

**Guidelines For Adaptation For Teaching/  
Practicing Science, Mathematics, Social Studies,  
Languages, Physical Education, Yoga, Heritage,  
Arts, Theatre, Drama Etc In Inclusive Settings.**

- The goals of education are the same for all children provided that these goals are balanced and brought in harmony with the individual needs of each child.
- Not all children with disabilities have SEN at the elementary level. They learn along with their peers with the help of aids such as wheelchairs, hearing aids, optical or non-optical aids, educational aids etc.

However, there may be students who may require the following.

- Additional time and a suitable mode for the successful completion of tests.
- Modification, substitution of the curriculum because it presents specific difficulties for them.
- Provision of adapted, modified, or alternative activities in different content areas.
- Accessible texts and materials to suit their ages and levels of learning.
- Appropriate management of classrooms.
- Provision of additional support by using ICT or video.

- What is important is that no matter how they learn or perform, ***they should experience success and not failure.***

Many suggestions in different domain areas were given when interviewing teachers teaching in classrooms, where children with SEN were studying along with other children. They have been broadly summarized as follows:

## **Suggestions in different domains broadly summarized as follows:**

- **Mathematics**

- ❖ To overcome access difficulties to learning mathematics, some pupils may require help in interpreting the data in graphs, tables, or bar charts.

- ❖ Some may require access to tactile, and others to specialist, equipment for work related to shape, geometry, calculations, etc.

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- ❖ They may also require more time to complete their work.
- ❖ There may be some who may require simpler language or more pictures.
- ❖ There may be children who may need help in interpreting oral directions, while making mental calculations.
- ❖ Use of ICT may be required to overcome difficulties in quantitative and abstract thinking

## •Language

- Some pupils may have specific difficulties in learning languages and may require help in improving their areas of weaknesses and in devising strategies to overcome their difficulties.
- There may be some children who may require alternative communication systems to compensate for the difficulties they face in using spoken language.

❖ It is found that children having problems in hearing had difficulty in language comprehension when instructed with the language textbook prescribed for the general class.

❖ These children with special needs required a greater number of periods to learn the content.

❖ It is also reported significant differences in achievement of language skills between children with and without hearing impairment, the former being deficient in language skills.



- Children having difficulties in writing may need to make use of ICT, while there may be some who may require opportunities to learn and develop a tactile method of interpreting written information.
- Content related to real-life situations would benefit all children.
- Remedial programmes in language would be effective in improving the reading comprehension of all children including those having reading disorders.

- The use of computer-based remedial strategies have been reported as having yielded a 5% improvement in the performance of children with specific learning disabilities in Mathematics and a 7% improvement in English.

- **Science**

- ❖ In learning science, some students may require support with mobility or manipulation skills to participate in experiments being performed both indoors and outdoors.

- ❖ Students can benefit from adapted or alternative activities, adapted equipment, the use of ICT, adult or peer support, additional time, and support in lessons that may not be accessible to them because of their impairment.

- **Social Studies**

- ❖ In order to gain access to this subject, some students may require support in the form of prepared access text;
- ❖ Help in writing to communicate their ideas through alternative communication methods such as ICT or speech;
- ❖ support to understand various geographical concepts and features and the environment.
- ❖ Group activities such as projects and assignments done through cooperative learning will enable students with SEN to participate actively in all classroom activities.

- **Art, Craft and Music Art**

- ❖ Is a very effective medium of self-expression and communication. It provides a number of media such as dance, drama, music, painting, sculpture, carving, puppetry, etc. for self-expression and communication with the world, and helps in developing self-confidence and self-worth in learners.

- ❖ Art classes may also encourage many students to take up this creative mode of self-expression as their profession in future life. For students with SEN, art education also acts as a healthy leisure activity. To gain access to these areas students may require alternative activities/opportunities, additional time, etc.

- **Health, Hygiene, Yoga, Sports and Physical Education**

These curricular components are important for students with SEN and improve the following:

- Personal health and physical development
- Movement concepts and motor skills
- Mental health including peace
- Relationships with other people

✓ Available research evidence also reveals that music, dance, and yogasans have a therapeutic effect on children with mental retardation, and have helped improve their attention and concentration.



*Tag By Andrea*

**Thank You**