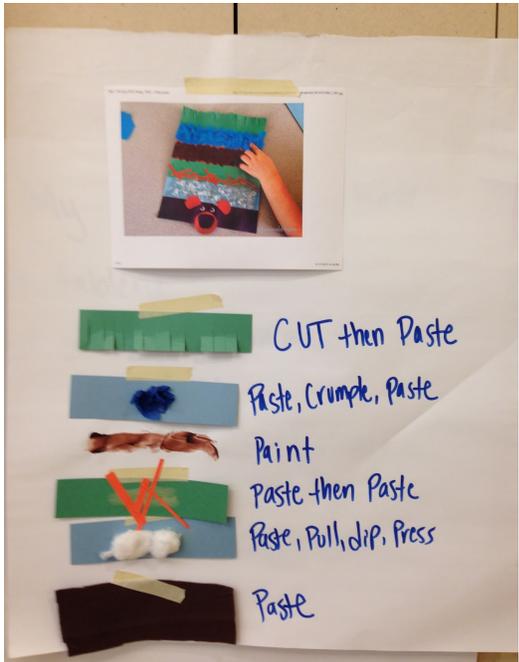
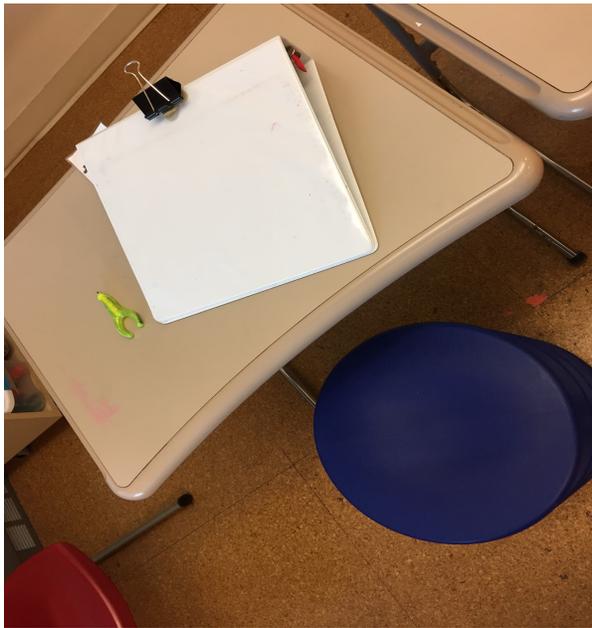


Adaptive Strategies for the Classroom

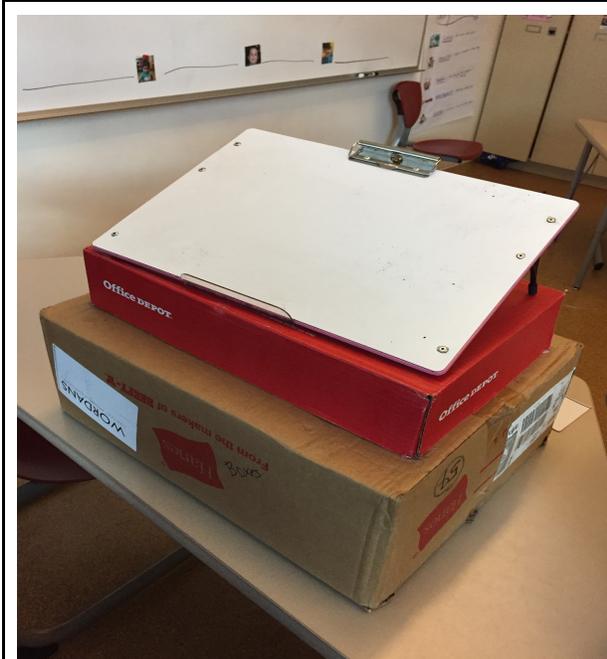
	<p>Visual instructions for projects with samples to show the class help students process the instructions. Multi-sensory projects help students stay engaged.</p>
	<p>Strapping a crayon, pencil, drumstick, etc. around a student's wrist can help them to hold the object without needing to grip.</p>



Training scissors require fewer motor skills and can be easier for students to use.



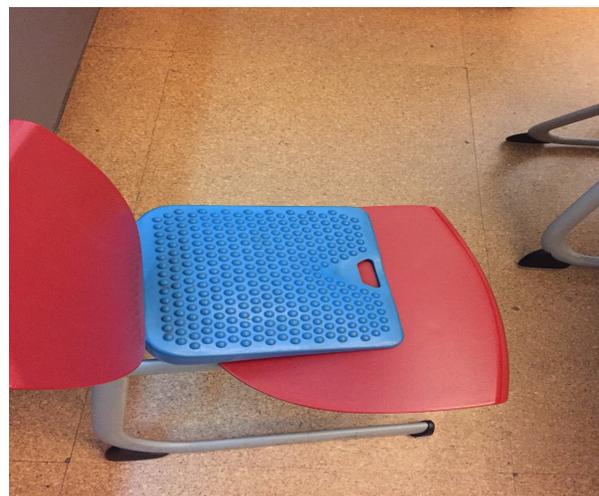
A binder can be used as a slant board. It helps with handwriting. Velcro a binder clip to keep papers in place.



Using boxes to make a standing desk is great for students who work better on their feet.



A push block allows students to do heavy work which helps to regulate their bodies. Taking a break to push the block (a box filled with paper or something heavy) can help a student focus. Walking up stairs or moving chairs or furniture can also provide a student with heavy work.



Helps students sit in a more active position and also can help with the wiggles.



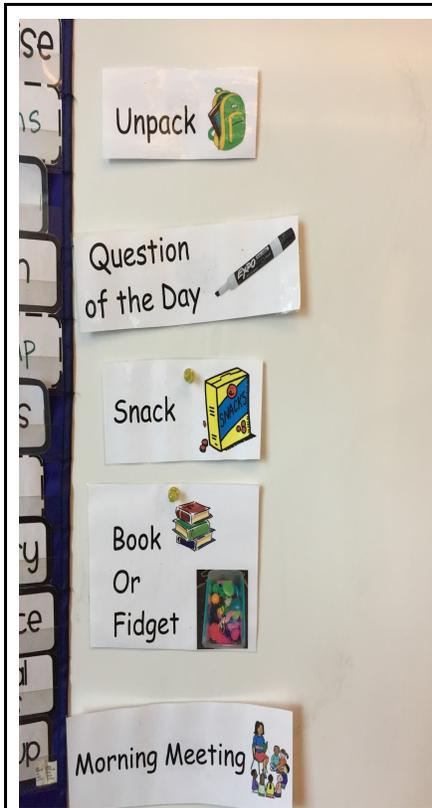
Pencil grips can help students write more comfortably.



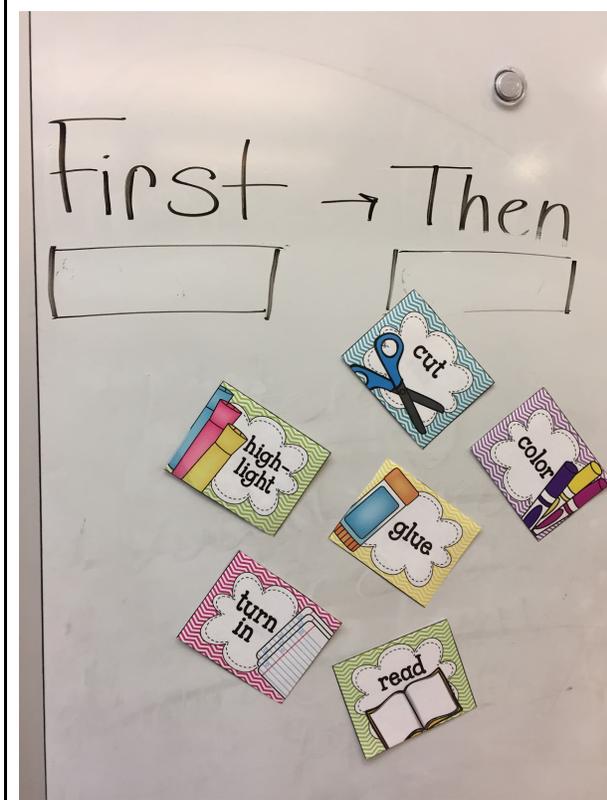
Noise cancelling headphones are highly recommend for students who are sensitive to sound.



Fidgets can give students something to do with their hands to help them focus, fulfilling a sensory need, or they can help calm students during transitions or free time.



A visual schedule or agenda helps students know what to expect.



Visuals supports provide multiple means of presenting information. Breaking instructions down into "First" and "Then" gives simple, two step directions that are clear and easy to follow.



Attaching a band to the bottom of a chair can help students keep their feet active and their bodies calm while sitting.



These rounded paintbrushes are easy to hold. This can also be created by using clay on the end of paintbrushes, pencils, crayons, etc.

Planning Cultural Partnerships for All Learners

Finding Partnerships:

- Look for school programs and access departments to book trips and discuss student needs
- Ask if they do group visits on days the museum is closed to the public for a quieter trip
- Check out this page for ideas: <https://www.nyc-arts.org/>

Communication

- Share your preferred method of communication
- Get in contact far in advance of the date you hope to attend
- Ask for pictures of the space
- Share student needs and what works in your program

Preparation

- Social Narratives: Use photos of the organization to describe what will happen on the visit (See an example from the Guggenheim Museum here: <https://www.guggenheim.org/group-info#schoolgroups>)
- Ask if there is a teacher guide or suggested activities to prepare
- Pre-visits - some organizations offer workshops before the visit

Flexibility

- Responsive to students needs but keep a clear plan on the trip
- Allow time for acclimation and exploration when you arrive

Documentation

- Take lots of photos, if you are allowed by the organization
- Helps with episodic memory
- Supports conversations at home

Multi-Sensory

- Visual supports and visual schedules
- Opportunities to touch and feel: If touching at the organization is off-limits you may want to bring a fidget or make something in class to bring like a touchboard





Additional Resources

Disability Basics Etiquette Tipsheet:

http://www.onestops.info/article.php?article_id=106&subcat_id=402

ADA Federal Government Homepage: <https://www.ada.gov/>

Universal Design for Learning Guidelines: <http://www.cast.org/our-work/about-udl.html#.Wns1cq6nHIU>

Inclusion Resources from Kids Included Together: <https://www.kit.org/what-we-do/inclusion-resources/>

The Kennedy Center's VSA Webinar Archive: <http://education.kennedy-center.org/education/vsa/resources/webinars.cfm#Archive>