

***The VSA Teacher Resource Guide Vol. III***  
***Yo soy, Ich bin, I am...The World***

***Juliann B. Dorff*** [jdorff@kent.edu](mailto:jdorff@kent.edu)  
***Linda Hoepfner Poling*** [lhoepfne@kent.edu](mailto:lhoepfne@kent.edu)  
***Kent State University***

For additional information regarding adapting in the art classroom we recommend:

*The Adaptive Art Specialist: An Integral Part of A Student's Access to Art* by Susan D. Loesl  
<http://www.kennedy-center.org/education/vsa/resources/FinalprofessionalpapersbookArticle3.pdf>

**The following are some of the adaptations highlighted in the *VSA Teacher Resource Guide Vol. III***

The guide is written using the principles of the Universal Design for Learning:

- Multiple means of representation – presenting information in multiple formats so that all students understand the content.
- Multiple means of expression – providing multiple options for students to express themselves.
- Multiple means of engagement – providing multiple opportunities for students to work in ways that are interesting and challenging for them.

We also have designed the lessons using the theory of the Human Variation Model – simply accepting that a strategy designed to benefit one child will probably benefit many/all.

For Students with Visual Impairment:

- Use scented paints. These are available from commercial suppliers or can be created by adding a bit of powdered drink mix in different flavors to the paint (cherry to red, grape to purple, etc.).
- Provide images with raised lines using glue or puffy paint to provide a tactile outline on laminated artworks.
- Have classmates describe the images for students.
- Use high contrast/bright colors when appropriate.
- Create Braille labels for materials, procedures lists, etc.

For Students with Tactile Sensitivity:

- When needed, provide plastic/non-latex gloves.

For Deaf or Hard of Hearing:

- Amplify sounds.

For Students with Physical Disabilities:

- Allow students to use their preferred communication mode to respond. Prepare personal communication devices as needed.
- For students who need an additional grip, use modeling clay to create a customized grip. The handle of a milk jug can also be cut and used to insert the pencils and brushes in order to create a stable and larger grip.
- Adaptive scissors can be used to assist with cutting.
- Use a laser pointer or traditional map pointer to assist students to “reach” the items they wish to identify for discussion.
- Hand under hand and/or hand over hand can provide support when drawing, painting and assembling.
- Provide large glue sticks for easier gripping and control.

Differentiations benefiting all students:

- Provide a scribe to record students' ideas.
- Students can work in teams.
- Provide an audio recorder.