

Tip Sheet: *Inclusive Classroom*

Glossary

Auditory: This primary learning style takes in information through hearing such as through songs, verbal directions, reading aloud or music. Providing auditory information is both a learning style and a prompt for learning.

Hands on: This primary learning style takes in information by manipulating the information first hand such as art activities, building, scientific experiments or digging in the sand to learn about the concept itself, rather than being shown or told. Providing hands on support is both a learning style and a prompt for learning.

Primary Learning Style: the primary way a child takes in information. This can be through seeing, hearing or hands on play.

Visual: This primary learning style takes in information visually such as through pictures, symbols, color or signs. Providing visual information is both a learning style and a prompt for learning.



Developmental Functions

Cognition: receiving, comprehending, interpreting, remembering or acting on information. This includes sequencing, remembering things, problem solving, creative thinking, learning new things.

Vision: perceiving visual detail, focusing, separating objects from a background, contrasts, tracking, judging distances.

Mobility: rising from a seated position, standing upright, walking, running, jumping, climbing, kneeling, balancing on one foot.

Hearing and Speech: localization of sound, separating auditory information from background sound, carrying on a conversation, following directions.

Body: physical exertion, achieving, maintaining, and changing posture, maintaining equilibrium, breathing.

Hand: grasping, squeezing, rotating, twisting, pinching, pulling, pushing

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Developmental Functions			
	Developmental Level: Things to Consider	Social Supports: Things to Consider	Social Level: Painting with Big Brushes
Hearing & Speech	<p>Hearing & Speech Functions:</p> <ul style="list-style-type: none"> • Localization of Sound • Separating Auditory Information from Background Sound • Carrying on a Conversation • Following Directions <p>These Functions Impact:</p> <ul style="list-style-type: none"> • Communication with Others • Being Understood by Others • Establishing Relationships • Following Routines and Instructions • Safety in the Classroom and Playground 	<p>Is your classroom design or materials still usable and safe if you:</p> <ul style="list-style-type: none"> • Use it in a noisy environment? • Use it with one ear plugged? • Use it with both ears plugged? 	<p>Offer verbal directions 1 at a time, use a visual board to show pictures of the steps for the activity, pair with physical prompts as needed.</p>
Body Function	<p>Body Function:</p> <ul style="list-style-type: none"> • Physical Exertion • Achieving, Maintaining, and Changing Posture • Maintaining Equilibrium • Breathing • Calming the System <p>These Functions Impact:</p> <ul style="list-style-type: none"> • Alertness • Attention to Task • Following Directions • Self-regulation 	<p>Is your classroom design or materials still usable and safe if you:</p> <ul style="list-style-type: none"> • Need to lean on something for support while using it? • Cannot bend, stoop or twist at the waist? • Use it only in a seated position? • Cannot turn your head? 	<p>Offer a stable chair and stable surface for painting, or mobile easel or tripod to hold the paper and bring it to the child.</p>
Hand Function	<p>Hand Function:</p> <ul style="list-style-type: none"> • Grasping • Squeezing • Rotating • Twisting • Pinching • Pulling • Pushing <p>These functions impact:</p> <ul style="list-style-type: none"> • Material Use • Self-help Skills • Daily Living Skills • Future Writing Skills • Tool Manipulation 	<p>Is your classroom design or materials still usable and safe if you:</p> <ul style="list-style-type: none"> • Do not bend or rotate your wrists? • Use only one hand? • Use only the fist of your non-dominant hand? 	<p>Provide a variety of tools for painting, lightweight paint brushes and brushes with handles. Use bigger paint containers or open lid containers for ease of access to paint.</p>

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Developmental Functions			
	Developmental Level: Things to Consider	Social Supports: Things to Consider	Social Level: Painting with Big Brushes
Cognition	<p>Cognitive Functions:</p> <ul style="list-style-type: none"> • Receiving • Comprehending • Interpreting • Remembering • Acting on information <p>These Functions Impact:</p> <ul style="list-style-type: none"> • Sequencing • Remembering Things • Problem Solving • Creative Thinking • Learning New Things 	<p>Is your classroom or materials still usable and safe if you:</p> <ul style="list-style-type: none"> • Are using it for the first time without help or instructions? • Cannot read? • Perform steps out of order? • Are distracted or interrupted while using it? 	<p>Offer a period of exploration before the expectation for correct use of the materials. Offer information about the materials and give names to the tools or process used.</p>
Vision	<p>Visual Functions:</p> <ul style="list-style-type: none"> • Perceiving Visual Detail • Focusing • Separating Objects from a Background • Contrasts • Tracking • Judging Distances <p>These Functions Impact:</p> <ul style="list-style-type: none"> • Visual Cues • Navigation • Participation • Attention to Task 	<p>Is your classroom design or materials still usable and safe if you:</p> <ul style="list-style-type: none"> • View it in low light? • View it in bright light? • View it with one eye closed? • View it using only peripheral vision? 	<p>Offer different colored paper, contrasting paper, or textured paper to support visual modifications.</p>
Mobility	<p>Mobility Functions:</p> <ul style="list-style-type: none"> • Rising from a Seated Position • Standing Upright • Walking • Running • Jumping • Climbing • Kneeling • Balancing on One Foot <p>These Functions Impact:</p> <ul style="list-style-type: none"> • Movement activities • Navigation • Access • Seated Tasks • Independence 	<p>Is your classroom design or materials still usable and safe if you:</p> <ul style="list-style-type: none"> • Cannot see the floor surface? • Cannot lift either foot? • Use a walker? • Use crutches? • Use a wheeled chair? • Cannot rise from a seated position? 	<p>Offer multiple ways to participate in the activity, such as sitting, lying down, standing or a combination of all 3.</p>

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Social Modifications

Connections: use this social consideration to modify collaboration between caregivers, promoting family engagement, helping children interact with peers, or spending 1 on 1 time with an individual child.

Routines: use this social consideration to modify transitions, small and large group activities & events, and child to adult interactions.

Rituals: use this social consideration to modify routines, to increase interactions between caregivers and children, to establish patterns and to build ongoing comprehension of events.

Choices: use this social consideration to modify the specifics of any task or event.

Prompts

Prompts are used to guide children to continue their process of learning and to follow through on directions. The four primary types of prompts are:

- Physical
- Modeling
- Visual
- Auditory

Social Opportunities			
	Social Level: Things to Consider	Social Supports: Things to Consider	Social Level: Painting with Big Brushes
Connections	Use this social consideration to modify: The collaboration between caregivers, promoting family engagement, helping children interact with peers, or spending 1 on 1 time with an individual child.	<ul style="list-style-type: none">• Greeting and goodbyes with families• Invitations for families to join in• Working on relationship skills• Taking time to engage with each child individually	Engage with children as they are painting; ask each child questions about their experience.
Routines	Use this social consideration to modify: The transitions, small and large group activities & events, and child to adult interactions.	<ul style="list-style-type: none">• Transition warnings• Predictable schedule• Use of Small & Large group• Time for interactions	Use small groups for this activity and every child gets their own brush.
Rituals	Use this social consideration to modify: The routines to increase interactions between caregivers and children, to establish patterns and to build ongoing comprehension of events.	<ul style="list-style-type: none">• Increasing Interactions• Establishing Patterns• Building Ongoing Comprehension of Events	Help children clean the brushes and painting area when finished.
Choices	Use this social consideration to modify: The specifics of any task or event.	<ul style="list-style-type: none">• Offering a Variation of the Event• Collaborating with the child on which task to try first• Honoring a child's choice to say no	Offer different type painting brushes or tools to use.

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Environmental Modifications

Rearrange it: Use this modification to rearrange the room, the schedule, the outcome or the activity.

Model it: Use this modification to support and promote developmental skills and build understanding of concepts.

Simplify it: Use this modification to reduce the number of steps involve, to build a concept or introduce new items slowly, to reduce the visual clutter or distractions.

Contain it: Use this modification to keep an activity within a boundary, to let a child know the borders or limits of the task, to establish where a child can play

Environment and Routines			
	Environmental Level: Things to Consider	Environmental Supports: Things to Consider	Environmental Level: Painting with Big Brushes
Rearrange	Use this modification to rearrange the room, the schedule, the outcome or the activity.	<ul style="list-style-type: none"> Assess the space Adapt the plan Move the setting Change the tool 	Move the activity to a new location, use different props or tools to meet the same outcome, and extend the time.
Model	Use this modification to support and promote developmental skills, and to build the understanding of concepts.	<ul style="list-style-type: none"> Demonstrate tool use Model how to play Get involved 	Show how to use the materials, demonstrate in small and large groups, and have picture examples next to the materials.
Simplify	Use this modification to reduce the number of steps involve, to build a concept or introduce new items slowly, to reduce the visual clutter or distractions.	<ul style="list-style-type: none"> Offer 1-2 steps at a time Use fewer materials Offer choices for outcomes 	Keep space organized and predictable and visually labeled for clean up time.
Contain	Use this modification to keep an activity within a boundary, to let a child know the borders or limits of the task, to establish where a child can play.	<ul style="list-style-type: none"> Put it in a box Put it in a bag Put it in a sensory table Put it in the sandbox Put it on the floor 	Show where the child will paint by taping the paper to the table, to the wall, or to the easel.
Alternatives	Use this modification to incorporate established modifications for an individual with an IFSP or IEP in place, or when needing to try something new when other modifications will not work.	Where else in the room, or with which other materials can the outcome still be met?	Take the painting activity outside and use water, buckets and the sidewalk to paint on with Big Brushes