



## Appendix 1 – Needs checklists

### Needs checklist list:

|                                             |     |
|---------------------------------------------|-----|
| Anxiety .....                               | 98  |
| Blindness & Short-sightedness .....         | 100 |
| Cultural-migration disadvantage .....       | 102 |
| Deafness .....                              | 105 |
| Down syndrom .....                          | 108 |
| Economic need .....                         | 110 |
| Emotional and psychological disorders ..... | 112 |
| Intellectual disability.....                | 114 |
| Neurodivergence .....                       | 116 |
| Physical disability.....                    | 118 |

# > CHECKLIST

ANXIETY

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

## ATTENTION SPAN



## PROGRESS



## FOCUS



## REMINDER

What is **Anxiety**

- Pupils with anxiety disorders frequently have intense, excessive and persistent worry and fear about everyday situations
- Anxiety disorders involve repeated episodes of sudden feelings of intense anxiety and fear or terror that reach a peak within minutes (panic attacks)

## CLASSROOM SETTINGS

### CLASSROOM ARRANGEMENT

- ☐ PROVIDE ACCESS TO A CALM, QUIET AREA (E.G., A DESIGNATED "CALM CORNER") FOR WHEN ANXIETY BECOMES OVERWHELMING.

### ENVIRONMENT

- ☐ ALLOW THE PUPILS TO CHOOSE SEATING THAT FEELS SAFE—OFTEN NEAR THE DOOR OR AWAY FROM ATTENTION HOTSPOTS.

### SUPPORT

- ☐ BE AWARE OF SPECIFIC ANXIETY TRIGGERS (E.G., LOUD NOISES, CROWDED HALLWAYS) AND ADAPT WHEN POSSIBLE.

## INSTRUCTIONAL ADJUSTMENTS

### INSTRUCTION TECHNIQUES

- ☐ GIVE STEP-BY-STEP INSTRUCTIONS AND CHECK FOR UNDERSTANDING—PREFERABLY BOTH VERBALLY AND IN WRITING
- ☐ INFORM ABOUT CHANGES IN ROUTINE OR UPCOMING TRANSITIONS

### ASSIGNMENTS AND TASKS

- ☐ OFFER EXTRA TIME OR ALTERNATIVE DATES FOR ASSESSMENTS.
- ☐ ALLOW ORAL ASSESSMENTS, MIND MAPS, OR PROJECT-BASED ALTERNATIVES WHEN WRITTEN TESTS CAUSE DISTRESS

### PARTICIPATION

- ☐ GRADUALLY BUILD UP TO MORE PUBLIC TASKS (E.G., PRESENTATIONS), STARTING WITH LOW-PRESSURE PARTICIPATION
- ☐ AVOID PUTTING STUDENTS "ON THE SPOT" DURING WHOLE-CLASS QUESTIONING

## SOCIAL AND EMOTIONAL SUPPORT

### ROUTINE

- ☐ USE VISUAL TIMETABLES AND PLANNERS TO HELP THEM ANTICIPATE WHAT'S COMING NEXT
- ☐ STICK TO PREDICTABLE ROUTINES AS MUCH AS POSSIBLE TO REDUCE UNCERTAINTY.

### VALIDATION

- ☐ ENCOURAGE POSITIVE PEER RELATIONSHIPS AND BUDDY SYSTEMS IF THE PUPIL IS COMFORTABLE.
- ☐ ACKNOWLEDGE THEIR FEELINGS WITHOUT JUDGMENT;

### UPDATES

- ☐ REGULAR EMOTIONAL CHECK-INS WITH A TRUSTED ADULT
- ☐ KEEP OPEN LINES OF COMMUNICATION WITH PARENTS OR CARERS TO SHARE STRATEGIES AND PROGRESS.

# > CHECKLIST

ANXIETY

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

## SWOT ANALYSIS

|               |            |
|---------------|------------|
| STRENGTHS     | WEAKNESSES |
| OPPORTUNITIES | CHALLENGES |

## EFFECTIVE ADAPTATIONS

|                          |       |
|--------------------------|-------|
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |

|  |                          |       |
|--|--------------------------|-------|
|  | <input type="checkbox"/> | NOTES |
|  | <input type="checkbox"/> |       |
|  | <input type="checkbox"/> |       |
|  | <input type="checkbox"/> |       |
|  | <input type="checkbox"/> |       |

## EFFECTIVE RESOURCES

|                          |       |
|--------------------------|-------|
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |

## NOTES TO MYSELF



Co-funded by  
the European Union



# > CHECKLIST

BLINDNESS

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

## BLINDNESS & SHORT-SIGHTEDNESS (MYOPIA)



## INCLUSIVE EDUCATION



## ACCESSIBILITY IN THE CLASSROOM



### REMINDER

What is BLINDNESS?

- Significant loss of vision not corrected with glasses, contacts, or surgery
- Pupils may rely on tactile and auditory input
- Learning often requires adapted materials and sensory support
- Clear communication and spatial organisation are essential

## CLASSROOM SETTINGS

### ENVIRONMENTAL ARRANGEMENT

- ☐ AVOID REFLECTIVE SURFACES.
- ☐ ORGANISE FURNITURE TO ENSURE CLEAR PATHWAYS.
- ☐ ENSURE CONSISTENT CLASSROOM LAYOUT TO AID SPATIAL ORIENTATION.

### LIGHTING AND CONTRAST

- ☐ ENSURE THE PUPIL'S WORK AREA IS WELL-LIT WITHOUT DIRECT GLARE.
- ☐ LABEL DOORS, DESKS, OR EQUIPMENT WITH HIGH-CONTRAST MARKINGS.

### ORIENTATION SUPPORT

- ☐ USE VERBAL CUES TO DESCRIBE THE LAYOUT AND CHANGE.
- ☐ PROVIDE A CONSISTENT ROUTINE TO SUPPORT SPATIAL MEMORY.

## TEACHING PRACTICES

### INSTRUCTION TECHNIQUES

- ☐ REPLACE VISUAL-ONLY CONTENT WITH AUDITORY DESCRIPTIONS.
- ☐ ALLOW USE OF ASSISTIVE DEVICES (E.G., SCREEN READERS, AUDIO PLAYERS).

### LEARNING ACTIVITIES

- ☐ OFFER DIGITAL FILES COMPATIBLE WITH ACCESSIBILITY SOFTWARE.
- ☐ USE MULTI-SENSORY MATERIALS FOR DEMONSTRATIONS.
- ☐ LABEL MATERIALS WITH TACTILE OR HIGH-CONTRAST TAGS.

### SUPPORTIVE INTERACTIONS

- ☐ ALLOW ALTERNATIVE FORMATS FOR HOMEWORK (AUDIO, ORAL, TACTILE).
- ☐ PROVIDE EXTRA TIME OR BREAKS DURING EXAMS.
- ☐ USE ORAL QUESTIONING AS AN ALTERNATIVE WHEN APPROPRIATE.

## MATERIAL ADAPTATION

### ACCESSIBLE CONTENT

- ☐ REPLACE VISUAL-ONLY CONTENT WITH AUDITORY DESCRIPTIONS.
- ☐ ALLOW USE OF ASSISTIVE DEVICES (E.G., SCREEN READERS, AUDIO PLAYERS).

### INSTRUCTIONAL MATERIALS

- ☐ OFFER DIGITAL FILES COMPATIBLE WITH ACCESSIBILITY SOFTWARE.
- ☐ USE MULTI-SENSORY MATERIALS FOR DEMONSTRATIONS.
- ☐ LABEL MATERIALS WITH TACTILE OR HIGH-CONTRAST TAGS.

### HOMEWORK AND ASSESSMENT

- ☐ ALLOW ALTERNATIVE FORMATS FOR HOMEWORK (AUDIO, ORAL, TACTILE). PROVIDE EXTRA TIME OR BREAKS DURING EXAMS.
- ☐ PROVIDE EXTRA TIME OR BREAKS DURING EXAMS.
- ☐ USE ORAL QUESTIONING AS AN ALTERNATIVE WHEN APPROPRIATE.

# > CHECKLIST

BLINDNESS

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

## SWOT ANALYSIS

|               |            |
|---------------|------------|
| STRENGTHS     | WEAKNESSES |
| OPPORTUNITIES | CHALLENGES |

## EFFECTIVE ADAPTATIONS

|                          |       |
|--------------------------|-------|
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |

|  |                          |              |
|--|--------------------------|--------------|
|  | <input type="checkbox"/> | <b>NOTES</b> |
|  | <input type="checkbox"/> |              |
|  | <input type="checkbox"/> |              |
|  | <input type="checkbox"/> |              |
|  | <input type="checkbox"/> |              |

## EFFECTIVE RESOURCES

|                          |       |
|--------------------------|-------|
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |

## NOTES TO MYSELF



Co-funded by  
the European Union



# > CHECKLIST

CULTURAL-MIGRATION DISADVANTAGE

NAME:

CLASS:

## Language & Communication Support



## Cultural Identity and Belonging



## Family and Community Engagement



### REMINDER

What is Cultural-Migration Disadvantage

- Challenges faced by students who are migrants or from culturally diverse backgrounds
- May include language barriers, unfamiliarity with local norms, interrupted education, or trauma from migration
- Students may face exclusion, stereotyping, or struggle with integration into the school community

## CLASSROOM SETTINGS

### MULTILINGUAL ACCESSIBILITY

- ☐ USE VISUALS, GESTURES, AND SIMPLIFIED LANGUAGE TO AID COMPREHENSION
- ☐ PROVIDE TRANSLATED MATERIALS OR BILINGUAL GLOSSARIES WHERE POSSIBLE
- ☐ PAIR STUDENTS WITH BUDDIES WHO CAN SUPPORT COMMUNICATION
- ☐ USE DUAL-LANGUAGE BOOKS OR MULTILINGUAL RESOURCES

### INSTRUCTIONAL CLARITY

- ☐ SPEAK SLOWLY AND CLEARLY, AVOIDING IDIOMS AND SLANG
- ☐ SCAFFOLD INSTRUCTION WITH VISUAL ORGANIZERS AND REAL-LIFE EXAMPLES
- ☐ CHECK UNDERSTANDING THROUGH NON-VERBAL CUES AND SHORT QUESTIONS
- ☐ REINFORCE KEY VOCABULARY WITH REPETITION AND VISUALS

### LANGUAGE DEVELOPMENT SUPPORT

- ☐ ENCOURAGE HOME LANGUAGE USE ALONGSIDE LEARNING THE SCHOOL LANGUAGE
- ☐ OFFER SMALL GROUP LANGUAGE SESSIONS OR USE LANGUAGE LEARNING APPS
- ☐ ALLOW ALTERNATIVE WAYS TO EXPRESS KNOWLEDGE (E.G., VISUALS, ORAL RESPONSES)
- ☐ COLLABORATE WITH LANGUAGE SUPPORT SPECIALISTS

## TEACHING PRACTICES

### CULTURALLY RESPONSIVE TEACHING

- ☐ INCLUDE EXAMPLES, STORIES, AND CASE STUDIES FROM VARIOUS CULTURAL BACKGROUNDS
- ☐ ADAPT LESSON PLANS TO INCORPORATE STUDENTS' CULTURAL KNOWLEDGE AND EXPERIENCES
- ☐ ACKNOWLEDGE AND VALUE MULTILINGUALISM IN CLASSROOM INTERACTIONS
- ☐ AVOID CULTURAL GENERALIZATIONS; FOCUS ON INDIVIDUAL STUDENT EXPERIENCES
- ☐ ENCOURAGE STUDENTS TO TEACH CLASSMATES ABOUT ASPECTS OF THEIR CULTURE

### LANGUAGE-SENSITIVE INSTRUCTION

- ☐ USE VISUAL SUPPORTS, GESTURES, AND MULTILINGUAL CUES WHEN TEACHING
- ☐ CHECK FOR UNDERSTANDING REGULARLY AND OFFER REPHRASED EXPLANATIONS
- ☐ ALLOW USE OF HOME LANGUAGE DURING EARLY STAGES OF CONCEPT LEARNING
- ☐ PAIR MIGRANT STUDENTS WITH SUPPORTIVE PEERS DURING TASKS
- ☐ PROVIDE EXTRA TIME FOR ORAL OR WRITTEN RESPONSES

### INCLUSIVE PARTICIPATION STRATEGIES

- ☐ DESIGN LOW-LANGUAGE-DEMAND ENTRY POINTS INTO TASKS
- ☐ OFFER MULTIPLE WAYS TO PARTICIPATE (ORAL, WRITTEN, VISUAL, MOVEMENT-BASED)
- ☐ USE COOPERATIVE LEARNING STRUCTURES THAT EMPHASIZE PEER SUPPORT
- ☐ AVOID PUTTING NEWLY ARRIVED STUDENTS ON THE SPOT PUBLICLY
- ☐ ENCOURAGE CULTURALLY DIVERSE GROUPINGS FOR COLLABORATION

# > CHECKLIST

CULTURAL-MIGRATION DISADVANTAGE

NAME:

CLASS:

## MATERIAL ADAPTATION

### LINGUISTIC ACCESSIBILITY

- ☐ PROVIDE KEY VOCABULARY LISTS WITH VISUALS OR TRANSLATIONS
- ☐ USE DUAL-LANGUAGE OR BILINGUAL BOOKS WHEN POSSIBLE
- ☐ SIMPLIFY WRITTEN INSTRUCTIONS WITHOUT REDUCING CONTENT QUALITY
- ☐ OFFER MATERIALS IN BOTH DIGITAL AND PRINTED FORMATS
- ☐ ALLOW ORAL EXPLANATION IN PLACE OF WRITTEN WORK IF NEEDED

### CULTURAL RELEVANCE

- ☐ SELECT TEXTS, IMAGES, AND PROBLEMS THAT REFLECT DIVERSE CULTURAL PERSPECTIVES
- ☐ AVOID MATERIALS CONTAINING STEREOTYPES OR CULTURALLY BIASED ASSUMPTIONS
- ☐ INCORPORATE GLOBAL AND MULTICULTURAL EXAMPLES IN ASSIGNMENTS
- ☐ ADAPT STORY PROBLEMS OR CASE STUDIES TO REFLECT STUDENTS' REALITIES
- ☐ ENCOURAGE STUDENTS TO BRING IN MATERIALS OR TOPICS FROM THEIR CULTURAL BACKGROUNDS

### ASSESSMENT AND TASK FLEXIBILITY

- ☐ PROVIDE MULTIPLE FORMATS FOR TASKS (ORAL, VISUAL, PROJECT-BASED)
- ☐ ALLOW EXTRA TIME FOR TASKS INVOLVING HIGH LANGUAGE DEMANDS
- ☐ USE SCAFFOLDED INSTRUCTIONS OR STEP-BY-STEP GUIDES
- ☐ GIVE CREDIT FOR EFFORT, CREATIVITY, AND CULTURAL INSIGHT
- ☐ DESIGN ASSESSMENTS THAT MEASURE UNDERSTANDING, NOT LANGUAGE FLUENCY

## SWOT ANALYSIS

|                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STRENGTHS</b><br>Enriches classroom with diverse perspectives and experiences<br>Promotes empathy, tolerance, and global citizenship<br>Supports inclusive values across the whole school community                                                 | <b>WEAKNESSES</b><br>Language barriers may delay academic progress<br>Teachers may feel underprepared to address diverse needs<br>Risk of unintentionally reinforcing stereotypes if not carefully guided                           |
| <b>OPPORTUNITIES</b><br>Develop partnerships with migrant communities and cultural organizations<br>Create culturally themed projects or events to build awareness<br>Engage families more deeply through translated materials and inclusive practices | <b>CHALLENGES</b><br>Ensuring consistency of support across different teachers and subjects<br>Balancing integration with respect for cultural identity<br>Limited availability of culturally appropriate resources or interpreters |

## EFFECTIVE ADAPTATIONS

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

## > CHECKLIST

CULTURAL-MIGRATION DISADVANTAGE

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

|  |                          |       |
|--|--------------------------|-------|
|  | <input type="checkbox"/> | NOTES |
|  | <input type="checkbox"/> |       |
|  | <input type="checkbox"/> |       |
|  | <input type="checkbox"/> |       |
|  | <input type="checkbox"/> |       |

### EFFECTIVE RESOURCES

- ☐ Local charity initiatives
- ☐ School social work services
- ☐ Free learning apps/platforms
- ☐ Community clothing banks

### NOTES TO MYSELF

# > CHECKLIST

DEAFNESS AND/OR BLINDNESS

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

## DEAFNESS



## BLINDNESS



## ATTENTION/INTEREST



## REMINDER

What is Deafness and/or Blindness

- Deafness refers to a partial or complete inability to hear, ranging from mild hearing loss to profound deafness. While some people are born deaf (congenital deafness), others acquire it later due to illness, injury, or environmental factors.
- Blindness is the inability to see or a lack of vision. In the most severe cases, there's an inability to see even light. It also means that you can't correct your vision with eyeglasses, contact lenses, eye drops or other medical therapy, or surgery.
- Deaf/blindness is a combination of sight and hearing loss that compromises a person's ability to communicate, access information and get around. It's also sometimes called "dual sensory loss" or "multi-sensory impairment". A deafblind person won't usually be totally deaf and totally blind, but both senses will be reduced enough to cause significant difficulties in everyday life.

## CLASSROOM SETTINGS

### BLINDNESS

- ☐ SEATING ARRANGEMENTS (easy access to the teacher's voice, instructional materials, and any assistive technologies)
- ☐ TACTILE MARKINGS (in Braille or raised letters)
- ☐ ACCESSIBLE CLASSROOM LAYOUT (Clear and consistent pathways; minimal obstacles and clutter; consistent layout every day -no furniture shifting, no bags or chairs left in walkways)
- ☐ REDUCE BACKGROUND NOISE

### DEAFNESS

- ☐ SEATING ARRANGEMENTS (easy access to the interpreter or communication assistant, instructional materials, and any assistive technologies)
- ☐ REDUCE BACKGROUND NOISE
- ☐ BE AWARE OF LIGHTING (no low light, windows or light behind interpreter or teacher)
- ☐ USE VISUAL CUES like visual attention signal: Teacher holds up a hand, claps or use a specific sign

### DEAFBLINDNESS

- ☐ SEATING ARRANGEMENTS (easy access to the interpreter or communication assistant, instructional materials, and any assistive technologies)
- ☐ TACTILE MARKINGS (in Braille, raised letters, images or shapes)
- ☐ ACCESSIBLE CLASSROOM LAYOUT (Clear and consistent pathways; minimal obstacles and clutter; consistent layout every day -no furniture shifting, no bags or chairs left in walkways)
- ☐ USE TACTILE SIGN LANGUAGE
- ☐ REDUCE BACKGROUND NOISE

# > CHECKLIST

DEAFNESS AND/OR BLINDNESS

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

## TEACHING PRACTICES

### BLINDNESS

- ☐ MULTI-SENSORY TEACHING (tactile maps, 3D models, audio descriptions)
- ☐ GIVE VERBAL EXPLANATIONS AND DESCRIPTIONS
- ☐ COLLABORATE WITH SPECIAL EDUCATORS
- ☐ USE CLEAR & DIRECT LANGUAGE (short sentences, avoid passive forms, explain terminology, explain acronyms, etc.)

### DEAFNESS

- ☐ ESTABLISH CLEAR COMMUNICATION ROUTINES (face the class when speaking, avoid speaking while writing on the board, and use gestures when appropriate)
- ☐ GIVE SCHEDULE IN ADVANCE (to allow interpreters to prepare and clarify terminology)
- ☐ USE INTERACTIVE EXERCISES
- ☐ PROMOTE VISUAL ACCESSIBILITY
- ☐ OFFER ALTERNATIVE COMMUNICATION OPTIONS (AAC, assistive devices)
- ☐ ALLOW PROCESSING TIME

### INDEPENDENCE AND SUPPORT

- ☐ GET TO KNOW THE STUDENT
- ☐ LET STUDENTS CHOOSE
- ☐ PEER SUPPORT AND GROUP ACTIVITIES
- ☐ OFFER COUNSELING AND EMOTIONAL SUPPORT
- ☐ OFFER INCLUSIVE EXTRACURRICULAR ACTIVITIES
- ☐ COMMUNICATE WITH FAMILIES (to ensure that educational strategies are aligned with the student's needs both at school and at home)
- ☐ PROMOTE AWARENESS AND PEER INCLUSION
- ☐ DO NOT USE ABLEIST LANGUAGE (Deaf and dumb, Hearing impaired, "She suffers from ...", Visually impaired, "They overcame their disability")

## MATERIAL ADAPTATION

### BLINDNESS

- ☐ OFFER MULTIPLE FORMATS (AUDIO, VIDEO)
- ☐ USE LEGIBLE FONTS (ATKINSON HYPERLEGIBLE) AND HIGH CONTRAST
- ☐ AVOID VISUAL OVERLOAD (TOO MANY COLOURS/FONTS, CAOTIC LAYOUT)
- ☐ SHARE MATERIALS AND VOCABULARY IN ADVANCE

### DEAFNESS

- ☐ PROVIDE WRITTEN INSTRUCTIONS AND ANNOUNCEMENTS
- ☐ PROVIDE SUBTITLES OR CAPTIONS FOR AUDIOS AND VIDEOS
- ☐ DISCUSS LESSON PLANS, MATERIALS, AND NEW VOCABULARY OR CONCEPTS
- ☐ SHARE MATERIALS IN ADVANCE

### COMPENSATORY TOOLS

- ☐ ASSISTIVE TECHNOLOGY (COMPUTER, SPEAKING CALCULATOR, SPEECH SYNTHESIS PROGRAMS, SPEECH-TO-TEXT SOFTWARE, AUDIO BOOKS, COMMUNICATION BOARDS, BRAILLE BOOKS, MAGNIFIERS, SCREEN READERS, ELECTRONIC BRAILLE DISPLAYS)
- ☐ USE LARGE-PRINT TEXTBOOKS, WORKSHEETS, AND EXAMS WHEN NECESSARY
- ☐ RECORD LESSONS OR OFFER DIGITAL RECORDER
- ☐ USE VOICE RECOGNITION TECHNOLOGY

# > CHECKLIST

DEAFNESS AND/OR BLINDNESS

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

## SWOT ANALYSIS

|               |            |
|---------------|------------|
| STRENGTHS     | WEAKNESSES |
| OPPORTUNITIES | CHALLENGES |

## EFFECTIVE ADAPTATIONS

|                          |       |
|--------------------------|-------|
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |

|  |                          |       |
|--|--------------------------|-------|
|  | <input type="checkbox"/> | NOTES |
|  | <input type="checkbox"/> |       |
|  | <input type="checkbox"/> |       |
|  | <input type="checkbox"/> |       |
|  | <input type="checkbox"/> |       |
|  | <input type="checkbox"/> |       |

## EFFECTIVE RESOURCES

|                          |       |
|--------------------------|-------|
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |

## NOTES TO MYSELF



Co-funded by  
the European Union



# > CHECKLIST

## DOWN SYNDROM

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

### ATTENTION SPAN



### FRUSTRATION TOLERANCE



### PEER SUPPORT



### REMINDER

#### What is **DOWN SYNDROM**?

- A genetic condition (a.k.a. Trisomy 21) caused by the presence of an extra copy of chromosome 21 (people with Down syndrome have 47 chromosomes instead of 46)
- It affects the development of body and brain, leading to a combination of physical traits (upward slanting almond-shaped eyes, flattened facial profile, small mouth and a larger-appearing tongue, short neck, small ears, shorter-than-average height, small hands and feet, short fingers) and intellectual delays (mild to moderate intellectual disability, delayed speech and language development, slower motor skill development, learning difficulties, but with potential to learn and thrive with support)

## CLASSROOM SETTINGS

### ENVIRONMENTAL ARRANGEMENT

- ☐ SEAT PUPIL IN A LOW-DISTRACTION AREA
- ☐ USE NOISE-CANCELLING HEADPHONES IF NEEDED
- ☐ POST VISUAL DAILY SCHEDULE

### COGNITIVE AND ATTENTION SUPPORT

- ☐ DISPLAY "FIRST-THEN" BOARDS FOR TASK MOTIVATION
- ☐ TAKE FREQUENT BREAKS IN THE CLASS CALM – DOWN AREA, TO SUPPORT ATTENTION AND REDUCE OVERLOAD

### CLASSROOM ACCESSIBILITY

- ☐ MAINTAIN UNCLUTTERED PATHWAYS FOR EASY MOBILITY
- ☐ CLEARLY LABEL THE LEARNING CENTRES, TO FOSTER INDEPENDENCE IN THE LEARNING PROCESS

## TEACHING PRACTICES

### INSTRUCTIONAL STRATEGIES

- ☐ BREAK TASKS INTO SMALL, ACHIEVABLE STEPS.
- ☐ BUILD REPETITION AND ROUTINE INTO THE SCHEDULE
- ☐ KEEP INSTRUCTIONS SHORT AND CONCISE

### ASSIGNMENTS AND TASKS

- ☐ USE PICTURES, DIAGRAMS, OR MATCHING TASKS INSTEAD OF TEXT-HEAVY WORKSHEETS.
- ☐ PRIORITIZE TACTILE AND KINAESTHETIC ACTIVITIES LIKE PUZZLES, ROLE PLAY, MATCHING GAMES, AND MANIPULATIVES

### SUPPORTIVE INTERACTION

- ☐ ENCOURAGE STRUCTURED PEER ACTIVITIES LIKE BUDDY SYSTEMS OR GROUP PROJECTS
- ☐ SUPPORT SOCIAL COMMUNICATION SKILLS THROUGH GUIDED INTERACTION
- ☐ CELEBRATE EFFORT, NOT JUST SUCCESS

## MATERIAL ADAPTATION

### ACCESSIBLE CONTENT

- ☐ INCORPORATE VISUAL TIMETABLES, CHARTS, FLASHCARDS, AND PICTURES TO SUPPORT LEARNING.
- ☐ USE SONGS AND RHYMES TO BOOST VERBAL SKILLS
- ☐ USE REAL-LIFE IMAGES WHEN POSSIBLE, TO STRENGTHEN UNDERSTANDING

### MULTISENSORY APPROACH

- ☐ COMBINE SIGHT, SOUND, TOUCH, AND MOVEMENT
- ☐ USE TOOLS LIKE MUSIC, TEXTURED MATERIALS, AND MOVEMENT BREAKS
- ☐ INITIATE GESTURE-BASED LEARNING GAMES

### HOMEWORK AND ASSESSMENT

- ☐ ASSESS THROUGH OBSERVATION OF SKILLS
- ☐ PROVIDE RECORDED DIRECTIONS OR STORIES, SO PUPILS CAN REPLAY AND FOLLOW AT THEIR OWN PACE.
- ☐ PROVIDE EXTRA TIME OR BREAKS DURING EXAMS/ EVALUATION SESSIONS

# > CHECKLIST

DOWN SYNDROM

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

## SWOT ANALYSIS

|               |            |
|---------------|------------|
| STRENGTHS     | WEAKNESSES |
| OPPORTUNITIES | CHALLENGES |

## EFFECTIVE ADAPTATIONS

☐☐☐☐☐☐☐☐

## NOTES

☐☐☐☐☐

## EFFECTIVE RESOURCES

☐☐☐☐☐

## NOTES TO MYSELF

# > CHECKLIST

## ECONOMIC NEED

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

### Basic Needs and Social Inclusion



### Academic Participation and Equity



### Emotional and Behavioural Support



### REMINDER

#### What is Economic Need

- A form of socio-economic disadvantage where students face limited access to resources due to low family income
- May manifest through visible signs (e.g., worn clothing) and behavioural clues (e.g., withdrawal, irritability)
- Impacts include lack of school supplies, poor nutrition, inadequate housing, and limited access to extracurricular activities

## CLASSROOM SETTINGS

### EQUITY IN ACCESS

- ☐ ENSURE ALL STUDENTS HAVE BASIC LEARNING MATERIALS
- ☐ CREATE LENDING SYSTEMS FOR MATERIALS AND UNIFORMS
- ☐ AVOID ASKING STUDENTS TO BRING ITEMS THAT MAY HIGHLIGHT ECONOMIC DISPARITY
- ☐ CREATE LENDING SYSTEMS FOR MATERIALS AND UNIFORMS

### ATTENDANCE AND PARTICIPATION

- ☐ TRACK AND SUPPORT STUDENTS WITH FREQUENT ABSENCES
- ☐ ALLOW FLEXIBLE DEADLINES FOR HOMEWORK IF NEEDED
- ☐ OFFER QUIET, SUPERVISED SPACE FOR MORNING ARRIVAL OR LATE BREAKFAST
- ☐ PROVIDE OPTIONAL, FREE ALTERNATIVES TO COSTLY SCHOOL TRIPS OR EVENTS

### PEER RELATIONSHIPS

- ☐ PROMOTE INCLUSIVE ACTIVITIES THAT DO NOT REQUIRE SPENDING MONEY
- ☐ ASSIGN ROTATING GROUP ROLES TO AVOID STATUS-BASED SEGREGATION
- ☐ ADDRESS BULLYING RELATED TO APPEARANCE OR POVERTY
- ☐ ENCOURAGE KINDNESS AND EMPATHY THROUGH CLASSROOM DISCUSSIONS

## TEACHING PRACTICES

### CULTURALLY AND ECONOMICALLY RESPONSIVE PEDAGOGY

- ☐ USE EXAMPLES AND MATERIALS THAT REFLECT DIVERSE ECONOMIC REALITIES
- ☐ AVOID ASSUMPTIONS ABOUT STUDENT HOME ENVIRONMENTS
- ☐ VALIDATE AND SUPPORT STUDENTS' EFFORTS, NOT JUST OUTCOMES
- ☐ HIGHLIGHT RESILIENCE AND GROWTH MINDSET STORIES

### REDUCING HIDDEN COSTS OF LEARNING

- ☐ DESIGN TASKS THAT REQUIRE MINIMAL OUT-OF-SCHOOL RESOURCES
- ☐ SHARE RESOURCES DIGITALLY OR THROUGH CLASSROOM SHARING
- ☐ BE MINDFUL OF HOMEWORK REQUIRING INTERNET, PRINTERS, OR PARENTAL HELP
- ☐ COMMUNICATE DIRECTLY WITH FAMILIES USING LOW-COST CHANNELS

### SUPPORTIVE TEACHER-STUDENT RELATIONSHIPS

- ☐ BUILD TRUSTING RELATIONSHIPS FOR STUDENTS TO EXPRESS NEEDS
- ☐ DISCREETLY CHECK IN WITH STUDENTS SHOWING SIGNS OF ECONOMIC STRESS
- ☐ COLLABORATE WITH SCHOOL SOCIAL WORKERS OR PSYCHOLOGISTS WHEN NEEDED

# > CHECKLIST

ECONOMIC NEED

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

## MATERIAL ADAPTATION

### INSTRUCTIONAL EQUITY

- ☐ USE FREE OR OPEN-ACCESS MATERIALS WHERE POSSIBLE
- ☐ ALLOW ORAL OR VISUAL RESPONSES FOR STUDENTS LACKING HOME RESOURCES
- ☐ OFFER IN-CLASS TIME FOR WORK COMPLETION TO AVOID HOMEWORK BURDENS
- ☐ PRINT HANDOUTS FOR STUDENTS WITHOUT DIGITAL ACCESS

### ASSESSMENT FAIRNESS

- ☐ FOCUS ON PROCESS, EFFORT, AND INDIVIDUAL PROGRESS
- ☐ AVOID COMPARING STUDENTS' RESOURCES IN PRESENTATIONS OR PROJECTS
- ☐ PERMIT LOW-COST OR CREATIVE ALTERNATIVES FOR ASSIGNMENTS
- ☐ ENSURE ASSESSMENT DOES NOT RELY ON AT-HOME MATERIALS

### COMMUNITY RESOURCES AND COLLABORATION

- ☐ CONNECT FAMILIES WITH FOOD, CLOTHING, AND UTILITY SUPPORT SERVICES
- ☐ PARTNER WITH NGOS OR CHARITIES FOR STUDENT SUPPORT
- ☐ PROVIDE DISCREET RESOURCE PACKS (STATIONERY, HYGIENE KITS, SNACKS)
- ☐ KEEP INFORMATION CONFIDENTIAL AND RESPECTFUL

## SWOT ANALYSIS

|                                                                                                                                 |                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>STRENGTHS</b><br>Can increase equity and empathy among peers<br>Builds student confidence through inclusive practices        | <b>WEAKNESSES</b><br>Risk of stigma if not handled sensitively<br>May strain school budgets without external support |
| <b>OPPORTUNITIES</b><br>Strengthen community ties and school partnerships<br>Train staff in equity and trauma-informed teaching | <b>CHALLENGES</b><br>Identifying students in need discreetly<br>Balancing individual support with whole-class equity |

## EFFECTIVE ADAPTATIONS

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

|  |                          |              |
|--|--------------------------|--------------|
|  | <input type="checkbox"/> | <b>NOTES</b> |
|  | <input type="checkbox"/> |              |
|  | <input type="checkbox"/> |              |

## EFFECTIVE RESOURCES

- ☐ Local charity initiatives
- ☐ School social work services
- ☐ Free learning apps/platforms
- ☐ Community clothing banks

## NOTES TO MYSELF



Co-funded by  
the European Union



# > CHECKLIST

## EMOTIONAL & PSYCHOLOGICAL DISORDERS

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

### MENTAL HEALTH & WELL-BEING SUPPORT



### SOCIAL AND EMOTIONAL INCLUSION



### BUILDING SAFE AND SUPPORTIVE SCHOOL ENVIRONMENTS



### REMINDER

What are Emotional and Psychological Disorders?

- Conditions that affect a child's emotional regulation, mood, behaviour, and ability to engage socially and academically
- Examples include anxiety, depression, bipolar disorder, obsessive-compulsive disorder, and trauma-related issues
- Pupils may appear withdrawn, irritable, overactive, worried, or exhibit changes in energy, mood, or behaviour
- Consistency, emotional safety, and flexible expectations are key
- Not always visible – awareness and observation are essential

## CLASSROOM SETTINGS

### EMOTIONAL SAFETY

- ☐ CREATE A CLASSROOM CULTURE OF RESPECT, INCLUSION, AND ACCEPTANCE
- ☐ USE CALM, NON-THREATENING LANGUAGE AND TONE
- ☐ AVOID PUBLIC SHAMING, SARCASM, OR FORCED PARTICIPATION
- ☐ OFFER SAFE SPACES FOR SELF-REGULATION OR QUIET TIME
- ☐ DISPLAY VISUALS THAT AFFIRM EMOTIONS AND SELF-EXPRESSION

### FLEXIBILITY AND ROUTINES

- ☐ MAINTAIN CLEAR, PREDICTABLE ROUTINES
- ☐ PREPARE PUPILS IN ADVANCE FOR CHANGES (E.G., WITH VISUAL SCHEDULES OR VERBAL PROMPTS)
- ☐ ALLOW FLEXIBILITY IN SEATING, TIMING, AND PARTICIPATION
- ☐ PROVIDE TIME-OUTS OR CALM-DOWN STRATEGIES WITHOUT PUNISHMENT

### CLASSROOM CLIMATE

- ☐ PROMOTE KINDNESS AND PEER EMPATHY (E.G., THROUGH COOPERATIVE LEARNING)
- ☐ AVOID OVERSTIMULATING ENVIRONMENTS (E.G., LOUD NOISE, CLUTTER)
- ☐ USE MINDFULNESS OR GROUNDING ACTIVITIES AS PART OF ROUTINE

## TEACHING PRACTICES

### EMOTIONALLY RESPONSIVE TEACHING

- ☐ ACKNOWLEDGE EMOTIONS WITHOUT JUDGMENT
- ☐ ENCOURAGE JOURNALING, DRAWING, OR ALTERNATIVE EMOTIONAL EXPRESSION
- ☐ PROVIDE CHOICES IN TASKS TO REDUCE ANXIETY AND INCREASE AUTONOMY
- ☐ USE SHORT, CLEAR INSTRUCTIONS AND CHECK FOR UNDERSTANDING
- ☐ REGULARLY CHECK IN WITH PUPILS EMOTIONALLY (PRIVATELY IF NEEDED)

### BEHAVIORAL SUPPORT

- ☐ RECOGNIZE THAT BEHAVIOUR MAY REFLECT INTERNAL DISTRESS
- ☐ RESPOND TO OUTBURSTS CALMLY; AVOID ESCALATION
- ☐ USE RESTORATIVE RATHER THAN PUNITIVE DISCIPLINE
- ☐ REINFORCE POSITIVE BEHAVIOUR WITH SPECIFIC PRAISE
- ☐ DOCUMENT PATTERNS OF CONCERN AND COMMUNICATE WITH SUPPORT STAFF

### ENGAGEMENT AND PARTICIPATION

- ☐ BREAK TASKS INTO MANAGEABLE STEPS
- ☐ OFFER POSITIVE REINFORCEMENT AND ENCOURAGEMENT
- ☐ ALLOW NON-VERBAL PARTICIPATION WHEN NEEDED
- ☐ BE SENSITIVE DURING GROUP ACTIVITIES OR PRESENTATIONS

# > CHECKLIST

EMOTIONAL & PSYCHOLOGICAL DISORDERS

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

## MATERIAL ADAPTATION

### INSTRUCTIONAL MATERIALS

- ☐ USE VISUAL AIDS TO SUPPORT INSTRUCTIONS
- ☐ PROVIDE SIMPLIFIED OR STEP-BY-STEP VERSIONS OF COMPLEX TASKS
- ☐ ALLOW DIGITAL SUBMISSIONS WHEN WRITING IS CHALLENGING

### ASSESSMENT FLEXIBILITY

- ☐ OFFER ALTERNATIVE ASSESSMENT FORMATS (ORAL, VISUAL, PORTFOLIO)
- ☐ ALLOW EXTRA TIME AND BREAKS
- ☐ AVOID HIGH-PRESSURE TESTING ENVIRONMENTS
- ☐ GRADE WITH SENSITIVITY TO EFFORT AND PROGRESS, NOT JUST OUTCOME

### SUPPORT TOOLS

- ☐ OFFER ANXIETY-REDUCING TOOLS (E.G., CHECKLISTS, TIMERS, FIDGET OBJECTS)
- ☐ USE POSITIVE AFFIRMATION VISUALS OR COPING STRATEGY CARDS
- ☐ PROVIDE ACCESS TO SCHOOL COUNSELLOR OR TRUSTED ADULT

## SWOT ANALYSIS

|               |            |
|---------------|------------|
| STRENGTHS     | WEAKNESSES |
|               |            |
| OPPORTUNITIES | CHALLENGES |
|               |            |

## EFFECTIVE ADAPTATIONS

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

|  |                          |       |
|--|--------------------------|-------|
|  | <input type="checkbox"/> | NOTES |
|  | <input type="checkbox"/> |       |
|  | <input type="checkbox"/> |       |
|  | <input type="checkbox"/> |       |
|  | <input type="checkbox"/> |       |

## EFFECTIVE RESOURCES

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

## NOTES TO MYSELF



Co-funded by  
the European Union



# > CHECKLIST

INTELLECTUAL DISABILITY

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

## ATTENTION



## SENSORY SENSITIVITIES



## COMMUNICATION



## REMINDER

An intellectual disability is when limitations in your mental abilities affect intelligence, learning and everyday life skills. The effects of this can vary widely. Some people may experience minor effects but still live independent lives. Others may have severe effects and need lifelong assistance and support.

It is important to create opportunities for these students to interact with their peers, engage in group activities, and build relationships. Teachers can encourage socialization through structured activities like group work, cooperative learning tasks, or classroom events. Additionally, raising awareness about Intellectual Disabilities among all students can promote empathy and understanding, reducing stigma and **fostering a more inclusive school culture**.

## CLASSROOM SETTINGS

- |                                                  |                                                |                                                |
|--------------------------------------------------|------------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> AVOID HARSH LIGHTING    | <input type="checkbox"/> AVOID VISUAL OVERLOAD | <input type="checkbox"/> AVAILABLE FIDGET TOYS |
| <input type="checkbox"/> REDUCE BACKGROUND NOISE | <input type="checkbox"/> CALMING COLOURS       | <input type="checkbox"/> REDUCE SMELL/SCENT    |

## TEACHING PRACTICES

### ORGANIZATION

- ☐ GIVE SCHEDULE IN ADVANCE
- ☐ TAKE SHORT FREQUENT BREAKS
- ☐ GIVE STEP-BY-STEP INSTRUCTIONS (written if you can)
- ☐ USE VERBAL TRANSITIONS (EXAMPLE: "Let's move on to the second part...")
- ☐ USE VISUAL TIMERS

### COMMUNICATION

- ☐ USE CLEAR & DIRECT LANGUAGE
- ☐ RESPECT PROCESSING TIME
- ☐ EXPLAIN THE "WHY"
- ☐ OFFER ALTERNATIVE COMMUNICATION OPTIONS (AAC)
- ☐ ROLE PLAY
- ☐ DON'T FORCE EYE CONTACT
- ☐ DO NOT USE ABLEIST LANGUAGE

### INDEPENDENCE AND SUPPORT

- ☐ GET TO KNOW THE STUDENT
- ☐ LET STUDENTS CHOOSE
- ☐ ALLOW FREEDOM TO STAND UP, MOVE AROUND, FIDGET OR EXIT THE ROOM
- ☐ GIVE FLEXIBLE GROUPING AND SOLO OPTIONS
- ☐ NEVER FORCE PUBLIC SPEAKING, READING OR INTERACTION

## MATERIAL ADAPTATION

### AT SCHOOL

- ☐ OFFER MULTIPLE FORMATS (WRITTEN, AUDIO, VIDEO)
- ☐ USE LEGIBLE FONTS (ATKINSON HYPERLEGIBLE)
- ☐ AVOID VISUAL OVERLOAD (TOO MANY COLOURS/FONTS, CAOTIC LAYOUT)
- ☐ FLEXIBLE DEADLINES

### AT HOME ASSIGNMENTS

- ☐ ALLOW ADAPTATIONS FROM "AT SCHOOL"
- ☐ DECREASE THE AMOUNT OF HOMEWORK
- ☐ DISPENSE MNEMONIC STUDYING
- ☐ COMMUNICATE WITH FAMILIES (to ensures that educational strategies are aligned with the

### COMPENSATORY TOOLS

- ☐ ASSISTIVE TECHNOLOGY (COMPUTER, CALCULATOR, SPEECH SYNTHESIS PROGRAMS, SPEECH-TO-TEXT SOFTWARE, AUDIO BOOKS, AND COMMUNICATION BOARDS)
- ☐ RECORD LESSONS OR OFFER DIGITAL RECORDER

# > CHECKLIST

INTELLECTUAL DISABILITY

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

- ☐ GIVE CHECKLIST, TEMPLATES OR MODELS
- ☐ LET THEM USE MAPS, TEMPLATES AND NOTES
- ☐ GIVE SUPPORT DURING DIFFICULT TASKS

student's needs both at school and at home)

- ☐ PROVIDE SUBTITLES OR CAPTIONS FOR AUDIOS AND VIDEOS
- ☐ OFFER NOTE TAKING SERVICES
- ☐ PROVIDE MAPS

## SWOT ANALYSIS

|               |            |
|---------------|------------|
| STRENGTHS     | WEAKNESSES |
| OPPORTUNITIES | CHALLENGES |

## EFFECTIVE ADAPTATIONS

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

|  |                          |       |
|--|--------------------------|-------|
|  | <input type="checkbox"/> | NOTES |
|  | <input type="checkbox"/> |       |
|  | <input type="checkbox"/> |       |

## EFFECTIVE RESOURCES

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

## NOTES TO MYSELF



Co-funded by  
the European Union



# > CHECKLIST

## NEURODIVERGENCE

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

### ATTENTION



### SENSORY SENSITIVITIES



### COMMUNICATION



### REMINDER

What is neurodivergence:

- ADHD (Attention-deficit hyperactivity disorder)  
neurodevelopmental disorder caused by differences in brain growth in the brain areas that regulate emotions, behaviour, attention, and executive function
- Autism (also known as autism spectre disorder)  
neurodevelopmental disorder characterized by some degree of difficulty with social interaction and communication
- Learning disorder/difficulty  
neurodevelopmental disorder causing difficulties in reading (dyslexia), writing (dysgraphia, dysorthography), and math (dyscalculia)
- Giftedness & twice exceptionality (2E: giftedness+another neurodivergence)

## CLASSROOM SETTINGS

☐ AVOID HARSH LIGHTING

☐ REDUCE BACKGROUND NOISE

### SENSORY FRIENDLY SPACE

☐ AVOID VISUAL OVERLOAD

☐ USE CALMING COLOURS

☐ AVAILABLE FIDGET TOYS

☐ REDUCE SMELL/SCENT

## TEACHING PRACTICES

### ORGANIZATION

- ☐ GIVE SCHEDULE IN ADVANCE
- ☐ TAKE SHORT FREQUENT BREAKS
- ☐ GIVE STEP-BY-STEP INSTRUCTIONS (written if you can)
- ☐ USE VERBAL TRANSITIONS (EXAMPLE: "Let's move on to the second part...")
- ☐ USE VISUAL TIMERS
- ☐ OFFER CALM SPACES FOR REGULATION OR BREAKS

### COMMUNICATION

- ☐ USE CLEAR & DIRECT LANGUAGE
- ☐ RESPECT PROCESSING TIME
- ☐ EXPLAIN THE "WHY"
- ☐ OFFER ALTERNATIVE COMMUNICATION OPTIONS (AAC)
- ☐ ROLE PLAY
- ☐ DON'T FORCE EYE CONTACT
- ☐ DO NOT USE ABLEIST LANGUAGE

### INDEPENDENCE AND SUPPORT

- ☐ GET TO KNOW THE STUDENT
- ☐ LET STUDENTS CHOOSE
- ☐ ALLOW FREEDOM TO STAND UP, MOVE AROUND, FIDGET OR EXIT THE ROOM
- ☐ GIVE FLEXIBLE GROUPING AND SOLO OPTIONS
- ☐ NEVER FORCE PUBLIC SPEAKING, READING OR INTERACTION

## MATERIAL ADAPTATION

### AT SCHOOL

- ☐ OFFER MULTIPLE FORMATS (WRITTEN, AUDIO, VIDEO)
- ☐ USE LEGIBLE FONTS (ATKINSON HYPERLEGIBLE)

### AT HOME ASSIGNMENTS

- ☐ ALLOW ADAPTATIONS FROM "AT SCHOOL"
- ☐ DECREASE THE AMOUNT OF HOMEWORK
- ☐ DISPENSE MNEMONIC STUDYING

### COMPENSATORY TOOLS

- ☐ TECHNOLOGY (COMPUTER, CALCULATOR, SPEECH SYNTHESIS PROGRAMS, SPEECH-TO-TEXT SOFTWARE, AUDIO BOOKS, AND COMMUNICATION BOARDS)

# > CHECKLIST

## NEURODIVERGENCE

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

- ☐ AVOID VISUAL OVERLOAD (TOO MANY COLOURS/FONTS, CAOTIC LAYOUT)
- ☐ GIVE FLEXIBLE DEADLINES
- ☐ GIVE CHECKLIST, TEMPLATES OR MODELS
- ☐ LET THEM USE MAPS, TEMPLATES AND NOTES
- ☐ GIVE SUPPORT DURING DIFFICULT TASKS

- ☐ COMMUNICATE WITH FAMILIES (to ensures that educational strategies are aligned with the student's needs both at school and at home)

- ☐ RECORD LESSONS OR OFFER DIGITAL RECORDER
- ☐ PROVIDE SUBTITLES OR CAPTIONS FOR AUDIOS AND VIDEOS
- ☐ OFFER NOTE TAKING SERVICIES
- ☐ PROVIDE MAPS

### SWOT ANALYSIS

|               |            |
|---------------|------------|
| STRENGTHS     | WEAKNESSES |
|               |            |
| OPPORTUNITIES | CHALLENGES |
|               |            |

### EFFECTIVE ADAPTATIONS

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

|  |                          |       |
|--|--------------------------|-------|
|  | <input type="checkbox"/> | NOTES |
|  | <input type="checkbox"/> |       |
|  | <input type="checkbox"/> |       |
|  | <input type="checkbox"/> |       |

### EFFECTIVE RESOURCES

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

### NOTES TO MYSELF



Co-funded by  
the European Union



# > CHECKLIST

## PHYSICAL DISABILITY

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

### ACCESSIBLE ENVIRONMENTS



### ASSISTIVE DEVICES



### SUPPORT SERVICES



### REMINDER

#### WHAT IS PHYSICAL DISABILITY?

- Physical disability limits movement or physical function.
- It may result from injury, illness, or congenital conditions.
- Experts stress rehab, assistive tools, and access as key supports.
- Inclusion helps ensure equal participation and opportunity.

## CLASSROOM SETTINGS

### ACCESSIBLE ENVIRONMENT

- ☐ RAMPS, WIDE DOORWAYS, AND CLEAR PATHS FOR MOBILITY AIDS
- ☐ HEIGHT-ADJUSTABLE DESKS AND CHAIRS
- ☐ ACCESSIBLE RESTROOMS AND CLASSROOM ENTRANCES

### ADAPTIVE EQUIPMENT AND TECHNOLOGY

- ☐ USE OF ASSISTIVE DEVICES LIKE WHEELCHAIRS, WALKERS, OR SPECIALIZED SEATING
- ☐ LEARNING TOOLS SUCH AS VOICE-TO-TEXT SOFTWARE, ADAPTED KEYBOARDS, AND TABLETS

### INCLUSIVE TEACHING PRACTICES

- ☐ FLEXIBLE TEACHING METHODS (E.G., VISUAL, AUDITORY, AND HANDS-ON APPROACHES)
- ☐ EXTRA TIME FOR ASSIGNMENTS AND ASSESSMENTS
- ☐ ENCOURAGING PEER SUPPORT AND INCLUSIVE GROUP ACTIVITIES

## TEACHING PRACTICES

### INSTRUCTIONAL ADAPTATIONS

- ☐ FLEXIBLE TEACHING METHODS
- ☐ MODIFIED ASSIGNMENTS
- ☐ EXTRA TIME FOR TASKS

### ASSISTIVE TECHNOLOGY USE

- ☐ SPEECH-TO-TEXT SOFTWARE
- ☐ ADAPTED KEYBOARDS/TABLETS
- ☐ MOBILITY AIDS SUPPORT

### INCLUSIVE CLASSROOM ENVIRONMENT

- ☐ ACCESSIBLE SEATING
- ☐ PEER SUPPORT AND COLLABORATION
- ☐ DISABILITY AWARENESS ACTIVITIES

## MATERIAL ADAPTATION

### FORMAT ADAPTATION

- ☐ LARGE PRINT OR DIGITAL TEXT
- ☐ AUDIO VERSIONS OF READING MATERIALS
- ☐ BRAILLE OR TACTILE RESOURCES

### PHYSICAL ACCESS ADAPTATION

- ☐ LIGHTWEIGHT OR EASY-TO-HANDLE MATERIALS
- ☐ MATERIALS PLACED WITHIN EASY REACH
- ☐ USE OF PAGE TURNERS OR BOOK HOLDERS

### TECHNOLOGY-BASED ADAPTATION

- ☐ E-BOOKS WITH TEXT-TO-SPEECH
- ☐ INTERACTIVE SOFTWARE OR APPS
- ☐ USE OF TABLETS OR ADAPTED INPUT DEVICES

# > CHECKLIST

PHYSICAL DISABILITY

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

## SWOT ANALYSIS

|               |            |
|---------------|------------|
| STRENGTHS     | WEAKNESSES |
| OPPORTUNITIES | CHALLENGES |

## EFFECTIVE ADAPTATIONS

☐☐☐☐☐☐☐☐

## NOTES

☐☐☐☐☐

## EFFECTIVE RESOURCES

☐☐☐☐☐

## NOTES TO MYSELF



Co-funded by  
the European Union

