Designing to Meet ALL Learners

Lorinda Rice and Bob Reeker
lrice@lps.org  breeker@lps.org
Convention Center/Meeting Room 221/Second Level
To find this presentation go to www.lps.org  search box: b3r1
If kids come to us from strong, healthy functioning families, it makes our job easier. If they do not come to us from strong, healthy, functioning families, it makes our job more important.

-Barbara Colorose
What are some of the behaviors/needs that you see in the art room?
Alex Wexler:

- Children with developmental disabilities require that we shift the purpose and meaning of our profession toward a more committed inquiry about how connections between teaching and learning are made among diverse minds. And that inquiry leads us to challenge our assumptions not only about disability, but also the purpose and meaning of teaching art for all children who might benefit from the teacher’s spontaneity, informality, listening, and following.

So how do you prepare to meet the needs of ALL learners when you see the WHOLE school?

- Don’t get analysis paralysis!
- Start small
- Get to know your students
- Be strategic
- Reach out to other teachers to gather ideas for particularly difficult students
What to know about students with Special Needs

- Students first, student with needs second
- Support is available
- Team work will share the work load
  - Communicate with other teachers:
    - Art
    - Classroom
    - Special Education
Accommodations

Definition: changes made to better access the curriculum, but does not change the content. Only changes the method of delivery.

Examples:
  • Completing only half/part of the assignment
  • Breaking down the parts of the activity with more detailed explanations
  • Using alternative materials that other students do not have access
Lesson Structure –

Modified projects -- Keeping it the same, yet different

• Be flexible
• Think about simplifications that can be made
• Extra guidance
  • Sitting closer to teacher
  • Student Helper
  • Para
• Directions written out with visuals
Structure to your classroom

Structure every project by answering the following questions:

- What work?
- How much work?
- What will happen next?
- How to know when I am done?
- Where to put the finished project?

(Would anyone walking into your class with this project be able to answer all of these questions?)
Visual schedule vs. work system

• Schedule: WHERE
  • Agenda, the Big Picture, major events

• Work system: WHAT
  • Activities within the lesson
  • Step by step
  • Job lists
Structuring your classroom:
Furniture, Tile, Tape, Labels, Materials

• Planning: Physical Boundaries

• Purpose: Minimize distractions
  Organized environment

• Cues: Where to sit, stand, line up, go next, put things, what activities are available
Furniture and Tape
Labels and Materials
STOP VERBAL = GO VISUAL

Why?

• Improve understanding of social world
• Improve communication
• Increase independence
• Support positive behaviors
• Assist with transitions
• Regulate attention
Visual Schedule

1. Pause for 2 minutes every 10 minutes for processing

1. Wait time, 3-5 minutes

2. Red, yellow, green cards
   • “Stop, I’m lost”
   • “Slow down, I’m confused”
   • “Full steam ahead”

4. Have students work in pairs

5. Give students a role

6. Work then reward
Structure to your classroom cont’d

• **Presentation**
  • Visuals - cut verbal
  • Modeling - show students what they need to do; step by step
  • Role Playing – allows un-obvious competencies and talents to be seen and then used to strengthen confidence/comfort
  • Practice - give them practice time before completing the assignment
  • Supportive practice- share with Para’s to allow practice

• **Completion**
  • Notes - individual feedback for student learning; visuals
  • Evaluation - grading rubric, criteria prior to learning the new skills
Extra Activities

• Hands on activities - Tubs
  • Learning to draw type
  • Play-doh
  • Variety of utensils/textures
  • Variety of media
Activity tubs
File folders
Matching artists
Sorting media

Carson-Dellosa Publishing Company.
Resources

Adaptive Equipment
- Adaptive scissors
- Adaptive Brushes
- Dycem Non-Slip
- Alternate Drawing
Creating Resources for alternative learning within your lessons:

Universal Cuff

- Materials Needed:
  - Elastic, 5 " of
  - 2 Thumb tapes
  - Duck tape
  - Adapta foam
Creating Resources for alternative learning within your lessons:

Alternate Printing/Stamping

Materials Needed:

- recycled pill bottles
- fun duct tape
- foam sticker shapes
- Buttons
- gorilla glue
Creating Resources for alternative learning within your lessons:

**Slant Board**

- Materials Needed:
  - Pringles Tube
  - Clipboard
  - Duck tape
Taking the lead....

Set up the guidelines:
• You are the teacher, so set the expectations and routines
• Seek out ideas and resources from:
  • Resource Staff
  • Occupational Therapist

Paras:
• Write out expectations
• Show them the tools, extra materials, how to access items
• Ask them for ideas for students
Resources, continued

• Structure:
  http://www.shoeboxtasks.com/philosophy/teach
  http://www.autismclassroomnews.com/2013/01/structured-work-systemswhat-are-they.html

• Disabilities:
  http://autismpdc.fpg.unc.edu/content/autism-internet-modules-aim
  http://www.autismspeaks.org/what-autism/treatment/teach

• Engagement: Joyful Learning: Active and Collaborative Learning in Inclusive Classroom by Alice Udvari-Solner and Paula Kluth

• Online Resources:
  • http://www.childcareland.com/
  • http://www.mayer-johnson.com/boardmaker-software

• Art:
  • Incredible Art. Org
  • Zot Artz
  • Art4All