

The parent perspective: Inclusion and acceptance in the classroom

Group Exercise

Read the profile and scenario with your group and use the planning guide to adapt the activity.

Lenny

Lenny is a 9-year-old boy attending Grade 4 in a public elementary school. Lenny enjoys learning the Bible with others and appreciates when others are able to converse with him in his native language, although he understands English. He enjoys laughing, being silly, and making jokes. Lenny loves all types of music.

Lenny's cognitive and academic skills are at grade level. He is able to think for himself and make choices. He is able to hear others and understand what they say. He is able to complete many activities of daily living and motor tasks if given ample time and patience, in addition to supportive assistance.

Lenny is not yet able to pronounce words and has minimal speech capabilities (he cannot project his voice at audible levels for the sounds and words he is able to speak). He is able to read and write, and communicates with others using a customized communication board. He has also developed various hand gestures/motions that he implements when he does not feel like using his communication board. Lenny is able to move around on his own, but has difficulty with highly physical activities. Lenny also has difficulty with fine-motor movements and needs some assistance.

Scenario

Your class is just back from the winter holidays and they are each required to get in front of the class and answer the question, "What did you do over the break?" It takes time for Lenny to select the words he needs to complete a sentence using his communication board. How can you adapt this assignment so that Lenny can participate?

