



Making Your Class Special Needs Friendly

SPECIAL NEEDS FRIENDLY ACTIVITIES

Look for the Special Needs Friendly icon to identify activities that work well for all kids, including those with special needs. Additional helps and some activity adaptations for teaching kids with special needs can be found on the *Resources* CD and at www.heartshaper.com.

The image shows a 'Sensory Inventory Form' with a red and white header. It includes a section for the child's name, a question about their favorite activities, and two columns of activities with checkboxes. The first column lists activities like 'Listening to stories', 'Watching TV', 'Reading', 'Drawing', 'Playing board games', 'Listening to music', 'Watching videos', 'Playing with blocks', 'Playing with clay', 'Playing with Legos', 'Playing with cars', 'Playing with dolls', 'Playing with stuffed animals', 'Playing with puppets', 'Playing with puppets', 'Playing with puppets', 'Playing with puppets', 'Playing with puppets'. The second column lists activities like 'Listening to stories', 'Watching TV', 'Reading', 'Drawing', 'Playing board games', 'Listening to music', 'Watching videos', 'Playing with blocks', 'Playing with clay', 'Playing with Legos', 'Playing with cars', 'Playing with dolls', 'Playing with stuffed animals', 'Playing with puppets', 'Playing with puppets', 'Playing with puppets, etc.'. There is also a section for 'Please check activities your child enjoys:' and 'Which of the following activities would your child find unpleasant:'. At the bottom, there is a section for 'Please share anything else you think would help us provide the best environment for your child.' and a footer with 'HeartShaper® Curriculum' and 'Permission is granted to reproduce this page for ministry purposes only—not for resale.'

SENSORY SENSITIVE TEACHING

Because most curriculums are written with a multi-sensory approach, it is easy to see why students with special needs might react in certain ways to some elements of our teaching environments. When we develop eyes, ears, and hearts that view the classroom environment through a sensory lens, we are more easily able to minister to a person who is held prisoner by his or her nervous system.

Becoming a sensory detective is easier than you might think. A simple set of questions will reveal all the information you need to understand the student's perspective neurologically. Use a simple **Sensory Inventory Form** to detect a kid's sensory needs. (See the form provided in the *Resources* CD Special Needs Helps folder.) Ask parents or caregivers to fill out the form. Then use the **Sensory Inventory Form Key** to help you get a feel for the abilities and preferences of every kid in your care.

TRAINING FOR MEETING THE NEEDS

Teachers often get the impression that teaching students with special needs is a highly specialized task which requires a teacher or volunteer to be trained and prepared for every potential eventuality. In reality, are we really prepared for every eventuality when we teach and work with typically-developing kids? Of course not! We simply get to know the kids in our care and their individual needs. An approach that emphasizes getting to know a student's strengths and weaknesses is much less intimidating than trying to wrap our minds around scientific diagnostic criteria for certain disabilities.

Understanding someone's strengths as well as one's limitations is an approach called the Friendship Model. When we become friends, we learn about the other person as we get to know that person. Having the Sensory Inventory Form completed by parents or caregivers is one way you learn the kinds of things a kid avoids because those things are unpleasant.

The Friendship Model approach is often comforting to the parent or caregiver of a kid with special needs. Without labeling a kid or predetermining the kid's ability to participate, you are acquiring information that will enable you to get to know this person and his or her learning needs.

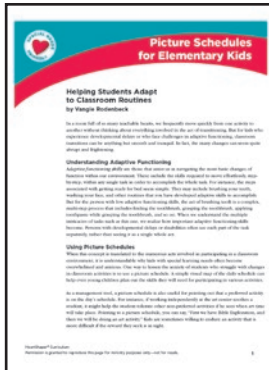


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WHAT IS A BUDDY?

All kids can join the adventure of discovering God’s love if they have friends to help with their areas of weakness. The Friendship Model encourages that each special needs student has a Buddy who can be that extra help.

One boy with autism reported about the Buddy program at his church, “I can do it if my Buddy *tries with me*.” This is the spirit of a Buddy—someone who is willing to try alongside a person with developmental delays or disabilities in order to help that person succeed.



Help a Buddy get to know the student’s strengths and weaknesses by making the Sensory Inventory Form available ahead of class time. Then have the Buddy accompany the kid with special needs to activities alongside their typically functioning peers, helping the person to participate and feel like a part of the group.

If a student with special needs becomes overwhelmed, the Buddy can provide a sensory time out, participating with the student in a one-on-one activity. Buddies can keep a picture schedule available, helping the person know ahead of time what the activity choices will be and which activity will come next. Knowing what comes next can reduce a lot of anxiety. (See the **Picture Schedules for Elementary Kids** file provided in the *Resources CD Special Needs Helps* folder.)