



MAKING ADAPTATIONS FOR CHILDREN WITH SPECIAL NEEDS

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Questions to consider before determining an adaptation

- Is this activity at the developmental level the child is currently functioning at?
- What is the goal of the lesson?
- What is my expectation for the lesson for the children I am teaching?

Visuals

- Children with special needs are often visual learners
- Using visuals with a lesson often aids in the understanding of a lesson
- Visuals can also be used with children who are non-verbal to show knowledge
- Creating visuals can be a big task
 - *I would recommend the following*
 - Make an extra when creating visuals
 - Laminate visuals to help them last longer

Cloze Notes

- Some children focus better when they are asked to take notes
 - *Provide children notes with words missing so they must fill in the blanks*
- See example included with the presentation*

Index Cards

Index cards with the words of a verse provide children with a hands-on method to learn verses

- To help with memorizing
- To show knowledge about verses

There is a picture of an example included with this presentation

Breaks

- Provide children with the opportunity to take a break
 - *When they feel overwhelmed*
 - *When they feel overstimulated*
 - *When they are struggling*
- The space in which breaks take place should be
 - *Quiet*
 - *Calm*

Responses

- Allow children to provide written responses for verbal responses
- Allow children to provide verbal responses for written responses

Movement

- Many time children are better able to learn when they can move
 - *Ways to have movement during lessons*
 - Have children stand instead of sit
 - Have children sit on a pillow
 - Have children hold a fidget
 - Have children jump during the lesson

Schedules

- Providing children with the order in which things will occur can ease anxiety
 - *Schedules can look differently depending on the child's developmental ability*
 - Visual schedules provide non-readers with pictures of what to expect during the class
 - Written schedules provide readers with a written schedule of what to expect during the class

Seating

- When looking at seating be aware that children with special needs often benefit from a defined space
- Ensure that children are sitting in the best place for them to learn
 - *Examples of where children can sit*
 - Near the teacher
 - Away from the door
 - Away from specific peers
 - Near the board
- Be aware that the type of seat can also make a difference
 - *Use a chair instead of a bench*
 - *Use a chair instead of the floor*

Timer

- Using a timer often eases anxiety for children with special needs
 - *Times in which a timer may be beneficial*
 - Games
 - Physical activity
 - Eating
 - Lecture
 - Worksheets

Check for understanding

- Throughout teaching make sure that your teachers are:
 - *Asking questions to ensure that children are understanding the lesson*
 - *Calling on children who do not answer right away*
 - *Asking questions in different ways*
 - *Teaching and reteaching*

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