

## **KEY Accommodating Instruction for an Individual with Special Needs**

**Scenario:** You have recently been hired as an assistant at the **Center for Youth with Disabilities**. It is important to you that your clients achieve and fulfill their highest potential. You will be working with an array of individuals with different special needs. Your supervisor has instructed you to complete the chart below with the appropriate information. A sample has been provided.

<b>Special need</b>	<b>Description</b>	<b>Concerns</b>	<b>Accommodations</b>	<b>Examples of technology available</b>
<b>Visual disability</b>	Individuals with visual impairments have vision problems even after corrective measures have been taken. They may be partially sighted or may be blind.	<ul style="list-style-type: none"> <li>• Children who are blind from birth or early infancy tend to progress slower in some areas.</li> <li>• Experiences are limited.</li> <li>• Development of concepts about the world is slower.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to make full use of any remaining vision.</li> <li>• Help children develop other senses fully.</li> <li>• Organize an environment so that it is easy to move around.</li> <li>• Translate what others learn through vision into one of their other senses.</li> </ul>	<ul style="list-style-type: none"> <li>• Assistive technology programs that run on off-the-shelf computers can speak the text on the screen or magnify the text in a word processor, web browser, e-mail program or other application.</li> </ul>
<b>Hearing disability</b>	Children with hearing impairments may be classified according to degree of hearing loss. Children who are hard of hearing will not be able to hear soft sounds, such as a whisper.	<ul style="list-style-type: none"> <li>• They may need to use a hearing aid.</li> <li>• Children who are classified as deaf are not easily able to hear spoken language, but they may be able to hear sounds like thunder.</li> <li>• Children who have hearing impairments have trouble with listening and</li> </ul>	<ul style="list-style-type: none"> <li>• These children need special training to learn communication skills.</li> <li>• Cooperate with each child's speech therapist. Learn how to speak for lip reading or master sign language. Be able to communicate with the child in his or her own way.</li> <li>• Encourage children to use as much of their remaining hearing as</li> </ul>	<ul style="list-style-type: none"> <li>• Assistive listening devices (ALDs) help amplify the sounds you want to hear, especially where there's a lot of background noise. ALDs can be used with a hearing aid or cochlear implant to help a wearer hear certain sounds better.</li> <li>• Augmentative and alternative communication (AAC) devices help people with communication</li> </ul>

		speaking skills.	<p>possible.</p> <ul style="list-style-type: none"> <li>• Face the children when speaking to them.</li> <li>• Use a natural tone of voice and avoid exaggerated lip movements.</li> </ul>	<p>disorders to express themselves. These devices can range from a simple picture board to a computer program that synthesizes speech from text.</p> <ul style="list-style-type: none"> <li>• Alerting devices connect to a doorbell, telephone, or alarm that emits a loud sound or blinking light to let someone with hearing loss know that an event is taking place.</li> </ul>
<b>Learning disability</b>	<p>A learning disability involves a disorder in understanding or using spoken or written language. A child with a learning disability may be unable to listen, think, speak, spell or do mathematical problems.</p>	<p>Help parents and teachers respond to learning difficulties in young children who may be at risk for learning disabilities as early as possible, beginning at age 3 or 4, before they experience school failure and before they are referred for formal evaluation and possible placement in special education.</p>	<p>The following strategies are suggestions for working with learning-disabled children:</p> <ul style="list-style-type: none"> <li>• behavior modification</li> <li>• multi-sensory training</li> <li>• task analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Certain assistive technology (AT) tools can help people who have difficulty processing and remembering spoken language. Such devices can be used in various settings (e.g., a class lecture, or a meeting with multiple speakers).</li> </ul>
<b>Physical disability</b>	<p>Physical disabilities limit physical movement or result in chronic health problems. These conditions include deformities in the spine, muscles, joints or bones. Missing or paralyzed limbs (arms and legs) also limit movement. Allergies, diabetes, epilepsy or</p>	<p>Since children learn through physical activity, physical limitations may affect other areas of development. The effect of the condition depends on the type of disability. A child with cerebral palsy, for example, may be unable to control muscle movement. This</p>	<ul style="list-style-type: none"> <li>• Arrange the environment to allow freedom of movement for the child. Remove the barriers.</li> <li>• Check the child's equipment frequently to be sure it is working and fitting properly.</li> <li>• Help the child learn self-help skills.</li> <li>• Encourage the child to be</li> </ul>	<ul style="list-style-type: none"> <li>• Mouth stick - a device that enables users to control input through a stick that they manipulate with their mouth.</li> <li>• Head wand - Head wands are very similar in function to mouth sticks, except in this case the stick is strapped to the head.</li> <li>• Single-switch access – for</li> </ul>

	congenital heart defects are examples of chronic health problems that may affect children.	may make speech and small muscle coordination difficult.	actively involved with the group.	people with very limited mobility. For instance, if a person can move only the head, a switch could be placed to the side of the head that would allow the person to click it with head movements. This clicking would then be interpreted using special software.
<b>Communication disorder</b>	A child has a communication disorder when he or she is unable to speak or understand spoken language. The condition may also be referred to as a speech impairment.	Articulation disorders are the most common type of speech impairment. If a child distorts substitutes or omits speech sounds mastered by most children the same age, an articulation problem may exist. The most common disorder of speech fluency is stuttering. Remember that normal preschool children do have a lack of fluency in their speech.	<ul style="list-style-type: none"> <li>• Accept and reinforce all attempts by the child to use speech.</li> <li>• Be a good speech model.</li> <li>• Be patient when listening. Give the child your full attention and plenty of time to speak.</li> <li>• Know where the child is in regard to learning language, and help the child move to the next level.</li> <li>• Provide activities and objects to increase the child's vocabulary.</li> </ul>	<p>Augmentative/Alternative Communication:</p> <p>Supports that allow a child who cannot speak, or whose speech is not understood by others, to communicate. This includes picture boards, voice output communication devices, communication software and computers.</p>
<b>Emotional/behavioral disorder</b>	Children who have unusual behavior regularly over a long period of time may have an emotional/behavioral disorder. Unusual behaviors are behaviors that are not appropriate for the child's age or cultural group. Experts have named many categories for behavioral	<ul style="list-style-type: none"> <li>• Inability to stay with a task or wait to be rewarded</li> <li>• Inappropriate attention-seeking behavior</li> <li>• Need for frequent intervention from adults</li> <li>• Ability to be easily frustrated</li> <li>• Excessive</li> </ul>	<p>Patience, self-confidence and good child guidance techniques are very important for caregivers of children with emotional/behavioral disorders. Some of the following guidelines may be used:</p> <ul style="list-style-type: none"> <li>• Establish and consistently apply classroom or group rules.</li> </ul>	Students with behavioral disorders may benefit from different types of assistive technology. Pagers may be used to send messages that remind students about behavior expectations as well as positive reinforcement messages. Also, a device called WatchMinder reminds students about behaviors so that they can self-monitor their behavior

	<p>disorders in children. The two major categories are hyperactive-aggressive and anxious-withdrawn.</p>	<p>dependence on adults and peer leaders</p> <ul style="list-style-type: none"> <li>• Fearfulness</li> <li>• Lack of self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Learn as much as possible about the child's strengths, needs and responses.</li> <li>• Learn to use effective guidance techniques for group management and for teaching appropriate behavior.</li> <li>• Plan and adjust surroundings to avoid encouraging inappropriate behavior.</li> </ul>	<p>throughout the day. Watchminder is worn like a wrist watch, but it has many special functions that help students with behavioral disorders throughout the day.</p>
<p><b>Gifted/talented</b></p>	<p>Children who have been identified as being gifted or talented also have special needs. Gifted/talented children show a potential for high achievement. Their talents may be in intellectual, creative, academic or leadership areas.</p>	<p>Gifted children are often advanced in several areas of development. They present a great challenge to child caregivers. These children need a stimulating environment planned for their special needs.</p>	<p>Some of the following guidelines may be useful:</p> <ul style="list-style-type: none"> <li>• Encourage interest the child shows in different areas. Serve as a resource person.</li> <li>• Help children develop observation skills and reasoning abilities.</li> <li>• Provide a rich and stimulating learning environment.</li> <li>• Provide opportunities for the children to take leadership roles within a group.</li> </ul>	<p>Research tools allow students to gather, synthesize and compare information. A good research tool provides students with access to informational databases, sources and educational media. For gifted students, a good research tool should provide access to information beyond that which is offered in course textbooks. Some examples of research technology include e-book readers, academic search engines and news databases.</p>