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**Inclusive Education Guidelines and Adaptations to Support the
Implementation of the National Curriculum
[Working Document]**



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Introduction

Inclusive Education has been a very crucial component of current education system. The need for catering to various diverse learning needs is growing.

One of the key components of the new curriculum is to cater to individual differences of children and maximize learning potential of every child including children with Special Educational Needs (SEN).

These adaptations are teaching strategies especially designed to accommodate a student's needs so he or she can achieve the learning outcomes of the subject or course and to demonstrate mastery of concepts. Essentially, adaptations are “best practice” in teaching. A student working on learning outcomes of any grade or course level may be supported through use of adaptations.

Curriculum adaptations have been identified as important to enable learners with disabilities to achieve access to and progress in the general curriculum. The purpose of this document is to support in implementing new National Curriculum that for students with different disabilities. Most importantly, guidelines and recommendations are provided on how to modify teaching to cater for students with different disabilities.

Inclusive Education Policy of Maldives

The Inclusive Education policy has been formulated to ensure the inclusion of **ALL** children in education in Maldives. It is the guideline for implementation of all activities conducted within the mainstream system in order to provide inclusion for children working at both exceptionally high speed as well as those who will need support to achieve the objectives of the curriculum in the most desirable manner.

1. General Sections - Inclusion of ALL students	<ul style="list-style-type: none"> • Provide equal learning opportunities • Establish an adaptive system 	<ul style="list-style-type: none"> • Ensure necessary modifications • Recognition of support at an early stage
2. Children who need additional learning support	<p>*Children with;</p> <ul style="list-style-type: none"> • Learning Disabilities • Gifted and Talented children • Learning Difficulties 	<ul style="list-style-type: none"> • Attention Deficit Hyperactivity Disorder (ADHD) • Various behavioral problems
3. Children with special needs	<ul style="list-style-type: none"> • Physical impairments • Hearing impairments (sensory) • Visual impairments (sensory) • Autism - Communication disabilities (ASD) 	<ul style="list-style-type: none"> • Mental Impairments (intellectual) • Categories – Mild, Moderate, Severe, Profound
4. Children under special circumstances	<p>*Children whose learning is negatively impacted by;</p> <ul style="list-style-type: none"> • Natural disaster • Abuse • Various family problems • Various accidents 	<ul style="list-style-type: none"> • Medical conditions e.g. Asthma, sweaty hands • Bullying by another student • Exposed to various crimes
5. Stake holders and their responsibilities	<p>*Responsibilities of;</p> <ul style="list-style-type: none"> • the Ministry of Education • Schools, Pre-schools • Parent or guardian <p>*Monitoring and Evaluation</p>	<ul style="list-style-type: none"> • Teachers • Coordinator • Advisory Committee
6. Appendices	<ul style="list-style-type: none"> • Definitions of special terms • Allocating Teachers 	<ul style="list-style-type: none"> • How to provide assistance to children with various special needs

Pillars of Inclusivity

The pillars of inclusion in the following table represent eight key aspects of planning and teaching that need to be in place to support the learning and achievement of students with diverse learning needs. They are derived from UNESCO's pillars of inclusion. These pillars focus on how to extend what is ordinarily available in the community of the classroom as a way of reducing the need to mark some learners as different. This is underpinned by a shift in pedagogical thinking from an approach that works for most learners existing alongside something 'additional' or 'different' for those who experience difficulties. Additionally, it involves providing rich learning opportunities with the help of adult-pupil or teachers, so that all learners are able to participate in classroom life.

Maintaining an inclusive learning environment <ul style="list-style-type: none">• Layout: seating allows all pupils to see/hear the teacher• Acoustics: background noise is reduced• Use of wall space: accessible resources & displays; encourage independent use• Teacher welcomes students diversity	Multi-sensory approaches <ul style="list-style-type: none">• Use of Information Communication Technology (ICT)• Use of preferred learning approaches, such as auditory, kinesthetic or visual• Alternative communication, eg symbols• Alternative ways of recording eg drawing, poster, picture	Working with additional adults <ul style="list-style-type: none">• Other adults as partners not teachers• Commitment to pupil independence• Joint planning and review	Managing peer relationships <ul style="list-style-type: none">• Flexible grouping• Buddying/peer tutoring• Circles of friends
Adult-pupil communication <ul style="list-style-type: none">• Language used is positive and respectful• Careful praise/correction• Prepared questions for individuals/ groups• Use of preferred communication style	Formative assessment/ Assessment for learning <ul style="list-style-type: none">• Choice of objectives• Success criteria• Peer assessment• Expectations/challenge	Motivation <ul style="list-style-type: none">• Engagement/enjoyment• Rewards/praise• Including pupil strengths/interests• Use of ICT for 'fun'	Memory/ consolidation <ul style="list-style-type: none">• Developing use of range of memory aids• Helping pupils devise their own strategies for remembering

Differentiation – A teaching Strategy

Differentiation is an educational approach that accommodates the diverse needs, interests and current level of student's readiness to learn. In differentiating, teachers scaffold challenging new learning, foster independence and reflect a shared belief that all students can achieve curriculum expectations.

To meet the diverse learning needs of individual students, teachers can differentiate through **content, process, product and learning environment**.

Content

Curriculum intent - what students need to learn (Information, skills and values)

Process

Sequencing teaching and learning — activities in which the student engages in order to make sense of or master the content.

Product

Assessment — Assessment is ongoing teaching and learning, The expectations of assessment should remain consistent for all students, however, how the assessment is presented or the amount of time that is allocated for undertaking the assessment may be adjusted to suit the individual needs of students.

Learning Environment

The way the classroom works and feels. This may include various strategies ; flexible groupings and materials that reflect student diversity.

1. Details of Content Process, Product and Learning Environment

1.1 Content (what the student will learn and how they will access the learning)

- Use interests and previous successes to motivate, engage and reward attention.
- Explicitly teach new vocabulary, including that required for the classroom routine, for example make books, video models or PowerPoint presentations using photos of the child or peers in the routine.
- Demonstrate a repetitive model of desired verbal response to extend the frequency and length of verbal responses.
- Use information and communication technologies (ICT) to engage and vary instruction, for example using tablet applications to review initial sounds, podcasts and video to repeat and learn sight words, images or words to match on the computer and interactive eBooks.
- Provide visual supports and cues to enhance understanding.
- Use facts, key information and preferred topics to develop comprehension including reading comprehension.
- Pre-teach vocabulary or concepts before introducing new learning; use the internet, an application or electronic books to pre practice concepts.
- Use iconic (looks like it is) key words or signing to augment understanding of verbal directions.
- Use photos or software that provides graphics or images, such as Board maker or Writing with Symbols.
- Link new or changed information to known or preferred information to assist comprehension, engagement, memory and expression.
- Use a multi-sensory approach to teaching and learning by providing objects to hold and manipulate, a variety of tools to write and manipulate visual cues and models, concise verbal prompts and cues and routine cues.

1.2 Process (how the teaching and learning is sequenced)

- Provide supports for learning and play such as props, hands on materials, Adaptations to the rules or games, repetitive phrases or sequences to use, and modeled responses (scripts).
- Take into consideration the usual processing time for routine or new instructions is often at least five to ten seconds.
- Extend time to complete tasks and learn new routines.
- Reduce the number of tasks required for student to complete in each session.
- Provide visual organizers or planning tools to map concepts and knowledge.
- Provide templates with clear items to be completed.

- Provide visual choice boards, concrete items or tablet apps and ipads to prompt responses.
- Teach student to use spell check and other editing functions.
- Use computer accessibility options, such as Sticky Keys, speech output, screen contrast options, time limits and touch board, disable home button or interactive options.
- Provide word banks, sentence starters, concept maps and images as prompts for expression.

1.3 Product (assessment and monitoring)

- Scaffold assessment and expressive activities to minimize the complexity of the task (i.e. the student has to think only of the information or output; not how to organize, sequence or prioritize this information)
- Provide a visual list or cue of questions to answer.
- Reduce number of problems or questions to be completed.
- Provide additional response time.
- Accept shortened responses.
- Use voice to text software to develop written responses.
- Use ICT templates to prompt and scaffold communication such as PowerPoint's, multimodal tablet applications (Explain Everything, Creative book builder), podcasts, to demonstrate knowledge or learning.
- Provide alternate formats to present knowledge visually, (e.g. students may choose or sequence photos, images, stickers or objects to demonstrate knowledge).
- Students may actively demonstrate or create such as model making, building, sorting, posting, capturing or filming.
- Students use mime, demonstration or role-play to show understanding.
- Provide opportunities for the student to be an 'expert speaker' or presenter on a preferred topic.

1.4 The learning environment

- Prepare the student by planning the day or session using a visual schedule or next activity photo at the beginning of each session or day.
- Present tasks in an organized manner (with a clear beginning and end) so the child is aware of what they have to do, for how long and when they will be finished (when all boxes are full, puzzle pieces are in, items are sorted, folders are finished).
- Provide regular and planned breaks to extend attention and maintain calm.
- Allow the student to start, finish or transition to new task, activity, environment earlier or later to minimize busy transitions.

- Use the student's preferred method of learning (often visual and/or kinesthetic) to present new or abstract concepts or rules.
- Utilize routine cues to assist comprehension of verbal instructions.
- Use repetition to develop concepts and provide structure and predictability (e.g. repeat peer groupings, routines, templates, activities, materials and/or concepts).
- Use organized buddy programs to scaffold interactions with peers, assist with transitions in the school and to develop peer-modeling skills.
- Position the student close to the main source of information.
- Consider peer interactions (e.g. prompts, supports or triggers) when organizing seating and group composition.
- Structure group activities by providing simple visual rules, providing roles and responsibilities, developing routines and having predictable outcomes or sequences.
- Set simple, attainable social goals with individual students and use interests and specific reinforcement to establish and maintain skills (e.g. use happy words, wait quietly for a turn).
- Consider and minimize sensory distractions such as excess noise, movement, displays, smell and touch.
- Teach and provide an alternate means of requesting assistance such as a help card.
- Plan focused or desk-based tasks for the morning and progressively include more active and or solitary tasks as the student tires in the afternoon.

Teaching Adaptations

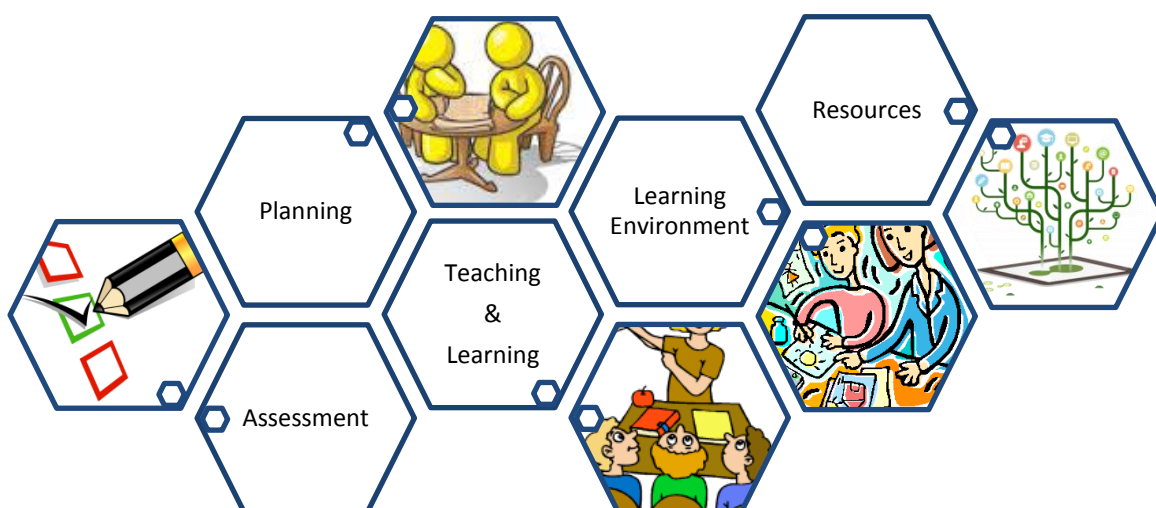
The terms adaptations, modifications and accommodations are all used interchangeably in the literature. However, in the Maldivian context, the term adaptations will be used in this document.

What are adaptations?

Adaptations are the changes, supports or modifications that can be made to enable all students to learn and demonstrate:

- what they know;
- what they can do with what they know.

Adaptations can be made across any or all component areas of the curriculum:



Some adaptations may be necessary throughout a student's educational career while other adaptations may only be needed for a short period of time. It is important to take into account the adaptations and special provisions provided to the student in both school-based, and national testing. In order to undertake adaptations to the teaching and learning environment, it is important to first understand the characteristics of diverse learners. The characteristics of diverse learners apply to all students, including those who are gifted and talented and not just those with disabilities.

Adaptations Specific to Special Educational Needs (SEN)

2. Adaptations for students with physical impairment

Physical Impairment	Characteristics
<p>Physical impairment can refer to a range of medical conditions that can impact on:</p> <ul style="list-style-type: none">• mobility;• self-care skills.	<p>Each student will demonstrate various degrees of difficulty in each of these areas.</p> <p>This diagnosis will impact on each student differently at different stages.</p> <p>The student may have additional difficulties. For example, the child might have intellectual impairment or may also have a diagnosis in other impairments.</p>

2.1 Adaptations in planning

- Consider additional time for the student to move about the school or classroom.
- Plan for communication requirements such as preparation of AAC (Alternative and Augmentative Communication) resources and programming of speech generating devices.
- Plan with the whole team involved in the student's school life.
- Consider the physical needs of the student.
- Plan for alternative ways to complete practical and written tasks and movement activities. Consider Assistive Technology and specialised equipment requirements.
- Consider access issues on excursions and other learning environments e.g. wheelchair accessible transport, safe locations for personal care to occur.
- Plan for individual personal care needs as necessary.

2.2 Adaptations in teaching

- Consider teamwork for task completion.
- Teach the use of organisers such as colour coding, pictorial labels, visual timetables and sequences, now/later charts.
- Use available human resources - peer tutoring, teacher aides, special educators, and therapy services.
- Teach other class members to use communication devices.
- Create an environment where diversity is celebrated and the use of specialised equipment is accepted.

2.3 Adaptations in assessment

- Use technology to record students work; for example, digital photography.
- Collect annotated work samples over time.
- Conduct one-to-one conferences.
- Organise additional time.
- Organise use of a scribe.
- Provide alternative ways of demonstrating competency, for example through oral responses instead of written, multiple-choice instead of extended-answer tests.

2.4 Adaptations in environment

- Scan the entire school campus to identify any accessibility or safety requirements.
- Respectfully manage the student's physical needs
- Provide space for specialised equipment as required.
- Problem-solve access to playground with focus on opportunities for social engagement and physical activity.

2.5 Adaptations to resources

- A student with a physical impairment may have resources specifically recommended for them by medical practitioners, therapist. It will be necessary to ensure that the student and any support personnel have safe and adequate access to these, including appropriate training.
- Train staff in the use of specialised equipment to meet student needs.
- Create resources with symbol/visual support - using specialised software or digital photos.
- Utilise peers, volunteers, teaching teams and specialists.
- Access community resources in the area as appropriate.

3. Adaptations for students with a hearing impairment

<p>Hearing Impairment</p> <p>A hearing loss may impact on students' ability to:</p> <ul style="list-style-type: none"> • produce speech sounds; • hear and understand language; • produce oral language; • acquire and use background knowledge across a range of topics; • access information presented in the classroom; • understand new concepts - particularly language-based concepts; • interact with other students. 	<p>The student may often be more comfortable in a small group or one-to-one situation. This diagnosis will impact on each student differently at different stages. The student may have additional difficulties in intellect or mobility, or may have a diagnosis in another impairment area.</p> <p>Some students with a hearing impairment may exceed year level expectations in subject areas of interest, but then have fewer skills in other areas.</p>
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3.1 Adaptations in planning

- Plan with other team members (special education needs (SEN) staff, year level teams, subject area teams) to incorporate priorities for the deaf/hearing impaired student.
- Consider interactions between students and other members of the school community.
- Consider the structure and organization of the school (e.g. timetable, behavior management policy).
- Consider the selection and use of curriculum materials (e.g. worksheets, videotapes, sport equipment).
- Consider the classroom setting (e.g. open-area, single classroom).
- Consider settings inside and outside the classroom (e.g. lunch, physical education activities, and work experience).
- Consider extra-curricula activities (e.g. religious education, sports days, school band).
- Consider specific needs in specific subjects.
- Use the IEP (Individual Education Plan) to prioritize the Adaptations needed for the student to access the curriculum.
- Allow time for the development of language and listening skills in the classroom context.

- Use routines and structures to support students to predict what will come next in the program.

3.2 Adaptations in teaching

- Pre-teach specific language and concepts required to ensure the student has the required prior knowledge for the activity.
- Gain the student's attention before you give instructions.
- Ensure that you are clearly visible to the student at all times.
- Keep your hands and other objects away from your face while speaking.
- Use normal clear speech. Do not exaggerate your speech.
- Avoid speaking while facing the blackboard.
- Avoid moving around the classroom while speaking.
- Communicate clearly. Repeat and rephrase when necessary. Emphasis key words.
- Use a focusing phrase e.g. "listen to this question".
- Check for understanding by asking the student to tell you what they need to do or repeat what they heard.
- Use buddies to help relay and rephrase information.
- Give students time to look at visual aids before talking to assist the student to shift their attention from the visual to the auditory.
- Use visual aids such as word webs and semantic maps and concrete examples to illustrate the links between information.
- Provide an outline of what is to be learnt, focus on key concepts and opportunities to practise and demonstrate competence in a number of ways.
- Increase opportunities to practise new skills and concepts - teaching a younger child; demonstrating to other adults in the school; practising on the computer with a peer.
- Encourage class members to use sign language with the student if needed.
- Teach routines, expectations of behaviour and consequences explicitly.
- Display routines visually using timetables or calendars of upcoming events.
- Explain sudden changes of routine so students know what is going on around them.

3.3 Adaptations in assessment

- Consider the provision of special arrangements and/or exemptions.
- Change the nature of the task (e.g. requiring the student to demonstrate skills rather than write an explanation of them).
- Alter the procedures of a task (e.g. allowing the student to listen to a live presenter instead of listening to an audiotape, allowing the student to sign an oral presentation).

- Provide specialised equipment (e.g. captioned videotape, FM system).
- Vary the conditions for a task (e.g. providing the student with extra time or alternative seating arrangements).
- Revise the language used within a task, if appropriate (e.g. rewording a worksheet or assessment task so a student can understand it clearly).
- Revise the language expected in student responses (e.g. focusing on the content students give in response rather than vocabulary and grammatical structures used).
- Consider the practical arrangements relating to the assessment.
- Plan seating arrangements (e.g. does the student need to sit close to the front to see and hear the presenter clearly?).
- Consider the delivery of instructions or task (e.g. Does the student require spoken directions to be signed? Does the student need a written script to access an audiotape or spoken information).
- Provide extra time (e.g. how much extra time does the student require to overcome language barriers?).

3.4 Adaptations in environment

- Be aware of the effect of environmental noise on a deaf/hearing impaired student.
- Minimise environmental noise by using curtains or pictures on windows, floor covering, felt or rubber tips on the legs of chairs, hanging mobiles of students work.
- Avoid glare or light behind you - don't stand in front of windows to speak to the student.

3.5 Adaptations in resources

- Use captioned videos/DVDs.
- Use assistive technology such as an FM system, Soundfield Amplification Systems when possible.
- Use pictorial programs or sign-based web-sites to create a range of resources from instructions to readers.
- Utilise peers, volunteers, teaching teams and specialists.
- Borrow resources, materials from the SEN or nearby schools who also have a HI student in their school.

4. Adaptations for students with visual impairment

Visual Impairment Vision Impairment is any diagnosed condition of the eye or visual system, which results in reduced visual functioning. Disease, damage or injury causing vision impairment can occur to any part of the visual system from the eye, through the visual pathway to the brain.	Vision impairment can impact on the student's: <ul style="list-style-type: none">• ability to access information;• mobility;• self-care skills;• communication;• socialisation.
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4.1 Adaptations in planning

- Plan with others - Support Teacher: Parents/Carers, Guidance Officers, Therapists, year level teams and subject area teams to incorporate the priorities for the student.
- Consider the Individual Education Plan (IEP), as a way of prioritising the Adaptations needed for the student to access the curriculum.
- Plan ahead to check if resources are available in alternative formats (e.g. Braille, tactile maps, models, large print, audio or e-text) if required.
- Choose/vary topics to match available resources.
- Plan for additional time, if required, for the student to complete assigned tasks (including examinations, tests, mobility).
- Plan to provide experiences for concept development.
- Plan for auditory, tactile and kinaesthetic experiences where appropriate.
- Plan for opportunities to learn about the routines and structures of the school and classroom.
- Plan to provide opportunities for the student to explore and become familiar with the school environment to maximise independence.
- Plan to incorporate curriculum specific elements related to the needs of students with vision impairment (e.g. communication skills, orientation and mobility, use of specialised technology, use of low vision aids, study and organisational skills, social skills).
- Plan to ensure the student's participation and safety on excursions, camps and other learning experiences.
- Forward plan with secondary students for subject choices, career paths and goals for post-school transition.

4.2 Adaptations in teaching

- Adjust the amount and complexity of materials and tasks where appropriate.
- Give clear and concise instructions.
- Verbalise information being written on the board.
- Initiate questions directed at the student by firstly stating their name.
- Adjust student positioning to accommodate for the student's visual range.
- Alternate near and distance tasks, and reading and writing activities.
- Adjust and monitor posture. Students with low vision habitually use a closer working distance. Some students with severe vision impairment may require support to maintain a comfortable and healthy posture for near and distance activities.
- Allow the student to preview and/or post view audio visual presentations where appropriate.
- Provide additional modelling and concrete examples where appropriate.
- Provide any necessary alternative arrangements/additional supervision for Health and Physical Education classes and practical lessons in Science, Home Economics and Industrial Technology and Design. This does not have to mean a different activity.
- Promote student capacity to apply a range of organisational strategies and tools.
- Apply and incorporate appropriate methodologies to individual student's needs, including those with additional impairments.

4.3 Adaptations in assessment

- Design tasks which consider the impact of the disability on learning (e.g. concept development and experiential opportunities).
- Reduce the quantity of work required, if necessary.
- Organise additional time, if necessary.
- Provide the appropriate format e.g. large print, Braille
- Omit some components and/or provide alternative questions (e.g. highly visual tasks).
- Provide a scribe.
- Organise for the student to produce an assignment in an alternative format (e.g. audio taped).
- Record answers on a computer, Braille machine or specialised equipment.

4.4 Adaptations in environment

- Consider possible obstacles to independent mobility when arranging the classroom environment - remember that any changes will have to be explained to the student.
- Provide space to enable work with concrete materials or required technology. Access to power points may need to be considered and any electrical leads safely positioned.

- Consider student's needs and preferences when using blackboards/whiteboards.
- Specific lighting requirements may need to be considered. Avoid positioning the student facing a glare source.
- Consider the student's ergonomic needs in providing appropriate classroom equipment (e.g. slope board, desk/chairs, etc.).
- Provide additional storage space for equipment, audio materials.
- Consider the documentation of a risk management plan to support access to fire drills, excursions and camps.
- Incorporate within the school's Workplace Health & Safety audit appropriate environmental modifications and Adaptations to facilitate safe access and movement (e.g. railings, indicators of level changes, painting of stair edges, adequate provision of covered areas).

4.5 Adaptations in resources

- Source and borrow appropriate available resources
- Seek training in specific equipment for all relevant staff to ensure continuity of student access to learning.
- Consider human and material resources already available in the school community.
- Access community resources in the area.

5. Adaptations for students with an autism spectrum disorder

<p>Autism Spectrum Disorder</p> <p>May impact on students':</p> <ul style="list-style-type: none">• socialization;• communication;• ability to adapt.	<p>Each student demonstrates various degrees of difficulty in each of these areas.</p> <p>Some students may find some aspects of the school environment challenging; for example:</p> <ul style="list-style-type: none">• noise;• movement;• specific subjects such as Physical Education;• specific people. <p>This diagnosis will impact on each individual differently at different stages.</p> <p>Some students with an autism spectrum disorder may exceed year level expectations in subject areas of interest, but then have fewer skills in a less preferred area of interest.</p>
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5.1 Adaptations in planning

- Consider ways of incorporating the students specific interests into the information you intend to cover. For example, including forms of transport into a design unit in technology.
- Provide warning of any changes to routines where possible, as changes such as a familiar staff member being absent or a different location for an activity can prove to be stressful.
- Plan with others - speech language pathologists, therapists, special education staff, year level teams, subject area teams, to incorporate the priorities for the student.
- Consider the IEP (individual education plan), as a way of prioritising the Adaptations needed for the student to access the curriculum in the context of your classroom. For example, a communication goal could be for the student to ask for help from peers as well as the teacher.
- Plan for breaks during the day as an opportunity to reduce stress - perhaps a visit to another classroom or support person.
- Plan to directly teach the routines and structures of the school and classroom.
- Some students with an autism spectrum disorder find handwriting stressful and difficult. Plan to use word-processing technology in these instances.

- Plan access to rewarding activities during the day - complete an interest inventory to determine what might work for your students.

5.2 Adaptations in teaching

- Consider teamwork for task completion, with a range of responsibilities within the student team. For example, recorder, designer, encourager, researcher, explainer, speaker.
- Simplify instruction. Only give 2 instructions at a time.
- Instruction (as opposed to practice) can be delivered within a small group not just a whole class.
- Provide students with an outline of what is to be learnt, with a focus on key concepts and opportunities to practise in a number of ways.
- Teach the use of organisers such as colour coding, pictorial labels, visual timetables and sequences, now/later charts.
- Reduce the amount and complexity of materials and text where appropriate.
- Break tasks into smaller, achievable steps. Increase the opportunities to practise new skills and concepts - teaching a younger child, demonstrate to adults in the school, practising on the computer with a peer.
- Use available human resources - peer tutoring, teacher aides, teachers, and therapy services.
- Teach other class members to use communication devices if needed for the student.
- Directly teach routines and expectations of behaviour.
- Use class meetings to problem-solve, and to explore concepts such as 'fairness'.
- Celebrate successes, however small they may appear to those who are unfamiliar with them.
- Provide additional modeling and concrete examples.
- Do not assume that an otherwise able student can comprehend spoken instructions and act upon them. Provide visual reminders, gestural cues and smaller steps.
- Teach the students to use diaries and checklists to support sequencing and completing tasks.
- Consider exempting the student from subjects which may prove to be stressful such as music, sport, and assembly.
- Check for understanding of the task.

5.3 Adaptations in assessment

- Use technology to record students work; e.g. digital photography, tape and video.
- Collect annotated work samples over time.

- Use team assessment.
- Have expectations of quality at an appropriate level, rather than quantity.
- Use one-to-one conferences.
- Compare with personal progress, rather than the year level, where appropriate.
- Use clear examples of assessment materials, and allow students to look at these whilst they are completing assessment tasks.
- Use peer assessment.
- Clearly identify assessment goals before beginning a unit of work, and allow students some capacity to negotiate some aspects of criterion-based assessments.
- Use alternative ways of demonstrating competency, for example through oral responses instead of written.
- Organise for additional breaks and extra time, if required.
- Use visual supports to support comprehension of assessment tasks.

5.4 Adaptations in environment

- Ask the student and parents/carers to describe anything that may be distressing in the environment - dietary, noise, smell, light levels, crowds, and manage where possible.
- Provide space to enable work with concrete materials.
- Consider incorporating a visible outside or wet area learning space.
- Personalise learning spaces with pictorial sequences, rule reminders, labels.
- Provide space for students to work quietly with an adult volunteer or aide.
- Provide a chill out zone for de-stressing, or headphones during noisy periods.
- Seek alternatives for the playground if this environment is problematic - supervised play, quiet space in the resource center.

5.5 Adaptations in resources

- Provide a range of sources of the information such as readers, magazines, posters, tapes and videos at various levels.
- Explore options to gain copies of relevant materials from other year levels such as maths sheets.
- Use computers to provide additional practice of concepts and skills.
- Create resources with symbol/visual support - using specialised software or digital photos.
- Use peers, volunteers, buddies, co-teaching strategies and specialists.
- Set up a chill-out area with preferred items such as Lego, reading materials, music with headphones, or complex puzzles.
- Use student surveys to establish learning preferences.

6. Adaptations for students with an intellectual impairment

<p>Intellectual Impairment Affects on learning for students with intellectual impairment may include ability to:</p> <ul style="list-style-type: none">• start and maintain attention to complete tasks• process thoughts at same speed as their peers• recall information• form logical sequences of ideas or actions• register, make sense of and integrate information through the senses• interpret symbolic, abstract and complex thoughts and concepts• maintain and transfer skills learned under one condition or environment to another.	<p>Adaptations may need to be considered regarding:</p> <ul style="list-style-type: none">• age appropriate, high interest activities• curriculum content• alternative formats for class tasks and assessment items• breaking tasks into smaller and logically sequenced sub-tasks• frequent and specific feedback for reinforcement and correction• concrete materials and examples• modeling, physical and verbal prompts• short clear directions• real life experiences connected beyond the classroom• allowing 'wait time' for students to process information• visual supports (e.g. symbol charts, pictorial timetables, self-organisation charts)• assistive technology. <p>Intellectual impairment is a developmental disability. Present levels of functioning may vary at times depending on a range of environmental and contextual factors.</p>
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6.1 Adaptations in planning

- Investigate different levels within the curriculum, is an earlier year level more appropriate.
- Plan as part of a team. Adaptations should be considered in the process of planning, not as an add-on afterwards.

- Consider the IEP (Individual Education Plan), as a way of prioritizing the Adaptations needed for the student to access the curriculum in the context of your classroom. For example, a communication goal could be for the student to ask for help from peers as well as the teacher.

6.2 Adaptations in teaching

- Provide an outline of what will be taught - highlight key concepts and provide opportunities to practise.
- Increase the opportunities to practise new skills and concepts - teach a younger child, demonstrate to adults, practise on the computer with a peer.
- Use teamwork and vary roles within the group - recorder, designer, encourager, researcher, explainer, and speaker.
- Use small group instruction and cooperative learning strategies.
- Teach the use of organisers such as colour coding, pictorial labels, visual timetables/ sequences, now/later charts.
- Reduce the amount and complexity of materials and text.
- Break tasks into small achievable steps.
- Use human resources - peer tutoring, teacher aides, teachers, therapy services.
- Direct teach routines and expectations of behaviour.
- Celebrate successes.
- Use modelling and concrete examples.

6.3 Adaptations in assessment

- Use technology to record students work; e.g., digital photography, tape and video.
- Collect annotated work samples over time.
- Use team and peer assessment.
- Have expectations of quality rather than quantity.
- Examine amount, timing and style of assessment.
- Use one-to-one conferences.
- Use picture sequencing and drawing demonstrations instead of text.
- Use verbal presentation of concepts and skills.
- Assess using concrete and real life examples and environments.
- Make comparisons with personal progress, rather than the year level, where appropriate.
- Assess the important content and provide multiple opportunities for students to demonstrate what they know and what they can do with what they know.

6.4 Adaptations in environment

- Provide space to enable work with concrete materials.
- Reduce noise, clutter and activity in area when necessary.
- Personalise learning spaces with pictorial sequences, rule reminders, labels.
- Provide space for students to work quietly with an adult volunteer or aide.

6.5 Adaptations in resources

- Provide a range of sources of the information such as readers, magazines, posters, tapes, video.
- Obtain appropriate and relevant materials from other year levels.
- Use computers to provide additional practice of concepts and skills.
- Use assistive technology and communication supports to create and access information.
- Use peers, volunteers, buddies, co-teaching strategies and specialists.
- Ensure work is interesting and appropriate to the student's age and ability.
- Adjust learning outcomes.
- Give short clear instructions.
- Allow 'wait time' for the student to process information.
- Provide appropriate prompts.
- Provide more frequent and specific feedback & repetition.
- Use a range of supports.
- Develop consistent classroom procedures.
- Establish rules.
- Develop and maintain structured routines and timetables.
- Give time limit warnings.
- Develop smooth transitions that take into account different learner needs

7. Differentiation Examples - Lesson Plan English Gr 1

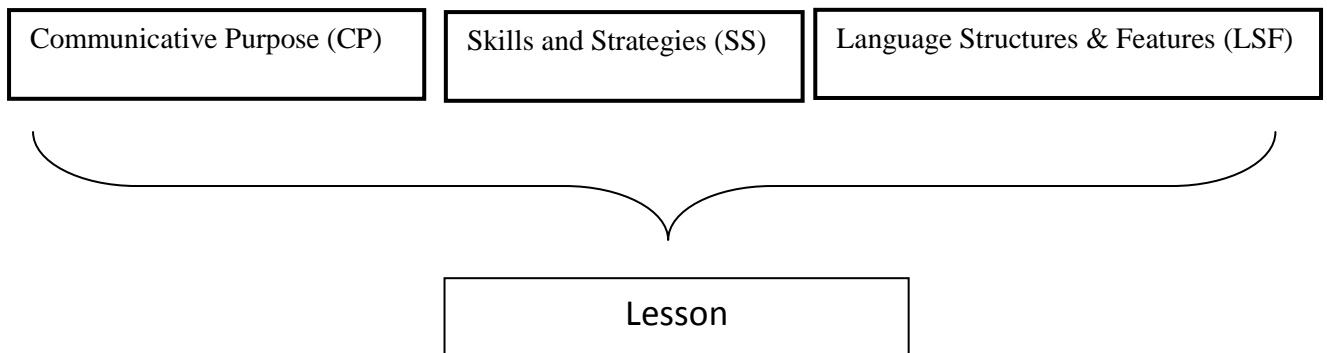
Planning, Teaching and Assessment Examples

Key stage 1 (Grade 1)

EXAMPLE 1

The purpose of this lesson is to develop students' awareness of the organization and language features of a recount. Therefore while planning the lesson teachers need to refer to the strands: communicative purpose, skills and strategies and the language structures and features and decide the skills and strategies before, during and after writing that students would be using. At the same time, it is vital to have a teaching focus of the language structures and features that the teacher would highlight on in the lesson. In short, teachers are recommended to plan the lessons keeping in mind the integrated nature of language and to try to give a language experience that is rich and authentic. But at the same time consider that there may be a lesson where a teacher would want to give more time and emphasis on the skills and strategies than the language structures. In other words, be flexible but try to integrate the various aspects of language while planning lessons.

Strand: Writing & Representing/ Reading & Viewing



Outcome:

WR.CP. 1 Create personal and imaginative writing and representations for a variety of purposes. (using a combination of drawings, words or sentences)

Indicators:

- Recounts personal experiences and events (e.g., 'What I did on Friday')

Outcome:

WR.SS.1 Practise effective skills and strategies before writing and representing.

Indicators:

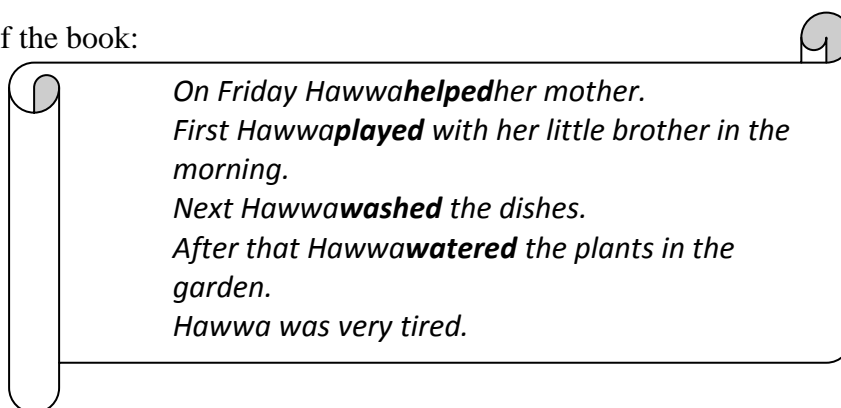
- Identifies a purpose (e.g., to inform, to tell a story) for writing with teacher support (e.g., for classmates, for children from another class, for a family member, for the teacher)

Planning prior to lesson

Identify your teaching points: text features of a recount, vocabulary

Prepare a big book with the title: On Friday

Content of the book:



Note: Each of the above sentences should be written on a separate page with a picture to show the action.

Make a list of verbs/phrases that students could use to write a recount: went to the park, helped grandmother, cleaned my bag etc.

	Teaching and Learning	Time
Opening/ Sharing	Sharing time: <ul style="list-style-type: none">▪ Ask the students about what they did on Friday and get some children to mime and say what they did. Before students are asked to mime or say, teacher could model what he/she did on Friday.	(10 minutes)
Guided instruction & practice	Before reading: <ul style="list-style-type: none">▪ Introduce the book 'On Friday' by talking about the cover illustrations, the character and get students to predict what Hawwa did on Friday and write students' guess on the board. During reading: <ul style="list-style-type: none">▪ Read through every page. Ask the students what Hawwa did on each page and write the action on the board as you read along. E.g., <i>played with her little brother</i>	(10 minutes)

Independent activities

After reading:

- After reading all the pages compare students guess with what Hawwa did.
- Reread the book. Stress on the order of actions and the action words.
- Wipe the phrases from the story on the board.
- Give out flash cards of sequence word and sentences from the story to different students.
- Ask them to stick the cards on the board and get the whole class to read the sentences.

(15 minutes)

Before writing:

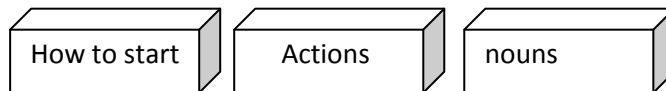
- Play musical chairs. Cut out sentences in a box and pass. The sentences should be simple and verbs should have regular past tense. E.g., I brushed my teeth, I prayed). When the music stops each student has to take a sentence from the box, say and mime it. Teacher could help students to read the sentences.

(15 minutes)

- Give the following activity sheet to the class. (Activity sheet 1)

(15 minutes)

- Provide each group with three boxes.



Eg. Last Friday I played football

(15 minutes)

During writing:

- Students take out cards from each box and write about what they did on Friday.
- As the students write teacher moves around and help.

After writing:

- When they finish their sentences ask to see whether they have included all the things they wanted to say.

Adjustments:

For those children who find it difficult to read, or write teacher can provide a box with pictures for them to choose from and stick on the following grid.

On Friday.....
On Friday I:

- Students share their writing with other students.

Closure		(10 minutes)
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Assessment:

Use the checklist to assess how students are working

Sample rating scale for writing

1= seldom

2= sometimes

3=consistently

Indicators	1	2	3	Comments
a. Writes from left to right and top to bottom of the page				
b. Shows awareness of correct word order and write simple, sentences				
c. Rereads the writing to see if the writing included everything they wanted to say (e.g., ask questions like: have I answered all the questions)				

This checklist for writing can be drawn from the outcomes and indicators for each grade level and could be used throughout the term. The above checklist includes the areas of writing the teacher would assess during the particular lesson.

Extension option

At the beginning of everyday get children to say or write what they did the previous day. This could be continued for two weeks.

Key competencies

Making Meaning: MM.KS1. 10 Understanding & Managing Self: UMS.KS1.13

Links to other key learning areas

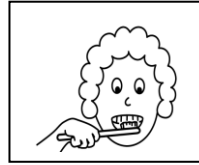
Mathematics – Ordinal numbers: First, second...etc

Social Studies: Helping each other / Living together

Activity: 1

Tick the boxes to show what you did yesterday.

I brushed my teeth.



I prayed



I walked to the beach.



I played football.



I learned my lessons.



I mopped the floor.



You can number the activities according to the order in which they occurred.

Teacher: Help pupils to understand the structure and features of recounts. Show as many modelled writings and give opportunities for shared writing before learners are asked to write their own recount.

8. Differentiation of Instruction

Differentiation - English Lesson Plan Strand: Writing & Representing/ Reading & Viewing

Area	Content	Process	Product	Learning Environment
Intellectual Impairment (II)	<p>Focus on communicative purpose</p> <p>Simplify information and instruction</p> <p>When asking for independent work, student will need a lot of prompting to remember Friday may need to change to “what I did this morning”</p> <p>Show pictures of activities for students to choose from.</p>	<p>Student repeats single words when they are read.</p> <p>Work with student in a small group to discuss.</p> <p>Student will have difficulty sequencing activities. Use a pictorial timeline.</p> <p>In musical chairs student to be given a picture card.</p> <p>In Activity 1 just have pictures.</p>	<p>Use the recommended grid chart as an adjustment in the lesson plan and change it to this morning I to enable them to communicate to you something they have remembered doing and possibly in a two-step sequence.</p> <p>Student to then verbalize what they have on their chart</p>	<p>Give children examples of concrete activities eg. A toothbrush, food bowl, hairbrush. (items they may have used this morning)</p> <p>Put around the room a large selection of pictures of activities the child may have done this morning and on Friday.</p>
Autism Spectrum Disorder (ASD)	<p>Students will engage with the whole class in the reading of the book. Some students may have difficulty remembering what they did on Friday.</p> <p>Give students time to process information.</p>	<p>Give student time to process what is expected of them. Especially in the musical chair activity</p> <p>Provide an individual visual chart of first, next and after that.</p>	<p>Student will want their recount to be factual, if possible talk to parent prior to lesson to find out what they did on Friday.</p> <p>Student to draw or cut out pictures illustrating what they did.</p>	<p>Ensure that when reading the book the class is not too noisy.</p> <p>Have pictures or diagrams that student can use, with work underneath it.</p> <p>Ensure they have space to work and it is not cluttered.</p>
Gifted and Talented (G&T)	<p>Allow the student to read the words in the book when sharing with the class.</p> <p>Student to have a list of different sentence options.</p> <p>Increase complexity of activity with higher order focus questions.</p>	<p>Students to read the book independently.</p> <p>Student to read alternative sequenced story book to get additional ideas.</p>	<p>Students write story book, using a variety of sentence structures and features highlighted in the alternative story book. Students read their stories to other students in the class.</p> <p>If they finish early students help</p>	<p>Sequenced story book</p> <p>Lists of alternative sentence structures.</p>

			others.	
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Differentiation of Instruction

Get to know you student “One size does not fit all”				
Readiness		Interests		Learning profile
The skill level and background knowledge of the student.		The topics that the student may want to explore or that will motivate.		Learning style, grouping preferences, environmental preferences.
Ways to differentiate				
Content		Process		Product
What student learn		Opportunities through which students make sense of information, understanding, concepts and skills...		How students demonstrate and extend what they have learned
				Learning Environment
				The way the classroom looks or feels and the grouping strategies
<p>Key stage 1 (Grade 1) English Language EXAMPLE 1 Strand: Writing & Representing/ Reading & Viewing</p> <p>Outcome: WR.CP. 1 Create personal and imaginative writing and representations for a variety of purposes. (using a combination of drawings, words or sentences)</p> <p>Indicators:</p> <ul style="list-style-type: none"> - Recounts personal experiences and events (e.g., ‘What I did on Friday’) <p>Outcome: WR.SS.1 Practise effective skills and strategies before writing and representing.</p> <p>Indicators:</p> <ul style="list-style-type: none"> - Identifies a purpose (e.g., to inform, to tell a story) for writing with teacher support (e.g., for classmates, for children from another class, for a family member, for the teacher) 				
Adaptations	Content	Process	Product	Learning Environment
Intellectual Impairment (II)				
Autism Spectrum Disorder (ASD)				
Gifted and Talented (G & T)				

9. Web addresses

Physical Impairments

About.com Special Education – Physical Disabilities

<http://specialed.about.com/od/physicaldisabilities/>

Tips for working with students with physical disabilities

Hearing Impairments

The Division of Disability Resources and Educational Services – Hearing Impairments

<http://disability.illinois.edu/instructor-information/disability-specific-instructional-strategies/hearing-impairments>

Vision Impairments

Teaching students with Visual Impairments

<http://www.teachingvisuallyimpaired.com/>

Autism

Positive Partnerships online learning platform, supporting school aged students on autism.

<http://www.autismtraining.com.au/public/index.cfm>

Mental Impairments

Strategies for Intellectual Disability – Do 2 Learn

http://do2learn.com/disabilities/CharacteristicsAndStrategies/IntellectualDisability_Strategies.html

do2learn.com/disabilities/CharacteristicsAndStrategies/IntellectualDisabili...

Intellectual Disability.Strategies. It is important to implement *strategies* that address ... Direct student's attention to critical differences when *teaching* concepts.

Learning Disabilities

www.ldonline.org

<http://www.helpguide.org/articles/learning-disabilities/learning-disabilities-and-disorders.htm>