDENT VOICE, STUDENT CHOICE!

I WAS bullied & judged BY SOME ... FRIENDS DON'T!

NOBODY SHOULD FEEL CUT OFF from THE GROUP!

"WE DON'T LIKE IT BEING CALLED A DISABILITY"

BULLYING: STANDING BY MAKES YOU JUST AS GUILTY ... BUT MOST PEOPLE DON'T KNOW WHAT TO DO!

incl

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"If we teach today as we taught yesterday, we rob our children of tomorrow."

– John Dewey

Adaptation and Accomdation

ADAPTATION

Adaptations are changes in the way instruction and assessment are carried out to allow a learner equal opportunity to demonstrate mastery of concepts and achieve the desired learning outcomes. They are made to meet a student's needs as identified on an individualized education plan.

ACCOMODATION

Accommodations is a type of adaptation that creates a personal learning environment for a child by altering instruction, classroom environment, assessment and/or other materials and attributes in order to provide a student with a disability an equal opportunity to participate in class activities and demonstrate knowledge and skills.

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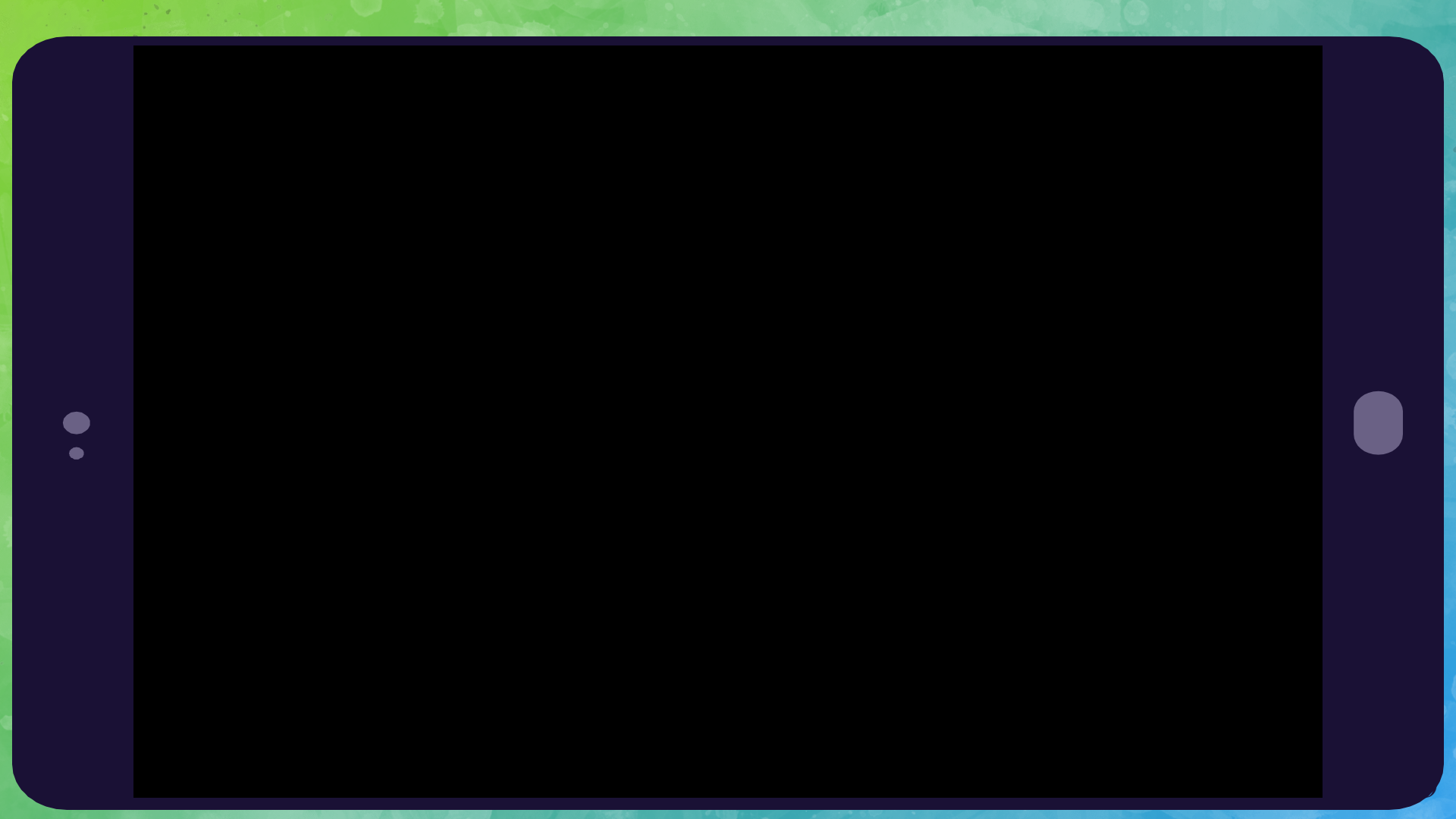
"It is not the strongest of the species that survives, nor the most intelligent. It is the one that is most adaptable to change."
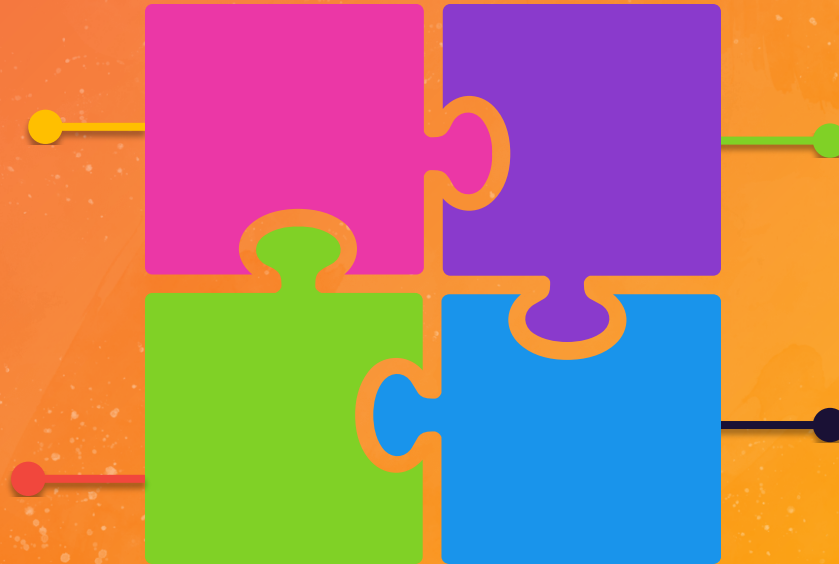
-Charles Darwin

Adaption and Accomodation may involve use of:

Compensatory Activity
(Additional activities and technology to cater disabled children)

Modified Instruction Techniques
(In classroom)

Modified Academic Requirements
(Curriculum changes)

Flexible Administrative Practice
(In administrative level)

Some Common Examples:

✔ Accessible classroom location

✔ Advance notice of assignments

✔ Alternative ways of completing assignments eg – oral presentation v/s written paper

✔ Assistive computer technology

✔ Assistive listening devices

✔ Auxiliary aids and services

Locomotor Accommodations Health Movement Inclusion Safety Differentiation Learning Play Opportunity Fitness Interaction Adapted Active Self-Esteem Goals Developmental Responsibility Equality Skills Modifications Social Team Sport Assessment

✔ Course or program modifications

✔ Document conversion

✔ Test modifications

✔ Time extensions

✔ Tapped lectures

✔ Teaching aids

✔ Study skills and strategies training
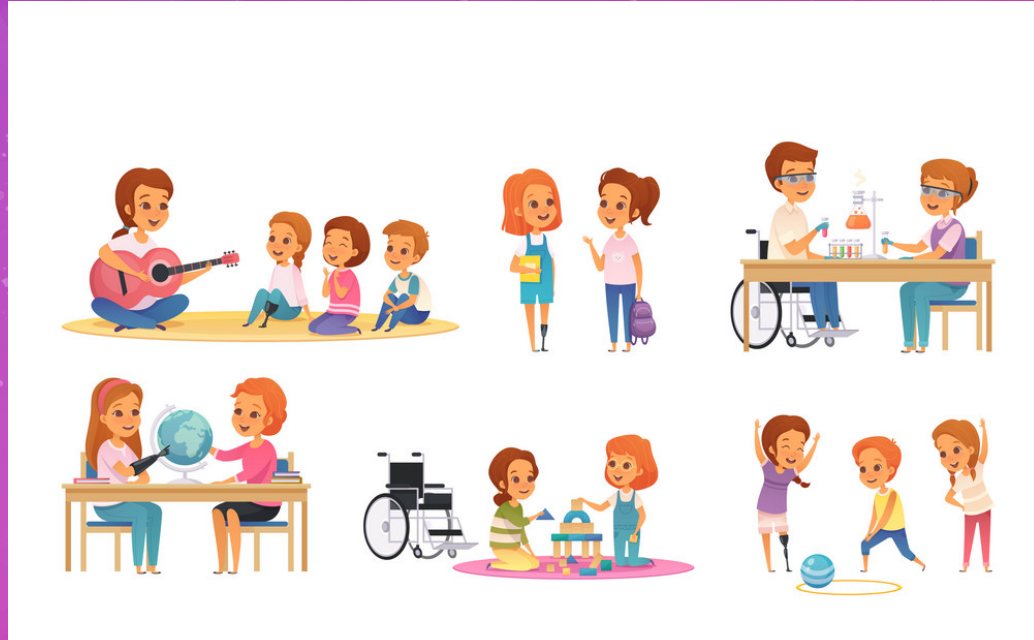
Curricular Accomodations

Multi-level and Flexible

Meet varied needs and capacities of the students.

Cooperative

Opportunities to learn the art of social interation and team effort.

Adequate facilities

Provision and effective usage of the needed resources.

Simple

Should provide more skills that may make them independent in life.

Teaching aids

Lessons to be made effective and interesting.

Participation in games

Should be encouraged keeping in mind their physical and mental abilities.

Cont.

Providing reading material

Availability as per the diverse needs and interests of the students. Eg. Braille.

Participation in co curricular activities

Must be organised for all, and students should be allowed and encuraged to participate.

Instructional Accommodations

Cooperative learning group

Develop skills of working together, and learn to respect and accept each other.

Whole language

Developing understanding of word's meaning,, phonetics, grammar, spelling, punctuation .

Skill matrix

Learning occurs in the context in which the skill is practiced. Used to achieve social and behavioral goals.

Activity based learning

Inegrate knowledge with activity to provide rich sensory learning experience.

Differentiated instruction

Address different learning styles, allow diversity, foster social growth and cater all individual needs.

Peer tutoring

Partner learning or peer support-assist each other in learning.

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Cont.

Data based or outcome based instruction models.

The desired outcome is selected first and then instructions should be plannedto support the intended outcome.

Teaching Strategies

Change traditional strategies to encourage child's ability to participate by simplifying directions, use concrete matrial, verbal prompts etc.

Adaptation to the method of responding

Sometimes children may understand a concept, yet need an adaptation in the way they demonstrate that knowledge.

Disability Specific Accommodation and Adaptation

1.7.1 Physical Disabilities

- ✧ Grip handles.
- ✧ Modify writing material using paper clips etc. To hold the paper while writing.
- ✧ Broaden space between lines, for writing.
- ✧ Large felt-tip pen or modified pens/ pencils/ colour pencils.
- ✧ Weighted bracelets.
- ✧ Broad spaces between lines.
- ✧ Reading stand.
- ✧ Adapt text book to help turn pages
- ✧ Raised edges of the tray or the table
- ✧ Carbon paper.
- ✧ Communication boards.
- ✧ Audio tapes, adapted computer technology.
- ✧ Assistive Technology

- ✧ Proper positioning and seating arrangement.
- ✧ Levelling of all areas of school with ramps.
- ✧ Classrooms library, labs etc. on the ground floor.

| 1.7.2 Visual Impairment | ✧ Braille.
✧ Tactile / embossed materials.
✧ Smell, taste, feel.
✧ Raised fonts.
✧ Models/ 3D models.
✧ Tactile graph sheet .
✧ Real life objects.
✧ Real life experiences/ practical work.
✧ Demonstrations by 'Hand over hand'.
✧ Electronic text.
✧ Audio formats.
✧ Verbal descriptions
✧ Large Print.
✧ Use contrast.
✧ Books on tape.
✧ Writing Slates, Stylus, Braillers, Tayler Frame.
✧ Geometrical Kit.
✧ ABACUS, Magnifiers.
✧ Refreshable Braille Displayer.
✧ Provide carbon or xerox copy of notes.
✧ Bold/ highlight lines for ease of writing.
✧ Assistive Technology | ✧ The common adaptations mentioned above are to be considered.
✧ Appropriate lighting: additional lighting or reduced lighting.

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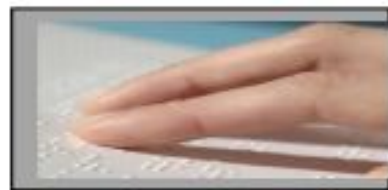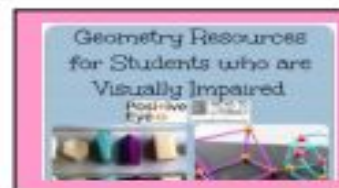
1.7.3 Hearing Impairment

- ✧ Sign language, lip reading
- ✧ Use pictures
- ✧ Sight words/ Flash cards of words/ pictures
- ✧ Real objects, real experiences
- ✧ Mind mapping
- ✧ Write key points on the board or chart.
- ✧ Highlighting text/ key words
- ✧ Use of visual supplements (projected materials, whiteboard, charts, vocabulary lists, lecture outlines)
- ✧ Amplification & Assistive Devices, Captioning or scripts for announcements or videos.
- ✧ Assistive Technology

- ✧ Enhance lip reading conditions.
- ✧ Provide extra practice.
- ✧ Allow extra time for processing information.
- ✧ Step-by-step directions.
- ✧ Repeat or rephrase information when necessary.
- ✧ Frequently check for understanding.

1.7.6 Specific Learning Disabilities	✧ Visual or multisensory materials. ✧ Real life experiences/ practical work. ✧ Mnemonic aids/devices. ✧ Sight words. ✧ Mind mapping. ✧ Overhead/outline for desk use. ✧ Taped textbooks, highlighted textbooks. ✧ Adapted worksheets. ✧ Bold/ highlight lines for ease of writing. ✧ Colour coding. ✧ Large print material. ✧ Word processor/spell study sheets/summary sheets/outlines of most important facts, vocabulary. ✧ Multiplication cards, calculator. ✧ Highlight areas where they should write. ✧ Assistive Technology (Taped lectures).	✧ Time for repeated review or drill. ✧ Reduction of paper/pencil tasks. ✧ Shortened assignments. ✧ Visual demonstrations. ✧ Presentation of material in small steps. ✧ Read or paraphrase subject matter. ✧ Instructions/directions given in different channels (written, spoken, demonstration) ✧ Assistance with note taking. ✧ Manuscript writing rather than cursive. ✧ Small group or individual instruction may be required.

1.7.7 Autism Spectrum Disorder	
✧ Objects, pictures, words with illustrated pictures. ✧ Sight words/ Flash cards of words/ pictures. ✧ Real life experiences/ practical work. ✧ Multisensory approach. ✧ Visual cues/ support, Schedules, Social stories, Calendars. ✧ Work systems. ✧ Highlight areas where they should write. Allow flexibility in handwriting . ✧ Bold/ highlight lines for ease of writing. ✧ Colour coding. ✧ AAC, computers to type, communication cards.	✧ Avoid clutter. ✧ Reduce the language while teaching any lesson. Some parts may need to be rewritten while some may need to be dropped temporarily. ✧ Shadow teachers. ✧ Talk and discuss with the students, about how much work they can do and how much can be expected from them. ✧ Labeling of the environment for literacy ✧ Provide short sensory breaks to help the student refocus.

| 1.7.5 Intellectual disability | ✧ Objects, pictures.
✧ Sight words/ Flash cards of words/ pictures.
✧ Colour coding.
✧ Tactile materials.
✧ Adapted worksheets.
✧ Verbal descriptions.
✧ Models.
✧ Real life objects.
✧ Mind mapping.
✧ Multisensory approach.
✧ Real life experiences/ practical work.
✧ Provide an outline of what is to be taught.
✧ Assistive Technology | ✧ Teach one concept at a time.
✧ Teach one step at a time.
✧ Task analysis.
✧ Opportunities to practice.
✧ Use physical and verbal prompting.
✧ Repetition is important.
✧ Small group or individual instruction is required.

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1.7.8 Mental Behaviour	✧ Use of technology/ assistive technology (e.g., computer, digital voice recorder). ✧ Provide a Schedule. ✧ Write instructions on the board. ✧ Begin the class by summarizing the important points to be discussed. ✧ Assistive Technology ✧ Recorded books	✧ Have the student check with the teacher or have the teacher check with the student to make sure that assignments have been written down correctly. ✧ Reduce school workload when necessary. Reduce homework when possible. ✧ Modify the child's class schedule or reduce the time spent at school. ✧ When energy is low, reduce academic demands; when energy is high, increase opportunities for achievement.
1.7.9 Neurological Chronic Conditions	✧ Multiple-choice answers if your child has trouble recalling information. ✧ Use large print, instead of script writing. ✧ Try using weighted pens or pencils and wrap black electrical tape around the barrel for additional grip. ✧ Type notes or letters on a computer or type writer instead of writing. ✧ Assistive Technology	✧ Reduction in homework if your child has extreme fatigue or problems with writing. ✧ Frequent breaks if your child has fatigue or difficulty concentrating.

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1.7.10 Multiple Disability.	✧ Objects. ✧ Tactile/ embossed materials. ✧ Verbal descriptions. ✧ Models/ 3D models. ✧ Real life objects. ✧ Real life experiences/ practical work. ✧ Demonstrations by 'Hand over hand'. ✧ Multisensory approach. ✧ Bold/ highlight lines for ease of writing. ✧ Adaptive aids and equipment. ✧ Assistive Technology	✧ Teach one concept at a time. ✧ Teach one step at a time. ✧ Task analysis. ✧ Communicate at the level of the child ✧ Using partial participation ✧ Small group or individual instruction
1.7.11 Deaf Blind	✧ Object symbols ✧ Gestures ✧ Pictures ✧ Finger spelling ✧ Braille ✧ Sign Language ✧ Large print ✧ Tactile/ embossed materials. ✧ Multisensory approach: Smell, taste, feel. ✧ Demonstrations by 'Hand over Hand', 'Hand under Hand'. ✧ Assistive Technology ✧ Calendar schedules using objects.	✧ Teach one concept at a time. ✧ Teach one step at a time. ✧ Task analysis. ✧ Speak to the students even if you think they can't hear you. ✧ Exploring objects should be done in a "nondirective" way, allowing the individual who is deaf blind to have control ✧ Allow time for the student to respond. ✧ Organization of the environment for mobility ✧ Communicate at the level of the child

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Assistive Technology

Assistive technology refers to the devices and services that are used to increase, maintain, or improve the capabilities of a student with a disability (Dell, Newton, & Petroff, 2012). While the phrase assistive technology may make us think of computers and computerized devices, assistive technology can also be very low-tech. For example, pencil-grips (the molded plastic grips that slip over a pencil) are considered assistive technology. Assistive technology that helps students with learning disabilities includes computer programs and tablet applications that provide text-to-speech (e.g., Kurzweil 3000), speech-to-text (e.g., Dragon Naturally Speaking), word prediction capabilities (e.g., WordQ), and graphic organizers (e.g., Inspiration).

Universal Big Button TV Remote

Video surveillance camera
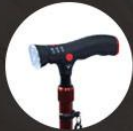
Automated pill dispenser

Wearable GPS tracking device

Sensor mat with alarm

Medical alert device

Digital calendar clock

Hydration reminder

Wireless earbuds for watching TV

Assistive Technology Devices

Lifesaving Smart Cane

I don't have a dis-ability, I have a different-ability."   Robert M. Hensel

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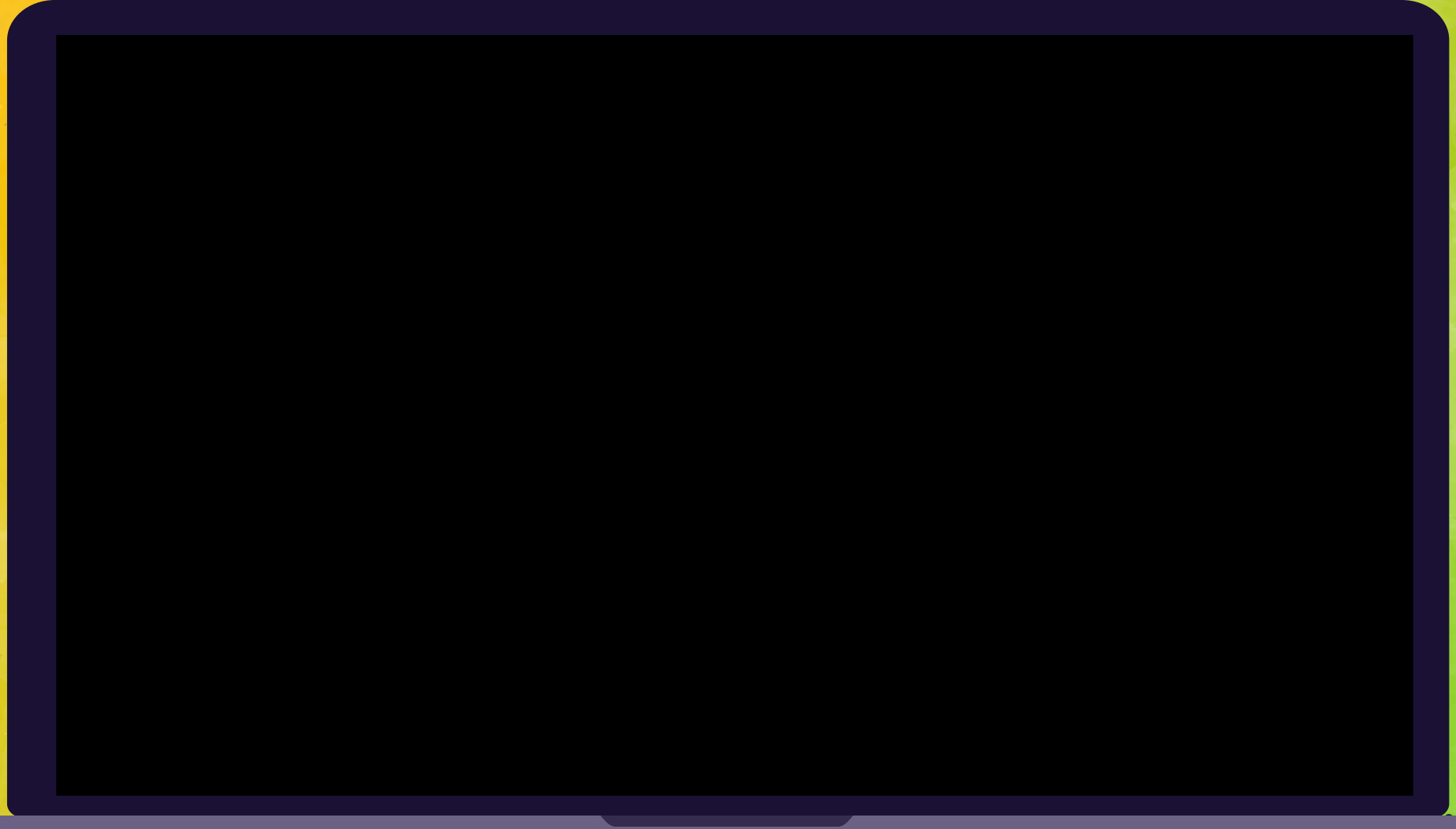
"Education is for improving the lives of others and for leaving your community and world better than you found it."

-Marian Wright Edelman

Conclusion

✔Simply put, curricular adaptations allow students with disabilities to participate in inclusive environments by compensating for learners' weaknesses.

✔Adaptations are changes in the way instruction and assessment are carried out to allow a learner equal opportunity to demonstrate mastery of concepts and achieve the desired learning outcomes. They are made to meet a student's needs.

✔They are intended to help students overcome or work around their disability and fully access the general education curriculum, without changing the instructional content.

INCLUSIVE EDUCATION

SPORT ACTIVITIES

COMMUNICATION

PRACTICAL LEARNING

THANK YOU