



# JILL FUNK

## ► Making Adaptations for Children With Special Needs ◀

### 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*



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not alone.





## 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 times 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



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For all resources available at this conference, visit: [sbcv.org/kmc](http://sbcv.org/kmc)

## 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*

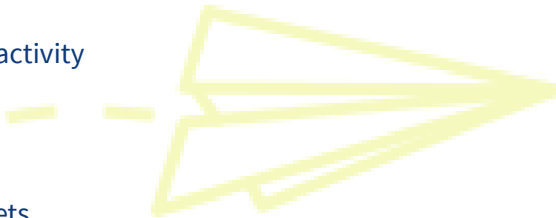
### *Use a chair instead of the floor*

## 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*

### **Contact Information:**

▪ Jill Funk  
▪ (520)850-2430  
▪ [jilliankennan@yahoo.com](mailto:jilliankennan@yahoo.com)



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