



ADAPTING REQUIREMENTS TO THE NEEDS AND CAPABILITIES OF STUDENTS - FOREIGN LANGUAGES

Individual development and educational needs of the student according to diagnostic areas	The scope of accommodation of educational requirements
Physical functioning (fine and gross motor skills, including the ability to move and move around in a school setting) and body awareness and self-care activities	<ul style="list-style-type: none"> - taking into account the student's motor limitations and slower work pace, - giving commands in a simpler form, - extended time for a given activity, -dividing tasks into stages and encouraging them to be completed in small steps, - adapting educational requirements and worksheets to the individual physical and motor capabilities of the student, -modifying motor tasks to suit the child's motor skills - applying acquired knowledge in practice, - naming performed activities, -recognizing efforts and small successes,
Sensory functioning (visual, auditory, sensory, smell,	<ul style="list-style-type: none"> -multi-sensory learning about content, -commands in a simple form.



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balance)	<ul style="list-style-type: none">-listening and understanding the teacher's statements; reacting to them verbally and non-verbally,-naming objects in the immediate environment,-understanding simple dialogues in picture stories and recordings,- gradation of difficulty,- adapting tasks and worksheets to the student's abilities,- adapting the pace of work to the student's psychophysical capabilities,- collective or individual repetition of difficult phrases and words,- motivating the student to complete each work and task to the end,
Communication functioning	<ul style="list-style-type: none">- commands in a simple form,- gradation of difficulty,-referring to everyday life situations,-using basic greeting and farewell formulas and phrases and expressions used in everyday life,-asking questions and giving answers using learned vocabulary,- increasing the amount of time allocated for oral expression,- paying attention to the correct pronunciation of words by the student,- not asking a shy child in front of the class, if necessary, informing the student in advance that he will answer in the next lesson,- enabling the student to choose the form of testing the acquired knowledge through oral or written statements,
Cognitive skills (attention, perception, memory, thinking)	<ul style="list-style-type: none">- conveying content using specifics,- commands in a simple form,- setting specific goals and actions for the student,- extended working time,

	<ul style="list-style-type: none"> - adapting tasks to the student's abilities, - extension of working time, - systematic repetition and consolidation of content introduced during teaching classes, - memorizing short poems, songs from the children's repertoire and tongue twisters in order to consolidate new words, - use of various teaching aids (illustrations, recordings, games, puzzles, etc.)
<p>Educational skills (reading, writing, arithmetic, acquiring knowledge, understanding content, solving problems, using knowledge in practice)</p>	<p>Speaking:</p> <ul style="list-style-type: none"> - increasing the amount of time allocated for oral expression; - preparing a plan for longer forms of expression; - implementation of starting and ending statements; - not calling the student to speak immediately, not telling the student that he will be asked a question (during a break or at the beginning of the lesson) - polite and friendly discussion of peers' recitations and statements; <p>Writing:</p> <ul style="list-style-type: none"> - introducing the student to attentive, shapely, legible, careful writing and effective work; - enabling the student to do homework using a computer; - allocating more time for copying from the board or from a book; - not disqualifying works written illegibly, reading the written work by the student if the teacher is unable to do so; - creating patterns of various forms of expression in case of difficulties in editing them; - enriching the student's vocabulary by writing a short paper on any or specific topic; - specifying the topic; - creating and using thematic dictionaries in written work; - supporting the student during writing by preparing and providing the student with a framework or detailed plan; - not discussing mistakes made by the student in the class forum;



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- joint editing of commercial documents such as;
 - providing help and support in building a written statement, guiding with auxiliary questions;
 - checking whether the student has finished the lesson notes, shortening the record if necessary;
 - regular exercises to consolidate the rules of correct writing according to the materials provided;
 - instilling the habit of self-control of writing and working with a spelling dictionary;
 - indicating the types of mistakes made by the student, as well as determining with him how to correct them;
 - writing from memory, texts with gaps and by ear in order to consolidate correct spelling;
 - preparation for writing a dictation by providing more difficult words and even selected sentences that appear in it;
 - more frequent checking of school notebooks, worksheets and exercises;
 - clarification of all spelling doubts, permission to use a dictaphone when taking notes from lessons;
 - more lenient assessment of written works due to the errors made and the graphic level of the writing;
- Reading:**
- division of longer texts into smaller parts;
 - checking understanding of the content of tasks and instructions and providing appropriate assistance in case of problems;
 - avoiding asking questions about reading aloud in the class forum or allowing the child to prepare for a given text in advance;
 - giving more time to read texts of commands and instructions, especially during independent work or tests, and, if necessary, helping in reading them;
 - allowing the student to choose how to read the text silently or aloud;
 - not rushing the student, avoiding reading on time, not prompting others (the student needs more time to analyze and synthesize the text being read, he should do this activity at an individual pace);
 - introducing the child to thorough text analysis by: searching the text for fragments that answer a question, completing sentences in accordance with the information provided;



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	<ul style="list-style-type: none">- taking into account difficulties in understanding the content, especially when working independently with the text- dividing the material into smaller parts to make it easier to remember and reproduce the text;- extending the time allocated to the analysis and synthesis of written or read text; <p>Reaching for the following solutions:</p> <ul style="list-style-type: none">- worksheets adapted to the child's motor skills and taking into account his or her disability,- commands in a simple form,- motivating to work independently,-referring to everyday life situations,- adapting the pace of work to the student's psychophysical capabilities,-systematic repetition and consolidation of learned content,-using various forms to encourage reading: reading collectively, in rows, in pairs,- tracing, copying words and sentences,-encouraging the student to create their own dictionary with difficult words and phrases,
Emotional development, identification and expression of emotions and social functioning, peer relationships with adults, understanding and observing social norms	<ul style="list-style-type: none">- establishing friendly emotional contact with the child,- maintaining constant contact with parents,-motivating the student by using positive reinforcement, praise and kind words,- emphasizing even small successes,- referring to everyday situations,- providing the student with conditions to participate in group exercise classes,- establishing clear rules to follow,- setting specific goals and actions for the student,-involving the student in team games and group activities,-shaping positive attitudes,



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Student's functioning in social life	<ul style="list-style-type: none">- encouraging and involving the student in team games and group activities,- introducing the student to school celebrations and competitions,- recognizing efforts and small successes,- encouraging, enlivening, helping to overcome problems,- exercises in observing social norms, respect for others and mutual tolerance and acceptance,- exercises in recognizing and defining feelings and dealing with your own feelings,- appreciating effort and rewarding for the effort put into overcoming difficulties,
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