



ADAPTING REQUIREMENTS TO THE NEEDS AND ABILITIES OF STUDENTS – HUMANITIES

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 motor limitations and slower work pace; - worksheets adapted to the child's motor skills and taking into account his or her disability (reducing the number, scope and degree of difficulty); - use of specialized accessories and aids, e.g. pencil covers, pens; - extending the time spent working on a given activity; - adjusting the seating position in the classroom; - taking into account motor limitations in movement; - allowing hyperactive children to take their initiative under the supervision of a supporting teacher; - in the case of a dysgraphic child, enabling writing in capital letters, in disconnected letters (without combining letters); - not exempting the student from performing activities during classes.
	Visual:

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**Sensory functioning
(visual, auditory,
sensory, smell,
balance)**

- adjusting the light intensity to the student's needs;
- eliminating, as far as possible, unnecessary equipment from the room that has a significant impact; distracts the child's visual attention;
- using subdued colors in the room furnishings whenever possible;
- limiting the number of aids used during teaching classes to a minimum;
- increasing the image format and font on the worksheets;
- presentation of teaching aids at the appropriate distance and height adapted to the student's abilities;
- ensuring that the student had the opportunity to read the demonstration material;
- seating the student close to the teacher in order to increase the student's concentration and reduce the number of distracting stimuli, increase the teacher's direct control, and reduce the number of errors when copying from the board;

Auditory:

- making sure that the student heard and understood the instruction correctly;
- giving commands in a simpler language form, using gestures;
- establishing a conventional sign in the event of not understanding or hearing an order, e.g. a gesture, graphic sign, etc.
- facing the student;
- not moving during oral communication;
- speaking naturally and clearly;
- directing the student's attention at important moments of the lesson through verbal prompts, etc.;
- eliminating noise in the room and sounds from outside, e.g. closing the window;
- adjusting the music intensity to the student's auditory perception capabilities, e.g. in case of hearing hypersensitivity
- quiet sounds;
- use of only one type of instrument during the lesson;
- the teacher should choose shoes with a "quiet" sole during the lesson (e.g. clicking heels can be very irritating for a child with psychomotor hyperactivity disorder)

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	<p>Sensory:</p> <ul style="list-style-type: none">- using anti-stress toys to reduce tension;- setting the appropriate temperature in the room;- sitting the child alone in a desk (if the student is hypersensitive to touch, he or she is subconsciously afraid that he or she could be touched by someone and this is a source of unpleasant tension);- using various plastic materials in selected lessons;- enabling touching teaching aids during selected lessons. <p>Smell:</p> <ul style="list-style-type: none">- the use of perfumes or deodorants in moderation by teachers who have contact with children; <p>Balance:</p> <ul style="list-style-type: none">- accompanying an adult while moving;
Communication functioning	<ul style="list-style-type: none">- directing instructions directly to the child- briefly and specifically;- helping in the selection of vocabulary during oral presentations, guiding with auxiliary questions;- increasing the amount of time allocated for oral expression;- not rushing during oral speech, leaving a short time for reflection, discreet direction;- maintaining eye contact with the child while formulating clear and short messages;- repeating instructions and making sure the child understands their content;- standardizing the way of communication, both at home and at school.
Cognitive skills (attention, perception,	<p>Attention:</p> <ul style="list-style-type: none">- Making individual contact with the child to check the level of concentration, especially when performing a task

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<p>memory, thinking)</p>	<p>independently.</p> <ul style="list-style-type: none">-Following three rules:<ol style="list-style-type: none">1. Regularity (acting in a set rhythm, avoiding sudden and radical changes);2. Routines (performing specific activities in a fixed pattern);3. Repetition (continuous repetitions).-Consistent enforcement of established rules.-Sitting the child in a place conducive to concentration (away from the window and door), close to the teacher.-Deprive the workplace of any distracting stimuli (on the bench there should only be utensils, tools and aids necessary to perform a given task).-Transferring content in specific terms, taking into account short-term concentration.-Feeding visually attractive material in smaller batches.-Repeating the content of a task or command, providing additional explanations in case of distraction. <p><i>Memory:</i></p> <ul style="list-style-type: none">-Dividing material that is difficult to learn or difficult to remember into smaller parts;- Increasing the amount of time devoted to mastering the given memory material, e.g. names of days of the week, months, learning the multiplication table, etc.;-Stimulating visual memory through memory games, colorful boards and blackboards;-Using conventional ways of remembering;- providing and absorbing all information not in one way, but in different ways, for example by reading aloud;- preparing written instructions for tasks; <p><i>Thinking:</i></p> <ul style="list-style-type: none">-Simplifying instructions and commands as needed;-Approaching the student while working independently, discreetly providing help and explanations if necessary;-Making sure that the instructions have been properly understood, providing additional explanations if necessary, repeating them while working (individually or in a task group) with the exercise book and worksheets, and while writing tests and quizzes;- Multiple translations of more difficult parts of the material, supplemented by checking the level of its
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	<p>understanding;</p> <ul style="list-style-type: none"> -Providing support, guidance and advice in the event of difficulties for the student by asking questions aimed at solving the problem; - Evaluating the line of reasoning, even if the final effect was incorrect (which may result, for example, from calculation errors); -Due to the student's hearing loss, using visual aids and a blackboard (including writing down a new topic, new and more important words related to the topic, dates in history lessons) to help the child understand the new topic; -When speaking to the entire group, the teacher should stand near the child, facing him or her, which will make it easier for him or her to understand the statement; - Providing the student with additional explanations, rephrasing the command, using simple, familiar vocabulary; -Setting a specific goal, dividing complex sentences into smaller steps; - implementation of attentive, solid work;
<p>Educational skills (reading, writing, arithmetic, acquiring knowledge, understanding content, solving problems, using knowledge in practice)</p>	<p><i>Polish language:</i></p> <p>Speech:</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 the computer (especially extensive work - essays, reports); - enabling written work to be completed in the form of a computer printout; - allocating more time for copying from the board or from a book;

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- 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;
- editing the learned forms of expression in accordance with compositional principles, using paragraphs;
- enriching the student's vocabulary by writing a short paper on any or specific topic;
- specifying the topic;
- enabling the student to choose the form of written work during control work (e.g. description/story/detailed plan/framework plan)
- creating and using thematic dictionaries in written work;
- supporting the student when writing stories or descriptions by preparing and providing the student with a framework or detailed plan;
- not discussing mistakes made by the student in the class forum;
- joint editing of commercial letters such as: letters, announcements, invitations;
- 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;
- periodically easing the grading of written work due to the above-mentioned errors and extending the time spent working on reading and written texts during the lesson, in order to encourage the child to write carefully and work not so much faster, but more thoroughly;
- 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;
- enabling the student to write dictation at a slower pace;
- 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;
- writing dictations with gaps

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Reading:

- division of longer literary works into smaller parts;
- limiting the reading of extensive readings to chapters that are important due to the topic discussed;
- taking into account difficulties in understanding the content, especially when working with the text independently, giving more time, instructing or recommending reading the text earlier at home;
- 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);
- spreading out school readings or other studies during reading time;
- allowing the student to use recorded school readings (audiobooks);
- 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;
- reading with division into roles, which requires separating the statements of individual characters, narratives and dialogues;
- 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;

History:

- use of teaching aids, for example illustrations, maps, source texts, diagrams, charts, timelines, reproductions of images related to historical events and the like;

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- not asking the child to answer a historical map without warning;
- taking into account difficulties with remembering concepts, names, dates, historical events;
- support, giving more time to remember names, terms, discreet guidance;
- making short notes from the lesson;
- systematic and cyclical repetition and consolidation of new material;
- permission to replace Roman numbers with Arabic ones;
- introduction of drama elements, interview simulations;
- providing oral questions or written instructions, material to be learned at home;
- helping in the selection of vocabulary during oral presentations, guiding through auxiliary questions;
- shortening learning texts for the student by pointing out the most important information to be learned (marking in the textbook, circling important fragments with a marker or giving the student a short note);
- creating a friendly atmosphere that encourages the student to answer;
- questioning fragments of previously discussed material;
- providing a set of questions from a specific section of history that will be included in the test;
- not calling for answers without notice, especially from distant parts of the material;
- extending the time for oral statements;
- helping in the selection of vocabulary during oral presentations, guiding with auxiliary questions;
- keeping a calendar of historical events by the student;
- not giving the child too long texts to read;
- directing the child before silent reading by providing a set of questions in advance;
- discreetly supporting the child by approaching him and reading instructions that are incomprehensible to him due to the focus on the technical side of reading;
- increasing the amount of time allocated to completing written work;
- enabling the student to choose the form of checking his knowledge by changing the written form to the oral one;
- enabling the student to complete the written work orally due to the very slow pace of writing;
- the teacher writing down short notes from the lesson;

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Civics

- translating more difficult parts of the material several times, supplemented by checking the level of understanding;
- helping, supporting, providing additional instructions, guiding, showing by example;
- writing down a few basic questions that the student should find answers to while reading the material (when asking questions, asking for answers);
- limiting the number of notes you need to write down yourself;
- limiting reading and writing texts during the lesson to necessary notes that are not included in the textbook;
- providing the student with a ready-made note to paste in the notebook;
- breaking down tasks into smaller units;
- increasing the number of repetitions and consolidation of newly introduced material;
- extending the time spent working with written and read texts;
- giving more time to read verbal commands and perform tasks both during lessons and during supervision work;
- extension of the time limit for all written work;
- adjusting the pace of work (more time for oral answers and written tasks, providing support in the form of guidance, tips, taking frequent breaks for short relaxation, etc.);- frequent approaching to the student during independent work in order to provide additional help and explanations;
- discreet support during oral answers, giving more time to recall names and terms from memory;
- leaving more time to prepare for the given material (dividing it into small parts, setting time for remembering and asking questions);
- discussing small parts of material with a lower degree of difficulty (lowering the requirements cannot go below the core curriculum);
- formulating short and precise commands;
- asking additional guiding questions, helping to organize messages and draw conclusions;
- permission to finish some of the work done during the lesson at home;
- in case of difficulties in reading the entry – oral questioning;
- using a lot of positive reinforcement (rewards, praise);
- using multiple choice tests, unfinished sentences, and texts with gaps during written tests, so that the student

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concentrates on the controlled topic and not on the correctness of writing;

Music:

- not forcing the student to sing or perform exercises that are difficult for the student;
- avoiding individual singing of a student with impaired musical hearing in the class;
- enabling the student to sing: in a duet, trio, quartet, choir;
- asking the student about the knowledge of the song's lyrics;
- allowing the use of songbooks, patterns, and sheet music;
- synchronizing movement with music using exercises to improve the sense of rhythm: clapping, tapping the rhythm, playing percussion instruments;
- introducing songs combined with dance, gestures, and movement games;
- taking part in competition only where the student has a chance to prove himself;

Arts:

Graphomotor efficiency:

- using various exercises to improve artistic activity (gross and fine motor skills, fine movements of the wrist, hand and fingers);
- coloring contour drawings with crayons;

Artistic activities:

- suggesting the topic of art work;
- approaching the student, directing action;
- not criticizing the student, his slow pace of work, awkwardness of movements;
- before making art works, discussing with the student the order in which individual elements of the drawing are made;
- encouraging people to finish started drawings;
- not exempting the student from performing activities during classes;

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- focusing on recognizing differences and similarities in shapes, colors and textures when performing work;
- focusing on the student's strengths, appreciating the actual work and effort put into the implementation of assigned tasks;

When assessing, pay attention to:

- arranging elements on the card and maintaining proportions;
- ability to use the acquired art techniques in practice;
- using utensils and tools;
- care, aesthetics, completing the work, originality;
- maintaining order at the workplace;
- demonstrating theoretical knowledge;
- the student's attitude towards the subject, his willingness, effort;
- preparing necessary and helpful materials for classes;
- non-criticism, formative assessment for each work performed or completed

Religion/Ethics:

- avoiding prompting for answers, warning the student (during the break or at the beginning of the lesson) that he will be asked a question today;
- discreet support during oral answers, giving more time to recall previously learned information, retrieving names and terms from memory;
- approaching the student during independent work, providing help, explanations, and motivating him to make effort and complete the task if necessary;
- giving commands in a simpler form;
- using oral statements - questioning material in sections;
- showing patience with answers, providing guidance, asking supporting questions;
- paying attention to ensure that the text the child works with is not too second-class;
- translation of written and oral instructions;

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	<ul style="list-style-type: none">- using clear questions;- avoiding asking questions at the board;- using multiple choice tests, unfinished sentences, and texts with gaps during tests;- adapting the pace of work and the amount of assigned material to the student's abilities;- using positive reinforcement to increase the student's self-esteem and belief in their own abilities;
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">- creating an atmosphere of kindness and safety;- mobilizing effort and completing the task;- regular praise for activity or well-performed exercises;- providing mental support and help in overcoming difficulties, in the form of: *guidance, tips, cheering, encouragement; * increasing motivation to learn, self-esteem and belief in one's own abilities and skills;- recognizing and rewarding not only the student's obvious educational successes, but also minor achievements, activity and effort put into completing tasks in class and at home;- ensuring that the student is active both during the lesson and when doing homework;- applying systematic, ongoing, continuous control of work and enforcing the student's obligations;- using verbal and written reinforcements and praise, contracts;- assessing activity and independence during the lesson;- arranging situations that give the student a chance to achieve success, basing on the child's strengths, emphasizing them in the class;- assessing knowledge and effort put into mastering the material, increasing emphasis on oral statements, not criticizing, not negatively assessing in the class forum;- frequent strengthening and taking care of proper relationships between students and peers

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