**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 |
| 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. |
| **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. |
| “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 |
| “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 |
| 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 |
| 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 |
| 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 |