Adaptive ART

Bette Naughton

REMOTE TEACHING SUGGESTIONS

Advanced Preparation

Thinking about adaptations to your lessons prior to instruction will enable students to more fully participate. Students will need varying adaptations—some may be able to draw independently while others, such as students with cognitive deficits, may need an assortment of tracers or stencils to access for art lessons. For instance, if you know you are going to be doing a lesson on community and students will need to draw buildings, have a bag with various sizes of rectangles, triangles (roofs), small rectangles to trace for windows and some tree shapes to choose from. They may not be able to draw independently ,however, they can make artistic choices as they assemble shapes to create a town or city. The same would apply if you were having students create a still life or portrait. These could be sent home or picked up at the school in advance of the first few remote lessons or twice a semester.

Teaching Live or Pre-Recorded Lessons

When teaching live lessons, consider the various impairments your students with special needs have. Do you need to make adjustments to your space to remove visual clutter, such as using a plain backdrop or wall? For students with hearing impairments, should you print out, in a large font, step-by-step directions or a checklist?

Think About This	Try This
• How to deliver the lesson	• Chunk information
• Communication	• Demonstrate the lesson
• Differentiated instruction	• Show ways to adapt the lesson as you teach
• How to demonstrate the lesson	• Show how to do adaptations —parents and care-givers can learn and assist
• Finished product	• Emphasize process over product

Create Videos of Basic Adaptations

A short video for caregivers explaining basic strategies and adaptations will help parents to use the adaptations when they work with their children. Include basic skill building techniques such as paper tearing, scissor work, tracing shapes, beading, and sorting to build up fine motor skills. Painting on a vertical surface, dipping a paintbrush in water and painting sidewalks, or drawing with paper on the floor all build up gross motor skills.

Create a Basic Adaptive Tool Supply List

Perhaps your school, special education department, or parents could purchase some basic adapted tools to make art making more accessible to students with special needs. They could include items such as egg handle or shaving cream brushes, adaptive scissors, alternatives for pattern in a esson (i.e. stickers, stamps patterned paper), pencil grips, pre-cut foam shapes, and large tempera cake palettes.

Think About This

- The role of paraprofessionals.
- Paraprofessionals can work with students with special needs in small virtual group instruction.
- Team-teach with paraprofessionals.

Try This

- Train parents or caregivers.
- When teaching remotely, create breakout rooms for paraprofessionals to demonstrate adaptations and give small-group instruction.
- Paraprofessionals can model steps of art lessons while you teach able-bodied peers.

Create Visual Step-by-Step Instructions

Create easy, clear instructional handouts that show photographs of each step and brief descriptions below each image. These are great for students with impairments of attention, vision, cognition, and more. They are also great to have when technology and internet connections fail. Send them out the week prior to your live remote session for parents to print out and have available.
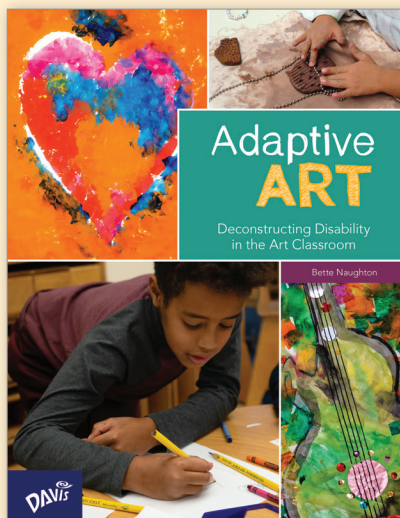
GET THE BOOK!

Adaptive Art: Deconstructing Disability in the Art Classroom by Bette Naughton for Grades K–12. $34.95

Order at DavisArt.com/ AdaptiveArt

Elizabeth Murray's Unusual Canvases Lesson

STEP 1

Paint six to eight shapes in solid colors.
Fill the page and trace objects if needed.

STEP 2

Add repeating patterns to each shape.

STEP 3

Have large, medium, and small shapes.
Add more shapes if needed.

STEP 4

Once dry, cut out your shapes. Outline the
shapes with a marker if needed.

STEP 5

Arrange the shapes on background paper.

STEP 6

Carefully glue the shapes onto the background
paper, starting with the shapes in the back first.