EXC 4020 Culminating Task

**Disabilities Quick Reference Guide**

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| **Disability** | **Characteristics**  **(4 or more)** | **Choose 2 ways to differentiate instruction and why it would work for this disability**  **(2 or more)** | **Classroom Accommodations**  **(4 or more)** | **Resources**  **(2 or more)** |
| *Example:*  Visual Impairments (VI) | 1.Poor visual acuity  2.Visual field deficits  3.Eye movement abnormalities  4.Light/color reception impairments  5.Abnormalities of visual perception and brain function | 1. Use of Assistive technology: Can be decided to fit the specific needs of the student to provide the student with visual interpretations of the instruction. Examples: magnifiers, CCTV, enlarged books.  2. Alteration in material: Present the information in braille, large print, or on CD. Also using models that the student can touch can also be helpful in solidifying the content for students with VI. Some students with VI may need the information presented in a different way/format in order to grasp the concept. If a PowerPoint/or reading a chapter is not an option, the information will need to be adjusted in order to allow them access to the instruction. | 1. Provide audio-taping when possible 2. Verbal descriptions of visual aids or writing on whiteboard 3. Seating arrangements that maximize learning 4. Provide materials/lessons in alternate formats (such as enlarged font) 5. Extended time 6. E-text with tracking devices | 1. Teaching students with VI:   <http://www.teachingvisuallyimpaired.com>   1. American Foundation for the blind:   <http://www.afb.org/default.aspx> |
| Specific Learning Disabilities (SLD) | -Short attention span.  -Poor memory.  -Difficulty following directions.  -Inability to discriminate between/among letters, numerals, or sounds.  -Poor reading and/or writing ability. | Alteration in Curriculum:  Student’s with SLD will sometimes need to do different assignments to help them in the classroom. Such as, matching vocabulary words to definitions from the book.  Altering Learning Environment:  As teachers, we know that all students don’t learn the same. Students with SLD will greatly value the different learning environments. Occasionally, they should be placed in groups to discuss the text the just read or work independently on a passage. And always create a space where it is distraction-free for them. | -Use multi-media presentations where possible. Always try to incorporate visual aids (pictures, graphs, illustrations).  -When giving instructions, provide a written or visual checklist where possible (handout or on board).  -Seat learners directly facing the speaker or the board, preferably towards the middle of the class.  -Try to eliminate background noise or distracting sounds.  -Give handouts wherever possible rather than expecting an SLD learner to copy. | -SLD Read:  <https://www.sldread.org/resources/>  -Learning Disabilities Association of America “Support & Resources for Educators”:  <https://ldaamerica.org/educators/> |
| Mild Intellectual Delays (MID) | -2 to 4 years behind in cognitive development.  -Behaviors lead to impacted social relationships.  -Adaptive skills are not intact.  -Low confidence.  - Concrete to abstract thought is often missing or significantly delayed. | Use of Assistive Technology:  Students can use computers or tablets for work. Computers are visually stimulating and allow for more engagement and help students organize their thoughts.  Use of Behavioral Contracts:  The contracts are put into place in order to keep the student on task. It’s primary purpose I to maximize learning/teacher teaching and minimize behavioral distractions or interruptions. | -Use uncomplicated sentences to ensure maximum understanding.  -Repeat instructions or directions frequently and ask the student if further clarification is necessary.  -Keep distractions and transitions to a minimum.  -Provide an encouraging, supportive learning environment that will capitalize on student success and self-esteem.  -Use behavioral contracts. | -Teaching Tips for Kids With Mild Intellectual Delays:  <https://www.education.com/slideshow/areas-difficulty-children-mild/>  -MID Resource Kit:  <https://inclusivemid.blogspot.com/p/strategies-for-inclusive-and.html> |
| Emotional Disturbance (ED)  Choose one:  \*Internalizing  \*Externalizing | -Difficulty establishing relationships.  -Academically below their peers.  -Easily distracted.  -Less attentive.  - Poor concentration. | Use of Behavioral Contracts:  The contracts are put into place in order to keep the student on task. It’s primary purpose I to maximize learning/teacher teaching and minimize behavioral distractions or interruptions.  Use of Assistive Technology:  Students can use computers or tablets for work. Computers are visually stimulating and allow for more engagement and also help students organize their thoughts. Technology will gain the students attention and hopefully keep them on task instead of engaging in disruptive behaviors. | -Set up goals aimed at social interactions.  -Use seating arrangement to encourage social interaction.  -Set up personalized goals and strategies, so that the child can find success.  -Stay consistent in expectations.  -Set limits and Boundaries.  -Use behavior contracts. | -Emotional Disturbances Resources:  <https://www.ocecd.org/EmotionalDisturbancesResources.aspx>  -Emotional and Behavioral Disorder:  <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Emotional-and-Behavioral-Disorder.aspx> |
| Attention Deficit Hyperactivity Disorder (ADHD) | -Difficulty paying attention  -Extremely impulsive  -Difficulty sitting still for long periods of time  -Difficulty controlling behaviors and actions | Use of Assistive Technology:  Students can use computers or tablets for work. Computers are visually stimulating and allow for more engagement and also help students organize their thoughts.  Alteration in Curriculum:  Teacher may have to change the curriculum some by allowing more time to complete task and changing how the skill/task is taught to the student in order to keep them engaged and on task. | -Seating the student in an area with fewer distractions.  -Giving more time to complete assignments, projects, and tests.  -Using a timer or alarm to help with time management.  -Using computers or tablets for work.  -Seating the student next to positive role models, peers who are less likely to provide distractions and can help them stay on task. | -Attention Disorder Deficit Association:  <https://add.org/adhd-resources/>  -Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD):  <https://chadd.org/> |
| Traumatic Brain Injury (TBI) | -Have a memory deficit  -Have processing delays  -Reduced attention span  -Have difficulty with fine motor skills | Use of Assistive technology:  Depending on the type of brain injury that have occurred with the child, you may need to program computer programming that aid with the students work, such a voice output communication, proofreading programs, etc.  Alteration in Curriculum:  Because of the injury the teacher may have to change the curriculum some by allowing more time to complete task and changing how the skill/task is taught to the student. | -Schedule classes when student’s attention is best.  -Focus student’s attention with verbal and nonverbal cues.  -Allow student to have frequent breaks.  -Have student use flash cards to help recall information.  -Utilize student’s best learning mode – visual or auditory.  -Provide repetition of instruction. | -TBI National Resource Center:  <http://www.tbinrc.com/>  -Brain Injury Association of America:  <https://tbitraumaticbraininjuries.com/resources> |
| Autism Spectrum Disorder (ASD) | -Difficulty relating to others.  -Difficulty relating to objects.  -Unusual reactions to events.  -Unusual communication.  -Abnormal responses to sensations.  -Self stimulations.  -Self injurious behaviors. | Use of a Schedule:  Providing students with a consistent schedule of activities and what they will be doing for the day will keep the learning structured and give the kids a sense of accomplishment.  Use of Assistive Technology:  The use of technology will be beneficial because it gives them visual aids in order to stay on task and engaged with what is going on in the classroom. | -Incorporate strengths/preferences into daily routine [first/then].  -Have a highly structured and routine environment.  -Incorporate predictable routines.  -Use visuals.  -Have a communication system  (Emphasize communication, socialization, and functional academics in the  Curriculum). | -Autism Resources for Educators:  <https://www.nationalautismcenter.org/resources/for-educators/>  -National Autism Resources:  <https://www.nationalautismresources.com/> |
| Hearing Impairment | -Difficulty following verbal directions.  -Difficulty with oral expression.  -Difficulty expressing feelings.  -Will often have a degree of language delay. | Use of Assistive Technology:  Vision will be the primary means of receiving information, therefore students should have captioned videos, overhead projector presentations, visual aids, etc.  Alteration in Curriculum:  Students should have a dedicated note-taker, diagrams, and visual aids available for course work. | -Interpreters.  -Sound amplification systems.  -Note takers.  -Real-time captioning.  -Captioned video presentations. | -Hearing Impairment Resources:  <https://www.ocecd.org/HearingImpairmentResources.aspx>  -Resources for Hearing Impaired:  <http://www.deafwebsites.com/hearing-impaired-resources.html> |
| Communication Impairments (CI) | -Difficulty communicating in a conversation.  -Difficulty pronouncing words.  -Difficulty perceiving what was said.  -Difficulty expressing oneself for being understood. | Allow use of Adaptive Technology:  The students will need a lot of visual tactics and cues when doing their work. Computers and tablets would work really well for students with communication impairments.  Alteration in Curriculum:  The students should be allowed more time to complete activities, assignments and tests. Also, create tests that are appropriate for the student with the impairment (written instead of oral or oral instead of written.) | -Use tactic and visual cues (e.g. pictures, 3-D objects).  -Ensure student has a way to appropriately express wants and needs.  -Be a good speech model and speak directly to the student.  -Allow the student time to express themselves. Do not interrupt a slow speaker.  -Reduce unnecessary classroom noise as much as possible. | -Communication for a Lifetime:  <https://www.asha.org/public/>  -Speech Impairment Resources:  <http://www.caregiverslibrary.org/caregivers-resources/grp-disabilities/hsgrp-speech-impairment/speech-impairment-article.aspx> |
| Physical Impairments (PI)  Choose one:  \*Cerebral Palsy  \*Muscular Dystrophy  \*Spina Bifida | -Have problems with mobility.  -Will possibly have other major health issues because the muscles are so weak.  -Have issues with relaxing muscles after they sporadically contract.  -Frequently falls | Use of Assistive Devices in Classroom:  Because of the muscle weakness, students will need a classroom that accommodates their devices, such as wheelchairs, scooters, etc.  Use of a Person:  The muscle weakness will eventually take over the child’s body and will need a person to assist them with the skills and task that they will be doing and learning in the classroom. | -Assistive technology and medical technology.  -Use of a person.  -Modification of physical environment.  -Adaptation to the curriculum. | -Information and Resources for Students with Physical and Other Health Impairments:  <https://disabilities-informational-resources.weebly.com/physical-and-other-health-impairments.html>  -Muscular Dystrophy Association:  <https://www.mda.org/> |
| Other Health Impairments (OHI)  Choose one:  \*Asthma  \*Sickle Cell  \*Diabetes  \*Epilepsy | -Have symptoms of high or low blood sugar.  -Will need to eat at certain times of the day to make sure their blood sugar remains in normal levels.  -Will need to use the restroom frequently, because they need to drink fluids.  -Will possibly have frequent visits to the nurses’ office to check blood sugar. | Use of Assistive/Medical Technology:  A glucose monitoring machine may be needed in the classroom to test glucose levels for the student throughout the day.  Modification of Physical Environment:  When the student is in distress, they will need to be able to perform healthcare procedures and understand the actions that need to be taken away from their classroom environment. | -Assistive technology and medical technology.  -Use of a person.  -Modification of physical environment.  -Adaptation to the curriculum. | -Asthma Resources:  <https://www.asthma.com/additional-resources.html>  -Resources about Asthma:  <https://www.epa.gov/asthma/resources-about-asthma> |
| Intellectual Delays (MOID & SID) | -Learn fewer skills within the time available in school.  -Inability to apply information learned in one situation to another.  -Deficits in memory ability.  -Have difficulty learning what in the environment or on what on part of an object they should focus on to get information to make a correct answer or decision.  -Ability to synthesize information and skills are limited. | Use of Assistive Technology:  Because of the delays, students should have technology accessible that allows them the processing time they need to be able to complete their work.  Alteration in Curriculum:  Students should have a dedicated note-taker, diagrams, extended time frames, and visual aids available for course work. | -Use more than one way to demonstrate or explain information.  -Read aloud what you write on the board or present on an overhead visual.  -Keep instructions brief and uncomplicated. Repeat them word-for-word.  -Allow time for clarification of directions and essential information.  -Use captioned videos. | -Intellectual Development Delays Resources:  <http://www.washcomm.net/intellectual-development-delay/resources>  -Strategies for Teaching Students with Intellectual Disabilities:  <https://therapytravelers.com/strategies-teaching-students-intellectual-disabilities/> |
| Gifted and Talented | -An unusual ability to perceive essential elements and underlying  structures.  -An extraordinary  speed in processing information.  -High degree  of ability to think abstractly that develops early.  -Need for precision in thinking and expression.  -Need to correct errors and argue extensively. | Alteration in Curriculum:  Teachers can advance the student through the curriculum by compacting it and allowing the student to work on exploring different skills (applying it to different situations, their life, etc.) with the material.  Implement Grouping:  The teacher can create opportunities with letting the gifted students work together on material that peaks their interest the most and doesn’t allow them to get bored. This will always keep them engaged. | -Compact curriculum to allow gifted students to move more quickly through the material.  -Refrain from having them complete more work in the same manner. Employ differentiated curriculum to keep interest high.  -Encourage students to explore concepts in depth and encourage independent studies or investigations.  -Ask students’ higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. | -Gifted Educational Resources:  <https://www.giftedstudy.org/resources/>  -National Society for the Gifted and Talented:  <https://www.nsgt.org/educational-resources/> |