SUGGESTIONS FOR INCLUDING ALL CHILDREN IN LESSONS
(some examples for UU RJ Lessons)

1. **QUANTITY** - provide more practice within an activity or discussion to reach the goal

2. **TIME** - pace the activity (increase or decrease time) to allow learning; short stretch breaks

3. **LEVEL OF SUPPORT** - increase the amount of personal assistance, from adult or peer buddy; soft quiet “fidgets” (small items to hold)

4. **INPUT** - use different visuals, enlarge text or provide hands-on activities; provide a preview of the lesson to a child, verbally or in checklist format

5. **DIFFICULTY** - simplify task directions

6. **OUTPUT** - allow various ways for a child to respond to lesson; show knowledge using materials or allow verbal response instead of writing

7. **PARTICIPATION** - ask a child to hold a book or turn the page; allow child to read the book to others instead of listening

8. **ALTERNATE GOALS** - reduce the complexity of the learning, encourage a general rather than detailed response

9. **SUBSTITUTION** - allow a parallel activity with adult support

(labels adapted from Wright, Diana Browning. *Teaching and Learning*, journal 2005 presented at professional workshop)