**Modifications for Inclusion**

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| **Domains of Learning** | **Example of a Disability** | **Specific Adjustment** | **How the Adjustment Will Help Aid the Student** |
| Cognitive | Traumatic Brain Injury*(NDCCD, n.d.)**(Plymouth State University - PASS Technologies, n.d.)*  | A Detailed Daily Agenda & Lecture Outline | * To assist with short term memory
* The student will have a detailed agenda and lecture outline
	+ To be referred to if he or she has lost his or her place
 |
| Note Card Key Ring | * Used when the student has become fidgety or unfocused
* The key ring will allow for:
	+ Non-distractive way to move his or her hands
	+ Keep the mind focused on material related to the unit
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| Alternative Assessments | * For written tests, students with TBI will be given a test in which the questions are direct and brief in order to minimize confusion.
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| **Kurzweil 3000 & Dragon Naturally Speaking** | * Kurzweil software will allow the student to transform his or her readings into a recording that he or she can follow along
* Dragon software turns spoken word into written text for the student
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| **Domains of Learning** | **Example of a Disability** | **Specific Adjustment** | **How the Adjustment Will Help Aid the Student** |
| Affective | Asperger’s Syndrome*(Attwood, n.d.)* | Word Maps | * The student will continue his or her trend of focusing on the specific details of a topic, but will then form the “bigger picture”, that the student is typically unable to comprehend, once the word map is completed.
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| “Express Me” Cards | * Students with Asperger’s have a difficult time expressing his or her emotions
* This worksheet gives the student a chance to write down his or her emotions during the course of the class
* It will ask the student:
	+ What is he or she had felt, when was it felt, and why he or she felt that way
* After class it will give the student, teacher, and Para-professional a chance to work together
 |
| Additional Private Workspace | * In a separate section of the classroom
* A quite place of solitude in which the student may work in if he or she feels overwhelmed or distracted
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| “Funny Bone Book” | * A small book of jokes to be used to relieve moments of anxiety and distress.
* Added section to record personal jokes
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| **Domains of Learning** | **Example of a Disability** | **Specific Adjustment** | **How the Adjustment Will Help Aid the Student** |
| Psychomotor | Low Vision Ability*(Jordy, n.d.)**(NDCCD, n.d.)**(Perspectives and Resources, n.d.)* | Personal Recording Device & Textbook on Tape | * To hear lecture and class discussion over again in the home
* Will allow the student pick up any missed notes and the ability to adjust any notes already taken
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| Large and Specific Colored Cue Cards with Brail | * Matches the cue cards that the classmates will receive/make
* The cue cards are large, have the proper color scheme, and are brail accessible
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| Jordyâ system | * Is a visual aid device
* Worn like glasses
* Allows the student to see distances around the room
* It can transform into a CCTV Desktop for work that requires writing and reading materials
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| Materials in Brail | * The student to be able to rely on their tactile senses and gain the same knowledge without the strain on his or her eyes
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