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

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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

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:
  o 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.).
  o Provide images with raised lines using glue or puffy paint to provide a tactile outline on laminated artworks.
  o Have classmates describe the images for students.
  o Use high contrast/bright colors when appropriate.
  o Create Braille labels for materials, procedures lists, etc.

For Students with Tactile Sensitivity:
  o When needed, provide plastic/non-latex gloves.

For Deaf or Hard of Hearing:
  o Amplify sounds.

For Students with Physical Disabilities:

  o Allow students to use their preferred communication mode to respond. Prepare personal communication devices as needed.
  o 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.
  o Adaptive scissors can be used to assist with cutting.
  o Use a laser pointer or traditional map pointer to assist students to “reach” the items they wish to identify for discussion.
  o Hand under hand and/or hand over hand can provide support when drawing, painting and assembling.
  o Provide large glue sticks for easier gripping and control.

Differentiations benefiting all students:
  o Provide a scribe to record students’ ideas.
  o Students can work in teams.
  o Provide an audio recorder.