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# Teaching Strategies to Promote Inclusion

Promoting a new perspective on disability  
Voir au-delà du handicap



**ACTIVE  
LIVING  
ALLIANCE**

FOR CANADIANS  
WITH A DISABILITY

**ALLIANCE  
DE VIE  
ACTIVE**

POUR LES CANADIENS/  
CANADIENNES AYANT  
UN HANDICAP



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# Overview of Teaching Strategies

Learn about the participant as a person and their range of abilities.

Reduce new skills down to their smallest component.  
Slow and easy wins the race.

Create training that encourages cooperation and not competition.

Create an environment in which the participant feels safe and confident.

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# Consider Your Words and Actions

## Keep in Mind:

1. A person with a disability is a person first
2. Pity and/or guilt does not emphasize strengths
3. People with disabilities who achieve are human: not superhuman
4. Disabilities occur along a spectrum

*ALA Moving to Inclusion Presentation, 2006*

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# Inclusion Characteristics

- Involves all participants
- Has a range of activities and supports
- Is based on the needs and interests of the participant
- Aims for acceptance, success and fun for all participants
- Step by step process

*ALA Moving to Inclusion Presentation, 2006*

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# Making Modifications

Only modify:

- When necessary
- To the extent necessary
- Without jeopardizing the integrity of the activity

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# Change the Activity Elements

- **Participants** - participant groupings; participant's role in the activity; methods of locomotion to be utilized
- **Activity** - rules; skills; methods of scoring; timing aspects; nature of the activity
- **Equipment** – grip, texture, color, size to support the participation of everyone
- **Environment** - organizational aspects; any aspect related to space and distance; site selection such as surface of playing area
- **Methods of instruction**

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# Nine Types of Adaptations

- Size
- Level of Support
- Difficulty
- Participation
- Substitute Curriculum
- Time
- Input
- Output
- Alternate

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## Size

- Adapt the number of items the learner is expected to learn or complete
- **Example:**  
Reduce # of terms or definitions a learner must learn at any one time



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# Time

- Adapt the allotted time and allow for learning, task completion or testing
- **Example:**  
Develop an individual schedule dependent on pace of student



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# Level of Support

- Increase the amount of personal assistance with a specific learner
- **Example:**  
Assign Peer Tutors where needed



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# Input

- Adapt the way instruction is delivered to the participant.
- **Example:**  
Use different visual aids, hands-on activities and place participants in peer groups.



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# Difficulty

- Adapt the skill level, equipment or the rules on how the learner may approach the activity.

## **Example:**

- Simplify task directions and change rules to accommodate students.



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# Output

- Adapt how a participant can respond to instructions.
- **Example:**  
Understand the best method of communication with each person.



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# Participation

- Adapt the extent to which a learner is actively involved in the task.
- **Example:**  
Have the participant suggest methods to include them.



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# Alternate

- Adapt the goals or outcome expectations while using the same materials



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# Substitute Curriculum

- Provide different instructions and materials to meet a participant's individual needs and goals



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# Thank You

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