

ADAPTATIONS



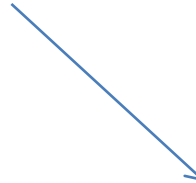
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Erasmus+

GO PRINCE
DEVELOPING GOOD PRACTICES: INCLUSIVE EDUCATION IN EARLY CHILDHOOD



Definition: What is Adaptation in Inclusive Settings?

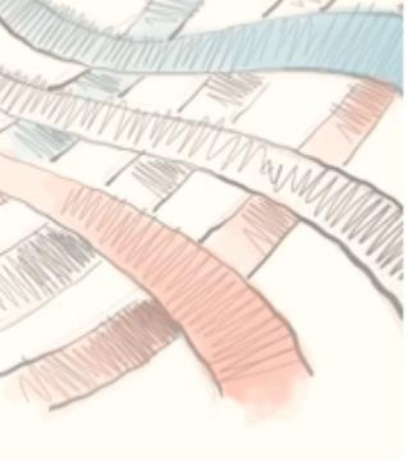
Adaptation can be defined as the process of adjusting or modifying

- materials
 - environment
 - interactions
 - or teaching methods
- to support the individual child.



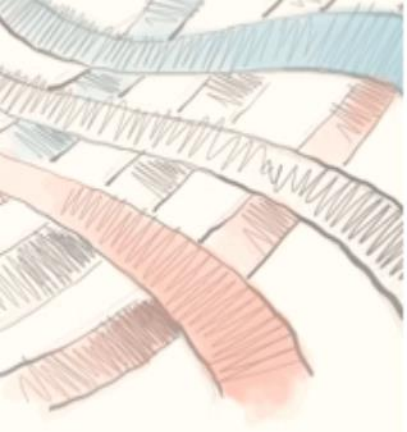
Definition: What is Adaptation in Inclusive Settings?

- Adaptations allow children with disabilities to participate in inclusive environments by compensating for their weaknesses.
- It is the umbrella term that includes both modifications and accommodations.



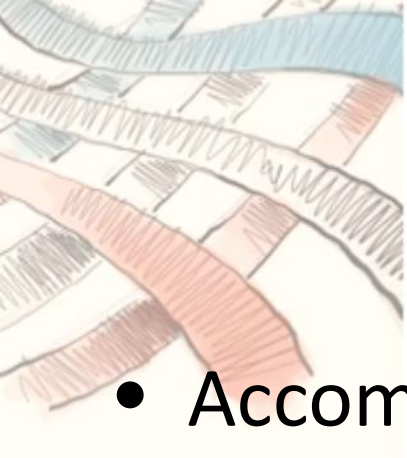
What are modification and accommodation?

- These terms are being used interchangeably.
- They serve as two different kinds of curricular adaptation.
- After assessing the child's abilities, the environment and identifying the goals and objectives, the team selects or creates them to address the needs.



Accommodation

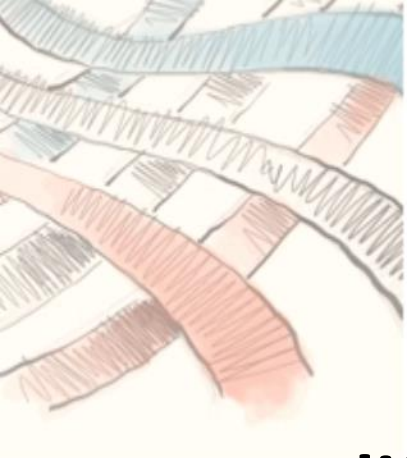
- **Accommodations** are changes in instruction that don't significantly change the content or conceptual difficulty level of the curriculum.
- Accommodations are the changes in not **WHAT** the child is learning but in **HOW** the child is learning.
- They aim to make the learning easier for the child.



Accommodation

- Accommodation may involve in presentation, response, setting or timing and scheduling

Examples: picture schedules, directions with pictures, hearing aids or sign language, special or adapted seating, using Braille, communication devices, additional time to complete the activity etc.



Modification

- **Modifications** are changes in instructional level, content/ curriculum, performance criteria or assignment structure- paper/pencil work.
- Modifications are not designed to move children to independent mastery of the standards.



Accommodation vs. Modification

- They serve as two different kinds of curricular adaptation.
- Accommodations DO NOT lower the expectations for what children are learning, however; modifications DO alter/change or lower expectations or standards.
- Both are continuous processes and are unique and specific to each situation.



Accommodation vs. Modification

- Accommodations provide equal access to learning and opportunity to demonstrate what is learned.
- Modifications provide meaningful and productive learning experiences based on individual needs and abilities.

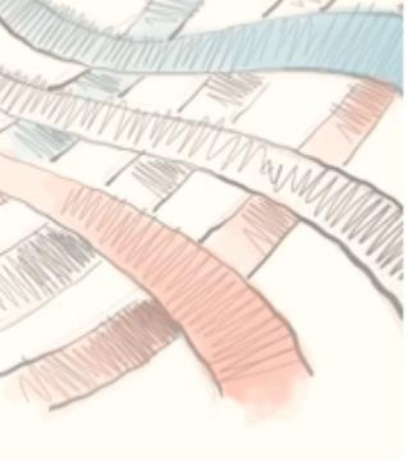


Why do we need adaptation in inclusive settings?



Why do we need adaptation in inclusive settings?

- They are related to children's most basic needs for health and safety, communication etc. (functional adaptations)
- They promote play, learning and accomplish individual goals and outcomes in order for child to engage with the learning environment.
- They promote socialization through the development of social skills and friendship.



What are the applications of adaptations in educational settings

How can I meet the needs of all these children?



What is UDL?





What is UDL (Universal Design for Learning) ?

- Each child has strength and weaknesses.
- The way people learn is as unique as their fingerprints.
- Curriculum needs to be redesigned from the start to meet this diversity.
- UDL is an approach to curriculum that minimizes the barriers but maximizes learning for all students.



3 Guiding Principles of UDL?

1. The What of Learning

recognition, representation

2. The How of Learning

skills, strategies, practices, organization

3. The Why of Learning

engagement, motivation, caring





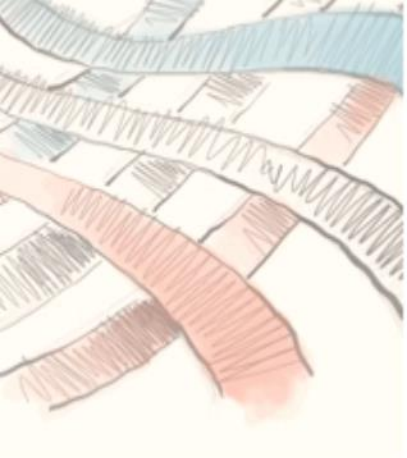
7 Educational Applications of UDL?

1. Equitable curriculum
2. Flexible curriculum
3. Simple and intuitive instruction
4. Multiple means of presentation
5. Success- oriented curriculum
6. Appropriate level of child effort
7. Appropriate environment for learning



3 Adaptations of UDL focusing on early childhood

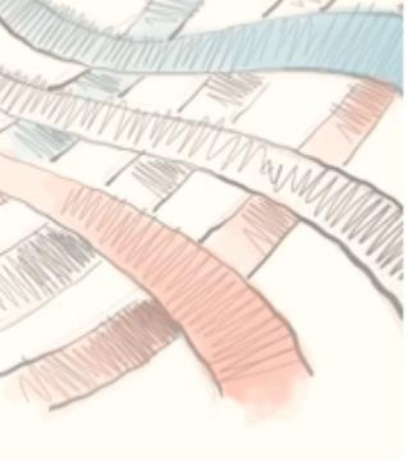
1. Learning differences occur at all levels so it is better to represent them as a continuum instead of in categories
2. Anticipate learning differences and design curriculum to meet all learners' needs rather than modifying a curriculum for some children.
3. Choose diverse and varied curriculum materials. Implement an open-ended curriculum.



- Diversity is the norm, not the exception, wherever individuals are gathered, including schools.
- UDL helps meet the challenge of diversity by suggesting flexible instructional materials, techniques and strategies to meet these various needs.
- This child-centered approach promotes the inclusion of all young children in the early childhood classroom.

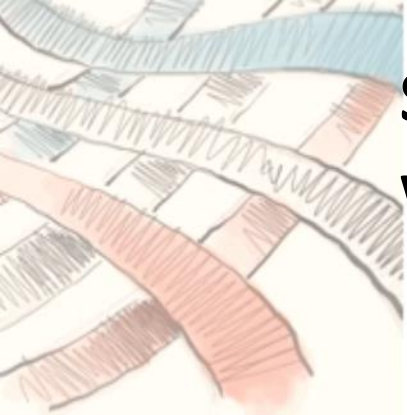


Any questions so far?



The Missing Boy





Situation 1: Here is a boy who lost his home way. He's alone, confused and startled.

Q1. Why do you think he is lost?

Q2. Where do you think he is right now?

Q3. How can he find the way back home?

Q4. What do you think his family is doing right now?

Q5. Do you think he rejoin his family? What happened when he rejoin his family?

Q6. Could you form a story about the missing boy and tell us the story?

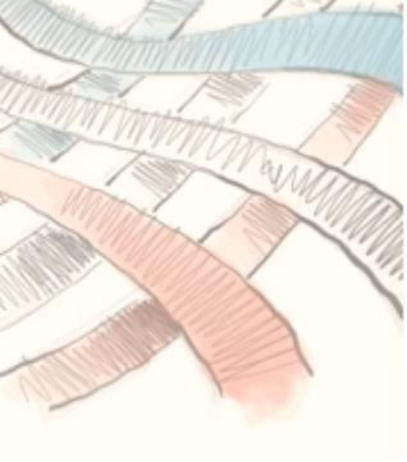


Abdurrahman's Case

- Movie

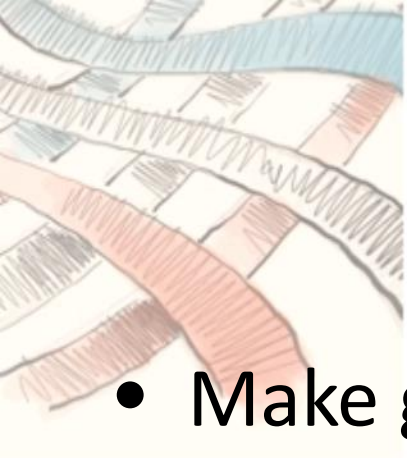


- **Situation 2: Suppose that ‘The missing boy’ Abdurrahman, is a student in your class. How could you adapt him to your class?**



GAME

Find your own way
in the adaptation forest!



- Make groups of 3-4 people
- Choose an object to move along the forest
- Roll the dice and move to answer the questions.
- You have 2 minutes to answer each question.
- The group who comes to the finish point first is the winner.