

Adaptive Art

Deconstructing Disability
in the Art Classroom

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As an educator, Bette focuses on what a student with special needs can do, rather than what they cannot do, and creates adaptations to engage the students in a meaningful artistic exploration built on their strengths.

Session Overview

Adaptive Art

- Philosophical Framework
- Fine Motor Adaptations
- Gross Motor Adaptations
- Sensory Adaptations
- Emotional Adaptations
- Behavioral Adaptations
- Hearing Impaired Adaptations
- Visually Impaired Adaptations
- Intellectual Deficits Adaptations



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Philosophical Framework

Why Adapt Art?

- Students communicate through art.
- Removes obstacles and barriers leading to student success.
- Working through one's ability is rewarding.
- Allows for self-expression in art
- Enables you to access a variety of learning styles.
- Supports IEP goals and aligns with IEP Modifications.
- Supports specially Designed Instruction.



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How to Adapt Art

Try modifying and adapting the following:

- Lessons
- Expectations
- Tools
- Mediums
- Instruction
- Perceptions



Gross Motor Adaptations

Gross Motor

- Large muscle have to be developed first, they support fine motor muscles.
- Vertical surfaces, draw, paint, easel, boards, use long handle brushes.
- Promote floor work to get whole body involved.
- Pressing strengthens upper body
 - Use clay, whole punchers, rolling pins
- Movement breaks
- Adapt grips for lack of hand control.
- Use body parts to create with kinesthetic movement.



Fine Motor Adaptations

Fine Motor

- Essential to the development of fine motor skills such as painting, drawing, fastening clothes, etc.
- Cupping for palm development, small cups, hole punchers, proper scissor grasp
- Pinching activities, small pieces, tearing, little punchers
- Stick and peel pieces, finger crayons, tiny crayons
- Adaptive brushes, tools, lacing, beads
- Weaving adaptations, printmaking, stamps for patterns



Sensory Adaptations

Sensory

- Can have a positive or negative reaction.
- Hypersensitive=uncomfortable reaction to the senses being engaged.
- Hyposensitive= needs the senses stimulated to be engaged.
- Adaptations can eliminate or heighten sensory stimulation.
- Tools, crimpers, surfaces, soft bottles, adapt surfaces make them tactile
- Mediums, tactile, scented, texture, alternatives to negative reactions
 - i.e. clay, finger paint, paper mache, add sand
- Movement, tennis ball, marble, shaving cream painting
 - Use the body or body parts to create art.



Emotional and Behavioral Adaptations

Emotional & Behavioral

- Plan strategies in advance so that you may diffuse emotional or behavioral outbreaks quickly.
- Provide a safe, compassionate, structured classroom environment.
- Provide relaxing activities for stress relief.
- Encourage heavy work for a calming effect.
- Use kneaded erasers for stress balls, egg timers, headphones for behavior.
- Implement a behavior plan with your student's teacher, psychologist or school counselor.
- You don't always know what a child is going through.

Hearing Impaired Adaptations

Hearing Impaired

- May be partial or total hearing loss.
- Chunk information so learners can visually process information you present.
- Demonstrate, show rather than tell and use visuals whenever possible.
- Discretion in use of audio amplification systems helps self-conscious students.
- Reduce noise as much as possible, close classroom doors, limit pencil sharpening and background noise.
- Have the signing interpreter stand to your side or behind you.
- Look directly at the students when speaking, check frequently to measure comprehension of lessons objectives.



Visually Impaired Adaptations

Visually Impaired

- Vision deficiencies vary from total loss of vision to color deficiencies.
- Outline with glue to create a tactile surface.
- Create 3-Dimensional artworks students can feel.
- Outline areas with a wide black or blue line for low vision.
- Enlarge font on handouts, signage, use high contrast and a magnifier as needed.
- Be aware of how color deficiencies impact creating and responding to art.
- Be cognizant of low contrast in handouts and signage.

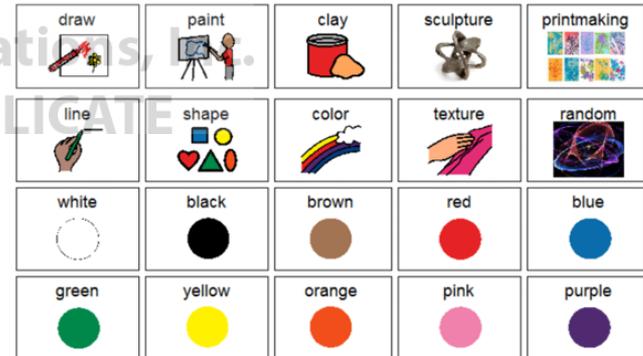


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Intellectual Deficits Adaptations

Intellectual Deficits

- Affects a student's ability to learn.
- Wide range from severe cognitive condition to attention deficits.
- Teach in a concrete step-by-step manner, repetition and reinforcement are essential, chunk information.
- Model steps and simplify the process, if necessary do some of the steps for the student.
- Use tracers, light tables, slant boards and visual reinforcements.

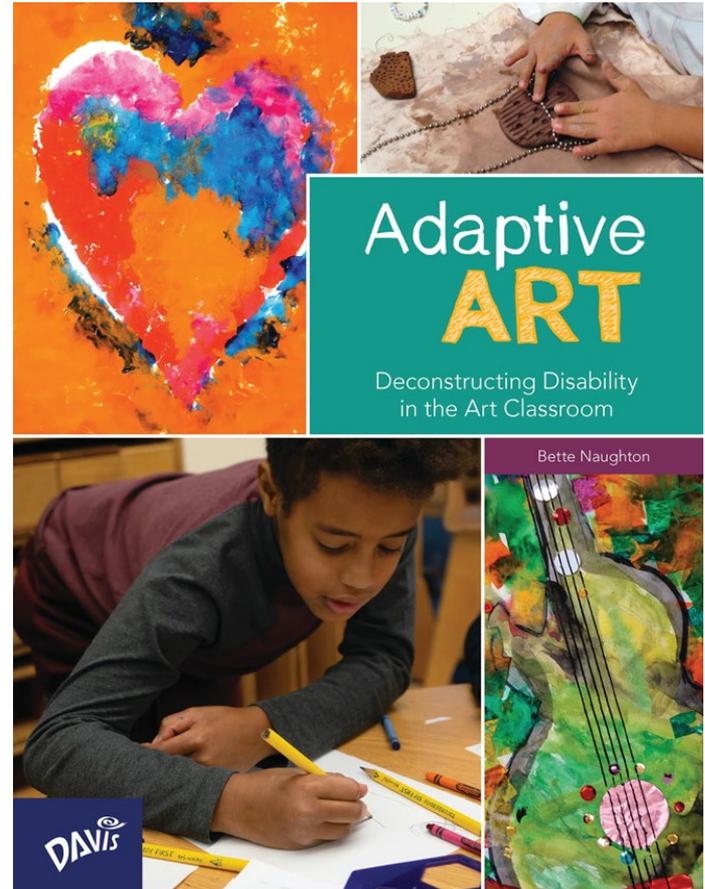


Get The BOOK

A collection of tools and strategies to help art educators create adaptations for students with disabilities by capitalizing on their abilities.

This practical resource will enable educators to engage all students in a meaningful creative process of self-expression.

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