



Kids Included Together

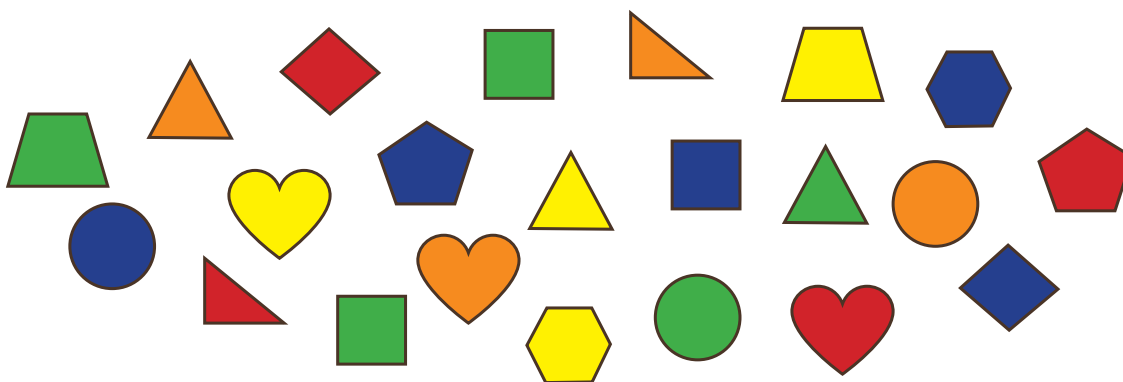
Disability Accommodations

This Tip Sheet is intended as a resource for Program Leaders and Program Staff to offer suggested accommodations for children and youth with specific disabilities. It is important to note that these suggestions may not work for all children with these diagnoses – **please make accommodations on an individual basis.**



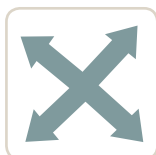
Before you attempt an accommodation listed in this Tip Sheet, remember that **ALL children are individuals**, including those with disabilities. The same accommodation may not work for two children with the same diagnosis.

Imagine the shapes below represent the children and youth in your program. The green shapes are children with autism. Among the green shapes, you have squares and triangles and circles. An accommodation that worked for a green triangle may not work for a green circle.



Developmental Disabilities

Give extra time if needed for personal care routines, completing activities, or transitions.



To give directions or demonstration:

- Keep it simple, organized, and sequenced.
- Speak clearly and slowly.
- Stay in the child/youth's visual field.
- Break down activities into manageable and learnable steps.
- Be consistent.




When Offering Assistance:

- Activities requiring fine or gross motor skills may require extra assistance - always ask before assuming someone needs help.
- Encourage peers to learn how best to assist children with disabilities.

Visual Impairments



- Understand exactly what the child/youth's impairment is, they can vary greatly.
- Assure the child's physical safety at all times.
- Use sighted-guide techniques. 
- Work with the youth to train peers how to safely assist.
- Encourage the child to learn through hands-on activities.
- Borrow or purchase adapted materials such as a beeper ball (has a bell inside) so the child/youth can participate in sports or games.
- If the child reads/writes braille, borrow, rent, or purchase materials to create braille labels; purchase or borrow braille books and other braille materials.
- Consider the environment:
 - Be aware of changes in light as well as glares.
 - Use materials or pictures that are clear and uncluttered.
 - Use large print books or computer software that enlarges print materials.
 - Add tactile cues throughout the environment to increase independence.
 - If the environment needs to be adjusted, orient the child to changes.

Speech & Language Delays/Disorders



- Listen closely and use contextual cues to understand the message.
- If you can't understand the message after it's repeated, ask the youth if they can tell you with different words, or if they can show you.
- Keep directions simple and clear.
- Expand on what the child/youth is saying to model language and/or help clarify the message.
- Model the correct usage and pronunciation of words instead of correcting the child.
- Provide frequent and concrete visual reinforcement while trying to encourage attention to facial cues.
- Learn to use the adapted communication the youth may be using in other settings (computers, tablets, keyboards, pictures, etc.) and teach peers how to use them as well.

Hearing Loss or Those Who Are Deaf



- Learn the degree of hearing loss and what that means for the child.
- Learn how the child/youth communicates (sign language, lip reading, hearing aids, etc.).
- Position yourself near the child/youth and face them to increase the likelihood they will understand your messages.
- Demonstrate new activities visually, physically, and/or with written instructions.
- Determine a signal with the child that they can use if they do not understand or if they need assistance.
- As a group, learn basic sign language and empower peers to learn the best techniques for communicating with youth with hearing impairments.



When you see this symbol, click to visit a selected web resource.