

भाषाको विकास भएका श्रवण दृष्टिविहीन बालबालिकाका लागि

श्रवणदृष्टिविहीन बालबालिकाको लागि आधारभूत तह कक्षा १-३ को
पाठ्यक्रम अनुकूलन
२०८१

नोट: यो अलगगै पाठ्यक्रम नभई श्रवणदृष्टिविहीन बालबालिकाको सिकाइका लागि तयार गरिएको आधारभूत तह कक्षा १ देखि ३ एकीकृत पाठ्यक्रमको अनुकूलन गर्ने विधिसहितको पूरक खण्ड मात्र हो ।



नेपाल सरकार

शिक्षा, विज्ञान तथा प्रविधि मन्त्रालय

पाठ्यक्रम विकास केन्द्र

सानोठिमी, भक्तपुर

हाम्रो भनाइ

विद्यालय तहको शिक्षालाई उद्देश्यमूलक, व्यावहारिक, समसामयिक एवम् सान्दर्भिक बनाउने अभिप्रायले पाठ्यक्रम परिमार्जनको कार्य प्रारम्भ गरिएको हो । यसै सन्दर्भमा शिक्षक, अभिभावक, विद्यार्थी तथा विज्ञहरूबाट प्राप्त राय सुझाव, ज्ञान, विज्ञान तथा प्रविधिमा भएको विकास तथा परिवर्तन र स्थानीय आवश्यकता तथा विश्वव्यापी सन्दर्भविच सन्तुलनको आवश्यकतालाई समेत दृष्टिगत गरी विद्यालय तह कक्षा १-३ का लागि २०४९ मा विकास गरी लागू गरिएको पाठ्यक्रममा समसामयिक परिमार्जनसहित कार्यान्वयन भरहेको प्राथमिक शिक्षा पाठ्यक्रम २०६२ लाई परिमार्जन गर्नु आवश्यक देखिएकाले आधारभूत तहअन्तर्गत कक्षा १-३ को यो पाठ्यक्रम विकास गरिएको हो । सङ्घीय लोकतान्त्रिक गणतन्त्र नेपालका लागि विद्यालय शिक्षाको पाठ्यक्रमका विकासका लागि राष्ट्रिय पाठ्यक्रम प्रारूप, २०७६ ले निर्दिष्ट गरेका सिद्धान्त तथा स्वरूपमा आधारित भई उल्लिखित सन्दर्भहरूलाई समेत आधार मानी विद्यालय शिक्षाको पाठ्यक्रम विकास गर्ने क्रममा आधारभूत तह कक्षा १-३ को पाठ्यक्रम २०७६ विकास गरिएको छ । विश्वमा भएका नवीनतम शैक्षिक परिवर्तन एवम् नेपालको वर्तमान सन्दर्भ र स्थानीय आवश्यकतालाई दृष्टिगत गरी बालबालिकाको सर्वाङ्गीण विकासमा सहयोग पुऱ्याउने, सामाजिक न्याय प्रवर्धन गर्ने र राष्ट्र निर्माणका लागि सक्षम तथा प्रतिस्पर्धी नागरिक विकास गर्ने लक्ष्यसहित राष्ट्रिय पाठ्यक्रम प्रारूप, २०७६ ले तयार गरेको विद्यालय शिक्षाको मार्गचित्रमा आधारित भई यो पाठ्यक्रम विकास गरिएको छ ।

यस पाठ्यक्रममा सबै बालबालिकाको पहुँच विस्तार गरी सबैका लागि शिक्षा सुनिश्चित गर्न आवश्यक छ । यसलाई मध्यनजर गरी पाठ्यक्रमलाई अपाङ्गताअनुसार अनुकूलन गर्ने कार्यको थालनी गरिएको हो । यस सन्दर्भमा यस आर्थिक वर्ष २०८१/८२ मा कक्षा १-३ को पाठ्यक्रमलाई श्रवणदृष्टिविहीन अपाङ्गतामैत्री हुने गरी अनुकूलन गर्ने कार्य गरिएको छ । यो पाठ्यक्रमलाई अनुकूलन गर्ने क्रममा सम्बन्धित विद्यालयका विद्यार्थी, अभिभावक, शिक्षकहरूसँग प्रत्यक्ष रूपमा छलफल तथा कक्षा अवलोकन गरिएको थियो । यस क्रममा तयार पारिएको पाठ्यक्रममा शिक्षक तथा अभिभावकसँग परामर्शसमेत लिइएको थियो ।

यो पाठ्यक्रम तयार गर्ने क्रममा महत्वपूर्ण सहयोग पुऱ्याउनु हुने नीति निर्माता, विज्ञ तथा विशेषज्ञ, शिक्षाविद्, प्राध्यापक, शिक्षक, विद्यार्थी एवम् सम्बन्धित सरोकारवालाहरूप्रति पाठ्यक्रम विकास केन्द्र हार्दिक कृतज्ञता व्यक्त गर्दछ । यो पाठ्यक्रमको कार्यान्वयनलाई प्रभावकारी बनाई बालबालिकालाई गुणस्तरीय शिक्षाको अवसर सुनिश्चित गर्ने कार्यमा सम्बद्ध सबैबाट सक्रिय योगदानको अपेक्षा गरिएको छ । विद्यालय शिक्षाको यो पाठ्यक्रम गतिशील दस्तावेज भएकाले यसमा सुधार तथा परिमार्जन गर्दै अझ प्रभावकारी बनाउनका लागि यस केन्द्रले पाठ्यक्रम प्रयोगकर्तालगायत सम्बन्धित सबैबाट निरन्तर रचनात्मक सुझाव प्राप्त हुने अपेक्षा गरेको छ ।

पाठ्यक्रम विकास केन्द्र

विषयसूची

क्र.स.	विषयवस्तु	पृष्ठ सङ्ख्या
१.	कक्षाकोठाको विभिन्नता र श्रवण दृष्टिविहीनता	१
२.	श्रवण दृष्टिविहीनताका प्रमुख प्रकारहरू	२
३.	पाठ्यक्रम अनुकूलन	३
४	सिकाइको सर्वव्यापी ढाँचा (Universal Design for Learning): पाठ्यक्रम अनुकूलनको प्रमुख सिद्धान्त	५
५.	पाठ्यक्रम अनुकूलनमा भएका भ्रमहरू	७
६	सञ्चार र सिकाइ	८
७	सिकाइको मूल्याङ्कन	११
८	पाठ्यक्रमको प्रयोग र रङको सम्बन्ध (Color Code)	१३
९	सिकाइ उपलब्धि हासिल हुने तह	१४
१०	सिकाइका लागि न्यूनतम शर्त	१४
११	विषयगत पाठ्यक्रम अनुकूलन	१५
११.१	नेपाली	१५
११.२	गणित	२९
११.३	अङ्ग्रेजी	३७
११.४	सेरोफेरो	४१३

श्रवण दृष्टिविहीन बालबालिकाको लागि कक्षा १-३ को पाठ्यक्रम अनुकूलन

१. कक्षाकोठाको विभिन्नता र श्रवण दृष्टिविहीनता

समाजमा फरक फरक क्षमता भएका मानिसहरू भए झैं कक्षाकोठामा पनि फरक फरक क्षमताका विद्यार्थीहरू हुन्छन् । एउटा कक्षामा सँगै अध्ययन गर्ने विद्यार्थी विभिन्न भूगोल र सामाजिक तथा आर्थिक समूहबाट प्रतिनिधित्व गर्ने त स्वभावैले भिन्न भए तर त्योभन्दा बढी विभिन्न प्रकारका अपाङ्गता भएका बालबालिका पनि विद्यालयमा अपाङ्गता नभएकासँगै रहन्छन् । अपाङ्गता भएका मात्रै नभएर बानी व्यवहारमा विचलन देखिएका बालबालिका पनि अन्य बालबालिकासँगै अध्ययन गर्दछन् । माथि उल्लेख गरिए झैं बालबालिकाहरू फरक फरक अवस्थाका हुँदा सिकाइ क्षमता र सिकने दर पनि अलग अलग हुन्छन् । जुनसुकै अवस्थाका बालबालिका किन नहुन् सबैले शिक्षा प्राप्त गर्न पाउनु उनीहरूको अधिकारभित्र पर्दछ । नेपालले सबै बालबालिकालाई आधारभूत तहसम्मको शिक्षा निःशुल्क र अनिवार्य हुने व्यवस्था गरेको छ । आजकाल संसारका अन्य मुलुकमा झैं हाम्रो मुलुकमा पनि बालबालिकाहरू जुनसुकै पृष्ठभूमिबाट आउने भएता पनि सबैलाई सँगसँगै राखेर शिक्षा दिने प्रतिबद्धता जनाएको छ । यसरी सबै अवस्थाका बालबालिकालाई उनीहरूको व्यक्तिगत अवस्था र आवश्यकतालाई ध्यानमा राख्दै एउटै पाठ्यक्रमको माध्यमबाट सँगसँगै शिक्षा दिनुलाई समावेशी शिक्षा भन्दछन् ।

आजकाल हाम्रो समाजमा एकै जना व्यक्तिले एकैपटक देख्न र सुन्न नसक्ने (द्वैध अपाङ्गता) अवस्थामा भएका बालबालिकाहरू धेरै जना पहिचान भएका छन् । श्रवण र दृष्टि जोडिएका द्वैध स्नायु दुर्बलताका कारण व्यक्तिलाई उत्पन्न हुने फरक प्रकारको अपाङ्ग अवस्था श्रवण दृष्टिविहीनता हो । यस प्रकारको अशक्तताका कारण व्यक्तिलाई सञ्चार गर्न, वस्तु र घटनाप्रतिको बुझाइ बनाउन र चलायमान हुन कठिनाई उत्पन्न हुन्छ । अपाङ्गता भएका व्यक्तिको अधिकारसम्बन्धी ऐन, २०७४ को अनुसूची (दफा ३ को उपदफा १ सँग सम्बन्धित) अपाङ्गताको परिभाषा तथा अपाङ्गताका प्रकारहरूको बारेमा जानकारी राखिएको छ । यसै खण्डमा श्रवण दृष्टिविहीन अपाङ्गतालाई देहायबमोजिम परिभाषित गरिएको छ । सुनाइसम्बन्धी र दृष्टिसम्बन्धी दुवै अपाङ्गता भएको वा दुईओटा इन्द्रियसम्बन्धी अपाङ्गताको संयुक्त अन्तरक्रिया रहेको व्यक्तिलाई श्रवणदृष्टिविहीन अपाङ्गता भएको व्यक्ति भनी चिनाएको छ ।

श्रवण दृष्टिविहीन व्यक्ति भन्नाले पूर्ण रूपमा देख्ने वा सुन्ने क्षमता गुमाएको हुनुपर्ने मात्र नभई दुवै इन्द्रियको कार्य क्षमता प्रशस्त मात्रामा घट्न गई दैनिक जीवनमा व्यक्तिलाई कार्य गर्न कठिनाई भएको भन्ने हुन्छ । यस अवस्थाका व्यक्तिलाई आवश्यक पर्ने विशिष्ट आवश्यकता व्यक्तिको उमेर, श्रवण दृष्टिविहीनताको सुरुवाती र श्रवण दृष्टिविहीनताको प्रकारमा निर्भर गर्दछ । श्रवण दृष्टिविहीनता भएका व्यक्तिले कुनै एउटा इन्द्रियको प्रयोग गरी अर्को इन्द्रियका कारणले हुने दुर्बलताको आपूरण गर्न सक्दैनन् । श्रवण दृष्टिविहीन अपाङ्गता भएका बालबालिकाहरूको आवश्यकताहरू समयमै

सम्बोधन हुन सकेमा उनीहरूले आफ्ना दैनिक आवश्यकता र स्वतन्त्र रूपमा चलन सक्ने सिप प्राप्त गर्दछन् र जीवन सरल र सहज बनाउँछन्। श्रवणदृष्टि क्षमताका आधारमा प्रत्येक व्यक्तिमा इन्द्रियको क्षतिको मात्रा फरक फरक हुने हुँदा कार्यात्मक क्षमता पनि व्यक्तिपिच्छे फरक हुने गर्दछ। जन्मजात र जन्मपश्चात् श्रवण दृष्टिविहीनता भएका व्यक्तिहरूमा सामाजिक सांस्कृतिक शैक्षिक तथा भाषागत विविधता रहन्छ, जसले उनीहरूको सिकाइ प्रक्रियामा पनि विविधता ल्याइदिन्छ। श्रवण दृष्टिविहीन व्यक्तिलाई दृष्टि अपाङ्गता भएका वा बहिरा व्यक्तिका लागि उपलब्ध गराइने सेवाभन्दा फरक प्रकृतिको सेवाको जरुरत पर्दछ।

२. श्रवण दृष्टिविहीनताका प्रमुख प्रकारहरू

१. **जन्मजातको श्रवण दृष्टिविहीनता:** व्यक्तिमा जन्मजात श्रवण र दृष्टि क्षमतामा हास आयो भने उसमा रहेको अवस्था जन्मजात श्रवण दृष्टिविहीनता हो। यसका प्रमुख कारणहरूमा गर्भावस्थामा सङ्क्रमण हुनु, समय नपुगी जन्म हुनु, जन्मदाको अवस्थामा चोटपटक लाग्नु र केही वंशाणुगत कारणहरू पर्दछन्।
२. **जन्मपश्चात्को श्रवण दृष्टिविहीनता:** व्यक्तिमा जन्मपश्चात् कुनै कारणले श्रवण र दृष्टिसम्बन्धी क्षमताका हास आयो भने यस अवस्थालाई जन्मपश्चात्को श्रवण दृष्टिविहीनताको रूपमा लिन सकिन्छ। जो कोही व्यक्ति बिरामीका कारण, दुर्घटनाका कारण वा बुढ्यौलीका कारण जुन बेला पनि श्रवण दृष्टिविहीन हुन सक्दछ।

यस खण्डमा जन्मपश्चात् श्रवण दृष्टिविहीन हुन पुगेका बालबालिका (भाषा विकास भएका श्रवण दृष्टिविहीन बालबालिका) लाई सिकाउने शिक्षकलाई मध्यनजर गरेर आधारभूत तह कक्षा १-३ को प्रचलित पाठ्यक्रम अनुकूलनका उपायहरू प्रस्तुत गरिन्छ। आर्जित अर्थात् जन्मपश्चात् बालबालिकाहरूमा श्रवण दृष्टिविहीनता (Acquired Deafblindness) देखिनुमा देहाय कारणहरू हुन सक्छन् -

- प्रारम्भिक आर्जित श्रवण दृष्टिविहीन (Early Acquired Deafblindness)
- उसर सिन्ड्रोम (Usher Syndrome)
- उमेरसम्बन्धी श्रवण दृष्टिविहीन (Age-Related Deafblindness)
- सङ्क्रमणपश्चात्को श्रवण दृष्टिविहीन (Post-Infectious Deafblindness)
- दुर्घटनात्मक श्रवण दृष्टिविहीन (Trauma-Induced Deafblindness)
- सिन्ड्रोमसम्बन्धित श्रवण दृष्टिविहीन (Syndromic Deafblindness)

३. पाठ्यक्रम अनुकूलन

सबै बालबालिकाको सिकाइको अवस्था एकनासको हुँदैन। आधारभूत तहको सुरुवातका कक्षादेखि नै फरक सिकाइ क्षमताका बालबालिकाका लागि अलग अलग पाठ्यक्रमको व्यवस्था गरिनु हुँदैन। समावेशी सिकाइ पद्धतिको मूल आशय नै एउटै कक्षामा एउटै पाठ्यक्रम व्यक्तिगत आवश्यकतानुसार प्रयोग गरी सिकाउनु हो। हाम्रो देशमा पनि

विगतदेखि नै विशेष विद्यालय, स्रोत कक्षा, एकीकृत विद्यालय र मूलधारका विद्यालय गरी चार प्रकारका विद्यालयहरू सञ्चालनमा छन् । बालबालिकाको अवस्था र शिक्षकको रुचिबमोजिम विद्यालयको सल्लाहमा पूर्ण अशक्त र अतिअशक्त अवस्थाका बालबालिकालाई स्रोतकक्षा वा विशेष कक्षमा सिकने व्यवस्था मिलाइन्छ भने सामान्य अपाङ्गता भएका बालबालिकालाई मूलधारका विद्यालयमा र मध्यम अपाङ्गता भएका बालबालिकाका लागि अभिभावकको इच्छा र बालबालिकाको घर नजिक रहेको सुविधाका आधारमा विशेष वा मूलधारका विद्यालयमा अध्ययन गर्ने सुविधा उपलब्ध गराइएको छ । एकै प्रकृतिका अपाङ्गता भएका बालबालिकाले पढ्ने कक्षमा पनि व्यक्तिगत विभिन्नताका कारण फरक फरक सिकाइ क्षमताका बालबालिका हुन्छन् । उनीहरू सबैलाई एउटै विषयवस्तु एकनासले सिकाउन सकिँदैन । एउटै सिकाइ उपलब्धि पनि फरक फरक क्रियाकलापबाट फरक फरक समयमा अलग अलग मापनका उपकरणको प्रयोग गरेर मात्र सिकाउनुपर्ने हुन्छ । यसरी समान सिकाइ उपलब्धिलाई व्यक्तिको अवस्था र आवश्यकतानुसार सूक्ष्म ढङ्गले सिकाउन पाठ्यक्रमलाई सरलीकरण गर्ने विधि नै पाठ्यक्रमको अनुकूलन हो । हरेक बालबालिकाको समान पाठ्यक्रममा उपयुक्त ढङ्गले पहुँच राख्नु उनीहरूको अधिकारको सवाल हो । त्यसैले उही पाठ्यक्रमलाई सरलीकृत गरी सिकाइलाई चाहिँ वैयक्तिक बनाउने कार्य नै पाठ्यक्रममा अनुकूलन हो ।

पाठ्यक्रम अनुकूलन मूलतः तीन आधारबाट गर्न सकिन्छः

१. विषयवस्तुमा अनुकूलन (के सिकाउने)
२. शैक्षणिक अनुकूलन (कसरी सिकाउने र सिकेको कुरा कसरी थाहा पाउने)
३. वातावरणीय अनुकूलन (कहाँ, कहिले र कोसँग सिकने)

पाठ्यक्रम अनुकूलनका प्रमुख तीन क्षेत्र

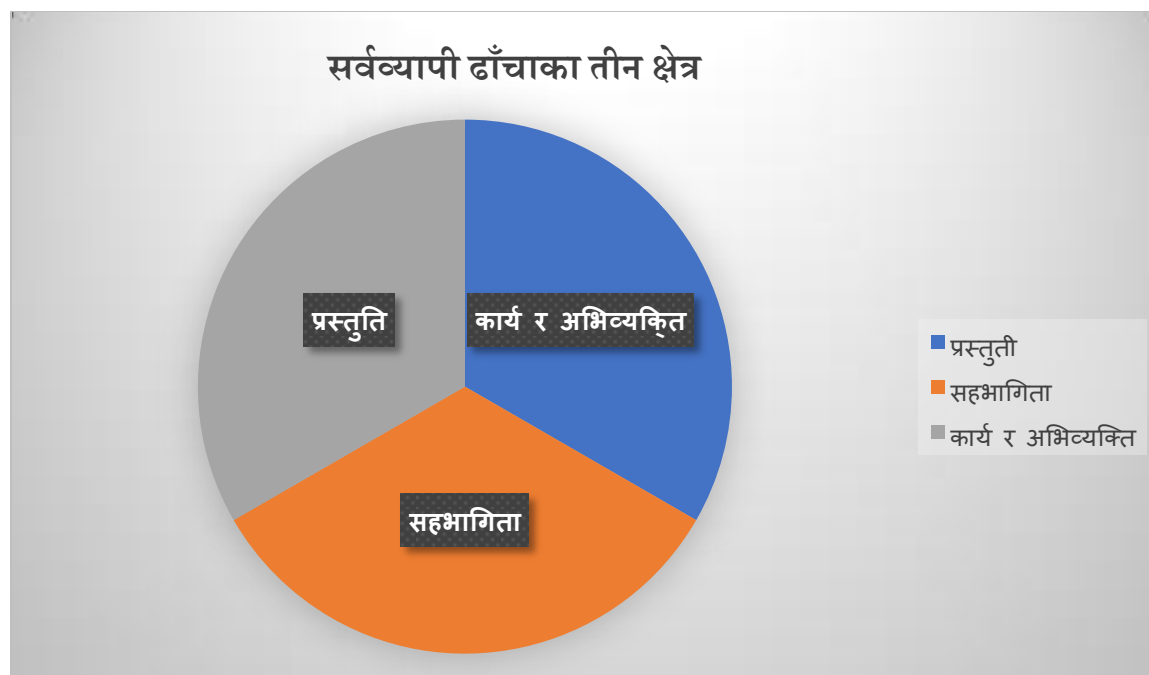


माथि उल्लेख गरिएका प्रमुख तीन पक्षका आधारमा बालबालिकाको आवश्यकता र अवस्थाका आधारमा विभिन्न नौ प्रकारबाट पाठ्यक्रममा अनुकूलन गरिन्छ :

१. **विषयवस्तुको मात्रामा अनुकूलन:** सिकाउनुपर्ने खास खास कुरालाई सिकाइसकेपछि विषयवस्तुलाई धेरै लम्ब्याउन आवश्यक हुँदैन । नसिकाई नहुने विषयवस्तुलाई समेटेर समान सिकाइ क्षेत्रको आयतनलाई घटाएर पनि पाठ्यक्रममा अनुकूलन गर्न सकिन्छ ।
२. **समयमा अनुकूलन:** विशेष आवश्यकता भएका बालबालिकालाई उनीहरूको क्षमताअनुसार सिक्न लामो समय लाग्ने हुन्छ । एउटै सिकाइ उपलब्धि व्यक्तिपिच्छे फरक समयमा सिक्न सक्ने भएकाले थप समयको व्यवस्था गरेर पाठ्यक्रममा अनुकूलन गरिन्छ ।
३. **सहयोगको तहमा अनुकूलन:** कसैलाई सिक्नका लागि धेरै सहयोग गर्नुपर्ने हुन्छ भने कतिपयलाई थोरै सहयोगले पनि सिकाइ सम्भव बनाउँछन् ।
४. **सिक्नका लागि गरिने प्रयत्न वा लगानी:** सिकाइका लागि विषयवस्तु, साधन, विधि, समय, स्रोत, जनशक्ति, प्रयत्न आदि कुरामा लगानी गर्नुपर्ने हुन्छ । एउटै सिकाइ उपलब्धि धेरै लगानी गरेर व्यवस्थित रूपमा सिकाइयो भने कठिन अवस्थामा पनि सिकाइ सम्भव हुन्छ ।
५. **कठिनाइको तह:** सिकाइका लागि चुनौती महसुस गरिएको अवस्थामा सिकाइ उपलब्धिको कठिनाइको तह घटाइदिनुपर्ने हुन्छ । सबैले एउटै स्तरको कठिनाइका समस्या समाधान गर्न सक्दैनन् ।
६. **बालबालिकाले दिने प्रतिक्रियामा विकल्प:** सबै बालबालिकाले एउटै स्तरमा लेखेर वा बोलेर वा कुनै एकै प्रकारले मात्र सिकेको कुरा प्रतिक्रिया दिँदैनन् । त्यसले उनीहरूले जानेको कुरा व्यक्त गर्न धेरै विकल्पहरू दिनुपर्छ ।
७. **सिकाइ सहभागितामा लचकता:** कतिपय सिकारूलाई सिकाइ प्रक्रियामा लचकता अपनाउनुपर्ने हुन्छ । सबैलाई एकनासले सिकाउने प्रयास गरेर वा कडिकडाउ गरेर मात्र सिकाइ सम्भव हुने होइन ।
८. **वैकल्पिक लक्ष्य:** माथि उल्लेख गरिएका सातओटा चरण धैर्यतापूर्वक पूरा गरेपछि पनि सिकाइमा कठिनाइ देखिएमा मात्र सिकाइ उपलब्धिको वैकल्पिक लक्ष्य वा उद्देश्य राख्नुपर्ने हुन्छ ।
९. **वैकल्पिक पाठ्यक्रम:** माथि उल्लिखित आठओटै चरण लगातार प्रयोग गर्दा पनि कुनै बालबालिकामा सिकाइ हुन कठिनाई देखिएमा त्यस्ता बालबालिकाका लागि पाठ्यक्रममा नै विकल्प दिनुपर्ने हुन्छ ।

यहाँ आधारभूत तह कक्षा १-३ को साधारण वा नियमित पाठ्यक्रमको कार्यान्वयनका लागि वैकल्पिक पाठ्यक्रममा जानुपूर्वका प्रयासलाई मात्र उल्लेख गरिएको छ । नियमित पाठ्यक्रमका धेरै प्रावधानहरू श्रवण दृष्टिविहीन बालबालिकाका लागि पनि उत्तिकै सान्दर्भिक छन्, जुन थोरै मेहनत बढाउँदा सिकाउन सकिन्छ ।

४. सिकाइको सर्वव्यापी ढाँचा (Universal Design for Learning) पाठ्यक्रम अनुकूलनको प्रमुख सिद्धान्त



समावेशीताको प्रमुख सिद्धान्त सिकाइलाई वैयक्तिक बनाउनु हो । सिकाइ प्रक्रियाको वैयक्तीकरणमा विद्यार्थीमा भएको विभिन्नताको सम्बोधन गर्न सिकारुले आफ्नो अवस्था अनुकूल छनोट गर्न पाउने गरी बहुविकल्प दिनुपर्ने हुन्छ । पाठ्यक्रम अनुकूलनको मार्गदर्शन सिकाइको सर्वव्यापी ढाँचा (Universal Design for Learning) हो । सिकाइको सर्वव्यापी ढाँचा (UDL) एउटा शैक्षिक रूपरेखा हो, जसले विविध अवस्था भएका विद्यार्थीहरूको सिकाइको आवश्यकता पूरा गर्न विभिन्न तरिकाहरूको संलग्नता, प्रस्तुति र क्रियाकलाप तथा अभिव्यक्तिको प्रयोग गर्न प्रोत्साहित गर्दछ । यसको उद्देश्य व्यक्तिगत सिकाइका भिन्नतालाई ध्यानमा राख्दै समावेशी र पहुँचयोग्य शिक्षण वातावरण सिर्जना गर्नु हो ।

सिकाइको सर्वव्यापी ढाँचाले सबै विद्यार्थीहरूलाई सफल हुने समान अवसर दिन्छ । यसले शिक्षण र सिकाइको दृष्टिकोणले विद्यार्थीहरूको सिकाइ सामग्रीमा पहुँच पुग्ने र आफ्नो ज्ञान प्रस्तुत गर्ने विभिन्न तरिकाहरूमा लचकता प्रदान गर्दछ । यस ढाँचाले विद्यार्थीहरूलाई उत्प्रेरित गराइराख्नका लागि विभिन्न तरिकाहरूको खोजी गर्दछ ।

सिकाइको सर्वव्यापी ढाँचा (Universal Design for Learning) को मुख्य उद्देश्य शिक्षणका विभिन्न विधिहरू प्रयोग गरेर सिकाइमा आउने जुनसुकै बाधाहरू हटाउनु हो । यसले प्रत्येक व्यक्तिमा अन्तर्निहित सबल पक्ष र आवश्यकता अनुरूप अनुकूलन गर्न सकिने लचिलोपन निर्माण गर्दछ । यही कारणले गर्दा युडिएल सबै सिकारूका लागि लाभदायक हुन्छ ।

सिकाइको सर्वव्यापी ढाँचा (Universal Design for Learning) का तीन सिद्धान्त

सिकाइको सर्वव्यापी ढाँचा (Universal Design for Learning) ले शिक्षकलाई पाठयोजना र मूल्याङ्कन पद्धतिको विकास गर्नका लागि मार्गनिर्देशन गर्दछ। यो मूलतः तीन मुख्य सिद्धान्तहरूमा आधारित छः

१. संलग्नतामा बहुविकल्प (Multiple Means of Engagement)

यसमा सिकारूलाई सधैं उत्प्रेरित गर्ने र उनीहरूको रुचि कायम राख्ने उपायहरूको खोजी गर्ने कार्य पर्दछ। उदाहरणका लागि:

- सिकारूलाई उपलब्ध गराइएको धेरैभन्दा धेरै विकल्पबाट आफूलाई उपयुक्त हुने कुनै विकल्पहरू रोज्न दिनुहोस्।
- उनीहरूको जीवनसँग सम्बन्धित लाग्ने कार्य गर्न दिनुहोस्।
- सिप विकासलाई खेलजस्तै रोमाञ्चक बनाउनुहोस्।
- सिकारूले उठ्न र वरपर हिँड्नुल गर्न पाउने अवसर सिर्जना गर्नुहोस्।

२. सिकाइ स्रोतबाट दिइने प्रस्तुतिमा (Multiple Means of Representation)

विषयवस्तुका बारेमा जानकारी लिन एकभन्दा बढी वा धेरै विकल्प राखेर प्रारूप प्रस्तुत गर्नुहोस्। उदाहरणका लागि शिक्षकले कार्यपुस्तिकासँगै निम्न कुरा पनि दिन सक्ने छन्:

- अडियोको प्रयोग जसले लिखित निर्देशनलाई ठुलो स्वरमा पढेर सरल बनाउन सकिन्छ।
- भिडियो देखाएर समस्या समाधान गर्ने तरिका प्रस्तुत गर्न सकिन्छ।
- प्रयोगात्मक सिकाइ गराएर गरेर सिक्ने अवस्थाको सिर्जना गराउन सकिन्छ।

३. कार्य र अभिव्यक्तिमा बहुविकल्प (Multiple Means of Action and Expression)

विद्यार्थीहरूलाई उपलब्ध गराइएको सिकाइ सामग्रीसँग अन्तर्क्रिया गर्न र आफ्नो ज्ञान प्रदर्शन गर्नका लागि एकभन्दा बढी तरिकाहरू उपलब्ध गराउनुपर्दछ। हरेक व्यक्तिले एकै तरिकाले मात्र जानेको कुरा प्रस्तुत गर्दैनन्। उदाहरणका लागि उनीहरूले निम्न विकल्पहरूमध्ये कुनै पनि विकल्प रोज्न सक्ने छन्:

- पेन्सिल र पेपर टेस्ट लिन सकिन्छ।
- मौखिक प्रस्तुति गर्ने अवसर दिन सकिन्छ।
- भिडियो वा कमिक स्ट्रिप बनाउने अवसर दिन सकिन्छ।
- समूह परियोजना गर्न लगाउन सकिन्छ।

५. पाठ्यक्रम अनुकूलनमा भएका भ्रमहरू

पाठ्यक्रम अनुकूलनका बारेमा शिक्षकहरूका बिचमा धेरै अन्यौलता छन् । यसको वास्तविकाताका बारेमा यहाँ प्रष्ट पार्ने प्रयास गरिन्छ ।

भ्रम	यथार्थता
१. पाठ्यक्रम अनुकूलन भनेको नियमित पाठ्यक्रमको विकल्पमा अलग्गै पाठ्यक्रम बनाउनु हो ।	१. पाठ्यक्रममा अनुकूलन भनेको सिकारुको वैयक्तिक विभिन्नतालाई ध्यानमा पुर्याई नियमित पाठ्यक्रमको सरल ढङ्गले प्रयोग गर्ने मार्ग निर्देशन हो ।
२. पाठ्यक्रमको अनुकूलनमा सक्षमता र सिकाइ उपलब्धिको अनुकूलन गरिन्छ ।	२. पाठ्यक्रमको अनुकूलनमा सिकाइ क्रियाकलाप, शैक्षिक सामग्री शिक्षण विधि र सिकाइको मूल्याङ्कनका साथै सिकाइ वातावरणको पनि अनुकूलन गरिन्छ ।
३. एकै प्रकारका अपाङ्गता भएका बालबालिकालाई सिकाउन एकै खालको अनुकूलित पाठ्यक्रमको प्रयोग गरिन्छ ।	३. एकै प्रकारका अपाङ्गता भएका बालबालिकाको समूहभित्र पनि फरक फरक अवस्थाका बालबालिका हुने हुनाले पाठ्यक्रम पनि व्यक्तिको अवस्था हेरेर मात्र अनुकूलित गर्नुपर्दछ ।
४. केन्द्रबाट तयार गरेर दिएको अनुकूलित पाठ्यक्रमको कार्यान्वयन गर्दा पर्याप्त हुन्छ ।	४. केन्द्रबाट उपलब्ध गराइने अनुकूलित पाठ्यक्रमले शिक्षकलाई सिकारु अनुकूल हुने गरी पाठ्यक्रमको अनुकूलन कसरी गर्ने रहेछ भन्ने ज्ञान मात्र दिलाउँछ । वातावरणसँगै सिकाइको सम्पूर्ण ढाँचामा अनुकूलन त आफैले गर्ने हो ।

६. सञ्चार र सिकाइ

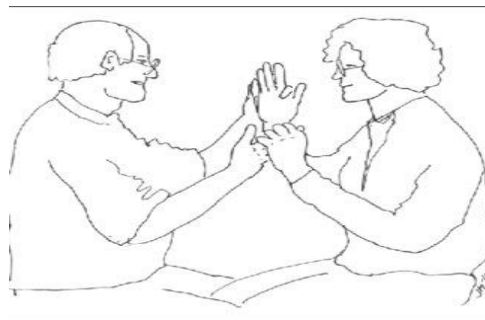
शिक्षण सिकाइका लागि प्रभावकारी सञ्चार पहिलो सर्त हो । सञ्चार हुनका लागि प्रेषकले दिन खोजेको सन्देश प्रापकले बुझ्नुपर्दछ । सञ्चार सम्प्रेषणका लागि मानव शरीरका पाँच इन्द्रियको ठुलो भूमिका हुन्छ । पाँच इन्द्रियमध्ये देख्नका लागि आँखा र सुन्नका लागि कानले सूचना आदानप्रदानमा प्रधानता कायम गर्दछ । श्रवण दृष्टिविहीन बालबालिकाको सवालमा देख्ने र सुन्ने पक्ष शून्य वा कुनै एक पक्ष शून्य भई अर्को पक्ष न्यून भएकाले सञ्चार प्रक्रियामा जटिलता देखा पर्दछ । धेरै अवस्थामा श्रवण दृष्टिविहीन बालबालिका बोल्दैनन् । त्यसैले व्यक्तिमा बाँकी रहेको श्रव्य वा दृश्य क्षमताको सदुपयोग गरी वा सो पनि नभएमा छालाबाट छामेर (स्पर्श) मात्र सूचना आदानप्रदान गर्नुपर्ने हुन्छ । त्यसैले श्रवण दृष्टिविहीन बालबालिकालाई सिकाउनुपर्दा स्पर्श साङ्केतिक भाषा र छामेर लेख्न वा पढ्नका लागि ब्रेल लिपिको प्रयोग अनिवार्य छ । आजकाल कम्प्युटरमा पनि ब्रेलबाट लेख्न र पढ्न सकिने प्रविधि बनेको छ । श्रवण दृष्टिविहीन बालबालिकालाई सिकाउने शिक्षकले स्पर्श साङ्केतिक भाषा र ब्रेल जानेकै हुनुपर्छ ।

यदि शिक्षकले जानेको छैन भने दोभाषेको व्यवस्थाबाट सिकाइ सञ्चालन गर्नुपर्ने हुन्छ । यस्तो अवस्थामा मूलधारका कक्षामा सिकाइ सञ्चालन गर्न कठिन हुन्छ ।

श्रवण दृष्टिविहीन बालबालिको शिक्षण सिकाइमा देहायको विधिबाट सञ्चार गरिन्छ:

क. स्पर्श सङ्केतिक भाषा (Tactile Signing)

यो विधिमा सङ्केत गर्ने व्यक्तिको हात मुनि र सङ्केत ग्रहण गर्ने व्यक्तिको हात माथि राखेर सञ्चार गरिन्छ जुन पूर्णतः श्रवण दृष्टिविहीन व्यक्तिहरूका लागि सामान्य विधि हो ।



ब्रेल (Braille)

पढ्न र लेख्नका लागि ब्रेल एक महत्त्वपूर्ण सिप हो, जसले लिखित सञ्चारमा पहुँच प्रदान गर्न सक्छ ।



ख. स्पर्श सङ्केतहरू (Tactile Signs)

सूचना सम्प्रेषण गर्नका लागि विशिष्ट स्पर्श सङ्केतहरू विकास गर्नुपर्छ, जस्तै: सामान्य अवधारणाहरू वा क्रियाहरूको प्रतिनिधित्व गर्न हातका चालहरू, कुनै वस्तु वा विषय जनाउने स्पर्श सङ्केत

क्र स	विवरण	सङ्केत
१	दुई हातको प्रयोग गरी गरिने सङ्केत: यसमा श्रवण दृष्टिविहीन व्यक्तिको हातमा अक्षर वा शब्द हातले सङ्केत गरी अभिव्यक्त गरिन्छ ।	
२	हातमा औँलाले अक्षर लेखेर गरिने सङ्केत: यो श्रवण दृष्टिविहीन अपाङ्गता भएका व्यक्तिको हातमा अर्को व्यक्तिले भन्नुपर्ने खबर हत्केलामा लेखी सञ्चार गरिने तरिका हो । यस विधिबाट सञ्चार गर्दा समय लाग्न सक्छ । त्यसैले सहज सञ्चारका लागि व्यक्तिलाई तालिम दिनुपर्ने हुन्छ ।	
३	स्पर्श साङ्केतिक भाषा: सञ्चारको यस विधिलाई कहिलेकाहीँ यसलाई हातमाथि हात विधि पनि भनिन्छ । सन्देश ग्रहण गर्ने व्यक्तिको हात छोएको र चालमा ल्याएको थाहा पाउने गरी सङ्केत गर्ने व्यक्तिको हातको पछाडि नरम तरिकाले राखिन्छ ।	
४	ब्रेल: यो दृष्टिविहीन, आंशिक दृष्टिविहीन र श्रवण दृष्टिविहीन व्यक्तिहरूले स्पर्श विधिद्वारा लेखन गर्ने सञ्चारको विधि हो । यस प्रकारको लिपि बाक्लो कागजमा छामेर वा कम्प्युटरमा आउने गरी जोडेर वा स्मार्टफोनको सहायताले पढ्न सकिन्छ ।	
५	पार्श्वस्वर: यस विधिमा श्रवण दृष्टिविहीन व्यक्तिले सुन्न वा बुझ्न सक्ने गरी स्वर, गति र आयतन पार्श्व तवरले प्रवाह गरिन्छ ।	
६	ठुला अक्षर: कतिपय अवस्थामा लिखित सञ्चार सरल र स्पष्ट हुन्छ । कतिपय श्रवण दृष्टिविहीन व्यक्तिहरू ठुला आकारका अक्षर देख्न सक्ने हुन्छन् । उनीहरूका लागि सञ्चारका विषयवस्तु ठुला आकारमा लेखेर दिएमा स्पष्ट सञ्चार हुन्छ ।	
७	नेपाली र अमेरिकी साङ्केतिक भाषा: सजिलै सुन्न नसकेतापनि कुनै पनि तवरले देख्न सक्ने व्यक्ति छ भने उसका लागि नेपालमा नेपाली र अमेरिकी साङ्केतिक भाषाको प्रचलन छ । कुनै वस्तुको आकार, स्थान, हातको चाल, मुखाकृति र शरीरको चाल आदिले सूचना प्रवाह गरिरहेका हुन्छन् ।	 अ
८	ह्याप्टिक सङ्केत: ह्याप्टिक सङ्केत भनेको श्रवण दृष्टिविहीनता भएका व्यक्तिहरूलाई कुनै कुरा बुझाउन वा सूचनाहरू दिन प्रयोग गरिने सञ्चारको माध्यम हो । यो छुट्टै कुरा कुनै भाषा होइन तर आवाज साङ्केतिक भाषा वा कुनै अन्य सञ्चारका माध्यमको विकल्प हो । हत्केला वा हातका औँलाहरूको प्रयोग गरेर ढाड वा काँधमा विभिन्न आकार वा सङ्केत बनाएर संक्षिप्तमा श्रवण दृष्टिविहीनता भएका व्यक्तिहरूलाई कुनै कुरा बुझाउन प्रयोग गर्ने तरिका हो ।	
९	शारीरिक सञ्चार: यो शरीरका विभिन्न अङ्गप्रत्यङ्गहरूका चालको माध्यमबाट गरिने अशाब्दिक सञ्चार हो । यसमा शरीरको चाल, हातका चाल, खुट्टाका चाल, काँधको चाल, टाउको हल्लाउने, शरीरको हाउभाउ र अन्य शारीरिक इशाराहरूमाफत सञ्चार गरिन्छ ।	
१०	ठोसवस्तु छोएर: कुनै वस्तुहरूलाई समातेर वा छोएर वस्तुहरूको अवधारणा विकास गर्न र उक्त वस्तुको ज्ञान प्राप्त गर्न वस्तुहरू छोएर सञ्चार गरिन्छ ।	

७. सिकाइको मूल्याङ्कन

श्रवण दृष्टिविहीन बालबालिकाको सिकाइको मूल्याङ्कन अन्य विद्यार्थीको भन्दा फरक ढङ्गले गर्नुपर्छ । जसरी सिकाउँदा पाठ्यक्रमको अनुकूलनका विभिन्न विधिहरूको प्रयोग गर्ने क्रममा विद्यार्थीले जानेका वा सिकेका कुराहरू कुनै पनि तरिकाले उपयुक्त अभिव्यक्त गर्न सक्छन्, त्यसलाई सिकेको मान्नुपर्दछ । जसरी एकजना अपाङ्गता नभएको विद्यार्थीले पनि कुनै पनि विषयमा ३५ भन्दा माथि कुनै पनि अवस्थामा अर्को खुट्टाकिलो चढ्नका लागि योग्य मानिन्छ, त्यस्तै कुनै विषयमा न्यूनतम सिकाइभन्दा माथि कुनै पनि अवस्थामा श्रवण दृष्टिविहीनता भएका बालबालिका पनि उत्तीर्ण ठहरिन्छन् । बालबालिकाको सिकाइको स्तरको मूल्याङ्कन विभिन्न प्रयत्न गरेर सिकाएपछि मात्र गरिने हो नकि उसमा भएको अपाङ्गता कस्तो छ भनेर । यस्तो अवस्थामा धेरै बालबालिकाले धेरै सिकाइ उपलब्धि हासिल गर्न सक्छन् । बालबालिकाको सिकाइको मूल्याङ्कन अनौपचारिक वा अनियमित वा अप्रत्यक्ष साधनको प्रयोग गरेर पनि गर्न सकिन्छ । यस सम्बन्धमा आधारभूत तह कक्षा १-३ को एकीकृत पाठ्यक्रमको मूल खण्डमा पनि उल्लेख गरिएको छ ।

बालबालिकाको उमेर

बौद्धिक अपाङ्गता वा अटिजम वा मस्तिष्क पक्षाघात भएका बालबालिकाहरूलाई झैं यस अवस्थाका बालबालिकालाई पनि सफल शिक्षणका लागि पाठ्यक्रममा अनुकूलन गर्दा विद्यार्थीको उमेरलाई पनि ख्याल पुर्‍याउनुपर्ने हुन्छ । साधारण पाठ्यक्रमले तोकेको उमेर र सिकाउन लाग्ने कार्यघण्टाभित्र यस्ता बालबालिकालाई सिकाउन सम्भव हुँदैन । आधारभूत तह कक्षा १-३ को सिकाइ उपलब्धि कहिले सिकाइ सकिन्छ भन्ने कुरा कति वर्षमा उनीहरू सिक्न विद्यालयमा भर्ना भए, स्रोत कक्षामा ब्रेल र साङ्केतिक भाषा कति धेरै सिक्न पाए, व्यक्तिगत दोभाषे वा शिक्षकको सहयोग कति मात्रामा पाए, सिकाइ सामग्रीसहितको वातावरण कस्तो थियो र अभिभावकले कति उपयुक्त तरिकाले समय दिन सके भन्ने कुरामा भर पर्दछ । पूर्ण श्रवण दृष्टिविहीन बालबालिकाले सञ्चार सिप जानेपछि कक्षा १ को सिकाइ उपलब्धि तीन वर्ष लगाएर राम्रोसँग सिक्न सक्दछन् । श्रवण दृष्टिविहीन बालबालिकालाई सिकाउनका लागि ठोस वस्तुको धेरै नै प्रयोग गर्नुपर्ने हुन्छ । यस अर्थमा उनीहरू एउटा ल्याबमा मात्र सिक्न सक्छन् ।

शिक्षक: पाठ्यक्रम अनुकूलनकर्ता

माथि उल्लेख गरियो कि पाठ्यक्रमको अनुकूलन व्यक्तिगत हुन्छ । शिक्षकलाई पाठ्यक्रमको अनुकूलन गर्ने तरिका सिकाएपछि शिक्षक स्वयम्ले धेरै हदसम्म पाठ्यक्रमको अनुकूलन गर्न सक्छन् । पाठ्यक्रमभित्र विद्यार्थी बस्ने वातावरण समेत पर्दछ । अतिरिक्त क्रियाकलापतर्फ खेल र मनोरञ्जन जस्ता पक्षमा पनि अनुकूलन गर्नुपर्ने हुन्छ । एउटा कक्षामा सबै बालबालिकाका लागि एकै तरिकाले सिकाइ पद्धतिमा गरेको अनुकूलनले काम गर्दैन । त्यसका लागि शिक्षकले प्रत्येक बालबालिकाको अवस्था हेरेर शिक्षण योजना बनाउँदा र सिकाउँदा विचार पुर्‍याउनुपर्दछ ।

बालबालिकाको सिकाइको क्षमता तथा पाठ्यक्रममा गरिएको निर्देशनको आधारमा शिक्षकले कक्षागत रूपमा विषयवस्तुमा अनुकूलन गरी शिक्षण गर्नुपर्छ ।

श्रवण दृष्टिविहीनता भएका बालबालिकालाई शिक्षण गर्ने शिक्षकको अतिरिक्त योग्यतामा यस समूहका बालबालिकासँग गरिने सञ्चारका पद्धतिसँग परिचित हुनु हो । यो अत्यन्तै आधारभूत कुरा हो । यस बाहेक शिक्षकले बालबालिकासँग कहिल्यै पनि आवेशमा नआउने स्वभाव देखाउनुपर्दछ । शिक्षक आफैँमा पनि सिकारुको अवस्था र आवश्यकता अनुरूप अनुकूलित हुनुपर्दछ ।

८. पाठ्यक्रमको प्रयोग र रङको सम्बन्ध (Color Code)

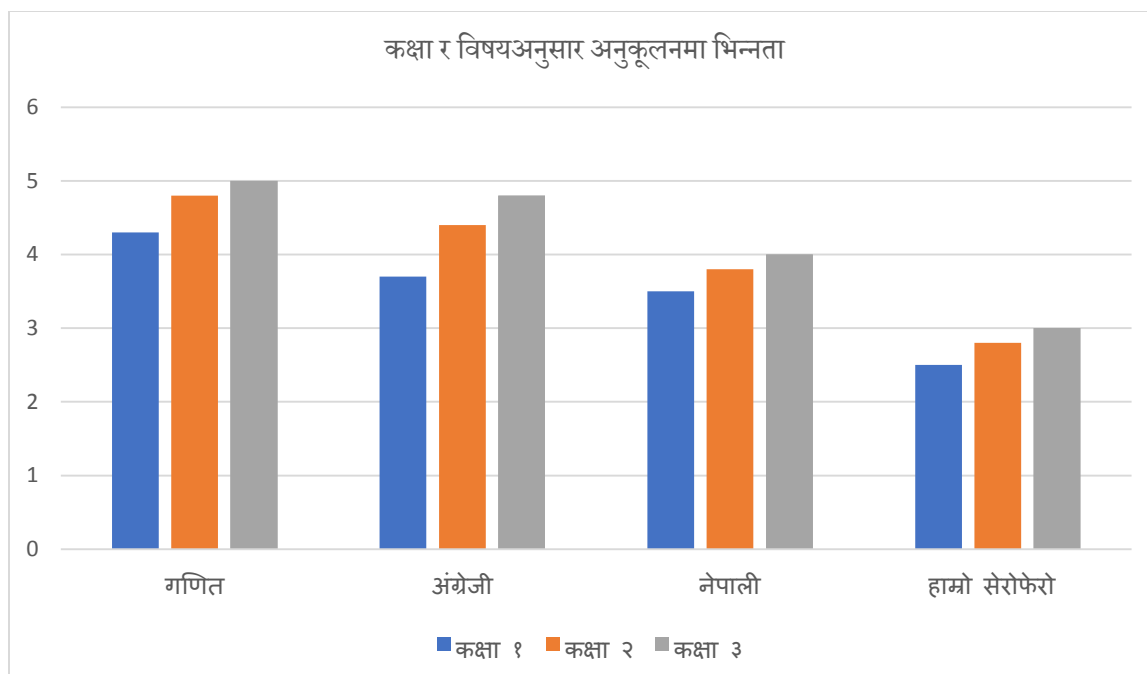
नियमित पाठ्यक्रममा अनुकूलन गर्ने विधि एकनासको मात्र हुँदैन । अनुकूलित सामग्री सबै पाठकले बुझ्न सक्ने सरल हुनुपर्दछ । पाठ्यक्रमका साथै पाठ्यपुस्तकमा पनि यसै गरी अनुकूलन गर्नुपर्ने हुन्छ । नेपालमा न्यून दृष्टि भएका बालबालिकाका लागि ठुलो आकार र अक्षरमा रङ्गीन पेजमा पाठ्यपुस्तक छपाउने चलन छ । ठुलो आकारको पुस्तकमा ठुलो अक्षरको साइजले मात्र पुग्दैन । यो पाठ्यपुस्तकमा गरिएको अनुकूलनको नमुना हो ।

यस अनुकूलित पाठ्यक्रममा प्रयोग भएका शब्द वा क्रियाकलाप वा क्रियापदमा तीन प्रकारका रङ प्रयोग गरिएको छ :

- क. तहगत सक्षमता वा सिकाइ उपलब्धिमा कुनै रङ प्रयोग भएको छैन वा कालो मात्र छ भने सहजै हासिल हुन सक्ने भएकाले अनुकूलनको जरूरत पर्दैन भन्ने बुझ्नुपर्दछ ।
- ख. कुनै पनि शब्द वा वाक्यमा हरियो रङ मात्र प्रयोग भएको छ भने सामग्रीसमेतको प्रयोगमा हुने सामान्य सञ्चारबाट सिकाउन सकिन्छ भन्ने बुझ्नुपर्दछ ।
- ग. कुनै शब्द वा वाक्यमा निलो रङ प्रयोग भएको रहेछ भने अतिरिक्त मेहनत गर्नुपर्दछ भन्ने बुझ्नुपर्दछ ।
- घ. कुनै वाक्य वा शब्दमा रातो रङ प्रयोग भएको रहेछ भने धेरै मेहनतपूर्वक सिकाउनुपर्दछ । कुनै कुनै अवस्थामा शब्दमा फेरबदल पनि गर्नुपर्ने हुन्छ । यसको मतलब उद्देश्यमा घटाउनुपर्दछ । कतिदेखि कतिसम्म घटाउने भन्ने कुरा पहिले हासिल गरी सकेको सिकाइ उपलब्धिमा निर्भर गर्दछ । यो अंश प्राप्त हुन सम्भव नभएमा यो अंशको सिकाइ उपलब्धि पूरा नहुँदैन अर्कोमा जान रोक्नु हुँदैन ।

९. सिकाइ उपलब्धि हासिल हुने तह

जति साना कक्षा र सुरुका पाठहरूमा सिकाइ उपलब्धि धेरै हासिल हुन्छ, अलि जटिल सिकाइ र माथिल्ला कक्षामा गएपछि उपलब्धिको मात्रा र स्तर तल चित्रमा देखाए झैं कमजोर देखा पर्दछ । साना कक्षाका पाठ्यविषयहरू आफैँ पनि धेरै सरल छन् । त्यसैले कक्षा बढ्दै जाँदा अनुकूलनको मात्रा पनि बढ्दै जान्छ । अनुकूलनमा विषयगत विभिन्नता हुन्छ ।



१०. सिकाइका लागि न्यूनतम शर्त

क. साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल

ख. इम्बोस्ड अक्षर र चित्रबाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री

ग. साङ्केतिक भाषा र ब्रेल पद्धति जानेको सहजकर्ता

११. विषयगत पाठ्यक्रम अनुकूलन

११.१ विषय: नेपाली

कक्षा १-३ को नेपाली विषय अध्ययनपश्चात् विद्यार्थीहरूमा निम्नलिखित सक्षमताहरू विकास हुने छन् :

सक्षमता	अनुकूलनका आधार	आवश्यक सामग्री
१. कुराकानी, संवाद, छलफल र प्रश्नोत्तरका क्रममा दाहोरो सञ्चार	- कुराकानी, संवाद, छलफल र प्रश्नोत्तरका क्रममा दाहोरो सञ्चारका लागि केही थप समय लाग्न सक्छ । (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, अलिकति ठुलो आवाजमा बोलेर ह्याप्टिक सिग्नल हत्केलामा लेखेर आदि माध्यमबाट)	इम्बोस्ड अक्षर र चित्रात्मक सिकाइ सामग्री, ब्रेललिपिका सामग्री, ठोस, वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री
२. चित्र, घटना, परिवेश र पाठगत सन्दर्भका आधारमा विषयवस्तुको बोध र अभिव्यक्ति	- चित्र इम्बोस्ड छ भने स्पर्श तथा छामेर सिकाउन सकिन्छ । - घटना, परिवेश र पाठगत सन्दर्भका आधारमा विषयवस्तुको बोध र अभिव्यक्ति (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, अलिकति ठुलो आवाजमा बोलेर ह्याप्टिक सिग्नल हत्केलामा लेखेर आदि) माध्यमबाट	इम्बोस्ड अक्षर र इम्बोस्ड चित्रबाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस, वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री
३. शब्दमा प्रयुक्त ध्वनि र वर्णको शुद्ध उच्चारण	शब्दमा प्रयुक्त ध्वनि र शुद्ध उच्चारण वा व्यक्त गर्न (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, अलिकति ठुलो आवाजमा बोलेर ह्याप्टिक सिग्नल, हत्केलामा लेखेर आदि) माध्यमबाट	इम्बोस्ड अक्षर र इम्बोस्ड चित्रबाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस, वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री
४. वर्ण, मात्रा र शब्दको सङ्केतन र विसङ्केतन गरी शब्द बोलाइ र लेखाइ	- वर्ण, मात्रा र शब्दको सङ्केतन सजिलै सिक्न सक्ने छन् । - शब्दको विसङ्केतन गरी शुद्ध बोलाइमा	इम्बोस्ड अक्षर र इम्बोस्ड चित्रबाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस,

	लेखाइ वा व्यक्त गर्न सक्ने छन् । ● (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, अलिकति ठुलो आवाजमा बोलेर ह्याप्टिक सिग्नल, हत्केलामा लेखेर आदि) माध्यमबाट	वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री
५. प्रवाहपूर्ण पठन, उपयुक्त बोध र अभिव्यक्ति	● प्रवाहपूर्ण पठन, उपयुक्त बोध र अभिव्यक्ति दिन सक्ने (ब्रेल, स्पर्श साङ्केतिक भाषा, साङ्केतिक भाषा, बोलेर, लेखेर)	● इम्बोस्ड अक्षर र इम्बोस्ड चित्रबाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस, वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री
६. श्रव्य, दृश्य र श्रव्यदृश्य सामग्रीको बोधसहितका भाषिक कार्य	● श्रव्य, दृश्य र श्रव्यदृश्य सामग्रीको बोधसहितका भाषिक कार्य साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ठुलो आवाजका सामग्री, बोलेर, ह्याप्टिक सिग्नल, हत्केलामा लेखेर आदि माध्यमबाट गर्न	● इम्बोस्ड अक्षर र इम्बोस्ड चित्रबाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस, वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री
७. मौखिक र लिखित अभिव्यक्तिमा सिर्जनात्मक तथा समालोचनात्मक शिल्पको प्रयोग	● मौखिक र लिखित अभिव्यक्तिमा सिर्जनात्मक तथा समालोचनात्मक शिल्पको प्रयोग साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, अलिकति ठुलो आवाजमा बोलेर ह्याप्टिक सिग्नल हत्केलामा लेखेर आदि माध्यमबाट	● इम्बोस्ड अक्षर र इम्बोस्ड चित्रबाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस, वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री

(ग) कक्षागत सिकाइ उपलब्धि

नोट: सिकाइ उपलब्धि हासिल भए नभएको थाहा पाउन श्रवण दृष्टिविहीन बालबालिकालाई प्रशस्त ठोस सामग्री, ब्रेल सामग्री वा कम्प्युटर र सङ्केत गर्ने अवसर दिनुपर्दछ । ब्रेलमा लेखेर पनि देखाउन सक्छन् भने कतियप अवस्थामा

हावामा चित्र बनाएर पनि देखाउन सकछन् । बालबालिकाले कति जाने र कुन स्तरको जाने भन्ने थाहा पाउन शिक्षकले प्रत्येक अभिव्यक्तिको गुणस्तर मापन गर्न सकिने रुब्रिक बनाउनुपर्दछ । कम गुणस्तरको सिकाइ भएमा पुनः गर्ने अवसर दिएर सिकाइको स्तर बढाउन प्रेरित गर्नुपर्दछ ।

तालिका: ६ नेपाली विषयको कक्षागत सिकाइ उपलब्धि

कक्षा १ नेपाली

सिकाइ उपलब्धि	सम्भावित क्रियाकलाप
१. कुराकानी, संवाद, छलफल र प्रश्नोत्तरका क्रममा उपर्युक्त भाषाको प्रयोग गर्न	● कुराकानी, संवाद, छलफल र प्रश्नोत्तरका क्रममा उपर्युक्त भाषाको प्रयोग गर्न ● साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, अलिकति ठुलो आवाजमा बोलेर, ह्याप्टिक सिग्नल हत्केलामा लेखेर, लेखेर, बोलेर आदि माध्यमबाट प्रयोग गर्न
२. पारिवारिक परिवेशमा प्रयोग हुने शब्द पहिचान गरी प्रयोग गर्न	● पारिवारिक परिवेशमा प्रयोग हुने शब्द पहिचान र प्रयोगका लागि साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, , ह्याप्टिक सिग्नल हत्केलामा लेखेर, लेखेर, बोलेर आदि माध्यमबाट प्रयोग गर्न
३. सङ्केतक जोडी विभिन्न आकृति र चित्र निर्माण गर्न	● इम्बोस्ड सङ्केतकहरू जाडी विभिन्न इम्बोस्ड आकृति र चित्र निर्माण गर्न
४. स्वर वर्ण पहिचान गरी उच्चारण गर्न	● अधिकतम १०० भए पनि सोभन्दा मुनि सकेसम्म धेरै सङ्ख्या चिनाउन अभ्यास गराउन
५. व्यञ्जन वर्ण पहिचान गरी उच्चारण र वर्ण विभेदीकरण गर्न	● इम्बोस्ड, स्पर्श साङ्केतिक भाषा, हत्केलामा लेखेर वा ब्रेलका व्यञ्जन वर्ण पहिचान गरी वर्ण विभेदीकरण गर्न ● उच्चारण साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, , ह्याप्टिक सिग्नल हत्केलामा लेखेर, लेखेर, बोलेर आदि माध्यमबाट व्यक्त गर्न
६. पाठमा प्रयुक्त दैनिक प्रयोगमा आउने शब्द,	● पाठमा प्रयुक्त दैनिक प्रयोगमा आउने शब्द, लब्ध शब्द,

लब्ध शब्द, शीर्ष शब्द तथा विसङ्केतक शब्द पढ्न	शीर्ष शब्द तथा विसङ्केतक शब्द साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, , ह्याष्टिक सिग्नल हत्केलामा लेखेर, बोलेर आदि माध्यमबाट पढ्न वा व्यक्त गर्न
७. पढेका वर्ण तथा मात्राका सङ्केतन र विसङ्केतन गरी लेखन ढाँचाको अनुकरण गर्न	पढेका वर्ण तथा मात्राका सङ्केतन र विसङ्केतन गरी लेखन(स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याष्टिक सिग्नल हत्केलामा लेखेर, व्यक्त गर्न) ढाँचाको अनुकरण गर्न
८. हर्ष, चिन्ता, घृणा, आश्चर्य, उत्सुकता जस्ता संवेगात्मक अभिव्यक्ति बुझेर प्रतिक्रिया व्यक्त गर्न	हर्ष, चिन्ता, घृणा, आश्चर्य, उत्सुकता जस्ता संवेगात्मक अभिव्यक्ति बुझेर प्रतिक्रिया (स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याष्टिक सिग्नल, अनुहारिक हाउभाउ, अन्य हाउभाउ, हत्केलामा लेखेर) व्यक्त गर्न
९. विभिन्न शीर्षक, चित्र, परिवेश र सन्दर्भका आधारमा छलफल र प्रश्नोत्तर गर्न	- विभिन्न शीर्षक, परिवेश र सन्दर्भका आधारमा साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याष्टिक सिग्नल जस्ता सञ्चारका माध्यमबाट छलफल र प्रश्नोत्तर गर्न वा इम्बोस्ड अक्षर र चित्र बाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्रीको प्रयोग गर्न - इम्बोस्ड चित्रका आधारमा साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याष्टिक सिग्नल छलफल र प्रश्नोत्तर गर्न
१०. शब्दअनुसारका चित्र र चित्रअनुसारका शब्द पहिचान गरी प्रश्नोत्तर गर्न	इम्बोस्ड शब्दअनुसारका इम्बोस्ड चित्र र इम्बोस्ड चित्रअनुसारका इम्बोस्ड शब्द पहिचान गरी प्रश्नोत्तर गर्न (इम्बोस्ड अक्षर र चित्रबाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री)
११. शब्दमा अक्षर छुट्याउन, जोड्न, थप्न, हटाउन र परिवर्तन गर्न	शब्दमा अक्षर छुट्याउन, जोड्न, थप्न, हटाउन र परिवर्तन गर्न (साङ्केतिक भाषा, स्पर्श साङ्केतिक

	भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल, इम्बोस्ड अक्षर र चित्रबाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री)
१२. विसङ्केतक शब्दका सुरु र अन्त्यका ध्वनि पहिचान र उच्चारण गर्न	विसङ्केतक शब्दका सुरु र अन्त्यका वर्ण पहिचान र व्यक्त गर्न (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सञ्चारका माध्यम)
१३. पाठगत परिवेश, पात्र र सन्दर्भको पहिचान, छलफल, प्रश्नोत्तर एवम् तुलना गर्न	- पाठगत परिवेश, पात्र र सन्दर्भको पहिचान, छलफल, प्रश्नोत्तर (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सञ्चारका माध्यम) (इम्बोस्ड अक्षर र चित्रबाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री सामग्री) - पाठगत परिवेश, पात्र र सन्दर्भको तुलना गर्न समय धेरै लाग्ने र मेहनत पनि धेरै लाग्ने हुन सक्छ ।
१४. पाठ्यसामग्री पढेर नयाँ शब्द पहिचान, अर्थबोध र प्रयोग गर्न	पाठ्यसामग्री पढेर नयाँ शब्द पहिचान, अर्थबोध र प्रयोग (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल, सञ्चारका माध्यम)
१५. शब्दमा प्रयोग भएका संयुक्त र व्यञ्जन वर्ण पहिचान र उच्चारण गर्न	- शब्दमा प्रयोग भएका संयुक्त र व्यञ्जन वर्ण पहिचान गर्न - वर्ण पहिचान, साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल, सञ्चारका माध्यम, साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सञ्चारका माध्यम गर्न - शब्दमा प्रयोग भएका संयुक्त र व्यञ्जन वर्ण बोली विकास नभएका व्यक्तिले साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सञ्चारका माध्यम साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सञ्चारका

	माध्यमबाट व्यक्त गर्न
१६. क्रियाका काल, पदसङ्गति र चिह्नको सचेततासहित मौखिक तथा लिखित अभिव्यक्ति दिन	क्रियाका काल, पदसङ्गति र चिह्नको सचेततासहित मौखिक तथा लिखितका सट्टा साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल अभिव्यक्ति दिन

कक्षा २ नेपाली

सिकाइ उपलब्धि	सम्भावित क्रियाकलाप
१. कुराकानी, संवाद, छलफल र प्रश्नोत्तरमा सहभागी भई उपयुक्त भाषाको प्रयोग गर्न	पूर्ण श्रवण दृष्टिविहीनता भएका व्यक्तिहरूले साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नलका भाषाका माध्यमहरूको प्रयोग गर्न सक्ने छन् भने बोलीको विकास भएका व्यक्तिले बोलेर पनि गर्ने सक्ने छन्।
२. पारिवारिक र विद्यालयीय परिवेशमा प्रयोग हुने शब्द पहिचान गरी प्रयोग गर्न	- पारिवारिक परिवेशमा प्रयोग हुने शब्द पहिचान (इम्बोस्ड अक्षर र चित्रबाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री सामग्री) प्रयोगका लागि धेरै मेहनत गर्नुपर्ने हुन्छ (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल हत्केलामा लेखेर, लेखेर, बोलेर आदि माध्यमबाट प्रयोग) ३ ध्वनि पहिचान गर्न नसके पनि मान्ने - समान संरचना भएका शब्दको प्रयोग गरी साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सञ्चारका माध्यम - भाषिक सञ्चार गर्न - पाठ पढी छलफल तथा प्रश्नोत्तर गर्न
३. उस्ता उस्तै ध्वनि तथा समान संरचना भएका शब्दको प्रयोग गरी भाषिक सञ्चार गर्न	
४. पाठ पढी छलफल तथा प्रश्नोत्तर गर्न र पाठको संरचना,	(भाषा: साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सामग्री इम्बोस्ड अक्षर र चित्रबाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री सामग्री)

घटनाक्रम र सार बताउन ५. विषयवस्तुका आधारमा कुराकानी र छलफल गरी लिखित अभिव्यक्ति दिन ६. शब्दका वर्ण विभाजन गर्न र वर्ण जोडेर, थपेर, झिकेर र परिवर्तन गरेर नयाँ शब्द निर्माण गर्न ७. शब्द शब्द जोडेर वा	● पाठको संरचना, घटनाक्रम र सार बताउन नसके पनि मान्ने ● विषयवस्तुका आधारमा कुराकानी र छलफल गरी लिखित वा अन्य माध्यमबाट अभिव्यक्ति दिन (सञ्चार: साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सञ्चारका माध्यम लेखेर) ● शब्दका वर्ण विभाजन गर्न (इम्बोस्ड अक्षर र चित्रबाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री सामग्री) ● वर्ण जोडेर, थपेर, झिकेर र परिवर्तन गरेर नयाँ शब्द निर्माण गर्न अधिकतम मेहनत लाग्न सक्ने र हासिल हुन नसकेमा पनि मान्ने ● शब्द शब्द जोडेर वा छुट्याएर नयाँ शब्दको पहिचान र शब्दसूची निर्माण र प्रयोग गर्न ● (सामग्री इम्बोस्ड अक्षर र चित्र बाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री सामग्री) ● उच्चारण गर्न नसके पनि मान्ने ● शब्दका सन्दर्भगत अर्थ पहिचान र प्रयोग गर्न ● (सामग्री इम्बोस्ड अक्षर र चित्र बाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री सामग्री) ● प्राप्त सूचना तथा पढेका सामग्रीका आधारमा विषयवस्तु, पात्र र घटनाको बोध गर्न (इम्बोस्ड अक्षर र चित्रबाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री सामग्री) ● प्राप्त सूचना तथा पढेका सामग्रीका आधारमा विषयवस्तु, पात्र र घटनाको बोध गरी प्रतिक्रिया व्यक्त गर्न (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सञ्चारका माध्यम बोध गरी प्रतिक्रिया यीनै माध्यमबाट व्यक्त गर्न) ● हलन्त र संयुक्त व्यञ्जन वर्ण प्रयोग भएका शब्दको पहिचान गरी अर्थबोध गर्न (सामग्री इम्बोस्ड अक्षर र चित्रबाट बनेका सिकाइ सामग्री, ब्रेल लिपिका
---	---

छुट्याएर नयाँ शब्दको पहिचान गरी उच्चारण तथा शब्दसूची निर्माण र प्रयोग गर्न ८. शब्दका सन्दर्भगत अर्थ पहिचान र प्रयोग गर्न ९. प्राप्त सूचना तथा पढेका सामग्रीका आधारमा विषयवस्तु, पात्र र घटनाको बोध गरी प्रतिक्रिया व्यक्त गर्न १०. हलन्त र संयुक्त व्यञ्जन वर्ण प्रयोग भएका शब्दको पहिचान गरी उच्चारण र	सामग्री, ठोस वस्तु, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री) ● उच्चारण गर्न नसके पनि अर्थबोध गरेमा मान्ने ● ११ शीर्षक, पाठको परिवेश र सन्दर्भका आधारमा छलफल, प्रश्नोत्तर र तुलना गर्न (भाषा: साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सञ्चारका माध्यम र सामग्री इम्बोस्ड अक्षर र चित्र बाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री सामग्री) ● चित्रका आधारमा छलफल, प्रश्नोत्तर र तुलना गर्न गर्न नसके पनि मान्ने ● पदसङ्गति मिलाई लेख्यचिह्न र क्रियाका कालको उपयुक्त प्रयोग गरी वाक्य रचना गर्न (भाषा: साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सञ्चारका माध्यमबाट) ● पदसङ्गति मिलाई लेख्यचिह्न र क्रियाका कालको उपयुक्त प्रयोग गरिएको अनुच्छेद सार्न ● भाषा: साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सञ्चारका माध्यमबाट सिकाउने र इम्बोस्ड अक्षर र चित्रबाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री सामग्री प्रयोग गरेर सिकाउने यसका लागि अति धेरै मेहनत र बढी समय लाग्ने हुन्छ । ● सर्गपरक शब्दको पहिचान (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सञ्चारका माध्यम) ● सर्गपरक शब्दको शब्द निर्माण (इम्बोस्ड अक्षर र चित्रबाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री सामग्री) ● सर्गपरक शब्दको उच्चारण गर्न नसके पनि सिकाइ भएको मान्ने ● पाठमा प्रयुक्त दैनिक प्रयोगमा आउने शब्द, लब्ध शब्द तथा शीर्ष शब्द बुझ्न समय र मेहनत धेरै गरेर यो सिकाइ हासिल हुन सक्छ । (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, सञ्चारका माध्यम)
---	---

अर्थबोध गर्न ११. चित्र, शीर्षक, पाठको परिवेश र सन्दर्भका आधारमा छलफल, प्रश्नोत्तर र तुलना गर्न १२. पदसङ्गति मिलाई लेख्यचिह्न र क्रियाका कालको उपयुक्त प्रयोग गरी वाक्य तथा अनुच्छेद रचना गर्न १३. सर्गपरक शब्दको पहिचान गरी शब्द निर्माण र उच्चारण गर्न	● हर्ष, चिन्ता, घृणा, आश्चर्य, उत्सुकता जस्ता संवेगात्मक अभिव्यक्ति बुझ्न(साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सञ्चारका माध्यम,अनुहारिक हाउभाउ, शारिरिक तथा जिउडालबाट गर्ने हाउभाउ तथा विभिन्न सङ्केत) ● हर्ष, चिन्ता, घृणा, आश्चर्य, उत्सुकता जस्ता संवेगात्मक प्रतिक्रिया व्यक्त गर्न (अनुहारिक हाउभाउ, शारिरिक तथा जिउडालबाट गर्ने हाउभाउ तथा विभिन्न सङ्केत) ● पाठ्यसामग्री पढेर नयाँ शब्द पहिचान(इम्बोस्ड अक्षर र चित्र बाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री सामग्री) ● पाठ्यसामग्री पढे र नयाँ शब्दको अर्थबोध र प्रयोग गर्न (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सञ्चारका माध्यम) ● शब्दअनुसारका चित्र पहिचान गरी प्रश्नोत्तर गर्न (इम्बोस्ड अक्षर वा सिकाइ सामग्री र चित्रबाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री सामग्री) ● चित्रअनुसारका शब्द पहिचान गरी प्रश्नोत्तर गर्न समय धेरै र सिकाउन मेहनत धेरै गर्नुपर्ने हुनसक्छ (इम्बोस्ड अक्षर वा सिकाइ सामग्री वा चित्रबाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री सामग्री) ● शब्द लेखन गर्न (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सञ्चारका माध्यम) ● वाक्य लेखन गर्न (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सञ्चारका माध्यम) ● अनुलेखन, श्रुतिलेखन, निर्देशित लेखन र सिर्जनात्मक लेखन गर्न नसके तापनि माथिल्लो कक्षा प्रवेश गर्न दिने
---	---

१४. पाठमा प्रयुक्त दैनिक प्रयोगमा आउने शब्द, लब्ध शब्द तथा शीर्ष शब्द पढ्न १५. हर्ष, चिन्ता, घृणा, आश्चर्य, उत्सुकता जस्ता संवेगात्मक अभिव्यक्ति बुझेर प्रतिक्रिया व्यक्त गर्न १६. पाठ्यसामग्री पढेर नयाँ शब्द पहिचान, अर्थबोध र प्रयोग गर्न १७. शब्दअनुसारका चित्र र चित्रअनुसारका शब्द पहिचान गरी प्रश्नोत्तर गर्न	
--	--

१८. शब्द, वाक्य र अनुच्छेदको अनुलेखन, श्रुतिलेखन, निर्देशित लेखन र सिर्जनात्मक लेखन गर्न	
---	--

कक्षा ३ नेपाली

सिकाइ उपलब्धि	सम्भावित क्रियाकलाप
१. उपर्युक्त भाषाका प्रयोग गरी कुराकानी, संवाद, छलफल र प्रश्नोत्तर गर्न	- उपर्युक्त भाषाका प्रयोग गरी कुराकानी, संवाद, छलफल र प्रश्नोत्तर गर्न (श्रवण दृष्टिविहीनता भएका व्यक्तिहरूले साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल, लेखेर, बोलेर आदि भाषाको प्रयोग गरी) - पारिवारिक, विद्यालयीय र सामाजिक परिवेशमा प्रयोग हुने शब्द पहिचान गर्न (इम्बोस्ड अक्षर र चित्र बाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री सामग्री)
२. पारिवारिक, विद्यालयीय र सामाजिक परिवेशमा प्रयोग हुने शब्द पहिचान गरी प्रयोग गर्न	- पारिवारिक, विद्यालयीय र सामाजिक परिवेशमा प्रयोग हुने शब्द पहिचान गरी प्रयोग गर्न समय र मेहनत बढी लाग्ने (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, बोलेर, लेखेर, ह्याप्टिक सिग्नल सञ्चारका माध्यम) - ध्वनि अनिवार्य नगर्ने - समान संरचना भएका शब्दको प्रयोग गरी आफ्नो भाषाको माध्यमबाट भाषिक सञ्चार गर्न (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सञ्चारका माध्यम) - पाठका आधारमा घटना वर्णन, अनुभव वर्णन समय र मेहनत धेरै बढि लाग्ने (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, बोलेर, लेखेर, ह्याप्टिक सिग्नल सञ्चारका माध्यम) - बुँदा लेखन र तार्किक विश्लेषण गर्न कोशिस गराउने तर अनिवार्य नगर्ने
३. उस्तै उस्तै ध्वनि तथा समान संरचना भएका	विषयवस्तुका आधारमा कुराकानी र छलफल गरी लिखित वा अन्य माध्यमबाट अभिव्यक्ति दिन (सञ्चार: साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल

शब्दको प्रयोग गरी भाषिक सञ्चार गर्न ४. पाठका आधारमा घटना वर्णन, अनुभव वर्णन, बुँदा लेखन र तार्किक विश्लेषण गर्न ५. विषयवस्तुका आधारमा कुराकानी र छलफल गरी लिखित अभिव्यक्ति दिन ६. शब्दका वर्ण विभाजन गर्न र वर्ण जोडेर, थपेर, झिकेर र परिवर्तन गरेर नयाँ शब्द निर्माण गर्न ७. शब्द शब्द जोडेर वा	पद्धति, ह्याप्टिक सिग्नल सञ्चारका माध्यम लेखेर) ● शब्दका वर्ण विभाजन गर्न (इम्बोस्ड अक्षर र चित्रबाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री सामग्री) ● वर्ण जोडेर, थपेर, झिकेर र परिवर्तन गरेर नयाँ शब्द निर्माण गर्न अधिकतम मेहनत लाग्न सक्ने र हासिल हुन नसकेमा पनि मान्ने ● शब्द शब्द जोडेर वा छुट्याएर शब्दको पहिचान गर्न ● शब्द शब्द जोडेर वा छुट्याएर शब्दको पहिचान गरी तिनको उच्चारण अनिवार्य नगर्ने (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, लेखेर सञ्चारका माध्यम) ● शब्द शब्द जोडेर वा छुट्याएर शब्दको पहिचान गरी तिनको शब्दसूची निर्माण र प्रयोग गर्न (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, लेखेर सञ्चारका माध्यम) ● शब्दका सन्दर्भगत अर्थ पहिचान ● (सामग्री इम्बोस्ड अक्षर र चित्रबाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री सामग्री) ● शब्दका सन्दर्भगत अर्थको प्रयोग गर्न (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, लेखेर, बोलेर, तथा ह्याप्टिक सिग्नल सञ्चारका माध्यम) ● प्राप्त सूचना तथा पढेका सामग्रीका आधारमा विषयवस्तु, पात्र र घटनाको बोध गर्न (इम्बोस्ड अक्षर र चित्रबाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री सामग्री) ● प्राप्त सूचना तथा पढेका सामग्रीका आधारमा विषयवस्तु, पात्र र घटनाको बोध गरी प्रतिक्रिया व्यक्त गर्न (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सञ्चारका माध्यम) ● शीर्षक र पूर्वज्ञानका आधारमा पाठ पढ्न (इम्बोस्ड अक्षर र चित्रबाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री,
---	---

छुट्याएर शब्दको पहिचान गरी तिनका उच्चारण तथा शब्दसूची निर्माण र प्रयोग गर्न	डिजिटल सामग्री सामग्री) ● शीर्षक र पूर्वज्ञानका आधारमा पाठ पढेर त्यसका आधारमा स्वसिकाइको परीक्षण गर्नलाई अनिवार्य नगर्ने ● हलन्त र संयुक्त व्यञ्जन वर्ण प्रयोग भएका शब्दको पहिचान गरी अर्थबोध गर्न (सामग्री इम्बोस्ड अक्षर र चित्रबाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री) ● उच्चारण गर्न नसके पनि अर्थबोध गरेमा मान्ने
८. शब्दका सन्दर्भगत अर्थ पहिचान र प्रयोग गर्न	● सन्दर्भ सामग्री पढेर विषयवस्तु बोध गरी लेख्न (इम्बोस्ड अक्षर र चित्रबाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री सामग्री प्रयोग गरी बोध हुने छ भने सन्दर्भ सामग्री पढेर विषयवस्तु बोध गरी व्यक्त गर्न साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सञ्चारका माध्यमबाट गर्ने छन् ।) ● पाठका चरित्र, परिवेश र घटनाको वर्णन गर्न (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, लेखेर, बोलेर, ह्याप्टिक सिग्नल सञ्चारका माध्यम)
९. प्राप्त सूचना तथा पढेका सामग्रीका आधारमा विषयवस्तु, पात्र र घटनाको बोध गरी प्रतिक्रिया व्यक्त गर्न	● पदसङ्गति मिलाइ लेख्यचिह्न र क्रियाका कालको उपयुक्त प्रयोग गरी वाक्य रचना गर्न (भाषा: साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सञ्चारका माध्यमबाट) ● पदसङ्गति मिलाई लेख्यचिह्न र क्रियाका कालको उपयुक्त प्रयोग गरिएको अनुच्छेद सार्न (भाषा: साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सञ्चारका माध्यमबाट सिकाउने र इम्बोस्ड अक्षर र चित्र बाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री सामग्री प्रयोग गरेर सिकाउने यसका लागि अतिथेरै मेहनत र बढि समय लाग्ने हुन्छ ।
१०. शीर्षक र पूर्वज्ञानका आधारमा पाठ पढ्न र त्यसका आधारमा	● लिङ्ग, वचन, पुरुष र आदरका आधारमा सरल वाक्यमा परिवर्तन गर्न (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, लेखेर, सञ्चारका माध्यम) सबै बालबालिकाले परिवर्तन गर्न नसकेमा अनिवार्य नगर्ने

स्वसिकाइको परीक्षण गर्न ११. हलन्त र संयुक्त व्यञ्जन वर्ण प्रयोग भएका शब्दको पहिचान गरी उच्चारण र अर्थबोध गर्न १२. सन्दर्भ सामग्री पढेर विषयवस्तु बोध गरी लेख्न १३. पाठका चरित्र, परिवेश र घटनाको वर्णन गर्न १४. पदसङ्गति मिलाइ लेख्यचिह्न र क्रियाका कालको उपयुक्त प्रयोग गरी वाक्य तथा अनुच्छेद रचना गर्न	● सर्गपरक शब्दको पहिचान (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सञ्चारका माध्यम) ● सर्गपरक शब्दको शब्द निर्माण (इम्बोस्ड अक्षर र चित्रबाट बनेका सिकाइ सामग्री, ब्रेल लिपिका सामग्री, ठोस वस्तुहरू, वास्तविक आकृति, साङ्केतिक भाषाका सामग्री, श्रव्य दृश्य सामग्री, डिजिटल सामग्री सामग्री) ● सर्गपरक शब्दको उच्चारण गर्न नसके पनि सिकाइ भएको मान्ने ● पाठमा प्रयुक्त दैनिक प्रयोगमा आउने शब्द, लब्ध शब्द तथा शीर्ष शब्द बुझ्न समय र मेहनत धेरै गरेर यो सिकाइ हासिल हुन सक्छ । (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, सञ्चारका माध्यम) ● हर्ष, चिन्ता, घृणा, आश्चर्य, उत्सुकता जस्ता संवेगात्मक अभिव्यक्ति बुझ्न(साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सञ्चारका माध्यम, अनुहारिक हाउभाउ, शारिरिक तथा जिउडालबाट गर्ने हाउभाउ तथा विभिन्न सङ्केत) ● हर्ष, चिन्ता, घृणा, आश्चर्य, उत्सुकता जस्ता संवेगात्मक प्रतिक्रिया व्यक्त गर्न (अनुहारिक हाउभाउ, शारिरिक तथा जिउडालबाट गर्ने हाउभाउ तथा विभिन्न सङ्केत) ● स्थानीय परिवेश, सन्दर्भ तथा विषयवस्तु झल्किने शीर्षक वा विषयवस्तु छनोट गरी केहि वाक्य लेख्न (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, अक्षरमा लेखेर सञ्चारका माध्यम) ● शब्द लेखन गर्न (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सञ्चारका माध्यम) ● वाक्य लेखन गर्न (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सञ्चारका माध्यम) ● अनुलेखन, श्रुतिलेखन, निर्देशित लेखन र सिर्जनात्मक लेखन गर्न नसके तापनि माथिल्लो कक्षा प्रवेश गर्न दिने ● तथ्य, सन्दर्भ, सूचना र पूर्वज्ञानमा आधारित भई मौखिक र लिखित उत्तर दिन (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, बोलेर अक्षरमा लेखेर) ● शब्द लेखन गर्न (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सञ्चारका माध्यम)
---	---

१५. लिङ्ग, वचन, पुरुष र आदरका आधारमा सरल वाक्यमा परिवर्तन गर्न १६. सर्गपरक शब्दको पहिचान गरी शब्द निर्माण र उच्चारण गर्न १७. पाठमा प्रयुक्त दैनिक प्रयोगमा आउने शब्द, लब्ध शब्द तथा शीर्ष शब्द पढ्न १८. १५. हर्ष, चिन्ता, घृणा, आश्चर्य, उत्सुकता जस्ता	● वाक्य लेखन गर्न (साङ्केतिक भाषा, स्पर्श साङ्केतिक भाषा, ब्रेल पद्धति, ह्याप्टिक सिग्नल सञ्चारका माध्यम) ● अनुलेखन, श्रुतिलेखन, निर्देशित लेखन र सिर्जनात्मक लेखन गर्न नसके तापनि माथिल्लो कक्षा प्रवेश गर्न दिने
---	---

संवेगात्मक अभिव्यक्ति बुझेर प्रतिक्रिया व्यक्त गर्न १९. स्थानीय परिवेश, सन्दर्भ तथा विषयवस्तु झल्किने शीर्षक वा विषयवस्तु छनोट गरी अनुच्छेद लेख्न २०. शब्द, वाक्य र अनुच्छेदको अनुलेखन, श्रुतिलेखन, निर्देशित लेखन र सिर्जनात्मक लेखन गर्न २१. तथ्य, सन्दर्भ, सूचना र पूर्वज्ञानमा आधारित भई मौखिक र लिखित उत्तर दिन २२. शब्द, वाक्य र अनुच्छेदको अनुलेखन, श्रुतिलेखन, निर्देशित लेखन र सिर्जनात्मक लेखन गर्न	
--	--

११.२ विषय: गणित

तहगत सक्षमता

कक्षा १-३ को गणित विषय अध्ययनपश्चात् विद्यार्थीहरूमा निम्नलिखित सक्षमताहरू विकास हुने छनः

सक्षमता	अनुकूलनका आधार	आवश्यक सामग्री
२. दुई आयामिक ज्यामितीय आकृतिहरूको पहिचान, मापन र रचना	विभिन्न आकारका ज्यामितीय आकृतिहरूको छामेर सजिलै पहिचान गर्न सक्छन्। विभिन्न आकारका ज्यामितीय आकृतिहरूको ट्याक्टाइल रुलरको सहायताले मापन गर्न सक्छन्। विभिन्न आकारका ज्यामितीय आकृतिहरूको हावामा बालुवामा पिठोमा ब्रेल पेपरमा मैन र रुलरको समेत प्रयोग गरी रचना गर्न सक्छन्।	विभिन्न आकारका ज्यामितीय आकृतिहरू, ट्याक्टाइल रुलर, बालवा, पिठो, ब्रेल, स्लेट र स्टाइलस, कागजको सतह खस्रो पार्नका लागि मैन
२. पाँच अङ्कसम्मका सङ्ख्यालाई देवनागरी र हिन्दु अरेबिक सङ्ख्याङ्क प्रयोग गरी दैनिक जीवनमा प्रयोग	हातका औँला ठोस वस्तुको प्रयोग गरी ब्रेल र साङ्केतिक भाषाका माध्यमबाट पाँच अङ्क सम्मका सङ्ख्या सिकाउन सकिन्छ। पाँच अङ्कको सङ्ख्या सिकाउन धेरै समय र प्रयास लाग्छ। एक अङ्क दुई अङ्क गरी क्रमशः सिकाउँदै लैजाने। यो क्रियाकलाप गराउनु पूर्व ब्रेल र साङ्केतिक भाषामा साक्षर बनाउनुपर्छ।	हातका औँला ठोस वस्तुहरू ब्रेल साङ्केतिक भाषामा देव नागरिक र हिन्दु अरेबिक सङ्ख्याको ज्ञान
३. स्थानीय सङ्ख्याङ्कन पद्धतिको प्रयोग	ठोस वस्तुको गणना र दश दशको समूहमा ठोस वस्तुको रखाइका बारेमा जानकारी गराएर एक दश दुई दश आदि सिकाउन सकिन्छ।	ठोस वस्तु
४. भिन्नको अवधारणा बोध र तुलना गर्ने क्षमता विकास	बिस्कुट, स्याउ, सुन्तला, रोटी वा अन्य ठोस वस्तुलाई भिन्नमा देखाउन मिल्ने गरी टुक्रा पारेर छाम्न लगाई सिङ्गो र भिन्नको अवधारणा दिन सकिन्छ।	बराबर भागमा टुक्रा पार्न मिल्ने विभिन्न ठोसवस्तुहरू

	सिङ्गो र आधा वा चौथाइ आदिका बिचमा तुलना गराउन सकिन्छ ।	
५. गणितीय आधारभूत क्रियाहरूको प्रयोग गरी दैनिक जीवनका समस्या समाधान	आधारभूत क्रियाका जोड घटाउ गुणन र भागमध्ये जोड र घटाउको धारणा दिने गुणनमा जोडको विधिबाट र भागमा घटाउको विधिबाट सरल तरिकाले सिकाउने अभ्यास गराउने गणना सम्बन्धी गणितीय अभ्यास धेरै गराएर दैनिक जीवनका समस्या समाधान गराउन सकिने	जोड र घटाउको धारणा दिन धेरै प्रकारका ठोस वस्तुहरू
६. उपयुक्त सामग्री तथा एकाइ प्रयोग गरी वस्तुहरू तथा समयको व्याख्या तथा दैनिक जीवनका समस्या समाधानमा प्रयोग	दैनिक प्रयोगमा आउने सामग्री र तिनको एकाइको धारणा दिने छाम्न मिल्ने ठुलो घडीको आकृतिबाट समयको एकाइ सिकाउने दिन महिना र वर्ष सिकाउन ब्रेल पात्रोको प्रयोग गर्ने	दैनिक प्रयोगका सामान जस्तै एक गिलास पानी पानी, एक कप दुध आदि । छाम्न मिल्ने घडीको आकृति, ब्रेलमा छापिएको पात्रो
७. नेपाली मुद्रा चिनेर दैनिक हिसाब गर्न सक्ने क्षमता विकास	विभिन्न साइजका सिक्का विभिन्न दरका नोटहरू चिनाउन विभिन्न सङ्केतहरूको पहिचान गराउने	विभिन्न साइजका सिक्का विभिन्न दरका नोटहरू
८. साधारण ग्राफ र तालिकाबाट जानकारी हासिल	काठको बोर्डमा काँटी ठोकेर बनाइएको ग्राफ बोर्डमा रबर ब्याण्ड चलाइ ग्राफको धारणा दिने । ब्रेलमा पनि ग्राफ सिकाउन सकिन्छ । इम्बोस्ड तालिकाबाट जानकारी लिन सिकाउने	काठको ग्राफबोर्ड ब्रेलको सहायताले बनाइएको ग्राफ र तालिका इम्बोस्ड ग्राफ र तालिका
९. गणितीय ज्ञान, सिप, सोच र अभिवृत्तिका विकास तथा दैनिक जीवनमा प्रयोग	गणितीय ज्ञान, सिप, सोच र अभिवृत्तिका विकासका लागि साना साना समस्या दिई सरल अभ्यासहरू गराइरहनुपर्छ ।	ठोस वस्तुहरूको सहायताले गणितीय धारणाको विकास गराउन सकिन्छ ।

कक्षागत सिकाइ उपलब्धि

नोट: सिकाइ उपलब्धि हासिल भए नभएको थाहा पाउन श्रवण दृष्टिविहीन बालबालिकालाई प्रशस्त ठोस सामग्री, ब्रेल सामग्री वा कम्प्युटर र सङ्केत गर्ने अवसर दिनुपर्दछ । ब्रेलमा लेखेर पनि देखाउन सक्छन् भने कतियप अवस्थामा हावामा चित्र बनाएर पनि देखाउन सक्छन् । बालबालिकाले कति जाने र कुन स्तरको जाने भन्ने थाहा पाउन शिक्षकले प्रत्येक अभिव्यक्तिको गुणस्तर मापन गर्न सकिने रुब्रिक बनाउनुपर्दछ । कम गुणस्तरको सिकाइ भएमा पुन गर्ने अवसर दिएर सिकाइको स्तर बढाउन प्रेरित गर्नुपर्दछ ।

गणित विषयको कक्षागत सिकाइ उपलब्धि र सम्भावित क्रियाकलाप

कक्षा १ गणित

सिकाइ उपलब्धि	सम्भावित क्रियाकलाप
१. स्थानका आधारमा वस्तुहरूलाई भित्र र बाहिर, अगाडि र पछाडि, तल र माथि, दायाँ, बायाँ र बिच, नजिक र टाढा छुट्याउन	
२. सिधा रेखा र वक्र रेखा पहिचान गर्न, ट्रेस गर्न र चित्र कोर्न	ठोस वस्तु, धागो, चुरा डोरीको सहायताले सिधा रेखा र वक्र रेखा पहिचान गराउन सकिन्छ । यसैलाई बालुवा ब्रेल पेपर साधापेपरमा मैनद्वारा खस्रो बनाएर ट्रेस गर्न लगाउन सकिन्छ ।
३. आफ्ना वरपर पाइने ज्यामितीय आकारहरू (त्रिभुज, चतुर्भुज र वृत्त) चिन्न	ज्यामितीय आकारका धेरै प्रकारका वस्तुहरू छाम्न लगाएर चिनाउने
४. देवनागरी र हिन्दु अरेबिक सङ्ख्याङ्कन पद्धतिमा १०० सम्म गन्ती गर्न, पढ्न, लेख्न र तुलना गर्न	अधिकतम १०० भए पनि सोभन्दा मुनि सकेसम्म धेरै सङ्ख्या चिनाउन अभ्यास गराउने
५. देवनागरी र हिन्दु अरेबिक सङ्ख्याङ्कन पद्धतिमा एकदेखि बिस सम्मका सङ्ख्या अक्षरमा लेख्न	अधिकतम बिस भनिँएता पनि सोभन्दा मुनि सकेसम्म धेरै सङ्ख्या अक्षरमा चिनाउने
६. ठोस वस्तुको प्रयोग गरी १ देखि २० सम्मका सङ्ख्याहरूलाई जोर र बिजोर सङ्ख्यामा वर्गीकरण गर्न	
७. पहिलोदेखि दसौँ सम्मका स्थान पहिचान गर्न	दशौँसम्मका स्थान नभए पनि यसभन्दा मुनि धेरै पहिचान गराउने
८. योगफल २० सम्म आउने तीनओटा सम्म सङ्ख्याहरूको जोड गर्न	धेरै अभ्यास गराउँदा सम्भव हुने
९. हात लागी नआउने र योगफल १०० सम्म आउने दुईओटा सङ्ख्याहरूको जोड गर्न	विभिन्न उदाहरणबाट सिकाउन सकिने
१०. ठोस वस्तुको प्रयोग गरी २० सम्मका	२० सम्म नभएपनि अधिकतम प्रयास गराउने

सङ्ख्याको घटाउ गर्न	
११. सापटी लिनु नपर्ने दुई अङ्कसम्मका सङ्ख्याको घटाउ गर्न	
१२. दैनिक क्रियाकलापहरूका समय भन्न	
१३. हप्ताका दिनहरू भन्न र लेख्न	
१४. चलनचल्तीमा रहका रु. १०० सम्मका नेपाली सिक्का तथा नोट चिन्न	नोट र सिक्काका अभ्यास गराउने
१५. अप्रामाणिक नापोको प्रयोग गरी ठोस वस्तुहरू नाप्न र त्यसका आधारमा अग्ला र होचा, लामो र छोटो छुट्याउन	विभिन्न आकारका भाँडाको प्रयोग गरी नाप लिन र तुलना गर्न सिकाउने
१६. चित्रग्राफबाट जानकारी लिन र दिन	इम्बोस्ड चित्रग्राफको प्रयोग गर्ने

कक्षा २ गणित

सिकाइ उपलब्धि	सम्भावित क्रियाकलाप
१. ठोस वस्तुहरू (जस्तै: सिक्का, तार, बाँस, किला, बाँसका चोया, डोरी, आदि) का प्रयोग गरी त्रिभुज र चतुर्भुजका आकारहरू बनाउन	
२. त्रिभुज, चतुर्भुज र वृत्तका आकारहरू ट्रेस गर्न	
३. भुजा र कुनाका आधारमा त्रिभुज र चतुर्भुजको अवधारणा विकास गर्न	
४. देवनागरी र हिन्दु अरेबिक सङ्ख्याङ्कन पद्धतिमा १००० सम्मका सङ्ख्याहरूलाई स्थानमान तालिकामा प्रस्तुत गर्न, स्थानमान भन्न, पढ्न र लेख्न	सानो सङ्ख्याबाट प्रयास गराउने
५. १०० सम्मका सङ्ख्याहरूलाई देवनागरी र हिन्दु अरेबिक सङ्ख्याङ्कन पद्धतिमा (अक्षरमा) तीन अङ्कसम्मका सङ्ख्याहरूलाई स्थानमान तालिकामा प्रस्तुत गर्न, स्थानमान भन्न, पढ्न र लेख्न	प्रयास गराउने
६. तीन अङ्कसम्मले बनेका सङ्ख्याहरूमा जोर र बिजोर सङ्ख्या पहिचान गर्न	पहिला एक अङ्कबाट त्यसपछि दुई अङ्कबाट बनेका सिकाएपछि तीन अङ्कबाट बनेका जोर र बिजोर सङ्ख्या पहिचान गर्न प्रयास गराउने
७. तीन अङ्कसम्मका सङ्ख्याहरूलाई तुलना गरी बढ्दो वा घट्दो क्रममा पढ्न र लेख्न (तीनओटासम्म मात्र)	अघिल्लो अङ्कले ठुलो जनाउने विधि सिकाउने
८. सिङ्गो, आधा र एक चौथाइको अवधारणाको आधारमा वस्तुहरूको तुलना गर्न	विभिन्न प्रकारका भाँडामा तरल पदार्थ राखेर सिकाउने

१. योगफल १,००० सम्म आउने तीन अङ्कसम्मका सङ्ख्याहरूको जोड गर्न	१,००० सम्म नपुगे पनि मान्ने
१०. तीन अङ्कसम्मका सङ्ख्याको घटाउ गर्न	हातलागी नआउने घटाउलाई मान्ने
११. गुणनलाई दोहारिएका जोडका रूपमा व्यक्त गर्न	गुणन र जोडको सम्बन्ध देखाउनपटकपटक जोड लाई संक्षिप्त बनाइ देखाउने
१२. १० सम्मका गुणन तालिका निर्माण गर्न	अनिवार्य नगर्ने
१३. १० सम्मका गुणनतालिकामा आधारित रहेर दुई अङ्कसम्मका सङ्ख्यालाई १० सम्मका सङ्ख्याले निशेष भाग जाने भाग गर्न	अनिवार्य नगर्ने
१४. घडी छामी घण्टा र मिनेटमा समय भन्न र लेख्न	
१५. क्यालेन्डर हेरेर कुनै दिनका मिति (साल, महिना, गते र बार) भन्न र लेख्न	
१६. रु. १००० सम्मका सिक्का तथा नोट चिन्न	
१७. रूपान्तर गर्न नपर्ने मुद्रासम्बन्धी जोड र घटाउ गर्न	
१८. लम्बाइका नापका प्रामाणिक एकाइको पहिचान र रुलरको प्रयोग गरी वस्तुको नाप सन्टिमिटर र मिलिमिटर स्केलमा पढ्न	इम्बिड रुलरको सहायताले सिकाउने
१९. विभिन्न वस्तुका लम्बाइ सेन्टिमिटर स्केलमा अनुमान गर्न, नाप्न र पुष्टि गर्न	इम्बोस्ड टेपको सहायताले नाप्न सिकाउने
२०. किलोग्राम र गामको सम्बन्ध बताउन	अनिवार्य नगर्ने
२१. १०० ग्राम देखि १ किलोग्रामसम्मका प्रामाणिक ढक्को प्रयोग गरी वरपरका वस्तुका तौल लिन	छामेर ढक् र सामानको तौल लिने अभ्यास गराउने
२२. समान प्रकृतिका भाँडाहरूको अवलोकन गरी क्षमता तुलना गर्न	समान प्रकृतिका भाँडामा पानी राखी क्षमता तुलना गर्न लगाउने
२३. विभिन्न भाँडाहरूका क्षमताको अनुमान गर्न र अप्रामाणिक नापोद्वारा पुष्टि गर्न	
२४. समान प्रकृतिका कुनै दुईओटा सतहको छामेर क्षेत्रफल तुलना गर्न	
२५. दिइएको इम्बोस्ड तालिकाबाट जानकारी लिन दिन	
२६. दिइएको चित्रग्राफबाट सदस्यहरूको सङ्ख्या गर्ने तालिकामा प्रस्तुत गर्न	इम्बोस्ड तालिका छामेर

कक्षा ३ गणित

सिकाइ उपलब्धि	सम्भावित क्रियाकलाप
१. दिइएको वस्तुको किनारा वा रेखाखण्डको नाप लिन र दिइएका नापका रेखाखण्ड खिच्न	इम्बोस्ड रुलरको सहायताले र ब्रेल पद्धतिमा
२. वरपर पाइने ठोस वस्तुमा बनेका कोणहरू देखाउन	कोणका ध्रुव नमुना बनाई चिनाउने
३. रुलरको प्रयोग गरी कोणहरू खिच्न, नाम लेख्न र तुलना गर्न	नाम सङ्केत गर्न
४. समकोण पहिचान गर्न	काठका समकोण बनाएर
५. सिधा किनारा (strait edge) भएका वस्तु र सिसाकलम प्रयोग गरी त्रिभुज र चतुर्भुज खिच्न र नाम लेख्न	सिसाकलमको सट्टामा सतह खस्रो हुने कुनै विकल्प दिने
६. आयताकार र वर्गाकार सतह पहिचान गर्न	छाम्न लगाउने
७. पाँच अङ्कसम्मका सङ्ख्याहरूलाई देवनागरी र हिन्दु अरेबिक सङ्ख्याङ्कमा स्थानमान तालिकामा प्रस्तुत गर्न, स्थानमान भन्न, पढ्न र लेख्न	थोरै अङ्कमा अभ्यास गराउने
८. १००० सम्मका सङ्ख्याहरूलाई देवनागरी र हिन्दु अरेबिक सङ्ख्याङ्कन पद्धतिअनुसार अक्षरमा पढ्न र लेख्न	अनिवार्य नगर्ने
९. सङ्ख्याको ढाँचा पहिचान गर्न	
१०. चार अङ्कसम्मका सङ्ख्याहरूलाई बढ्दो वा घट्दो क्रममा पढ्न र लेख्न	पढ्न लेख्न नसक्दा पहिचान गर्न सक्दा पनि मान्ने
११. चार अङ्कसम्मका सङ्ख्याहरूलाई सङ्केतहरू $=, >, <$ प्रयोग गरी तुलना गर्न	१२. स्थानीय सङ्ख्याङ्कन पद्धतिमा २० सम्म पढ्न र लेख्न
१३. आधा, एक चौथाइ, तीन चौथाइ, एक तिहाइ र दुई तिहाइलाई भिन्नका रूपमा लेख्न	ठोस वस्तु छाम्न लगाएर आधा, एक चौथाइ, तीन चौथाइ, एक तिहाइ र दुई तिहाइलाई चिनाएपछि, ब्रेलको सहयोगले अङ्कमा लेख्ने तरिका सिकाउने अन्त्यमा ब्रेल कागजमा लेख्न लगाउने
१४. भिन्नहरू $1/2, 3/4, 1/3, 2/3$ लाई	ठोसवस्तुको प्रयोग गरी छाम्न लगाएर सिकाउने

सामग्री प्रयोग गरी देखाउन	
१५. चित्रद्वारा माथिका भिन्नहरूमध्ये कुनै दुई ओटा भिन्नहरू तुलना गर्न	अनिवार्य नगर्ने
१६. योगफल १०,००० सम्म आउने चार अङ्कसम्मका सङ्ख्याहरूका जोड गर्न	१०,००० नै हुनुपर्छ भन्ने छैन।
१७. जोड र घटाउबिचको सम्बन्ध पहिचान गर्न	साना साना उदाहरण बनाउने
१८. चार अङ्कले बनेका सङ्ख्याहरूको घटाउ गर्न	हातनलाम्ने मात्र गराउने
१९. तीन अङ्कसम्मका सङ्ख्यालाई दुई अङ्कसम्मको सङ्ख्याले गुणन गर्न	अनिवार्य नगर्ने
२०. तीन अङ्कसम्मका सङ्ख्यालाई १० सम्मको सङ्ख्याले भाग गर्न	अनिवार्य नगर्ने
२१. घडी छामी घण्टा, मिनेट र सेकेन्डमा समय व्यक्त गर्न	इम्बोस्ड घडीको प्रयोग गर्ने
२२. समयका एकाइहरूबिचका सम्बन्ध पहिचान गर्न (वर्ष, महिना, हप्ता, दिन, घण्टा, मिनेट र सेकेन्ड)	इम्बोस्ड चित्र र सङ्केतको प्रयोग गरी सम्बन्ध पहिचान गर्ने अभ्यास गराउने
२३. कुनै काममा लागेको समय पत्ता लगाउन	कुनै काम सुरु गरेको समय र सम्पन्न भएको समय सोधेर
२४. रुपियाँलाई पैसामा र पैसालाई रुपियाँमा रूपान्तर गर्न	पहिला दशमलब नआउने गरी सिकाउने
२५. मुद्रासम्बन्धी जोड र घटाउ गर्न	साना साना एकाइमा अभ्यास गराउने
२६. मिटर, सेन्टिमिटर र मिलिमिटरका सम्बन्ध व्यक्त गर्न	अनिवार्य नगर्ने
२७. विभिन्न वस्तुको लम्बाइ मिटर वा सेन्टिमिटर स्केलमा अनुमान गर्न, नाप्न र पुष्टि गर्न	इम्बोस्ड टेप वा रूलरको सहायताबाट अभ्यास गराउने
२८. मिटरलाई सेन्टिमिटर र सेन्टिमिटरलाई मिलिमिटरमा रूपान्तर गर्न	अनिवार्य नगर्ने
२९. वस्तुहरूको तौलको अनुमान गर्न र नापद्वारा यकिन गर्न	पटकपटक वस्तुहरूको तौल लिन लगाउँदै अनुमान गर्न लगाउने
३०. किलोग्रामलाई ग्राममा रूपान्तर गर्न	कोसिस गर्ने
३१. लिटर र मिलिलिटरको सम्बन्ध व्यक्त गर्न	कोसिस गर्ने
३२. विभिन्न क्षमताका भाँडाहरूको क्षमता लिटर र मिलिलिटर एकाइमा नाप लिन	विभिन्न क्षमताका भाँडाहरूमा पानी राखी क्षमता मापन गर्ने
३३. लिटर र मिलिलिटरसम्बन्धी जोड र घटाउ गर्न	लिटर र मिलिलिटर अलग अलग गराउने

૩૪. વર્ગ કોઠાહરૂકા સડ્ઘ્યા ગનેર વર્ગાકાર વા આયતાકાર સમતલીય સતહકા ક્ષેત્રફલ પત્તા લગાડન	ઇમ્બોસડ વર્ગ કોઠા ગનેર જમ્મા કોઠા પત્તા લગાડન લગાડને
૩૫. ચિત્રગ્રાફ બનાડન	પાટીમા કિલા વા ઁસ્રો વસ્તુ રાઁરેર વા બાલુવામા વા બ્રેલ પેપરમા અભ્યાસ ગરાડને

11.3 English

By the end of grade three, students will have developed the competencies to:

Competence	Basis of Adaptation	Required Materials
1. Demonstrate an understanding of simple spoken language . (Spoken language and Sign /Tactile language)	Individualized Sensory Input: Tailor communication to the residual hearing, vision, or tactile abilities of the student. Alternative Communication Methods: Use tactile sign language, gestures, or augmentative and alternative communication (AAC) systems. Multi-Sensory Support: Reinforce spoken language comprehension with visual, tactile, and contextual cues. Structured and Repetitive Learning: Consistent use of familiar routines, patterns, and cues to build understanding.	• Tactile Communication Tools: Tactile flashcards, communication boards, and object symbols. • Assistive Technology: Hearing aids, braille displays, and AAC devices. • Multi-Sensory Resources: Audio books, large-print books, tactile books, and manipulatives. • Trained Personnel: Teachers trained in deafblind communication methods, such as tactile sign language or braille instruction.
2. Respond in simple English with intelligible pronunciation (sign language or written in braille)	Accessible Communication Modes: Adapt the method of response (verbal, tactile, or visual) based on the child's abilities. Focus on Functional Communication: Emphasize clarity and comprehensibility over perfect pronunciation. Repetition and Consistency: Build responses through repeated practice in structured environments. Multi-Sensory Cues: Use tactile, auditory, or visual cues to reinforce spoken language development. Individualized Pronunciation Support: Tailor instruction to help students use their residual abilities effectively for speech production.	• Tactile Speech Modeling Tools: Materials that emphasize mouth movements, airflow, or vibrations (e.g., soft brushes or airflow demonstrators). • Assistive Devices: Hearing aids, FM systems, or AAC devices tailored for speech output. • Audio and Tactile Learning Resources: Simple audio files, tactile books, or manipulatives linked to vocabulary words. • Training Programs: Repeated practice with language games, phonetics exercises, and verbal interaction.

3. Use English for communication inside and outside the classroom.	Accessible Communication Modes: Use a variety of communication strategies, including spoken language, tactile communication, sign language, or alternative and augmentative communication (AAC). Emphasis on Functional Communication: Focus on meaningful interactions and practical language use in everyday contexts. Individualized Instruction: Tailor communication methods to align with the sensory abilities and developmental level of each child. Encourage Real-World Practice: Create opportunities for communication in diverse environments. Reinforce Through Contextual Learning: Use role-play, real-life scenarios, and consistent practice to integrate language usage.	Tactile-Audio Communication Devices: Tools that combine touch and sound for effective learning. Interactive Role-Play Kits: Sets of tactile or visual tools for practicing real-world scenarios. Structured Conversation Guides: Phrasebooks or cue cards tailored for classroom and community use. Multi-Sensory Communication Boards: Boards with touch, sound, and text elements for flexible interaction.
4. Read simple texts for understanding and pleasure	Accessible Reading Formats: Provide materials in formats compatible with the sensory needs of the students (e.g., braille, large print, tactile graphics, or audio). Interactive Reading Methods: Combine tactile, auditory, and visual components to engage students. Simplified and Contextualized Content: Use age-appropriate but simplified texts that match their comprehension levels and interests. 1. Encourage Multi-Sensory Engagement: Link reading activities with tactile objects, sounds, or gestures to make texts relatable. 2. Personalized Reading Goals: Focus on the student's preferences and needs, promoting intrinsic motivation to read.	Braille Storybooks and Devices: Books with braille text and tactile graphics, or devices offering braille e-texts. Interactive Story Kits: Sets containing tactile objects or props representing story elements. Multi-Sensory Storyboards: Boards integrating touch, audio, and visual components for storytelling. Simplified Digital Reading Tools: Tablets with accessibility features like large text, audio descriptions, and braille displays.
5. Express opinions, ideas and feelings using simple English	1. Accessible Communication Modes: Use a combination of tactile sign language, braille, gestures, and augmentative	Emotion Boards: Tactile boards with textures or symbols representing

	communication devices to support expression. 2. Structured Expression Activities: Guide students with sentence frames, visual or tactile prompts, and interactive scenarios. 3. Multi-Sensory Support: Combine tactile objects, symbols, and images to help students link ideas and feelings to language. 4. Safe Environment: Encourage expression through a supportive setting that values and validates their input. 5. Personalized Approach: Adapt materials and activities to suit the sensory and cognitive abilities of individual students.	different emotions and ideas. Braille Expression Cards: Cards with sentence starters, common words, and tactile symbols for opinions and ideas. Assistive Devices: Augmentative communication devices tailored for deafblind users, with braille input/output and speech features. Tactile Journals: Books where students can use textures, braille, or drawings to express ideas and feelings.
6. Work with peers to learn language together.	Accessible Peer Interactions: Facilitate communication through tactile signing, braille exchanges, or assisted communication methods to enable collaboration. Guided Collaboration: Provide structured activities that encourage teamwork, ensuring every child's participation. Multi-Sensory Engagement: Use shared tactile, auditory, and visual materials to support joint language learning. Role Assignments: Assign clear roles within group activities to help each student contribute meaningfully. Inclusive Environment: Foster a supportive classroom culture where peers learn to communicate inclusively with their deafblind classmates.	Tactile Game Sets: Games like matching cards or tactile bingo to encourage peer interaction. Communication Tools: Braille and tactile vocabulary cards or devices with speech output for group use. Multi-Sensory Kits: Items like textures, symbols, and objects that represent concepts for group language tasks. Assistive Devices: Shared devices like braille notetakers or tablets with accessibility features for collaborative learning.

c. Grade-wise Learning Outcomes for Grades 1-3

Table 10: Grade-wise learning outcomes in English

Grade 1

Skill: Listening

Learning Outcomes	Basis of Adaptation	Activities and Materials
1. Imitate, identify and discriminate sounds.	Understanding Sensory Needs - Assess the degree of hearing and vision impairment for each student. - Use assistive devices (e.g., hearing aids, glasses, tactile devices) where applicable. Multisensory Approach - Combine tactile, visual, auditory, and kinesthetic modes of learning. - Leverage residual senses effectively. Communication Modes - Use communication strategies like tactile sign language, braille, and visual supports depending on the child's preference and abilities. Environment - Minimize background noise and distractions. - Ensure the learning space has proper lighting and a tactile-friendly layout. Engagement and Individualization - Design activities relevant to the child's daily life and experiences. - Offer one-on-one support and gradual scaffolding.	1. Hard of Hearing and Low Vision - Adaptation Approach: Amplify sounds and use large, high-contrast visuals. Activities: - Use amplified recorded sounds of daily activities (e.g., bell ringing, door knocking) and let students identify them. - Teach academic words and alphabets with large visual flashcards paired with sound. - Play simple pattern sounds (e.g., clapping rhythms) and ask students to imitate. Materials: - Hearing aids - Large flashcards with braille and bold colors. - Audio recordings with adjustable volume 2. Deaf and Low Vision Adaptation Approach: Focus on tactile and visual adaptations. Activities: - Introduce tactile materials (e.g., sandpaper alphabets) and ask students to identify sounds associated

		with each. • Use objects of reference (e.g., a real key for "key" sound) for academic words. • Teach rhythms and patterns using vibrations (e.g., drumbeats). • Materials: • Tactile objects and flashcards with raised letters • Vibrating devices. • Large-print braille books 3. Blind and Hard of Hearing Adaptation Approach: Emphasize tactile and auditory cues. • Activities: • Use tactile alphabets and play associated sounds; for example, a raised "A" paired with its phonetic sound. • Guide students to create sounds using instruments like drums or shakers to associate vibrations with sound patterns. • Engage in tactile discrimination activities (e.g., identifying objects with distinct textures). • Materials: • Braille alphabets with audio descriptions • Musical instruments or vibrating sound-makers • Tactile storybooks 4. Deaf and Blind Adaptation Approach: Focus entirely on
--	--	---

		tactile and contextual learning. • Activities: • Use hand-over-hand guidance for tactile sign language or braille-based identification of sounds. • Present tangible objects for daily sounds (e.g., a small bell for "ring"). • Play a game where the child matches objects with their function (e.g., spoon with eating sounds). • Materials: • Real objects linked to concepts and sounds • Braille labels and cards • Hand-held vibrating devices for teaching sound patterns General Suggestions for All Groups • Reinforce concepts through repetition and play. • Engage peers and create a collaborative learning environment to build social and communication skills. • Regularly evaluate progress and adjust activities based on feedback and outcomes.
2. Identify words that have the same initial, medial or final sound.	Leverage Residual Senses: • For those with residual hearing, enhanced auditory clarity. • For those with residual vision, use large visuals or braille-supported materials. • For those without both senses, rely entirely on tactile inputs. Simplify and Contextualize:	1. Hard of Hearing and Low Vision Approach: Amplify sounds and provide high-contrast visuals. • Activities: • Use amplified recordings of words with the same

	• Use familiar and meaningful words. • Pair sounds with real-life objects or experiences for context. Consistent Feedback Mechanism: • Provide immediate and tangible feedback for correct or incorrect identification.	initial, medial, or final sounds (e.g., cat, cup, cap for the initial "c" sound). Let students identify commonality. • Pair words with high-contrast picture cards (e.g., sun and fun with large images of the sun and a happy face). • Group objects or pictures (e.g., a ball, bell, bat) and let students identify the sound pattern. • Materials: • Flashcards with bold visuals and braille • Audio recordings with clear articulation 2. Deaf and Low Vision Approach: Focus on tactile materials and limited visual input. • Activities: • Use raised tactile letters to group words (e.g., bat, cat, hat for "at" sound). • Match objects of reference to words with similar sounds (e.g., a real cup for "cup" and "cap"). • Use hand-over-hand guidance to help students recognize tactile symbols associated with sounds. • Materials: • Tactile cards with raised letters and braille • Objects of reference paired with word meanings 3. Blind and Hard of Hearing Approach: Emphasize
--	--	---

		tactile cues and clear auditory support. • Activities: • Play recordings of words with similar initial, medial, or final sounds and guide students to identify patterns using tactile braille cards. • Use tangible objects to represent words and encourage students to group objects with similar sound patterns (e.g., bag, rag, tag for the "ag" sound). • Provide tactile rhyme boards with braille for pairing words. • Materials: • Braille cards with sound groups • Vibrating sound-makers for auditory support • Tangible objects representing words 4. Deaf and Blind Approach: Entirely tactile and contextual learning. • Activities: • Teach braille-based word identification. Use braille cards with raised symbols for matching words with similar patterns (e.g., cat, bat, hat for "at"). • Use objects of reference to create tactile word pairs, such as a small bell for "bell" and a tactile bat toy for "bat." • Engage in hand-over-hand guidance for matching
--	--	--

		tactile symbols with word clusters. • Materials: • Braille word cards grouped by similar sounds • Real objects linked to the meaning of the words • Tactile rhyme boards or mats Example Words by Sound Position • Initial Sounds: cat, cup, car. • Medial Sounds: bat, mat, hat. • Final Sounds: dog, frog, log.
3. Blend individual sounds in simple one syllable words. (e.g. /s/i/ /t/ →sit)	1. Sensory Accessibility: • Use tactile, auditory, and visual tools tailored to individual sensory abilities. • Incorporate multisensory techniques wherever possible. 2. Concrete and Contextual Learning: • Focus on familiar words and objects that students encounter in their daily lives. • Pair sound blending activities with real objects or actions for better comprehension. 3. Step-by-Step Scaffolding: • Start with two sounds and gradually move to three-sound blends. • Repeat and reinforce consistently.	1. Hard of Hearing and Low Vision Approach: Amplify auditory cues and use large, high-contrast visuals. • Activities: • Play amplified sounds of individual phonemes (e.g., /s/, /i/, /t/) and guide students to blend them by listening and repeating. • Use large flashcards with each phoneme, asking students to arrange the cards to form words as they pronounce them (e.g., /s/ + /i/ + /t/ = sit). • Provide matching games where pictures of objects (e.g., a chair for sit) correspond to the blended word. • Materials:

		• FM systems or hearing aids • Flashcards with bold letters and high-contrast visuals • Audio recordings with clear articulation 2. Deaf and Low Vision Approach: Use tactile and limited visual aids for phoneme blending. • Activities: • Provide raised, tactile letter tiles for students to touch and arrange (e.g., /s/, /i/, /t/). • Use objects of reference (e.g., a small chair for sit) to represent blended words. • Teach hand shapes or tactile sign language to represent individual phonemes, guiding students to combine them into a word. • Materials: • Tactile letter tiles with braille • Real objects or pictures with tactile features • Hand-over-hand tactile communication techniques 3. Blind and Hard of Hearing Approach: Emphasize tactile and auditory blending. • Activities: • Use braille cards for each phoneme and ask students to arrange them into words while listening to audio
--	--	--

		cues. • Use vibrating sound-makers to emphasize each phoneme and guide students to feel the sequence of sounds in blending. • Pair tactile objects with corresponding words (e.g., a toy cat for /c/, /a/, /t/ = cat). • Materials: • Braille phoneme cards • Vibrating devices for auditory reinforcement • Real objects for word representation 4. Deaf and Blind Approach: Entirely tactile learning. • Activities: • Use tactile phoneme cards with braille and guide students in hand-over-hand blending of phonemes to form words. • Provide real objects representing simple one-syllable words and teach blending by associating the tactile components (e.g., /d/, /o/, /g/ = dog). • Use tactile storyboards or sequencing mats where students arrange phonemes to create words. • Materials: • Braille and tactile phoneme cards • Real objects or models representing target words • Tactile sequencing mats. General Words for
--	--	---

		Practice • Two Phonemes: • /m/ /e/ → me • /i/ /t/ → it • Three Phonemes: • /s/ /i/ /t/ → sit • /c/ /a/ /t/ → cat • /d/ /o/ /g/ → dog
4. Recognize, identify and produce rhyming words. (e.g., cat → bat, sat)	Multisensory Engagement: • Use tactile, auditory, and visual inputs depending on the child's sensory abilities. • Leverage real-life objects and activities to make rhyming more relatable. Structured and Repetitive Learning: • Provide clear patterns of rhyming words (e.g., cat, bat, sat). • Reinforce through repetition and hands-on activities. Familiar Contexts: • Use simple, familiar words from the child's environment. • Include objects or actions associated with the words.	1. Hard of Hearing and Low Vision Approach: Amplify sounds and use high-contrast visuals. • Activities: • Play amplified audio clips of rhyming words (e.g., cat, bat, hat), and ask students to identify the rhyming pattern. • Use large visual flashcards with the words and corresponding pictures. Pair them with spoken words. • Create a sorting game where students group rhyming words together using tactile cards with large print. • Materials: • FM systems or hearing aids • Flashcards with bold, high-contrast visuals • Audio recordings with clear pronunciation 2. Deaf and Low Vision Approach: Use tactile materials and limited visual inputs. • Activities: • Provide raised tactile letter

		tiles for rhyming words (e.g., cat, bat, hat) and guide students to match them based on tactile similarity. • Pair real objects (e.g., a toy cat and bat) with their names in braille, emphasizing the rhyming aspect. • Teach rhymes through tactile sign language, using hand-over-hand guidance. • Materials: • Tactile letter tiles with braille • Real objects representing rhyming words • Hand-over-hand tactile communication methods 3. Blind and Hard of Hearing Approach: Focus on tactile and auditory cues. • Activities: • Use braille cards for rhyming words and pair them with audio descriptions or vibrating sound-makers to emphasize the rhyming sounds. • Group tactile objects that rhyme (e.g., a mat for mat, a hat for hat). • Use rhythm-based activities like tapping to match the rhyming syllables. • Materials: • Braille rhyming word cards • Vibrating sound devices to
--	--	---

		reinforce patterns • Tactile storyboards with rhyming sequences 4. Deaf and Blind Approach: Rely entirely on tactile input and real-world objects. • Activities: • Introduce rhyming words through tactile exploration (e.g., a small toy cat, a bat, and a hat). Use their names in braille for recognition. • Create tactile rhyming pairs using raised cards or objects, guiding students hand-over-hand to explore and match. • Use tactile sequencing mats to align rhyming word pairs. • Materials: • Braille rhyming word cards • Real objects linked to rhyming pairs • Tactile sequencing mats for word grouping Example Rhyming Word Groups Simple Words: • cat, bat, sat, mat • dog, log, frog • pin, bin, tin Words with Actions: • run, fun, sun • hop, mop, top
5. Link an initial sound to a picture of an object that begins with	Focus on Accessibility: • Use visual, tactile, or auditory cues depending on the child's sensory abilities. • Simplify the task by using familiar objects and clear connections.	1. Hard of Hearing and Low Vision Approach: Combine amplified sound with high-contrast visuals.

that sound (e.g. Show a picture of a book and identify the initial sound /b/).	Repetition and Multisensory Inputs: • Reinforce the connection between sound and object through multiple sensory channels. Immediate Feedback: • Provide clear, tangible feedback to validate correct associations.	• Activities: • Show high-contrast picture cards (e.g., a book) and play an amplified recording of the initial sound (/b/). Ask students to repeat the sound or point to the object. • Create a matching game where students pair cards with initial sounds (e.g., /b/ with a picture of a book). • Use real objects (e.g., a ball for /b/, a pen for /p/) and ask students to identify the object based on the initial sound. • Materials: • FM systems or hearing aids • High-contrast picture cards with bold text • Real objects for sound-object matching 2. Deaf and Low Vision Approach: Focus on tactile and limited visual inputs. • Activities: • Use tactile cards with raised pictures and braille labels. For example, a raised book image with "book" in braille to connect with /b/. • Present real objects for tactile exploration (e.g., a book, a ball) and use tactile sign language to teach the initial sound. • Create a tactile matching game with objects and
---	---	---

		braille labels for initial sounds. • Materials: • Tactile cards with raised images and braille • Real objects for tactile exploration • Hand-over-hand tactile guidance for linking sounds 3. Blind and Hard of Hearing Approach: Emphasize tactile and auditory cues. • Activities: • Provide audio cues for the initial sound (/b/) and pair them with braille-labeled objects or tactile cards. • Create a tactile sorting activity where students group objects based on their initial sounds. • Use vibrating devices or rhythmic tapping to emphasize the sound pattern associated with each object. • Materials: • Braille cards with corresponding words. • Real objects representing initial sounds • Audio recordings or vibrating devices for auditory reinforcement 4. Deaf and Blind Approach: Entirely tactile-based learning.
--	--	--

		• Activities: • Use real objects for tactile exploration and pair them with braille labels. For instance, let the student touch a book and feel the braille for "book" to understand the /b/ sound. • Use a tactile story mat where students match objects to their initial sounds in braille (e.g., a small book to /b/). • Teach through hand-over-hand guidance, tracing the braille for the word while exploring the object. • Materials: • Braille cards and real objects • Tactile story mats or sequencing boards • Hand-over-hand tactile teaching aids Example Initial Sound-Object Pairs • /b/ → Book, Ball • /p/ → Pen, Pan • /m/ → Mug, Mat • /t/ → Toy, Top
6. Name a printed letter that matches with the sound (e.g., the teacher says /t/ and the student points to the /t/ letter).	1. Sensory Accessibility: ○ Use tactile, visual, and auditory materials based on the student's abilities. ○ Reinforce letter recognition through multiple sensory channels. 2. Familiarization with Letters and Sounds: ○ Focus on frequently used letters and simple sounds to build	1. Hard of Hearing and Low Vision Approach: Enhance auditory input with high-contrast visual aids. • Activities: • The teacher produces the sound (/t/) clearly and amplified (if using hearing aids/FM system), and students point to a large,

	confidence. 3. Step-by-Step Approach: ○ Begin with a small set of letters and gradually increase the number of options.	high-contrast printed letter T. • Use flashcards with bold, enlarged letters alongside objects starting with that sound (e.g., /t/ with a picture of a toy). • Create a sorting game where students match sounds to letters printed on tactile cards. • Materials: • FM systems or hearing aids • Large, high-contrast flashcards with letters and images • Sound recordings for reinforcement 2. Deaf and Low Vision Approach: Use tactile materials and limited visuals. • Activities: • Provide raised tactile letter cards with braille. Students feel the sound cue (e.g., hand-over-hand sign for /t/) and match it with the tactile letter. • Match real objects (e.g., a toy) with corresponding tactile letters representing their initial sounds. • Arrange a tactile letter board where the teacher indicates the sound in tactile sign language, and students point to the matching letter. • Materials: • Tactile letter cards with braille
--	---	--

		• Real objects representing the sounds • Hand-over-hand tactile communication methods 3. Blind and Hard of Hearing Approach: Focus on tactile and auditory reinforcement. • Activities: • Use braille letter tiles and play an audio sound cue (/t/), guiding students to select the matching letter tile. • Associate the sound with real objects (e.g., /t/ for a toy) and reinforce with braille letters. • Use vibrating sound devices or rhythmic tapping to emphasize the sound for each letter. • Materials: • Braille letter tiles • Vibrating sound devices • Real objects to associate with sounds 4. Deaf and Blind Approach: Fully tactile-based learning. • Activities: • Present a braille or raised letter card alongside a tactile object starting with the sound (/t/ for toy). Use hand-over-hand guidance to trace the letter. • Use a tactile matching board where students
--	--	--

		connect tactile braille letters with their corresponding objects. • Teach through sequencing activities where students align tactile letters to a series of hand-over-hand sound cues. • Materials: • Braille and tactile letter cards • Real objects or models for initial sound association • Tactile storyboards or matching mats General Letters to Practice • /t/ → T (toy, top) • /b/ → B (ball, book) • /m/ → M (mat, mug) • /p/ → P (pen, pan)
7. Match spoken words to printed words (e.g., the teacher pronounces /pin/, and the student selects pin from a set of three-word cards).	Accessible Communication: • Adapt spoken words to tactile, visual, or other sensory modes based on the student's abilities. Simplified Choices: • Begin with two or three options, gradually increasing complexity. Contextual Learning: • Use familiar and meaningful words for better comprehension.	1. Hard of Hearing and Low Vision Approach: Enhance auditory input with visual aids. • Activities: • The teacher pronounces a word (e.g., pin), amplifying it using FM systems or hearing aids. Students select the corresponding printed word from a set of high-contrast cards. • Use picture-word pairs (e.g., a picture of a pin with the word pin) to support understanding. • Create a word-matching game where students match spoken words to

		printed words with bold text. • Materials: • FM systems or hearing aids • Large, high-contrast flashcards with words • Audio reinforcement (e.g., recorded words) 2. Deaf and Low Vision Approach: Use tactile and limited visual materials. • Activities: • Provide tactile word cards with raised print and braille. Use hand-over-hand sign language to indicate the word (e.g., pin), and students match it to the tactile card. • Pair real objects (e.g., a pin) with corresponding tactile word cards to reinforce meaning. • Arrange a tactile matching activity where students align tactile word cards with objects. • Materials: • Tactile word cards with braille • Real objects representing the words • Hand-over-hand tactile communication 3. Blind and Hard of Hearing Approach: Focus on auditory and tactile reinforcement.
--	--	--

		• Activities: • The teacher says the word clearly or plays an amplified audio clip. Students choose the corresponding braille word card (e.g., pin) from a set. • Use real objects with braille labels for students to match spoken words to their tactile representation. • Implement a "word search" game where students find the correct braille word card after hearing the word. • Materials: • Braille word cards • Amplified audio devices or FM systems • Real objects for tactile association 4. Deaf and Blind Approach: Fully tactile-based learning. • Activities: • Use real objects (e.g., a pin) and provide corresponding tactile word cards with braille. The teacher uses hand-over-hand guidance to convey the word (e.g., pin) and helps the student match it to the tactile card. • Create a tactile sorting activity where students group objects and their braille word cards. • Develop a sequencing activity where students arrange tactile word cards in a meaningful order (e.g.,
--	--	---

		pin, pan, pen). • Materials: • Tactile word cards with braille • Real objects representing the words • Hand-over-hand guidance Example Words to Practice • pin, pan, pen • bat, mat, hat • dog, log, fog
8. Recognize and comprehend words and simple expressions.	1. Accessible Communication: ○ Adapt how words and expressions are presented (auditory, visual, or tactile) to match the student's abilities. 2. Contextual Learning: ○ Use words and expressions related to familiar activities, daily routines, or classroom interactions. 3. Incremental Complexity: ○ Start with single words and progress to simple phrases or expressions.	1. Hard of Hearing and Low Vision Approach: Use amplified sound with high-contrast visuals. • Activities: • Introduce common classroom expressions (e.g., sit down, open your book) paired with visual flashcards depicting actions or objects. • Practice recognition through a matching activity where students link words or expressions to corresponding pictures. • Reinforce learning through role-playing, where students respond to instructions (e.g., stand up, pick the pen). • Materials: • FM systems or hearing aids • High-contrast flashcards with pictures and bold text • Real objects for action-based expressions

		2. Deaf and Low Vision Approach: Use tactile and visual materials with sign language. • Activities: • Teach words and expressions using tactile cards with raised images and braille labels (e.g., a raised image of a chair with the phrase sit down in braille). • Use hand-over-hand tactile sign language to communicate the expressions and match them with tactile cards. • Create a tactile story or role-play scenario where students use expressions in context (e.g., a mock classroom activity). • Materials: • Tactile cards with raised images and braille • Real objects to represent expressions • Hand-over-hand sign language 3. Blind and Hard of Hearing Approach: Focus on auditory and tactile learning. • Activities: • Present words and expressions through clear speech or audio devices and match them with braille cards. • Use real objects to act out expressions (e.g., handing
--	--	---

		a book when told open your book). • Practice through interactive games where students identify the correct tactile card or object based on spoken instructions. • Materials: • Braille word and phrase cards • Amplified audio devices or FM systems • Real objects for role-playing activities 4. Deaf and Blind Approach: Fully tactile-based learning. • Activities: • Introduce words and expressions using tactile cards with braille and hand-over-hand guidance to demonstrate the meaning. • Pair real objects (e.g., a book for open your book) with tactile cards or actions. • Create tactile role-playing scenarios where students respond to instructions (e.g., placing a tactile object like a pen when asked pick the pen). • Materials: • Tactile cards with braille • Real objects representing words or expressions • Hand-over-hand tactile communication methods.
--	--	---

		Examples of Words and Expressions • Single Words: book, pen, chair, table • Simple Expressions: sit down, stand up, open your book, close your book, good job.
9. Respond to the audio or the teacher non-verbally and verbally.	☐ Accessible Communication Modes: • Replace audio prompts with tactile, visual, or other sensory cues based on the student's abilities. ☐ Multiple Response Options: • Enable non-verbal responses (gestures, tactile cues) and verbal responses (spoken words, signs, or AAC devices). ☐ Contextual Interaction: • Situate responses in familiar and meaningful contexts to enhance comprehension and engagement.	1. Hard of Hearing and Low Vision Approach: Use amplified audio cues and visual aids. • Activities: • The teacher uses clear speech or amplified audio prompts (e.g., clap your hands), and students respond by performing the action. • Pair spoken instructions with high-contrast visual cards showing the expected response. • Create a role-play activity where students respond to visual cues or objects (e.g., pointing to a picture of a chair when asked, Where is the chair?). • Materials: • FM systems or hearing aids • High-contrast picture cards • Real objects for interactive activities 2. Deaf and Low Vision Approach: Use tactile and visual materials with sign language. • Activities:

		• The teacher uses hand-over-hand tactile sign language to give instructions, and students respond with actions (e.g., tapping the table after an instruction like tap the table). • Provide raised image cards or objects that represent actions or responses, allowing students to choose or perform the correct response. • Create a tactile sorting activity where students sort objects based on instructions. • Materials: • Tactile cards with raised images • Hand-over-hand tactile communication • Real objects representing responses 3. Blind and Hard of Hearing Approach: Focus on auditory and tactile responses. • Activities: • The teacher provides clear verbal instructions or amplified audio prompts (e.g., touch your nose), and students respond with the action. • Use braille cue cards or real objects to help students identify and respond (e.g., giving a tactile book when asked, Give me the book).
--	--	---

		• Practice simple question-response pairs, where students verbally or non-verbally indicate their answers. • Materials: • Braille cue cards • Amplified audio devices • Real objects for hands-on activities 4. Deaf and Blind Approach: Fully tactile-based communication and response. • Activities: • Use hand-over-hand tactile prompts (e.g., guiding a student to tap their head as a response to tap your head). • Present tactile objects (e.g., a ball and a book) and guide the student to select the correct one when prompted tactilely. • Practice daily interactions using tactile cues (e.g., handing a spoon when prompted, Show me the spoon). • Materials: • Tactile objects and cue cards • Hand-over-hand communication methods • Tactile storyboards or activity boards Example Instructions • Actions: Clap your hands, raise your hand, tap the table.
--	--	---

		• Object-based: Show me the pen, point to the chair. • Expression-based: Smile, wave your hand.
10. Respond to simple commands and questions.	☐ Accessible Communication Modes: • Ensure that commands and questions are delivered in ways that match the student's sensory capabilities (e.g., tactile, auditory, visual, or a combination). ☐ Clear and Simple Language: • Use straightforward language and repetitive phrases to make commands and questions easy to understand. ☐ Interactive and Contextual Learning: • Position commands and questions within familiar contexts or routines to encourage comprehension and participation.	1. Hard of Hearing and Low Vision Approach: Combine amplified auditory input with visual cues. • Activities: • The teacher uses clear, spoken commands (e.g., point to the book) with visual reinforcement, such as pointing to the object. • Use high-contrast picture cards or symbols to reinforce commands and questions (e.g., Where is the book? with a picture of a book). • Create interactive response activities where students act out commands (e.g., stand up, sit down). • Materials: • FM systems or hearing aids • High-contrast picture cards and objects • Visual cue cards with common commands and questions 2. Deaf and Low Vision Approach: Use tactile, sign language, and limited visual cues. • Activities: • The teacher uses hand-over-hand sign language to give commands (e.g., touch your nose) and guide

		the student to perform the action. • Students respond to questions with tactile cues, such as pointing to a tactile symbol or object (e.g., Where is the toy?). • Create tactile matching games where students match objects to verbal or signed commands. • Materials: • Tactile cue cards and braille labels • Real objects with tactile features • Hand-over-hand sign language support. 3. Blind and Hard of Hearing Approach: Combine auditory cues with tactile responses. • Activities: • The teacher provides clear, amplified spoken commands (e.g., touch the pen), and students respond by finding and touching the object. • Use tactile cards and real objects for question-response activities (e.g., What is this? with a tactile card showing an object). • Implement a “Simon Says” activity using spoken commands with tangible, sensory feedback (e.g., Simon says, pick up the cup). • Materials: • Amplified audio devices or
--	--	--

		FM systems • Tactile cards and real objects • Braille labels and audio reinforcement 4. Deaf and Blind Approach: Fully tactile communication and response. • Activities: • Use hand-over-hand methods to guide students through responses to commands (e.g., guiding them to pick up a ball when prompted). • Provide real objects with tactile labels to help students respond to questions like What is this? or Where is the ball? • Practice simple question-and-response routines (e.g., Is this a cup? with the teacher guiding a hand-over-hand exploration of the object). • Materials: • Tactile cards with braille and raised images • Real objects labeled with tactile or braille tags • Hand-over-hand tactile guidance Examples of Commands and Questions • Commands: Stand up, sit down, touch your nose, pick up the book, clap your hands. • Questions: Where is the
--	--	---

		book? What is this? Is this a toy? • Responses: Simple actions (e.g., clapping, pointing) or selecting from options (e.g., tactile matching).
11. Perform different kinds of listening tasks (e.g. drawing, matching, etc.).	□ Multisensory Approach: • Use a combination of auditory, tactile, visual, and kinesthetic modes to engage students in listening tasks. □ Contextual Relevance: • Make sure activities are based on familiar concepts and everyday experiences to improve understanding. □ Incremental Complexity: • Start with simple, one-step listening tasks and gradually progress to more complex, multi-step activities.	1. Hard of Hearing and Low Vision Approach: Use amplified auditory input paired with visual and tactile reinforcement. • Activities: • Drawing Task: The teacher gives clear, spoken instructions (e.g., Draw a sun), and students draw on paper with the help of visual cues or tactile outlines. • Matching Task: Provide high-contrast cards with images and spoken prompts (e.g., Match the picture of the cat to the word "cat"). • Object Identification: The teacher describes an object (e.g., It is round and yellow), and the student matches it to a corresponding high-contrast picture or real object. • Materials: • FM systems or hearing aids • High-contrast picture cards • Large print or tactile drawing templates 2. Deaf and Low Vision

		Approach: Use tactile and limited visual materials with sign language support. • Activities: • Tactile Drawing: Guide the student to create drawings using textured outlines or molds (e.g., tracing a raised picture of a house). • Tactile Matching: Use tactile cards with braille and raised images, where students match the tactile card to a spoken instruction (e.g., Match the card with the car to the sound of a car engine). • Listening and Response Activity: The teacher signs an instruction (e.g., Find the ball) and guides the student to touch or pick up the object. • Materials: • Tactile cards with braille and raised images • Textured drawing paper or molds • Hand-over-hand sign language guidance 3. Blind and Hard of Hearing Approach: Focus on auditory cues and tactile responses. • Activities: • Listening and Drawing: The teacher gives auditory instructions (e.g., Draw a circle) while the student
--	--	--

		uses tactile materials like raised-line paper or a braille slate to complete the drawing. • Object Identification by Sound: The teacher makes a sound (e.g., a bell) and the student matches it to a tactile representation of the object that makes that sound (e.g., a bell-shaped object). • Matching with Tactile Cues: Use real objects with tactile labels to match spoken descriptions (e.g., Find the block that is square). • Materials: • Braille slates or raised-line paper • Tactile objects for identification • Audio cues or sound-making toys 4. Deaf and Blind Approach: Fully tactile and kinesthetic activities. • Activities: • Tactile Drawing: Use a braille slate or textured surface where the teacher guides the student's hand to create simple shapes (e.g., a circle or square) as they listen to the spoken or signed instruction. • Object and Sound Matching: The teacher produces a sound (e.g., clapping or a bell), and the student finds the object
--	--	--

		that corresponds to the sound by feeling it. • Tactile Exploration: Present different textured objects and describe them through tactile hand-over-hand guidance while the student listens to the description. • Materials: • Braille slates or raised-line paper • Tactile objects (e.g., different textured blocks) • Hand-over-hand guidance to support exploration Examples of Listening Tasks • Drawing Tasks: Draw a square, circle, or heart. • Matching Tasks: Match the picture of a dog to the sound of a dog barking. • Identification Tasks: Find the object that matches the sound or description.
Speaking		
1. Imitate and produce sounds and words.	1. Accessible Communication Modes: • Use tactile, auditory, and visual methods to guide students in imitating and producing sounds and words. 2. Reinforcement through Repetition: • Provide consistent practice with frequent repetition to strengthen sound and word production skills. 3. Contextual and Functional Vocabulary: • Focus on words and sounds that are relevant to the student's daily life, routines, and immediate environment.	1. Hard of Hearing and Low Vision Approach: Combine auditory input with visual or tactile reinforcement to help students imitate and produce sounds. • Activities: • Sound Repetition Practice: Use amplified sounds of phonemes and simple words (e.g., <i>cat</i>, <i>ball</i>)

	4. Engagement Through Multisensory Activities: • Incorporate sensory materials, actions, and interactive tools to support speaking activities.	for the student to imitate. • Visual Cues: Provide high-contrast images of objects (e.g., a picture of a cat) while saying the word aloud to reinforce the connection. • Action-Based Sounds: Pair sounds with actions (e.g., say <i>meow</i> and act like a cat) to encourage imitation. • Materials: • FM systems or hearing aids • High-contrast flashcards with images of objects and words • Toys or objects that produce sounds (e.g., a bell, drum) 2. Deaf and Low Vision Approach: Use tactile and signed communication methods to model sounds and words. • Activities: • Hand-over-Hand Speech Practice: The teacher or caregiver places their hand on the student's throat to demonstrate how sounds are produced. • Tactile Vocabulary
--	---	---

		Matching: Pair tactile objects (e.g., a soft ball) with signs for the corresponding word, encouraging the student to imitate the word or sound. • Structured Play: Use role-play with tactile props (e.g., a toy cat) while signing and modeling the corresponding sound (<i>meow</i>). • Materials: • Tactile flashcards and objects • Hand-over-hand sign language support • Speech-vibration tools for tactile feedback 3. Blind and Hard of Hearing Approach: Rely on auditory and tactile inputs to develop speaking skills. • Activities: • Auditory Modeling: Use amplified sounds of phonemes and simple words with clear articulation. • Tactile Exploration: Pair spoken words with tactile exploration of the object (e.g., saying <i>cup</i> while letting the student feel a
--	--	--

		cup). • Rhythm and Repetition: Teach through rhythmic activities (e.g., clapping while saying <i>tap, tap</i>). • Materials: • Amplified audio tools or FM systems • Tactile objects for word association • Rhythmic instruments (e.g., drums, tambourines) 4. Deaf and Blind Approach: Focus on tactile communication and physical modeling of speech production. • Activities: • Tactile Sound Exploration: Use hand-over-hand guidance to help the student feel the vibrations of sound production (e.g., placing hands on the teacher's throat or mouth while saying <i>ah</i>). • Tactile Word Association: Pair tactile objects (e.g., a small ball) with a modeled sound or word. • Functional
--	--	---

		Vocabulary Practice: Use familiar objects and routines to practice words (e.g., holding a spoon and modeling the word <i>spoon</i>). • Materials: • Tactile speech-vibration tools • Real objects with distinct tactile features • Hand-over-hand modeling tools Examples of Words and Sounds • Everyday Words: Mama, papa, ball, cat, book, eat, drink • Animal Sounds: Meow, woof, moo • Action Sounds: Clap, tap, hop • Simple Phonemes: /a/, /b/, /k/.
2. Blend the initial sounds with other sounds, i.e. onset with rime. (e.g. c+at).	□ Multisensory Engagement: • Combine visual, tactile, and auditory cues to teach sound blending. • Use materials like objects, cards, or technology to reinforce understanding. □ Progressive Learning: • Start with simple onsets and rimes before introducing more complex combinations. □ Concrete Associations: • Relate the words formed to familiar objects or actions.	1. Hard of Hearing and Low Vision Approach: Provide amplified auditory input with high-contrast visual supports and tactile tools. • Activities: • Onset and Rime Matching: Present two high-contrast cards, one showing the onset (e.g., "c") and the other the rime (e.g., "at"). The teacher says the

		blended word (<i>cat</i>) while students match the cards. • Interactive Word Building: Use large magnetic letters with tactile features to physically blend sounds (e.g., place "c" next to "at"). • Auditory Blending Practice: Amplify the teacher's voice as they articulate the onset and rime separately and then together. • Materials: • FM systems or hearing aids • High-contrast magnetic letters or cards • Tactile letter blocks 2. Deaf and Low Vision Approach: Use tactile and signed communication methods to guide blending. • Activities: • Tactile Word Assembly: Provide raised tactile letters or braille tiles to form the onset and rime. The teacher signs or fingerspells the sounds while guiding the student to combine them.
--	--	--

		• Object Association: Use tactile objects related to the word formed (e.g., a small toy cat for blending "c" and "at") to provide context. • Hand-Over-Hand Blending: The teacher guides the student's hands to assemble the onset and rime using tactile materials. • Materials: • Raised tactile letters or braille tiles • Relevant tactile objects • Hand-over-hand sign language guidance 3. Blind and Hard of Hearing Approach: Focus on tactile and auditory blending cues. • Activities: • Auditory Onset and Rime Practice: Use amplified sounds to present the onset (e.g., /c/) and rime (/at/) individually, then blended (/cat/). • Tactile Letter Exploration: Let students feel tactile letters or braille to build the onset and rime. • Interactive Games: Play a sound-matching
--	--	--

		game where the student identifies the rime that pairs with an onset sound (e.g., teacher says /c/, student finds "at"). • Materials: • Amplified audio tools or FM systems • Tactile letters or braille tiles • Audio word-building games or apps 4. Deaf and Blind Approach: Fully tactile and kinesthetic methods with direct physical guidance. • Activities: • Tactile Word Formation: Provide braille tiles or textured letters to represent the onset and rime. Guide the student to combine them physically while explaining through hand-over-hand communication. • Object-Based Blending: Use real objects (e.g., a toy cat) and tactile letters to represent the sounds that make up the word. • Hand Movements for Sounds: Represent each sound with a specific hand
--	--	---

		movement or gesture that the student can feel, combining them to demonstrate blending. • Materials: • Braille tiles or textured letter blocks • Hand-over-hand communication aids • Tactile objects for real-world context
3. Pronounce grade appropriate words correctly.	1. Accessible Pronunciation Modeling: ○ Provide models of correct pronunciation through auditory, visual, tactile, or a combination of these cues. ○ Break words into smaller segments (syllables or phonemes) for clarity. 2. Multisensory Practice: ○ Engage students through hands-on activities, visual aids, and physical cues to reinforce correct pronunciation. 3. Frequent Feedback and Reinforcement: ○ Use tactile, auditory, or visual feedback to guide students in refining their pronunciation. 4. Contextual Vocabulary Selection: ○ Focus on commonly used and relevant words in students' daily lives.	1. Hard of Hearing and Low Vision Approach: Use amplified auditory input paired with visual supports and tactile cues. • Activities: • Auditory Modeling: Amplify the teacher's voice or use assistive technology to model correct pronunciation. • Mirror Practice: Use a mirror so students can watch their mouth movements and compare them to the teacher's. • Syllable Tapping: Break words into syllables, tapping each syllable while saying the word aloud. • Materials: • FM systems or hearing aids

		• High-contrast flashcards with pictures and words • Tactile syllable cards 2. Deaf and Low Vision Approach: Use sign language, tactile cues, and visual reinforcement to teach pronunciation. • Activities: • Hand-over-Hand Pronunciation Modeling: Place the student's hand on the teacher's mouth, throat, or jaw to feel how sounds are formed. • Tactile Word Matching: Pair tactile letters with the teacher modeling the word through sign or finger spelling. • Phoneme Emphasis: Sign or fingerspell each sound, then combine them into the full word. • Materials: • Tactile word-building tools • Raised braille cards with corresponding tactile images • Hand-over-hand signing resources 3. Blind and Hard of Hearing
--	--	--

		Approach: Focus on auditory and tactile cues to teach correct pronunciation. • Activities: • Auditory Repetition: Amplify words for the student to hear and repeat, emphasizing clear articulation. • Tactile Feedback: Use hand-over-hand techniques to guide students to feel the teacher's articulation. • Phoneme Practice: Break down words into phonemes and practice combining them. • Materials: • Amplified audio tools • Tactile objects representing grade-appropriate words • Word cards with raised letters or braille 4. Deaf and Blind Approach: Use fully tactile methods to model and practice pronunciation. • Activities: • Tactile Sound Exploration: Place the student's hands on the teacher's throat or lips to feel how words are pronounced. • Word Association
--	--	---

		with Objects: Use real-world objects (e.g., a ball) paired with tactile modeling of the corresponding word. • Segmented Pronunciation: Break words into phonemes, providing tactile cues for each sound. • Materials: • Tactile objects and real-world items for word association • Speech vibration tools for tactile pronunciation feedback • Braille cards with phonetic guidance. Examples of Grade-Appropriate Words 1. Everyday Words: • Ball, cat, dog, book, chair, pen. 2. Action Words: • Run, jump, eat, play, read. 3. Environment Words: • Tree, sun, sky, water, home.
4. Give basic personal information about themselves (e.g. name, address,	☐ Multisensory Communication Modes: • Enable students to use speech, tactile or visual communication, or assistive devices based on their sensory abilities. ☐ Structured Learning: • Teach personal information in	1. Hard of Hearing and Low Vision Approach: Combine amplified auditory input with high-contrast visual aids and structured repetition.

family, nationality) using short words and phrases.	short, manageable phrases with repetitive practice. □ Practical Application: • Relate the activity to real-life situations (e.g., introducing themselves to someone new). □ Use of Symbols and Gestures: • Supplement spoken language with gestures, objects, or tactile aids for reinforcement.	• Activities: • Fill in the Blank Practice: Provide a high-contrast worksheet with phrases like “My name is ____” and have the student fill in their name verbally. • Role Play Introductions: Practice introducing themselves to peers or the teacher in a quiet, controlled setting with visual prompts. • Tactile Sentence Frames: Use tactile cards with sentences (e.g., “I live in ____”) and help the student complete the sentence. • Materials: • FM systems or hearing aids • High-contrast cue cards with text and pictures • Tactile word strips for sentence formation 2. Deaf and Low Vision Approach: Use tactile communication tools, sign language, and visual reinforcements. • Activities: • Tactile Name Tags: Create tactile name tags that include the student’s name in braille or raised print.
--	--	--

		Teach the student to identify and “read” their name using touch. • Guided Introductions: Use sign language or fingerspelling to model introducing themselves and guide the student to replicate the phrases. • Object-Based Learning: Pair personal information with meaningful tactile objects (e.g., a small house model for “I live in...”). • Materials: • Tactile name tags and word cards • Raised or braille sentence frames • Hand-over-hand signing assistance 3. Blind and Hard of Hearing Approach: Focus on auditory input and tactile communication for sentence construction. • Activities: • Audio Sentence Building: Provide auditory examples of sentences like “My name is ____.” Amplify the sounds and have
--	--	---

		the student repeat. • Tactile Storyboards: Use tactile boards with raised objects representing personal details (e.g., a family figure for family-related sentences). • Interactive Practice: Role-play scenarios where students share information about themselves with others using tactile prompts. • Materials: • Amplified audio recordings of sample sentences • Tactile sentence boards or objects • Tactile braille cards for key vocabulary 4. Deaf and Blind Approach: Rely on tactile and kinesthetic communication with direct support for structured self-expression. • Activities: • Hand-Over-Hand Practice: Teach basic personal information through hand-over-hand communication, guiding the student to sign or articulate phrases. • Tactile Identity
--	--	--

		Card: Create a tactile identity card with braille for the student to use when introducing themselves. • Tactile Object Phrases: Pair tactile objects with sentences (e.g., a small family figurine for “I have ___ family members”). • Materials: • Braille or textured cards for key information • Tactile objects representing personal information • Hand-over-hand signing guidance Examples of Basic Personal Information 1. Name: “My name is ___.” 2. Address: “I live in ___.” 3. Family: “I have ___ brothers and sisters.” 4. Nationality: “I am ___.”
5. Ask and answer short, simple questions.	☐ Accessible Question Frameworks: • Use structured and repetitive question patterns. • Pair questions with tactile, visual, or auditory prompts. ☐ Multisensory Interaction: • Support understanding and expression through gestures, tactile objects, or sign language.	1. Hard of Hearing and Low Vision Approach: Utilize amplified sound and high-contrast visuals for interaction. • Activities: • Visual Question Cards: Use cards with

	□ Familiar Contexts: • Base questions on familiar topics like daily routines, preferences, and surroundings. □ Gradual Progression: • Begin with yes/no questions and progress to open-ended questions as students gain confidence.	large text and simple pictures (e.g., “Do you like apples?” with a picture of an apple). • Turn-Taking Game: Students take turns asking and answering questions with visual and auditory cues. • Real-Life Scenarios: Act out daily situations where questions are asked (e.g., “What is your favorite color?”). • Materials: • FM systems or hearing aids • High-contrast flashcards with text and images • Visual aids depicting question-answer scenarios 2. Deaf and Low Vision Approach: Combine tactile communication, sign language, and visual aids to support interaction. • Activities: • Tactile Question Cues: Use tactile cards or objects paired with signed questions (e.g., a small ball for “Do you play with a ball?”). • Fingerspelling Practice: Teach students to ask and
--	--	--

		answer simple questions using fingerspelling. • Guided Role Play: Teacher models questions and answers through tactile or hand-over-hand methods. • Materials: • Tactile cards or objects representing key vocabulary • Hand-over-hand signing support • Braille question guides 3. Blind and Hard of Hearing Approach: Focus on auditory input and tactile reinforcement for question comprehension and response. • Activities: • Auditory Question Prompts: Amplify the teacher's voice or use recorded questions for practice. • Tactile Response Game: Use tactile objects to represent answers (e.g., an apple for "What do you like to eat?"). • Question-Answer Match: Provide tactile sentence strips to match questions with
--	--	---

		appropriate answers. • Materials: • Amplified audio tools • Tactile objects and sentence strips • Braille or raised print question-answer sets 4. Deaf and Blind Approach: Fully tactile and kinesthetic methods are essential for interaction. • Activities: • Tactile Questions and Answers: Use tactile symbols or objects to represent common questions and answers. Teach students to combine them for communication (e.g., a toy for “Do you like toys?”). • Hand-Over-Hand Role Play: Model asking and answering questions through hand-over-hand communication. • Tactile Conversation Boards: Provide a board with tactile symbols or braille for common questions and answers. • Materials: • Tactile communication boards • Objects representing
--	--	---

		questions and answers • Braille question-and-answer strips. Examples of Simple Questions and Answers 1. Yes/No Questions: • “Do you like apples?” → “Yes.” • “Is this your book?” → “No.” 2. Choice Questions: • “Do you like cats or dogs?” → “Dogs.” • “Do you want milk or juice?” → “Juice.” 3. Open-Ended Questions: • “What is your name?” → “My name is __.” • “How old are you?” → “I am __ years old.”
6. Sing or recite a song/chant by listening to the teacher or an audio.	☐ Multisensory Inputs: • Combine auditory, visual, tactile, and kinesthetic inputs to make the song/chant accessible. ☐ Simplified Content: • Use repetitive, rhythmic, and simple songs or chants appropriate for their learning level. ☐ Interactive Learning: • Involve actions, gestures, or props to make the activity engaging and meaningful. ☐ Progressive Learning: • Begin with small sections of the song and gradually build to the full version.	1. Hard of Hearing and Low Vision Approach: Amplify sound and provide high-contrast visual cues. • Activities: • Echo Singing: The teacher sings a line and the student repeats it using amplified sound. • Gesture-Supported Singing: Pair each line with a corresponding gesture or action. • Chant with Visuals: Use high-contrast

		flashcards showing key words or images from the song. • Materials: • FM systems or hearing aids • High-contrast flashcards with text or images • Audio recordings with adjustable volume 2. Deaf and Low Vision Approach: Focus on sign language, tactile cues, and visual aids to convey rhythm and meaning. • Activities: • Sign and Sing: Teach the song using sign language with rhythmic movements. • Tactile Rhythm: Use a drum or other tactile instruments to help students feel the rhythm. • Symbolic Representation: Provide tactile or visual symbols for key elements of the song. • Materials: • Drum or vibration-based instruments. • Tactile or braille lyric sheets • Hand-over-hand signing for new phrases
--	--	--

		3. Blind and Hard of Hearing Approach: Combine amplified audio and tactile feedback to engage with the song. • Activities: • Tactile Instrumental Support: Use vibration-based instruments to emphasize rhythm while singing. • Audio-Assisted Learning: Provide an amplified recording of the song for practice. • Interactive Actions: Guide students in performing simple, rhythmic actions like clapping or tapping. • Materials: • Amplified audio players • Tactile instruments (e.g., tambourine, drum) • Tactile lyrics in braille 4. Deaf and Blind Approach: Use tactile and kinesthetic methods to convey rhythm, lyrics, and structure. • Activities: • Tactile Song Sheet: Provide a tactile version of the song lyrics in braille or raised print.
--	--	---

		• Rhythm Through Touch: Use hand-over-hand drumming or tapping to teach rhythm. • Guided Signing or Movement: Teach song-related signs or movements through hand-over-hand guidance. • Materials: • Tactile lyric sheets in braille or raised print • Vibrational instruments or tactile rhythm boards • Hand-over-hand signing Examples of Songs/Chants 1. Simple Songs with Repetition: • "Row, Row, Row Your Boat." • "Twinkle, Twinkle, Little Star." 2. Chants with Actions: • "If You're Happy and You Know It" (with tactile actions). • "Head, Shoulders, Knees, and Toes" (simplified for movement). 3. Personalized Rhymes: • Create simple chants
--	--	--

		about the student's name, school, or favorite activities.
7. Name people, objects and places and describe them with adjectives.	☐ Multisensory Approaches: • Integrate tactile, visual, and auditory methods to make naming and describing accessible. ☐ Familiarity and Relevance: • Focus on familiar people, objects, and places in the student's environment. ☐ Simple Adjectives: • Use basic, descriptive words (e.g., "big," "small," "soft," "hard") that are concrete and easily represented. ☐ Interactive Learning: • Encourage hands-on exploration of objects and role-playing for people and places.	1. Hard of Hearing and Low Vision Approach: Combine amplified sound and high-contrast visuals to facilitate naming and description. • Activities: • Object Exploration Game: Present objects and ask students to name and describe them (e.g., "This is a ball. It is round and red."). • Adjective Flashcards: Use large, high-contrast cards with images and adjectives to describe objects or people. • Describe and Match: Provide pictures of people, objects, and places for students to name and describe, then match to written descriptions. • Materials: • High-contrast visual aids with pictures and text • Amplified audio or teacher's voice • Real objects for exploration

		2. Deaf and Low Vision Approach: Focus on tactile, visual, and signed methods for naming and describing. • Activities: • Tactile Description: Provide tactile objects for students to explore and describe (e.g., “This is a teddy bear. It is soft and furry.”). • Symbol and Sign Pairing: Use tactile symbols or braille alongside signed descriptions of objects and places. • Guided Role-Play: Students describe a person or place with signed and tactile support (e.g., describing “a big school”). • Materials: • Tactile objects with matching signs • Braille labels for adjectives • Raised print or tactile image descriptions 3. Blind and Hard of Hearing Approach: Combine auditory and tactile cues to facilitate naming and describing. • Activities:
--	--	--

		• Name and Describe Game: Teacher describes an object aloud, and the student explores it tactilely and provides their own description. • Tactile-Adjective Matching: Provide tactile cards with braille or raised text adjectives to match with objects. • Listening and Speaking Practice: Amplify descriptive prompts and encourage students to repeat and expand. • Materials: • Tactile objects with braille labels • Amplified audio prompts • Tactile adjective flashcards 4. Deaf and Blind Approach: Use tactile symbols and hand-over-hand techniques for describing and naming. • Activities: • Tactile Naming Exercise: Provide objects for tactile exploration and teach corresponding braille or hand signs for names and adjectives.
--	--	---

		• Tactile Storytelling: Guide students to describe a person, object, or place through tactile symbols and hand-over-hand support. • Adjective Sorting Game: Students feel objects and sort them based on tactile adjectives (e.g., “soft” vs. “hard”). • Materials: • Tactile objects with braille or raised print labels • Hand-over-hand signing or tactile communication boards • Tactile adjective sorting sets
Reading		
1. Read small and capital letters.	1. Multisensory Techniques: ○ Combine tactile, auditory, and visual input to help students identify and understand letters. 2. Hands-on Learning: ○ Engage students with physical activities, such as tracing or using manipulatives, to reinforce letter recognition. 3. Contextual Learning: ○ Use familiar words and simple phrases that incorporate both small and capital letters. 4. Sequential Progression:	1. Hard of Hearing and Low Vision Approach: Use high-contrast visuals, enlarged text, and amplified sound to support reading. • Activities: • Flashcard Practice: Show large flashcards with small and capital letters and ask students to name them. • Letter Matching Game: Provide sets of cards with small and capital letters for students to match. • Auditory Letter Recognition: Say a letter

	○ Begin with recognizing individual letters, then progress to simple words and sentences.	aloud and have students point to or find the corresponding card. • Materials: • High-contrast flashcards with clear, bold text • Large letter charts • Amplified audio devices for teacher or recorded letter sounds 2. Deaf and Low Vision Approach: Integrate sign language, tactile letter cards, and visual aids for learning. • Activities: • Tactile Letter Cards: Provide raised or textured letters for students to feel and identify. • Sign Language and Letter Connection: Associate each letter with its sign language representation. • Tracing Letters: Have students trace letters with their fingers on sandpaper or textured sheets. • Materials: • Raised or braille letter cards • Tactile writing surfaces (e.g., sandpaper or textured boards) • Braille or large, high-contrast letter charts 3. Blind and Hard of Hearing Approach: Emphasize auditory cues and tactile learning to support letter recognition.
--	---	--

		• Activities: • Letter Identification with Touch: Use tactile letter boards or braille letters for students to explore and identify. • Auditory Letter Drill: Use a recording of the alphabet and have students respond by touching the corresponding tactile letter. • Letter Tracing with Hand-Over-Hand Guidance: Guide students to trace letters on a tactile surface while saying the letter aloud. • Materials: • Tactile letter boards or braille sheets • Audio recordings of the alphabet • Sandpaper or textured letter tracing sheets 4. Deaf and Blind Approach: Utilize tactile and kinesthetic methods for letter recognition and reading. • Activities: • Tactile Letter Recognition: Provide students with hand-over-hand guidance to feel and identify letters. • Letter Matching Game: Use tactile cards with both small and capital letters and guide students to match them. • Letter Tracing with Texture: Have students trace letters using their
--	--	---

		fingers on textured materials or boards. • Materials: • Tactile letters (e.g., braille or raised letters) • Textured tracing surfaces or boards • Hand-over-hand support for letter identification
2. Put sounds together to read words and sentences.	□ Multisensory Learning: • Engage students through auditory, visual, and tactile inputs to help them blend sounds and read words and sentences. □ Sequential Phonics Approach: • Break down the reading process into manageable steps, starting with blending simple sounds and progressing to more complex words and sentences. □ Contextual and Repetitive Practice: • Use familiar words and repetitive sentence structures to support learning. □ Interactive Engagement: • Incorporate activities that require student interaction to reinforce blending and reading.	1. Hard of Hearing and Low Vision Approach: Use amplified sound, high-contrast visuals, and clear, large print to aid in blending and reading. • Activities: • Sound Blending with Flashcards: Use cards with individual sounds and combine them to form simple words (e.g., /c/ /a/ /t/ → "cat"). • Word Building Game: Students blend sounds on high-contrast, large printed cards to form words and read them aloud. • Sentence Reading with Visual Cues: Provide sentences with accompanying pictures to help students understand the context. • Materials: • Large print flashcards with individual phonemes and whole

		words • High-contrast sentence strips with visual cues • Amplified audio for pronunciation 2. Deaf and Low Vision Approach: Incorporate sign language, tactile letters, and visual aids for sound blending and reading. • Activities: • Tactile Letter Blending: Use tactile letters for students to feel and blend to form words (e.g., feeling the shape of /c/, /a/, and /t/ to form "cat"). • Sign Language for Sounds: Teach each phoneme with corresponding sign language and use signs to blend them. • Story Reading with Sign and Picture Cues: Read simple sentences with sign language and show corresponding tactile pictures. • Materials: • Raised or braille letter cards • Tactile or textured flashcards with words • Visual sentence boards with sign language
--	--	--

		illustrations 3. Blind and Hard of Hearing Approach: Emphasize auditory and tactile methods for sound blending and sentence comprehension. • Activities: • Sound Blending with Hand-Over-Hand Guidance: Guide students' hands to trace letters while sounding them out (e.g., /c/ + /a/ + /t/). • Auditory Phonics Practice: Use audio recordings to provide clear pronunciation of individual sounds, followed by blending exercises. • Reading with Braille Sentences: Provide sentences in braille and guide students to read them aloud. • Materials: • Braille letter cards or tactile writing boards • Audio recordings of phonics sounds and simple sentences • Tactile sentence strips 4. Deaf and Blind Approach: Use tactile, kinesthetic, and hand-
--	--	---

		over-hand methods for blending sounds and reading sentences. • Activities: • Hand-Over-Hand Blending: Guide students' hands to feel and blend tactile letters to form words. • Sentence Formation with Tactile Symbols: Create simple sentences using tactile symbols and guide students to read them. • Movement and Sound Blending: Have students use their body to mimic sounds (e.g., making a "s" sound while gently wiggling their fingers). • Materials: • Tactile letters and tactile sentence strips • Hand-over-hand support tools for blending practice • Tactile and raised symbol cards for sentences
3. Recognize and read familiar words accompanied by visuals	1. Visual and Tactile Association: ○ Link words to high-contrast images, tactile objects, or symbols that represent their meanings. 2. Repetition and Familiarity: ○ Use commonly encountered words	1. Hard of Hearing and Low Vision Approach: Use high-contrast images, bold text, and amplified sound to connect words with visuals. • Activities:

	(e.g., cat, dog, home) and repeat them in various contexts. 3. Contextual Learning: ○ Introduce words within meaningful and relatable scenarios to enhance retention. 4. Incremental Learning: ○ Start with single words and gradually progress to short phrases or sentences.	• Word-Picture Matching: Show printed words alongside large, clear images. Ask students to match the words with the corresponding pictures. • Interactive Word Boards: Create a board with familiar images and ask students to place the correct word card next to each image. • Labeling Activity: Use physical objects (e.g., a toy cat) and ask students to label them using word cards. • Materials: • High-contrast word cards and pictures. • Real objects (e.g., toy animals, household items) • Amplified audio for pronunciation practice 2. Deaf and Low Vision Approach: Integrate sign language, tactile representations, and visual aids to support word recognition. • Activities: • Sign-and-Match Game: Teach the sign for a word (e.g., "dog") and have students
--	---	--

		match the signed word to a picture. • Tactile Word Matching: Provide tactile symbols or braille labels and pair them with textured images or objects. • Tracing Activity: Students trace raised words and associate them with images or real objects. • Materials: • Tactile flashcards with raised or braille text. • Textured images or objects (e.g., a textured dog figure). • Sign language charts for key vocabulary. 3. Blind and Hard of Hearing Approach: Use auditory cues and tactile methods to connect words with their meanings. • Activities: • Audio-Tactile Matching: Play the word's audio and have students match it to a tactile object or braille label. • Hand-Over-Hand Exploration: Provide tactile objects (e.g., a small apple) and guide the student's hand to
--	--	---

		explore it while saying the word. • Storytelling with Objects: Create simple stories using real objects, and encourage students to identify the objects by touch and associate them with words. • Materials: • Tactile word cards in braille • Audio recordings of words and their pronunciations • Real objects for tactile exploration 4. Deaf and Blind Approach: Utilize tactile objects and hand-over-hand methods to teach word recognition. • Activities: • Tactile Word Association: Present an object (e.g., a toy car) and guide the student to feel a tactile word label that represents it. • Object Identification Game: Students feel an object and choose the corresponding tactile or braille word from a set. • Interactive Word
--	--	---

		Books: Create tactile books where each page has a raised word and a related textured image or object. • Materials: • Braille word cards or raised text labels • Tactile objects and symbols • Tactile storybooks or word books
4. Perform rhymes and chants with appropriate rhyme and rhythm.	□ Multisensory Engagement: • Combine auditory, tactile, visual, and movement cues to teach rhymes and rhythm effectively. □ Repetition and Familiarity: • Use simple, repetitive rhymes that are easy for students to follow and memorize. □ Interactive Participation: • Encourage active involvement through clapping, tapping, or signing along with the rhyme. □ Contextual Understanding: • Link rhymes and chants to familiar objects, actions, or scenarios to increase relatability.	1. Hard of Hearing and Low Vision Approach: Use amplified sound, large visuals, and physical actions to reinforce rhymes and rhythms. • Activities: • Rhythm Clapping: Teach a rhyme and have students clap along to its rhythm while reciting it. • Action Rhymes: Pair each line of a rhyme with a corresponding action (e.g., tapping a desk, stomping feet). • Picture-Supported Rhymes: Use large, high-contrast pictures to represent key words in the rhyme, aiding comprehension and participation. • Materials: • Amplified audio

		recordings of rhymes • High-contrast flashcards with images representing rhyme themes • Rhythm instruments like tambourines or drums 2. Deaf and Low Vision Approach: Combine sign language, tactile cues, and visual aids to teach rhymes. • Activities: • Sign-Along Rhymes: Teach rhymes using sign language for each word or phrase, ensuring rhythm with hand movements. • Tactile Rhythm Boards: Provide a tactile board where students tap along to the rhythm of the rhyme. • Picture-and-Sign Pairing: Show a textured picture and sign the rhyme for students to follow. • Materials: • Tactile picture cards for rhyme themes • Raised or textured rhythm boards • Visual aids with sign language illustrations
--	--	--

		3. Blind and Hard of Hearing Approach: Focus on auditory and tactile methods, emphasizing rhythm and verbal repetition. • Activities: • Call-and-Response Rhymes: Teacher says a line, and students repeat it with rhythmic tapping. • Tactile Object Rhymes: Pair rhymes with tactile objects that represent key words (e.g., a small ball for “round”). • Auditory Rhythm Practice: Use simple instruments (e.g., drum, maracas) to emphasize the rhythm of the rhyme while chanting. • Materials: • Tactile objects related to rhymes. • Audio recordings of rhymes with clear enunciation and rhythm • Simple percussion instruments 4. Deaf and Blind Approach: Use tactile cues, hand-over-hand guidance, and body movements to convey
--	--	--

		rhymes and rhythm. • Activities: • Tactile Rhyme Exploration: Use hand-over-hand to guide students in tracing raised words or symbols related to the rhyme. • Body Movement Rhymes: Pair each rhyme line with a movement (e.g., tapping a shoulder, clapping hands) and guide students to perform these actions. • Object-Based Chanting: Use objects (e.g., a soft toy) to represent the rhyme, allowing students to feel the object while learning its associated words and rhythm. • Materials: • Tactile rhyme books or boards • Hand-over-hand guidance tools • Familiar objects representing rhymes
5. Understand the meaning of grade appropriate words.	1. Multisensory Learning: ○ Incorporate a variety of sensory inputs like touch, visuals, sound, and motion to define and explain words. 2. Contextual Meaning: ○ Present words in familiar and practical	1. Hard of Hearing and Low Vision Approach: Use amplified sound, high-contrast visuals, and real-life examples to convey meaning.

	contexts to make them relatable and easier to comprehend. 3. Repetition and Reinforcement: ○ Use repetition across different activities and scenarios to reinforce understanding. 4. Concrete Examples: ○ Introduce words with real objects, tactile representations, or actions for tangible learning.	• Activities: • Word-Object Matching: Present a word (e.g., "apple") and a corresponding real object or large, high-contrast image. • Storytelling with Props: Read a simple story aloud while showing related objects or images to explain the words in context. • Interactive Word Walls: Create a high-contrast word wall with images or symbols and encourage students to touch or point to words as they are discussed. • Materials: • Large, high-contrast flashcards with pictures and words • Amplified audio recordings of word pronunciations • Real objects related to the words 2. Deaf and Low Vision Approach: Pair sign language, tactile objects, and visual aids to explain words. • Activities: • Sign-and-Feel: Teach a word's sign along
--	--	---

		with a tactile object (e.g., the sign for “ball” paired with a textured ball). • Tactile Stories: Use raised pictures or objects to create tactile storybooks that explain word meanings in a narrative format. • Picture Exploration: Use textured or raised-line drawings of objects to explain associated words. • Materials: • Tactile picture books or raised diagrams • Real objects with matching sign language prompts • Braille or textured word labels 3. Blind and Hard of Hearing Approach: Focus on tactile objects and auditory explanations to define and teach words. • Activities: • Object Exploration: Provide tactile objects for students to feel while explaining their names and meanings. • Auditory Context Games: Play sounds related to words (e.g.,
--	--	---

		the sound of water for “river”) and guide students to associate the sound with the word. • Guided Discovery: Encourage students to describe objects they feel and introduce related vocabulary. • Materials: • Tactile objects and braille word cards • Audio recordings of word explanations and contextual sounds • Simple sentences with braille labels for word meanings 4. Deaf and Blind Approach: Use hand-over-hand guidance, tactile objects, and contextual learning to explain word meanings. • Activities: • Tactile Word Association: Provide objects (e.g., a small toy car for “car”) and tactile word labels for association. • Object-Based Learning: Teach words in real-life contexts, such as introducing “table” by guiding the student’s
--	--	---

		hands to feel a table while providing the tactile word label. • Daily Interaction Vocabulary: Use routines (e.g., meals, classroom activities) to introduce and reinforce word meanings with tactile objects. • Materials: • Tactile objects with braille or raised word labels • Hand-over-hand tools for interaction with objects and labels • Textured books with familiar scenarios Examples of Activities for All Groups 1. Word and Action Game: • Say, sign, or provide a tactile label for a word (e.g., "jump"), and have students act it out. 2. Matching Pairs: • Provide tactile objects (e.g., a toy cat) and braille or visual word cards. Ask students to match the object with the correct word. 3. Vocabulary Walk: • Take students on a
--	--	--

		sensory-rich walk (e.g., around the classroom) and introduce words (e.g., "chair," "door") by guiding their hands to feel objects and say, sign, or provide the word's tactile label. 4. Simple Word Riddles: • Give a tactile or verbal clue about a word (e.g., "I am soft and used to sleep on," for "pillow"), and encourage students to guess or find the related object.
6. Read words, simple sentences and short paragraphs correctly	☐ Accessible Text Presentation: • Use braille, large print, or tactile graphics based on students' sensory abilities. ☐ Multisensory Engagement: • Combine touch, vision, sound, and action to support word recognition and sentence comprehension. ☐ Incremental Complexity: • Start with individual words, then progress to sentences and short paragraphs. ☐ Reinforcement through Context: • Present text in meaningful contexts (e.g., daily activities, familiar stories). ☐ Interactive Feedback: • Provide immediate, supportive feedback to build confidence and accuracy.	1. Hard of Hearing and Low Vision Approach: Use amplified audio and large-print or high-contrast text to support reading. • Activities: • Word-Building Puzzles: Provide large-print word cards to assemble simple sentences. • Sentence Reading with Visuals: Pair each sentence with a high-contrast picture or illustration to aid comprehension. • Paragraph Practice: Use large, spaced text

		with visual aids and encourage students to read aloud while tracking words with their fingers. • Materials: • Large-print or high-contrast sentence strips • Illustrated storybooks with clear fonts and visuals • Amplified audio recordings for sentence pronunciation guidance 2. Deaf and Low Vision Approach: Combine sign language, tactile text, and visual supports to facilitate reading. • Activities: • Sign-and-Read Practice: Provide simple sentences and sign each word or phrase as the student reads. • Tactile Sentence Matching: Use raised-text sentence strips and tactile symbols to aid reading comprehension. • Paragraph Reading with Contextual Clues: Introduce short paragraphs about familiar topics,
--	--	--

		accompanied by tactile representations of key words. • Materials: • Raised or embossed sentence strips • Tactile storybooks with simple paragraphs • Flashcards combining tactile symbols and words 3. Blind and Hard of Hearing Approach: Use braille text, auditory support, and tactile objects to reinforce reading skills. • Activities: • Braille Word Hunts: Give students a short braille sentence and have them find specific words within it. • Auditory Paragraph Reading: Play a recording of a short paragraph and have the student follow along in braille. • Tactile Story Reading: Introduce a tactile book with braille sentences and matching objects for context. • Materials: • Braille storybooks and sentence cards.
--	--	---

		• Audio recordings of sentences and paragraphs • Tactile symbols or objects representing words in the text 4. Deaf and Blind Approach: Focus on tactile text and objects with hand-over-hand guidance to support reading comprehension. • Activities: • Tactile Sentence Tracing: Use raised or braille text and guide students to trace and read sentences with their fingers. • Paragraph Reading with Object Cues: Provide a tactile object for each key word in a short paragraph to support understanding. • Daily Routine Reading: Integrate reading into daily routines, such as matching braille labels to objects in the classroom. • Materials: • Tactile or braille sentence and paragraph books • Real objects paired with corresponding braille text
--	--	--

		• Hand-over-hand tools for tracing and reading assistance
7. Retrieve specific information from simple sentences.	☐ Multisensory Learning: • Use tactile, visual, and auditory aids to make the content accessible. ☐ Concrete Examples: • Present information in sentences related to familiar objects, routines, or scenarios. ☐ Reinforcement and Context: • Reiterate key information through repetition and context-based activities. ☐ Individualized Support: • Tailor activities and materials to each student's sensory abilities and learning pace.	1. Hard of Hearing and Low Vision Approach: Use amplified sound, large-print text, and clear visuals to support comprehension. • Activities: • Question-and-Answer Games: Read a sentence aloud (e.g., “The dog is brown”) and ask, “What color is the dog?” • Highlighting Key Words: Use a highlighter or pointer to focus on specific information in the text. • Matching Information: Provide sentences and matching visuals (e.g., “The apple is red” with a red apple picture) and ask students to retrieve the correct detail. • Materials: • Large-print sentence strips • Visual aids, such as images or diagrams • Amplified audio for sentence reading 2. Deaf and Low Vision

		Approach: Combine tactile text, sign language, and visual symbols to extract information. • Activities: • Sign-and-Point Activity: Provide a sentence (e.g., “The bird is blue”) in raised text and ask students to point to a tactile bird that matches the description. • Tactile Question Cards: Present a tactile sentence and a set of raised question cards (e.g., “What is blue?”). • Fill-the-Blank: Provide raised sentences with missing words and have students retrieve the correct information to complete them. • Materials: • Raised or tactile sentence strips • Tactile flashcards with corresponding objects or symbols • Visual aids for enhanced comprehension 3. Blind and Hard of Hearing
--	--	--

		Approach: Use braille text, tactile objects, and auditory cues to convey and extract information. • Activities: • Tactile Clue Hunts: Present a braille sentence (e.g., “The ball is round”) and have students identify the object from a tactile selection. • Audio Prompts with Braille: Read a sentence aloud and ask students to find the specific information in a braille version of the text. • Sentence Strip Sorting: Provide braille sentence strips and ask students to sort them based on specific details (e.g., color, size). • Materials: • Braille sentence cards • Tactile objects representing key details in the text • Audio recordings for reinforcement 4. Deaf and Blind Approach: Use tactile text, objects, and hand-over-hand guidance to help students retrieve
--	--	--

		specific information. • Activities: • Object-Based Questions: Present a tactile sentence (e.g., “The chair is tall”) and guide the student to find a tall chair from a set of objects. • Matching Activities: Pair tactile sentence strips with corresponding objects and ask students to retrieve the correct match. • Guided Exploration: Use hand-over-hand techniques to help students read tactile sentences and locate specific details. • Materials: • Tactile or braille sentence cards • Real objects to match with sentences • Hand-over-hand learning tools General Activities for All Groups 1. Reading and Sorting: • Provide a sentence and ask students to identify specific details (e.g., “Find the red apple” in a set of tactile or visual
--	--	--

		options). 2. Yes/No Questions: • Read or present a sentence (e.g., “The sun is hot”) and ask yes/no questions (e.g., “Is the sun hot?”). 3. Simple Story Questions: • Read a short story and ask students to retrieve specific details (e.g., “What did the boy eat?”). 4. Matching Cards: • Use sentence cards and picture or object cards to create a matching game for specific details.
8. Do different kinds of comprehension tasks (answering verbally, matching, action, etc.)	☐ Accessible Communication: • Use tactile, visual, auditory, or alternative communication methods for questions and responses. ☐ Multi-modal Interaction: • Provide varied ways to demonstrate comprehension, such as verbal, tactile, visual, or physical actions. ☐ Familiar Contexts: • Use sentences and tasks related to daily life, familiar objects, or classroom routines. ☐ Structured and Guided Activities: • Offer step-by-step instructions with hands-on guidance where needed.	1. Hard of Hearing and Low Vision Approach: Combine large-print text, visuals, and amplified sound to facilitate comprehension tasks. • Activities: • Answering Verbally: Ask comprehension questions (e.g., “What color is the ball?”) after reading a short sentence or paragraph. • Matching Tasks: Provide visual cards of objects or pictures and ask students to match them with written or

		spoken sentences. • Action-Based Tasks: Read a command (e.g., “Touch the red apple”) and have the student perform the action. • Materials: • Large-print text and high-contrast visual aids • Amplified audio recordings of sentences or questions • Real objects or picture cards 2. Deaf and Low Vision Approach: Use tactile supports, sign language, and high-contrast visuals for comprehension. • Activities: • Tactile Matching: Provide raised or tactile sentence strips and matching objects (e.g., “This is a soft pillow”). • Sign-to-Tactile Comprehension: Present a signed question and have the student find the answer using tactile objects. • Guided Actions: Use tactile symbols with action commands (e.g., “Place the block in the box”) for students to
--	--	--

		execute. • Materials: • Raised-text sentence cards • Tactile objects or symbols for matching • Visual aids for enhanced clarity 3. Blind and Hard of Hearing Approach: Leverage braille text, tactile objects, and auditory cues for comprehension. • Activities: • Braille Questioning: Provide a braille sentence and ask comprehension questions using simple auditory cues. • Object Identification: Present a tactile sentence (e.g., “The cat is small”) and have the student identify the described object. • Interactive Commands: Guide the student to perform an action based on a braille command (e.g., “Pick up the ball”). • Materials: • Braille sentence cards and tactile objects • Audio recordings for instructions or prompts
--	--	--

		• Tactile symbols or pictures 4. Deaf and Blind Approach: Utilize tactile text, objects, and hand-over-hand assistance for comprehension tasks. • Activities: • Tactile Question-and-Answer: Present a tactile sentence (e.g., “The cup is on the table”) and ask the student to locate the correct objects. • Matching Task: Provide tactile cards and objects for the student to pair based on a sentence description. • Action-Based Response: Read a tactile command (e.g., “Stand up”) and guide the student to perform the action. • Materials: • Tactile or braille text • Real objects for hands-on exploration • Hand-over-hand tools for guided actions General Activities for All Groups • Story-Based
--	--	--

		Questions: • Read or present a short story and ask comprehension questions (e.g., “What did the boy find?”). 1. Picture/Action Matching: • Provide sentences and corresponding visual or tactile images/actions for matching tasks. 2. Action Responses: • Give commands (spoken, tactile, or signed) and have students perform actions (e.g., “Clap your hands”). 3. Sentence Completion: • Provide a sentence with a missing word (e.g., “The apple is ____”) and ask students to fill in the blank.
Writing		
1. Hold pencil correctly to gain control to draw lines, curves, circles, etc.	☐ Sensory Accessibility: • Adapt materials and tools for students' sensory abilities (tactile, auditory, and visual). ☐ Motor Skill Development: • Focus on strengthening fine motor control through guided practice and interactive activities. ☐ Multisensory Approach: • Use textures, shapes, and other sensory aids to guide pencil movement.	1. Hard of Hearing and Low Vision Approach: Use enlarged visuals, tactile lines, and verbal instructions to guide pencil control. • Activities: • Tactile Tracing: Provide worksheets with raised or textured

	□ Individualized Support: • Provide one-on-one guidance, hand-over-hand assistance, and adaptive tools as needed.	lines, curves, and circles for students to trace. • Guided Practice: Use a weighted pencil or pencil grip to help the student hold the pencil correctly while tracing. • Visual Models: Use high-contrast shapes or outlines as visual guides. • Materials: • Large-print and high-contrast tracing sheets • Textured or raised-line worksheets • Pencil grips and weighted pencils 2. Deaf and Low Vision Approach: Focus on tactile-based activities with clear physical guidance to develop control. • Activities: • Hand-over-Hand Assistance: Guide the student's hand to demonstrate correct pencil grip and movement. • Tactile Worksheets: Use raised-line worksheets or textured templates to practice drawing lines, curves, and circles.
--	---	---

		• Shape Recognition: Incorporate tactile shapes to help students understand what they are drawing. • Materials: • Tactile templates for lines, curves, and shapes • Raised-line paper and adaptive pencils • Non-slip mats to stabilize the writing surface 3. Blind and Hard of Hearing Approach: Use braille-based tools, tactile feedback, and verbal instructions to support writing. • Activities: • Tactile Letter Boards: Use boards with grooved paths for students to trace lines, curves, and shapes. • Pencil Control Games: Include fun activities like drawing through a tactile maze to build fine motor skills. • Auditory Reinforcement: Pair tactile tasks with verbal cues for guidance. • Materials:
--	--	--

		• Grooved tracing boards or templates • Tactile worksheets with embossed shapes • Adapted pencils with grips 4. Deaf and Blind Approach: Provide tactile-based, hand-over-hand instruction to guide pencil movement. • Activities: • Hand-over-Hand Drawing: Help the student hold the pencil correctly and guide their hand through drawing lines, curves, and shapes. • Tactile Tracing: Use raised or textured patterns for tracing exercises. • Exploration of Shapes: Provide tactile shapes for students to feel before they attempt to draw them. • Materials: • Raised-line and textured tracing sheets • Adaptive pencil grips for easier handling • Real objects to match tactile shapes for context (e.g., a toy car for a curved path)
--	--	--

		General Activities for All Groups 1. Guided Tracing: • Provide templates with lines, curves, and circles that students can trace with physical or verbal guidance. 2. Reinforcement Activities: • Use repetitive exercises to strengthen pencil grip and control. 3. Drawing Games: • Incorporate simple drawing activities like connecting dots or following paths to engage students. 4. Pencil Practice Tools: • Use adaptive tools like pencil grips, weighted pencils, or tracing boards. Materials Needed • Large-print, tactile, or raised-line tracing sheets • Adaptive pencils with grips or weights • Non-slip writing mats to stabilize the paper • Textured templates for lines, curves, and shapes
--	--	---

		General Tips for Success 1. Focus on Comfort: • Ensure students are seated comfortably and have proper posture while writing. 2. Start Simple: • Begin with basic shapes and lines before progressing to more complex forms. 3. Celebrate Progress: 4. Provide positive reinforcement to encourage confidence and persistence. 5. Be Patient and Flexible: • Adapt the pace and difficulty level to each student's needs and abilities.
2. Develop hand-eye coordination through drawing lines and patterns.	1. Accessible Materials: ○ Ensure tasks are suited to the student's sensory capabilities (tactile, visual, or auditory). 2. Progressive Skill Development: ○ Begin with simple lines and patterns, gradually moving to more complex ones. 3. Interactive Support: ○ Use hand-over-hand guidance or assistive tools where needed. 4. Sensory Integration: ○ Combine multiple	1. Hard of Hearing and Low Vision Approach: Leverage enlarged visuals, textured patterns, and verbal instructions to guide hand-eye coordination tasks. • Activities: • Tracing Patterns: Provide large, high-contrast patterns (e.g., zigzags, spirals) for students to trace with a pencil or finger. • Dot-to-Dot Drawing: Use

	senses (e.g., touch and sound) to support coordination.	enlarged dot-to-dot worksheets with bold markers to connect lines. • Pattern Matching: Have students match their lines with a provided example. • Materials: • High-contrast, large-print patterns and tracing sheets • Thick pencils or markers with grips • Rulers or guides for drawing straight lines 2. Deaf and Low Vision Approach: Focus on tactile-based activities and hand-over-hand guidance to promote coordination. • Activities: • Tactile Pattern Tracing: Provide raised or textured patterns (e.g., bumpy or grooved lines) for students to follow with their fingers or pencils. • Hand-over-Hand Guidance: Guide the student's hand to trace patterns or draw lines while explaining the process using tactile communication. • Textured Shapes: Encourage drawing over textured stencils to reinforce hand-eye coordination. • Materials: • Raised-line worksheets and tactile patterns • Adaptive pencils with
--	--	--

		grips • Non-slip mats to stabilize writing surfaces 3. Blind and Hard of Hearing Approach: Utilize tactile worksheets, braille patterns, and auditory reinforcement to support activities. • Activities: • Tactile Line Drawing: Use grooved tracing boards to practice drawing lines and patterns. • Braille Patterns: Introduce braille-based patterns for tracing and reinforcement. • Auditory Cues: Use verbal prompts or recorded instructions to guide students through the activity. • Materials: • Grooved tracing boards and tactile patterns • Braille worksheets with simple patterns. • Adapted pencils or styluses 4. Deaf and Blind Approach: Provide tactile-based, step-by-step guidance with real-time hand-over-hand support. • Activities: • Hand-over-Hand Drawing: Guide the student to draw simple lines and patterns
--	--	--

		using raised templates. • Tactile Tracing: Use textured lines or patterns for the student to feel and replicate. • Shape Exploration: Introduce patterns by letting students explore tactile shapes before drawing them. • Materials: • Raised-line and textured pattern worksheets • Adaptive drawing tools like pencil grips • Tactile symbols and stencils General Activities for All Groups • Shape Tracing: • Provide outlines of basic shapes (e.g., squares, triangles) for students to trace and fill. • Line Drawing Games: • Use fun activities like drawing paths to connect objects (e.g., a cat to a ball of yarn). • Progressive Patterns: • Start with straight lines and progress to curves, zigzags, and more complex patterns. • Guided Practice: • Encourage peer or teacher interaction to support accuracy and build confidence.
3. Trace the letters and write them.	☐ Accessible Formats: • Provide materials that are tactile, visual, or auditory based on the student's needs. ☐ Multisensory Learning:	1. Hard of Hearing and Low Vision • Approach: Use enlarged letters, high-contrast

	• Engage multiple senses (touch, sight, sound) to reinforce letter recognition and writing. □ Progressive Approach: • Start with tracing and gradually encourage independent writing. □ Individualized Guidance: • Offer hand-over-hand support and adaptive tools as required.	visuals, and tactile aids to support tracing and writing. • Activities: • Raised Letter Tracing: Provide large, raised letters for tactile tracing with a finger or pencil. • Highlighted Guides: Use bold, high-contrast guidelines to help the student trace and write within boundaries. • Visual-to-Print Matching: Display a large printed letter and ask the student to trace and write it. • Materials: • High-contrast tracing sheets with bold letters • Textured letter templates • Thick pencils or markers with grips 2. Deaf and Low Vision Approach: Focus on tactile-based materials and hand-over-hand guidance to develop writing skills. • Activities: • Tactile Tracing: Provide raised or grooved letter templates for students to trace with their fingers or pencils. • Hand-over-Hand Support: Guide the student's hand to demonstrate how to trace and write each letter. • Reinforced Practice: Pair tracing with tactile exploration of letter
--	--	--

		shapes. • Materials: • Raised-line letter tracing sheets • Tactile letter cards or blocks • Adaptive writing tools like grips or styluses 3. Blind and Hard of Hearing • Approach: Use braille-based tools and tactile reinforcement to teach letter formation. • Activities: • Braille-Letter Tracing: Introduce braille letters alongside raised print letters for tactile tracing. • Guided Writing Boards: Use grooved boards to help students form letters accurately. • Auditory Guidance: Provide spoken instructions to complement tactile tracing. • Materials: • Braille and tactile letter templates • Grooved writing boards or letter stencils • Adaptive writing instruments like braille styluses 4. Deaf and Blind Approach: Focus entirely on tactile resources and real-time hand-over-hand guidance.
--	--	--

		• Activities: • Hand-over-Hand Writing: Assist the student in tracing and writing letters by guiding their hand through the motions. • Tactile Exploration: Use 3D letter models for students to feel before tracing or writing. • Tracing Paths: Provide raised-line or textured letters for tactile tracing. • Materials: • Raised-line tracing sheets and textured templates • Adaptive pencils or styluses • 3D letter models General Activities for All Groups • Progressive Tracing: • Start with tracing over thick, bold lines and gradually move to finer lines. • Reinforce with Play: • Use letter-shaped toys or objects to make tracing fun and engaging. • Writing Practice Games: • Incorporate matching games or puzzles that involve tracing and writing letters.
4. Form lower and upper case letters of regular size and shape.	1. Accessible Techniques: ○ Provide tactile, visual, or auditory tools based on each student's sensory abilities. 2. Skill Progression: ○ Begin with tracing	1. Hard of Hearing and Low Vision Approach: Use enlarged letters, high-contrast visuals, and tactile guides to help students form letters.

	and advance to freehand writing. 3. Reinforcement and Feedback: ○ Offer consistent guidance, feedback, and repetition to build mastery. 4. Engagement: ○ Use interactive and multisensory methods to maintain interest and improve understanding.	• Activities: • Guided Letter Formation: Provide large, bold templates of upper and lowercase letters for students to trace and copy. • Visual Matching: Display uppercase and lowercase letters side by side for visual comparison. • Practice with Guidelines: Use writing paper with thick, bold lines to define letter height (top, middle, bottom). • Materials: • High-contrast tracing sheets with bold uppercase and lowercase letters • Adaptive pencils or markers with ergonomic grips • Ruled paper with enlarged and bold guidelines 2. Deaf and Low Vision Approach: Focus on tactile and hand-over-hand guidance to teach letter shapes and sizes. • Activities: • Tactile Tracing and Writing: Use raised or textured templates for students to trace uppercase and lowercase letters. • Hand-over-Hand Support: Guide the student in forming letters while explaining tactile cues. • Tactile Matching: Provide tactile examples of uppercase and lowercase letters for students to feel
--	--	--

		and replicate. • Materials: • Raised-line tracing sheets with distinct letter size guides • 3D letter models or tactile flashcards • Adapted writing instruments like thick pencils or styluses 3. Blind and Hard of Hearing Approach: Incorporate tactile and braille tools to teach letter formation. • Activities: • Grooved Letter Formation: Use grooved boards or stencils to guide the student's writing motion. • Braille and Print Practice: Introduce braille dots for tactile exploration alongside raised print letters for tracing. • Audio Guidance: Provide recorded instructions or verbal prompts for forming letters. • Materials: • Tactile tracing templates and grooved writing boards • Adaptive pencils with grips or braille styluses • Braille labels for uppercase and lowercase letters 4. Deaf and Blind Approach: Utilize fully
--	--	---

		tactile methods with real-time hand-over-hand support. • Activities: • Hand-over-Hand Writing: Guide the student’s hand to form letters with consistent size and shape. • Tactile Letter Exploration: Use 3D letter models for students to explore before writing. • Raised Template Writing: Provide raised-line templates to help the student maintain size and shape while writing. • Materials: • Raised-line tracing sheets or textured stencils for tactile guidance • Non-slip mats to stabilize writing surfaces • Adaptive tools like ergonomic styluses General Activities for All Groups 1. Size Practice: • Use templates with clear size differentiation (uppercase larger, lowercase smaller). 2. Reinforcement Through Play: • Engage students with letter puzzles or games that involve matching and writing. • Peer Interaction: • Pair students to practice forming letters together, enhancing social
--	--	---

		interaction and collaboration. • Gradual Transition: • Start with tactile or guided activities and gradually encourage freehand writing.
5. Write letters and words in a straight line from left to right with regular spacing between words.	□ Accessible Writing Aids: • Use tactile, visual, and auditory guides to help students align their writing and maintain spacing. □ Motor Skills Development: • Focus on hand-eye coordination and fine motor skills to enable neat writing. □ Incremental Learning: • Begin with guided writing exercises before progressing to independent writing. □ Consistency and Reinforcement: • Provide structured activities with clear feedback to build confidence and accuracy.	1. Hard of Hearing and Low Vision Approach: Use visual aids with high-contrast lines and tactile tools to support line alignment and spacing. • Activities: • Guided Line Writing: Provide bold, high-contrast lined paper with marked margins to guide writing direction. • Spacing Tools: Use a spacer card or finger to help students maintain even spacing between words. • Practice with Patterns: Start with dotted lines or patterns to reinforce writing in straight lines. • Materials: • High-contrast ruled paper with bold lines • Spacer cards or templates with slots for letters and spaces • Adaptive pencils with grips for better control 2. Deaf and Low Vision Approach: Focus on tactile line guides and direct instruction to

		support writing skills. • Activities: • Tactile Line Writing: Use textured or raised-line paper to guide students in maintaining a straight line. • Hand-over-Hand Support: Provide initial assistance to ensure proper alignment and spacing. • Tactile Markers for Spacing: Introduce small tactile markers (e.g., dots) to indicate word spacing. • Materials: • Raised-line paper or writing boards with tactile boundaries • Word spacer tools (e.g., textured rulers or tactile strips) • Ergonomic writing tools like thick pencils or adaptive grips 3. Blind and Hard of Hearing Approach: Emphasize tactile writing aids and braille overlays to ensure alignment and spacing. • Activities: • Grooved Writing Boards: Use boards with grooves to guide the student's hand along a straight line. • Braille Guides: Incorporate tactile markers or braille overlays to denote line beginnings and spacing. • Auditory Prompts: Provide
--	--	---

		verbal instructions for alignment and spacing during practice. • Materials: • Grooved or tactile-lined boards • Braille spacers and tactile word templates • Adaptive pens or pencils with strong grip features 4. Deaf and Blind Approach: Rely on tactile-only resources and guided support to teach alignment and spacing. • Activities: • Hand-over-Hand Practice: Use guided hand-over-hand writing to demonstrate line alignment and spacing. • Tactile Line Indicators: Provide raised or textured lines for the student to follow. • Tactile Spacing Tools: Use small physical objects (e.g., beads) as spacing indicators between words. • Materials: • Raised-line paper with tactile spacing aids • Non-slip mats to stabilize the writing surface • Adaptive styluses or ergonomic grips General Activities for All Groups 1. Line Alignment
--	--	--

		Games: • Use fun activities like tracing straight-line patterns or playing with tactile writing paths. • Spacing Practice: • Encourage students to use spacer tools or fingers to practice even word spacing. 2. Progressive Writing: • Start with tracing straight lines and progress to writing freehand with guided aids. 3. Peer Activities: • Pair students for collaborative tasks where they check each other's alignment and spacing.
6. Copy letters and highly frequent familiar words and phrases correctly and reproduce them.	1. Multisensory Approach: ○ Incorporate tactile, visual, and auditory cues to aid in copying and reproduction. 2. Gradual Progression: ○ Begin with tracing, then move to copying, and finally reproducing independently. 3. Reinforcement: ○ Use repetition and positive feedback to build confidence and memory. 4. Relevance: ○ Choose familiar and meaningful words (e.g., names, common objects) for practice.	1. Hard of Hearing and Low Vision Approach: Use high-contrast visuals and enlarged text for copying tasks. • Activities: • Guided Tracing and Copying: Provide bold and enlarged letters or words for students to trace, then copy. • Line-by-Line Copying: Encourage students to copy one word or letter at a time onto bold-lined paper. • Visual Matching: Show a word alongside its corresponding picture to enhance word recognition. • Materials:

		• High-contrast tracing sheets with bold letters and words • Ruled paper with thick lines for clear writing alignment • Adaptive pencils or markers with ergonomic grips 2. Deaf and Low Vision Approach: Focus on tactile guidance and clear instructions for accurate copying. • Activities: • Tactile Tracing and Copying: Use raised-line templates or textured letters for tracing before copying. • Word Matching Activity: Provide tactile flashcards of letters and words for students to match and copy. • Hand-over-Hand Support: Assist students in copying words using hand-over-hand techniques. • Materials: • Raised-line tracing sheets for tactile feedback • Tactile word and letter flashcards • Adaptive writing tools such as thick pencils or styluses 3. Blind and Hard of Hearing Approach: Integrate braille, tactile aids, and
--	--	---

		auditory guidance for word copying. • Activities: • Braille and Print Matching: Provide braille and print word examples for students to copy. • Tactile Writing Boards: Use grooved writing boards to guide letter and word formation. • Auditory Prompts: Play recordings of words or letters for students to replicate. • Materials: • Braille and raised-letter templates for copying practice • Grooved writing boards for tactile guidance • Adaptive writing tools like braille styluses 4. Deaf and Blind Approach: Use fully tactile methods and direct hand-over-hand support to aid in copying. • Activities: • Hand-over-Hand Tracing and Copying: Provide direct guidance to help students trace and copy words and letters. • Tactile Matching: Use tactile cards or models of words and letters for exploration and reproduction. • Structured Practice: Gradually reduce
--	--	--

		assistance as the student becomes more confident. • Materials: • Raised-line tracing sheets or textured templates • Tactile word and letter models • Adaptive styluses or ergonomic grips for writing General Activities for All Groups 1. Frequent Word Practice: • Focus on copying common, meaningful words such as names, family members, or classroom objects. 2. Interactive Games: • Introduce fun activities like matching written words to pictures or objects. 3. Group Practice: • Pair students to practice copying and reproducing words collaboratively. 4. Real-Life Contexts: • Incorporate words and phrases from familiar settings (e.g., “I am a student,” “This is a ball”).
7. Combine and recombine different letters to form words, and put the words in	☐ Multisensory Approach: • Use tactile, visual, and auditory cues to support understanding of letter and word formation. ☐ Step-by-Step Guidance: • Teach letter combination,	1. Hard of Hearing and Low Vision • Approach: Provide high-contrast, visual materials with auditory reinforcement as needed. • Activities:

correct order to form simple sentences.	word formation, and sentence structuring incrementally. □ Interactive Learning: • Make the activity engaging through hands-on materials and collaborative tasks. □ Focus on Familiar Content: • Use words and phrases that are relevant to the students' daily lives and environments.	• Letter Tiles and Word Cards: Use bold, high-contrast letter tiles to create words and simple sentences. • Word Building Games: Encourage students to combine letters to form familiar words (e.g., “c-a-t”). • Sentence Strips: Provide pre-made sentence strips with missing words for students to complete using letter or word tiles. • Materials: • High-contrast letter and word cards • Magnetic boards with large, bold letters for arranging words • Visual sentence templates with color-coded cues 2. Deaf and Low Vision Approach: Emphasize tactile and visual aids with explicit guidance. • Activities: • Tactile Letter Blocks: Use raised or textured letter blocks for combining and recombining to form words. • Word Assembly Mats: Provide mats with tactile slots for placing letters to form words. • Sentence Formation Puzzle: Create puzzles where tactile words fit together to form simple sentences. • Materials:
--	---	--

		• Raised-letter tiles or textured blocks • Tactile sentence-building templates • Large-print or tactile sentence strips 3. Blind and Hard of Hearing Approach: Utilize tactile methods and braille resources for letter and word assembly. • Activities: • Braille Letter Building: Provide braille letter tiles to form words and combine them into sentences. • Tactile Word Sorting: Give students braille word cards to arrange into correct sentence order. • Auditory Prompts: Offer verbal guidance or audio cues for building and ordering sentences. • Materials: • Braille letter tiles or word cards • Tactile sentence-building mats • Grooved boards for aligning braille words and sentences 4. Deaf and Blind Approach: Use fully tactile resources and direct hand-over-hand support to facilitate learning.
--	--	---

		• Activities: • Tactile Letter Matching: Provide raised letters for exploration and combining into words. • Sentence Assembly with Tactile Cards: Use tactile cards with braille or raised-text words for arranging sentences. • Guided Practice: Provide hand-over-hand assistance during initial attempts at word and sentence formation. • Materials: • Raised or braille letter and word cards • Tactile sentence-building templates with grooved lines • Adaptive boards for arranging tactile sentences General Activities for All Groups 1. Word Creation Challenges: • Provide a set of letters and ask students to create as many words as possible. 2. Sentence Building Games: • Offer a group of words and have students rearrange them to form meaningful sentences. 3. Interactive Story Building: • Use familiar words to create short, relatable sentences (e.g., “I like a dog”).
--	--	---

		4. Guided Practice: • Begin with model sentences before encouraging students to create their own.
8. Use correct spelling of words.	1. Multisensory Learning: ◦ Combine tactile, visual, and auditory methods to support spelling accuracy. 2. Repetition and Practice: ◦ Reinforce correct spelling through repeated exposure and practice. 3. Gradual Progression: ◦ Start with simple, familiar words and gradually move to more complex ones. 4. Contextual Learning: ◦ Use words from the student's daily life and learning environment to increase relevance.	1. Hard of Hearing and Low Vision Approach: Provide high-contrast materials and visual aids for spelling practice. • Activities: • Tracing and Writing: Students trace words on high-contrast templates and then write them independently. • Letter Matching Games: Provide a word with missing letters and ask students to fill in the blanks. • Visual Spelling Puzzles: Create puzzles where students arrange letter cards to form words. • Materials: • High-contrast tracing sheets with large print • Magnetic or foam letter sets for tactile spelling • Enlarged flashcards with pictures and corresponding spellings 2. Deaf and Low Vision Approach: Focus on tactile and visual reinforcement with step-by-step spelling exercises. • Activities: • Tactile Letter Assembly:

		Use textured letter tiles for students to arrange into correct spellings. • Tactile Word Templates: Provide raised-line templates for tracing and copying words. • Word Exploration: Pair tactile flashcards of words with related objects or pictures for association. • Materials: • Textured or raised-letter tiles for arranging spellings • Raised-line writing paper for guided practice • Tactile flashcards with braille or raised letters 3. Blind and Hard of Hearing Approach: Leverage braille materials and auditory guidance to teach correct spellings. • Activities: • Braille Word Formation: Use braille letter tiles to spell out words and match them to objects. • Auditory Spelling Practice: Provide verbal cues or recorded spellings for students to replicate. • Word Sorting: Offer braille word cards for students to arrange and check for accuracy. • Materials: • Braille letter tiles or embossers • Raised-line boards for
--	--	--

		writing in braille • Audio recordings of spellings 4. Deaf and Blind Approach: Focus entirely on tactile methods with intensive hand-over-hand support initially. • Activities: • Tactile Spelling Boards: Provide grooved boards where students can place raised letters to form words. • Hand-over-Hand Writing Practice: Guide students in writing correct spellings using tactile templates. • Object-Word Matching: Pair tactile word cards with physical objects for contextual learning. • Materials: • Tactile boards or grooved writing templates • Raised-letter and braille word cards • Adaptive writing tools for precise spelling practice General Activities for All Groups 1. Memory Games: • Use letter or word matching games to reinforce spelling through repetition. 2. Word Completion Exercises: • Provide incomplete words
--	--	--

		and ask students to fill in the missing letters. 3. Interactive Spelling Challenges: - Engage students in simple activities like spelling aloud or forming words from scrambled letters. 4. Personalized Word Lists: - Create word lists based on the student's name, objects, or concepts they frequently encounter.
9. Write simple phrases and sentences independently.	☐ Scaffold Learning: - Begin with guided practice and gradually encourage independent writing. ☐ Use Familiar Contexts: - Incorporate phrases and sentences that are relevant to the students' daily lives. ☐ Multisensory Methods: - Utilize visual, tactile, and auditory tools to support independent sentence writing. ☐ Frequent Practice: - Provide repeated opportunities to practice with feedback.	1. Hard of Hearing and Low Vision Approach: Utilize high-contrast visual materials and structured templates for writing support. Activities: Phrase Completion: Provide partially written sentences for students to complete (e.g., "I like _____"). Sentence Building with Picture Prompts: Show a picture and ask the student to write a sentence about it. Word Box Writing: Provide a set of words and guide the student to arrange them into sentences. Materials: - High-contrast sentence-writing templates - Picture cards with

		matching word prompts • Bold-lined paper for writing practice 2. Deaf and Low Vision Approach: Use tactile materials combined with large-print text for sentence-writing activities. • Activities: • Tactile Sentence Strips: Provide raised-line sentence strips for forming sentences. • Object Description Writing: Present a tactile object (e.g., a toy) and ask the student to write a descriptive sentence. • Guided Sentence Writing: Start with prompts like “I see a...” or “I have a...” for the student to complete. • Materials: • Raised-line writing templates or tactile sentence boards • Large-print word and sentence prompts • Tactile objects related to writing prompts 3. Blind and Hard of Hearing Approach: Focus on braille tools and auditory prompts for sentence-writing exercises. • Activities:
--	--	---

		• Braille Sentence Building: Provide braille word cards for students to arrange into sentences. • Auditory Prompts for Writing: Read aloud a simple phrase or sentence for the student to reproduce in braille. • Sentence Dictation: Provide a short description or question and have the student write their response. • Materials: • Braille word tiles or embossers • Raised-line or grooved paper for braille writing • Audio devices for verbal instructions and prompts 4. Deaf and Blind Approach: Provide fully tactile resources and hand-over-hand guidance as necessary. • Activities: • Tactile Sentence Formation: Use raised letters or braille cards for building sentences before writing. • Guided Writing Practice: Provide hand-over-hand support to write simple phrases and sentences initially. • Descriptive Sentence Prompts: Present tactile objects (e.g., a textured ball) and guide students to write descriptive sentences. • Materials:
--	--	---

		• Raised-letter or braille word cards • Tactile writing boards with grooved lines • Adaptive styluses or ergonomic pencils for writing General Activities for All Groups 1. Sentence Scramble: • Provide words on cards and ask students to arrange them into logical sentences before writing. 2. Journal Writing: • Encourage students to write a short phrase or sentence about their day. 3. Sentence Expansion: • Start with a simple sentence (e.g., “I see a cat”) and guide students to add details (“I see a black cat”). 4. Model and Write: • Show an example sentence and have the student write a similar one independently.
10. Give basic personal information in writing (e.g. name, address, age, nationality).	☐ Multisensory Approach: • Integrate tactile, auditory, and visual methods to reinforce the writing of personal information. ☐ Step-by-Step Guidance: • Start with guided practice and gradually transition to independent writing. ☐ Familiar Contexts: • Use familiar and meaningful prompts related to the students' lives. ☐ Regular Practice:	1. Hard of Hearing and Low Vision Approach: Utilize high-contrast, large-print materials and visual aids to support students as they write their personal information. • Activities: • Fill-in-the-Blank Templates: Provide

	• Provide multiple opportunities for students to practice writing personal details.	worksheets with blank fields for students to write their name, age, address, and nationality. • Guided Writing Practice: Show students large-print, high-contrast cards with prompts (e.g., “My name is _____”) and encourage them to fill in the information. • Personal Information Chart: Create a chart where students write their details and then share them with peers or teachers. • Materials: • High-contrast worksheets with large print • Visual prompts such as flashcards with relevant words • Bold-lined paper or large-print writing templates 2. Deaf and Low Vision Approach: Combine tactile and visual methods, using raised-line paper and guided writing aids. • Activities: • Tactile Writing Templates: Use raised-line templates for tracing and writing basic personal information. • Word Matching: Provide tactile word cards (e.g., "name," "age," "address") and have students match them to corresponding fields before writing. • Interactive Personal Cards: Create tactile flashcards
--	--	--

		where students fill in their personal details. • Materials: • Raised-line paper or tactile writing boards. • Braille or textured word cards • Interactive writing boards with grooved spaces for filling in personal information 3. Blind and Hard of Hearing Approach: Use braille resources combined with auditory prompts to practice writing personal information. • Activities: • Braille Writing Practice: Provide students with braille templates for writing their name, age, and other personal details. • Auditory Prompts: Offer verbal instructions for students to write details in braille or tactile formats. • Matching and Writing: Pair students with tactile word cards and ask them to write their personal information. • Materials: • Braille writing boards or slate and stylus sets • Audio recording devices for verbal prompts • Tactile worksheets with spaces for braille writing 4. Deaf and Blind
--	--	---

		Approach: Focus on intensive tactile learning, using hand-over-hand support and interactive materials. • Activities: • Tactile Writing Practice: Use raised-line writing boards or grooved templates for students to write personal information with hand-over-hand guidance. • Interactive Handwriting: Guide students' hands over tactile word cards to form words related to their personal details. • Personal Information Board: Create a tactile board where students can fill in their name, age, and other details with textured letters. • Materials: • Raised-line or grooved writing boards • Tactile cards with braille or raised letters • Adaptive styluses for writing on textured surfaces General Activities for All Groups 1. Personal Information Flashcards: • Use flashcards with different categories (name, age, etc.) for students to practice writing their responses.
--	--	--

		2. Guided Writing Prompts: • Use structured prompts like “My name is ____” or “I am ____ years old” to help students write their details. 3. Story Writing: • Encourage students to write a short personal introduction, such as “My name is _____. I am ____ years old.” 4. Peer Sharing: • Pair students to practice writing and then share their personal information with each other.
11. Demonstrate good handwriting skills.	☒ Multisensory Learning: • Use visual, tactile, and auditory resources to help students develop fine motor control and writing skills. ☐ Step-by-Step Guidance: • Provide structured practice with guidance, moving from model demonstrations to independent work. ☐ Consistent Practice: • Encourage frequent and repetitive handwriting practice to reinforce skills. ☐ Adaptive Tools: • Utilize tools and materials that cater to individual sensory and physical needs.	1. Hard of Hearing and Low Vision Approach: Use high-contrast and large-print materials along with visual and tactile resources to support writing practice. • Activities: • Tracing with Guides: Provide large, high-contrast tracing worksheets with arrows and guiding lines. • Letter Formation Practice: Use visual models of letters with directional arrows to help students form each letter correctly. • Guided Writing: Have students trace letters and shapes with a finger before writing them with a pencil. • Materials:

		• High-contrast, bold-lined paper • Large-print or tactile letter guides • Visual aids like laminated letter cards with arrows for correct formation 2. Deaf and Low Vision Approach: Combine tactile and visual methods for guided and independent writing. • Activities: • Raised-Line Paper Practice: Provide paper with raised lines for students to trace over, helping them follow the correct writing path. • Texture-Based Writing: Use textured writing tools or sandpaper letters for students to trace and learn letter shapes. • Hand-Over-Hand Assistance: Guide students' hands to help them form letters and practice writing with support. • Materials: • Raised-line or braille paper • Tactile letters or textured letter guides • Sandpaper or other textured materials for letter formation 3. Blind and Hard of Hearing Approach: Focus on braille or tactile
--	--	--

		learning combined with auditory guidance for writing skills. • Activities: • Braille Writing Practice: Use a slate and stylus or a braille writing device for students to practice forming letters and sentences. • Auditory Handwriting Demonstration: Provide verbal instructions while guiding students' hands over tactile paper to show letter formation. • Tracing Over Grooved Templates: Use grooved templates that guide students' hands to form letters accurately. • Materials: • Braille slate and stylus or electronic braille writer • Tactile, grooved templates for guided writing • Audio devices for verbal instruction and feedback 4. Deaf and Blind Approach: Utilize intensive tactile methods with hand-over-hand guidance for all writing practice. • Activities: • Tactile Letter Formation: Provide raised-line or textured writing boards for students to feel and trace letters with their fingers. • Guided Handwriting: Use hand-over-hand assistance
--	--	---

		to guide students through the process of forming each letter. • Word and Sentence Tracing: Help students trace words and sentences with their fingers before attempting them independently. • Materials: • Raised-line or tactile writing boards • Tactile letters and objects to represent different letter shapes • Adaptive writing tools such as thicker pencils or special grips for easier handling
--	--	--

Class 2 English

Learning Outcomes	Basis of adaptation	
Listening		
1. Identify and discriminate sounds.	□ Multisensory Approach: • Incorporate auditory, tactile, and visual strategies to make sound identification meaningful. □ Individualized Support: • Tailor activities to each student's sensory needs and abilities, providing one-on-one guidance if necessary. □ Engagement Through Interaction: • Use hands-on activities and interactive tools to keep students engaged and encourage active participation. □ Simple and Clear	1. Hard of Hearing and Low Vision Approach: Combine high-contrast visual aids with auditory prompts and interactive materials. • Activities: • Sound Matching Cards: Create tactile cards with different sound representations (e.g., a rattle for a shaking sound, a bell for a ringing sound). Have students match these with corresponding sounds played aloud. • Auditory Discrimination Games: Play a series of

	Instructions: • Use clear, concise instructions and reinforce them with physical cues or demonstrations.	sounds and ask students to identify or differentiate between them, using visual cues such as flashing lights or high-contrast cards. • Sound Sorting: Provide objects or images representing different sounds and ask students to sort them according to the sounds they make. • Materials: • Tactile and high-contrast cards • Audio devices for sound playback • Flashing light toys or simple visual aids to signal when a sound is played 2. Deaf and Low Vision Approach: Use tactile and visual elements combined with auditory cues to engage students. • Activities: • Tactile Sound Boards: Use boards with different textures and objects that represent various sounds (e.g., a soft fabric for a whooshing sound, rough paper for a crinkling sound). • Guided Sound Recognition: Place objects on a table while playing the corresponding sounds. Help students feel each object as the sound is played to connect the sensation with the sound. • Interactive Hand Clapping: Make a game out of clapping or tapping in response to specific sounds to develop
--	---	--

		the ability to differentiate them. • Materials: • Tactile sound boards or textured objects • Audio devices for sound playback • Hand clapping or tapping tools 3. Blind and Hard of Hearing Approach: Focus on tactile methods and auditory prompts to help students identify sounds. • Activities: • Sound-Object Pairing: Provide students with tactile objects and have them listen to corresponding sounds. Encourage them to match each sound with its object by touch. • Guided Hand Movements: Use hand-over-hand assistance to help students feel and explore objects while listening to related sounds. • Interactive Sound Sorting: Use distinct textures to represent different sounds and have students sort them into categories as they listen. • Materials: • Tactile sound objects • Audio devices for playing sounds • Textured sorting boards or containers 4. Deaf and Blind
--	--	---

		Approach: Implement intensive tactile and hand-over-hand guidance to help students identify sounds. • Activities: • Hand-Over-Hand Sound Exploration: Place objects in the student's hand while playing sounds related to each item. Guide the student's hand to help them explore the object as they listen. • Tactile Sound Matching: Use raised or textured cards with objects or symbols that represent sounds. Students can match these with the actual sound being played. • Sound Recognition Through Vibration: Use vibrating devices that respond to different sounds, allowing students to feel the vibration as the sound plays. • Materials: • Tactile sound cards or objects • Audio devices or vibrating sound toys • Guided hand-over-hand tools for tactile exploration General Activities for All Groups 1. Sound Identification Flashcards: • Create flashcards that feature an object on one side and a corresponding sound that can be played.
--	--	---

		2. Interactive Games: • Use games such as "Sound Bingo," where students match sounds to pictures or objects. 3. Story Time with Sounds: • Read stories and incorporate sound effects, encouraging students to identify and react to the sounds with tactile cues or gestures. 4. Listening Stations: • Set up stations with different sounds and objects for students to explore and learn to identify them independently or with support.
2. Identify words that have the same initial, medial or final sound.	☐ Multisensory Input: • Utilize auditory, tactile, and visual methods to identify and distinguish sounds. ☐ Incremental Learning: • Introduce sounds step by step, focusing on one position (initial, medial, or final) at a time. ☐ Accessible Formats: • Use tactile objects, large print, braille, or vibrating cues to represent sounds and words. ☐ Reinforcement Through Repetition: • Provide repeated opportunities to practice identifying matching sounds.	1. Hard of Hearing and Low Vision Approach: Combine clear auditory cues with high-contrast visuals and tactile aids. • Activities: • Sound Sorting Boxes: Present words on high-contrast cards, and have students place them in boxes labeled with the same initial, medial, or final sound (e.g., "cat" and "car" in the same box for /k/ sound). • Tactile Word Matching: Provide textured word cards where students can feel and identify words with similar sounds. • Interactive Word Wheels: Use a tactile or visual wheel with sound categories (e.g., /b/, /p/) and ask students to

		match words. • Materials: • High-contrast or tactile word cards • Sound boxes labeled with large print or textures • Visual aids or simple tactile word wheels 2. Deaf and Low Vision Approach: Focus on tactile exploration and visual supports with minimal reliance on auditory input. • Activities: • Braille Sound Sorting: Present words in braille or raised letters, and guide students to sort them by initial, medial, or final sound. • Tactile Symbol Matching: Use tactile symbols or objects to represent sounds (e.g., a bell for /b/) and pair them with corresponding words. • Sound Category Exploration: Create tactile charts where students group words with the same sound into columns or categories. • Materials: • Braille or raised letter word cards • Tactile sound symbols or objects • Raised charts or tactile boards 3. Blind and Hard of Hearing
--	--	---

		Approach: Emphasize tactile materials and auditory cues for recognizing matching sounds. • Activities: • Tactile Sound Pairs: Use textured cards or objects to represent words, grouping those with the same sounds for students to match by touch. • Hand-Over-Hand Sorting: Guide students in sorting tactile cards with words based on sound similarities. • Sound and Object Connection: Provide physical objects related to words (e.g., a toy car for /k/ sound in "car") and encourage matching by sound category. • Materials: • Textured word cards or objects • Sound playback devices for reinforcement • Guided hand-over-hand tools 4. Deaf and Blind Approach: Rely entirely on tactile learning and physical interaction. • Activities: • Tactile Word Matching: Use raised or embossed word cards and guide students to match cards with similar sounds using hand-over-hand assistance. • Tactile Sorting Boards: Provide sorting boards with tactile markers to categorize
--	--	--

		words by their initial, medial, or final sounds. • Sound Associations Through Objects: Use objects to represent words, grouping them into sound categories based on tactile features. • Materials: • Embossed or raised word cards • Tactile sorting boards • Objects related to word sounds for tactile exploration General Activities for All Groups 1. Sound Sorting Games: • Create a game where students categorize tactile or visual word cards into sound groups. 2. Word Puzzles: • Use tactile puzzles where students assemble words with the same initial, medial, or final sounds. 3. Story Time with Sound Emphasis: • Read short tactile or braille stories, emphasizing words with the same sounds and encouraging students to identify them. 4. Interactive Sound Matching: • Use objects, cards, or tactile boards where students match words based on sound similarities.
3. Recognize, identify and produce rhyming words. (e.g. cow	Basis of Adaptation 1. Multisensory Learning: ○ Combine tactile,	1. Hard of Hearing and Low Vision

→now)	visual, and auditory inputs to help students understand and produce rhyming words. 2. Incremental Teaching: ○ Start with simple and familiar rhyming pairs before introducing more complex words. 3. Accessible Materials: ○ Use braille, raised text, high-contrast visuals, or objects to represent rhyming pairs. 4. Interactive and Fun Activities: ○ Engage students in creative and playful methods to recognize rhymes.	Approach: Use clear auditory cues combined with large, high-contrast visuals and tactile aids. • Activities: • Rhyming Pair Match: Provide large-print or tactile cards with rhyming word pairs (e.g., "cow" and "now") and have students match them. • Rhyming Object Game: Use real objects or pictures (e.g., a toy cow and a picture of a plow) to illustrate rhyming words. • Listening and Repeating: Play recordings of rhyming words with exaggerated pronunciation to help students recognize the pattern. • Materials: • Large-print or tactile word cards • Objects or high-contrast pictures representing rhyming pairs • Audio devices with adjustable volume for word playback 2. Deaf and Low Vision Approach: Use braille or tactile materials combined with visual aids. • Activities: • Tactile Rhyme Pairs: Provide braille or raised-word cards and guide students to match rhyming pairs by touch. • Tactile Rhyme Stories:
--------------	---	---

		Create short tactile stories with rhyming words and let students identify and match rhymes within the story. • Object Exploration: Pair objects with rhyming names (e.g., a toy "cat" and a "hat") for students to feel and connect through rhyming. • Materials: • Braille word cards or raised-text materials • Tactile objects for rhyming words • High-contrast storyboards with rhyming words in braille or raised text 3. Blind and Hard of Hearing Approach: Use tactile materials and auditory cues to teach rhymes. • Activities: • Tactile Rhyme Sorting: Present tactile cards with words or objects and guide students to sort them into rhyming groups. • Sound and Touch Rhyme Games: Use vibrating cues or sounds linked with tactile word cards to reinforce rhyming words. • Auditory Exploration: Record rhyming words and encourage students to listen and identify similar-ending sounds. • Materials: • Tactile word cards or embossed objects • Audio devices with adjustable playback for
--	--	--

		rhyming words • Vibrating tools for sound association 4. Deaf and Blind Approach: Focus entirely on tactile learning and object-based activities. • Activities: • Tactile Object Matching: Provide pairs of objects that rhyme (e.g., "bat" and "hat") and let students explore and match them through touch. • Rhyme Pair Sorting: Use embossed or braille word cards to help students group rhyming words. • Tactile Stories with Rhymes: Create short tactile-based stories with rhyming words for students to feel and identify rhymes. • Materials: • Tactile objects or models for rhyming pairs • Braille word cards or raised text • Tactile sorting boards or containers General Activities for All Groups 1. Rhyme Matching Game: • Create a multisensory matching game where students pair rhyming cards, objects, or tactile words. 2. Rhyme and Act: • Combine rhyming words with actions (e.g., "hop" and "stop") and encourage
--	--	---

		students to act out the rhyming pair. 3. Storytime Rhymes: • Read aloud or present tactile stories with rhyming words, asking students to identify and repeat rhymes. 4. Create a Rhyme Box: • Fill a box with tactile or braille items representing rhyming pairs and let students explore and match them.
4. Identify individual sounds in words.	☐ Focus on Sensory Strengths: • Use tactile, visual, or auditory inputs depending on the student's abilities. ☐ Sequential and Incremental Learning: • Begin with simple, familiar words and gradually move to more complex ones. ☐ Repetition and Practice: • Reinforce learning through repetitive, engaging activities. ☐ Accessible Tools: • Incorporate braille, tactile materials, visual aids, and sound tools as needed.	1. Hard of Hearing and Low Vision Approach: Leverage residual hearing with visual aids and tactile resources. • Activities: 1. Sound Segmentation with Visuals: • Show a large, high-contrast visual of a word (e.g., "cat") and break it into individual sounds (/c/, /a/, /t/) while pointing to each letter. 2. Tactile Sound Mapping: • Use raised or textured letter cards to represent the sounds of a word. Let students touch the letters while you articulate each sound. 3. Interactive Sound Board: • Use a sound board with buttons or objects representing individual sounds. Let students press or touch the corresponding sound components.

		• Materials: • Large-print, high-contrast letter cards • Raised-text or tactile alphabet cards • Audio tools with adjustable volume for sound segmentation 2. Deaf and Low Vision Approach: Focus on tactile learning with visual reinforcements. • Activities: 1. Braille Sound Blocks: • Provide braille blocks for letters in a word. Students can feel and identify individual sounds by arranging the blocks sequentially. 2. Tactile Word Puzzles: • Create puzzles where each piece corresponds to a sound in a word. Students assemble the pieces to form the word. 3. Object-to-Sound Association: • Present an object (e.g., a toy cat) and provide tactile or braille representations of its sounds (/c/, /a/, /t/). • Materials: • Braille blocks or raised-letter puzzles • Tactile word boards with sound breakdowns • High-contrast visuals paired with tactile aids 3. Blind and Hard of Hearing
--	--	---

		Approach: Emphasize tactile tools and residual hearing for sound recognition. • Activities: 1. Tactile Sound Strips: • Provide strips with raised letters corresponding to the sounds in a word. Let students trace and vocalize each sound. 2. Auditory Sound Segmentation: • Use recordings of segmented sounds for words. Students can listen and repeat the individual sounds. 3. Tactile Word Building: • Offer textured letters that students can combine to form words, focusing on each sound. • Materials: • Textured or raised alphabet letters • Sound recordings or vibrating sound aids • Tactile letter strips 4. Deaf and Blind Approach: Use tactile and object-based methods to teach sound identification. • Activities: 1. Tactile Sound Matching: • Present objects (e.g., a "cat") and their corresponding braille or tactile letters. Guide students in identifying
--	--	---

		and sequencing the sounds. 2. Embossed Sound Path: • Create embossed cards with individual sounds of a word in sequence. Students trace the cards while learning the sounds. 3. Sound Tactile Exploration: • Use a sound-specific tactile board where each section corresponds to a sound. • Materials: • Braille or embossed word cards • Tactile sound boards with distinct textures for each sound • Objects with associated braille or tactile sounds General Activities for All Groups 1. Sound Sorting Game: • Provide a mix of sounds in tactile, auditory, or visual forms and let students group them to form words. 2. Sound Action Game: • Associate each sound with an action or object. For instance, the sound /b/ could be tied to a ball. 3. Build-a-Word Activity: • Offer tactile or visual letters for students to combine into words, focusing on identifying each sound.
5. Comprehend words	☐ Focus on Context:	1. Hard of Hearing and

and simple expressions.	• Use real-life contexts or familiar scenarios to enhance comprehension. ☐ Multisensory Input: • Provide information through tactile, visual, auditory, or combined modalities depending on the student's sensory abilities. ☐ Incremental Learning: • Start with single words or simple expressions and progress to short phrases. ☐ Repetition and Practice: • Reinforce comprehension through repetitive exposure and practice in varied formats.	Low Vision Approach: Use residual hearing, visual aids, and tactile reinforcement to teach comprehension. • Activities: 1. Picture-Word Matching: • Show high-contrast pictures (e.g., a "book") and ask students to match them with printed or tactile words. 2. Role-Playing Simple Expressions: • Use gestures and short phrases in context, like "Sit down" or "Come here." 3. Tactile Story Cards: • Provide textured cards representing simple expressions (e.g., a card with a "wave" for "Hello"). • Materials: • High-contrast picture cards • Tactile story or word cards • Audio aids with clear, amplified phrases 2. Deaf and Low Vision Approach: Leverage braille and tactile tools combined with contextual cues for understanding. • Activities: 1. Braille Phrase Matching: • Give braille word cards and tactile objects. Ask students to match the braille phrase with the object.
--------------------------------	--	--

		2. Expression Practice with Objects: • Use objects like a toy cup and teach phrases like "Drink water." 3. Tactile Scenarios: • Set up tactile scenes (e.g., a table with toy food) and practice phrases like "Eat lunch." • Materials: • Braille word or phrase cards. • Tactile objects or scenes • Raised-line drawings for context clues 3. Blind and Hard of Hearing Approach: Rely on tactile methods and residual hearing to reinforce comprehension. • Activities: Tactile Symbol Association: • Use tactile symbols or objects to represent words and expressions. For example, a miniature chair represents "Sit down." Auditory Phrase Matching: • Play recorded phrases like "Open the door" and provide a tactile door for association. Interactive Storytelling: • Use tactile props to narrate simple stories and ask questions to reinforce comprehension. • Materials: • Tactile symbols or props
--	--	--

		• Sound recordings with segmented phrases • Embossed word cards 4. Deaf and Blind Approach: Focus on tactile methods and physical cues for teaching comprehension. • Activities: Object-Based Expression Learning: • Pair real-life objects (e.g., a cup) with their tactile labels in braille or raised print. Tactile Expression Scenarios: • Create tactile environments (e.g., a toy bed for "Go to sleep") to teach expressions. Partner Interaction: • Use hand-under-hand guidance to model expressions like "Come here" or "Sit down." • Materials: • Real objects with tactile labels • Braille or embossed expression cards • Tactile learning kits (e.g., miniature environments) General Activities for All Groups Matching Expressions with Actions: • Present tactile symbols or objects and guide students to perform related actions. Real-Life Role Play:
--	--	---

		• Simulate real-life scenarios (e.g., asking for help) and practice associated words and expressions. Interactive Games: • Play games like "Find the Object" using spoken or tactile clues.
6. Respond to the audio or the teacher verbally and nonverbally.	☐ Maximize Sensory Channels: • Use auditory, tactile, and visual channels depending on the child's residual abilities. ☐ Nonverbal Alternatives: • Focus on tactile cues, gestures, and alternative communication methods like tactile sign language or object-based communication. ☐ Contextual and Predictable Cues: • Use predictable routines and contexts for consistent responses. ☐ Incremental Practice: • Start with simple instructions or cues and gradually introduce complex interactions.	1. Hard of Hearing and Low Vision Approach: Combine amplified audio with large visuals or gestures. • Activities: Action-Based Response: • Play amplified sounds or use clear verbal instructions, e.g., "Clap your hands." Reinforce with visual gestures. Visual Cues for Responses: • Use large, high-contrast cards showing actions (e.g., "wave" or "stand up") to cue students. Interactive Storytelling: • Pause during storytelling and ask students to respond with gestures, like pointing to images or mimicking actions. • Materials: • Portable amplifiers or hearing aids • Large, high-contrast visual cards • Props for storytelling 2. Deaf and Low Vision Approach: Use tactile and visual aids along with hand-under-hand

		guidance. • Activities: Tactile Object Responses: • Present objects (e.g., a toy ball) and ask students to touch or point when prompted by tactile or visual cues. Tactile Cues for Instructions: • Use tactile symbols or hand-under-hand gestures for instructions like "stand up" or "sit down." Braille/Embossed Cards Interaction: • Ask students to touch and respond to tactile instruction cards. • Materials: • Tactile symbols for common actions • Embossed or braille instruction cards • Real-life objects for association 3. Blind and Hard of Hearing Approach: Combine tactile methods with auditory cues, ensuring instructions are simple and clear. • Activities: Tactile Instruction Games: • Provide tactile instructions using objects (e.g., touch a block for "stand" or a ball for "sit"). Partnered Response
--	--	--

		Practice: • Use hand-under-hand guidance to model responses to cues like "wave" or "shake hands." Sound-Based Response: • Amplify specific sounds (like clapping or tapping) and teach students to respond with an action. Materials: • Vibrating sound aids for tactile feedback • Tactile response cards • Real objects for instruction association 4. Deaf and Blind Approach: Use tactile communication and physical cues exclusively. • Activities: Object-Based Response: • Use objects to give cues and expect tactile responses (e.g., present a textured ball for "throw"). Hand-under-Hand Guidance: • Teach nonverbal responses like nodding or gesturing using hand-under-hand modeling. Tactile Interaction Activities: • Use tactile puzzles or interactive objects to encourage responses to simple instructions. Materials: • Tactile instruction symbols. • Real-life objects (e.g., toy
--	--	---

		tools for "work") • Tactile learning kits General Activities for All Groups Action Songs or Rhymes: • Use tactile rhythms or visual gestures to encourage responses, e.g., tapping along to a rhythm or touching a symbol for each verse. Interactive Commands: • Incorporate interactive activities where students respond to "clap," "tap," or "sit" using nonverbal cues. Question-Response Practice: • Use tactile or visual questions and encourage responses through gestures, pointing, or actions.
7. Identify key information from a short speech or conversation.	☐ Accessible Input Channels: • Provide information through auditory, tactile, and visual means, depending on the child's abilities. ☐ Structured and Contextualized Content: • Use clear and predictable language with simple, concise information. ☐ Reinforcement and Practice: • Provide multiple ways to reinforce key points through repetition, hands-on interaction, or guided responses.	1. Hard of Hearing and Low Vision Approach: Combine amplified audio with large print or visual supports. • Activities: Guided Listening with Visual Prompts: • Play a short, amplified recording or give a verbal prompt, accompanied by high-contrast visual aids. Ask students to point to or describe the main idea. Audio-Visual Matching: • Provide three large picture cards. After playing or saying a short description, have students identify the

		card that matches the key information. Key Word Highlighting: • Amplify a conversation with repeated emphasis on key words. Students identify those words using visual aids. • Materials: • Amplified audio devices or hearing aids • High-contrast visual cards with simple images or words 2. Deaf and Low Vision Approach: Focus on tactile and visual information with written supports. • Activities: Tactile Keyword Identification: • Use embossed cards or objects representing key ideas in a tactile story or conversation. Students feel and identify the key object. Sign Language with Visuals: • Present key information using tactile sign language alongside visual aids like large, high-contrast flashcards. Tactile Matching Game: • Provide tactile symbols or objects. After a conversation, ask students to match symbols to key points. • Materials: • Braille or embossed key information cards
--	--	--

		• Tactile objects representing keywords 3. Blind and Hard of Hearing Approach: Combine tactile and auditory inputs with simplified, repetitive messages. • Activities: Interactive Listening: • Use a short story or conversation delivered in amplified audio, combined with tactile objects. Students identify the key object related to the story. Tactile Response Activity: • Provide a set of objects related to a short conversation. Students pick the object that matches the key information. Partner Practice: • Use hand-under-hand guidance to model listening for key points in tactile or spoken interactions. • Materials: • Vibrating sound aids for auditory cues • Real objects associated with key conversation points 4. Deaf and Blind Approach: Focus on tactile storytelling and object-based learning. • Activities: 1. Tactile Story Key Points:
--	--	---

		• Present a tactile story with objects representing each part. Students identify the key object for the main idea. 2. Guided Tactile Interaction: • Use hand-under-hand guidance to highlight tactile signs or symbols for the key points of a conversation. 3. Object Sorting by Key Ideas: • Provide a set of objects. After the tactile story, students sort objects based on relevance to the main point. • Materials: • Tactile learning kits • Textured objects for story cues • Tactile signs or symbols for key ideas General Activities for All Groups Interactive Stories: • Use multisensory storytelling where students identify key points through touch, visuals, or sound. Question and Answer: • Provide short tactile, auditory, or visual prompts and ask simple, related questions. Simple Conversations: • Role-play a short, predictable conversation, then ask students to point to or identify the key information using tactile symbols or visual aids.
8. Follow the message	☐ Accessible Input Modes:	Hard of Hearing and Low

in short simple conversations.	• Use a combination of tactile, auditory, and visual supports depending on the child’s abilities. ☐ Simplified Language: • Ensure conversations are concise, structured, and contextualized to familiar topics. ☐ Engagement Through Multisensory Supports: • Incorporate tactile objects, gestures, or written cues to enhance understanding. ☐ Active Participation: • Use interactive methods to ensure children engage with the conversation and demonstrate comprehension.	Vision Approach: Utilize amplified audio and visual cues. • Activities: 4. Guided Conversations: • Teacher or peer uses slow, amplified speech and gestures. Students respond by repeating key phrases or pointing to visual aids. 5. Matching Activity: • After a short conversation, students match visuals or objects to the main ideas. 6. Story Completion: • Begin a conversation or story and ask students to complete it using key words or phrases. • Materials: • Amplified audio devices • Large, high-contrast picture cards or written prompts 2. Deaf and Low Vision Approach: Use tactile and visual supports with written or symbol-based prompts. • Activities: 7. Tactile Turn-Taking: • Engage in a conversation using tactile sign language or symbols. Students respond by touching or using tactile gestures. 8. Symbol Matching: • Provide tactile symbols for conversation topics. After the
---------------------------------------	---	---

		conversation, students sort or match symbols to the correct message. 9. Role-Playing: • Act out a familiar scenario (e.g., greeting, asking for help) with tactile cues. Students practice following and responding to the dialogue. • Materials: • Tactile sign language resources • Embossed or textured cards for key ideas 3. Blind and Hard of Hearing Approach: Use tactile and auditory input with clear, repetitive conversations. • Activities: 1. Tactile Conversation Prompts: • Present objects associated with a topic. Students follow the conversation and identify the correct object when prompted. 2. Echo Conversations: • Speak short sentences in amplified audio, and students repeat or respond using tactile cues or gestures. 3. Interactive Games: • Use tactile boards or objects for turn-based Q&A games to reinforce conversational skills. • Materials: • Vibrating sound aids or amplified devices • Real-life objects representing
--	--	---

		conversation topics 4. Deaf and Blind Approach: Focus on tactile-only communication methods with repetition and predictability. • Activities: 1. Tactile Storytelling: • Use objects to represent parts of a conversation. Students handle objects to follow and engage with the conversation. 2. Hand-Under-Hand Modeling: • Guide students through tactile signs or symbols during the conversation. 3. Role-Playing with Objects: • Use real or tactile objects (e.g., a cup for “drinking,” a ball for “playing”) to simulate familiar conversations. • Materials: • Tactile objects or story kits. • Braille conversation prompts or cues. General Activities for All Groups 1. Predictable Routines: • Base conversations on familiar routines (e.g., greetings, asking for help). 2. Q&A with Prompts: • Provide simple questions during the conversation.
--	--	---

		Students answer using tactile, visual, or verbal responses. 3. Multisensory Story Conversations: • Present a story or scenario and pause to ask comprehension questions using tactile or visual aids.
9. Perform a variety of listening comprehension tasks.	1. Accessible Communication Modes: ◦ Use tactile, visual, and auditory cues depending on the student's sensory abilities. 2. Multisensory Integration: • Engage multiple senses to facilitate comprehension tasks. 3. Simplification and Context: • Simplify tasks to align with students' developmental and communication levels. 4. Active Engagement: • Include hands-on and interactive activities to foster comprehension.	1. Hard of Hearing and Low Vision Approach: Combine amplified audio with large, high-contrast visuals. • Activities: 1. Picture-Based Listening Tasks: • Play a short audio or teacher's instructions and have students point to or select a corresponding picture or object. 2. Sequencing Stories: • Listen to a short story, then arrange picture cards or written steps in the correct sequence. 3. Action Listening: • Follow instructions to perform actions (e.g., "Clap your hands," "Touch your nose"). • Materials: • Amplified audio devices • Large, clear visual aids or high-contrast printed materials • Objects for hands-on activities 2. Deaf and Low Vision Approach: Focus on

		tactile symbols and gestures with written or symbol-based supports. • Activities: 1. Tactile Symbol Matching: • Use tactile symbols or objects representing the story or instructions. Students match the symbols to the task. 2. Interactive Gesture Activities: • Use tactile or large gestures for commands (e.g., “Wave your hand”). Students mimic the gestures. 3. Tactile Sequence: • After a tactile story or set of instructions, students arrange tactile objects in order. • Materials: • Tactile symbols and embossed cards • Real-life objects for comprehension tasks • Braille labels or large-print cues 3. Blind and Hard of Hearing Approach: Use tactile and amplified auditory input to clarify tasks. • Activities: 1. Object Identification Tasks: • Listen to a teacher's description and select the correct tactile object. 2. Action Commands:
--	--	---

		• Follow short, clear commands using gestures or simple actions (e.g., “Pick up the ball”). 3. Tactile Story Tasks: • Listen to a story and answer questions by selecting objects or reenacting parts of the story. • Materials: • Amplified devices for clear auditory input • Tactile objects or models to represent ideas • Vibrating sound aids for reinforcement 4. Deaf and Blind Approach: Use tactile communication exclusively with clear, repetitive input. • Activities: 1. Tactile Commands: • Use hand-under-hand modeling to give instructions. Students perform the action or select the correct tactile object. 2. Tactile Matching Games: • After a tactile story or instruction, match objects or symbols to the task. 3. Tactile Q&A: • Present a tactile story, then ask questions. Students respond with tactile symbols or objects. • Materials: • Tactile story kits or symbols. • Real-life objects for tasks.
--	--	--

		• Braille prompts for additional input. General Activities for All Groups 1. Sorting and Categorizing: • Present objects or images after listening to a short story or command, and ask students to sort them by category (e.g., fruits, animals). 2. Matching Tasks: • Match a description to an object, image, or tactile symbol. 3. Role-Playing: • Act out scenarios after hearing short instructions or conversations. 4. Question and Answer: • Ask simple comprehension questions and allow responses through gestures, tactile symbols, or verbal answers.
10. Show an understanding of simple stories with visual clues.	☐ Accessible Storytelling: • Use tactile, auditory, or visual storytelling methods based on the student's sensory abilities. ☐ Multisensory Engagement: • Integrate touch, sound, and visuals to reinforce comprehension. ☐ Simplification and Support: • Provide clear, short stories with relevant and accessible clues. ☐ Active Participation:	1. Hard of Hearing and Low Vision Approach: Use amplified sound with large, clear images or visual props. • Activities: 1. Picture Clue Stories: • Show large images or picture cards as the teacher narrates a story. Ask students to sequence the pictures or point to images representing

	• Encourage interaction with story elements for better understanding.	key parts. 2. Interactive Object Story: • Use real objects from the story (e.g., a toy cat for a story about a cat). Let students interact with these objects during the narration. 3. Role-Playing: • After hearing the story, have students act out scenes with guidance. • Materials: • Amplified audio devices • Large, high-contrast pictures or real objects related to the story 2. Deaf and Low Vision Approach: Focus on tactile and large, clear visuals with symbol-based clues. • Activities: 1. Tactile Storyboards: • Create a tactile storyboard with raised pictures or objects representing the story. Let students feel the tactile elements while hearing the teacher narrate. 2. Symbol Matching: • Provide tactile symbols for each part of the story. Ask students to match the symbols to the story sequence. 3. Gesture Support: • Use hand-over-hand gestures or large, exaggerated gestures to emphasize story actions.
--	--	---

		• Materials: • Tactile storyboards or raised pictures • Real-life objects for tactile exploration • Braille or large-print text with symbols 3. Blind and Hard of Hearing Approach: Emphasize tactile and auditory input with clear, slow narration. • Activities: 1. Tactile Object Stories: • Use real objects that represent story elements (e.g., a small ball for a story about playing). Let students hold or explore these objects while listening. 2. Tactile Sequencing: • Present tactile objects or symbols representing the story sequence. Ask students to arrange them correctly. 3. Q&A Interaction: • After the story, ask questions and let students respond by pointing to objects or using gestures. • Materials: • Amplified audio aids • Tactile symbols or objects for key story elements • Vibrating sound aids for emphasis 4. Deaf and Blind Approach: Use hand-over-hand storytelling,
--	--	---

		tactile symbols, and repetitive patterns. • Activities: 1. Tactile Storytelling: • Narrate the story using tactile objects or textures to represent each key element. Use hand-under-hand guidance to explore the objects. 2. Tactile Matching Tasks: • Match tactile symbols to objects or textures in the story. 3. Reenactment with Guidance: • Use guided actions to help students reenact parts of the story (e.g., moving a toy car for a driving scene). • Materials: • Tactile story elements, like objects or textures • Raised or Braille text for story labels • Vibrating cues to signal transitions in the story General Activities for All Groups 1. Story Map Creation: • Create a tactile or visual map of the story with key points. Let students follow along and point to or touch each part as the story progresses. 2. Interactive Story Discussions: • Discuss the story using accessible modes (tactile
--	--	---

		symbols, gestures, or verbal communication). 3. Creative Expression: • Have students recreate the story through drawing, object arrangement, or gestures.
--	--	--

Speaking		
1. Decode phonetically regular and irregular words using letter sound knowledge, e.g. rat, too, blank, house, have, said, where etc.	• Accessible Phonetic Decoding: Adapt letter-sound association and decoding techniques using tactile, auditory, and visual aids based on the child's sensory abilities. • Multisensory Learning: Combine touch, sound, and visuals to support word decoding. • Simplified Content: Begin with familiar and frequently used words. • Repetition and Interaction: Provide ample opportunities for practice through repetition and engagement.	1. Hard of Hearing and Low Vision Approach: Focus on amplified sound and clear, high-contrast visuals. • Activities: 1. Sound-Word Matching: • Use an amplified audio device to produce sounds for "r", "a", and "t". Show a large, high-contrast card with "rat" written on it. Have students match the sounds to the word. 2. Word Puzzles: • Provide puzzle pieces with letters or parts of words. Students arrange these to form words like "too" or "blank" after hearing them. 3. Visual Word Decoding: • Display words in large fonts. Teacher points to each letter while enunciating sounds. Students repeat and blend the sounds to form the word.

		• Materials: • Large, high-contrast letter cards or word puzzles. • Amplified audio devices or apps. 2. Deaf and Low Vision Approach: Use tactile cues, hand gestures, and large, clear visuals. • Activities: 1. Tactile Letter Tracing: • Provide tactile letters for "rat," "too," etc. Students trace letters while the teacher signs the corresponding sounds. 2. Tactile Word Matching: • Pair tactile letter tiles with a raised word card. Students match tiles to form complete words. 3. Gesture-Based Decoding: • Teacher signs each sound (e.g., /r/, /a/, /t/), and students combine the signs to recognize the word. • Materials: • Tactile alphabet letters and word cards • Raised text or symbol-based visual aids 3. Blind and Hard of Hearing Approach: Emphasize tactile and auditory cues with clear articulation.
--	--	--

		• Activities: 1. Tactile Sound Exploration: • Provide tactile letters for words like "house" or "have." Students feel each letter while the teacher pronounces its sound through amplified devices. 2. Auditory Word Assembly: • Teacher articulates each sound slowly and distinctly (e.g., /h/, /ou/, /s/). Students arrange tactile letters to form the word. 3. Word Games: • Use tactile dice with letters. Roll them and guide students to form simple words. • Materials: • Tactile letter tiles or dice. • Amplified audio tools 4. Deaf and Blind Approach: Use tactile symbols, hand-over-hand guidance, and Braille resources. • Activities: 1. Tactile Word Building: • Provide Braille letters or tactile tiles for each word. Guide students hand-over-hand to arrange letters into "rat," "too," etc. 2. Tactile Story Integration: • Integrate decoding into a tactile story. For instance, use a tactile rat figure and spell "rat"
--	--	---

		together with Braille letters. 3. Guided Sound Decoding: • Use hand movements or vibrations to represent sounds while students arrange corresponding tactile letters. • Materials: • Braille and tactile letters or symbols • Vibrating cues or hand-guided tools General Activities for All Groups 1. Decoding Routines: • Begin each session with a routine of decoding simple words. 2. Multisensory Word Play: • Blend sounds using touch (tactile letters), sound (teacher or device), and visual aids (if applicable). 3. Reinforcement Games: • Use tactile or visual matching games to reinforce letter-sound associations. Materials Needed • Tactile and/or Braille letter sets. • Amplified audio tools. • Large-print or high-contrast word cards. • Raised or tactile word
--	--	---

		puzzles.
2. Produce words, phrases, simple sentences with intelligible pronunciation.	• Accessible Communication: Use multimodal approaches to teach pronunciation, including tactile, auditory, and visual cues tailored to the student's sensory abilities. • Repetition and Practice: Provide multiple opportunities to practice word and sentence production through guided and independent activities. • Simplified Language: Start with familiar and frequently used words and phrases, gradually building complexity.	1. Hard of Hearing and Low Vision Approach: Leverage amplified sound, visual aids, and clear articulation. • Activities: Guided Repetition: ▪ Teacher pronounces a word or phrase clearly, using amplified sound. Students repeat, focusing on accuracy. Visual Sentence Practice: ▪ Show a large, high-contrast sentence card (e.g., "I like cats"). The student repeats the sentence after the teacher. Peer Interaction: ▪ Pair students for simple conversational practice (e.g., "What is your name?" "My name is..."). • Materials: ▪ Amplified hearing devices ▪ High-contrast word and sentence cards 2. Deaf and Low Vision Approach: Focus on tactile cues, sign language, and visual support. • Activities: Sign and Say: ▪ Teacher demonstrates a word or phrase using sign language

		and lip movements. The student mimics both the sign and the pronunciation. 2. Tactile Speech Practice: - Use tactile objects related to words (e.g., a ball for "ball"). Students feel the object and say the word. 3. Sentence Formation with Cues: - Provide tactile sentence-building kits where students assemble words into a phrase or sentence and attempt to pronounce them. • Materials: - Tactile objects and sentence kits - Visual aids with large text and symbols 3. Blind and Hard of Hearing Approach: Use tactile cues and auditory repetition to teach pronunciation. • Activities: 1. Tactile Pronunciation Practice: - Use Braille cards for words and phrases. Teacher pronounces each word, and the student repeats after tactile exploration of the Braille. 2. Audio Sentence Builder: - Provide audio prompts (e.g., "Say: I like dogs"). Students respond verbally. 3. Object-Based Speech: - Present tactile objects, such as
--	--	--

		a miniature dog or cat. Students name the object and form a related sentence. • Materials: ▪ Braille word cards ▪ Tactile objects ▪ Audio devices with clear prompts 4. Deaf and Blind Approach: Focus on tactile and hand-over-hand guidance for sentence production. • Activities: 1. Hand-Over-Hand Modeling: ▪ Teacher guides the student's hands to feel Braille or tactile words, then models pronunciation through vibrations or mouthing the word. 2. Tactile Sentence Practice: ▪ Provide tactile sentence strips with Braille words. Students arrange them into sentences and attempt pronunciation. 3. Vibrational Feedback: ▪ Use vibrating tools to mimic speech rhythm while the student produces words or phrases. • Materials: ▪ Braille and tactile sentence strips ▪ Vibrational tools or feedback devices General Activities for All
--	--	---

		Groups Daily Practice: - Start each session with repetition of familiar words and phrases. Progressive Sentence Building: - Begin with single words, then combine into phrases, and finally construct sentences. Interactive Drills: - Use games or interactive activities like "What's this?" or "Name the object."
3. Participate in short conversation with teachers and friends using simple English.	• Accessible Communication: Use multimodal communication techniques, including speech, tactile signing, visual aids, and assistive technology. • Simplified Conversations: Keep exchanges brief, focused, and relevant to the students' daily lives and abilities. • Repetition and Practice: Ensure frequent practice in a structured and supportive environment. • Encourage Interaction: Facilitate communication with peers and teachers through guided prompts and role-play.	1. Hard of Hearing and Low Vision Approach: Use amplified sound and visual supports to facilitate conversational skills. • Activities: Teacher-Guided Conversations: - Teacher asks a simple question (e.g., "How are you?"). Student responds (e.g., "I am fine."). Peer Role-Play: - Pair students to practice structured dialogues (e.g., "What is your name?" "My name is..."). Interactive Games: - Use visual cards with prompts for conversation starters (e.g.,

		"What do you like to eat?"). • Materials: 4. Amplified hearing aids or sound systems 5. Large, high-contrast conversation cue cards 2. Deaf and Low Vision Approach: Incorporate tactile signing, visual cues, and finger spelling. • Activities: 1. Tactile Question-Answer Practice: 6. Teacher uses tactile signing to ask a question. The student responds verbally or through tactile signing. 2. Object-Based Conversations: 7. Provide objects (e.g., a ball or apple) to discuss (e.g., "What is this?" "It is an apple."). 3. Picture-Based Dialogue: 8. Use large, high-contrast images of everyday scenes for students to describe and discuss. • Materials: 9. Tactile and visual communication tools 10. High-contrast image cards 3. Blind and Hard of Hearing Approach: Focus on tactile prompts, auditory feedback, and guided interaction. • Activities: 1. Tactile Dialogue Practice: 11. Provide Braille prompts (e.g.,
--	--	---

		"How old are you?") for students to read and respond. 2. Object Interaction: 12. Use tactile objects to prompt conversation (e.g., "What is this?" "This is a book."). 3. Audio Prompts: 13. Play audio recordings of questions or phrases. Students respond verbally. • Materials: 14. Braille cue cards 15. Tactile objects for reference 16. Clear audio recordings 4. Deaf and Blind Approach: Use tactile communication methods, hand-over-hand guidance, and simplified responses. • Activities: 1. Hand-Over-Hand Practice: 17. Teacher uses hand-over-hand guidance to teach signs for common phrases (e.g., "Good morning."). 2. Tactile Conversation Boards: 18. Use boards with tactile symbols or Braille to initiate conversation topics. 3. Guided Interaction: 19. Facilitate peer interaction through tactile prompts (e.g., guiding the student to "ask" a
--	--	--

		peer a question like "What is your favorite color?"). • Materials: 20. Tactile communication boards 21. Braille tools and hand-over-hand guidance General Activities for All Groups 1. Daily Conversation Practice: 22. Begin each session with greetings and simple exchanges. 2. Structured Role-Play: 23. Use common scenarios (e.g., "At the park," "In the classroom") for guided practice. 3. Interactive Storytelling: 24. Incorporate short stories or scenarios where students can participate by answering questions or adding to the dialogue.
4. Describe familiar objects, persons and events using simple adjectives and adverbs.	• Accessible Language: Use multisensory approaches to teach adjectives and adverbs. • Real-Life Contexts: Focus on familiar and meaningful objects, people, and events. • Incremental Learning: Introduce one adjective or adverb at a time with repetition and practice. • Assistive Tools: Incorporate tactile, visual, and auditory tools based on the students' sensory abilities.	1. Hard of Hearing and Low Vision Approach: Use amplified sound, large visuals, and verbal explanations. • Activities: 1. Object Description: 25. Show an object (e.g., a ball) and describe it with adjectives (e.g., "This is a red ball"). Encourage students to repeat or add another description. 2. Person Description Game: 26. Provide a picture of a family member or friend. Students describe the person using

		adjectives (e.g., "My mother is kind"). 3. Event Recall: 27. Ask students to describe a recent event (e.g., "The festival was fun and colorful"). • Materials: 28. Large, high-contrast images of objects and people 29. Real objects for tactile exploration 30. Amplified hearing devices 2. Deaf and Low Vision Approach: Incorporate tactile signing, visual aids, and real-world objects. • Activities: 1. Tactile Object Description: 31. Students explore objects (e.g., a soft toy) and use tactile signs to describe them (e.g., "soft," "small"). 2. Adjective Flashcards: 32. Provide high-contrast cards with tactile or large-print adjectives and pair them with objects or pictures. 3. Event Description Practice: 33. Guide students to use adjectives to describe tactile representations of events (e.g., ribbons for a festival). • Materials:
--	--	---

		34. Tactile objects and adjective cards 35. High-contrast images 3. Blind and Hard of Hearing Approach: Use tactile exploration, auditory explanations, and Braille resources. • Activities: 1. Tactile Adjective Match: 36. Provide objects (e.g., a rough rock and a smooth stone). Students feel them and match with Braille adjectives like "rough" or "smooth." 2. Audio Descriptions: 37. Play audio recordings describing objects or people and have students repeat or elaborate. 3. Describe a Friend: 38. Students describe their friends using tactile cues (e.g., "kind," "tall"). • Materials: 39. Tactile objects with Braille labels 40. Audio recordings 41. Braille adjective cards 4. Deaf and Blind Approach: Use tactile communication, hand-over-hand signing, and real-life objects. • Activities:
--	--	---

		1. Object Description Practice: 42. Provide objects for exploration. Use hand-over-hand guidance to teach adjectives (e.g., "soft," "big"). 2. Tactile Event Description: 43. Use tactile symbols (e.g., textured paper for "happy") to help students describe events or feelings. 3. Describe a Classmate: 44. Facilitate tactile exploration of a classmate's hand or an object associated with them, and describe using guided tactile signs. • Materials: 45. Tactile symbols and objects 46. Hand-over-hand communication General Activities for All Groups 1. Object Sorting by Description: 47. Group objects by adjectives (e.g., smooth vs. rough, small vs. big). 2. Adjective Practice with Real Objects: 48. Use items like fruits or toys to practice describing colors, sizes, and textures. 3. Adverb Practice in
--	--	---

		Actions: 49. Demonstrate actions like "walking slowly" or "clapping loudly" and have students imitate and describe.
5. Ask answer short, simple questions.	1. Accessible Communication: Adapt question-and-answer activities using communication methods suited to each type of deafblindness. 2. Real-Life Contexts: Focus on practical, familiar scenarios for asking and answering questions. 3. Incremental Progress: Begin with yes/no and choice-based questions, progressing to open-ended ones. 4. Assistive Technologies: Utilize tactile, visual, and auditory aids for question prompts and responses.	1. Hard of Hearing and Low Vision Approach: Combine amplified audio, large visuals, and verbal communication. Activities: Picture-Based Questions: 50. Show large images (e.g., a cat, a ball) and ask, "What is this?" or "Is this a cat?" Role Play: 51. Practice dialogues (e.g., "What is your name?" "My name is ..."). Daily Situations: 52. Use scenarios like choosing between snacks: "Do you want an apple or a banana?" Materials: 53. Large, high-contrast visuals 54. Flashcards with questions and answers 55. Hearing aids or amplification devices 2. Deaf and Low Vision Approach: Use tactile signing, visual aids, and simple written communication. Activities: Tactile Flashcards:

		56. Provide tactile flashcards with objects or scenarios. Students answer using tactile signs or written responses. 2. Choice Boards: 57. Present a tactile choice board for questions like "Do you want water or juice?" 3. Interactive Storytelling: 58. Guide students to ask and answer questions about tactile elements in a story (e.g., a toy dog in a story about pets). • Materials: 59. Tactile flashcards and choice boards 60. High-contrast written materials 3. Blind and Hard of Hearing Approach: Focus on tactile and auditory prompts, with clear verbal or Braille responses. • Activities: 1. Tactile Question Prompts: 61. Present objects (e.g., a cup or a pen) and ask, "What is this?" Students respond verbally or in Braille. 2. Audio Role Play: 62. Use pre-recorded audio or real-time verbal cues to simulate short conversations. 3. Yes/No Cards: 63. Students use tactile cards for yes/no responses to basic questions.
--	--	--

		• Materials: 64. Tactile objects and Braille materials 65. Audio devices for verbal prompts 4. Deaf and Blind Approach: Use tactile objects, hand-over-hand signing, and tangible response systems. • Activities: 1. Tactile Object Questions: 66. Provide an object (e.g., a toy car) and ask a tactile question like "What is this?" Guide responses through hand-over-hand signing. 2. Choice-Based Responses: 67. Offer tactile choices (e.g., a smooth stone for "yes" and a rough one for "no") to answer questions. 3. Action-Based Q&A: 68. Ask action-based questions like "Do you want to sit?" and guide students to respond using tactile signs or gestures. • Materials: 69. Tactile symbols or objects for yes/no 70. Hand-over-hand communication tools General Activities for All Groups 1. Daily Questions: Practice real-
--	--	---

		life Q&A scenarios like "What do you want to eat?" or "How are you today?" 71. Peer Interaction: Encourage students to ask and answer questions with peers in adapted formats. 2. Picture Prompts with Answers: Use tactile or visual pictures to initiate questions and elicit responses.
6. Sing or recite a song/chant by listening to the teacher or an audio.	1. Accessible Modes: Modify the song/chant to include tactile, visual, and auditory elements depending on the student's needs. 2. Incremental Learning: Break the activity into manageable segments to facilitate learning and repetition. 3. Engagement through Multisensory Input: Enhance learning with rhythmic motions, tactile objects, or visual aids that correspond to the song or chant. 4. Simplification: Use simple, repetitive songs or chants with predictable patterns.	1. Hard of Hearing and Low Vision Approach: Combine amplified audio with large, high-contrast visuals or gestures. • Activities: 1. Follow the Teacher's Lead: 72. Use visual cues and lip-reading alongside audio for the song or chant. 2. Clap and Sing: 73. Incorporate clapping, tapping, or stomping rhythms to reinforce the chant's beats. 3. Visual Song Charts: 74. Provide large, colorful charts with the lyrics and pictures to represent each line. • Materials: 75. Amplified audio systems or hearing aids 76. Large, high-contrast song charts 77. Rhythm instruments like

		tambourines or drums <i>2. Deaf and Low Vision</i> Approach: Use tactile signing, visuals, and written text to engage students. • Activities: 1. Tactile Rhythm Learning: 78. Students feel vibrations of a drum or speaker to follow the rhythm of the song. 2. Tactile Signing: 79. Teach songs using tactile sign language to follow along with the teacher. 3. Visual and Gesture-Based Prompts: 80. Provide large visuals or gestures to signal changes in lyrics or rhythm. • Materials: 81. Tactile signing guides 82. Vibrational feedback devices 83. High-contrast song visuals or text 3. Blind and Hard of Hearing Approach: Focus on tactile and auditory prompts for learning the rhythm and lyrics. • Activities: 1. Audio and Tactile Cues: 84. Use audio cues paired with tactile gestures to guide the
--	--	--

		student through the song. 2. Rhythm and Tap: 85. Have students tap out the rhythm using their hands or a drum while listening to the audio. 3. Call-and-Response: 86. Practice sections of the chant as a call-and-response activity with the teacher. Materials: 87. Vibrational devices or drums for rhythm 88. Braille or embossed song lyrics 89. Audio recordings of the song or chant 4. Deaf and Blind Approach: Use tactile objects, hand-over-hand signing, and rhythm-based feedback. Activities: 1. Tactile Rhythm Matching: 90. Let students feel the vibrations of a drum or speaker while tapping along with the rhythm. 2. Hand-over-Hand Signing: 91. Teach the lyrics or rhythm through hand-over-hand signing techniques. 3. Object-Based Story Songs: 92. Use tactile objects to represent parts of the song (e.g., a toy cat for "The Cat Song"). Materials: 93. Tactile objects representing song elements 94. Drums or vibrational surfaces
--	--	---

		for rhythm 95. Hand-over-hand signing support General Activities for All Groups 1. Action Songs: Incorporate physical actions or motions (e.g., clapping, waving hands) to make the activity interactive. 2. Repetitive Patterns: Use songs with repeating lines or predictable structures to reinforce understanding. 3. Group Participation: Encourage students to join peers in singing or chanting, creating a collaborative experience.
7. Talk about present and past.	1. Simplification: Focus on simple vocabulary and clear, short phrases. 2. Multisensory Input: Utilize tactile, visual, and auditory aids to reinforce the concept of time (present vs. past). 3. Interactive Learning: Engage students with relatable, real-life examples of present and past activities. 4. Repetition: Encourage consistent practice to build comprehension and expression.	1. Hard of Hearing and Low Vision Approach: Combine amplified audio, visual prompts, and hands-on activities. • Activities: 1. Daily Routine Chart: 96. Use a chart showing "Now" (present) and "Before" (past) with corresponding images. 2. Action Comparisons: 97. Discuss actions they did earlier in the day (e.g., "We ate lunch before.") and current actions (e.g., "We are sitting now."). 3. Story Retelling: 98. Show pictures from a simple

		story and ask students to describe past events using "was" or "did." • Materials: 99. Large, high-contrast visual charts 100. Amplified audio devices for instructions 101. Objects representing actions (e.g., a clock to show time transitions) 2. Deaf and Low Vision Approach: Utilize tactile signing, visual aids, and written supports. • Activities: 1. Tactile Timeline: 102. Use a tactile timeline with raised objects or textures to represent "past" and "present." 2. Role Play: 103. Practice simple role-playing scenarios (e.g., "What did we do in the morning?" and "What are we doing now?"). 3. Picture Cards: 104. Provide large, high-contrast images of activities for students to identify as past or present. • Materials: 105. Tactile timelines or raised images 106. High-contrast picture cards
--	--	---

		107. Written cues for word reinforcement 3. Blind and Hard of Hearing Approach: Focus on auditory cues, tactile supports, and sequential storytelling. • Activities: 1. Tactile Story Sequence: 108. Use tactile objects to tell a story, asking students to identify what happened in the past versus what is happening now. 2. Action Statements: 109. The teacher models sentences such as "I played yesterday. I am talking now," encouraging students to repeat. 3. Sound-Based Clues: 110. Play audio clips related to past and present activities (e.g., a bell for "before lunch" or typing sounds for "working now"). • Materials: 111. Tactile objects for storytelling 112. Audio clips representing different actions or events 113. Simple Braille cues for past and present terms 4. Deaf and Blind Approach: Use tactile methods, hand-over-hand guidance, and
--	--	--

		concrete objects to differentiate time concepts. • Activities: 1. Tactile Object Sorting: 114. Provide objects representing past and present (e.g., an empty plate for "ate before" and a full plate for "eating now"). 2. Hand-over-Hand Gestures: 115. Teach signs or gestures for "past" and "present" using hand-over-hand guidance. 3. Routine Practice: 116. Discuss past and present activities during daily routines (e.g., "We walked earlier, now we are sitting."). • Materials: 117. Tactile objects for sorting 118. Hand-over-hand sign guidance 119. Raised symbols for time concepts General Activities for All Groups 1. Experience Sharing: Encourage students to share something they did (past) and are doing (present). 2. Visual or Tactile Timelines: Create timelines to place objects or images representing events. 3. Real-Life Scenarios: Use activities from their daily
--	--	---

		routines to explain past and present.
--	--	---------------------------------------

Reading		
1. Put sounds together to read words and sentences.	• ensory Accessibility: Use tactile, visual, and auditory cues to support phonemic blending and reading. • Step-by-Step Scaffolding: Start with individual sounds, blend them into words, and progress to sentences. • Interactive Engagement: Include hands-on and experiential learning activities. • Repetition and Familiarity: Focus on familiar and frequently used words and sentences.	1. Hard of Hearing and Low Vision Approach: Amplify sounds and use large, high-contrast visual supports. • Activities: 1. Sound and Word Building: 120. Provide visual cards with large print letters. Ask students to combine sounds (e.g., /c/, /a/, /t/) to form "cat." 2. Tactile Word Strips: 121. Use textured or raised letter strips for students to arrange and blend into words and sentences. 3. Sentence Assembly Game: 122. Provide words on large cards. Guide students to place them in order to form a sentence (e.g., "I see a cat."). Materials: • Large print letter and word cards • Raised or textured letter strips • Visual cues for sentence structure (e.g., color-coded words) 2. Deaf and Low Vision Approach: Focus on tactile and visual supports combined with written cues. • Activities:

		1. Tactile Letter Matching: 123. Use raised letters for students to feel and match with printed letters or words. 2. Word Formation with Braille: 124. Provide Braille letter tiles for students to form words and sentences. 3. Picture Sentence Matching: 125. Pair tactile pictures with corresponding sentences to reinforce comprehension. • Materials: 126. Raised letters and Braille tiles 127. Large, high-contrast picture cards 128. Word and sentence strips in Braille 3. Blind and Hard of Hearing Approach: Use auditory instructions, tactile materials, and sequential word building. • Activities: 1. Auditory Word Building: 129. The teacher pronounces individual sounds (e.g., /b/, /a/, /t/) and guides the student to blend them into "bat." 2. Tactile Sentence Assembly: 130. Provide tactile word tiles for students to arrange into a sentence by touch. 3. Sound Sequencing Game: 131. Use objects with specific sounds (e.g., a ball for /b/) and guide students to combine them into words. • Materials: 132. Tactile word and sentence tiles 133. Real objects with distinctive sounds
--	--	--

		134. Audio recordings of words and sentences 4. Deaf and Blind Approach: Use Braille, tactile signing, and hand-over-hand guidance for blending. • Activities: 1. Braille Word Blending: 135. Provide Braille letters and guide students to form words by combining individual letter sounds. 2. Hand-over-Hand Word Building: 136. Use tactile letters and guide the student's hands to combine them into words and sentences. 3. Tactile Sentence Stories: 137. Provide a series of tactile objects or symbols that represent a simple sentence (e.g., a toy dog, a ball, and a stick for "The dog plays."). • Materials: 138. Braille letters and word strips 139. Tactile objects representing words 140. Raised sentence guides with Braille labels General Activities for All Groups 1. Interactive Word Games: Create games where students form words and sentences by arranging tactile or visual materials. 2. Contextual Reading Practice: Use familiar objects, actions, or routines to reinforce words and sentences. 3. Guided Reading Circles: Conduct group activities where students collaborate to blend sounds into words and sentences.
2. Recognise and read words with the help of the	• Sensory Accessibility: Ensure visual aids are tactile or high-contrast	1. Hard of Hearing and Low Vision Approach: Use large, high-contrast visuals paired

visuals.	for low vision students. • Multimodal Support: Incorporate tactile, auditory, and Braille materials for all types of deafblindness. • Contextual Learning: Use meaningful visuals related to the student's environment and daily life. • Repetition and Consistency: Reinforce recognition through repetitive and consistent practice.	with words and auditory reinforcement. • Activities: 1. Picture Matching Game: 141. Show large, high-contrast images (e.g., a ball) and ask the student to match them to corresponding printed words. 2. Word-Visual Pairing: 142. Present a card with a large image and its corresponding word. Ask the student to point to or read the word. 3. Interactive Storybooks: 143. Use picture books with bold visuals and simple text. Guide the student to read words alongside the images. • Materials: 144. Large, high-contrast picture and word cards 145. Enlarged picture books with simple text 146. Visual aids with bold colors and outlines 2. Deaf and Low Vision Approach: Pair tactile visuals with printed or Braille words for better recognition. • Activities: 1. Tactile Picture Identification: 147. Provide raised images (e.g., a raised-texture ball) with Braille or large-print labels. Have the student match them. 2. Word Recognition with Symbols: 148. Use tactile symbols or objects with corresponding Braille/print words. Guide the student to recognize and read them. 3. Textured Word-Picture Matching:
----------	--	--

		149. Pair raised images with their corresponding Braille/print words on cards. • Materials: 150. Raised-texture visuals paired with Braille or large print 151. Tactile symbols or objects with labels 152. Large-print or Braille picture books 3. Blind and Hard of Hearing Approach: Combine tactile visuals with auditory cues for word recognition. • Activities: 1. Object-Word Matching: 153. Provide real objects (e.g., a toy car) and guide the student to match them with tactile word cards. 2. Tactile Storytelling: 154. Use tactile storyboards with objects or symbols to represent words. Encourage students to feel and read associated words. 3. Auditory-Tactile Word Recognition: 155. The teacher pronounces a word while the student matches it with a tactile visual and/or word card. • Materials: 156. Real objects with corresponding tactile word cards 157. Tactile storyboards with Braille or embossed text 158. Audio devices for word pronunciation 4. Deaf and Blind Approach: Use Braille, tactile visuals, and hand-over-hand guidance for word recognition. • Activities:
--	--	--

		1. Braille and Object Association: 159. Provide objects (e.g., a small toy apple) paired with Braille word labels. Guide the student to recognize and read. 2. Tactile Word Stories: 160. Create simple tactile books with Braille text and raised images. Guide the student to explore the tactile visuals and read the Braille. 3. Hand-over-Hand Word Matching: 161. Support the student to feel objects and corresponding Braille/raised-text labels. Materials: 162. Braille books with tactile illustrations 163. Raised-texture objects with Braille labels 164. Hand-over-hand guidance aids (e.g., textured gloves for tracing) General Activities for All Groups 165. Word-Picture Bingo: Use tactile or visual cards with corresponding words for interactive games. 166. Thematic Word Boards: Create boards for specific themes (e.g., animals, school supplies) with tactile visuals and words. 167. Daily Routine Words: Use objects and visuals from the student's environment to teach word recognition (e.g., a cup for "cup").
3. Recognize and read high frequency words including compound words	Sensory Accessibility: Modify materials to suit the sensory needs of students with deafblindness (e.g., Braille, tactile aids, large print, or high-contrast	1. Hard of Hearing and Low Vision Approach: Use large, high-contrast visuals with printed words. Incorporate auditory reinforcement. Activities: 1. Word Flashcards: 168. Present high-frequency words on large, high-contrast cards. Say the word aloud and have the

	visuals). • Multimodal Approaches: Integrate tactile, auditory, visual, and kinesthetic methods. • Contextual Learning: Focus on high-frequency words that are meaningful and used in daily activities. • Repetition and Practice: Reinforce recognition of words through frequent exposure and activities.	student repeat it. 2. Compound Word Matching: 169. Provide two parts of compound words (e.g., "sun" and "flower") on cards. Guide the student to match and read them. 3. Word-Object Matching: 170. Use real objects or pictures (e.g., a ball for "basketball") to teach compound words. • Materials: 171. Large, high-contrast word flashcards 172. Visual aids depicting compound words 173. Audio tools for word pronunciation 2. Deaf and Low Vision Approach: Use tactile and printed materials for high-frequency and compound words. • Activities: 1. Tactile Word Puzzle: 174. Provide tactile word pieces for compound words (e.g., "rain" and "bow"). Encourage the student to combine and feel the words. 2. Word Cards with Raised Textures: 175. Create tactile cards for high-frequency words and guide the student to trace and recognize them. 3. Tactile Word-Object Pairing: 176. Use objects or tactile pictures (e.g., a textured ball) paired with raised-text word cards. • Materials: 177. Tactile flashcards for words and compound word parts 178. Raised-texture materials 179. Large-print or tactile books with high-frequency
--	---	--

		words 3. Blind and Hard of Hearing Approach: Use tactile aids and auditory cues to teach word recognition. • Activities: 1. Tactile Word Blocks: 180. Provide tactile blocks with individual letters to form high-frequency and compound words. 2. Object-Word Braille Matching: 181. Use real objects with corresponding Braille labels for high-frequency words (e.g., a small "toothbrush" with its Braille label). 3. Hand-Over-Hand Word Formation: 182. Guide students to combine tactile letters to form compound words. • Materials: 1. Tactile word blocks 183. Real objects with Braille labels. 184. Audio recordings for compound word pronunciation. 4. Deaf and Blind Approach: Combine Braille, tactile visuals, and hand-over-hand guidance for teaching. • Activities: 1. Braille Word Formation: 185. Provide Braille cards for high-frequency words and compound word parts. Guide students to combine and read them. 2. Tactile Storybooks with High-Frequency Words: 186. Use storybooks with Braille text featuring compound words. Include tactile illustrations to
--	--	--

		reinforce word meanings. 3. Real-Object Word Association: 187. Pair real objects (e.g., "rain" and "coat") with Braille labels for compound words. Materials: 188. Braille cards for high-frequency and compound words 189. Tactile storybooks with Braille text 190. Objects with Braille labels General Activities for All Groups 1. Daily Word Practice: 191. Use high-frequency and compound words related to daily life (e.g., "notebook," "sunshine," "toothbrush"). 2. Word Bingo: 192. Create a tactile or visual bingo game with high-frequency words and compound words. 3. Word Tracing and Matching: 193. Use tactile tracing cards or embossed text to teach word shapes and meanings.
4. Understand the meaning of grade appropriate words.	Multisensory Learning: Use auditory, tactile, and visual strategies to teach word meanings. Contextual and Real-World Examples: Integrate words with real-life contexts to make	1. Hard of Hearing and Low Vision Approach: Use auditory cues, large high-contrast visuals, and written definitions. Activities: 1. Word and Picture Association: 194. Show a high-contrast image (e.g., a picture of a "dog") and pair it with the word. Discuss the image and the word's meaning. 2. Contextual Word Practice:

	learning more relatable. • Repetition and Reinforcement: Use frequent review to solidify understanding. • Accessible Materials: Ensure all learning materials are adapted for the sensory needs of each student (e.g., Braille, raised-text, tactile images).	195. Create simple sentences using the target words (e.g., "The dog barks.") and have the student identify the word and its meaning. 3. Interactive Storytelling: 196. Read stories aloud that use the target words and pause to discuss their meanings. • Materials: 197. Large-print flashcards with images and definitions 198. High-contrast picture books 199. Audio devices for word pronunciation and sentence examples 2. Deaf and Low Vision Approach: Use tactile and visual supports to teach word meanings. • Activities: 1. Tactile Word-Picture Matching: ▪ Use tactile pictures that represent the meaning of the words (e.g., a textured picture of a "cat") paired with Braille or large-print labels. 2. Tactile Sentences: ▪ Create tactile sentences with raised-text and Braille, highlighting the target words. Discuss their meanings through touch. 3. Word Exploration with Objects: ▪ Use real-life objects to demonstrate word meanings (e.g., for "cold," show an ice cube). • Materials: 200. Tactile picture and word cards 201. Objects or 3D representations of target words 202. Braille or raised-text sentence cards 3. Blind and Hard of Hearing Approach: Use auditory reinforcement and tactile tools to provide context and meaning. • Activities:
--	---	---

		Descriptive Word Exploration: - Use detailed auditory descriptions of objects or scenarios and guide students to identify and understand the key words. Tactile Word Matching with Definitions: - Pair Braille words with corresponding tactile representations and tactile descriptions to explain their meanings. Storytelling with Sensory Cues: - Tell simple stories using words in context, providing sensory cues (e.g., sounds or smells) related to the words. Materials: - Braille cards with word definitions and sensory cues - Audio devices for word descriptions and stories - Tactile books with raised-text and illustrations 4. Deaf and Blind Approach: Combine tactile methods, Braille, and real-life experiences to provide context. Activities: Word Exploration with Real Objects: - Provide real objects for hands-on exploration, paired with Braille labels describing the objects' properties. Interactive Tactile Sentences: - Use Braille and tactile materials to create sentences that demonstrate the meanings of words. Word Stories with Hand-Over-Hand Guidance: - Use hand-over-hand guidance to help students feel and understand words within short stories or sentences.
--	--	--

		• Materials: 206. Braille cards with descriptive information 207. Real-life objects for word exploration 208. Tactile storybooks with Braille text and raised images General Activities for All Groups 1. Contextual Learning Through Role-Play: ▪ Use role-play to illustrate words and their meanings (e.g., act out "jump" or "whisper"). 2. Word-to-Object Association: ▪ Pair the target words with physical objects that represent their meanings. 3. Tactile Word Matching Games: ▪ Create games where students match words to their tactile or auditory representations.
5. Perform rhymes and chants with appropriate rhyme and rhythm.	• Multisensory Approaches: Integrate tactile, auditory, and kinesthetic methods to engage different senses. • Repetition and Practice: Use repeated exposure to reinforce understanding and memory. • Individualized Modifications: Adapt activities according to each student's sensory needs	1. Hard of Hearing and Low Vision Approach: Use visual supports, tactile materials, and audio cues to aid in understanding rhythm and rhyme. • Activities: 1. Tactile Rhyming Cards: ▪ Create tactile cards with Braille or raised-text rhyming words and have students match them. 2. Clapping and Stomping to the Beat: ▪ Encourage students to clap or stomp along with the rhythm of the rhyme or chant to understand its cadence. 3. Word and Action Rhymes: ▪ Pair words in rhymes with simple actions (e.g., for "Twinkle, Twinkle, Little Star," students can make

	(e.g., Braille for blind students, tactile cues for deafblind students). • Contextual Relevance: Select rhymes and chants that are simple, relevant, and meaningful for students.	twinkling hand movements). • Materials: 209. Raised-text and large-print flashcards 210. Audio recordings of rhymes and chants 211. Tactile objects to indicate beat and rhythm (e.g., hand-held drums) 2. Deaf and Low Vision Approach: Use tactile and visual cues combined with vibrations or other sensory methods to convey rhythm. • Activities: 1. Tactile Repetition with Partner Support: ▪ Use hand-over-hand guidance to help students feel the rhythm of the chant through gentle tapping on their hands. 2. Physical Movement Rhymes: ▪ Use physical activities (e.g., hand movements or body gestures) to represent different parts of a rhyme, helping students understand the flow. 3. Tactile Storytelling Rhymes: ▪ Create a tactile version of a rhyme, such as textured pages or objects that represent key parts of the rhyme. • Materials: 212. Tactile books and storyboards with rhymes 213. Raised-text cards with rhyming words 214. Textured objects and tools (e.g., tactile drums or tambourines) 3. Blind and Hard of Hearing Approach: Combine tactile materials, Braille, and auditory cues to teach rhythm and rhyme. • Activities: 1. Tactile and Auditory Chants: 215. Read chants aloud and let students feel the beat with hand movements or tapping on their desk.
--	---	--

		2. Braille Rhyme Cards: 216. Provide Braille cards with rhyming words or short chants that students can read and memorize. 3. Vibration Rhythms: 217. Use devices that vibrate to demonstrate the beat of the rhyme or chant (e.g., a vibration pad). Materials: 218. Braille rhyme cards and books 219. Audio devices for reciting chants 220. Vibration pads or instruments 4. Deaf and Blind Approach: Use a combination of tactile cues, Braille, and hand-over-hand guidance for rhythm and rhyme understanding. Activities: 1. Hand-Over-Hand Chant Practice: 221. Guide students' hands to follow the rhythm and movement of the chant. 2. Tactile Rhyming Blocks: 222. Use Braille blocks with rhyming words that students can touch and match. 3. Sensory Rhyme Experience: 223. Create sensory experiences where students feel different textures or objects while listening to the chant. Materials: 224. Braille or tactile cards with rhyming words 225. Sensory objects (e.g., textured balls, fabric strips) 226. Audio recordings for recitation General Activities for All Groups
--	--	--

		1. Chant and Move: Encourage students to move their bodies or hands in a rhythmic pattern to match the chant. 2. Story-Based Rhymes: Integrate rhymes into stories that students can explore through touch and sound. 3. Interactive Group Chants: Practice in groups where students can participate at their own level (e.g., clapping, tapping, or moving).
6. Read sentences and short paragraphs correctly.	• Multisensory Approach: Engage students with a combination of tactile, auditory, and kinesthetic methods for reading comprehension. • Use of Assistive Technologies: Incorporate Braille, audio devices, and tactile tools as needed. • Contextual Support: Choose simple sentences and short paragraphs that are meaningful and relevant to the students' daily experiences. • Repetition and Modeling: Ensure multiple exposures to sentences and paragraphs to build familiarity and confidence.	1. Hard of Hearing and Low Vision Approach: Use auditory and visual support for sentence reading, with tactile enhancements as needed. • Activities: 1. Guided Reading with Large Print: 227. Use large-print sentence cards with clear, bold text and read aloud together. 2. Sound and Sight Matching: 228. Show a sentence visually and read it aloud, encouraging students to match spoken words with printed words. 3. Sentence Building with Flashcards: 229. Use flashcards with individual words to form sentences. Students can build sentences with assistance and read them aloud. • Materials: 230. Large-print sentence cards 231. Audio recordings of sentences 232. Flashcards with words for sentence-building 2. Deaf and Low Vision Approach: Combine tactile and visual supports to read sentences and short paragraphs. • Activities:

		1. Tactile Sentence Matching: 233. Create tactile sentence cards with Braille and corresponding raised-text for each sentence and match them with tactile illustrations. 2. Braille Reading Practice: 234. Use Braille books with short paragraphs and sentences that students can read with finger movements. 3. Picture-Sentence Associations: 235. Pair sentences with tactile pictures and read the sentences while students feel the pictures to understand the context. Materials: 236. Braille sentence books or cards 237. Tactile illustrations or textured storyboards 238. Raised-text sentence cards 3. Blind and Hard of Hearing Approach: Utilize tactile reading and auditory support for reading comprehension. Activities: Tactile Reading with Hand-Over-Hand Support: 239. Use hand-over-hand guidance to help students feel the Braille sentences and read them aloud. Audio Reading Practice: 240. Play recorded sentences and have students repeat them while following Braille or tactile sentence cards. Word and Sentence Exploration: 241. Use Braille cards to build simple sentences and read them aloud, encouraging students to feel and
--	--	---

		explore each word. • Materials: 242. Braille sentence cards 243. Audio recordings of sentences 244. Tactile sentence boards 4. Deaf and Blind Approach: Implement a combination of tactile, auditory, and hand-over-hand methods for reading practice. • Activities: 1. Hand-Over-Hand Braille Reading: 245. Use a tactile sentence board or Braille book and guide students' hands to feel the Braille as they read the sentences. 2. Sensory Word Association: 246. Pair Braille sentences with tactile objects that represent the content, providing context and aiding understanding. 3. Reading with Vibration Feedback: 247. Use vibration pads or devices to provide rhythmic feedback as students read aloud, reinforcing comprehension. • Materials: 248. Braille books or boards 249. Tactile object cards for sentence context 250. Vibration pads or devices General Activities for All Groups 1. Interactive Reading Sessions: Read sentences and short paragraphs aloud with students and encourage them to join in by reading aloud or following along. 2. Role-Playing Sentences: Act out the sentences or short paragraphs to help students connect the
--	--	---

		content with real-life actions. 3. Comprehension Discussion: After reading, engage students in a brief discussion to ensure understanding and encourage them to share their thoughts or answer questions.
7. Understand plurals (-s), verb tense, contractions and simple comparatives.	• Multisensory Learning: Use tactile, auditory, and kinesthetic methods to teach grammatical concepts. • Repetition and Modeling: Repeated exposure helps reinforce understanding of language rules. • Simplified Language: Use simple, clear examples that are meaningful to students. • Assistive Technologies and Tools: Incorporate Braille, audio recordings, and tactile materials to support learning.	1. Hard of Hearing and Low Vision Approach: Combine auditory and visual supports with tactile activities for learning plurals, verb tenses, contractions, and comparatives. • Activities: 1. Plurals Practice with Visual and Tactile Cards: 251. Show cards with singular and plural words (e.g., cat/cats) and use raised-text or large print to help students differentiate between them. 2. Verb Tense Matching Game: 252. Create cards with sentences in different verb tenses (e.g., "I walk," "I walked," "I am walking"). Match the sentence with its corresponding visual or action. 3. Contraction Building: 253. Provide tactile cards or Braille cards with parts of contractions (e.g., "do" and "not" for "don't"). Students can feel and combine the cards to create contractions. 4. Comparative Pairing Activity: 254. Use picture cards to show objects of different sizes or characteristics (e.g., "big" and "bigger"). Students can match them and identify the comparative. • Materials: 255. Large print and raised-text cards 256. Braille cards for word practice 257. Visual and tactile flashcards 258. Audio examples of correct pronunciation and

		usage 2. Deaf and Low Vision Approach: Use tactile and auditory aids to support learning of plurals, verb tenses, contractions, and comparatives. • Activities: 1. Tactile Word Building: 259. Create Braille or raised-text cards for singular and plural words, helping students touch and feel them to understand the concept (e.g., "dog" and "dogs"). 2. Verb Tense with Action Cues: 260. Use simple actions to represent different tenses (e.g., "run," "ran," "running") while students feel the motion. 3. Contraction Forming with Hand-Over-Hand Guidance: 261. Guide students' hands to combine separate cards representing the words that form contractions. 4. Comparative Tactile Matching: 262. Use different-sized textured objects (e.g., a small and large block) to represent comparatives (e.g., "small," "smaller"). • Materials: 263. Braille and tactile cards 264. Objects of varying sizes for comparatives 265. Raised-text cards for verb tenses 266. Audio support for correct pronunciation 3. Blind and Hard of Hearing Approach: Combine tactile reading, hand-over-hand guidance, and auditory cues for teaching grammar concepts. • Activities:
--	--	---

		1. Tactile Sentence Building: 267. Use Braille cards to form sentences showing plurals and contractions (e.g., "The dog runs" vs. "The dogs run"). 2. Verb Tense Practice with Sound Cues: 268. Use audio recordings to present verbs in different tenses and guide students' hands to feel changes in Braille representations (e.g., "run" vs. "ran"). 3. Contraction Practice with Sensory Feedback: 269. Use vibration pads or devices as students practice contractions, providing rhythmic cues. 4. Comparative Activity with Textured Objects: 270. Incorporate tactile comparisons (e.g., "big" vs. "bigger") using different materials like soft and hard surfaces to represent the words. • Materials: 271. Braille cards and books 272. Audio recordings of sentence examples 273. Vibration pads for sensory learning 274. Tactile objects for comparisons 4. Deaf and Blind Approach: Utilize hand-over-hand guidance, tactile materials, and auditory cues to teach grammar concepts. • Activities: 1. Hand-Over-Hand Sentence Reading: 275. Guide students' hands over Braille sentences that show the use of plurals, verb tenses, and contractions. 2. Combining Words to Form Contractions: 276. Assist students in feeling and joining Braille cards that represent the words making up contractions
--	--	--

		(e.g., "do" and "not" for "don't"). 3. Comparative Object Exploration: 277. Use tactile objects to demonstrate comparatives, such as different-sized balls or blocks, while students listen to the corresponding words. 4. Interactive Tactile Practice: 278. Provide opportunities to feel and compare objects and use hand-over-hand guidance to read and understand sentences.
8. Show an understanding of different kinds of reading texts (stories, letters, etc.)	• Multisensory Approach: Integrate tactile, auditory, and visual methods, focusing on what can be sensed through touch and hearing. • Simplified and Relevant Content: Choose reading materials that reflect students' experiences and interests to increase engagement and comprehension. • Interactive and Engaging Activities: Use hands-on methods to ensure the text is accessible and meaningful. • Personalized Learning: Adapt the	1. Hard of Hearing and Low Vision Approach: Utilize a combination of audio, tactile, and visual supports for students to interact with and understand different types of reading texts. • Activities: 279. Tactile Story Cards: Create cards with key story elements (e.g., characters, objects) in raised print or Braille that students can explore to understand the story's context. 280. Audio Stories with Visual Support: Use audio recordings of stories accompanied by large print or tactile storyboards to follow along and understand the narrative. 281. Letter Recognition Activities: Provide large print letters and tactile envelopes that contain simple letters for students to explore and identify. 282. Story Retelling with Props: Use tactile objects that represent elements of the story for students to handle as they retell the story. • Materials: 283. Raised print and Braille story cards 284. Audio story recordings 285. Large print and tactile storyboards 286. Tactile props for storytelling 2. Deaf and Low Vision Approach: Use tactile and auditory aids to help

	complexity of the reading material based on each student's level of understanding.	students understand stories, letters, and different reading materials. • Activities: 287. Tactile and Audio Story Comprehension: Read stories using tactile illustrations and audio narration, asking students to feel and identify objects or characters in the story. 288. Matching Game with Letters and Words: Provide Braille or raised-text cards of simple words or letters that match parts of a story. 289. Guided Exploration of Different Texts: Allow students to explore different types of reading materials, like books or letters, using touch to explore and recognize structures. 290. Interactive Discussion: Use hand-over-hand guidance to encourage students to talk about the story and relate it to their own experiences. • Materials: 291. Braille and tactile books 292. Audio recordings of different text types 293. Raised-text cards and objects for matching 3. Blind and Hard of Hearing Approach: Use tactile and auditory methods, focusing on touch and sound to introduce students to various reading texts. • Activities: 294. Tactile Exploration of Books: Provide Braille or tactile books that represent different types of texts, such as stories and letters. Guide students' hands to follow along as they hear the story. 295. Tactile Reading and Sound Association: Use sound cues or spoken language to accompany tactile story elements, helping students connect text to meaning. 296. Character and Setting Identification: Use touchable story components to help students understand who the characters are and what the setting looks like. 297. Interactive Reading Response: Engage students
--	---	--

		in verbal discussions about the text's main points and their feelings or thoughts related to it. • Materials: 298. Braille and tactile books with audio support 299. Raised-text cards or Braille with corresponding sounds 300. Handheld objects representing story elements 4. Deaf and Blind Approach: Focus on tactile and auditory activities to engage students with reading materials and support comprehension through touch and sound. • Activities: 301. Tactile and Auditory Storytelling: Provide Braille books or raised-text materials with spoken narrative accompaniment. Use hand-over-hand guidance to read and follow the story. 302. Object Exploration for Contextual Learning: Include textured objects that relate to the story or letter's content for students to explore while listening. 303. Story Summarization with Sensory Feedback: Allow students to express the story's main points or the letters' meanings using tactile signs or verbal descriptions. 304. Interactive Story Repetition: Encourage students to repeat the story or content using their own words, using tactile feedback as a guide. • Materials: 305. Braille books and tactile story materials 306. Audio support for storytelling 307. Textured objects for contextual understanding General Activities for All Groups 308. Tactile Book Exploration: Provide students with a range of books with raised-text, Braille, or tactile illustrations to explore independently or with guidance. 309. Sound-Word Matching: Use auditory tools and
--	--	--

		tactile cards to match spoken words with the corresponding text or story parts. 310. Engage in Story-Based Activities: Use activities like “story in a box,” where items related to the story are placed in a box for students to touch and explore.
9. Retrieve specific information (names, number, etc) from reading texts.	• Multisensory Learning: Utilize a combination of tactile, auditory, and visual cues tailored to the sensory needs of each type of deafblindness. • Interactive Strategies: Engage students in hands-on activities that require them to locate and identify specific information. • Simplified and Relevant Texts: Use texts that are age-appropriate and contextually relevant to make understanding easier. • Repetition and Practice: Reinforce learning through repeated exposure and practice with various types of texts.	1. Hard of Hearing and Low Vision Approach: Incorporate large print, tactile books, and audio to help students locate specific information like names, numbers, and details. • Activities: 311. Tactile Information Search: Provide large print or raised-text cards with names and numbers. Ask students to find the cards in a tactile book or on a reading sheet. 312. Audio-Enhanced Matching: Read a short passage aloud and have students match specific names or numbers with the correct visual or tactile representation. 313. Highlighting Key Information: Use textured markers or tactile stickers on the reading material to highlight key information (e.g., names, numbers). 314. Interactive Q&A: After reading a passage, ask questions like "Where is the name mentioned?" and guide the students to the relevant section using tactile cues or a pointer. • Materials: 315. Large print and raised-text cards 316. Tactile markers and stickers 317. Audio reading devices or assistants 318. Raised-text and tactile books 2. Deaf and Low Vision Approach: Use tactile and audio resources to help students understand and find specific information in texts. • Activities: 319. Tactile and Audio Comprehension: Read a story aloud while guiding students' hands over tactile

		illustrations or raised-text words. Ask questions such as "What number did the character say?" or "Can you find the name of the main character?" 320. Sound-Word Association: Play an audio clip or read aloud and let students touch Braille or raised cards to identify specific information. 321. Matching Game with Names and Numbers: Provide tactile cards of names and numbers, and have students match these to the corresponding parts of the story read aloud. 322. Story Summarization with Tactile Cues: Encourage students to retell the story or find specific details in the text using Braille or tactile text. • Materials: 323. Braille and tactile storybooks 324. Audio recordings for story reading 325. Raised-text and Braille cards for matching 3. Blind and Hard of Hearing Approach: Focus on tactile and auditory methods to support students in finding and identifying specific information from reading texts. • Activities: 326. Tactile Reading Exploration: Provide tactile books or materials where specific details like names or numbers are embossed. Students can explore these while listening to an audio version of the text. 327. Verbal and Tactile Retrieval: After listening to a story, ask questions that require the student to find and touch the relevant parts of a tactile page or object to provide the correct information. 328. Object-Based Comprehension: Use real-world items or textured objects to represent parts of the story, helping students find specific details through touch. 329. Guided Story Analysis: Guide students through a story using hand-over-hand techniques and verbal questions to locate key information. • Materials: 330. Tactile books and embossed materials.
--	--	--

		331. Audio story recordings with descriptions. 332. Real-world items related to the story 4. Deaf and Blind Approach: Emphasize tactile and auditory input, with careful handling of students' hands to guide them through the process of finding and understanding specific information. • Activities: 333. Tactile Story Navigation: Read aloud while guiding students' hands over a tactile book, helping them locate names or numbers embedded in the text. 334. Sound Identification Tasks: Use sound cues and spoken language to ask students to identify information, such as "Can you find the number three?" or "Where is the character's name?" 335. Braille and Tactile Matching: Use Braille and raised-text cards with names and numbers, encouraging students to match them with corresponding parts of a story or passage. 336. Hand-Over-Hand Practice: Support students in touching specific raised or textured sections of the story while discussing what they feel and hear. • Materials: 337. Braille books with tactile elements 338. Audio devices or human readers for story narration 339. Raised-text or Braille cards for practice General Strategies for All Groups 340. Interactive Q&A: Engage students with questions that prompt them to find and retrieve specific details, such as names, numbers, or objects from a story. 341. Guided Reading with Support: Read passages aloud while guiding students to touch or interact with corresponding elements in a tactile version of the text. 342. Multisensory Cues: Combine touch with sound cues, such as a specific tone or vibration, to indicate when key information is mentioned.
--	--	--

		343. Visual and Tactile Cues for Emphasis: Use textures or shapes to mark where important information appears in the reading material.
10. Decode words correctly which have consonant digraphs in initial positions (th, sh, ch, wh), vowel digraphs (oo, ee, ea, oa, aw, ai, ay), initial consonant blends (sw, sn, sk, bl, br, ch, cl, cr, dr, fl, gl, ph, pl, pr, sh, sl, sm, sp, st, th, tr, tw, wh, qu), and final consonant blends (nd, nk, nt, mp).	• Sensory Modality Focus: Utilize tactile and auditory methods that cater to different types of deafblindness. • Simplified Visual and Tactile Cues: Use raised or embossed letters and tactile cards to help students feel the digraphs and blends. • Multisensory Learning Approach: Combine touch, sound, and movement to reinforce decoding skills. • Individualized Support: Tailor activities to match the sensory needs and learning levels of each student.	1. Hard of Hearing and Low Vision Approach: Emphasize tactile and auditory cues to support decoding words with digraphs and blends. • Activities: 344. Tactile and Auditory Decoding: Provide tactile cards or textured flashcards featuring consonant digraphs and blends. Say the sound aloud, and have students trace the letters while repeating the sound. 345. Sound Matching Game: Present cards with a mix of digraphs and words. Students match the correct word to the sound they hear. 346. Word Segmentation: Say a word with a digraph or blend and have students feel each part of the word separately (e.g., /sh/ + /op/ for "shop"). 347. Word Building with Magnetic Letters: Allow students to build words with magnetic letters while hearing the sounds pronounced. • Materials: 348. Tactile cards with raised letters 349. Audio devices for sound practice 350. Magnetic letters or letter tiles 351. Textured flashcards with digraphs and blends 2. Deaf and Low Vision Approach: Use tactile methods, accompanied by verbal prompts and sound cues. • Activities: 352. Tactile Word Decoding: Create Braille or raised-text flashcards with digraphs and blends. Students trace them while listening to the corresponding sounds. 353. Guided Sound Identification: Teacher pronounces words with digraphs and blends and helps students feel where the digraphs or blends are within the word.

		354. Tactile Reading Practice: Read aloud while guiding students' hands over Braille or embossed text, emphasizing digraphs and blends. 355. Multisensory Sound Games: Integrate sound and touch, such as using a soft vibration device to signal when a specific digraph appears in the word. • Materials: 356. Braille cards or tactile flashcards 357. Audio devices for sound repetition 358. Raised-text books or pages 359. Vibration devices for additional sensory input 3. Blind and Hard of Hearing Approach: Focus on tactile exploration, sound cues, and verbal reinforcement. • Activities: 360. Tactile Exploration of Letters: Use raised-text cards or objects shaped in the form of digraphs and blends for students to feel while hearing the sounds pronounced. 361. Sound-to-Word Association: Present spoken words with digraphs or blends and have students touch corresponding tactile cards to reinforce learning. 362. Word Construction with Tactile Letters: Use tactile letters to build words, ensuring students feel the connections between sounds and letters. 363. Sound Discrimination Practice: Have students listen to different words and feel for similarities and differences in the digraphs and blends. • Materials: 364. Tactile letter cards and boards 365. Audio recorders or story players 366. Raised-text books or paper with Braille 367. Tactile and textured items for hands-on learning 4. Deaf and Blind Approach: Use a combination of tactile cues and sound prompts, with assistance from hand-over-hand
--	--	--

		guidance. • Activities: 368. Hand-Over-Hand Letter Tracing: Assist students in tracing raised-text letters or shapes that represent digraphs and blends while producing the corresponding sounds. 369. Verbal and Tactile Decoding Practice: Say a word with a digraph or blend and guide students to feel where the digraph or blend is located within a tactile representation. 370. Matching Games with Tactile Items: Use items such as tactile cards with digraphs or blends and corresponding objects to match with their sounds. 371. Repetition and Feedback: Repeat the decoding activity multiple times and provide immediate feedback to reinforce learning. • Materials: 372. Braille or raised-text cards for digraphs and blends 373. Audio equipment for sound reinforcement 374. Raised letter charts or Braille sheets 375. Tactile objects representing words or letters General Strategies for All Groups 376. Hand-Over-Hand Guidance: Ensure students are guided in the correct direction when tracing or exploring new letters and sounds. 377. Repetition and Reinforcement: Repeated practice helps solidify decoding skills. 378. Verbal Prompts and Cues: Use clear verbal cues to indicate the sounds and words being studied. 379. Incorporate Movement: Use finger movements or hand gestures to help students remember the sounds (e.g., moving a hand for the "th" sound). 380. Use High-Contrast and Raised Features: Ensure that any visual material has high contrast and raised textures for students with limited vision.
--	--	--

Writing		
1. Write words in correct order to form simple sentences.	• Tactile and Auditory Integration: Use hands-on and auditory methods to help students understand sentence structure. • Multi-Sensory Approach: Integrate touch, sound, and movement to reinforce learning. • Individualized Supports: Customize activities to meet the sensory and cognitive needs of each student.	1. Hard of Hearing and Low Vision Approach: Focus on tactile support and auditory guidance to build understanding of sentence formation. • Activities: 381. Tactile Sentence Construction: Use raised or embossed cards with individual words. Students place them in the correct order to form a sentence while hearing the sentence read aloud. 382. Word Order Games: Provide word cards and read the sentence out loud. Students arrange the cards in the correct order based on auditory cues. 383. Guided Sentence Building: The teacher reads a simple sentence, and students match the words with a tactile word bank and place them in order. 384. Matching and Rearranging: Create a set of tactile word cards that students can rearrange to form different sentences. • Materials: 385. Raised or embossed word cards 386. Audio devices for sentence repetition 387. Word banks with words in large print and high contrast 388. Braille or tactile sentence templates 2. Deaf and Low Vision Approach: Use tactile and auditory methods, and involve students in guided sentence building. • Activities: 389. Tactile Word Sorting: Students touch and feel individual words on raised cards or in Braille and work to place them in the correct order.

		390. Sentence Reading with Tactile Support: Read the sentence aloud and have students trace each word while following along with tactile cues. 391. Word-to-Sentence Practice: Use Braille or tactile cards to help students arrange words in the correct order to create sentences. 392. Interactive Sentence Building: Teacher says a sentence, and the student uses tactile cards to build it with assistance if needed. • Materials: 393. Braille cards or tactile word cards 394. Audio reading equipment for reinforcement 395. Raised word boards or sentence strips 396. Tactile and textured sentence cards 3. Blind and Hard of Hearing Approach: Focus on auditory guidance and hand-on-hand support with tactile cues. • Activities: 397. Guided Sentence Arrangement: Provide students with tactile word cards. Teacher pronounces the sentence, and students feel the cards to arrange them in order. 398. Audio and Tactile Sentence Practice: Students listen to the sentence and then use Braille or tactile cards to replicate the order of words. 399. Matching Sound and Touch: Teacher says a sentence, and students match spoken words with corresponding tactile word cards. 400. Word Lineup Activity: Arrange words in a line on a tactile board to form a sentence, guided by the teacher. • Materials:
--	--	--

		401. Braille or textured cards with words 402. Audio devices for listening practice 403. Tactile sentence boards 404. Raised-text boards for hand placement 4. Deaf and Blind Approach: Use a combination of tactile, auditory, and hand-over-hand methods to help students build sentences. • Activities: 405. Hand-Over-Hand Guided Sentence Formation: The teacher places the student's hands on tactile word cards and guides them to arrange the words in the correct order. 406. Sound and Touch Reinforcement: Teacher reads the sentence aloud, and students feel each word in the correct order on raised cards. 407. Tactile Sentence Matching: Provide students with tactile words, and the teacher reads the sentence, prompting the student to touch the corresponding words in sequence. 408. Interactive Sentence Practice: Have students create sentences using a tactile word bank, while the teacher pronounces each word and guides placement. • Materials: 409. Braille or raised-text cards with words 410. Audio and voice recorders for verbal sentence practice 411. Raised word boards or tactile sentence strips 412. Teacher and student hand guidance for tactile learning General Strategies for All Groups 1. Repetition and Practice: Consistent practice helps reinforce the correct order and sentence formation.
--	--	---

		2. Immediate Feedback: Provide positive reinforcement and guidance when students place words correctly or need help. 3. Multi-Sensory Support: Utilize tactile, auditory, and kinesthetic methods to accommodate different sensory needs. 4. Adapt for Individual Needs: Customize the level of support, such as hand-over-hand guidance or visual cues, to match each student's ability.
2. Write dictated words, phrases and sentences.	• Multi-Sensory Approach: Utilize a combination of tactile, auditory, and kinesthetic learning techniques. • Guided Practice: Ensure step-by-step support during the writing process. • Individualized Accommodations: Modify activities to cater to specific sensory needs and communication preferences. • Consistency and Repetition: Provide regular opportunities to practice dictation with varied levels of support.	1. Hard of Hearing and Low Vision Approach: Use auditory cues along with tactile feedback to help students understand dictated content and write it down. • Activities: 413. Tactile Word Tracing: Dictate a word or phrase and have students trace it on raised or embossed paper with their fingers. 414. Sentence Construction: Read a simple sentence aloud, and students write it on high-contrast or tactile-lined paper. 415. Word Dictation Practice: Teacher dictates a word or phrase, and students write it using large print or braille writing tools. 416. Interactive Dictation: Use audio playback of the dictation followed by immediate writing practice. • Materials: 417. Raised or embossed paper and Braille writing tools 418. Audio devices for playback of dictation 419. High-contrast lined paper or tactile writing boards 420. Pencils with thick grips or adaptive writing tools 2. Deaf and Low Vision

		Approach: Combine auditory input with tactile support and written practice to help students complete dictation tasks. • Activities: 421. Guided Dictation with Tactile Cues: Teacher speaks a word or phrase, and students feel the corresponding tactile cards while writing. 422. Repetition and Tracing: Dictate a word, and students trace it on tactile paper or use a textured writing board to reinforce learning. 423. Audio Dictation Practice: Students listen to the spoken word or sentence, then write it on a tactile-lined surface. 424. Interactive Writing Practice: Use tactile letter cards to spell out dictated words or sentences. • Materials: 425. Tactile writing boards or sandpaper letters 426. Braille or raised-line notebooks 427. Audio devices for listening practice 428. Pencils or writing tools adapted for students' needs 3. Blind and Hard of Hearing Approach: Use touch-based and auditory support, with teacher-led guidance to facilitate dictation. • Activities: 429. Hand-Over-Hand Writing Assistance: Teacher places hands on the student's hands to guide them in writing dictated words or phrases. 430. Tactile Dictation Cards: Words and sentences on tactile cards are dictated aloud, and students trace or write them. 431. Sound-to-Touch Practice: Dictate a
--	--	--

		word or phrase, and students write it on a textured surface that provides tactile feedback. 432. Interactive Handwriting: Using tactile guides, students write down dictated words while listening to the pronunciation. • Materials: 433. Raised-line writing paper or Braille notebooks 434. Audio devices for clear dictation playback. 435. Tactile guides or hand-over-hand writing support tools 436. Pencils or adapted writing tools 4. Deaf and Blind Approach: Use a combination of guided touch, sound, and hand-over-hand assistance for dictation writing practice. • Activities: 437. Hand-Over-Hand Dictation Practice: The teacher guides the student's hands to write dictated words or sentences on a raised or textured board. 438. Tactile Dictation Sessions: Use word or phrase cards with tactile markers. The teacher says the word, and the student feels the card while writing. 439. Guided Tracing: The student traces words on raised-line paper while listening to the teacher's dictation. 440. Sensory Feedback Dictation: Teacher pronounces words while the student uses their hand to trace raised or textured letter cards. • Materials: 441. Tactile and Braille writing tools and boards 442. Raised-line writing paper 443. Audio playback equipment for
--	--	--

		dictation 444. Teachers' hands-on guidance for support General Strategies for All Groups 1. Immediate Feedback: Provide real-time corrections or assistance to reinforce learning. 2. Consistent Practice: Regular dictation sessions help build writing skills and confidence. 3. Multisensory Reinforcement: Combine auditory, tactile, and kinesthetic learning for better retention. 4. Personalized Support: Adjust level of assistance based on student needs (e.g., more tactile support, hand-over-hand guidance).
3. Use capital letters, full stops and question marks correctly.	• Tactile and Sensory Learning: Incorporate touch-based activities and multi-sensory methods to teach punctuation and capitalization. • Guided Practice: Direct and consistent support during writing activities to reinforce the correct use of punctuation. • Simplified and Clear Instructions: Use short, clear prompts and consistent models for teaching. • Repetition and Practice: Provide frequent opportunities to apply these concepts in different contexts.	1. Hard of Hearing and Low Vision Approach: Integrate visual and tactile cues for recognizing and using punctuation marks. • Activities: 445. Tactile Punctuation Cards: Use cards with raised punctuation marks to teach recognition and placement. 446. Tracing and Writing Practice: Have students trace sentences with capital letters, full stops, and question marks on raised-line paper or textured writing boards. 447. Guided Sentence Creation: Dictate sentences and have students write them using the correct punctuation. 448. Matching Punctuation with Sentences: Students match sentences with corresponding punctuation cards. • Materials: 449. Raised-line paper or braille writing paper

		450. Tactile punctuation cards 451. Audio equipment for guided practice 452. High-contrast writing tools for better visibility 2. Deaf and Low Vision Approach: Combine auditory input with tactile and visual cues for teaching punctuation use. • Activities: 453. Auditory and Tactile Punctuation Practice: Teacher reads sentences aloud while the student feels the raised punctuation at the end. 454. Hand-Over-Hand Writing Assistance: Guide students' hands to place capital letters and punctuation in sentences. 455. Sentence Tracing with Punctuation: Provide sentences to trace on tactile paper, focusing on correct punctuation placement. 456. Interactive Sentence Matching: Use sentence cards with raised punctuation for students to match with spoken sentences. • Materials: 457. Raised-line or braille paper 458. Audio playback for sentence modeling 459. Tactile punctuation cards 460. Tactile guides for placement support 3. Blind and Hard of Hearing Approach: Utilize touch and sound for teaching punctuation and capitalization, with a focus on hands-on practice. • Activities: 461. Hand-Over-Hand Writing for Punctuation: Teacher guides student's hand to place capital letters, full stops, and question marks on paper.
--	--	--

		462. Tactile Sentence Creation: Students use textured writing surfaces to write sentences with guidance, incorporating punctuation. 463. Sensory Sentences Practice: Dictate sentences with a pause at punctuation marks, so students can feel where the capital letters and punctuation should go. 464. Matching Sentences with Punctuation: Use raised-line cards to match completed sentences with correct punctuation cards. • Materials: 465. Raised-line writing boards 466. Braille or tactile sentence cards 467. Audio equipment for clear dictation 468. Raised punctuation cards 4. Deaf and Blind Approach: Combine auditory and tactile learning for comprehending and writing sentences with correct punctuation. • Activities: 469. Hand-Over-Hand Guided Writing: Teacher assists in forming sentences with correct capitalization and punctuation. 470. Tactile Sentence Reproduction: Students feel and replicate tactile sentence models with proper punctuation. 471. Sensory Sentence Dictation: Pronounce sentences slowly and clearly with a pause at each punctuation mark for students to feel. 472. Interactive Sentence Practice: Use raised-line writing boards and tactile punctuation markers for practice. • Materials: 473. Raised-line writing surfaces 474. Tactile and Braille writing guides 475. Audio playback devices
--	--	--

		476. Punctuation stamps or tactile markers General Strategies for All Groups 477. Model Sentences with Punctuation: Regularly show examples of sentences using capital letters and punctuation. 478. Break Down the Process: Teach the use of capitals, full stops, and question marks separately before combining them. 479. Consistent Reinforcement: Repeat practice activities and provide feedback. 480. Positive Reinforcement: Celebrate progress and correct use of punctuation.
4. Give basic personal information in writing (e.g. name, address, age, nationality, family information, etc.).	Multi-sensory Approach: Use tactile, auditory, and visual cues for teaching writing and comprehension of personal information. Simplified Prompts and Guidance: Provide clear, step-by-step instructions and direct support. Consistency and Repetition: Frequent practice opportunities to reinforce learning. Accessible Materials: Tools that accommodate students' sensory needs.	1. Hard of Hearing and Low Vision Approach: Integrate visual and tactile support for writing and understanding personal information. Activities: 481. Guided Writing Practice: Use tactile paper to guide students in writing their name, age, address, and other personal details. 482. Matching Personal Details: Provide tactile cards with personal information and ask students to match them to their corresponding categories (e.g., name, age). 483. Fill-in-the-Blanks: Have students fill in missing details in simple, pre-written templates for personal information. 484. Role-Playing: Practice giving personal information in a conversation with the teacher or peers. Materials: 485. Tactile writing paper or braille paper 486. Raised-line boards for writing 487. Large-print or high-contrast word cards 488. Textured flashcards for matching

		activities 2. Deaf and Low Vision Approach: Use a combination of auditory and tactile methods to support comprehension and writing. • Activities: 489. Auditory Practice: Teacher provides spoken prompts, and the student responds by writing personal information with guidance. 490. Tactile Templates: Use pre-printed templates with raised outlines for students to trace and write their details. 491. Interactive Personal Information Chart: Create a tactile chart where students can fill in personal details using markers or adhesive labels. 492. Scribed Responses: For students who struggle with writing, the teacher can scribe their responses on paper while they dictate. • Materials: 493. Audio equipment for clear speech models 494. Tactile or braille writing boards 495. Pre-made templates for writing practice 496. High-contrast markers or tools 3. Blind and Hard of Hearing Approach: Focus on tactile and auditory cues to teach writing and understanding of personal information. • Activities: 497. Hand-Over-Hand Writing: The teacher guides the student's hand to write personal information using a braille or raised-line board.
--	--	---

		498. Verbal Dictation Practice: Teacher dictates personal information prompts, and the student responds by writing or using braille. 499. Matching Activity: Use tactile cards with the student's details and ask them to match with a list of categories. 500. Oral Practice with Handwriting Support: Practice saying personal information while writing with guidance. • Materials: 501. Braille paper or raised-line writing boards 502. Tactile labels for use in matching activities 503. Audio playback devices for dictation practice 504. Tactile writing tools 4. Deaf and Blind Approach: Utilize a fully tactile and verbal approach with consistent teacher assistance for understanding and writing. • Activities: 505. Tactile Sentence Construction: Use raised-line boards or braille paper with pre-made tactile templates for students to fill in personal details. 506. Sensory Dictation: The teacher speaks the prompts slowly and clearly, allowing students to feel where to place words or phrases. 507. Personal Information Matching: Create a set of tactile cards with personal information details that the student can match with their own details. 508. Hand-Over-Hand Writing and Verbal Repetition: The teacher guides the student's hand to write and reinforces the spoken version of each detail.
--	--	---

		• Materials: 509. Braille or raised-line writing surfaces 510. Tactile sentence cards or templates 511. Audio resources for dictation 512. Tactile symbols for categories (e.g., name, age, address) General Strategies for All Groups 1. Use Multi-sensory Cues: Incorporate touch, sound, and visual (if applicable) to help students learn and practice writing their personal information. 2. Simplify Tasks: Break down the process into manageable steps and use guided practice to reinforce learning. 3. Provide Immediate Feedback: Offer feedback during activities to help correct mistakes and reinforce learning. 4. Reinforce with Repetition: Repeat activities regularly to build confidence and skill in writing personal information.
5. Express ideas in simple sentences.	1. Multi-sensory Learning: Combine tactile, auditory, and visual methods to support understanding and expression of simple sentences. 2. Repetition and Guided Practice: Frequent opportunities to practice forming and expressing simple sentences. 3. Simplified and Clear Instructions: Use	1. Hard of Hearing and Low Vision Approach: Use tactile and visual aids along with verbal instruction to support sentence formation and expression. • Activities: 513. Sentence Building with Word Cards: Provide word cards with braille or large print and allow students to arrange them to create simple sentences. 514. Fill-in-the-Blanks: Provide templates with missing words and prompts for students to fill in with their own ideas. 515. Guided Sentence Practice: Teacher gives a topic, and students use prompts to create a simple sentence. 516. Interactive Storytelling: Use tactile

	simple language and provide step-by-step guidance. 4. Supportive Materials: Tools that cater to students' sensory preferences and needs.	picture books or braille books and guide students in creating sentences about the story. • Materials: 517. Large-print or braille word cards 518. Raised-line or braille writing paper 519. Tactile picture books 520. High-contrast writing tools 2. Deaf and Low Vision Approach: Incorporate auditory and tactile cues to support the development of sentence formation and expression. • Activities: 521. Oral Sentence Practice: Teacher provides prompts, and students verbally express simple sentences. 522. Guided Sentence Creation with Tactile Aids: Use tactile boards or writing guides for students to practice forming sentences. 523. Matching Activities: Match sentence parts with corresponding visual or tactile prompts. 524. Story Recitation and Sentence Formation: Have students listen to a simple story and create sentences to describe it. • Materials: 525. Audio playback for listening practice 526. Tactile and braille sentence templates 527. Raised-line writing boards 528. Word cards with tactile or braille labels 3. Blind and Hard of Hearing Approach: Use auditory and tactile approaches to teach and reinforce sentence formation and idea expression.
--	---	---

		• Activities: 529. Tactile Sentence Building: Students use braille or raised-line boards to write and practice simple sentences. 530. Verbal Prompts and Repetition: Teacher asks questions or gives cues for students to respond with sentences. 531. Hand-Over-Hand Guidance: The teacher guides the student's hand to write sentences while providing verbal cues. 532. Tactile and Verbal Storytelling: Use tactile picture prompts or braille storybooks for students to create sentences based on a story. • Materials: 533. Braille paper or raised-line writing boards 534. Audio tools for verbal prompts 535. Tactile picture cards for story prompts 536. Hand-over-hand guides for writing support 4. Deaf and Blind Approach: Utilize tactile and verbal techniques with continuous support to help students express ideas in simple sentences. • Activities: 537. Hand-Over-Hand Sentence Writing: Teacher guides the student's hand to form simple sentences with tactile writing tools. 538. Oral Practice with Sensory Support: Use tactile objects to stimulate conversation, prompting students to create sentences. 539. Tactile Sentence Templates: Provide templates with raised line guides to help students create their sentences. 540. Storytelling with Verbal and Tactile Feedback: Use verbal prompts along with tactile aids for students to form sentences
--	--	--

		about a story or topic. • Materials: 541. Braille or raised-line writing boards 542. Tactile story cards or objects for sentence prompts 543. Audio tools for verbal cues 544. Sensory materials for storytelling (e.g., textured items related to story themes) General Strategies for All Groups 1. Use Multi-sensory Cues: Combine touch, sound, and, where applicable, vision to reinforce learning. 2. Provide Clear and Direct Instruction: Simplify language and provide consistent, easy-to-understand directions. 3. Practice Repeatedly: Incorporate sentence-making activities regularly. 4. Give Immediate Feedback: Offer positive reinforcement and correct guidance during practice.
6. Use correct spelling of words.	• Tactile Learning Methods: Utilize tactile tools and materials to reinforce spelling. • Multi-sensory Approach: Integrate auditory, tactile, and, where possible, visual stimuli for learning. • Repetition and Practice: Consistent practice with immediate feedback. • Simplified Instructions and Clear Cues: Ensure instructions are straightforward, with clear modeling.	1. Hard of Hearing and Low Vision Approach: Use tactile and auditory activities to reinforce correct spelling. • Activities: 545. Tactile Spelling Boards: Students use raised-line boards or textured mats to trace letters while saying the sounds aloud. 546. Spelling Word Matching: Match spoken words with their correct spelling using braille or large print cards. 547. Auditory and Tactile Dictation: Teacher says a word, and the student spells it out using tactile writing tools. 548. Word Building with Letter Cards: Use letter cards with braille or tactile marks to

		build words. • Materials: 549. Raised-line writing boards or tactile mats 550. Braille or large print letter cards 551. Audio playback for dictation practice 552. Tactile writing tools (e.g., stylus for braille paper) 2. Deaf and Low Vision Approach: Emphasize auditory input and tactile feedback for spelling practice. • Activities: 553. Sound-Word Association: Say a word aloud and use tactile aids like braille to help students identify and write it. 554. Spelling Practice with Textured Paper: Use textured paper for students to trace letters and spell out words. 555. Audio Dictation and Writing: Dictate words and have students write them on raised-line paper. 556. Interactive Spelling Games: Play games where students form words from a mix of tactile letter cards. • Materials: 557. Braille or raised-line paper for writing 558. Audio tools for dictation 559. Textured sheets for letter tracing 560. Tactile letter cards 3. Blind and Hard of Hearing Approach: Focus on tactile and verbal methods to reinforce spelling. • Activities: 561. Tactile Spelling Practice: Students spell out words using braille or raised-line paper
--	--	---

		and receive verbal cues. 562. Dictation with Braille or Tactile Paper: Teacher dictates words for students to spell by touch. 563. Word Tracing and Repetition: Students trace letters while saying them aloud to reinforce spelling. 564. Interactive Spelling with Word Cards: Use braille cards to create words and practice spelling. • Materials: 565. Braille or raised-line writing tools 566. Audio dictation devices 567. Tactile letter cards 568. Tactile word tracing templates 4. Deaf and Blind Approach: Emphasize tactile and verbal interaction for spelling practice. • Activities: 569. Hand-Over-Hand Writing Practice: The teacher guides the student's hand to trace letters while pronouncing the word. 570. Tactile Word Dictation: Dictate a word, and students spell it out using braille or raised-line writing. 571. Spelling with Sensory Feedback: Use textured materials like sandpaper or textured sheets for students to trace letters. 572. Word Construction with Tactile Letter Tiles: Use tactile tiles to create and spell words. • Materials: 573. Raised-line writing paper or braille paper 574. Tactile letter tiles or cards 575. Textured writing boards 576. Audio tools for word dictation
--	--	--

		General Strategies for All Groups 1. Repeat and Reinforce: Provide ample opportunities for students to practice spelling words in different contexts. 2. Immediate Feedback: Offer immediate correction and positive reinforcement to guide learning. 3. Multi-sensory Integration: Use a mix of touch, sound, and where applicable, any residual vision to enhance learning. 4. Chunking Words: Break words into syllables to make spelling more manageable.
7. Use suffix -s/es to form plural nouns.	• Tactile and Auditory Integration: Use a combination of tactile and auditory cues to teach the addition of suffixes to words. • Repetition and Practice: Provide plenty of opportunities for practice with immediate feedback. • Simplified Instruction: Break down the rule into smaller steps and model the process clearly. • Multi-sensory Support: Ensure activities involve multiple senses, such as touch and hearing, to reinforce learning.	1. Hard of Hearing and Low Vision Approach: Incorporate tactile aids and auditory support for learning how to use the -s/es suffix. • Activities: 577. Tactile Word Cards with Suffix Practice: Use cards with words and ask students to add -s or -es to create plurals. Cards can have braille or large print for easy reading. 578. Sound and Suffix Matching: Provide a list of words and ask students to listen to the teacher and add the correct suffix. 579. Sentence Completion with Plural Words: Create sentences with missing plural nouns for students to complete with the correct word. 580. Word Sorting Activity: Sort words that take -s or -es into categories using tactile or braille labels. • Materials: 581. Tactile or braille word cards 582. Audio prompts for pronunciation 583. Raised-line paper for writing practice

		584. Large print and braille worksheets for sorting 2. Deaf and Low Vision Approach: Utilize tactile and auditory methods with a focus on clear verbal instructions. • Activities: 585. Oral Practice with Tactile Feedback: Pronounce a singular word and have students say the plural form while touching a raised-line word card. 586. Tactile Word Tracing: Students trace words and add the -s or -es suffix while saying the word aloud. 587. Matching Game: Match singular words with their plural counterparts using braille or tactile cards. 588. Interactive Word Lists: Use word lists with a variety of examples where students identify and add the plural suffix. • Materials: 589. Braille or raised-line word cards 590. Audio recording for pronunciation practice 591. Tactile writing guides 592. Word lists in braille or large print 3. Blind and Hard of Hearing Approach: Focus on tactile and verbal instruction to teach the use of the -s/es suffix. • Activities: 593. Hand-Over-Hand Writing: Guide the student's hand to write words on braille or raised-line paper, adding -s or -es. 594. Oral Repetition and Writing Practice: Teacher pronounces a word, and students respond by forming the plural and writing
--	--	--

		it. 595. Word Formation with Tactile Tiles: Use tiles with letters for students to build singular and plural forms. 596. Audio-Spelling Dictation: Dictate a word and have the student write its plural form. • Materials: 597. Braille or raised-line writing materials 598. Tactile letter tiles 599. Audio tools for pronunciation 600. Word practice sheets with blank spaces for writing 4. Deaf and Blind Approach: Integrate tactile methods with guided verbal instructions for consistent practice. • Activities: 601. Tactile Writing Practice with Hand-Over-Hand: Guide the student's hand to add the -s or -es suffix on braille or raised-line paper while pronouncing the word. 602. Interactive Spelling with Tactile Feedback: Use textured sheets where students can feel the added suffix. 603. Word Construction and Comparison: Provide singular words, and students use tactile tiles to create plural forms, comparing the two. 604. Storytelling with Plural Words: Use verbal prompts and tactile objects for students to form plural nouns in context. • Materials: 605. Raised-line or braille paper 606. Tactile letter tiles or cards 607. Audio prompts for teaching and practice 608. Textured materials for hands-on
--	--	---

		learning General Strategies for All Groups 1. Practice Repeatedly: Ensure students frequently engage in activities involving plurals to build automaticity. 2. Immediate and Positive Feedback: Correct mistakes promptly and praise efforts to build confidence. 3. Utilize Clear and Simple Language: Keep instructions simple and models easy to follow. 4. Incorporate Real-Life Contexts: Use examples from students' daily experiences to make learning relevant.
8. Use present (with/without -s/es) and regular past (-ed) forms of verbs.	• Multi-sensory Learning: Incorporate tactile, auditory, and visual supports to engage multiple senses and reinforce learning. • Modeling and Repetition: Provide clear models and repeated practice to support understanding and mastery. • Simplified Instructions: Break down the learning into smaller steps and use straightforward language. • Contextual Learning: Use real-life examples and activities to make verb forms relevant and memorable.	1. Hard of Hearing and Low Vision Approach: Combine tactile, auditory, and visual learning techniques to practice present and past verb forms. • Activities: 609. Tactile Verb Flashcards: Use cards with the base form of a verb on one side and its present or past form on the other. Students can feel and read the cards to match verb forms. 610. Verbal and Tactile Sentence Completion: Provide a sentence with a missing verb and ask students to fill in the correct present or past form using raised-line writing. 611. Role-play Activities: Act out daily activities while pronouncing the present and past tense of verbs (e.g., "I play" and "I played"). 612. Interactive Storytelling: Create stories using present and past tense verbs and have students add the appropriate forms during the storytelling.

		• Materials: 613. Raised-line or braille flashcards 614. Tactile writing guides 615. Audio recordings for pronunciation 616. Large print or braille worksheets for practice 2. Deaf and Low Vision Approach: Use clear auditory instruction and tactile support to teach verb forms. • Activities: 617. Oral Practice with Hand-Over-Hand Writing: Guide the student's hand to write the correct verb form on tactile paper while pronouncing it. 618. Tactile Verb Sorting: Create cards with verbs and have students sort them into present and past forms. 619. Audio-Spelling Practice: Pronounce verbs, and students repeat them while writing their present and past forms. 620. Story Reconstruction: Provide a simple story where students fill in the correct verb forms. • Materials: 621. Tactile or braille cards for verbs 622. Audio prompts for pronunciation practice 623. Raised-line paper for writing exercises 624. Tactile objects representing verbs (e.g., toy animals for "run," "jump") 3. Blind and Hard of Hearing Approach: Focus on tactile methods and verbal guidance to support understanding of verb forms. • Activities: 1. Tactile Writing with Verbal Cues: Students write verbs with guidance and then change
--	--	--

		the form to present or past while repeating the words. 2. Hands-on Verb Matching: Match tactile verb tiles with their past tense forms on a raised-line board. 3. Interactive Practice with Movement: Perform actions (e.g., clapping, jumping) and associate the present and past forms of verbs (e.g., “I jump” and “I jumped”). 4. Oral Practice with Question and Answer: The teacher asks questions in present tense, and the student responds with the past tense. • Materials: 1. Tactile or braille tiles for verbs 2. Raised-line writing sheets 3. Audio tools for listening and repeating exercises 4. Tactile objects and actions for practice 4. Deaf and Blind Approach: Integrate tactile, verbal, and guided movement activities to teach verb forms. • Activities: 1. Hand-Over-Hand Verb Practice: Guide students’ hands to form words in present and past tense on raised-line paper. 2. Tactile Verb Sorting Game: Sort verbs using tactile cards or tiles with the correct present and past forms. 3. Verb-Based Action Practice: Perform physical actions to demonstrate verbs and have students respond in present and past tense (e.g., “I sit,” “I sat”). 4. Interactive Storytelling with Gestures: Use gestures and tactile feedback to tell stories, changing the verb forms as needed. • Materials: 1. Tactile or braille word cards for verbs 2. Raised-line or braille writing materials 3. Tactile objects that correspond to actions (e.g., soft ball for “throw,” jumping toy for “jump”)
--	--	---

		4. Audio guides for teacher pronunciation General Strategies for All Groups 1. Use Repetition and Practice: Reinforce learning with repeated practice activities and immediate feedback. 2. Break Down the Process: Teach in small, manageable chunks to build understanding step by step. 3. Use Real-Life Contexts: Make verb practice relatable by using examples from students' daily activities. 4. Provide Immediate Corrections: Offer guidance when mistakes are made to reinforce correct usage.
9. Connect sentences using simple coordinators, (e.g. 'and' and 'but'.)	• Tactile and Verbal Techniques: Ensure activities involve both tactile interactions and verbal instructions. • Contextual Learning: Use real-life examples and familiar situations to help students understand the use of coordinators. • Multi-sensory Engagement: Engage multiple senses to reinforce the connection between sentences using simple coordinators. • Simplified Examples: Provide clear, easy-to-understand examples that suit the individual sensory needs of the students.	1. Hard of Hearing and Low Vision Approach: Use auditory cues combined with tactile materials and large print for sentence construction practice. • Activities: 1. Sentence Matching: Provide pairs of simple sentences on tactile cards (e.g., "I like apples" and "I like oranges"). Have students match them and connect using "and" or "but." 2. Fill-in-the-Blank: Use tactile sentence strips with blanks where coordinators should go. Students fill in the correct connector by feeling the raised letters or using braille. 3. Interactive Dialogues: Role-play simple dialogues using "and" and "but" to connect sentences (e.g., "I want to go to the park, but it is raining"). 4. Story Building: Create a simple story together with the teacher, adding sentences using "and" and "but" to connect ideas (e.g., "The cat is small, but the dog is big"). • Materials: 5. Raised-line or braille sentence strips

		6. Large print or braille word cards 7. Audio prompts for sentence examples 8. Tactile objects representing the content of sentences (e.g., toys, textured cards) 2. Deaf and Low Vision Approach: Emphasize the use of tactile and visual cues along with auditory practice for sentence connection. • Activities: 9. Sentence Building Blocks: Use tactile blocks with words that students can arrange to form simple sentences and connect them using “and” or “but.” 10. Hands-On Sentence Construction: Use tactile word cards for students to create sentences and connect them with a coordinator (e.g., using finger-spelled words). 11. Guided Practice: The teacher models a sentence with a coordinator (e.g., “I eat pizza, and I drink juice”) and has students repeat and construct similar sentences. 12. Matching Game: Create a game where students match sentence halves and join them using “and” or “but” to make complete sentences. • Materials: 13. Tactile word cards 14. Audio examples of sentences spoken clearly 15. Raised-line writing guides or braille paper 16. Objects or pictures to represent sentence content 3. Blind and Hard of Hearing Approach: Use tactile methods and verbal guidance to build sentence connections with simple coordinators.
--	--	---

		• Activities: 17. Tactile Sentence Cards: Provide sentence cards in braille or with raised lines for students to connect using “and” or “but.” 18. Hands-On Sentence Assembly: Guide students to put together sentences using tactile cards, connecting them with “and” or “but” (e.g., “The sky is blue and the grass is green”). 19. Role-Play Conversations: Practice sentences through role-playing activities where students create and connect sentences using coordinators. 20. Simple Storytelling: Encourage students to create short stories or dialogues that use “and” and “but” to connect sentences naturally. • Materials: 21. Tactile sentence cards with braille 22. Audio prompts for sentence examples 23. Raised-line writing materials 24. Tactile objects representing story elements 4. Deaf and Blind Approach: Integrate tactile, verbal, and physical activities to teach sentence connection with simple coordinators. • Activities: 25. Hands-On Sentence Construction: Use hand-over-hand guidance to help students create sentences with tactile cards, connecting them using “and” or “but.” 26. Interactive Action Sentences: Use actions or physical activities to demonstrate sentence connections (e.g., “I am clapping and I am stomping”). 27. Tactile and Verbal Practice: Provide raised-line sentence strips with coordinating words (e.g., “and” or “but”) and have students connect them while repeating sentences.
--	--	--

		28. Gesture-Based Storytelling: Create stories with the student using tactile cues and verbal prompts, connecting sentences with “and” and “but.” • Materials: 29. Tactile sentence strips or cards 30. Raised-line or braille writing paper 31. Audio prompts for word examples 32. Tactile props for visual and physical connection
10. Demonstrate good handwriting skills.	1. Multi-Sensory Approach: Incorporate tactile, auditory, and visual cues that fit each type of sensory ability. 2. Individualized Instruction: Tailor activities based on the specific needs of each child, using adaptive equipment and strategies. 3. Repetition and Practice: Reinforce skills through consistent practice with positive reinforcement. 4. Tactile Feedback: Provide physical feedback for correct or incorrect hand positioning and letter formation.	1. Hard of Hearing and Low Vision Approach: Focus on tactile guidance with large print, audio cues, and structured practice. • Activities: 33. Guided Tracing: Students trace letters and words using raised-line paper or tactile writing guides while listening to the teacher’s instructions. 34. Finger-Tracking Practice: Place a raised line or textured material over each letter, allowing students to trace it with their fingers while saying the letter name aloud. 35. Letter Formation Songs: Use songs or chants that describe how to form letters step by step, reinforcing both auditory and tactile learning. 36. Guided Writing Practice: Write simple words or sentences with the teacher providing hand-over-hand guidance. • Materials: 37. Raised-line or braille paper 38. Tactile writing guides 39. Large print worksheets 40. Audio prompts for correct letter formation 3. Blind and Hard of Hearing

		Approach: Use tactile and auditory cues to support learning handwriting and letter formation. • Activities: 41. Braille Writing Practice: Use a braille slate and stylus or braille writing tools for students to practice writing letters and simple words. 42. Physical Hand Guidance: The teacher provides hand-over-hand assistance to guide students through forming each letter. 43. Tactile Tracing Boards: Create boards with raised letters that students can trace with their fingers to practice letter formation. 44. Auditory Instructions: Read out clear, simple instructions on how to form letters, paired with physical assistance. • Materials: 45. Braille slates and stylus 46. Raised-letter tracing boards 47. Audio instructions for writing 48. Textured or tactile writing paper 4. Deaf and Blind Approach: Use hands-on activities and physical guidance to reinforce handwriting, focusing on both tactile and auditory methods. • Activities: 49. Hand-Over-Hand Writing Practice: The teacher places their hands on the student's to guide them through the motion of writing letters. 50. Tactile Letter Construction: Create 3D letters with materials such as pipe cleaners or clay for students to feel and trace. 51. Writing with Sensory Feedback: Allow students to write on different textured
--	--	--

		surfaces, like sand or raised board, to provide sensory input. 52. Auditory Feedback: Provide verbal cues and feedback on how letters should be formed and reinforced through repetition. • Materials: 53. Raised boards or 3D letter models 54. Sensory writing surfaces (e.g., sandpaper, textured fabric) 55. Clay or pipe cleaners for letter building 56. Verbal cues and feedback General Strategies for All Groups 57. Use Clear and Simple Instructions: Ensure that instructions are easy to follow, and repeat as needed. 58. Provide Immediate Feedback: Offer positive reinforcement and corrective feedback as necessary. 59. Encourage Frequent Practice: Schedule regular practice sessions to reinforce skills. 60. Adapt Writing Tools: Use adaptive tools that cater to the student's sensory preferences, such as different grips or textured paper.
--	--	--

B. Competencies for Grades 1 - 3

By the end of grade three, students will have developed the competencies to:

Competence	Basis of Adaptation	Required materials
1. Demonstrate an understanding of simple spoken language.	Ensure the communication needs are addressed to demonstrate understanding by providing appropriate modes of communication such as: • Tactile Sign Language: For children who rely on touch to	For Reading: Braille, tactile materials, large print, or digitally accessible books. For Writing: Braille writing tools and digital writing tools.

	communicate, use tactile sign language to facilitate interaction and understanding. • Sign Language: Where applicable, utilize visual sign language for those with partial vision. • Palm Writing: Use palm writing for spelling or conveying concepts, especially for individuals comfortable with this method. • Braille: Provide braille materials for reading and writing, enabling access to textual information. • Large Print: Offer large print materials for children with residual vision who benefit from magnified text.	For Vocabulary Building: Tactile vocabulary flashcards, real objects, etc. Embossed materials
2. respond in simple English with intelligible pronunciation (sign language or written in braille)		
3. use English for communication inside and outside the classroom.		
4. read simple texts for understanding and pleasure		
5. express opinions, ideas and feelings using simple English		
6. work with peers to learn language		

together.		
-----------	--	--

c. Grade-wise Learning Outcomes for Grades 1-3

Table 10: Grade-wise learning outcomes in English

Grade 1

Skill: Listening

Learning Outcomes	Adaptation	Activities and Materials
1. Imitate, identify and discriminate sounds.	Adaptation: Use tactile cues and vibrations to represent different sounds. For example, vibrating surfaces or tools can be used to demonstrate varying frequencies, and hand-over-hand guidance can help children feel the movements associated with different sounds.	
2. Identify words that have the same initial, medial or final sound.	Adaptation: Use objects or textures to represent words with similar tactile cues (e.g., items with similar textures for initial sounds). Tactile sign language could be introduced, and children can identify similar signs through touch.	
3. Blend individual sounds in simple one syllable words. (e.g. /s/i/ /t/ →sit)	Adaptation: Use tactile symbols for different phonemes or braille letters, guiding children to form simple words by blending these tactile	

	symbols together.	
4. Recognize, identify and produce rhyming words. (e.g. cat →bat, sat)	Adaptation: Present objects or textured symbols representing rhyming words. Use tactile rhyming cards (with raised textures) where children can feel similarities in patterns to recognize rhymes.	
5. Link an initial sound to a picture of an object that begins with that sound (e.g. Show a picture of a book and identify the initial sound /b/).	Adaptation: Use 3D objects or raised tactile images instead of visual pictures and teach children to associate an initial sound with the corresponding tactile object (e.g., a 3D model of a book for /b/).	
6. Name a printed letter that matches with the sound (e.g. the teacher says /t/ and the student points to the /t/ letter).	Adaptation: Use tactile letters or braille symbols for letter recognition. The child can feel the braille or raised letters and match the sound provided by the teacher with the correct tactile symbol.	
7. Match spoken words to printed words (e.g. the teacher pronounces /pin/, and the student selects pin from a set of three-word cards).	Adaptation: Replace printed word cards with braille or raised print. The student selects the correct braille word that corresponds to the spoken word.	
8. Recognize and comprehend words and simple expressions.	Adaptation: Use tactile sign language, object-based communication, or	

	braille to help children comprehend simple expressions. Multi-sensory reinforcement can include touch and smell for understanding the meaning.	
9. Respond to the audio or the teacher non-verbally and verbally.	Adaptation: Encourage the use of tactile sign language, object symbols, or gestures. Responses can be made through physical actions, gestures, or using a communication device with tactile feedback.	
10. Respond to simple commands and questions.	Adaptation: Use tactile sign language, object-based communication, or braille to help children comprehend simple expressions. Multi-sensory reinforcement can include touch and smell for understanding the meaning.	
11. Perform different kinds of listening tasks (e.g. drawing, matching, etc.).		
Speaking		
1. Imitate and produce sounds and words.	Adaptation: Instead of focusing on producing verbal sounds, encourage the child to imitate physical vibrations or tactile movements associated with sounds. Use hand-over-hand	Activity: Place the child's hand on a vibrating object, such as a handheld buzzer or a vibrating pillow, while making a sound like "buzz" or "beep." The child can feel the vibration and try to mimic the sensation through

	guidance to help the child imitate simple movements or vibrations that correspond to sounds.	hand movements or other physical actions.
2. Blend the initial sounds with other sounds, i.e. onset with rime. (e.g. c+at).		
3. Pronounce grade appropriate words correctly.		
4. Give basic personal information about themselves (e.g. name, address, family, nationality) using short words and phrases.	Provide sign language, braille written words and phrases, tactile or braille flash cards regarding there personal information.	
5. Ask and answer short, simple questions.	Provide accessible modes of communication and accessible materials	
6. Sing or recite a song/chant by listening to the teacher or an audio.	Sign or write in braille a song provided by the teacher through tactile or braille.	
7. Name people, objects and places and describe them with adjectives.	Using tactile signs and braille.	
Reading		
1. Read small and capital letters.	Provide braille, large print or tactile content to read small and capital letters. Read braille or do sign provided words.	
2. Put sounds together to read words and sentences.	The focus should be on multi-sensory approaches, using tactile, auditory, and visual cues	

	where possible.	
3. Recognize and read familiar words accompanied by visuals	use multi-sensory approaches that incorporate tactile, auditory, and visual cues which possible.	
4. Perform rhymes and chants with appropriate rhyme and rhythm.	tactile, multi-sensory, and functional methods that help the child convey this information through touch, movement, or simple gestures.	
5. Understand the meaning of grade appropriate words.		
6. Read words, simple sentences and short paragraphs correctly	Using sign language or braille reader/script	
7. Retrieve specific information from simple sentences.		
8. Do different kinds of comprehension tasks (answering verbally, matching, action, etc.)		
Writing		
1. Hold pencil correctly to gain control to draw lines, curves, circles, etc.		
2. Develop hand-eye coordination through drawing lines and patterns.		
3. Trace the letters and write them.		
4. Form lower and upper case letters of regular size and shape.		
5. Write letters and		

words in a straight line from left to right with regular spacing between words. 6. Copy letters and highly frequent familiar words and phrases correctly and reproduce them.		
7. Combine and recombine different letters to form words, and put the words in correct order to form simple sentences.		
8. Use correct spelling of words.		
9. Write simple phrases and sentences independently.		
10. Give basic personal information in writing (e.g. name, address, age, nationality).		
11. Demonstrate good handwriting skills.		

Skill	Grade One	Adapted curriculum
Speaking	1. Imitate and produce sounds and words. 2. Blend the initial sounds with other sounds, i.e. onset with rime. (e.g. c+at). 3. Pronounce grade appropriate words correctly. 4. Give basic personal information about themselves (e.g. name, address, family, nationality) using short words and phrases. 5. Ask and answer short, simple questions. 6. Sing or recite a song/chant by listening to the teacher or an audio. 7. Name people, objects and places and describe them with adjectives.	1. Imitate and produce sounds and words. a. Tactile Imitation of Sounds and Movements: Adaptation: Instead of focusing on producing verbal sounds, encourage the child to imitate physical vibrations or tactile movements associated with sounds. For example, you can create tactile representations of sounds using vibrating objects or surfaces that the child can feel. When the teacher produces a sound or vibration (e.g., a soft "buzz" sound with a vibrating toy), the child can place their hands on the vibrating surface to feel and imitate the sensation. • Example: Place the child's hand on a vibrating object, such as a handheld buzzer or a vibrating pillow, while making a sound like "buzz" or "beep." The child can feel the vibration and try to mimic the sensation through hand movements or other physical actions. b. Producing Vibrations or Movements: • Adaptation: For children who have difficulty with speech, help them create vibrations or movement responses. For example, using a tactile device like a vibrating toy or a tactile musical instrument (such as a drum or a piano with raised keys), the child can create "sound" by tapping, pressing, or feeling the vibration of an object, mimicking the sensory input. • Example: When the teacher creates a low vibration sound (like tapping a drum), the child can place their hand on the drum to feel the vibration, and with practice, they may try to produce similar

		taps or vibrations on their own. c. Use of Hand-over-Hand to Guide Production: • Adaptation: Use hand-over-hand guidance to help the child imitate simple movements or vibrations that correspond to sounds. By physically guiding the child's hand to make an action, you help them connect the physical sensation with the idea of imitating a sound. • Example: If the teacher wants the child to imitate the sound of "clap," they could guide the child's hands together in a clapping motion, helping them understand how to produce a response that corresponds to the sound. d. Tactile Sign Language or Symbols: • Adaptation: Focus on using tactile sign language or raised symbols to represent words and sounds. The child can imitate or create their own tactile sign language gestures or use object symbols (such as a small toy for "ball") to represent words instead of vocalizing them. • Example: If the teacher says "ball" and demonstrates the tactile sign for "ball," the child can then feel the sign and try to replicate it using their own hands. This way, the focus is on tactile communication instead of vocal imitation. e. Sensory Play with Objects: Adaptation: Use sensory play to create an environment where children can explore and feel the physical attributes of objects that correspond to sounds. For example, a bouncy ball could be used to teach the child about the sound "bounce." The child can feel the ball bounce and connect that physical movement to the word.
--	--	--

	• Example: If the teacher says "bounce," the child can feel a small ball bounce on their hand, and gradually they can try bouncing it themselves, associating the tactile movement with the sound "bounce." 3. Pronounce grade appropriate words correctly. To adapt the activity of pronouncing grade-appropriate words correctly for children with deafblindness, the focus should be on tactile, kinesthetic, and multi-sensory methods. Since these children may have limited access to auditory feedback, it's essential to incorporate tactile feedback, physical movements, and visual cues to help them develop accurate pronunciation. Here are some adaptations for this activity: a. Tactile Feedback for Speech Sounds: Adaptation: Use tactile feedback to help children feel how different parts of their mouth move to pronounce certain sounds. For example, the child can feel the vibrations in their throat or mouth, or they can be guided to feel the air moving during speech. Example: Guide the child's hand to their throat or jaw when pronouncing certain sounds, like the "p" sound (which involves puffing air) or the "b" sound (which involves vibrating the vocal cords). The child can feel the vibrations of the sound and try to mimic the physical movement involved in producing that sound. b. Kinesthetic Learning (Body Movement) Adaptation: Encourage the child to move their body to help reinforce speech sounds. By associating body movement with speech, the child can better understand how sounds are produced. For example, a movement such as tapping or clapping can be paired with certain
--	---

		syllables or sounds to help them understand the rhythm and pronunciation. Example: If teaching the word "cat," the child could tap their foot to the syllable "cat," mimicking the rhythm of the word. Alternatively, the child can be guided to feel how their mouth moves for specific sounds (e.g., "sh," "ch," "p"). c. Use of Tactile Sign Language or Braille for Word Identification: Adaptation: Teach the child to recognize words through tactile sign language or Braille and then associate the correct pronunciation with the word. Tactile sign language allows the child to feel signs for words, which can help them connect the spoken or signed word with its meaning. Example: Use tactile sign language for "book" and guide the child to feel the signs, helping them link the tactile sign with the correct pronunciation when spoken aloud by the teacher. They can practice saying the word "book" while feeling the sign on their hands. d. Hand-over-Hand Guidance for Mouth Movements: Adaptation: Use hand-over-hand guidance to help children feel the mouth positions and movements necessary for pronouncing sounds. The teacher can gently guide the child's hand to their mouth while producing the sound, so the child can feel the positioning of the lips, tongue, and teeth. Example: For the sound "m," the teacher can guide the child's hand to feel the vibration of their lips together, and for the sound "t," the teacher can guide the child's hand to feel how the tongue touches the roof of the mouth. This helps the child understand the physical positioning required for correct pronunciation. e. Speech and Sound Simulation Using
--	--	--

		Vibrations: Adaptation: Use devices that produce vibrations to simulate speech sounds, which can help the child understand how sounds feel as they are produced. Vibrating toys, devices, or surfaces can be used to give feedback while pronouncing specific words. Example: If teaching the child to say "buzz," use a vibrating toy or device that the child can feel while the teacher pronounces the word. The vibration reinforces the connection between the sound and its physical sensation. 4. Give basic personal information about themselves (e.g. name, address, family, nationality) using short words and phrases. To adapt the activity of giving basic personal information (e.g., name, address, family, nationality) for children with deafblindness, it's essential to focus on tactile, multi-sensory, and functional methods that help the child convey this information through touch, movement, or simple gestures. Here's how you can modify this activity: 1. Introduce Tactile Sign Language or Simple Signs: • Adaptation: Teach the child to use tactile sign language or tactile symbols for expressing basic personal information. For instance, tactile signs for "name," "family," or "address" can help children identify and share their details. • Example: The teacher can use tactile sign language to represent "name" (e.g., feeling the shape of the sign for "name" on the child's hand), then guide the child to sign or point to their name on a tactile chart or board. 2. Tactile Symbols for Key Information:
--	--	--

		• Adaptation: Provide tactile symbols or raised letters (e.g., Braille) for the child to touch and relate to specific personal details like their name, family members, and nationality. • Example: Place tactile cards or Braille labels with words like "Mom," "Dad," "Nepal," and guide the child to touch them to identify family members and nationality. The child can then be encouraged to touch the symbol that corresponds to their information, such as their name or family. 3. Hand-over-Hand Assistance for Communication: • Adaptation: Use hand-over-hand guidance to help the child form the words or gestures that represent their personal information. By guiding the child's hands, they can learn to indicate key details like their name, family, or nationality. • Example: If the child wants to say their name, the teacher can place the child's hand on a tactile name card or their own chest to represent the name. With guidance, the child can learn to touch the card or sign their name. 4. Use of 3D Objects for Family or Nationality: • Adaptation: Introduce 3D objects or symbols that represent family members or nationality. For instance, a small object (like a toy or a figurine) can represent the family, while a flag or national symbol can represent nationality. • Example: The child could hold a small figurine to represent "family" and then touch a flag symbol to represent "Nepal"
--	--	---

		for nationality. This provides a concrete, tactile way of linking personal information. 5. Simple Gestures or Physical Actions: • Adaptation: For children with more advanced motor skills, use simple gestures or actions to express their personal information. This could involve pointing to themselves, using hand gestures, or physically guiding them to an object that represents their name or family. • Example: The child can be taught to point to their chest or a tactile name tag when asked for their name. Similarly, they can point to a family member's tactile picture or symbol when talking about family. 6. Storytelling or Role-Playing Using Tactile Materials: • Adaptation: Use tactile storytelling or role-playing to allow the child to express their personal information within a context. For example, create a tactile family tree with raised objects to help the child understand and introduce their family members. • Example: Create a tactile family tree with small objects or raised pictures. The child can touch each object to represent different family members (like "Mom," "Dad," or "Brother") and use simple gestures or tactile signs to introduce them. 7. Interactive Worksheets with Raised or Braille Print: • Adaptation: Create worksheets with raised print or Braille that allow the child to fill in their personal information. They can feel the Braille or raised letters and
--	--	---

		match them with the correct word or symbol. • Example: The worksheet could include prompts like "My name is __," "I live in __," and "My nationality is __." The child can feel the options, such as tactile Braille for their name or the Braille letters for their nationality, and touch the correct response. 8. Use of a Communication Book: • Adaptation: Use a communication book with tactile symbols, pictures, or Braille to help the child communicate their personal information. This book can be used interactively to identify key details. • Example: A communication book with tactile pictures (such as a family, a home, or a flag) and Braille can help the child express their name, family, address, and nationality. The teacher can guide the child to touch the appropriate symbols as they share the information. Summary of Key Adaptations: • Tactile Sign Language: Teach tactile signs for key personal information. • Tactile Symbols or Braille: Use raised symbols or Braille to represent words like "name," "family," or "nationality." • Hand-over-Hand Guidance: Support the child in expressing their information through touch and movement. • 3D Objects: Use objects or figures to represent family and nationality. • Gestures or Physical Actions: Encourage simple gestures or pointing to express information. • Interactive Tools: Use tactile worksheets or communication books for the child to fill in their information.
--	--	--

		5. Ask and answer short, simple questions. To adapt the activity of asking and answering short, simple questions for children with deafblindness, it's important to rely on tactile communication, multi-sensory cues, and simplified responses. Children with deafblindness may use touch, gestures, tactile sign language, or Braille as their primary means of communication, so the focus should be on these modalities. Here are some strategies for adapting this activity: 1. Tactile Sign Language: • Adaptation: Use tactile sign language to ask and answer simple questions. The child can feel the sign for "What?" or "Who?" on their hand and then respond with their own tactile signs for "name," "age," or other basic information. • Example: If asking "What is your name?", the teacher can use a tactile sign for "What" and then guide the child to respond using their tactile sign for their name. The child can place their hand on their chest or a tactile name card to provide an answer. 2. Simple Gestures and Actions: • Adaptation: Use simple gestures or hand movements as responses to questions. The teacher can ask a question, and the child can use gestures to indicate yes or no, or point to something relevant. • Example: For a yes/no question like "Do you want to play?", the child can respond by shaking or nodding their head, or the teacher can guide the child's hand to a symbol representing "yes" or "no" (such as a raised texture for yes and smooth texture for no). 3. Tactile Symbols or Braille for Question
--	--	---

		and Answer: • Adaptation: Use tactile symbols, Braille cards, or tactile communication boards to help the child ask and answer questions. The child can touch the appropriate card or symbol that represents the question or answer. • Example: To ask "What is your favorite color?", the teacher can show a tactile symbol of a color (like a textured red square). The child can respond by touching the symbol of their favorite color, such as a blue textured square. 4. Object-based Communication: • Adaptation: Use objects to represent simple questions and answers. Objects can serve as concrete representations of abstract concepts, making it easier for children with deafblindness to understand and communicate. • Example: If asking "Do you want to eat?" the teacher can place a tactile object (such as a small spoon or plate) in front of the child. If the child wants to eat, they can reach out and touch the object, signaling their response. 5. Using a Communication Book: • Adaptation: Use a communication book with tactile symbols, pictures, or Braille. This book can be organized by categories (e.g., emotions, preferences, names), allowing the child to point to or feel the correct symbol in response to a question. • Example: If asking "Do you like the toy?" the child can use their communication book to find and feel the tactile symbol for "yes" or "no," and touch the correct symbol as an answer. 6. Hand-over-Hand Guidance:
--	--	---

		• Adaptation: Use hand-over-hand assistance to guide the child in asking or answering questions. This method allows the child to feel the motions or symbols that correspond to the question. • Example: When asking, "What is your favorite animal?", the teacher can guide the child's hand to a tactile symbol or object representing their favorite animal, such as a raised image of a dog or a textured cat figure. 7. Responding Through Physical Cues: • Adaptation: Teach the child to respond to questions by performing simple physical actions, such as clapping, tapping, or tapping an object, to indicate a response. • Example: If asking "Do you want to go outside?" the child can tap their feet or clap their hands to indicate yes, or tap the floor to indicate no. 8. Using Vibration Devices or Tools: • Adaptation: Use vibrating devices or tools that give the child tactile feedback while answering questions. This can provide the child with extra sensory input to reinforce the action of answering. • Example: For a question like "Do you want to play with the ball?" the teacher can give the child a vibrating toy or ball to hold when they answer. The child can respond by squeezing the ball or using a vibrating device that signifies yes or no. 9. Touch and Exploration: • Adaptation: Ask questions and allow the child to answer through touch and exploration. The child can respond by exploring objects that correspond to the question.
--	--	---

		• Example: When asking "Which toy do you want?" the teacher can place several tactile toys in front of the child. The child can feel the toys and select the one they want, answering the question through their tactile response. Example of Simple Questions and Responses for Children with Deafblindness: • Question: "What is your name?" ◦ Adaptation: Teacher signs "What" on the child's hand. The child touches their name card or responds with a tactile sign for their name. • Question: "Do you want to play?" ◦ Adaptation: Teacher places a tactile toy in front of the child and asks the question. The child can either respond by touching the toy (yes) or turning away from it (no). • Question: "Is this your favorite color?" ◦ Adaptation: Teacher places a textured color square in front of the child. The child can respond by touching the square or moving away if it's not their favorite. • Question: "Do you like the toy?" ◦ Adaptation: Teacher can show a toy and ask the question. The child responds by tapping the toy if they like it or by tapping something else to indicate no. Summary of Key Adaptations: • Tactile Sign Language: Use tactile signs to ask and answer simple questions. • Gestures and Physical Cues: Incorporate hand gestures or actions to indicate responses. • Tactile Symbols or Braille: Use tactile
--	--	--

		cards or Braille for question and answer communication. • Object-based Communication: Use real objects to ask and answer questions. • Communication Book: Allow the child to use a tactile communication book for responses. • Vibrating Tools: Use vibration to reinforce questions and answers. • Exploration and Selection: Allow the child to answer by exploring tactile objects. 6. Sing or recite a song/chant by listening to the teacher or an audio. To adapt the activity of singing or reciting a song/chant by listening to the teacher or an audio for children with deafblindness, we need to focus on multi-sensory experiences that involve touch, vibration, and tactile cues. Since children with deafblindness might not be able to access auditory input in the traditional way, the activity can be adapted to engage other senses, such as touch, sight (for children with partial vision), and proprioception. Here are some strategies for adaptation: 1. Tactile Singing and Chanting: • Adaptation: Instead of listening to the song, children can feel the vibrations and rhythms of the song or chant by touching a vibrating object or the teacher's body (such as the chest, throat, or hands). The teacher can gently hold the child's hand to feel the vibrations or rhythm of the chant being vocalized. • Example: The teacher can recite or sing the song while holding the child's hand on their chest or throat. This allows the child to feel the rhythm and vibrations of the song and understand the rhythm of
--	--	---

		the chant or song. 2. Use of Vibrating Devices: • Adaptation: Utilize vibrating devices, like a vibrating speaker or a tactile music pad, that can transmit the sound vibrations through touch. These devices provide feedback to the child by allowing them to feel the vibrations corresponding to different sounds and rhythms. • Example: A vibrating music mat or pad can be placed under the child's hands or feet, so they can feel the beats and rhythm of the song as it is played or chanted. The child can then be encouraged to move their hands or feet in rhythm to the vibrations they feel. 3. Hand-over-Hand Movement for Rhythm: • Adaptation: Guide the child's hand or body to participate in rhythm-based movements while chanting or singing. This helps the child engage with the rhythm of the song through tactile movement. • Example: While singing a song, the teacher can place the child's hand on a tambourine, shaker, or other musical instrument, guiding their hand to move along with the beat. The child can feel the instrument's movement, vibrations, or texture while also feeling the rhythm through the teacher's guidance. 4. Vibration-based Sound Source: • Adaptation: Use musical instruments that produce vibrations, such as a drum, bell, or tambourine, so the child can feel the vibrations produced by the sound. The child can participate by feeling the vibrations from the instrument or touching the instrument while it is
--	--	--

		played. • Example: The teacher can play a drum or tambourine and guide the child's hand to touch the instrument while it is vibrating. This way, the child can feel the rhythm of the song/chant through the vibrations of the instrument. 5. Movement and Body Awareness: • Adaptation: Encourage the child to engage in simple body movements or swaying, which can help them feel the rhythm of the song/chant through their own body. This can include clapping, swaying, or tapping feet in time with the rhythm. • Example: The teacher can hold the child's hands and help them sway or tap their feet to the rhythm of the song. For children who may have some vision, they can also be guided to move along with any visual cues that might help them participate. 6. Using Tactile Chants or Songs: • Adaptation: Create tactile versions of songs or chants, where the child can feel the melody through raised patterns or shapes. These patterns can be felt with the hands or fingers to indicate the rhythm and tone of the song. • Example: A tactile chart with raised or textured lines can represent the melody of a simple chant. The child can run their fingers along the raised lines to feel the progression of the song, while simultaneously engaging with the teacher's voice or vibrations. 7. Multi-sensory Reinforcement: • Adaptation: Use a combination of tactile symbols, objects, and vibrations to reinforce the words and rhythms of
--	--	---

		the chant or song. This can help the child connect the sound with physical sensations. • Example: The teacher can present an object or tactile picture that corresponds to the theme of the song (e.g., a raised tactile image of a sun for a song about the weather). The child can feel the object while participating in the chant or song. 8. Echoing through Tactile Feedback: • Adaptation: After the teacher sings or chants a short line, the child can be guided to repeat the same line through tactile feedback. The teacher can model the action, and the child can follow through touch and movement. • Example: The teacher sings a short phrase like "La la la," while guiding the child's hand to form the motions or feel vibrations associated with the phrase. The child is then encouraged to replicate the gesture or movement by feeling the vibrations or tactile signs. Example of Adapted Activities for "Singing or Reciting a Song": • Activity: "Twinkle, Twinkle, Little Star" ◦ Adaptation: The teacher sings the song while holding the child's hand on their chest to feel the vibrations. The child can then be guided to tap their fingers on a tambourine or vibrating mat in time with the song's rhythm. • Activity: Clapping and Chanting ◦ Adaptation: The teacher claps their hands to a simple chant or rhythm and guides the child to clap along by placing their hands
--	--	---

		on top of the teacher's hands, feeling the movements and rhythm of the claps. • Activity: Feeling the Beat ◦ Adaptation: The teacher plays a drum or another vibrating instrument. The child is encouraged to tap their hands or feet on the instrument or feel the vibrations from it, following the rhythm of the song. Summary of Key Adaptations: • Vibrations: Use vibrating devices or instruments to transmit rhythm and sound. • Hand-over-Hand: Guide the child's movements to feel and follow the rhythm. • Body Awareness: Encourage swaying or tapping to the rhythm of the song. • Tactile Charts or Raised Patterns: Provide tactile representation of the song or chant. • Echoing Through Touch: Model the chant or song, guiding the child to repeat through touch. 7. Name people, objects and places and describe them with adjectives. To adapt the activity "Name people, objects, and places and describe them with adjectives" for children with deafblindness, here are some ways to engage their senses and encourage participation: 1. Object Exploration with Tactile Descriptions: ◦ Provide a variety of objects for the child to touch and explore. For example, give them a soft teddy bear, a rough stone, and a smooth ball. As they feel each object, guide
--	--	--

		them to use tactile adjectives to describe them, such as "soft," "hard," "smooth," or "rough." You can also use tactile symbols to represent these adjectives. 2. Tactile Images for People and Places: ○ Use raised tactile pictures or 3D models of people and places. For example, a raised image of a tree could represent a park, and a tactile image of a person with features like raised lines for hair, face, and clothes could represent a person. Guide the child's hand over these tactile representations while describing them with adjectives such as "tall," "short," "big," "small," or "beautiful." 3. Tactile Sign Language: ○ Teach the child to use tactile sign language to describe people, objects, or places. For example, the sign for "house" could be modified with a tactile gesture to show that it's big or small. Tactile signs for colors (like "red" or "blue") could also be incorporated to describe objects or people. 4. Use of Familiar Objects to Describe People and Places: ○ Use familiar objects associated with specific people or places. For example, if you are describing a family member, you could give the child a tactile object that represents that person, like a small comb for a parent who wears their hair a certain way. For places, you could provide a textured object (like a smooth stone) to represent a park, or a small piece of cloth for a beach, and use tactile adjectives like "cold," "warm," or "wet" to describe them. 5. Guided Verbal or Gestural Descriptions: ○ If the child can verbalize or use gestures, encourage them to describe what they are feeling or touching. For example, after
--	--	---

		touching a soft object, they could gesture or say "soft" (with help from a teacher or caregiver), or use a tactile sign to communicate the description. 6. Hand-over-Hand Assistance: ○ Use hand-over-hand assistance to help the child touch and feel objects, places, or people and guide their hands to appropriate adjectives. For instance, when describing a soft teddy bear, guide the child's hand over the fur and help them understand the adjective "soft" by touching the material. 7. Multi-Sensory Descriptions: ○ Engage multiple senses for richer descriptions. For example, when describing a place, allow the child to touch objects (like sand, leaves, or water) while also guiding them to smell the objects (like flowers or fruits), enhancing the tactile experience. This will help them form a more complete understanding of the word or description.
Reading	1. Read small and capital letters. 2. Put sounds together to read words and sentences. 3. Recognize and read familiar words accompanied by visuals 4. Perform rhymes and chants with appropriate rhyme and rhythm. 5. Understand the meaning of gradeappropriate	1. Read small and capital letters. To adapt the content "Read small and capital letters" for children with deafblindness, you can utilize tactile, auditory, and multi-sensory approaches to help them engage with letter recognition. Here are some strategies: 1. Tactile Letters (Braille or Raised Letters) • Braille: For children who are blind or have limited vision, use Braille letters for both small and capital letters. Provide tactile cards with the Braille representation of each letter. Guide the child's hand to feel the Braille pattern for both small and capital letters. You can also use tactile labels with both print and Braille side by side, so the child can explore both simultaneously.

	words. 6. Read words, simple sentences and short paragraphs correctly 7. Retrieve specific information from simple sentences. 8. Do different kinds of comprehension tasks (answering verbally, matching, action, etc.)	• Raised Letters: For children who have some residual vision or are learning through touch, use raised print or foam letters that they can feel. These letters should be distinguishable enough in texture and shape for the child to recognize both small and capital letters by touch. 2. Letter Models and 3D Shapes • Use 3D models or tactile representations of letters, especially for children who benefit from a more physical, hands-on experience. For example, you could use a 3D model of the letter “A” made from clay or plastic for small letters, and a larger model for capital letters. Allow the child to touch and feel the shapes of the letters to reinforce their tactile recognition. 3. Interactive Letter Tracing • Have the child trace letters using their fingers on a textured surface. For example, use sandpaper, fabric, or a rough surface to form the letters so that the child can feel the shape of the letters as they trace them. • You could also have them trace both small and capital letters with their hands or fingers over raised lines, helping them recognize the difference between the sizes of the letters. 4. Tactile Alphabet Cards • Create a set of tactile alphabet cards that feature both small and capital letters. Each card could have a raised print letter (small or capital) and a corresponding texture or symbol that represents the letter (e.g., a rough texture for "R" to indicate "rough"). • Alternatively, you could use materials
--	---	--

		like textured fabric, wood, or plastic to make each letter more distinguishable. 5. Letter Sound Association • Associate letters with specific sounds and objects. For example, for the letter “B,” you can provide a tactile object (such as a soft ball) for the child to feel while the teacher says “B” and “ball.” This helps the child associate the letter's shape and sound. • For both small and capital letters, you can use corresponding objects that make it easier for the child to understand the difference between uppercase and lowercase by feeling different objects. 6. Multi-Sensory Learning • Touch and Sound: Reinforce the learning of small and capital letters by incorporating sound. For example, say the name of the letter aloud ("A," "a") while the child feels the corresponding tactile model or raised letter. This way, the child associates the tactile sensation with the auditory cue, reinforcing letter recognition. • Smell and Texture: For more advanced reinforcement, you can also incorporate smells (e.g., different scents for each letter, like mint for "M" or cinnamon for "C") or textures (e.g., using different fabrics for different letters) as part of a multi-sensory experience. 7. Hand-over-Hand Instruction • Use hand-over-hand assistance to guide the child in forming letters with their hands, especially when practicing writing or tracing. For example, guide their hand to trace the shape of the letter "A" in a sand tray or on a textured surface. This helps them get a sense of
--	--	---

		the letter's structure through tactile feedback. 8. Visual and Tactile Contrast - For children with limited vision, ensure there is good contrast between small and capital letters. This could mean using different textures for small and capital letters (e.g., smoother textures for small letters, rougher textures for capital letters) to help them differentiate between the two sizes. 9. Braille Alphabet Chart - If the child is using Braille, provide a Braille alphabet chart that includes both small and capital letters. This allows the child to compare the shapes of both types of letters side by side. 2. Put sounds together to read words and sentences. To help children with deafblindness put sounds together to read words and sentences, the focus should be on multi-sensory approaches, using tactile, auditory, and visual cues where possible. Below are ways to adapt this process: 1. Use Tactile Phonics with Braille or Raised Print Braille: If the child is learning Braille, break down the words into Braille letters (phonemes). Guide the child to feel each Braille character and blend them together to form words. For example, if teaching the word "cat," guide the child's hands to feel the Braille for "c," "a," and "t," and then assist in putting them together to form the word. Raised Print: For children with some vision, use raised print letters. Present individual letters or groups of letters and
--	--	--

		let the child feel them to identify the sounds. For example, tactile cards with raised letters can be used to help the child feel and sound out each letter, gradually blending them together to read the word. 2. Tactile Sound Boxes or Letter Blocks • Use small blocks or cards that have different letters on them (small and capital) and encourage the child to physically manipulate them. Have the child feel and match the blocks together in sequence to build words. For example, the child can arrange blocks with the letters “c,” “a,” and “t” to form "cat." This hands-on approach supports the process of blending sounds into words. 3. Tactile and Auditory Blending • Auditory Feedback: For children who have some residual hearing, pair tactile activities with auditory reinforcement. For example, the teacher says the individual sounds slowly, and the child feels the corresponding Braille letters or raised print. Then, encourage the child to blend the sounds together with help. For example, the teacher says /c/ (as in "cat"), /a/ (as in "cat"), /t/ (as in "cat"), and then the child puts them together to form the word "cat." 4. Finger Spelling and Tactile Sign Language • Use fingerspelling to teach words in sign language. Guide the child's hand through the manual alphabet to form the letters of a word. As the child feels the fingerspelling of each letter (like "c," "a," and "t"), they can learn to blend the letters together to form words. • If the child is learning tactile sign
--	--	---

		language, you can use tactile signs to help them connect individual signs (which represent sounds) and form words and simple sentences. 5. Tactile Word and Sentence Cards • Create tactile word cards where each card represents a word in Braille or raised print. Once the child learns to read individual words, introduce them to simple sentences. Provide tactile cards for both the words and punctuation marks (like a raised dot for a period or question mark). Help the child feel the sequence of words and guide them to read simple sentences. • For example, a card with the word "cat" could have raised Braille letters or raised print, and a sentence like "The cat runs" could be created with separate tactile cards for "The," "cat," and "runs." Encourage the child to feel and read each card and then blend the words together to read the sentence. 6. Word Mapping with Tactile Objects • Object-based Word Mapping: Use familiar objects or textures to represent words. For example, for the word "dog," give the child a small textured toy dog. For "cat," a plush object or another texture can represent the word. The child can then connect the object to the word, allowing them to associate sounds with the objects. • Once they can identify objects associated with words, begin to combine the tactile objects and words in short, simple sentences, like "The dog runs" or "The cat sleeps." Encourage the child to feel the words and the objects as they blend them together.
--	--	---

		7. Blending Sounds Using Sensory Materials • Use materials like sandpaper, textured fabric, or clay to form letters and words. Allow the child to feel the letter shapes or word shapes and encourage them to say or sign the sound as they touch the materials. For example, the letter "b" could be made from textured clay, and the child could feel the letter while learning to say its sound. 8. Guided Tactile Reading of Simple Sentences • Begin by reading simple sentences aloud and guiding the child's hand over the Braille or raised print words. For example, guide the child's hand over the phrase "The dog runs," while simultaneously saying the words aloud, allowing the child to feel the flow of the sentence. • You can also break down sentences by providing tactile symbols or objects for the nouns (dog, cat, etc.) and verbs (run, jump, etc.), reinforcing the meaning of each word while blending them together into a sentence. 9. Use of Tactile Stories • Create tactile stories that involve words and sentences in Braille or raised print. For instance, a tactile book where each page has a simple sentence in Braille and corresponding tactile pictures or textures that represent the words. As the child feels the letters and words, they can also engage with the pictures, which will help them connect the sounds and words to meanings. 10. Repetition and Practice • Provide ample opportunities for the child to practice blending sounds and reading
--	--	--

		words and sentences. Use games or interactive activities that encourage repetition, such as matching tactile word cards, sorting sounds, and forming words. This practice will help reinforce their ability to read through tactile means. 3. Recognize and read familiar words accompanied by visuals To help children with deafblindness recognize and read familiar words accompanied by visuals, you can adapt the content using multi-sensory approaches that incorporate tactile, auditory, and visual cues where possible. Here are strategies for adapting this activity: 1. Tactile Word Cards with Raised Print or Braille • Braille or Raised Print Cards: Use tactile cards that feature familiar words in Braille or raised print. These cards can include both the word and a corresponding tactile image or texture that represents the word. For example, a card with the word "dog" could have raised Braille for "dog" and a small plush toy dog or a textured image of a dog. The child can feel the word and the associated object to reinforce recognition. • Interactive Word Cards: Provide cards where the child can touch the raised letters and feel the corresponding objects or images, helping them associate the word with the object. For instance, the word "cat" can have a textured image of a cat and a corresponding object like a soft toy. 2. Object-Based Word Recognition • Use real objects or 3D representations to help children recognize familiar
--	--	--

		words. For example, for the word "apple," give the child an actual tactile object (like a smooth ball) or a textured object that represents an apple. When they feel the object, they can associate it with the word "apple" in either Braille or raised print. • Object Matching: Provide a set of familiar objects, and then introduce corresponding cards with the words written in Braille or raised print. Ask the child to match the object with the word. For example, the child could match a tactile object like a spoon to the word "spoon." 3. Tactile Pictorial Symbols • Use tactile symbols or raised pictorial images along with words to help the child make connections. For instance, for the word "tree," you could provide a raised image of a tree made of textured materials or a 3D model of a tree. The child can then feel the image of the tree while reading the word "tree" in Braille or raised print. • Picture and Word Pairing: Pair familiar words with textured images or objects to help the child understand the connection between the word and its meaning. For example, when reading "sun," you can give the child a card with the word "sun" in raised print and a tactile sun image that they can feel. 4. Tactile Storybooks • Use tactile storybooks that feature both familiar words and corresponding tactile visuals. These books can include Braille or raised print for words and textured or 3D images for illustrations. For example, a page could have the word "ball" in
--	--	---

		Braille or raised print, and the child could feel a 3D ball image or toy ball as they read. • Interactive Reading: While reading a tactile storybook, guide the child's hand over the words and illustrations, helping them recognize familiar words through touch. Encourage the child to trace the letters while feeling the texture of the picture that accompanies the word. 5. Multi-Sensory Word Recognition Activities • Sensory Bins or Boxes: Create sensory bins filled with objects that represent familiar words. For example, a sensory bin could include objects like a toy dog, a toy car, a spoon, and a ball. Each object can be labeled with the corresponding word in Braille or raised print. The child can feel the objects and the words, helping them recognize familiar words. • Tactile Word Puzzles: Provide puzzles with familiar words in raised print or Braille, along with corresponding objects or pictures. The child can match the pieces of the puzzle to form a word and recognize its meaning through touch. 6. Finger Spelling and Tactile Signing • For children who use tactile sign language or fingerspelling, guide them to connect the hand shapes for the letters (such as the fingerspelling for "apple") with the word. When they feel the manual alphabet signs for familiar words, they can associate the hand movements with the written word. • Tactile Sign Language Stories: Incorporate familiar words into simple stories told through tactile sign language,
--	--	---

		and encourage the child to recognize and understand the words by touching the signs. 7. Repetition and Reinforcement • Repetition is key for word recognition. Use repeated exposure to familiar words in various contexts, such as tactile books, word cards, and object associations, to reinforce learning. Consistently pair the word with an object or image that the child can feel. • Interactive Practice: Create daily activities where the child can interact with familiar words, such as labeling objects in their environment with Braille or raised print words. Encourage them to practice by feeling the word labels throughout the day. 8. Incorporate Sensory Feedback • Provide multi-sensory feedback to reinforce the connection between the word and its meaning. For example, when reading the word "rain," you could use a water spray bottle to create a gentle mist or provide a soft fabric representing rain, while the child feels the word in Braille or raised print. This multi-sensory approach reinforces both the word and its sensory associations. 4. Perform rhymes and chants with appropriate rhyme and rhythm. To help children with deafblindness perform rhymes and chants with appropriate rhyme and rhythm, it's essential to use multi-sensory and tactile approaches. Below are some adaptations to support children in this activity: 1. Tactile Rhyming Cards with Textures • Tactile Rhyming Cards: Create tactile cards with raised print or Braille for each
--	--	--

		word in a rhyme or chant. You can add textured patterns or 3D objects to represent rhyming words, helping the child feel the similarity in the sound through touch. ○ Example: For the rhyme "cat," "hat," and "bat," create cards with the raised words "cat," "hat," and "bat," and attach corresponding textures like soft fabric (for "cat"), a rough texture (for "hat"), and a smooth texture (for "bat"). • The child can feel the cards and group them based on the similarity of textures, helping them understand the rhyming connection. 2. Tactile Symbols and Objects for Rhyming • Object Matching: Use familiar objects that correspond to the rhyming words in the chant. For example, for the rhyme "cat" and "hat," provide a toy cat and a small hat. As the child feels these objects, they can recognize that these objects share a similar sound. • 3D Objects: For more advanced learners, use 3D objects to represent rhyming words, such as a ball for "fall," a cup for "up," or a spoon for "moon." The child can touch the objects and understand the connection between the tactile sensation and the rhyme. 3. Finger or Hand Movement to Accompany Rhymes • Hand-over-Hand Support: Use hand-over-hand techniques to guide the child's hands through the rhythmic movement associated with the chant. For example, you can guide the child to clap their hands or tap on a surface to match the rhythm of the rhyme.
--	--	---

		○ Example: While chanting, encourage the child to tap their hands to the beat. If the rhyme is "Clap, clap, tap, tap," guide their hands to move in rhythm to these actions. • This helps the child feel the rhythm and connect it with the words, even if they cannot hear it. 4. Tactile Rhythmic Instruments • Use tactile instruments like a drum, tambourine, or maracas to help the child feel the rhythm while performing the rhyme. Guide the child's hand to tap the drum or shake the tambourine in time with the words of the chant. ○ Example: For a chant like "The wheels on the bus go round and round," the child can feel the beat on a drum or other instrument to accompany the chant's rhythm. 5. Hand Sign Language or Tactile Sign Language • Tactile Sign Language: If the child uses tactile sign language, you can use signs to represent the words in the rhyme or chant. Perform the signs slowly and allow the child to feel the hand shapes and movements associated with each word. ○ Example: For the chant "Twinkle, twinkle, little star," the child can feel the signs for "twinkle" and "star," reinforcing the rhythm and rhyme through tactile sign language. 6. Using a Rhythmic Tactile Feedback System • Vibrations or Pulses: If available, use a vibration device or a rhythm-producing
--	--	---

		object (like a vibrating pillow or mat) to give the child rhythmic feedback. The child can feel the vibration pulses in time with the rhyme, reinforcing the rhythm of the chant. ○ Example: Use a vibration mat while reciting a rhythmic chant like "This is the way we wash our face," where the child feels vibrations matching the rhythm. 7. Tactile Stories with Rhyme • Tactile Rhyme Books: Use tactile storybooks with rhymes, where the words are written in Braille or raised print, and each page has tactile images that represent the rhyme. The child can feel the text and pictures while the adult reads aloud the rhyme, reinforcing the rhythm and rhyme. • Example: For the rhyme "Hickory Dickory Dock," a tactile book could have a textured clock face and a mouse toy for the child to touch as they hear and feel the rhyme. 8. Interactive Chants with Visual and Tactile Cues • If the child has some residual vision, combine tactile feedback with visual cues like large contrasting pictures, finger puppets, or colorful objects to help illustrate the rhyme. This combination reinforces both the rhythm and the meaning of the rhyme. • Example: For the rhyme "Baa, baa, black sheep," show the child a black sheep object or a textured image of a sheep while performing the chant with rhythmic movements or clapping. 9. Repeat and Reinforce Rhymes with Sensory Play
--	--	--

		• Repetition: Repeating rhymes and chants with tactile support over time helps the child internalize the rhythm and rhyme patterns. Encourage the child to participate by feeling the tactile cards, objects, and movements repeatedly. • Sensory Play: Incorporate sensory play that reflects the rhymes. For instance, use water play for the rhyme "Rain, rain, go away," where the child can feel the flow of water while hearing or reading the rhyme with tactile cues. 10. Guided Rhyming Games • Engage the child in rhyming games that allow them to feel objects or words that rhyme. For example, provide a set of objects that rhyme (e.g., a ball, a doll, and a wall) and encourage the child to identify which ones rhyme based on their tactile properties. ◦ Example: For the rhyme "pat," "hat," and "bat," the child can touch the words written in raised print or Braille, feel the corresponding objects, and then try to match the rhyming words to the correct object. 5. Understand the meaning of grade appropriate words. To help children with deafblindness understand the meaning of grade-appropriate words, it's essential to employ multi-sensory approaches that engage their tactile, auditory, and visual senses (if possible). Below are some adaptations and strategies for making word meanings accessible: 1. Tactile Word Cards with Raised Print/Braille • Braille or Raised Print Cards: Create
--	--	--

		word cards with Braille or raised print so the child can feel the letters and words. For each word, provide a tactile object or symbol that corresponds to its meaning. For example, for the word "apple," provide a tactile apple image or an actual apple for the child to feel while reading the word in Braille or raised print. • Word-Object Matching: For each word introduced, present a real object (or a 3D representation) that the child can feel, which directly links the word with its meaning. For instance, a "ball" word card could be paired with a ball object, allowing the child to associate the tactile sensation of the ball with the word. 2. Tactile Dictionary • Personalized Tactile Dictionary: Create a tactile dictionary where each word includes the word in Braille, a tactile image or 3D model, and a brief description of the meaning. The child can use this to explore and understand the meanings of words as they are introduced. ◦ Example: For the word "tree," you could include a 3D textured model of a tree alongside the Braille word "tree," and a small raised-textured leaf image to reinforce the word's meaning. 3. Sensory Immersion Activities • Hands-on Learning: Engage children in activities that allow them to physically interact with objects related to the words they are learning. For example, when teaching the word "wet," provide a damp cloth or wet sponge for the child to feel. The physical experience reinforces the
--	--	--

		word's meaning through direct sensory input. • Exploration of Everyday Objects: Incorporate real-world objects into daily routines to help children understand common vocabulary. Use familiar items like toys, clothing, utensils, or food to demonstrate the meaning of words. ◦ Example: For the word "soft," you can give the child a soft fabric or plush toy to feel and then associate that feeling with the word. 4. Tactile Sign Language • Tactile Signing: If the child uses sign language, teach them the tactile signs that represent words. Tactile sign language allows children to understand the meaning of words through physical touch. ◦ Example: Teach the child the sign for "book" using tactile sign language and allow them to feel the hand shapes and movements while saying or hearing the word. • Finger Spelling: Finger-spelling words in sign language can also help children understand the meaning of specific grade-appropriate vocabulary by letting them feel the individual letters. 5. Use of Multi-Sensory Stories and Books • Tactile Storybooks: Use books that are specifically designed for children with disabilities, featuring Braille, raised print, and tactile images. As you read the story aloud, guide the child's hands to the tactile images and words, helping them connect the meaning of words with physical experiences. • Interactive Storytelling: Encourage the
--	--	--

		child to engage in interactive storytelling, where they can feel the pictures, objects, and words as the story unfolds. For example, in a story about "rain," you could include a soft cloth to represent raindrops or use a vibration mat to simulate the feeling of rain. 6. Tactile Activities with Words • Word Construction with Tactile Materials: Use materials like sandpaper letters, 3D printed words, or Braille letters to allow the child to trace the word with their fingers. This provides a hands-on way for children to explore the word's form and meaning simultaneously. • Tactile Word Puzzles: Create puzzles with Braille or raised print that children can piece together. When constructing a word puzzle, children can feel the pieces and see how words are formed, reinforcing the word's meaning and structure. 7. Incorporate Movement and Rhythm • Movement and Gesture: Connect the meaning of words to physical movement. For example, to teach the word "jump," guide the child to perform the action of jumping or bouncing. If possible, use vibrating tools to provide additional sensory feedback during activities. • Rhythmic Repetition: Use chants or songs to reinforce the meaning of grade-appropriate words. For example, you can teach the word "fast" by chanting "fast, fast" while moving the child's hand or body in a quick motion. 8. Descriptive Language and Sensory Play • Sensory Play: Use sensory play to provide context for grade-appropriate
--	--	---

		words. For example, if teaching the word "cold," allow the child to feel an ice cube or cold water. Similarly, for the word "smooth," provide a smooth object, like a polished stone, and allow the child to explore its texture. • Descriptive Language: Use descriptive language to explain the meanings of words. While guiding the child's hands over objects, say words aloud to reinforce their meaning. For example, when teaching "rough," you could say, "This is rough; it feels bumpy and scratchy," while the child feels the texture. 9. Repetition and Routine • Daily Routines: Incorporate the target words into daily activities. For example, during mealtime, use words like "plate," "fork," or "eat." Let the child feel and interact with these objects while reinforcing their meanings through consistent use. • Interactive Play: Engage the child in interactive games or play sessions using words in context. For example, in a pretend play scenario with toys, incorporate words like "happy," "sad," or "big" and describe the toys using these words. 10. Peer Interaction and Social Context • Peer Learning: If possible, allow children to interact with peers, as social context can also help reinforce the meaning of words. Peers can help by modeling the use of words and demonstrating their meanings in social contexts. • Group Activities: Organize group activities where children with
--	--	---

		deafblindness can participate with others, feeling the objects and interacting with the group while learning new vocabulary. 6. Read words, simple sentences and short paragraphs correctly To help children with deafblindness read words, simple sentences, and short paragraphs correctly, a combination of multi-sensory strategies, tactile tools, and individualized support is essential. Here are several ways to adapt this activity: 1. Tactile Word Cards and Raised Text • Braille or Raised Print Cards: Provide Braille cards or cards with raised print for each word and sentence. Children can feel the letters or words to recognize and practice them. If Braille is used, guide the child to follow the words or letters with their fingers. • Tactile Sentence Strips: Write short sentences in Braille or raised print and cut them into strips. Children can assemble the strips to form sentences, which helps with word and sentence recognition. • Raised Line Text: If you're using raised text instead of Braille, ensure the words are tactile enough to be easily felt by the child's fingers, allowing them to follow the text line by line. 2. Tactile Books with Raised Illustrations • Tactile Storybooks: Use storybooks that feature tactile images (raised pictures) alongside Braille or raised print text. These books can have raised illustrations that correspond with the content of the story, helping the child build understanding of words and sentences by
--	--	--

		connecting the text to the images they can feel. • Interactive Storybooks: In addition to tactile images, use books with textured elements (such as fabrics, beads, or other materials) that correspond to objects or themes in the story. This helps reinforce word meanings while encouraging reading comprehension. 3. 3D Word or Sentence Models • Tactile Word or Sentence Models: For more complex learning, create 3D tactile representations of words or sentences using materials such as clay, foam, or fabric to form the words and phrases. Children can feel the shapes and structures of the letters and words as they read. • Example: To represent a simple sentence like "The cat sleeps," you could form a 3D model of a cat and the word "sleeps" in raised letters. The child can feel the model of the cat while reading the sentence. 4. Word-Object Matching • Object Pairing with Words: For children to better understand words in context, provide real objects that represent the words. For example, when reading a sentence like "The ball rolls," the child can feel an actual ball as they read the word "ball." • Example: For a sentence like "The dog runs," provide a toy dog that the child can feel while reading the word "dog." This object association will help reinforce word meanings. 5. Hand-over-Hand Reading Support • Guided Reading: Use the hand-over-hand technique to guide the child's
--	--	---

		hand along the text as they read. You can lead their fingers to the words and sentences in Braille or raised print, helping them track the text and understand how words flow together. • Example: While reading a short paragraph, guide the child's fingers over the words in Braille while reading aloud the text to them. This supports both tactile and auditory learning. 6. Tactile Feedback for Word Recognition • Vibration Devices or Tactile Mats: Use a vibration device or tactile mats to give feedback during reading. For example, place a tactile mat under the child's hand or fingers to help them feel subtle vibrations corresponding to different words or sentences as they read. • This can be particularly helpful in reinforcing word recognition by allowing the child to "feel" the flow of the text as they read along. 7. Use of Simple Sentence Structures • Simple Sentence Construction: Start with very simple sentences, using words that are relevant to the child's world and experiences. For example, sentences like "The dog runs" or "I see a tree" are easy to understand and tactilely reinforceable. • Consistency and Repetition: Provide opportunities for repeated reading of the same sentences. This helps the child become familiar with the structure of simple sentences, improving fluency over time. 8. Interactive Reading with Sign Language • Tactile Sign Language: If the child uses tactile sign language, you can incorporate it alongside the reading
--	--	--

		activity. As you read the words, use tactile sign language to demonstrate the meanings of the words and sentences, helping the child to link the tactile experience with the sign. • Example: As you read a sentence like "The cat sleeps," you can use tactile sign language for "cat" and "sleep," allowing the child to feel the hand shapes and movements associated with the words. 9. Repetition with Sensory Cues • Sensory Reinforcement: Encourage the child to read the same sentences multiple times, each time introducing a different sensory cue. For instance, after reading "The sun is hot," you might give the child a warm object or let them feel the sun's warmth through a window to reinforce the meaning of the sentence. • Gestures and Movement: Pair reading with simple gestures. For example, while reading "The ball bounces," encourage the child to feel the bounce of a ball in their hands, reinforcing the action in the sentence through touch. 10. Use of Technology • Assistive Technology: Use technology like screen readers, Braille eBooks, or Braille displays to provide the child with different formats of reading material. These tools can read aloud the text while displaying the Braille or raised print of the words, providing auditory and tactile feedback simultaneously. • Vibration and Audio Feedback: Some devices can provide vibrations or audio cues when the child is reading. For example, a Braille device might provide a vibrating response when the child reads a word or sentence correctly.
--	--	--

	11. Peer Support and Social Reading • Peer Reading Activities: If possible, encourage the child to participate in reading activities with their peers, either in a group or one-on-one. Peer support can make reading more engaging and help children learn through social interactions. • Group Reading with Sensory Cues: In a group setting, provide tactile or sensory cues related to the story. For example, if reading a story about a farm, give the child a small toy animal to hold while reading the corresponding word aloud. 12. Use of Multi-sensory Phonics Games • Phonics and Word Games: Use tactile or auditory phonics games to help the child build word recognition skills. For instance, you can create a game where the child feels the Braille or raised letters and arranges them to form simple words or sentences. • Example: Use objects or flashcards to help children connect sounds with letters and words. You could provide a tactile version of a phonics puzzle where the child can match letters to their sounds and form words. 7. Retrieve specific information from simple sentences. To help children with deafblindness retrieve specific information from simple sentences, it's crucial to use multi-sensory techniques that enable them to interact with the sentence and its components. Here are several adaptations and strategies to facilitate this process: 1. Tactile Sentence Cards Braille or Raised Print Sentences: Provide
--	---

		sentences in Braille or raised print so that children can read the words by touch. Each sentence should be simple and clear. For example, the sentence "The dog runs" can be written in Braille, and the child can feel the words to retrieve information. Tactile Sentence Strips: Break down simple sentences into individual tactile word cards or strips. After the child feels and reads the entire sentence, you can ask them specific questions about it. For example, ask, "What animal runs?" and they can point to or feel the word "dog." 2. Object Matching for Comprehension Object-Sentence Pairing: Use real objects that correspond to the sentence's content. For example, if the sentence is "The ball is red," provide an actual red ball for the child to feel. After reading the sentence, ask questions like, "What is the color of the ball?" or "What object is described?" The child can respond by feeling the object. Tactile Props: For each sentence, have a corresponding tactile object (e.g., a toy car for "The car is fast"). After reading, prompt the child to identify information from the sentence using the objects. 3. Simple Question Prompts Targeted Questions: After reading a sentence, ask simple questions to retrieve specific information. For example, from the sentence "The cat is black," ask: "What color is the cat?" (The child can feel the word "black" or a tactile image of the cat's color.) "What animal is this?" (The child can feel the word "cat" or the corresponding tactile object.) Choice Questions: Provide two or three choices related to the sentence. For example, after reading "The dog runs," ask, "Is it a dog
--	--	---

		or a cat?" with the child selecting the correct object or word card. 4. Sensory Reinforcement Use of Movement: For action-based sentences like "The ball bounces," allow the child to physically interact with the ball. Ask them to feel the ball bounce and then answer questions about the action. For example, "What is the ball doing?" (The child can feel the movement of the ball or its vibration to identify "bouncing.") Vibration Feedback: Use a vibration device to emphasize the action or concept described in the sentence. For instance, a vibrating toy can reinforce the sentence "The truck is moving," and the child can feel the vibrations to understand the action. 5. Tactile Visual Aids Raised Illustrations or Pictures: Alongside the text, provide raised illustrations or textures that represent key elements of the sentence. For example, if the sentence is "The sun is hot," provide a raised image of the sun and a warm object for the child to feel. Ask them questions like, "What is hot?" and guide their hands to the corresponding object or picture. Tactile Sign Language: If the child uses tactile sign language, incorporate it to reinforce the meaning of the sentence. For example, when reading "The bird flies," you can sign "bird" and "flies" through touch, prompting the child to identify the action and subject. 6. Simple Sorting Activities Sorting Words or Objects: After reading simple sentences, you can have the child sort corresponding objects or words. For instance, after reading "The dog runs," you can provide a set of pictures or tactile words like "dog," "cat," and "bird," and the child can sort them by the
--	--	--

		animal that matches the sentence. Matching Sentences to Actions: Use objects, toys, or materials that the child can manipulate to match actions described in simple sentences. For example, after reading "The dog barks," you can present a toy dog and a toy cat. The child can match the dog to the action "barks." 7. Interactive Technology Assistive Devices with Tactile Feedback: Use technology such as Braille displays or speech-output devices that allow the child to interact with simple sentences. These devices can provide vibration feedback or speak out the sentence as the child reads it in Braille, making it easier for them to retrieve specific information. Example: After reading a sentence like "The car is blue," the child can use the device to hear the question, "What color is the car?" and select the correct answer from tactile choices. 8. Sequencing Activities Story Sequencing with Tactile Cards: After reading simple sentences or short paragraphs, use sequencing cards to help the child understand the order of events. For example, after reading "The dog chases the ball," provide tactile cards showing the dog, the ball, and the chase. Ask the child to arrange the cards in the correct sequence, reinforcing their comprehension of the sentence. Picture-Word Matching: For each sentence, give the child a set of tactile images or objects to match with the words in the sentence. After reading the sentence, the child can match the words to the tactile items. 9. Repetition and Consistency Repetition for Reinforcement: To help the child retrieve specific information, encourage repetition of the sentence. The more often the child interacts with the sentence, the easier it
--	--	---

		will be to retrieve the relevant details. Example: After reading "The apple is green," ask repeated questions like "What color is the apple?" until the child can consistently retrieve the correct information. 10. Peer Interaction and Social Context Peer Reading Sessions: Encourage peer interaction where the child can work with classmates to retrieve information from simple sentences. Peers can help by reading aloud or pointing to objects that correspond with the sentences. Collaborative Storytelling: Create a simple story where each child takes turns reading or identifying parts of the story. This promotes social interaction and helps children with deafblindness retrieve specific information through hands-on engagement. 8. Do different kinds of comprehension tasks (answering verbally, matching, action, etc.) To help children with deafblindness engage in different kinds of comprehension tasks (e.g., answering verbally, matching, or performing actions), it's important to provide tasks that are multi-sensory and accessible. The goal is to use tactile and auditory supports, alongside visual cues when appropriate, to enhance their ability to process and understand information. Here are some ways to adapt various comprehension tasks for children with deafblindness: 1. Verbal Comprehension (Answering Verbally) • Tactile Feedback for Verbal Responses: Encourage the child to answer verbally or with tactile sign language. If verbal communication is difficult, they can use sign language, gesture-based communication, or a
--	--	--

		communication device with tactile feedback. • Example: After reading or hearing a simple sentence like “The dog is running,” ask, "What is the dog doing?" The child can answer verbally or sign "running" using tactile sign language. • Modeling Responses: If needed, model the verbal response first to give the child a reference. For example, you can say, “The dog is running,” and then prompt the child to say or sign the same. 2. Matching Comprehension Tasks • Matching Objects to Words or Sentences: After reading a sentence or hearing a story, provide objects or pictures that match the words or sentences. Ask the child to match the tactile objects to the corresponding sentences. ◦ Example: For the sentence "The apple is red," give the child a red object (apple), and ask them to match the object to the sentence or tactile word card. • Tactile Word Matching: Provide tactile word cards (e.g., Braille or raised print) and ask the child to match the correct word to the object or a description. For example, after reading "The dog barks," give the child word cards for "dog," "cat," and "bird," and they can feel the correct card and match it to the right object. • Matching Pictures to Descriptions: Use raised images or tactile illustrations paired with textured or Braille descriptions. Ask the child to match the tactile picture to the correct description after reading or hearing a sentence.
--	--	---

		3. Action-Based Comprehension Tasks Performing Actions Based on Sentences: After reading or hearing a sentence, ask the child to perform an action that corresponds with the sentence. - Example: For the sentence "The cat jumps," provide the child with a soft tactile model of a cat and guide them to move the model in a jumping motion, helping them physically engage with the action described. Role-Playing: After reading a sentence like "The boy is running," ask the child to perform the action of running (e.g., in place) or act out another part of the sentence. This helps the child engage with the text through kinesthetic learning. Object Interaction: After reading "The ball bounces," ask the child to bounce a ball, reinforcing their understanding of the sentence by physically acting out the action. 4. Sensory Feedback in Action Tasks Vibration Cues: Use vibration or movement to reinforce the action described in the sentence. For instance, if the sentence is "The truck is moving," you could provide a vibrating toy truck and encourage the child to feel the vibrations and move the truck accordingly. Touch and Movement Activities: In the case of sentences involving movement or action (e.g., "The bird flies"), guide the child's hands to perform corresponding movements (e.g., moving their hands in a flapping motion) to demonstrate their
--	--	---

comprehension.

5. Multiple Choice Comprehension Tasks

- **Tactile Choice Boards:** After reading a sentence or story, ask the child to choose the correct answer from a set of tactile choices (e.g., Braille or raised cards). The child can touch and select the correct option based on their comprehension of the sentence.
 - Example: After reading the sentence "The apple is red," offer three tactile choices: a red apple, a green apple, and a banana. Ask, "Which one is red?" and have the child select the corresponding object.
- **Use of Real Objects for Choices:** Present **real objects** alongside Braille or raised print options. The child can choose the correct object to answer a comprehension question. For example, after reading "The dog is running," give the child the choice of a toy dog, a toy car, or a toy bird, and ask them to select the dog.

6. Visual or Tactile Story Sequencing

- **Tactile Sequencing:** After reading a story, provide **tactile story elements** (e.g., raised pictures or objects) and ask the child to arrange them in the correct sequence. This helps the child understand the flow of events and improves their comprehension of the narrative.
 - Example: After reading "The boy eats an apple," "The boy washes his hands," and "The boy goes to school," ask the child to arrange the tactile cards in the correct order.

		• Interactive Sequencing with Action: Ask the child to perform actions based on the sequence. For instance, after reading about a sequence like "The dog runs, the dog stops, the dog rests," ask the child to move a tactile model of a dog according to each part of the sentence. 7. Using Tactile Communication Systems • Tactile Sign Language: If the child uses tactile sign language, incorporate signs as part of the comprehension process. After reading a sentence, encourage the child to respond by signing the key concept or action described. • Object Symbol Communication: Use object-based communication symbols (e.g., a small ball to represent "ball") to help children link comprehension to tangible objects. After reading a sentence like "The dog runs," the child can select the corresponding object symbol for "dog" and "run" and demonstrate their understanding. 8. Interactive Questioning • Simple Question and Answer: After reading a sentence, ask simple questions that require the child to answer through touch, sign language, or a communication device. ◦ Example: For the sentence "The tree is tall," ask questions like: ▪ "What is tall?" (Child can answer with a tactile response or point to the raised print or object that corresponds to "tree.") ▪ "What is the tree like?" (Child may feel the raised image or texture of a tree.)
--	--	--

		• Yes/No Questions: Use yes/no questions to check the child's understanding. For example, after reading "The dog is brown," ask, "Is the dog brown?" and the child can answer by shaking or nodding their head or using tactile signs. 9. Matching Sound and Action • Sound Recognition: For comprehension tasks related to auditory information, use vibration devices or sound cues (when accessible) to enhance the child's experience. After reading a sentence like "The car honks," use a sound-emitting device or a vibrating toy car to reinforce the sound and action. • Action-Based Sound Matching: For sentences involving action and sound (e.g., "The bird sings"), use a toy or a vibrating object to simulate the sound, allowing the child to match the action with the correct sound. 10. Multi-step Tasks • Complex Comprehension Tasks: For more advanced comprehension, create tasks that involve several steps. For example, read the sentence "The girl picks the apple, washes it, and eats it" and then guide the child through each step, allowing them to pick up a tactile apple, feel it being washed (e.g., with a damp cloth), and simulate eating it. • Task Chaining: Break down a complex task into smaller parts. After reading a multi-step sentence, guide the child through each action (e.g., "First, the boy walks to the park. Then, he plays with the ball.").
Writing	1. Hold pencil correctly to gain	1. Hold pencil correctly to gain control to draw lines, curves, circles, etc.

control to draw lines, curves, circles, etc. 2. Develop hand-eye coordination through drawing lines and patterns. 3. Trace the letters and write them. 4. Form lower and upper case letters of regular size and shape. 5. Write letters and words in a straight line from left to right with regular spacing between words. 6. Copy letters and highly frequent familiar words and phrases correctly and reproduce them. 7. Combine and recombine different letters to form words, and put the words in correct order to form simple sentences. 8. Use correct spelling of words. 9. Write simple phrases and sentences independently. 10. Give basic personal	To adapt the writing activity of holding a pencil correctly and gaining control to draw lines, curves, circles, etc., for children with deafblindness, it is important to focus on tactile and kinesthetic strategies that can provide sensory feedback and physical guidance. Here are several adaptations that can help children with deafblindness develop their fine motor skills for drawing and writing: 1. Tactile Pencil Grips • Adapted Pencil Grips: Use specialized pencil grips or tactile markers to help the child hold the pencil correctly. These grips can provide sensory feedback, making it easier for the child to feel where to place their fingers. Foam grips or textured grips can help the child maintain a correct grip and develop the necessary muscle control. • Weighted Pencils: For children who need additional sensory feedback, using a weighted pencil can help them feel the pencil more clearly and increase control over movements. 2. Hand-Over-Hand Guidance • Physical Support: Offer hand-over-hand guidance, where the teacher or caregiver gently places their hand on top of the child's hand to guide them through the movement of drawing lines, curves, or circles. This approach helps the child feel the motion and gain muscle memory for controlling the pencil. • Assisted Movement: Guide the child's hand in a slow, deliberate motion to form basic shapes like straight lines or curves. This can help them understand the required hand movements and gradually develop independent control. 3. Tactile Drawing Surfaces
--	--

	information in writing (e.g. name, address, age, nationality). 11. Demonstrate good handwriting skills.	• Raised or Textured Surfaces: Provide the child with a raised or textured surface where they can feel the outline of the lines, shapes, or letters. This will help them understand the space they are working within and offer sensory feedback as they draw. For example, use Braille paper, sandpaper, or textured foam sheets that allow the child to feel the shapes or lines as they draw. • Adapted Drawing Boards: Use a tactile drawing board or lightbox that has raised surfaces for the child to follow. The child can feel the raised lines and practice drawing on top of these textures. 4. Tactile Drawing Tools • Marker with Tactile Tips: Use a tactile marker or crayon that has a distinctive texture (e.g., raised or bumpy tip) to help guide the child's hand. These tools can help the child feel where the tip of the tool is in contact with the paper, aiding in forming lines, curves, and circles. • Use of Textured Pencils: Consider pencils with textured surfaces or vibrating tips that provide sensory feedback, helping the child understand the pressure and movement needed for drawing or writing. 5. Tactile Line and Shape Templates • Shape and Line Templates: Use tactile templates with raised lines or shapes (e.g., circles, squares, and straight lines) that the child can follow with their pencil or finger. These templates can help the child practice drawing specific shapes and lines by feeling the texture of the outline. • Tactile Pathways: Create simple tactile
--	---	---

		pathways with raised tape or shapes that guide the child to follow specific lines or curves. This can be done on a piece of paper, allowing the child to trace over the raised lines with their pencil. 6. Assistive Technology • Touchscreen or Digital Devices: For children who are more comfortable with technology, consider using tablet devices or assistive technology that supports tactile drawing. For example, BrailleNote or refreshable Braille displays can be used for drawing with tactile feedback. There are also specific apps designed to provide tactile feedback for drawing and tracing shapes on touchscreens. • Speech or Vibration Feedback: Some digital tools or apps can provide speech or vibration feedback when the child traces over certain shapes, providing a sensory reinforcement that helps them understand the motion and placement of their drawing. 7. Physical Positioning • Proper Positioning of Paper: Position the paper at an appropriate angle or surface that allows the child to feel comfortable. For example, place the paper flat on the table or use an easel for better access. • Hand and Arm Support: Provide the child with enough support for their hand and arm to prevent unnecessary strain. For example, support the elbow on the table or provide a stabilizing cushion to help guide the child's movements without causing discomfort. 8. Pre-Drawing Activities • Pre-writing Exercises: Before
--	--	---

		attempting to draw shapes or lines, encourage the child to engage in pre-writing exercises that build hand control, such as tracing over textured lines or drawing in sand, clay, or finger paints. These activities help build the foundation for more structured drawing tasks. • Finger Tracing: Allow the child to use their fingers to trace shapes or lines first, as this can help them get used to the motions before transitioning to a pencil or other drawing tools. 9. Repetition and Gradual Progression • Gradual Progression: Start with large, simple shapes (such as straight lines or large circles) and gradually move to more complex shapes as the child gains control. Consistent practice in a low-stress environment will help the child improve their fine motor skills. • Encourage Repetition: Allow the child to practice these skills repeatedly in a way that's motivating for them. For example, they might enjoy drawing simple shapes on textured paper and gradually building up to more intricate shapes and designs. 10. Positive Reinforcement and Patience • Reinforcement: Offer praise and encouragement after each attempt, whether successful or not. Positive reinforcement can help the child stay motivated and build confidence. • Patience and Persistence: Understand that the process of mastering pencil control may take time. Be patient and provide plenty of opportunities for the child to explore writing and drawing at their own pace.
--	--	--

2. Develop hand-eye coordination through drawing lines and patterns.

To help children with **deafblindness** develop **hand-eye coordination** through drawing lines and patterns, it's important to focus on **tactile** and **kinesthetic** strategies that provide sensory feedback and guide their movements. Since these children may have limited or no vision, adapting the activity to engage their sense of touch and movement is essential. Below are some adaptations that can help children with deafblindness develop hand-eye coordination through drawing:

1. Tactile Templates and Guides

- **Raised Line Templates:** Provide the child with **raised line templates** (made from rubber, plastic, or textured material) that they can trace over with their fingers or a pencil. These templates should include various patterns (e.g., straight lines, curves, zigzags, spirals) to practice hand-eye coordination as they move their hand along the raised path.
- **Textured Pattern Boards:** Use textured boards or mats with **pre-drawn tactile patterns** (e.g., waves, zigzags, or spirals) for the child to trace. This will help the child learn how to follow patterns with their hand while gaining control over their drawing instrument.

2. Hand-Over-Hand Guidance

- **Guiding Hand Movements:** Offer **hand-over-hand guidance** to help the child learn the motion of drawing lines and patterns. Gently guide the child's hand along the desired path, whether it's a straight line or a curve, allowing them to feel the motion and gain coordination. As they practice, gradually reduce the

		amount of guidance. • Encouraging Independent Movement: Once the child starts to understand the pattern or shape, encourage them to try drawing independently. Provide verbal or tactile cues to reinforce the direction of the movement (e.g., "Move up," "Turn left," "Draw a circle"). 3. Tactile Markers and Writing Tools • Textured Markers and Pencils: Use textured pencils or crayons to help the child feel the drawing tool better. The texture will provide sensory feedback and help the child feel where the pencil is on the paper. Vibrating markers or markers with raised tips could also be used to provide additional sensory input as they draw. • Adaptive Pencils: Use special pencil grips or triangular pencils to support proper pencil positioning. These tools will help the child develop the proper grip and hand control necessary for drawing lines and shapes. 4. Tactile Drawing Surfaces • Raised Writing Paper: Provide raised-line paper (e.g., Braille paper with raised lines) to give the child tactile feedback as they draw. This helps them understand where to draw and provides a physical sense of the path they need to follow. • Sandpaper or Felt Boards: For initial practice, children can use sandpaper or felt boards with tactile lines or patterns to trace over with their fingers. The textured surface gives feedback as they trace, helping to develop their hand-eye coordination. 5. Tracing and Drawing in Sensory
--	--	---

		Materials • Sand or Rice Tracing: Have the child trace lines or patterns in sand, rice, or flour with their fingers or a pencil. The tactile feedback from these materials can help them learn the coordination of their hands while focusing on following a specific path. • Finger Painting: Finger painting on textured surfaces or sensory mats can also be used to encourage the child to create patterns. The physical engagement with the medium supports both the tactile sense and hand-eye coordination. 6. Shape and Line Tracing • Tracing with Fingers First: Encourage the child to trace shapes and lines with their fingers before using a pencil or other drawing tools. Tracing shapes in clay or playdough can also provide a tactile experience that helps the child understand the hand movements required for drawing. • Pattern Tracing with Tactile Cues: Use tactile cues (e.g., different textures or objects) to guide the child in tracing patterns. For example, you could place objects along the line or pattern that they need to trace. This provides a more interactive, sensory-rich experience while practicing hand-eye coordination. 7. Drawing with Different Media • Chalk and Chalkboard: Drawing on a chalkboard with tactile feedback, like sidewalk chalk or chalk with textured tips, can offer a change in texture and sensation, which helps the child develop coordination in a different sensory context. • Puffy Paint or Fabric Paint: Have the
--	--	--

		child trace over puffy paint or fabric paint that forms raised lines. The raised texture provides clear sensory feedback as they draw or trace, helping to reinforce hand-eye coordination. 8. Progressive Difficulty and Repetition • Start with Simple Lines: Begin with basic shapes such as straight lines, circles, or zigzags and gradually increase the complexity of the patterns as the child gains more control. This allows them to practice hand-eye coordination in manageable steps. • Repetition: Encourage the child to practice drawing the same patterns multiple times. Repetition will help reinforce the motion and improve coordination over time. 9. Interactive Tools for Hand-Eye Coordination • Interactive Drawing Apps: If the child is comfortable with technology, use tablet-based apps with tactile feedback or vibration feedback that help guide the child's hand movements. Many apps are designed to help children learn drawing skills by providing both visual and tactile prompts. • Digital Pens with Feedback: Some assistive technology tools, such as digital pens or stylus pens that provide tactile feedback, can support the development of hand-eye coordination while drawing patterns on a screen. 10. Verbal Cues and Repetition • Provide Verbal Guidance: Use clear, simple verbal instructions to guide the child as they draw. For example, say "Draw a line across the page," and guide their hand while they do it. This helps
--	--	---

		reinforce coordination by connecting the tactile feedback with verbal cues. • Modeling: Model the drawing task first by demonstrating how to draw a pattern or line and then guide the child to do it themselves. This provides a visual and tactile reference to support their learning. 3. Trace the letters and write them. To help children with deafblindness trace and write letters, the activity should be adapted to provide tactile feedback, promote muscle memory, and assist with both fine motor and cognitive skills. Below are strategies for adapting the activity of tracing and writing letters: 1. Tactile Letter Tracing • Raised-Line Paper: Use raised-line paper or Braille paper to provide tactile feedback when tracing letters. These papers have raised lines that children can feel as they trace over the letters. This allows them to experience the shape of the letters with their fingers before transitioning to writing them independently. • Textured Tracing Cards: Create or purchase textured tracing cards with raised letters. The child can trace these cards with their fingers or a pencil, allowing them to feel the formation of each letter. You can also use a Braille slate or Braille paper if the child is familiar with Braille. • Sandpaper Letters: Provide sandpaper letters for the child to trace with their fingers. The texture of the sandpaper gives a tactile experience that helps the child understand the shape and form of each letter.
--	--	--

		2. Hand-Over-Hand Support • Hand-Over-Hand Guidance: Offer hand-over-hand support to guide the child's hand as they trace the letter. Gently place your hand on top of the child's hand, helping them move their fingers or pencil along the lines. This method will provide them with kinesthetic feedback about the movements needed to form each letter. • Gradual Release: Start by providing full support and gradually reduce the amount of help as the child becomes more comfortable tracing and writing the letters independently. 3. Tactile Writing Tools • Textured Pencils: Use textured pencils or special pencil grips to make it easier for the child to feel the pencil in their hand, providing them with tactile feedback. These tools can help them maintain control while tracing or writing. • Crayons or Markers with Tactile Feedback: Use markers or crayons with distinct textures or vibrating pens that help the child feel where the pencil is touching the paper. This feedback can guide their hand movements as they trace the letters. 4. Writing with Sensory Materials • Sand or Salt Tray: Fill a shallow tray with sand, salt, or flour and encourage the child to trace the letters in the tray with their fingers. This tactile surface will allow the child to feel the shape of each letter as they trace it, and it can be easily erased to repeat the activity. • Finger Painting: Have the child use finger paints on a textured surface to trace letters. This approach engages their
--	--	---

		tactile and kinesthetic senses, allowing them to explore writing in a fun and engaging way. • Clay or Playdough: Allow the child to form letters using clay or playdough. This method helps develop hand strength and coordination while reinforcing letter shapes through touch and manipulation. 5. Textured Letter Tracing Sheets • Raised Alphabet Sheets: Use textured alphabet sheets that have a raised version of each letter. These sheets can be made from fabric, rubber, or plastic, and children can trace each letter with their fingers. Over time, they will get used to forming the shapes of the letters through tactile input. • Foam Letter Sheets: Create or purchase foam letter sheets with raised letters. The child can trace the foam letters with their fingers, helping them recognize the shapes while practicing hand movements for writing. 6. Progressive Tracing Exercises • Begin with Large Letters: Start by having the child trace large letters with their fingers or a writing tool. Large letters are easier to trace and provide more space for the child to develop control over their movements. Gradually decrease the size of the letters as they improve their skills. • Tracings with Directional Cues: Provide cues, such as verbal instructions (e.g., “Start at the top and move down,” “Go from left to right”) and kinesthetic feedback (such as guiding the child’s hand), to help them learn the correct movements for forming each letter. 7. Multi-Sensory Reinforcement
--	--	--

		• Combine Touch and Sound: Pair the tracing activity with verbal cues about the letter’s name and sound. For example, as the child traces the letter “A,” say, “This is A, and it sounds like ‘ah.’” Combining touch, sound, and movement will reinforce learning and help the child understand the connection between letters and sounds. • Rhythm and Movement: Use rhythm or chanting when tracing letters to help the child associate the movement with the sound and name of the letter. For example, you could say, “A, up and down, like a triangle!” 8. Reinforcement through Repetition • Repeated Practice: Encourage repeated tracing of the letters. The more the child traces each letter, the more comfortable they will become with the movements necessary for writing. Make sure to celebrate progress, even small steps, to keep them motivated. • Track Progress: Keep a progress chart where the child can mark how many letters they’ve traced or how well they are doing. This helps the child visually track their improvement and gain a sense of accomplishment. 9. Writing in Braille (If Applicable) • If the child is familiar with Braille, teach them how to trace letters using a Braille slate or Braille paper. This can provide an additional way to engage with the letters through touch and is crucial for reading and writing for blind individuals. • Introduce Braille letter cards with tactile bumps that represent the Braille characters and allow the child to trace them with their fingers.
--	--	---

		10. Encourage Independent Writing - Once the child has gained some confidence with tracing, encourage them to move from tracing to writing independently on blank paper. Start with a few letters, guiding them to form each letter properly. - Provide positive feedback for any attempt at independent writing, even if the letters aren't perfect. Gradually, the child will build confidence and accuracy. 4. Form lower- and upper-case letters of regular size and shape. To help children with deafblindness form lower- and upper-case letters of regular size and shape, the approach should focus on tactile feedback, structured guidance, and appropriate adaptations to assist them in developing writing skills. Below are strategies to support children in forming consistent and appropriately sized letters: 1. Tactile Letter Formation Raised-Line Tracing Sheets: Use raised-line sheets (or Braille paper) that have both upper and lower case letters. Children can trace these letters with their fingers or a pencil, providing tactile feedback that helps them feel the size and shape of each letter. The raised lines guide their finger or writing tool, enabling them to trace in a way that promotes motor memory. Textured Letter Cards: Provide textured cards or foam letters that have both upper and lower case letters in relief. The child can trace the letter shapes with their fingers to familiarize themselves with the size and formation of the letters.
--	--	--

		2. Hand-Over-Hand Support • Guiding the Hand: Offer hand-over-hand assistance to help the child form each letter. This helps them understand the directionality and stroke order for forming both upper and lower case letters. For instance, guiding them in forming a capital "A" with straight lines and then a lower case "a" with a round shape. • Gradual Independence: Start by providing full hand-over-hand support, then gradually reduce the amount of guidance as the child gains confidence in forming letters independently. 3. Writing Tools with Sensory Feedback • Textured Pencils: Use textured pencils or adaptive grips that give the child better tactile control of the writing instrument. These tools make it easier for children to feel the pencil in their hand and guide their movements while writing both uppercase and lowercase letters. • Vibrating Pens: Consider using vibrating pens or markers, which provide additional sensory feedback that guides the child in forming letters accurately by vibrating when they follow the correct path. 4. Sandpaper or Sensory Materials for Tracing • Sandpaper Letters: Use sandpaper letters for tactile tracing. These letters are typically made with a rough surface that the child can feel as they trace with their fingers. This will help them learn to form both uppercase and lowercase letters with the correct size and shape. • Salt or Sand Tracing: Fill a shallow
--	--	--

		tray with sand or salt, and encourage the child to trace letters in the tray using their fingers. This is a good way to practice letter formation in a fun, sensory-rich environment. You can draw letters with your fingers in the sand and guide the child to trace them. 5. Structured Letter Formation • Letter Guides and Templates: Use letter guides with clear instructions for forming both uppercase and lowercase letters. For example, use arrows on paper to indicate the stroke order or directional movement needed to write the letter. This will help the child focus on how to write each letter properly and consistently. • Large to Small Practice: Start with large uppercase letters (which are easier to form with bigger strokes) and gradually move on to lowercase letters, which are typically smaller and require more control. This progression helps children focus on proper size and proportion. • Simple Stroke Letters First: Begin with letters that are easier to form, such as “L,” “T,” or “I” (for uppercase) and “l,” “t,” or “i” (for lowercase). These letters have simple straight lines, helping children master basic strokes before progressing to more complex letters. 6. Tracking Progress with Sensory Feedback • Tactile Feedback During Writing: While writing, the child should receive feedback from the surface or material being written on. Using materials like raised-line paper, foam boards, or textured pencils can provide the child with sensory feedback on the size and
--	--	--

		shape of their writing. • Verbal or Tactile Feedback: As the child writes, offer verbal feedback or provide tactile cues to reinforce the correct formation of each letter. For example, say “Good job with the tall lines in the capital letters!” or give a gentle touch to their hand to show when the letter is written well. 7. Repetition and Practice • Repetition for Mastery: Encourage the child to practice forming letters repeatedly to build muscle memory and ensure consistency in the size and shape of both uppercase and lowercase letters. Provide a set amount of letters to trace or write each day and gradually increase the complexity as they improve. • Start with Simple Letters: Begin with letters that share similarities in shape and strokes. For instance, after practicing the capital letter "A," have the child try the lowercase "a." Then, once the child is comfortable, introduce other simple letters like "C" and "c" or "T" and "t." 8. Interactive Sensory Tools • Tactile Writing Apps: If the child is familiar with technology, use interactive apps that provide tactile feedback or vibration cues while practicing letter formation. These apps can guide the child as they trace or write, helping them develop letter recognition and formation skills in a digital environment. • Interactive Whiteboards: Use interactive whiteboards with tactile pens or brushes to let the child trace both uppercase and lowercase letters. The tactile nature of the interaction can provide both feedback and engagement
--	--	---

		while practicing letter writing. 9. Visual and Tactile Pairing • Pair Letters with Objects: Pair each letter (upper and lower case) with a corresponding object that the child can touch. For example, "B" could be paired with a Braille book or a ball, so the child connects the shape of the letter with something tactile and familiar. • Tactile Sign Language for Letters: If the child is familiar with tactile sign language, combine letter formation with the appropriate tactile sign. This pairing helps the child connect the visual, tactile, and kinesthetic aspects of the letter. 10. Encourage Creativity and Exploration • Drawing Letters: Once the child can form letters consistently, encourage them to experiment with writing letters in different media, like drawing letters in a tray of sand, molding them with clay, or painting them with their fingers on a textured surface. These hands-on activities will help strengthen both hand-eye coordination and letter formation skills. 5. Write letters and words in a straight line from left to right with regular spacing between words. To help children with deafblindness write letters and words in a straight line from left to right with regular spacing between words, the following adaptations can be implemented. These strategies focus on providing tactile feedback, structured support, and techniques to enhance their fine motor skills, spatial awareness, and consistency in writing: 1. Use of Raised-Line Paper or Braille Paper • Raised-Line Paper: Provide raised-line
--	--	---

		paper or Braille paper with clearly defined horizontal lines that the child can feel. These lines will guide the child's pencil or finger to keep the letters straight and evenly spaced. • Guided Paper: Use paper with pre-printed guide lines (like grids or dashed lines) to help the child maintain consistent letter size and spacing. This ensures that each letter fits properly within the lines, and words are written with regular spacing. 2. Hand-Over-Hand Support • Guiding the Hand: Offer hand-over-hand support to help the child maintain the correct direction and spacing while writing. Place your hand over theirs to gently guide them along the lines, helping them feel how to space the letters and words appropriately. • Tactile Cues: Use gentle tactile cues to encourage the child to move from left to right. For example, tap their hand lightly to signal when to start a new word or when to leave a space between words. 3. Letter Spacing Aids • Space Markers: Use tactile markers, like small rubber dots or raised stickers, to indicate where to leave a space between words. When writing, the child can feel these markers as a signal to stop and leave a gap before continuing to the next word. • Pre-printed Spacing Lines: Use pre-printed sheets with pre-determined spaces for each word to help the child understand the need for consistent spacing between letters and words. These sheets could include lightly dotted lines to indicate where to place the
--	--	---

spaces.

4. Writing Guides and Templates

- **Word Templates:** Provide templates with **traced words** or **dashed words** that the child can follow. This helps them learn to write the words in a straight line and maintain regular spacing between letters and words.
- **Alphabet Guides:** Place an **alphabet guide** at the top or side of the paper for reference, showing the child how letters should be spaced and aligned in a straight line. This can be a tactile or raised guide.

5. Adaptive Writing Tools

- **Textured Pencils or Pens:** Use **textured pencils** or **writing pens with adaptive grips** to help the child maintain control of the writing instrument. The added texture can provide tactile feedback, improving the child's control over writing the letters and maintaining a straight line.
- **Tactile Rulers or Guides:** Use a **tactile ruler** or **guide strip** to physically direct the child's hand from left to right. The tactile strip will ensure that the child writes in a straight line, helping with consistent letter formation and word spacing.

6. Use of Sand or Salt Trays for Practice

- **Sand or Salt Trays:** Have the child practice writing in **sand or salt trays**. When practicing in the tray, they can draw letters with their fingers or a pencil, using the guide lines or tactile markers in the tray. The tactile surface will help the child maintain control of letter formation while reinforcing proper spacing between letters and words.

		• Writing in a Tray with Dividers: For better spatial orientation, divide the sand or salt tray into sections using raised dividers that the child can feel. Each section can correspond to one word, helping the child maintain regular spacing between words. 7. Teaching Left-to-Right Progression • Directional Cues: Emphasize the left-to-right direction when writing by tapping or guiding the child's hand from left to right. You can also verbally prompt them, saying, "Start here and move to the right." • Consistent Practice: Encourage daily practice by writing single letters or simple words first. Then gradually increase complexity to longer words and sentences. Reinforce the left-to-right movement with consistent verbal and tactile cues. 8. Visual and Tactile Reinforcement • Tactile Feedback for Alignment: Use tactile feedback to reinforce the alignment of the words. As the child writes, gently guide their hand or provide verbal cues to ensure that each word begins at the same point, creating a straight line of writing. • Reinforce Spacing Consistency: Celebrate small successes. When the child places letters or words with proper spacing, offer positive reinforcement. This will encourage them to continue making efforts for proper alignment. 9. Practice with Large-Scale Writing • Large Writing Surfaces: Start by having the child practice writing on larger surfaces to develop better control over spacing. Use large tactile boards or
--	--	---

		whiteboards with raised lines to help them practice writing larger letters with space between them. • Writing with Sensory Feedback: On large surfaces, encourage the child to write using their full hand to feel the shape of each letter and maintain even spacing. 10. Using Technology for Practice (Optional) • Digital Writing Tools: If the child is comfortable with digital tools, there are apps that can simulate writing with tactile feedback (using haptic technology) or visual guides for letter formation and spacing. • Interactive Whiteboards: Use interactive whiteboards with tactile pens or brushes that give immediate feedback as the child writes. These devices can help reinforce correct left-to-right writing and spacing while offering real-time guidance. 11. Progressive Difficulty • Simple Words First: Start with simple, short words that consist of familiar letters. Encourage the child to write basic words (e.g., cat, dog) while maintaining consistent spacing. • Gradual Increase in Complexity: As the child becomes comfortable with writing basic words in a straight line, gradually increase the complexity to sentences and paragraphs, maintaining the focus on consistent letter size and spacing. 12. Consistent Monitoring and Encouragement • Monitor Progress: Observe the child's progress regularly to ensure they are writing in a straight line and leaving
--	--	---

		consistent space between words. Provide gentle corrections and positive reinforcement to help build confidence and accuracy. • Celebrate Achievements: When the child successfully writes in a straight line with appropriate word spacing, celebrate their progress, no matter how small. Positive reinforcement will help them stay motivated and build their skills. 6. Copy letters and highly frequent familiar words and phrases correctly and reproduce them. To help children with deafblindness copy letters, highly frequent familiar words, and phrases correctly, and reproduce them, the following adaptations can be implemented. These strategies aim to support tactile learning, spatial orientation, motor control, and consistent practice in reproducing written language: 1. Tactile Copying and Reproduction • Raised-Line Paper: Provide raised-line paper or Braille paper to guide the child's hand while copying letters, words, and phrases. The child can trace the raised lines to reproduce letters or words, helping them maintain accurate spacing and shape. • Tactile Word Cards: Use tactile word cards with familiar and frequently used words, like their name, family names, or common objects. These cards can have raised letters or braille, which the child can feel and then copy onto their own paper. 2. Hand-Over-Hand Assistance • Guiding the Hand: Use hand-over-hand assistance to guide the child's
--	--	--

		hand as they copy letters or words. This support helps them feel the correct movement and letter formation, and allows them to learn how to space letters and words appropriately. Gradually reduce the amount of support as they gain independence. • Directional Guidance: Provide tactile feedback to ensure the child is moving from left to right as they copy words or phrases. Use subtle touches on their wrist or hand to signal the correct movement direction. 3. Tracing with Tactile Feedback • Tactile Tracing Materials: Provide materials such as raised tracing templates, where children can trace letters and familiar words. These materials can be made from raised paper, foam boards, or sandpaper letters, allowing children to feel and trace the shapes of letters, improving their muscle memory and consistency in reproduction. • Salt or Sand Trays: Use salt or sand trays for tactile tracing of letters and words. The child can practice writing in the tray using their fingers or a stylus, reinforcing the form of letters and words in a sensory-rich environment. 4. Repetition with Simple, Familiar Words • Start with Simple, Frequent Words: Begin with high-frequency, familiar words like "cat," "dog," or their own name. These are words that the child is likely to encounter regularly and will benefit from frequent practice in copying. • Word Banks: Create a word bank of frequently used words and phrases that
--	--	--

		are significant to the child, such as family member names, favorite activities, or familiar objects. Provide these words in braille or raised print, and have the child practice copying them regularly. 5. Interactive Tools for Copying • Tactile Whiteboards: Use tactile whiteboards where the child can practice copying words and phrases. These whiteboards often allow the child to feel where they are writing and provide an easy way to make corrections or adjustments. • Electronic Writing Devices: If the child is comfortable with technology, use electronic devices with tactile feedback, like Braille tablets, that can assist in copying and reproducing words and phrases by providing real-time feedback. 6. Structured Writing and Spacing • Spacing Guides: Provide tactile spacing guides to help the child know where to start and end each word, keeping consistent spacing. Use raised dots or foam strips to indicate where to leave a space between words. • Guided Writing Sheets: Provide writing sheets with pre-printed dashed or dotted lines to help guide the child's hand in writing each letter and word in a straight line, reinforcing the structure of their copying work. 7. Modeling and Demonstration • Model Writing: Model the writing process by writing a word or phrase clearly in front of the child, either using tactile letters, braille, or raised print. Have the child feel the formation of each
--	--	---

		letter and the spacing between words. • Demonstrate Slow and Clear Writing: Demonstrate the process of writing each letter slowly and clearly, so the child can mimic the movements and structure. If possible, use different textures (e.g., soft for vowels, rough for consonants) to help distinguish between different letters or sounds. 8. Sensory Reinforcement • Tactile Feedback: Provide sensory feedback as the child copies letters or words. For example, after the child writes a letter or word correctly, offer positive reinforcement by placing a tactile object (like a soft touch or sticker) on their hand, acknowledging the accuracy. • Texture for Each Word: Assign a unique texture or material to each frequently used word or phrase, such as a small textured object representing the word. This will help the child associate tactile feedback with specific words and aid them in copying those words accurately. 9. Verbal or Tactile Cues • Verbal Cues: Provide verbal cues to prompt the child when copying. For example, "Start with an 'S'," or "Leave a space between 'cat' and 'dog'." The cues can be given with rhythmic or tactile cues to help the child follow the writing process. • Tactile Direction: Use tactile direction to encourage proper spacing between words and letters. For instance, gently guide their hand with a tactile cue (such as a soft touch on the wrist) whenever the child needs to start a new word or
--	--	---

		sentence. 10. Frequent, Short Practice Sessions • Practice in Short Bursts: Focus on short, focused practice sessions where the child practices copying a few words or a sentence at a time. Keep practice sessions short to maintain the child’s attention and reduce frustration. Provide a reward system or positive reinforcement after completing tasks to keep them motivated. • Gradual Increase in Complexity: Once the child becomes proficient at copying simple words, gradually introduce longer phrases or short sentences, increasing complexity as their copying skills improve. 11. Celebrate Successes • Positive Reinforcement: Celebrate even small successes in copying words or letters. Positive feedback can be given by recognizing the child’s efforts, either verbally or through tactile rewards like a gentle pat or giving them a sensory item they enjoy (like a soft texture or a small toy). 7. Combine and recombine different letters to form words and put the words in correct order to form simple sentences. To help children with deafblindness combine and recombine different letters to form words and put those words in the correct order to form simple sentences, the following adaptations can be used. These strategies focus on providing tactile feedback, guiding spatial awareness, and encouraging motor skills to build literacy and sentence formation. 1. Use of Tactile Alphabet and Braille • Tactile Alphabet Cards: Provide tactile
--	--	---

		alphabet cards or Braille cards where each letter is raised, allowing children to feel the shapes of the letters. Children can physically handle the cards to practice combining them into words. • Tactile Word Construction: For older children who are ready for more complex tasks, use Braille word construction kits where they can build and recombine words from tactile letter pieces or Braille tiles. These kits can include both individual letters and common word endings, helping children combine them to form simple words. 2. Object-Based Word Formation • Objects Representing Letters and Words: Use physical objects that correspond to letters (e.g., a toy for "T," a ball for "B") so that the child can physically manipulate the objects to form words. For example, they can put together a toy car and a toy dog to form the word "car" and "dog" respectively. • Textured Word Cues: Provide objects or textures to represent specific words, so the child can feel and connect them to form simple sentences. For instance, "I eat apple" could be represented by a toy for "I," a textured apple for "apple," and a simple word card with "eat." 3. Letter and Word Construction Kits • Tactile Letter Kits: Provide tactile letter kits that allow children to physically build words. These kits often use small, raised tiles with Braille or print letters that children can arrange into simple words. • Magnets or Velcro Letters: Use magnetic letters or Velcro letters that children can stick onto a board or wall.
--	--	--

		These letters can be rearranged to form different words and practice word order in simple sentences. 4. Tactile Word Scrambles • Word Scramble Activities: Present scrambled word cards with tactile feedback, where the child can feel the raised letters and reorder them to form simple words. Start with 2-3 letter words, gradually increasing the difficulty as the child progresses. • Sentence Scramble: Once the child is comfortable with word formation, introduce tactile sentence scrambles. Provide cards with familiar words and ask the child to arrange them into simple sentences, such as "I eat food" or "The cat runs." 5. Guided Sentence Formation • Word and Sentence Templates: Provide templates or worksheets with raised lines that help the child understand where words and sentences should go. You could use pre-printed sentence starters (like "I see..." or "The dog...") and then have the child feel the spaces where they can insert words to complete the sentence. • Color-Coded or Tactile Word Cues: Color-code or use raised patterns to differentiate between types of words (e.g., subject, verb, object) to help children understand the basic structure of sentences. For example, yellow could be used for nouns, blue for verbs, and red for objects. This helps children understand word order and form simple sentences. 6. Spelling and Word Building with Tactile Support
--	--	---

		• Tactile Word Building: Use tactile writing materials (such as sandpaper letters or raised-line pens) for children to physically trace or build words. As they trace, they can blend sounds or letter combinations together to form words. • Finger Tracing for Spelling: Encourage children to finger-trace the letters or words they are combining. By tracing and feeling each letter, they become familiar with letter sounds and sequences, helping them combine letters into recognizable words and then arrange those words into sentences. 7. Sensory Integration with Word and Sentence Creation • Multi-Sensory Approach: Combine sound, touch, and movement for word and sentence formation. For example, while the child is forming words with tactile letters, have them sound out the word aloud or in sign language. This strengthens their understanding of how letters combine to form words and sentences. • Tactile Reinforcement: Provide a tactile cue or feedback whenever the child successfully forms a word or completes a sentence. Positive tactile feedback such as a gentle touch or sound can reinforce their learning. 8. Reading and Writing Short Phrases • Reinforce Simple Sentences: Focus on short, familiar phrases such as “I am happy,” “I see a dog,” or “She eats food.” Provide the child with tactile sentence strips that they can feel and practice arranging the words in the correct order. • Interactive Sentence Construction:
--	--	---

		Once the child can combine letters into words, provide tactile word banks with common, familiar words that they can use to construct their own sentences. For example, they can feel the word "cat," "eat," and "food" to form "I eat food." 9. Pacing and Short Tasks • Progressive Tasks: Start with basic tasks where the child forms simple words with 2-3 letters, and then move towards longer, more complex words and eventually full sentences. Use frequent breaks to keep the tasks manageable and engaging. • Tactile Prompting: When the child starts to form a word or sentence, provide tactile prompts to help them with the next word or letter. For example, you can gently tap the first letter of the next word to remind them to continue forming the sentence. 10. Consistent Practice and Repetition • Daily Practice: Engage the child in daily short sessions of combining and recombining letters to form words and simple sentences. Keep the sessions varied to maintain interest and provide opportunities for repeated practice. • Review with Feedback: After each practice, review the words or sentences together, providing tactile feedback for correct letter combinations or word order, reinforcing the child's progress. 11. Adaptive Writing Tools • Tactile Writing Materials: Use tactile writing materials such as raised-line paper, Braille writers, or tactile pens that can help children feel where to place the letters and words. These materials will help guide the child in the correct
--	--	--

		direction for writing and spacing. • Electronic Tools (if applicable) Use assistive technology such as Braille displays or writing apps with tactile feedback to help the child practice forming letters, words, and sentences. 12. Sentence Building with Physical Cues • Physical Movement to Represent Sentence Construction: You can use a physical object, such as blocks or toys, to represent each word in a sentence. Place the objects in a line as the child says or thinks of the words, and then slowly move to combine the objects into the full sentence. This will help them understand the structure of a sentence and its word order. Example of Activity: 1. Recombining Letters: Start with simple words like "cat" or "dog." Give the child tactile letter cards for "C," "A," and "T." Have them combine the letters to form the word "cat." Then, move to another simple word like "dog." 2. Forming Simple Sentences: Once comfortable with individual words, provide the child with tactile word cards for "I," "see," and "dog." Encourage them to combine these into the sentence, "I see dog." 3. Sentence Construction: Gradually add more complexity by introducing short phrases like "The cat runs fast" or "I like food," where the child needs to arrange words in the correct order. 8. Use correct spelling of words. To help children with deafblindness use the correct spelling of words, the following adaptations can be applied. These strategies
--	--	---

		focus on tactile learning, multisensory integration, and providing opportunities for repetition and reinforcement to ensure correct spelling is learned and retained. 1. Tactile Spelling with Raised Letters and Braille • Raised Letter Cards: Provide raised letter cards or Braille cards for the child to feel and trace. Each card can have a single letter or word, and the child can trace the letters to understand their shapes and order. This tactile feedback helps the child remember how to form and spell words correctly. • Braille and Raised Line Paper: For Braille readers, provide Braille paper or raised line paper that allows the child to write or trace letters and words. By feeling the raised dots or lines, they can reinforce the correct spelling through touch. 2. Tactile Spelling Practice with Word Walls • Tactile Word Wall: Set up a tactile word wall with common, frequently used words made out of raised materials or Braille. The child can feel the words and practice spelling them. Periodically ask the child to point to or feel the correct word when given a spelling prompt. • Word Building with Blocks: Use tactile letter blocks (such as magnetic or Velcro letters) for children to arrange into words. The child can practice spelling words by feeling the correct sequence of letters as they form the word, reinforcing the correct spelling pattern. 3. Multisensory Spelling Activities • Finger Spelling on Textured Surfaces:
--	--	--

		Have the child finger-spell the words on textured surfaces such as sand, salt, or felt. The different textures provide a sensory experience that reinforces letter formation and spelling. By feeling the textures while spelling, the child associates the shape of each letter with its correct spelling. • Sound-Spelling Connection: For children who can hear, use sound-spelling connections. Say the word aloud while the child traces it with their fingers, reinforcing the auditory and tactile connection. If the child cannot hear, use sign language or tactile sign systems to teach them the phonetic structure of words. 4. Spelling with Objects and Textures • Object Representation for Spelling: Use objects that represent the word (e.g., a toy cat for "cat" or a toy car for "car") to connect the child with the word they are learning to spell. The child can feel the object and then practice spelling the word using tactile letter cards or Braille. • Textured Spelling Cards: Use textured spelling cards with different textures for each letter. The child can feel each texture and use them to spell out words. This tactile experience can strengthen their memory for how words are spelled. 5. Repetition and Spelling Practice • Spelling Drills: Conduct short spelling drills with frequently used words. Use flashcards with raised letters or Braille, and have the child spell the word aloud or by tracing it with their fingers. Review the words regularly, reinforcing correct spelling.
--	--	---

		• Practice Writing Words in Different Textures: Have the child practice spelling the same word using different textures. For instance, they could write the word "dog" in sandpaper, salt trays, or raised-line paper to reinforce the spelling through multisensory input. 6. Use of Writing Aids • Tactile Writing Tools: Provide tactile writing tools such as a raised-line pen or Braille slate that offer the child physical feedback while writing. This allows them to feel the formation of each letter as they write, supporting correct spelling. • Corrective Feedback: Use corrective feedback when the child spells a word incorrectly. Gently guide their hand or provide tactile cues, such as touching the correct letter in the word to help them understand the right spelling. 7. Matching Sounds to Letters • Letter-Sound Association: For children who are able to hear sounds, work on letter-sound correspondence by saying the word and having the child spell it with tactile letters. For example, say the word "bat" and have the child feel the raised letters "B," "A," and "T" in the correct order. • Phonemic Awareness Activities: Engage the child in phonemic awareness activities using tactile materials. Help them understand how sounds correspond to letters and words by tracing the shapes of letters while saying the sounds they make. This can also be done with Braille for children who are deafblind and use tactile reading systems.
--	--	---

		8. Correct Spelling Through Writing Practice • Writing Short Sentences: Start with simple sentences and have the child practice writing them. Offer a word bank with correct spellings that the child can refer to as they write. For example, provide the words “cat,” “dog,” and “hat” for a sentence like "The cat sat on the hat." • Structured Writing Sheets: Provide structured writing sheets that guide the child’s writing, with pre-printed dashed lines or raised lines that show them where to write each letter. This helps the child stay within the lines and practice proper spelling. 9. Spelling with Reusable Materials • Reversible Tactile Boards: Use reusable tactile boards for spelling practice. Children can form words using raised stickers, Velcro letters, or other tactile materials, and can correct mistakes by removing and rearranging the materials. This method supports repeated practice with immediate corrections. • Sand or Salt Trays: Encourage the child to write in a sand or salt tray to practice spelling. They can feel the texture of the letters as they form them, providing a tactile experience that reinforces correct spelling. 10. Using Technology for Spelling Practice • Braille Displays or Tablets: Use Braille tablets or electronic devices with tactile feedback to practice spelling. These tools can help children trace letters and words in Braille, reinforcing spelling through touch and visual
--	--	--

		support. • Spelling Apps with Tactile Feedback: Some apps are designed to teach spelling with tactile feedback on tablets or touch screens. These apps can provide an interactive, multisensory approach to reinforcing correct spelling. 11. Celebrating Success and Motivation • Reinforce Correct Spelling: When the child spells a word correctly, celebrate their success by offering positive tactile feedback, like a small object of their choice or a gentle pat on the back. • Incorporate Games: Make spelling practice fun with tactile games like spelling bingo, word hunts, or tactile crossword puzzles. This keeps the child engaged and motivated to continue learning. Example of Adapted Activity: 1. Activity: "Spelling with Raised Letters" ○ Use raised-letter cards with common words like "cat," "dog," and "sun." ○ Have the child feel each letter, saying the sound associated with it. ○ Once they understand the word, ask them to copy the word on raised-line paper or Braille paper. ○ Provide corrective feedback as needed, guiding their hand to make the correct letter formations. 2. Activity: "Letter-Sound Connection" ○ Provide Braille letters and guide the child in connecting each letter to its sound. ○ Say the word aloud (e.g., "cat"),
--	--	--

		and have the child trace each letter in Braille while feeling the letter's shape and the corresponding sound. ○ Have the child spell the word independently after practice. 9. Write simple phrases and sentences independently. To help children with deafblindness write simple phrases and sentences independently, the following adaptations can be applied. These strategies focus on tactile feedback, multisensory integration, and providing structure to the writing process. 1. Tactile Writing Tools and Materials • Raised Line Paper or Braille Paper: Provide raised-line paper or Braille paper that helps the child feel where to write. This allows them to form letters and words with tactile guidance. They can use their fingers or a stylus to write. • Tactile Pens: Use tactile pens or raised-line markers that create raised dots or lines as the child writes. This helps them feel the letter shapes and keeps track of where they are on the page. • Letter Tracing Cards: Provide letter tracing cards with raised edges. The child can trace these letters to learn their shape and form, then use this skill to write independently. 2. Provide Sentence Frames • Sentence Frames: Offer sentence frames with prompts that the child can complete independently. For example, you can give them a partial sentence such as “I see a ___” or “The dog is ___” and let them fill in the blanks with their
--	--	--

		own words. This helps them understand sentence structure. • Word Banks: Create a word bank of commonly used words (e.g., "cat," "dog," "book," "is") with Braille or raised letters that the child can refer to when writing. This supports independent writing by providing familiar vocabulary. 3. Use of Tactile Symbols and Objects • Object-Based Writing Prompts: Use objects or textures as writing prompts. For instance, place a toy car or a textured object in front of the child and encourage them to write a sentence about it, like "The car is fast" or "I have a car." • Textured Word Cards: Provide textured word cards with raised letters or Braille. These cards can be arranged to help form simple phrases or sentences, allowing the child to feel and understand the connections between the words they are writing. 4. Writing with Technology • Braille Tablets or Digital Writing Devices: For children using Braille, encourage writing on Braille tablets or digital devices with tactile feedback. These devices offer a tactile interface that helps the child feel each letter and word as they write. • Speech-to-Text Technology: If the child has access to speech, speech-to-text technology could be used, where the child speaks the sentence and the device transcribes it into text, which they can then feel in Braille. 5. Modeling and Guided Writing • Model Writing: Demonstrate how to write a simple sentence by writing it on
--	--	---

		raised-line paper or in Braille for the child to feel. For example, write "I see a cat" and trace each letter with the child's hand as they feel the letter formations. • Hand-over-Hand Support: Provide hand-over-hand support while the child writes. Guide their hand to form letters and words correctly, and allow them to write independently once they are familiar with the process. • Tactile Flashcards: Use tactile flashcards with images and corresponding words in Braille. Show the child an image (like a sun) and ask them to write a sentence using that word (e.g., "The sun is hot"). 6. Interactive Writing Activities • Interactive Writing with Objects: Set up an activity where children can choose objects and write sentences about them. For example, a toy dog might inspire the sentence "The dog runs fast." Provide Braille or raised letters for these words and allow the child to feel and write the sentences. • Sentence Construction with Raised Blocks: Use raised-letter blocks (similar to magnetic letters but raised) to form sentences. Children can feel each letter and rearrange them to form a sentence. This helps them practice structuring sentences independently. 7. Repetition and Practice • Daily Writing Practice: Incorporate regular writing exercises, where the child writes about their day or a favorite activity using simple sentences. Provide prompts if necessary and allow them to write independently as they progress. • Guided Sentence Writing: Start by
--	--	--

		writing a sentence together, then gradually encourage the child to write similar sentences independently. For instance, after writing "The cat is big," the child can try writing "The dog is small." 8. Reinforcement and Feedback • Corrective Feedback: When the child makes a mistake in writing, gently guide their hand to correct it, or offer verbal encouragement. Praise their efforts, especially when they manage to write independently. • Positive Reinforcement: Provide positive reinforcement for correct spelling, grammar, and sentence structure. Use tactile rewards (such as a small object the child likes) to reinforce their efforts. 9. Use Simple Vocabulary and Familiar Topics • Familiar Topics: Encourage the child to write about familiar topics such as their favorite foods, pets, or family members. For example, after they feel the word "apple" in Braille, ask them to write the sentence "I like apples." • Simple Vocabulary Lists: Provide a list of common words (e.g., "cat," "dog," "book," "food") for the child to write independently. These words should be easy to form and recognize, supporting the child's confidence in writing. 10. Creating Simple Stories • Story Building with Tactile Elements: Use tactile story-building materials like raised pictures or objects to create simple stories. For instance, place a toy animal (like a lion) and a tree object and ask the child to write a sentence such as
--	--	--

		“The lion is by the tree.” • Story Sequencing: Create a story sequencing activity where the child arranges tactile pictures in order and writes simple sentences based on them. Example of an Adapted Activity: 1. Activity: "Sentence Building with Tactile Word Cards" ○ Provide Braille or raised-letter word cards with words like "cat," "dog," "hat," "sun," etc. ○ Ask the child to choose three cards and arrange them in a sentence, for example: "The cat runs." ○ Guide them as needed to ensure they can independently write the sentence on raised-line paper. 2. Activity: "Write About Your Day" ○ Ask the child to describe one thing they did that day, like "I ate lunch." ○ Provide a sentence frame: “I _____,” and encourage the child to complete it with a familiar action, then write the sentence independently. 10. Give basic personal information in writing (e.g. name, address, age, nationality). To help children with deafblindness provide basic personal information in writing (e.g., name, address, age, nationality), the following adaptations and strategies can be applied to support their learning. These methods focus on tactile and multisensory approaches to ensure they can independently write and understand how to express their personal information. 1. Tactile Writing Tools
--	--	---

		• Raised-Line Paper or Braille Paper: Provide raised-line paper or Braille paper where the child can feel the lines and shapes of the letters as they write. This helps them feel where to write and maintain proper spacing between letters and words. • Tactile Pens and Markers: Use tactile pens or markers that leave a raised mark on paper. This allows children to trace over the letters and feel their shapes while writing. • Finger Tracing on Raised Cards: Use raised letter or Braille cards where the child can trace their name, age, address, and nationality with their fingers. This sensory experience reinforces the formation of letters and words. 2. Sentence Frames and Prompts • Provide Sentence Frames: Give sentence frames that guide children to write basic personal information. For example: ◦ "My name is _____." ◦ "I am _____ years old." ◦ "I live in _____." ◦ "I am from _____." • This structure helps children understand how to organize personal information into sentences. 3. Repetition and Practice • Practice Writing Name: Start with practicing their name by having the child write it repeatedly using raised-line paper or Braille paper. Once they can independently write their name, move on to other personal information. • Write Simple Sentences: Have children practice writing simple sentences that include their name, age, address, and
--	--	--

		nationality. This could include: ◦ "My name is [Child's Name]." ◦ "I am [age] years old." ◦ "I live in [place]." ◦ "I am from [country]." 4. Tactile Flashcards and Word Cards • Personal Information Flashcards: Provide Braille or raised letter flashcards that represent key personal information such as their name, age, address, and nationality. The child can feel and match the appropriate card to help them form sentences. • Word Bank: Create a word bank with words like "name," "age," "address," "I," and "am." Children can refer to the word bank when they write their personal information. 5. Visual and Tactile Association • Object Representation: Use objects that represent different pieces of personal information. For example, a toy representing their country or address-related items. Have the child feel the objects and associate them with the correct personal information. • Braille Labels: Use Braille labels for different objects or locations that represent the child's personal information. For example, label an envelope with their address and ask the child to practice writing their address in Braille. 6. Interactive Writing Activities • Interactive Name Writing: Let the child feel their name on a raised name tag and encourage them to write it on raised-line paper or Braille paper. For example, if their name is "Sam," give them a name tag with raised letters "S-A-
--	--	---

		M" and guide them to trace it. • Practice with Age and Nationality: For age, you can give them an object (e.g., a toy or age-appropriate object) and let them associate it with their age. For nationality, provide a flag object or Braille flag card to represent their country, helping them understand how to write their nationality. 7. Technology-Assisted Writing • Braille Tablets or Digital Writing Devices: If the child uses Braille tablets or digital devices, provide templates for writing basic personal information. These devices provide tactile feedback for each letter and word, allowing the child to write information like their name, age, and address. • Speech-to-Text Technology: If the child has some hearing, speech-to-text technology could assist in converting their spoken words (about their name, age, nationality, etc.) into text. They can then feel the text in Braille or on a digital screen. 8. Modeling and Hand-Over-Hand Support • Model Writing: Write the basic personal information on raised-line paper and have the child feel it. Guide their hand over the writing to help them learn the correct formation of letters. • Hand-over-Hand Assistance: Offer hand-over-hand guidance to help the child physically form their name, age, and other personal details. For instance, you can guide their hand to trace the letters of their name on raised-line paper. 9. Using Familiar Topics
--	--	---

		• Discuss Family and Home: Have discussions about their family, home, and country to make the writing activity more meaningful. For example, talk about their family and where they live, then guide them to write simple sentences about those topics. 10. Reinforce Learning with Feedback • Positive Reinforcement: Offer positive reinforcement when the child successfully writes personal information. This could be through tactile rewards (e.g., a favorite object) or verbal praise. • Review and Practice: Encourage the child to review their personal information regularly. This can be done by asking them to write their name, age, address, and nationality as a daily routine or as part of an activity. Example of an Adapted Activity: 1. Activity: "Writing Name and Age" ○ Provide raised-line paper or Braille paper with the sentence frame "My name is ____" and "I am ____ years old." ○ Ask the child to feel the letters of their name using a raised name card or a Braille name card. ○ Have the child write their name and age independently on the paper. 2. Activity: "Writing Address and Nationality" ○ Provide Braille or raised-line cards with familiar words: "address," "I live in," and the name of the child's country. ○ Ask the child to write the sentence: "I live in [city]. I am from [country]."
--	--	---

		○ Provide objects that represent their city or country (e.g., a map or national flag) to reinforce their understanding of personal information. 11. Demonstrate good handwriting skills. To help children with deafblindness demonstrate good handwriting skills, adaptations should focus on tactile and sensory learning methods that provide clear guidance, repetition, and structure. Here are strategies and tools to support handwriting development: 1. Tactile Writing Tools • Raised-Line Paper or Braille Paper: Provide raised-line paper or Braille paper, which allows children to feel the lines as they write. This helps them maintain proper letter formation and spacing. • Tactile Pencils or Markers: Use tactile pencils or raised-line markers that leave a raised line on paper, enabling the child to feel where they are writing. These tools make it easier for children to guide their hands and stay within the lines. • Finger Tracing on Raised Letters: For letter formation practice, children can trace raised letters or Braille letters with their fingers to build muscle memory and develop an understanding of letter shapes. 2. Letter Formation Techniques • Letter Tracing: Provide letter tracing sheets with tactile guides, where the child can feel the path of each letter. Start with simple letters like straight lines (e.g., "L," "I," "T") and progress to more complex shapes (e.g., "S," "P,"
--	--	--

		"B"). • Hand-over-Hand Guidance: Offer hand-over-hand assistance to help guide the child's hand as they form each letter. Gradually reduce the level of support as they gain confidence and skill in forming letters independently. • Alphabet Cards with Raised Letters: Use Braille or raised-letter alphabet cards to show the child how to form each letter. Let them trace these cards before writing the letters independently on paper. 3. Proper Posture and Grip • Hand Grip: Teach the child to hold the writing instrument with the correct pencil grip. If the child has difficulty holding the pencil, you can use a pencil grip to encourage proper finger placement and improve control. • Posture: Ensure the child is seated comfortably with their arms and hands properly aligned. Position the paper at an appropriate angle for ease of writing. 4. Repetition and Practice • Frequent Practice: Provide regular opportunities for the child to practice writing letters and words. Frequent practice leads to muscle memory and better letter formation. Start with short practice sessions and gradually increase the duration. • Structured Practice: Create writing exercises that focus on specific skills, such as practicing one letter at a time, moving on to writing short words, and then progressing to full sentences. 5. Use of Multi-Sensory Feedback • Texture for Letter Formation: Use different textures for letter formation.
--	--	--

		For example, the child can trace letters in sand, on textured boards, or with felt to build tactile recognition of letter shapes. • Scented Materials: For additional sensory reinforcement, you can incorporate scented markers or materials that help the child focus on the task and make writing more engaging. 6. Focus on Spacing and Alignment • Guided Spacing: Use raised-line paper with clearly defined spaces for each letter and word. You can also use Braille paper with tactile dots or lines to indicate where each letter or word should go. • Visual and Tactile Guides: Provide tactile spacing guides that help the child understand where to place spaces between letters and words. For instance, raised lines or Braille dots can be placed between words as a visual cue for spacing. 7. Letter and Word Recognition • Letter Recognition Practice: Encourage the child to recognize and feel letters before writing them. For example, they can feel a Braille letter and then try to write it on raised-line paper. • Word Formation: Once the child becomes proficient in letter formation, introduce simple word formation exercises. Begin with high-frequency words that the child can recognize by touch (e.g., “cat,” “dog”) and encourage them to write them independently. 8. Using Technology • Braille Tablets and Devices: For
--	--	--

		children who use Braille, consider using Braille tablets or digital writing devices that provide tactile feedback as they write. These devices offer a supportive environment for handwriting practice. • Speech-to-Text Tools: If the child is able to use their voice, speech-to-text technology can be useful for dictating sentences and seeing the words transcribed into text. The child can then practice writing the words they hear. 9. Positive Reinforcement • Praise and Feedback: Offer positive reinforcement when the child shows progress in their handwriting. Compliment their effort in forming letters correctly or improving their spacing. You can use tactile rewards like stickers or small objects as an encouragement. • Consistent Feedback: Provide constructive feedback when necessary, guiding the child’s hand to adjust the letter shapes or spacing without overwhelming them. 10. Adapted Writing Activities • Writing Simple Sentences: Encourage the child to write simple sentences like “I see a dog” or “The cat is big.” Provide tactile cues or sentence frames to help them get started. • Word and Sentence Matching: Match tactile word cards with raised letters or Braille with their corresponding words on paper. The child can feel the word cards and then write the corresponding words independently. Example Activities: 1. Activity: "Write Your Name"
--	--	--

		○ Start with practicing the child's name on raised-line paper or Braille paper. Provide a tactile name card as a model for them to trace over and practice. 2. Activity: "Write Simple Sentences" ○ Give the child a sentence frame such as "I am _____" and have them fill in the blank with their name or a simple word they are familiar with. Guide them through writing the sentence on raised-line paper or Braille paper. 3. Activity: "Letter Tracing Practice" ○ Provide a sheet with letters to trace. Each letter should have a tactile outline that the child can follow with their fingers. After tracing, ask them to write the same letter on their own. 4. Activity: "Use of Word Cards for Sentence Writing" ○ Provide Braille or raised-letter word cards with common words (e.g., "cat," "dog," "run," "fast"). Let the child select words to form a simple sentence, then encourage them to write the sentence on paper.
--	--	---

११.४ सेरोफेरो

तहगत सक्षमता

कक्षा १-३ सम्मको हाम्रो सेरोफेरो विषयको अध्ययनपश्चात् विद्यार्थीहरूले निम्नलिखित सक्षमता हासिल गर्ने छन् :

- आफू, आफ्नो परिवारको परिचय तथा परिवार र छिमेकीको काममा सहयोग
- खानेकुरा र सामानको जतन र उपयोग
- मेलमिलाप, सहयोग, समन्वय, सहभागिता जस्ता सामाजिक सिपको विकास
- विद्यालयमा हुने क्रियाकलापमा सहभागिता र दुर्घटना एवम् प्रकोपप्रति सचेतता र सावधानी
- हाम्रा सामाजिक, सांस्कृतिक गतिविधिहरूको पहिचान, सम्मान र सहभागिता
- सूचना तथा सञ्चार र यातायातका साधनको सामान्य चिनारी र उपयोग
- पृथ्वी र आफ्नो वरपरको भौगोलिक स्वरूपको जानकारी र नक्साङ्कन
- आफ्नो समुदायमा भएका सार्वजनिक सम्पत्ति र प्राकृतिक सम्पदाको संरक्षण र प्रयोग
- आफ्नो अधिकार र कर्तव्यप्रति सचेतना र सामाजिक शिष्टाचार तथा नियमहरूको पालना
- कामको सम्मान तथा मितव्ययिता कायम र सामान्य आर्थिक क्रिया कलापको महत्त्वबोध
- शारीरिक एवम् मानसिक सिप विकाससँग सम्बन्धित स्थानीय तथा अन्य खेलहरूको अभ्यास र खेल सामग्रीको उचित प्रयोग
- आधारभूत शारीरिक क्रियाकलाप र योगमा सहभागिता र अभ्यास तथा स्वस्थकर र सुरक्षित बानी विकास
- दैनिक जीवनमा शक्तिका स्रोत, हावा, पानी आदिको विशेषता पहिचान र उपयोग
- वरपरका वस्तु, घटना तथा मौसमप्रति सचेतता
- वातावरणीय सरसफाइ, रोग र स्वास्थ्यप्रति सचेतता
- सङ्गीत तथा दृश्यकलामार्फत सिर्जनात्मक प्रस्तुति र सम्मान
- बिरुवा र जनावरहरूको लक्षण पहिचान, वर्गीकरण, संरक्षण र यिनीहरूको वातावरणसँग अन्तरसम्बन्धको बोध
- वैज्ञानिक सिकाइ र विज्ञानका प्रक्रियागत सिप तथा व्यवहारकुशल सिप विकास
- कागज र माटाको प्रयोगबाट वस्तुको नमुना निर्माण तथा स्थानीय वस्तुबाट छपाइ

सिकाइ उपलब्धि	अनुकूलनका आधार	सामग्री तथा क्रियाकलाप
१. आफू र आफ्नो परिवारको परिचय दिन	बहुइन्द्रिय उपयोग: श्रवण दृष्टिविहीन बालबालिकालाई ट्याक्टाइल, श्रव्य, र अन्य उपलब्ध दृष्टि सामग्रीको प्रयोगद्वारा सिकाइ गराउने व्यक्तिगत आवश्यकताअनुसार सहयोग: चार प्रकारका श्रवण दृष्टिविहीनताको आधारमा अनुकूलन गर्ने ठोस सामग्री र Hand-Over-Hand विधिबाट सहयोग: परिवारसँग सम्बन्धित वस्तु र चिह्न प्रयोग गरेर सिकाइ गर्ने सुँधेर	१. सुस्त श्रवण र न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) विधि - परिवारका सदस्यहरूको परिचय दिन ठुला चित्र र ठुला अक्षरमा शब्दहरू प्रिन्ट गरी प्रयोग गर्ने - ट्याक्टाइल तस्बिर (जस्तै, रेखाङ्कित चित्रहरू) प्रयोग गरी व्यक्तिको पहिचान गराउने सामग्री - चित्र र शब्दहरूको फ्ल्यास कार्ड - ठुला अक्षरमा लेखिएको परिचयात्मक सामग्री - छुन मिल्ने चित्र र चिह्नहरू २. बहिरा र न्यूनदृष्टियुक्त (Deaf and Low Vision) विधि - परिवारका सदस्यहरूको ट्याक्टाइल प्रतीक (जस्तै, आमाको लागि साडीको कपडा, बाबुको लागि टोपी) प्रयोग गर्ने - साङ्केतिक भाषा (Sign Language) मार्फत परिचय दिन सहयोग गर्ने - परिचयको ट्याक्टाइल कार्ड र दृश्य सामग्री प्रयोग गर्ने सामग्री - ट्याक्टाइल कार्डहरू - साङ्केतिक भाषासहितको फ्ल्यास कार्ड - परिवारसँग सम्बन्धित वस्तुहरू ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि - ब्रेल सामग्री प्रयोग गरी परिवारको परिचय दिन सहयोग गर्ने - हातमाथि हात विधि प्रयोग गरी सङ्केत सिकाउने - परिवारका सदस्यहरूको आवाज वा विशेष वस्तुको स्पर्श परिचय दिने सामग्री - ब्रेल लेखन सामग्री - ट्याक्टाइल वस्तुहरू - परिवारका सदस्यहरूको पहिचानका लागि आवाजको नमुना ४. बहिरा र दृष्टिविहीन (Deaf and Blind) विधि - ट्याक्टाइल सङ्केत र वस्तुहरू प्रयोग गरी परिचय दिने - हातमाथि हात विधि प्रयोग गरी ट्याक्टाइल अक्षर बनाउने अभ्यास गराउने

		- परिवारका सदस्यहरूको विशेष स्पर्श चिह्न (जस्तै, आमाको हातको गहना, बाबुको कपडा) परिचय दिने सामग्री - ब्रेल सामग्री - ट्याक्टाइल कार्ड र वस्तु - UDL मा आधारित सिकाइ सामग्री
२. समूहगत रूपमा बालगीतमा लय मिलाइ खुट्टा र शरीर चलाउन तथा रेखाहरू कोर्ने	स्पर्श र गति अनुभवमा आधारित अभ्यास: श्रवण दृष्टिविहीन बालबालिकालाई गीत, लय, र शारीरिक हाउभाउ अनुभूत गर्न स्पर्श र सामूहिक अभ्यासको माध्यमबाट सहयोग गर्ने दृश्य सामग्रीको विकल्प: श्रव्य वा दृश्य सामग्रीलाई ट्याक्टाइल र प्रविधिको प्रयोगबाट प्रतिस्थापन गर्ने गतिविधिमा सहभागिता सुनिश्चित गर्ने तरिका: बालबालिकाको संवेदी आवश्यकतालाई ध्यानमा राखेर सामूहिकता विकास गर्ने	१. सुस्त श्रवण र न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) विधि - गीतको लय महसुस गराउन ठुलो ढोल/मादल, ताली वा ताल दिने उपकरण प्रयोग गर्ने - दृश्य सामग्रीको ठुलो र स्पष्ट चित्र प्रयोग गर्ने - सरल शारीरिक अभ्यासको लागि ठुला र प्रस्ट अक्षरमा लेखी निर्देशन दिने सामग्री - रङ्गीन चित्र/कार्डहरू - तालबाजा (मादल, घण्टा आदि) - गतिविधिको निर्देशनसहितका फ्ल्यासकार्ड २. बहिरा र न्यूनदृष्टियुक्त (Deaf and Low Vision) विधि - गीतको भाव वा लयलाई शारीरिक हाउभाउ र स्पर्श चिह्नमार्फत बुझाउने - शारीरिक अभ्यासलाई चरणबद्ध रूपमा देखाई सिकाउने - समूहगत ताल अभ्यासमा हातको स्पर्श वा शरीरको हलचलअनुसार समन्वय गराउने सामग्री - ट्याक्टाइल सामग्री र ठुला रेखाचित्र - गति समन्वयका लागि हल्का रङ्गीन वस्त्र - अभ्यासका लागि स्पष्ट चिह्न ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि - ताल बुझाउन कम्पनयुक्त उपकरण प्रयोग गर्ने (जस्तै, स्पिकर नजिक राखी ताल महसुस गराउनु) - शारीरिक हाउभाउ र हातमाथि हात विधिको प्रयोग गर्ने

		- रेखा कोर्ने अभ्यासका लागि ट्याक्टाइल बोर्ड प्रदान गर्ने सामग्री - कम्पन महसुस हुने उपकरण - ट्याक्टाइल बोर्ड - हात समातेर ताल र गति सिकाउने साथी ४. बहिरा र दृष्टिविहीन (Deaf and Blind) विधि - गीतको ताल र लय महसुस गराउन साथीको हात समातेर स्पर्श सञ्चारका विधिले सञ्चार गराउने - शारीरिक अभ्यासमा सामूहिक स्पर्श र सङ्केतको प्रयोग गर्ने - रेखा कोर्ने अभ्यासका लागि ट्याक्टाइल उपकरण (जस्तै, रेत, गीलो माटो) प्रयोग गर्ने सामग्री - स्पर्श अनुभवका सामग्री (जस्तै: स्यान्ड पेपर, माटो, कपडा, डोरी आदि) - ताल र गति समन्वयका लागि साथीको समर्थन - ट्याक्टाइल रेखाचित्र
३. सफा र ताजा खानेकुरा खाने बानी बसाल्न	व्यावहारिक अनुभव प्रदान गर्ने: खाना पकाउने, पस्कने, र खाने प्रक्रियालाई बालबालिकाले प्रत्यक्ष अनुभव गर्ने मौका प्रदान गर्ने संवेदी विधिहरूको उपयोग: स्वाद, गन्ध, स्पर्श, र कम्पनद्वारा खानासम्बन्धी जानकारी दिने सामूहिक अभ्यास र उदाहरणबाट सिकाउने: सहकर्मी वा शिक्षकको सहयोगमा खानासम्बन्धी स्वस्थ व्यवहार प्रदर्शन गर्ने	१. सुस्त श्रवण र न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) विधि - ठुलो र स्पष्ट रूपमा चित्र वा वास्तविक खानेकुरा देखाएर सफा र फोहोर खानेकुराको अन्तर बुझाउने - खाना खाँदाको महत्त्व र प्रक्रियालाई प्रस्ट शब्दमा बुझाउने जस्तै: हातधुने तरिका - ठुला अक्षर र ब्रेल निर्देशिकाको प्रयोग गर्ने सामग्री - सफा र ताजा खानेकुराका चित्र - रङ्गीन फ्ल्यासकार्ड र ट्याक्टाइल सामग्री - ब्रेल अक्षरयुक्त खानेकुरा सूची २. बहिरा र न्यूनदृष्टियुक्त (Deaf and Low Vision) विधि

		○ सफा र फोहोर खानेकुरालाई चिह्न वा ट्याक्टाइल सङ्केतमार्फत सिकाउने ○ खानाको ताजा अवस्था जाँच्न गन्ध र स्पर्श प्रयोग गराउने ○ शारीरिक गतिविधिहरू (हात धुने, टेबल सफा गर्ने) अभ्यास गराउने सामग्री ○ ट्याक्टाइल सामग्री (फलफूल, सागपात) ○ गन्ध पहिचान गर्न प्रयोग हुने सामग्री ○ हातले छुने र अनुभव गर्ने सुरक्षित उपकरण ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि ○ खानासम्बन्धी जानकारी स्पर्श र गन्धमार्फत प्रदान गर्ने ○ खानेकुरा र सफाई प्रक्रियालाई क्रमबद्ध रूपमा अनुभव गराउने ○ टेबल सेट गर्ने र खाना खाँदा सरसफाई राख्ने अभ्यास गराउने ○ ह्यप्टिक सङ्केतको अभ्यास गराउने सामग्री ○ स्पर्श अनुभव दिने खानेकुराहरू ○ खाना राख्ने ट्याक्टाइल प्लेट र कचौराहरू ○ कम्पनयुक्त उपकरण (सफाई सङ्केतका लागि) ४. बहिरा र दृष्टिविहीन (Deaf and Blind) विधि ○ खाना पकाउने, सफा गर्ने, र खाने प्रक्रियामा प्रत्यक्ष सहभागी गराउने ○ स्पर्श र गन्धका माध्यमबाट ताजा र बासी खानेकुराको अन्तर बुझाउने ○ शिक्षक वा सहपाठीको सहयोगमा खानासम्बन्धी व्यवहार विकास गर्ने सामग्री ○ विभिन्न प्रकारका खानेकुराका स्पर्श अनुभव सामग्री ○ ट्याक्टाइल दिशा निर्देशिका ○ गन्ध अनुभव गराउने सुरक्षित सामग्री ○ ह्यप्टिक सिग्नलको प्रयोग गरी जानकारी गराउने
४. खेलौनाको प्रयोग गरिने खेल, स्थानीय खेल तथा कथामा आधारित खेलहरू खेल्न	संवेदी शिक्षण: खेल गतिविधिहरूमा बालबालिकाको बाँकी इन्द्रियको उपयोग गराउने सहभागितामूलक सिकाइ:	१. सुस्त श्रवण र न्यूनदृष्टियुक्त (Hard of Hearing and Low Vision) विधि

	बालबालिकालाई खेलमा प्रत्यक्ष सहभागी गराई प्रायोगिक अनुभव प्रदान गर्ने अनुकूलित सामग्री स्थानीय खेलहरूलाई बालबालिकाको पहुँचअनुसार रूपान्तरण गर्ने सामूहिक अभ्यास: अन्य बालबालिकासँग मिलेर खेल खेल्ने वातावरण सिर्जना गर्ने पहुँचयुक्तता सुनिश्चित गर्ने: प्रकाश तथा आवाजमा पहुँचयुक्तता भए नभएको ख्याल गर्ने	○ स्थानीय खेलहरूमा ठुलो आकारका रङ्गीन खेलौना र ध्वनि सङ्केत प्रयोग गराउने ○ कथामा आधारित खेलहरूमा ठुला अक्षरयुक्त वा ट्याक्टाइल किताब प्रयोग गर्ने ○ खेलका निर्देशिका सरल र ठुला लेखाइमा दिने सामग्री ○ ठुलो आकार र रङ्गीन खेलौना ○ ट्याक्टाइल कथाका किताब ○ ध्वनि दिने सङ्केत उपकरण २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) विधि ○ खेलका नियमहरू चित्र वा सङ्केत भाषा मार्फत बुझाउने ○ कथामा आधारित खेलहरूमा ट्याक्टाइल सामग्री प्रयोग गराउने ○ स्पर्श र दृश्य सङ्केतहरूबाट खेल निर्देशना प्रदान गर्ने सामग्री ○ सङ्केत भाषा सहितको फ्ल्यास कार्ड ○ स्पर्श योग्य खेल सामग्री ○ कथाका ट्याक्टाइल बोर्ड ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि ○ खेलहरूमा कम्पन सङ्केत वा ध्वनि प्रयोग गराई नियम र प्रक्रिया बुझाउने ○ कथामा आधारित खेलमा पात्र र वस्तुहरूलाई स्पर्शद्वारा परिचय गराउने ○ सहपाठी वा शिक्षकको सहयोगमा सामूहिक खेल खेल्ने सामग्री ○ कम्पन सङ्केत उपकरण ○ स्पर्श अनुभव गराउने खेल सामग्री ○ कथाका ट्याक्टाइल पात्रहरू ४. बहिरा र दृष्टिविहीन (Deaf and Blind) विधि ○ खेलका नियमहरू ट्याक्टाइल सङ्केतद्वारा बुझाउने
--	--	--

		○ स्पर्श र कम्पनबाट खेल सामग्री अनुभव गराई प्रयोग गर्ने तरिका सिकाउने ○ खेलको प्रत्येक चरणमा सहकर्मी वा शिक्षकको सहारा दिने ○ स्पर्शबाट खेल्न सकिने खेलको छनौट गर्ने सामग्री ○ ट्याक्टाइल बोर्ड र खेल सामग्री ○ कम्पन सङ्केत उपकरण ○ कथामा आधारित पात्र र वस्तुहरूको स्पर्श सामग्री
५. घरायसी सामानको जतनकासाथ उपयोग गर्न	1. प्रायोगिक सिकाइ: बालबालिकालाई घरायसी सामानको सही प्रयोग र संरक्षणबारे प्रत्यक्ष अनुभव दिनु 2. सुगमता र पहुँच: बालबालिकाको सेन्सरी आवश्यकताअनुसार सामग्री र विधि रूपान्तरण गर्नु 3. सहयोगी उपकरण: घरायसी सामानको जतन र प्रयोगमा सहायक उपकरणको प्रयोग 4. सामूहिक सहभागिता: अन्य बालबालिकासँग मिलेर सामान प्रयोग गर्ने गतिविधि गराउने	१. सुस्त श्रवण र न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) विधि ○ ठुला र रङ्गीन लेबल भएका घरायसी सामान चिनाउने ○ जतनका उपायहरू ठुला अक्षर र ध्वनि सङ्केतमार्फत बुझाउने ○ अभ्यासका लागि घरायसी सामानका ठुला र सुरक्षित संस्करणहरू उपलब्ध गराउने सामग्री ○ ठुला अक्षर र रङ्गीन लेबल ○ ध्वनि दिने सङ्केत उपकरण ○ सुरक्षित र हलुका घरायसी सामग्री (जस्तै, प्लास्टिकका कप वा थाल) २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) विधि ○ सामान चिनाउनका लागि ट्याक्टाइल लेबल र चित्र प्रयोग गर्ने ○ जतन गर्ने उपायहरू सङ्केत भाषा र स्पर्श सामग्रीमार्फत बुझाउने ○ प्रायोगिक गतिविधि गराई सामानको सही उपयोग र संरक्षण सिकाउने सामग्री ○ ट्याक्टाइल लेबल ○ सङ्केत भाषा कार्ड ○ सुरक्षित र प्रयोग गर्न सहज सामग्री

		३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि ○ स्पर्श अनुभवद्वारा घरायसी सामान चिनाउने ○ ध्वनि र कम्पन सङ्केतमार्फत जतनका उपाय सिकाउने ○ प्रत्येक चरणमा शिक्षक वा सहपाठीको सहयोगमा गतिविधि गराउने सामग्री ○ कम्पन उपकरण ○ स्पर्श योग्य सामग्री ○ सहयोगी शिक्षक वा सहपाठी ४. बहिरा र दृष्टिविहीन (Deaf and Blind) विधि ○ सामानको आकार, बनावट र प्रयोगबारे ट्याक्टाइल विधिबाट परिचय गराउने ○ प्रायोगिक अभ्यास गराई सामानको सही उपयोग र संरक्षण गर्ने तरिका सिकाउने ○ प्रत्येक चरणमा शिक्षकको प्रत्यक्ष निर्देशन र सहारा प्रदान गर्ने सामग्री ○ स्पर्श अनुभव गराउन मिल्ने सामग्री ○ ट्याक्टाइल लेबल र सङ्केत ○ सहायक उपकरण (जस्तै, सुरक्षित प्लास्टिक सामग्री)
६. आधारभूत शारीरिक क्रियाकलाप र योगको अभ्यास गर्ने	● प्राकृतिक गतिविधि बालबालिकाको शारीरिक क्षमता र पहुँचको आधारमा अभ्यास सुनिश्चित गर्ने ● स्पर्श र निर्देशन: योग र शारीरिक अभ्यासहरू स्पर्श, मौखिक निर्देशन र सहायक उपकरणमार्फत बुझाउने ● सहज पहुँच: आवश्यकताअनुसार उपकरणको प्रयोग र गतिविधिलाई साधारण	१. सुस्त श्रवण र न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) विधि ○ योग र शारीरिक अभ्यासका लागि ठुला र स्पष्ट चित्रहरू प्रयोग गर्ने ○ अभ्यासका क्रममा मौखिक निर्देशन र छेउमै बसेर समर्थन गर्ने ○ सङ्गीत वा ध्वनिको प्रयोग अभ्यासको लयमा सहयोग पुऱ्याउने सामग्री ○ ठुला चित्र वा चार्ट

	बनाउने ● सुरक्षा: अभ्यासका क्रममा बालबालिकाको शारीरिक सुरक्षामा विशेष ध्यान दिने	○ हलुका सङ्गीत प्लेयर ○ प्रायोगिक सामग्री, जस्तै योगा म्याट २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) विधि ○ अभ्यासका लागि सङ्केत भाषा र ट्याक्टाइल कार्डको प्रयोग गर्ने ○ शारीरिक मुद्राहरू सिकाउन शिक्षकले प्रदर्शन गर्ने ○ अभ्यासको क्रममा नियमित रूपमा सहायक स्पर्श निर्देशन दिने सामग्री ○ सङ्केत भाषा चार्ट ○ ट्याक्टाइल निर्देशन सामग्री ○ हलुका र नरम योगा सामग्री ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि ○ अभ्यास गर्न शिक्षक वा सहायक व्यक्तिको प्रत्यक्ष सहारा प्रदान गर्ने ○ शारीरिक मुद्राहरू निर्देशनका लागि स्पर्श विधिको प्रयोग गर्ने ○ ध्वनिको माध्यमबाट लय सम्हाल्ने अभ्यास गराउने सामग्री ○ सहायक निर्देशन सामग्री ○ स्पर्श गर्न मिल्ने योगा उपकरण ○ कम्पनयुक्त उपकरणहरू ४. बहिरा र दृष्टिविहीन (Deaf and Blind) विधि ○ शिक्षकले ट्याक्टाइल विधिबाट मुद्राहरू सिकाउने ○ अभ्यासको क्रममा स्पर्श मार्गदर्शन दिने ○ गतिविधिमा सहायक उपकरणको प्रयोग गर्ने, जस्तै कम्पनयुक्त उपकरण सामग्री
--	--	---

		○ स्पर्शयोग्य मुद्राहरूको पुस्तक ○ योगा अभ्यासका लागि नरम र सुरक्षित सामग्री ○ सहायक निर्देशन सामग्री
७. स्वस्थकर र सुरक्षित बानी बसाल्न	● स्पष्टता र व्यावहारिकता: बालबालिकाले बुझ्न र व्यवहारमा लागू गर्न सजिलो बनाउने ● स्पर्श र प्रयोगात्मक शिक्षण: स्वस्थ र सुरक्षित बानीहरू बुझाउन स्पर्शयोग्य सामग्रीको प्रयोग ● दिनचर्या आधारित: दैनिक जीवनका गतिविधिहरूमा स्वस्थ र सुरक्षित अभ्यास समावेश गर्ने ● प्रेरणा र सहभागिता: अभ्यासलाई रमाइलो र प्रेरणादायक बनाउने	१. सुस्त श्रवण र न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) विधि ○ टुला, स्पष्ट चित्र र तस्बिरहरूको प्रयोग गर्ने ○ दैनिक क्रियाकलापको क्रममा मौखिक निर्देशन दिने ○ रमाइला दृश्य सामग्री वा खेलका माध्यमबाट स्वस्थ अभ्यास सिकाउने सामग्री ○ टुला चित्र वा चार्ट ○ दैनिक स्वस्थ अभ्यासका चित्रात्मक पोस्टर ○ नमुना वस्तुहरू, जस्तै ब्रस, साबुन २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) विधि ○ सङ्केत भाषा र ट्याक्टाइल कार्डको प्रयोग गर्ने ○ शिक्षकको प्रत्यक्ष प्रदर्शन र निर्देशन दिने ○ स्पर्शयोग्य नमुना वस्तुहरूको माध्यमबाट अभ्यास गर्ने सामग्री ○ सङ्केत भाषा चार्ट ○ ट्याक्टाइल निर्देशन कार्ड ○ साबुन, तौलिया, ब्रस जस्ता सामग्री ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि ○ शिक्षक वा सहयोगी व्यक्तिको सहारामा अभ्यास गराउने ○ सामग्री र प्रक्रियालाई स्पर्शमार्फत बुझाउने

		○ ध्वनि र स्पर्शको संयोजनले निर्देशन दिने सामग्री ○ स्पर्शयोग्य स्वस्थ अभ्यासका सामग्री ○ कम्पनयुक्त उपकरण (जस्तै, टुथब्रसको कम्पन सङ्केत) ○ दिशानिर्देशनका लागि बोल्ने घडी ४. बहिरा र दृष्टिविहीन (Deaf and Blind) विधि ○ स्पर्श र ट्याक्टाइल विधि मार्फत दैनिक स्वस्थ बानीहरूको अभ्यास गराउने ○ सहयोगी व्यक्ति वा शिक्षकको प्रत्यक्ष मार्गदर्शन दिने ○ स्वस्थ अभ्यासलाई अनुभव गर्न मिल्ने बनाउने सामग्री ○ ट्याक्टाइल र नमुना वस्तुहरू ○ सुरक्षित अभ्यासका लागि सहयोगी उपकरण ○ अनुभवमा आधारित शिक्षणका लागि वास्तविक वस्तुहरू
८. ताल मिलाएर हिँड्ने र औँला वा छेस्काले कागजमा स्वतन्त्र रूपले चित्र बनाउने	● स्पर्श र गति: ताल मिलाएर हिँड्ने अभ्यासलाई स्पर्श र संवेदी अनुभवमार्फत समावेश गर्ने ● सिर्जनात्मकता प्रवर्द्धन: बालबालिकाको सिर्जनात्मक अभिव्यक्तिलाई प्रोत्साहन गर्दै स्वतन्त्र चित्र बनाउने ● सहयोग र सहजता: सहायक उपकरण र सहयोगी व्यक्ति प्रयोग गरेर अभ्यासलाई सरल बनाउने	१. सुस्त श्रवण र न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) विधि ○ हल्का सङ्गीतको तालसँग हिँड्ने अभ्यास गराउने ○ रङ्गीन र चम्किलो ठुला चित्र बनाउने सामग्री प्रयोग गर्ने सामग्री ○ फ्लोर टेप वा गाइडलाइन ○ ठुला, चम्किला मार्कर वा रङ्गीन कागज ○ तालको लागि हल्का सङ्गीत बजाउने उपकरण २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) विधि

		○ ताल मिलाउन स्पर्श सङ्केत प्रयोग गर्ने ○ ठुला आकृतिहरू बनाउन सहयोग गर्ने सामग्री ○ ट्याक्टाइल मार्गदर्शन (जस्तै, म्याट वा रस्सी) ○ ठुला स्पर्शयोग्य ब्रस र छेस्काका सामग्री ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि ○ सहायक व्यक्तिको हात समातेर ताल मिलाएर हिँड्ने ○ स्पर्श आधारित चित्र बनाउने विधि प्रयोग गर्ने सामग्री ○ ट्याक्टाइल गाइड, जस्तै डोरी वा रस्सी ○ आइलिटर् बोर्ड वा उठेको सतह भएको कागज ४. बहिरा र दृष्टिविहीन (Deaf and Blind) विधि ○ हात समातेर ताल मिलाएर हिँड्ने अभ्यास गर्ने ○ ट्याक्टाइल सामग्रीको माध्यमबाट चित्र बनाउने सामग्री ○ स्पर्शयोग्य रेखाचित्र बोर्ड ○ पेस्ट, क्ले, वा ठुला ब्रसका सामग्री ○ सहायक उपकरण, जस्तै ट्याक्टाइल गाइड
९. दैनिक जीवनमा प्रयोग हुने शक्तिका स्रोत पहिचान गर्ने	● सम्प्रेषणको विधि श्रवण दृष्टिविहीनता भएका बालबालिकाले स्पर्श, सुगन्ध, स्वाद, ध्वनि, र दृश्यका माध्यमबाट स्रोतहरू पहिचान गर्न सक्नु ● वास्तविक अनुभव: बालबालिकालाई वास्तविक वस्तु	१. सुस्त श्रवण र न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) विधि ○ ऊर्जा स्रोत (जस्तै, बिजुली, पानी, घाम) देखाउन ठुला, रङ्गीन चित्र प्रयोग गर्ने

	र उपकरणहरू उपलब्ध गराई अनुभव गर्न दिने ● सहायक सामग्रीको प्रयोग: स्रोत पहिचान गर्न सहायक उपकरण र सङ्केत प्रयोग गर्ने	○ ऊर्जा स्रोतका वस्तुहरूको वास्तविक नमुना देखाएर प्रयोग गराउने सामग्री ○ सोलार प्यानलको सानो मोडेल, टर्चलाइट, पानी बग्ने सानो संरचना ○ ठुला र चम्किला चित्र वा भिडियो २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) विधि ○ ऊर्जा स्रोतका स्पर्शयोग्य मोडेल (जस्तै, सोलार प्यानल, ब्याट्री) प्रयोग गर्ने ○ वस्तुका कार्यक्षमता प्रदर्शन गरेर बुझाउने सामग्री ○ स्पर्शयोग्य सोलार प्यानल, सानो पानी पम्प ○ ठुला अक्षर र चम्किलो दृश्य भएका फ्ल्यास कार्ड ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि ○ ऊर्जा स्रोतका वस्तुहरू स्पर्श गर्न दिने ○ उपकरणहरूको प्रयोग गरी ध्वनि र कम्पनका माध्यमबाट स्रोत बुझाउने सामग्री ○ स्पर्शयोग्य ब्याट्री, सोलार प्यानल ○ कम्पन दिने उपकरण, जस्तै, मोबाइल फोन ○ पानी बग्दा आउने ध्वनिको रेकर्ड ४. बहिरा र दृष्टिविहीन (Deaf and Blind) विधि ○ स्रोतसँग प्रत्यक्ष सम्पर्क गराई स्पर्श र कम्पनको माध्यमबाट बुझाउने ○ ट्याक्टाइल सङ्केत वा सहायक व्यक्तिको सहयोगमा स्रोत परिचय दिने सामग्री ○ सोलार प्यानल, ब्याट्री जस्ता स्पर्शयोग्य वस्तु
--	--	---

		○ पानीको स्पर्श महसुस गराउने साधन ○ ट्याक्टाइल चार्ट र ब्रेल सामग्री
१०. सहयोगात्मक भावनाको विकास गर्ने	अनुकूलनको आधार ● सहयोगात्मक गतिविधि समावेश: श्रवण दृष्टिविहीनता भएका बालबालिकालाई सहभागिता गराई समूहगत कार्यमार्फत सहयोगको भावना उत्पन्न गर्ने ● सेन्सोरी आधारित अनुकूलन: बालबालिकाको सेन्सोरी क्षमताअनुसार सामग्री र विधि अनुकूल गर्ने ● समूहमा काम गर्ने अभ्यास: समूहमा अन्य बालबालिकासँग काम गर्न प्रेरित गर्ने	१. सुस्त श्रवण र न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) विधि ○ समूहगत चित्र बनाउने वा खेल खेल्ने गतिविधि समावेश गर्ने ○ सहयोग गर्नुपर्ने स्थिति स्पष्ट रूपमा चित्रण गर्ने सामग्री ○ ठुला अक्षर वा रङ्गीन चित्र भएका सहकार्यका खेल ○ मिलेर बनाउनुपर्ने ठुला पजल वा चित्र २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) विधि ○ स्पर्श र दृश्य माध्यमबाट समूहगत कामको निर्देशन दिने ○ कार्य पूरा गर्न सहकर्मीहरूको भूमिका स्पष्ट गर्ने सामग्री ○ स्पर्शयोग्य पजल ○ ठुला, रङ्गीन र स्पष्ट भिजुअल सामग्री ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि ○ ट्याक्टाइल वा ध्वनि सङ्केत प्रयोग गरेर समूहमा सहकार्य गर्ने अवसर प्रदान गर्ने ○ समूहगत गतिविधिमा प्रत्येक सदस्यको योगदान आवश्यक बनाउने सामग्री ○ ट्याक्टाइल सामग्री जस्तै ब्रेल पजल वा वस्तुहरू ○ कम्पन वा ध्वनि सङ्केत दिने उपकरण ४. बहिरा र दृष्टिविहीन (Deaf and Blind) विधि ○ ट्याक्टाइल सङ्केत, स्पर्शयोग्य सामग्री, र सहायक व्यक्तिको निर्देशनद्वारा

		समूहमा सहकार्य गराउने ○ सहकार्य र समर्थनको भावना बुझाउन भूमिका खेल्ने अभ्यास गराउने सामग्री ○ ट्याक्टाइल खेल र उपकरण ○ सहायक व्यक्ति र ट्याक्टाइल सङ्केत प्रणाली
११. आफ्नो स्वास्थ्यप्रति सचेत हुन	● सेन्सोरी आधारित शिक्षा: स्वास्थ्यका अभ्यास र चेतनालाई बालबालिकाका सेन्सोरी क्षमताअनुसार अनुकूल बनाउने ● सहयोगात्मक र सहभागिता आधारित विधि समूहमा अन्य साथीहरूसँग मिलेर स्वास्थ्य सम्बन्धी क्रियाकलापमा संलग्न गराउने ● व्यक्तिगत हेरचाहको महत्त्व: आफूलाई र आफ्नो स्वास्थ्यलाई ध्यान दिने तरिका सिकाउने	१. सुस्त श्रवण र न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) विधि ○ स्वास्थ्यसँग सम्बन्धित जानकारी र अभ्यासहरूको लागि ठुला अक्षर र चित्रहरूको प्रयोग गर्ने ○ स्वास्थ्य अभ्यास र स्वच्छताका कुरा स्पष्ट रूपमा वर्णन गर्ने सामग्री ○ ठुलो अक्षर र चित्रयुक्त पोस्टरहरू ○ सादा भाषामा लेखिएका स्वास्थ्य निर्देशिकाहरू २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) विधि ○ स्वास्थ्य र स्वच्छताका अभ्यासहरूलाई ट्याक्टाइल र स्पर्शयोग्य सामग्री प्रयोग गरेर बुझाउने ○ स्वास्थ्य अभ्यासको महत्त्व चित्र, मूर्त वस्तु, र स्पर्श सङ्केतको माध्यमबाट प्रकट गर्ने सामग्री ○ ट्याक्टाइल कार्डहरू, ब्रेल पत्रहरू ○ स्वास्थ्य र स्वच्छता सम्बन्धी वस्तुहरू (जस्तै साबुन, ब्रस) ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि ○ स्वास्थ्यको महत्त्व र स्वच्छताको अभ्यासमा ध्वनि र कम्पन सङ्केत प्रयोग गर्ने ○ सबैभन्दा आवश्यक स्वास्थ्य अभ्यासहरूमा सहभागिता गराउने सामग्री

		○ ध्वनि सङ्केत दिने उपकरण (जस्तै, कम्पन घडी) ○ स्पर्शयोग्य स्वास्थ्य कार्डहरू ४. बहिरा र दृष्टिविहीन (Deaf and Blind) विधि ○ स्वास्थ्य र स्वच्छता अभ्यासलाई ट्याक्टाइल र कम्पन सङ्केतको माध्यमबाट बुझाउने ○ स्वच्छता र स्वास्थ्यका अभ्यासहरूको लागि नियमित स्पर्श र कम्पन गतिविधि गर्ने सामग्री ○ ट्याक्टाइल बुकहरू, स्पर्श सङ्केत गर्ने वस्तुहरू ○ स्वास्थ्य अभ्यासको लागि विशेष सामग्रीहरू (जस्तै, ट्याक्टाइल ब्रस, साबुन)
१२. आफ्ना वरपरका जनावरहरूको खाना, बच्चा पहिचान गर्न र तिनीहरूको हेरचाहमा सहयोग गर्न	● सेन्सोरी आधारित शिक्षा: जनावरहरूको हेरचाह र चिनारीको अभ्यासमा बालबालिकाका सेन्सोरी क्षमताअनुसार अनुकूल बनाउने ● स्पर्श र दृष्टि आधारित गतिविधि जनावरहरूको पहिचान र हेरचाहका लागि ट्याक्टाइल र दृष्टिगत सामग्रीहरूको प्रयोग गर्ने ● सहयोगात्मक क्रियाकलाप समूहमा काम गरेर जनावरहरूको हेरचाहमा योगदान पुर्याउने।	१. सुस्त श्रवण र न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) विधि ○ जनावरहरूको आवाज र गतिविधि चिनाउनको लागि ठुलो चित्र र स्पर्शयोग्य सामग्रीको प्रयोग गर्ने ○ जनावरहरूको हेरचाहको बारेमा जानकारी दिने समयमा स्पष्ट र ठुलो अक्षरमा विवरण दिने सामग्री ○ जनावरहरूको ठुलो चित्र र नाम लेखिएको कार्ड ○ स्पर्शयोग्य जनावर कार्डहरू २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) विधि ○ जनावरहरूको हेरचाहको अभ्यासलाई ट्याक्टाइल सङ्केतको माध्यमबाट बुझाउने ○ जनावरहरूको खाना र बच्चा चिनाउने क्रियाकलापमा स्पर्श र बनावटका वस्तुहरूको प्रयोग गर्ने सामग्री

		○ जनावरहरूको स्पर्शयोग्य कार्डहरू ○ जनावरहरूको विभिन्न प्रकारको खानेकुराको बनावट विवरण गर्ने वस्तुहरू ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि ○ जनावरहरूको आवाज र बनावटको माध्यमबाट उनीहरूलाई चिनाउने ○ जनावरहरूको हेरचाह र खानासम्बन्धी जानकारीका लागि स्पर्श र कम्पन सङ्केत प्रयोग गर्ने सामग्री ○ जनावरहरूको आवाज र बनावटका लागि कम्पन उपकरणहरू ○ ट्याक्टाइल जनावर कार्डहरू ४. बहिरा र दृष्टिविहीन (Deaf and Blind) विधि ○ जनावरहरूको पहिचान र हेरचाहका लागि पूर्ण रूपमा स्पर्श र संवेदनशील सामग्रीहरूको प्रयोग गर्ने ○ जनावरहरूको हेरचाहमा सहभागी हुने गतिविधिहरूमा निरन्तर स्पर्श र गतिविधि प्रदर्शन गर्ने सामग्री ○ जनावरहरूको ट्याक्टाइल कार्ड र वस्तुहरू (जस्तै, जनावरको खाना, बच्चा) ○ जनावरहरूको आवाज र बनावटका लागि विशेष स्पर्श सङ्केतका उपकरणहरू
१३. आफ्नो विद्यालयको परिचय दिन र विद्यालयमा गरिने क्रिया कलापहरूमा सहभागी हुन	● सेन्सोरी आधारित शिक्षा: विद्यालयको वातावरण र गतिविधिहरूको अनुकूलन बालबालिकाका सेन्सोरी क्षमताअनुसार गर्ने ● स्पर्श र गन्धको प्रयोग: विद्यालयको परिचय र क्रियाकलापहरूमा ट्याक्टाइल र गन्ध आधारित सामग्रीहरूको समावेश गर्ने ● सहयोगात्मक अनुभव: विद्यालयका गतिविधिहरूमा	१. सुस्त श्रवण र न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) विधि ○ विद्यालयको परिचय र गतिविधिहरूको बारेमा स्पष्ट र ठुलो अक्षरमा जानकारी दिने ○ विद्यालयको हुलिया र प्रमुख स्थानहरू ट्याक्टाइल कार्डमार्फत चिनाउने सामग्री ○ विद्यालयको प्रमुख स्थान र गतिविधिहरूको चित्र र विवरण भएका

	सहभागिता र टोली कार्यको अनुभव गराउने	कार्डहरू ○ विद्यालयको अवलोकन र पहिचानका लागि ट्याक्टाइल निर्देशिकाहरू २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) विधि ○ विद्यालयको अनुभवको लागि ट्याक्टाइल र बनावटको प्रयोग गर्ने ○ विद्यालयका क्रियाकलापहरूमा सहभागिता जनाउन संवेदनशील सामग्रीहरूको प्रयोग गर्ने सामग्री ○ विद्यालयको ठोस बनावटको विवरण गर्ने वस्तुहरू ○ विद्यालयको नाम र प्रमुख स्थलहरूको स्पर्शयोग्य सङ्केत ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि ○ विद्यालयको परिचय र गतिविधिहरूको अनुभवका लागि आवाज र स्पर्शका माध्यमबाट जानकारी दिने ○ विद्यालयको माहोल र क्रियाकलापमा सहभागी हुने अभ्यास गराउने सामग्री ○ विद्यालयको आवाज र गन्धको सङ्केत दिने वस्तुहरू ○ ट्याक्टाइल निर्देशन र बनावट सामग्रीहरू ४. बहिरा र दृष्टिविहीन (Deaf and Blind) विधि ○ विद्यालयको परिचय र गतिविधिहरूको लागि पूर्ण रूपमा स्पर्श र गन्धको प्रयोग गर्ने ○ विद्यालयका स्थान र गतिविधिहरूको समर्पण र सहभागिता अनुभव गराउने सामग्री ○ विद्यालयका विभिन्न स्थान र वस्तुहरूको बनावट र गन्धको सङ्केत दिने वस्तुहरू ○ विद्यालयको वातावरणको स्पर्श र गन्धका माध्यमबाट जानकारी दिने
--	---	--

		सामग्रीहरू
१४. शारीरिक क्रियाकलापहरूमा सहभागी हुन	● सञ्चार र सहभागिता: शारीरिक क्रियाकलापहरूमा सहभागी गर्न स्पर्श र आवाजको माध्यम प्रयोग गर्ने ● सेन्सोरी समावेशीता: विभिन्न सेन्सोरी गतिविधिहरूको प्रयोग गरेर सहभागिता प्रोत्साहित गर्ने ● सुरक्षा र सहयोग: बालबालिकाको सुरक्षालाई प्राथमिकता दिने र साथीहरूको सहयोगमा सहभागी हुने अभ्यास गराउने	१. सुस्त श्रवण र न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) विधि ○ शारीरिक क्रियाकलापहरूको लागि ठुलो अक्षर र स्पर्शीय सङ्केतहरूको प्रयोग गर्ने ○ क्रियाकलापहरूको ताल र लयलाई स्पष्ट रूपमा सङ्केत गर्ने सामग्री ○ वाइड-प्रिन्ट र टैक्टाइल सङ्केतहरूको साथ खेलका सामग्रीहरू ○ सङ्गीत र तालका लागि स्पर्शयोग्य सामग्री (जस्तै, कम्पन गर्ने उपकरण) २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) विधि ○ ताल र लयलाई स्पर्शको माध्यमबाट परिचित गराउने ○ गतिविधिहरूको निर्देशन शारीरिक इशाराबाट गर्ने सामग्री ○ खेलका उपकरणहरू जसमा कम्पन हुने क्षमता भएका ○ क्रियाकलापको स्थान र संरचनाको विवरण गर्ने ट्याक्टाइल सामग्रीहरू ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि ○ स्पर्श र गन्धका माध्यमबाट क्रियाकलापहरूका बारेमा जानकारी दिने ○ सहभागीको सहयोग र सहमतिको लागि शारीरिक सङ्केतहरूको प्रयोग गर्ने सामग्री ○ क्रियाकलापको बनावट र गन्ध सङ्केत गर्ने सामग्रीहरू ○ क्रियाकलापका लागि अनुकूल ट्याक्टाइल गाइडहरू ४. बहिरा र दृष्टिविहीन (Deaf and Blind)

		विधि ○ शारीरिक गतिविधिहरूमा पूर्ण रूपमा स्पर्शको प्रयोग गर्ने ○ सहभागीको दिशानिर्देशन र सहयोगका लागि अन्य व्यक्तिहरूसँगको सम्पर्क बढाउने सामग्री ○ क्रियाकलापको लागि बनावट र सामग्रीका सङ्केतहरूको प्रयोग ○ उन्मुक्त खेल सामग्रीहरू जसमा स्पर्श र गति अनुभव गर्न सकिन्छ ।
१५. घर, विद्यालय र समुदायमा घट्ने दुर्घटना र प्रकोपप्रति सचेत रहन	● सञ्चार र सहभागिता: दुर्घटना र प्रकोपको चेतनाका लागि बालबालिकालाई उपयुक्त सूचना र निर्देशन स्पर्श, इशारा, र गन्धको माध्यमबाट दिने ● संवेदनशीलता र सुरक्षा: बालबालिकामा सुरक्षित व्यवहार र दुर्घटनामा के गर्नुपर्ने बारे ज्ञानको विकास गर्ने ● समाजिक र सहकारी शिक्षा: सामूहिक सुरक्षा अभ्यास र साथीहरूको सहयोगमा सचेतना फैलाउने।	१. सुस्त श्रवण र न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) विधि ○ सुरक्षा सम्बन्धी जानकारी र चेतनाका लागि स्पर्शीय र दृश्य सङ्केतहरूको प्रयोग गर्ने ○ हाइड्रोफोन्स र ठुला अक्षरका सूचना पत्रहरूको प्रयोग गर्ने सामग्री ○ फ्लॅशलाइट र चमकदार रङका सङ्केतहरूको लागि ट्याक्टाइल पोस्टर ○ अलार्म र चेतावनीका लागि कम्पन गर्ने यन्त्रहरू २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) विधि ○ शारीरिक इशाराबाट चेतावनी र निर्देशन दिने ○ स्पर्श र गन्धबाट खतरा र सुरक्षाको चेतना सन्देश प्रेषण गर्ने सामग्री ○ गन्ध सङ्केतको लागि सुरक्षित र खतरनाक अवस्थाको पहिचान गराउने सामग्री ○ स्पर्शयोग्य सुरक्षासम्बन्धी गाइडहरू ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि ○ स्पर्श र गन्धको प्रयोग गरेर प्रकोप र दुर्घटनाको सचेतना दिने

		○ ब्रेल र ट्याक्टाइल ग्राफिक्सको प्रयोग गरेर जानकारी दिने सामग्री ○ ब्रेलमा लेखिएको सुरक्षा निर्देशन र दुर्घटना सन्देश ○ गन्ध र तापक्रमको प्रयोग गर्ने उपकरणहरू ४. बहिरा र दृष्टिविहीन (Deaf and Blind) विधि ○ सम्पूर्ण रूपले स्पर्श र हावाको प्रवाहबाट चेतना दिने ○ दुर्घटना र प्रकोपको अवस्थामा के गर्नुपर्ने कुरा सिकाउने लागि शारीरिक प्रशिक्षण सामग्री ○ स्पर्शयोग्य सङ्केतहरू र सामूहिक अभ्यासका लागि ह्यान्ड्स ओन सामग्री ○ शारीरिक इशाराबाट सुरक्षा प्रक्रियाहरू सिकाउने उपकरण
१६. सजीव र निर्जीव वस्तुका लक्षणहरू पहिचान गरी वर्गीकरण गर्ने	☐ सञ्चार र सहभागिता: सजीव र निर्जीव वस्तुको पहिचान र वर्गीकरणको लागि बालबालिकालाई स्पर्श, गन्ध, र आवाजको माध्यमबाट जानकारी दिने ☐ संवेदनशीलता र अभ्यस्तता: बालबालिकालाई वस्तुको गुण र लक्षण सिकाउने अभ्यासहरू र खेलहरू मार्फत सजीव र निर्जीव वस्तुको अन्तर स्पष्ट गर्ने ☐ समाजिक र सहकारी शिक्षा: बालबालिकालाई समूहमा कार्य गर्दै वस्तुहरूको पहिचान र वर्गीकरण गर्ने सहयोग र सहभागिता अभ्यास गर्ने	१. सुस्त श्रवण र न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) विधि ○ वस्तुको लक्षणको बारेमा विवरण दिने क्रममा स्पर्श र आवाजको प्रयोग गर्ने ○ सामग्रीहरूको दृश्य र स्पर्शीय विशेषताहरूको बारेमा व्याख्या गर्ने सामग्री ○ स्पर्श गर्न मिल्ने सजीव र निर्जीव वस्तुहरूको सेट ○ ठुला अक्षर र चित्रका कार्डहरू जसमा वस्तुको लक्षण लेखिएका हुन्छन्। २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) विधि ○ वस्तुहरूको पहिचानको लागि इशारामा वा स्पर्शको माध्यमबाट जानकारी दिने ○ आवाज र स्पर्शको मिश्रण प्रयोग गरेर वस्तुको गतिविधि र गुणहरू व्याख्या गर्ने सामग्री

		○ स्पर्शयोग्य र घर्षणयुक्त सामग्रीहरू (जस्तै, बाल, रेशम, काठ, आदि) ○ वस्तुहरूको स्पर्श गर्दै वर्गीकरण गर्न प्रयोग हुने ब्रेल र ट्याक्टाइल कार्डहरू ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि ○ वस्तुको विशेषताहरूको बारेमा बलियो आवाज र स्पर्शको माध्यमबाट जानकारी दिने ○ वस्तुको आकार, texture र वजनलाई पहिचान गर्न स्पर्श र गन्धको प्रयोग गर्ने सामग्री ○ ब्रेलमा लेखिएका लक्षण वर्णन गर्ने कार्डहरू ○ गन्ध र टेक्सचर परीक्षणको लागि सामग्रीहरूको सेट (जस्तै, गन्ध दिने फूल, फूलको पात आदि) ४. बहिरा र दृष्टिविहीन (Deaf and Blind) विधि ○ वस्तुको विशेषताहरू र वर्गीकरणको लागि सम्पूर्ण रूपमा स्पर्श र गन्धको प्रयोग गर्ने ○ वस्तुको आकार, रूप, र गुणहरूलाई परिचित गराउन शारीरिक इशारा र संवेदनात्मक गतिविधिहरू गर्ने सामग्री ○ स्पर्शयोग्य वस्तुहरूको सङ्ग्रह, जसमा सजीव र निर्जीव वस्तुहरू समावेश छन्। ○ वस्तुको गन्ध, ध्वनि र तापमानसँग सम्बन्धित सङ्केतहरू
१७. वरपरका बिरुवाहरू पहिचान गरी वर्गीकरण गर्न	☐ सञ्चार र सहभागिता: बिरुवाको पहिचान र वर्गीकरणका लागि बालबालिकालाई स्पर्श, गन्ध, र आवाजको माध्यमबाट जानकारी दिने ☐ संवेदनशीलता र अभ्यस्तता: बालबालिकालाई बिरुवा र उनका विशेषताहरूको बारेमा जानकारी दिने अभ्यास र खेलहरूमार्फत सिकाउने ☐ समाजिक र सहकारी शिक्षा:	१. सुस्त श्रवण र न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) विधि ○ बिरुवाका नाम र विशेषताहरूको बारेमा विवरण दिने क्रममा स्पर्श र आवाजको प्रयोग गर्ने ○ दृश्य र स्पर्शीय विशेषताहरूको बारेमा व्याख्या गर्ने

	समूहमा कार्य गर्दै बिरुवाको पहिचान र वर्गीकरण गर्न मद्दत गर्ने अभ्यास	सामग्री ○ ब्रेल वा ठुलो अक्षरमा लेखिएका बिरुवा कार्डहरू ○ घर्षणयोग्य पात र फूलका नमुनाहरू २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) विधि ○ बिरुवाको विशेषताहरूको बारेमा इशारामा वा स्पर्शको माध्यमबाट जानकारी दिने ○ प्रत्येक बिरुवाको गन्ध, आकार र टेक्सचरको बारेमा निर्देशन दिने सामग्री ○ गन्ध परीक्षणका लागि फूल र पातका नमुनाहरू ○ स्पर्श गर्न मिल्ने बिरुवाका नमुनाहरू ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि ○ बिरुवाको विशेषताहरूको बारेमा बलियो आवाज र स्पर्शको माध्यमबाट जानकारी दिने ○ बिरुवाको गन्ध, आकार, र तातोपनको बारेमा बताउने सामग्री ○ गन्धको परीक्षणका लागि फूल र पातका नमुनाहरू ○ बिरुवाको आकार र टेक्सचर पहिचान गर्न स्पर्शयोग्य वस्तुहरू ४. बहिरा र दृष्टिविहीन (Deaf and Blind) विधि ○ बिरुवाको विशेषताहरूको बारेमा सम्पूर्ण रूपमा स्पर्श र गन्धको प्रयोग गर्ने ○ बिरुवाको आकार, रूप र गन्धको आधारमा भिन्नता पहिचान गर्ने सामग्री ○ बिरुवा नमुनाहरू जसलाई स्पर्श गर्न मिल्ने र गन्ध गर्न सकिने होस् । ○ पात र फूलका विभिन्न भागहरूको टेक्सचर प्रयोग गरेर वर्गीकरण गर्ने
१८. वरपरको वातावरण सरसफाई गर्न र व्यवहारमा	☐ सम्बन्ध र सहभागिता: बालबालिकालाई वातावरण	१. सुस्त श्रवण र न्यून दृष्टियुक्त (Hard of Hearing and Low

प्रदर्शन गर्न	सरसफाईको महत्त्व र यसको आधारभूत प्रक्रियामा संलग्न गर्न ☐ स्पर्श र गन्धको प्रयोग: वातावरण सफा गर्नको लागि स्पर्श र गन्धसँग सम्बन्धित गतिविधिहरू ☐ समाजिक र सहयोगी अभ्यास: समूहमा मिलेर सरसफाई गर्ने अभ्यास गर्ने र सहकार्यमा काम गर्ने भावना प्रवर्धन गर्ने	Vision) विधि ○ सरसफाईका उपकरणहरूको उपयोग र प्रक्रियामा बालबालिकालाई स्पर्श र गन्धको माध्यमबाट प्रशिक्षण दिने ○ निर्देशनहरूको लागि इशाराहरू र शब्दहरूको संक्षिप्त वर्णन गर्ने सामग्री ○ स्पर्शयोग्य सफा गर्ने उपकरण (जस्तै, झाडू, मप, हत्यारा) ○ गन्ध परीक्षणका लागि सफा सामग्रीहरूको प्याकेट २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) विधि ○ स्पर्श र गन्धको आधारमा सफाईका क्रियाकलापहरू सिकाउने र अभ्यास गराउने ○ कार्यको क्रम र तरिका स्पष्ट रूपमा व्याख्या गर्ने सामग्री ○ स्पर्शयोग्य सफा गर्ने सामग्री र सरसफाईका वस्तुहरूको जानकारी ○ गन्धका माध्यमबाट सफा र फोहोरको फरक बुझ्नका लागि नमुनाहरू ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि ○ गन्ध र स्पर्शको माध्यमबाट वातावरण सफा गर्ने तरिकाहरूको अभ्यास गराउने ○ बालबालिकालाई सफा गर्ने उपकरणहरूको प्रयोग र प्रक्रिया सिकाउने सामग्री ○ सफा गर्ने सामग्री र उपकरणहरूको स्पर्शयोग्य नमुना ○ वातावरण सफा गर्नको लागि गन्ध परीक्षण सामग्रीहरू ४. बहिरा र दृष्टिविहीन (Deaf and Blind) विधि ○ बालबालिकालाई हात र शरीरको माध्यमबाट सरसफाईको प्रक्रियामा संलग्न गराउने ○ सरसफाईको प्रक्रियामा प्रयोग गरिने वस्तुहरूको टेक्सचर र आकारको
--------------------------	--	--

		व्याख्या गर्ने सामग्री ○ स्पर्श योग्य सफा गर्ने सामग्रीहरू (झाडू, मप, हत्यारा, कपडा आदि) ○ विभिन्न प्रकारका गन्ध (सफा र गन्दी) बुझ्नका लागि उदाहरणहरू
१९. वरपरका वस्तु तथा घटनाको पहिचान गर्ने	☐ स्पर्श र गन्धको प्रयोग: वरपरका वस्तुहरूको पहिचानमा स्पर्श र गन्धका माध्यमहरू प्रयोग गर्ने ☐ समानता र भिन्नता अभ्यास: वस्तु र घटनाका विशेषताहरूलाई तुलना र फरक गर्न सिकाउने ☐ समाजिक सहभागिता: समूह कार्य र सहकार्यमा आधारित गतिविधिहरू मार्फत वस्तु र घटनाको पहिचान गराउने	१. सुस्त श्रवण र न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) विधि ○ विभिन्न वस्तुहरूको विशेषताहरू वर्णन गर्ने र स्पर्श गर्ने माध्यमबाट वस्तुहरूको पहिचान गराउने ○ गन्ध र टेक्सचरको माध्यमबाट वस्तुहरूको भिन्नता बुझाउने सामग्री ○ स्पर्शयोग्य वस्तुहरूको सङ्ग्रह (रुख, मुलायम, गोडा आदि) ○ गन्ध परीक्षण सामग्री (फूल, फल, स्याउ, आदि) २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) विधि ○ वस्तुहरूको आकार, बनावट र गुणस्तरको स्पर्श गर्ने अभ्यास गराउने ○ वस्तु र घटनाहरूको पहिचानका लागि इशाराको माध्यमबाट व्याख्या गर्ने सामग्री ○ फरक-फरक आकारका र बनावटका वस्तुहरू (टेक्सचर सेन्सरी बक्स) ○ गन्ध परीक्षणका लागि फल र फूलहरूको नमुना ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि ○ वस्तुहरूको स्पर्श र गन्धको माध्यमबाट पहिचान गर्ने ○ सामग्री र घटनाहरूको विशेषताहरू वर्णन गर्न र समूहमा साझा गर्न मद्दत गर्ने सामग्री ○ स्पर्शयोग्य वस्तुहरूको सेट र फरक गन्धको सामग्रीहरू

		○ विभिन्न घटनाहरूको वर्णन गर्नको लागि आवाज र सङ्गीतको प्रयोग गर्ने ४. बहिरा र दृष्टिविहीन (Deaf and Blind) विधि ○ वस्तु र घटनाहरूको स्पर्शका आधारमा पहिचान गराउने ○ वस्तुहरूको बनावट, आकार, र टेक्सचरको अभ्यास गराउने सामग्री ○ स्पर्शयोग्य वस्तुहरूको सङ्ग्रह (काठ, ढुङ्गा, कपडा आदि) ○ विभिन्न गन्ध र आवाजहरू (शान्त वातावरण, पानी पर्ने आवाज आदि)
२०. गायनद्वारा सिर्जनशीलता प्रस्तुत गर्न	☐ शारीरिक र संवेदी प्रवृत्तिहरूको प्रयोग: गायनलाई बालबालिकाको विभिन्न संवेदी क्षमतामा आधारित अनुकूलन गर्ने ☐ सामूहिक कार्य र सहभागिता: समूहमा मिलेर गायनको अभ्यास गर्न र सिर्जनात्मकता प्रोत्साहित गर्ने ☐ सङ्गीत र स्वरको विविधता: विभिन्न ध्वनि र तालको प्रयोग गरेर गायन गतिविधिहरूको मजा लिनु	१. सुस्त श्रवण र न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) विधि ○ ताल र लयको माध्यमबाट गायन गर्ने अभ्यास गराउने ○ दृष्टिबाधित बालबालिकालाई सङ्गीतको अनुभव गर्न स्पर्श र ध्वनि स्रोतहरूको प्रयोग गर्ने सामग्री ○ सङ्गीत यन्त्र (ताल, ड्रम, सङ्गीत बाक्स) ○ स्पर्शयोग्य गायन पुस्तक वा गीतका शब्दहरू २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) विधि ○ गायनको लय र तालमा आधारित गतिविधिहरू गराउने ○ गायनको साथमा हावाको कम्पन र तालको अनुभव गराउने सामग्री ○ स्पर्शयोग्य र सङ्गीतीय सामग्री (ड्रम, ताल, स्पर्शयोग्य म्याट) ○ ताल र लयको अभ्यासका लागि विशेष उपकरणहरू ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि ○ गायनको ताल र लयलाई स्पर्श र हावाको माध्यमबाट अनुभव गराउने

		○ विविध सङ्गीत यन्त्रहरूको माध्यमबाट सङ्गीत र गीतको ताल सिकाउने सामग्री ○ हावाको कम्पन महसुस गर्नका लागि म्याट र अन्य स्पर्शयोग्य सामग्रीहरू ○ ड्रम र ताल यन्त्रहरूको प्रयोग ४. बहिरा र दृष्टिविहीन (Deaf and Blind) विधि ○ गायनको ताल र लयलाई स्पर्श र सङ्गीतको कम्पनमार्फत अनुभव गराउने ○ बालबालिकालाई गायनमा सहभागी गराउन शारीरिक गतिविधि र इशाराको प्रयोग गर्ने सामग्री ○ स्पर्शयोग्य सङ्गीत यन्त्र (ड्रम, रबर ब्यान्ड, वाइब्रेटिङ्ग म्याट) ○ कम्पनको माध्यमबाट सङ्गीत अनुभव गराउने उपकरणहरू
२१. वादन र नृत्यद्वारा सिर्जनशीलता प्रस्तुत गर्न	☐ शारीरिक र संवेदी प्रवृत्तिहरूको प्रयोग: वादन र नृत्यलाई बालबालिकाको संवेदी क्षमतामा आधारित अनुकूलन गर्ने ☐ सामूहिक कार्य र सहभागिता: समूहमा मिलेर वादन र नृत्यको अभ्यास गर्न र सिर्जनात्मकता प्रोत्साहित गर्ने ☐ ताल र लयको विविधता: वादन र नृत्यको विविधतालाई प्रयोग गरेर सिर्जनशीलता प्रस्तुत गर्न सहयोग गर्ने	१. सुस्त श्रवण र न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) विधि ○ ताल र लयको अभ्यासको लागि विशेष उपकरणहरू प्रयोग गर्ने ○ वादन र नृत्यमा हावाको कम्पन र तालको अनुभव गराउने सामग्री ○ स्पर्शयोग्य वादन यन्त्र (ड्रम, ताल, रिडम म्याट) ○ नृत्यका लागि स्पर्शयोग्य म्याट र उपकरणहरू २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) विधि ○ वादनको ताल र नृत्यको ताललाई स्पर्श र दृश्य सङ्केतको माध्यमबाट अनुभव गराउने ○ नृत्यको लय र ताललाई हावाको कम्पन र शरीरको हिलाउने अनुभवबाट बुझाउने सामग्री ○ नृत्यको अभ्यासका लागि स्पर्शयोग्य म्याट र ताल यन्त्रहरू

		○ कम्पनको अनुभव गराउने उपकरणहरू ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि ○ वादनको ताल र नृत्यको लयलाई हावाको कम्पन र शरीरको स्थान परिवर्तनबाट अनुभव गराउने ○ बालबालिकालाई वादन र नृत्यमा सहभागिता गराउन शारीरिक सङ्केत र मार्गदर्शन गर्ने सामग्री ○ कम्पनको माध्यमबाट सङ्गीत अनुभव गराउने उपकरण (जस्तै, स्पर्शयोग्य वादन यन्त्र) ○ नृत्यका लागि निर्देशित शारीरिक गतिविधिहरू ४. बहिरा र दृष्टिविहीन (Deaf and Blind) विधि ○ वादन र नृत्यको ताललाई कम्पन र शारीरिक मार्गदर्शनको माध्यमबाट अनुभव गराउने ○ वादन र नृत्यको अभ्यास गर्दा बालबालिकालाई शरीरको हिलाउने र घुमाउने माध्यमबाट ताल र लय सिकाउने सामग्री ○ कम्पन गर्ने म्याट, स्पर्शयोग्य वादन यन्त्र ○ विशेष नृत्य मार्गदर्शकहरू र शारीरिक सङ्गठनका लागि सहायक उपकरणहरू
२२. चित्र कोरी रङ भर्ने, छपाइ गर्न र माटो तथा पिठोबाट नमुना निर्माण गर्न	☐ स्पर्श र संवेदी अनुभव: बालबालिकालाई विभिन्न सामग्रीहरूको प्रयोग गरेर चित्र कोर्ने र रङ भर्नेको लागि स्पर्शयोग्य र विविध सामग्रीहरूको परिचय गराउने ☐ शारीरिक गतिविधि र सहकार्य: बालबालिकाले सामूहिक रूपमा कार्य गर्दै सिर्जनात्मकता र सहकार्यको अभ्यास गर्ने ☐ संवेदी प्रवृत्तिहरूको विविधता: माटो र पिठोको बनावट र	१. सुस्त श्रवण र न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) विधि ○ बालबालिकालाई चित्र कोर्ने र रङ भर्ने क्रममा शारीरिक मार्गदर्शन र निर्देश प्रदान गर्ने ○ छपाइ र माटो तथा पिठोबाट नमुना निर्माणका लागि शारीरिक टच र रचनात्मक सङ्केतहरूको प्रयोग गर्ने सामग्री

	अनुभवलाई ध्यानमा राखेर निर्माण कार्य गराउने	○ स्पर्शयोग्य चित्र निर्माण सामग्री (उदाहरण: ठुलो कागज, विशेष ब्रसहरू, रडका नलीहरू) ○ माटो र पिठोका लागि विविध आकारका साँचोहरू २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) विधि ○ चित्र कोर्न र रड भर्नको लागि निर्देशनहरू लेखिएको वा स्पर्शयोग्य मार्गदर्शनको माध्यमबाट दिइने ○ माटो र पिठोको बनावट र अनुभवलाई बालबालिकाको हातमा राखेर बुझाउने सामग्री ○ स्पर्शयोग्य रड र कागजको सामग्री (उदाहरण: थिक रडको कोट र कागज, स्पर्शयोग्य चित्र) ○ माटो र पिठोका लागि बनावट अनुभव गर्ने सामग्री ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि ○ चित्रको बनावट र रडको अनुभव गर्न हात र औँलाको उपयोग गराउने ○ माटो र पिठोको नमुना निर्माणका लागि हातको सम्पर्क गरेर निर्देशन दिने सामग्री ○ विविध बनावटको रड, माटो र पिठो ○ विशेष छपाइका लागि स्पर्शयोग्य साँचोहरू ४. बहिरा र दृष्टिविहीन (Deaf and Blind) विधि ○ छपाइको लागि टच र हावाको कम्पनको अनुभव गराउने ○ माटो र पिठोबाट नमुना बनाउँदा त्यस्ता अनुभवहरू जसले बालबालिकालाई यसको बनावट र रूपको पहिचान गराउने सामग्री ○ विभिन्न बनावटको माटो र पिठो ○ हातले अनुभव गर्न सकिने चित्र बनाउने साँचेहरू र माटोको मोडेल
--	--	---

२३. आफ्ना सांस्कृतिक क्रियाकलापहरूसँग परिचित हुन	☐ संवेदी अनुभव र सहभागिता: सांस्कृतिक गतिविधिहरूको अनुभव बालबालिकाले विभिन्न संवेदी तरिकामा गर्न सक्नु भन्ने सुनिश्चित गर्ने ☐ शारीरिक सहभागिता: सांस्कृतिक गतिविधिहरूमा हातको प्रयोग र शारीरिक गतिविधिहरूलाई जोड्ने ☐ सामूहिक भागीदारी: समूहमा संलग्न भएर सांस्कृतिक गतिविधिहरूको अभ्यास र सहभागिता गर्ने	१. सुस्त श्रवण र न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) विधि ○ सांस्कृतिक क्रियाकलापहरूको बारेमा स्पर्श र इशाराको माध्यमबाट जानकारी दिने ○ हातले अनुभव गर्न सकिने सामग्रीहरू जस्तै, सङ्गीत उपकरणहरू, परिधान, गहना आदि प्रस्तुत गर्ने सामग्री ○ हातले महसुस गर्न सकिने वस्त्र, गहना र परम्परागत सांस्कृतिक सामग्री ○ विशेष सङ्गीत उपकरणहरू जसको आवाज सुन्न सकिन्छ। २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) विधि ○ सांस्कृतिक क्रियाकलापको बारेमा लेखिएका वा स्पर्शयोग्य मार्गदर्शनको माध्यमबाट जानकारी दिने ○ सांस्कृतिक नृत्य र गीतहरूको क्रियाकलापमा सहभागी गराउने सामग्री ○ स्पर्शयोग्य चित्र र विषयसँग सम्बन्धित वस्त्र तथा गहना ○ नृत्य र गीतको अभ्यासका लागि इशारा र सङ्केतहरूको प्रयोग ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि ○ सांस्कृतिक क्रियाकलापहरूको अनुभव हात र हावाको कम्पनको माध्यमबाट गराउने ○ सङ्गीत र नृत्यको लागि हावाको कम्पन र शरीरको गतिको उपयोग गर्ने सामग्री ○ राग र सङ्गीतका लागि हावाको कम्पन अनुभव गराउन विशेष उपकरण ○ माटो, कपडा, र अन्य स्पर्शयोग्य सामग्रीहरूको प्रयोग ४. बहिरा र दृष्टिविहीन (Deaf and Blind) विधि ○ सांस्कृतिक क्रियाकलापको अनुभव गर्न विशेष रूपमा डिजाइन गरिएको
---	---	--

		छुअन र स्पर्शको माध्यमबाट कार्य गराउने ○ सांस्कृतिक घटनाहरूको प्रक्रिया र परम्परागत वस्त्रहरूलाई शरीरमा लागू गरेर परिचय गराउने सामग्री ○ स्पर्शयोग्य सङ्गीत उपकरणहरू, परिधान र गहना ○ विभिन्न बनावट र सामग्रीहरू (उदाहरण: काठ, रेशम, माटो)
२४. दैनिक जीवनमा सञ्चारका साधनहरूको पहिचान र होसीयारीपूर्वक प्रयोग गर्न	☐ संवेदी दृष्टिकोण: बालबालिकालाई सञ्चारका साधनहरूको अनुभव विभिन्न संवेदी तरिकामा गराउने ☐ स्पष्टता र अभ्यास: सञ्चारका साधनहरूको उपयोगको लागि प्रायोगिक अभ्यास र मोडेल प्रस्तुत गर्ने ☐ सहयोगात्मक सिकाइ: बालबालिकालाई एकअर्कासँग मिलेर सञ्चार साधनहरूको प्रयोगमा अभ्यास गराउने	१. सुस्त श्रवण र न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) विधि ○ सञ्चारका साधनहरूको बारेमा विभिन्न सामग्रीहरूको स्पर्श र हावाको कम्पनका माध्यमबाट जानकारी दिने ○ बोल्नका लागि सङ्केत र इशाराको प्रयोग गर्ने सामग्री ○ फोन, पत्रिका, रेडियो र अन्य सञ्चार सामग्रीको स्पर्शयोग्य नमुनाहरू ○ बोल्नका लागि उपयोग हुने विशेष सङ्केत बोर्डहरू २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) विधि ○ सञ्चारका साधनहरूको प्रयोगका लागि इशारा र लिखित सामग्रीको प्रयोग गर्ने ○ बालबालिकालाई सञ्चारका साधनहरूको बारेमा अभ्यास गराउन चित्र, फल्यास कार्ड र स्पर्श सामग्री प्रयोग गर्ने सामग्री ○ सञ्चारका साधनहरूको दृश्य चित्रहरू ○ इशारा र सङ्केतका लागि सामग्री र बोर्डहरू ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि ○ सञ्चार साधनहरूको बारेमा हावाको कम्पन र स्पर्शका माध्यमबाट जानकारी दिने ○ छुन सकिने रचना, माइक र टेलिफोनको प्रयोग गराउने

		सामग्री ○ राग र कम्पन उत्पन्न गर्ने उपकरणहरू ○ हाते रूपमा लेखिएको जानकारी र स्पर्शयोग्य सङ्केतहरूको प्रयोग ४. बहिरा र दृष्टिविहीन (Deaf and Blind) विधि ○ सञ्चार साधनहरूको परिचय हावाको कम्पन र स्पर्शको माध्यमबाट गराउने ○ बालबालिकालाई विशेष स्पर्श र हावाको प्रयोग गरेर उपकरणहरूको कार्यप्रणाली सिकाउने सामग्री ○ छुन सकिने सञ्चार उपकरण, जस्तै ब्रेल पत्रिका, ब्रेल टेलीफोन र माइक ○ कम्पन उत्पादन गर्ने विशेष उपकरणहरू
२५. यातायातका साधन र बजारसँग परिचित हुन	☐ संवेदी दृष्टिकोण: बालबालिकालाई यातायातका साधन र बजारको अनुभव विभिन्न संवेदी तरिकामा गराउने ☐ प्रायोगिक अनुभव: बालबालिकालाई प्रत्यक्ष या काल्पनिक भ्रमण र खेलमार्फत यातायात र बजारको अनुभव गराउने ☐ सहयोगात्मक सिकाइ: समूहगत गतिविधिहरूमा सहभागिता गराउँदै नयाँ सिकाइको प्रक्रियालाई रमाइलो गराउने	१. सुस्त श्रवण र न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) विधि ○ यातायातका साधन र बजारको बारेमा अनुभव गर्न स्पर्शयोग्य सामग्री र हावाको कम्पन प्रयोग गर्ने ○ वस्तुहरूको स्थान र प्रयोगको बारेमा सङ्केत र इशाराको माध्यमबाट जानकारी दिने सामग्री ○ यातायातका साधनको स्पर्शयोग्य मोडेल (जस्तै, बस, कार, साइकल) ○ बजारको दृश्य र स्पर्श सामग्री (जस्तै, तरकारी, फलफूल) २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) विधि ○ यातायातका साधन र बजारको बारेमा चित्र र स्पर्श आधारित सामग्री प्रयोग गर्ने ○ समूहमा इशारा र दृश्य सङ्केतको माध्यमबाट जानकारी प्रस्तुत गर्ने सामग्री ○ यातायातका साधनहरूको चित्र र स्पर्शयोग्य मोडेलहरू

		○ बजारको दृश्य चित्रहरू र अन्य स्पर्शीय वस्तुहरू (उदाहरण: बजारको वातावरणसँग सम्बन्धित वस्तुहरू) ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि ○ यातायातका साधन र बजारको परिचय स्पर्श र हावाको कम्पनमार्फत गराउने ○ वस्तुहरूको स्थान र ध्वनि प्रदूषणको अनुभव गराउने सामग्री ○ यातायातका साधनहरूको वर्णन गर्ने सामग्री र उपकरणहरू ○ बजारको वातावरणको ध्वनि र हावाको सञ्चार (उदाहरण: मानिसहरूको आवाज, गाडीको ध्वनि) ४. बहिरा र दृष्टिविहीन (Deaf and Blind) विधि ○ यातायातका साधन र बजारको बारेमा परिचय हावाको कम्पन र स्पर्शको माध्यमबाट गराउने ○ बालबालिकालाई विशेष स्पर्श अनुभवको माध्यमबाट यातायात र बजारको कार्यप्रणाली सिकाउने सामग्री ○ ब्रेल र स्पर्शीय शैक्षिक सामग्री, यातायातका साधनको स्पर्शयोग्य मोडेलहरू ○ बजारको वातावरणको अनुभूति गराउने विशेष उपकरणहरू
२६. मौसमको अवस्था तथा वरपरको भौगोलिक स्वरूपसँग परिचित हुन र पानीको उपयोगिता बनाउन	☐ संवेदी दृष्टिकोण: मौसम र भौगोलिक स्वरूपको अनुभव बालबालिकालाई विभिन्न संवेदी विधिहरू प्रयोग गरी गराउने, जस्तै स्पर्श, सुन्ने र गन्धको माध्यमबाट। ☐ प्रायोगिक अनुभव: बालबालिकालाई प्रत्यक्ष रूपमा मौसम र वातावरणको अनुभव गराउन अभ्यास र गतिविधिहरू सिर्जना गर्ने ☐ सहयोगात्मक सिकाइ: समूहमा कार्य गर्ने र परस्पर सहयोग गरेर नयाँ सिकाइको प्रक्रियालाई रमाइलो गराउने	१. सुस्त श्रवण र न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) विधि ○ मौसमका अवस्थाको अनुभव गर्न हावाको गति, तापमान र वर्षा जस्ता संवेदी तत्त्वहरूलाई प्रयोग गर्ने ○ भौगोलिक स्वरूपको बारेमा स्पर्श र ध्वनि सङ्केतको माध्यमबाट जानकारी दिने सामग्री ○ मौसमका विभिन्न अवस्थाहरूको चित्र, स्पर्शीय वस्तुहरू (उदाहरण: वर्षा,

		हावा) ○ भौगोलिक स्वरूपहरूको मोडेल (जस्तै, पहाड, नदी, समुद्र) २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) विधि ○ मौसम र भौगोलिक स्वरूपको बारेमा वर्णनात्मक चित्र र स्पर्श सामग्री प्रयोग गर्ने ○ हावाको चलन र वर्षाको आवाजहरूको माध्यमबाट मौसमको अनुभव गराउने सामग्री ○ मौसमको विभिन्न अवस्था र भौगोलिक स्थानहरूको चित्रहरू र स्पर्शीय मोडेलहरू ○ गन्धको अनुभव गराउने सामग्री (उदाहरण: वर्षाको गन्ध, फूलको गन्ध) ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि ○ मौसम र भौगोलिक स्वरूपको अनुभव हावाको कम्पन, पानीको ध्वनि र तापमानको अनुभूतिमार्फत गराउने ○ पानीको उपयोगिता र यसको महत्त्वलाई स्पर्श र गन्धको माध्यमबाट प्रस्तुत गर्ने सामग्री ○ मौसमको अनुभव गराउने विशेष उपकरणहरू, जस्तै पानीको ध्वनि उत्पादन गर्ने यन्त्र ○ भौगोलिक स्वरूपको स्पर्शीय मोडेलहरू र गन्धको अनुभव गराउने सामग्री (उदाहरण: माटो, फूल) ४. बहिरा र दृष्टिविहीन (Deaf and Blind) विधि ○ मौसम र भौगोलिक स्वरूपको अनुभव हावाको कम्पन, पानीको स्पर्श र वातावरणका विभिन्न तत्वहरूको माध्यमबाट गराउने ○ पानीको उपयोगिता र यसको महत्त्वलाई विशेष स्पर्शीय सामग्री र गन्धको माध्यमबाट प्रस्तुत गर्ने सामग्री ○ मौसमको अनुभूति गराउने विशेष यन्त्र र उपकरणहरू (उदाहरण: हावा
--	--	--

		चलाउने यन्त्र) भौगोलिक स्थलका स्पर्शीय मोडेलहरू, पानीको प्रवाहको अनुभव गराउने सामग्री
२७. कागजबाट नमुना बनाउन र रङसम्बन्धी साधारण प्रयोग गर्न	☐ संवेदी दृष्टिकोण: कागजको विभिन्न प्रकार र गुणस्तरलाई स्पर्श र गन्धको माध्यमबाट अनुभव गराउने ☐ प्रायोगिक गतिविधि बालबालिकालाई विभिन्न संवेदी उपकरणहरूको मद्दतले कागजबाट नमुना बनाउन र रङ प्रयोग गर्न सिकाउने ☐ सहयोगात्मक सिकाइ: समूहमा कार्य गरेर रङको विभिन्न प्रयोग र कागजका नमुनाको बनावट सिकाउने	१. सुस्त श्रवण र न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) विधि - कागजको बनावट र रङको अनुभवलाई स्पर्श र गन्धको माध्यमबाट गराउने - बालबालिकालाई कागजबाट नमुना बनाउनका लागि सरल उपकरणहरू प्रयोग गराउने (जस्तै, कागज काट्नको लागि स्काइजर, रङ भरिने ब्रस) सामग्री - विभिन्न प्रकारका कागजहरू (सादा, रङ्गीन, टेक्स्चर भएको) - रङ (पानी रङ, रङ्गीन पेन्सिल, क्रेयोन) - कागज काट्नका लागि सुरक्षा कटर र साँचो २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) विधि - कागजको नमुना बनाउँदा रङ प्रयोगको बारेमा स्पर्शीय निर्देशनहरू र इशाराको माध्यमबाट जानकारी दिने - रङको अनुभूति गराउने प्रयोग (उदाहरण: रङ लगाउँदा यसको गन्ध र स्पर्शको अनुभव) सामग्री - कागजका विभिन्न टेक्स्चरहरू (सादा, रङ्गीन, कागजको टुक्रा) - गन्धसहितको रङ (उदाहरण: गन्धयुक्त क्रेयोन) ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि - कागजको बनावट र रङको बारेमा स्पर्श र गन्धको माध्यमबाट अनुभव गराउने - कागजको नमुना बनाउनका लागि हातको सहयोग गर्ने विधिहरू प्रयोग गर्ने सामग्री - रङहरूको गन्ध गराउने सामग्री (जस्तै, खुसबु भएको रङ)

		○ कागजका मोडेल र नमुना बनाउने सामग्री ○ रड र अन्य सिर्जनात्मक सामग्रीका लागि टेक्टाइल ब्रस र स्पन्ज ४. बहिरा र दृष्टिविहीन (Deaf and Blind) विधि ○ कागजको बनावट र रडको बारेमा हातको अनुभव र गन्धको माध्यमबाट सिकाउने ○ कागजबाट नमुना बनाउँदा रड प्रयोग गर्न विशेष संवेदी सामग्रीको प्रयोग गराउने सामग्री ○ रडको अनुभव गराउने विशेष सामग्री (जस्तै, खुसबुयुक्त रड) ○ कागजका स्पर्शीय नमुना (उदाहरण: दाग लगाइएको कागज) ○ शारीरिक अनुभवका लागि हातको सहारा दिने उपकरण
--	--	--

कक्षा २ मेरो सेराफेरो सिकाइ उपलब्धि		
१. आफ्नो परिवारका सदस्य र साथीको परिचय दिन	☐ संवेदी शिक्षण (Sensory Learning) बालबालिकाले बाँकी कार्यात्मक इन्द्रियको उपयोग गरेर परिवार र साथीको परिचय दिन सक्ने। ☐ समूह र सहभागिता (Collaborative and Participatory Learning) परिवार वा साथीहरूको परिचयलाई व्यक्तिगत र समूहगत गतिविधिहरूमा समावेश गर्ने ☐ अनुकूलित सञ्चार विधि स्पर्श, इशारा, ट्याक्टाइल सामग्री वा संवेदी उपकरणमार्फत परिचय दिने ☐ व्यक्तिगत अभिरुचि र क्षमता (Individual Preferences and Abilities) प्रत्येक बालबालिकाको क्षमता र आवश्यकताअनुसार विधि अनुकूलन गर्ने	१. सुस्त श्रवण तथा न्यूनदृष्टि (Hard of Hearing and Low Vision) विधि • परिवारका सदस्य र साथीको परिचयका लागि ठुला अक्षरयुक्त रङ्गीन चित्र वा कार्ड प्रयोग गर्ने • उच्चारण स्पष्ट बनाउन शिक्षकले बलियो आवाजमा बोल्ने • ट्याक्टाइल चित्र (रङ्गीन र उभिएको आकार भएको) उपलब्ध गराउने • सहपाठीलाई बोल्न र आफ्नो परिचय दिन प्रोत्साहन गर्ने सामग्री • ठुला अक्षरले नाम लेखिएका कार्ड • परिवार सदस्यको ठुला चित्र सहितको पुस्तक • स्पर्शयोग्य (ट्याक्टाइल) सामग्री (जस्तै, परिवार सदस्यको अनुहारको नक्कल) • आवाज बढाउने उपकरण (जस्तै, FM सिस्टम)

		२. बहिरा र न्यूनदृष्टि (Deaf and Low Vision) विधि • सङ्केत भाषा (Sign Language) प्रयोग गरेर परिचय दिन सहयोग गर्ने • ट्याक्टाइल (स्पर्शयुक्त) अक्षर वा ब्रेल लिपिमार्फत नाम लेख्ने र चिन्न मद्दत गर्ने • सहपाठीलाई सङ्केत भाषा सिकाएर परिचय आदानप्रदान गर्न प्रोत्साहन गर्ने • परिवार र साथीहरूको परिचय ठुला र उभिएको चित्र/वस्तु मोडेलद्वारा प्रस्तुत गर्ने सामग्री • सङ्केत भाषाको चित्र पुस्तिका • स्पर्श गर्न सकिने ब्रेल कार्ड • परिवार सदस्य र साथीहरूको ट्याक्टाइल र ठुला चित्र • सङ्केत दिने सामग्री (जस्तै, फ्ल्यास कार्डहरू) ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) विधि • परिचयका लागि कम्पन सङ्केत वा स्पर्श सङ्केतको उपयोग गर्ने • परिवारका सदस्य वा साथीहरूको वस्तु प्रयोग गरेर व्यक्तिगत चिनारी दिने (जस्तै, टोपी, चस्मा) • शब्दहरूको उच्चारण गर्दै नाम बोल्न सिकाउने • सामूहिक रूपमा परिचय दिने गतिविधि समावेश गर्ने सामग्री • कम्पनयुक्त सङ्केत उपकरण • स्पर्शद्वारा परिचयका लागि वस्तुहरूको नक्कल • अडियो-बृद्ध उपकरण (ध्वनि उच्चारण गर्नका लागि) • ट्याक्टाइल नमुना वा सामग्री ४. बहिरा र दृष्टिविहीन (Deaf and Blind) विधि • परिवारको परिचयका लागि स्पर्श भाषा (Tactile Sign
--	--	---

		Language) र ट्याक्टाइल बुक्स प्रयोग गर्ने • सपाट वस्तुहरू (जस्तै, परिवारको नक्कल अनुहार) परिचयका लागि स्पर्श गर्न दिने • परिचय दिने गतिविधिमा अन्य सहपाठी वा शिक्षकलाई सक्रिय साझेदारी गराउने • ब्रेल लिपि प्रयोग गरेर नाम चिन्न सिकाउने सामग्री • ट्याक्टाइल सङ्केत भाषा कार्ड • परिवारको विवरण लेखिएको ब्रेल कागज • परिचयका लागि व्यक्तिहरूको स्पर्शयोग्य मोडेल • सहायक शिक्षण सामग्री जस्तै, स्पर्श सङ्केत प्रणाली
२. आफ्नो परिवार र छिमेकप्रति सकारात्मक व्यवहार प्रदर्शन गर्ने	☐ संवेदनशीलता: बालबालिकाको श्रवण र दृष्टि क्षमताको विश्लेषण गरेर शिक्षण प्रक्रिया ☐ सहजीकरण: सिप अभिवृद्धिका लागि स्पर्श, ध्वनि र सङ्केतको प्रयोग ☐ अनुभवजन्य शिक्षण: दैनिक जीवनका गतिविधिमा भाग लिँदै व्यवहार सिकाउने	१. सुस्त श्रवण तथा न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) • अनुकूलन विधि ○ छिमेक र परिवारमा सकारात्मक व्यवहारका गतिविधि तस्वीर र भिडियो सामग्रीमार्फत सिकाउने ○ रङ्गीन र ठुलो अक्षरयुक्त कागज वा पोस्टरमार्फत व्यवहारको महत्त्व बुझाउने ○ दैनिक जीवनका सकारात्मक क्रियाकलापमा सहभागी गराउने, जस्तै परिवारका लागि सानोतिनो काम गर्ने • सामग्री ○ रङ्गीन फल्यासकार्ड ○ पारदर्शी खेल सामग्री ○ श्रवण उपकरणहरू २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) • अनुकूलन विधि ○ छिमेकमा सकारात्मक व्यवहार प्रदर्शन गर्न सङ्केत भाषाको प्रयोग गर्ने ○ ट्याक्टाइल खेल सामग्री (परिवारको प्रतीकात्मक वस्तुहरू) उपलब्ध गराएर व्यवहार सिकाउने ○ परिवारको अनुहार वा वस्त्रको स्पर्शमार्फत सहयोगी व्यवहारको महत्त्व सिकाउने • सामग्री ○ सङ्केत भाषा फल्यासकार्ड ○ स्पर्शयोग्य वस्त्र वा चित्रहरू

		○ थ्रिडी वस्तुहरू ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) • अनुकूलन विधि ○ छिमेकी र परिवारलाई चिनाउन ट्याक्टाइल विधिको प्रयोग गर्ने (जस्तै: परिवारका सदस्यहरूको वस्तु वा बनावट) ○ सकारात्मक व्यवहार प्रदर्शनका अभ्यास गराउन अडियो क्लिप र ध्वनि सङ्केत गर्ने ○ बालबालिकालाई सहउपस्थितिमा काम गराउँदै व्यवहार प्रदर्शन गर्न प्रेरित गर्ने • सामग्री ○ श्रवण उपकरण ○ ध्वनि सङ्केत सामग्री ○ स्पर्श गर्न मिल्ने कार्ड वा वस्तुहरू ४. बहिरा र दृष्टिविहीन (Deaf and Blind) • अनुकूलन विधि ○ हात समातेर सहयोजना र सहयोगी व्यवहार प्रदर्शन गर्न सिकाउने ○ छिमेकी र परिवारको महत्त्व स्पर्शका माध्यमबाट बुझाउने, जस्तै वस्तु वा सङ्केतहरू स्पर्श गराउने ○ अन्य व्यक्तिहरूसँग सकारात्मक संवाद गर्न स्पर्श सङ्केतको प्रयोग गर्ने सामग्री • थ्रिडी परिवार र छिमेक सामग्री • ट्याक्टाइल स्लेट • हातअन्तर्गत हात (Hand-under-Hand) शिक्षण उपकरण
३. सफा र ताजा खानेकुरा खाने बानी बसाल्न	☐ स्वास्थ्यप्रति सचेतना: बालबालिकालाई ताजा र सफा खानेकुराको महत्त्व बुझाउने ☐ अनुभूति आधारित शिक्षा: खाद्य वस्तुको रङ, गन्ध, स्पर्श, र स्वादद्वारा सिकाइ ☐ सहज पहुँचको सुनिश्चितता: विभिन्न माध्यमबाट विषयलाई	१. सुस्त श्रवण तथा न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) • अनुकूलन विधि ○ ताजा र सफा खाना छनोट गर्न विभिन्न रङ्गीन पोस्टर र आकारयुक्त चित्र देखाउँदै सिकाउने ○ खाना खाने सही प्रक्रिया (हात धोइराख्ने, प्लेट सफा राख्ने) प्रदर्शन गराउने

	व्यावहारिक बनाउने	○ व्यावसायिक अभ्यासहरूमा सहभागी गराउने, जस्तै ताजा फलफूल छानेर राख्न लगाउने ● सामग्री ○ रङ्गीन फल्यासकार्ड ○ साधारण सफा थाल र गिलास ○ डिजिटल भिजुअल सामग्री (भिडियो र तस्बिरहरू) २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) ● अनुकूलन विधि ○ सङ्केत भाषाद्वारा सफा र ताजा खानेकुराको महत्त्व सिकाउने ○ खाद्य सामग्रीलाई स्पर्श गर्न दिने (फलफूलको बनावट, ताजा र नकम्मा छुट्याउने) ○ स्पर्शयोग्य सफा खाने सामग्रीको नमुना प्रयोग गर्ने ● सामग्री ○ स्पर्शयोग्य फलफूल र सब्जीको प्रतिरूप ○ सङ्केत भाषा फल्यासकार्ड ○ हल्का बनावट भएका वस्तुहरू (सफाइ र खराबी छुट्याउन) ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) ● अनुकूलन विधि ○ ताजा र सफा खानेकुराको महत्त्व सुनाउन अडियो क्लिप प्रयोग गर्ने ○ सफा र फोहोर खानेकुराको बनावट छुट्याउने अभ्यास गराउने ○ नियमित सफा खाने प्रक्रिया प्रदर्शन गराउने, जस्तै हात धुने, खानेकुरा प्लेटमा राख्ने ● सामग्री ○ श्रवण सहायक उपकरण ○ अडियो क्लिप (सफा खाने बानीसम्बन्धी) ○ फलफूल र खाद्य वस्तुका वास्तविक नमुना ४. बहिरा र दृष्टिविहीन (Deaf and Blind) ● अनुकूलन विधि ○ हातअन्तर्गत हात विधि प्रयोग गरेर सफा खाना छनोट गर्न सिकाउने ○ ताजा र सफा खानेकुरा छुट्याउन स्पर्श र गन्धको महत्त्व प्रयोग गर्ने
--	-------------------	--

		○ सफा खाने प्रक्रिया (हात धुने, सरसफाई गर्न) को सिधा अभ्यास गराउने ● सामग्री ○ खाद्य सामग्रीको प्रत्यक्ष वस्तु ○ स्पर्श योग्य फलफूल र सब्जीको खेल सामग्री ○ खाना सफा राख्न प्रयोग हुने सामग्री (सफाइका टिश्यु, प्लेट)
४. खेलौनाको प्रयोग गरी वा नगरी खेल खेल्ने अभ्यास गर्न	☐ मौलिकता र सरलता: बालबालिकाका लागि खेल सरल र रोचक हुनु जरूरी हुने ☐ संवेदी प्रयोग: बालबालिकाको दृष्टि र श्रवण अवस्थाअनुसार स्पर्श, ध्वनि, र दृश्य सामग्री प्रयोग गर्ने ☐ सहभागितात्मक शिक्षण: बालबालिकालाई सामूहिक र व्यक्तिगत दुवै रूपमा संलग्न गराउने	१. सुस्त श्रवण तथा न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) ● अनुकूलन विधि ○ रङ्गीन खेल सामग्री वा ब्लक खेल प्रयोग गराउँदै ○ गुनगुनाउने/साङ्केतिक निर्देशनद्वारा खेलका चरणहरू सिकाउने ○ स्थानीय सामग्री (जस्तै ढुङ्गा, काठ, आदि) प्रयोग गरेर खेल खेलाउने ● सामग्री ○ रङ्गीन खेलौनाहरू (ब्लक, बल, हुप्स) ○ सङ्केत भाषामा निर्देशन लेखिएका कागज वा पानाहरू ○ स्थानीय खेलका वस्तुहरू २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) ● अनुकूलन विधि ○ हातका इशारामा आधारित खेल (जस्तै सङ्केत भाषामा सङ्ख्या बताउँदै खेल्ने) ○ दृश्य वा स्पर्श सामग्री (जस्तै नरम बल वा ठुलो ब्लक) को प्रयोग गरी खेल खेलाउने ○ व्यक्तिगत वा सानो समूहमा अभ्यासहरू गराउने ● सामग्री ○ ठुलो र हल्का बनावटका वस्तुहरू ○ खेलमा प्रयोग हुने चित्रात्मक दिशा निर्देश ○ स्पर्श खेल सामग्री (बाल, साना डिब्बा) ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing)

		• अनुकूलन विधि ○ ध्वनि उत्पन्न गर्ने खेल सामग्री (जस्तै घन्टी, ध्वनि निकाल्ने बल) प्रयोग गराएर खेल खेलाउने ○ सामान्य सामूहिक खेल (जस्तै दौड, ढुङ्गा, काठको खेल) भौतिक स्पर्श निर्देशनद्वारा सिकाउने • सामग्री ○ ध्वनि उत्पादन गर्ने खेल सामग्री ○ हस्तनिर्मित स्पर्श सामग्री (जस्तै कपडाका पङ्क्ति जोड्ने) ○ ठाउँ निर्धारण गर्न शारीरिक दिशाको मार्गदर्शन ४. बहिरा र दृष्टिविहीन (Deaf and Blind) • अनुकूलन विधि ○ हातअन्तर्गत हात निर्देशनद्वारा स्पर्श खेल खेलाउने ○ तातोचिसो, नरमकडा बनावट छुट्याउने गतिविधिहरू खेलमार्फत सिकाउने ○ टेल्न/तान्नाका खेल (जस्तै रस्साकस्सी) समावेश गराउने • सामग्री ○ रस्साकस्सी वा तान्ने सामग्री ○ नरम/कडा स्पर्श सामग्री ○ घेरा बनाउन प्रयोग हुने वस्तुहरू (हुप्स)
५. सिकाइ र सरसफाइका लागि सरसामानहरू प्रयोग गर्ने	☐ सार्वजनिक र व्यक्तिगत प्रयोगमा सजिलो: सरसफाइ सामग्री प्रयोग गर्न बालबालिकालाई सहज बनाउने ☐ संवेदी अनुभवहरू: सरसफाइका गतिविधिहरूमा दृष्टि र श्रवण समस्याका आधारमा स्पर्श, गन्ध र ध्वनि आधारित सङ्केतको प्रयोग गर्ने ☐ निर्देशनको बहुविधि माध्यम: सङ्केत, चित्र, र स्पर्शको आधारमा निर्देशन प्रदान गर्ने	१. सुस्त श्रवण तथा न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) • अनुकूलन विधि ○ रङ्गीन वा ठुलो वस्तु (ब्रस, बाल्टी) प्रयोग गरी सफा गर्ने सिकाउने ○ गन्धबाट छुट्याउन सफा र फोहोर सामग्री प्रयोग ○ सरल सङ्केतको प्रयोग (जस्तै कोठाको कुनाको सरसफाइका लागि हातले इशारा गर्ने) • सामग्री ○ ठुला र आकर्षक सरसफाइ सामग्री (जस्तै रङ्गीन झाडु, सानो बाल्टी) ○ गन्धयुक्त र सुरक्षित सरसफाइका तरलहरू ○ सरसफाइ प्रक्रिया बुझाउन सङ्केत चित्र

		२. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) • अनुकूलन विधि ○ हातको सङ्केतमार्फत सरसफाइको क्षेत्र र क्रम निर्धारण ○ सफा सामग्री (जस्तै कपडा, झाडु) छुट्याउन स्पर्शको माध्यमबाट परिचय दिनु ○ कामको समीक्षा गर्न दृश्य वा स्पर्शका माध्यमबाट सङ्केत दिने • सामग्री ○ ठुला र हातले सहजै चलाउन मिल्ने सरसफाइ उपकरणहरू ○ धातु वा कपडाका बक्सहरू ○ वस्तु छान्न र कामको समीक्षा गर्न चित्रात्मक वा स्पर्शात्मक चिह्न ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) • अनुकूलन विधि ○ वस्तु चिनाउन ट्याक्टाइल (स्पर्श) र गन्धीय सामग्री प्रयोग ○ सरसफाइको क्रममा आवाज दिने सामग्री (जस्तै आवाज निकाल्ने झाडु वा डस्टबिन) ○ स्पर्शीय तख्ता/चिह्न मार्फत निर्देशित सफाइ कार्य • सामग्री ○ नरम र कडा फरक महसुस हुने झाडु र पुछ्ने वस्तु ○ विशिष्ट गन्धयुक्त सरसफाइ ○ सरसफाइ गरिने क्षेत्रमा स्पर्श निर्देशिका ४. बहिरा र दृष्टिविहीन (Deaf and Blind) • अनुकूलन विधि ○ "हातमुनि हात" सहयोग विधिबाट कार्य सिकाउन ○ फोहोर र सफा वस्तु छुट्याउन स्पर्श र बनावटमार्फत परिचय दिने ○ सरसफाइ प्रक्रियाका निर्देशको लागि रिल वा रस्सीको प्रयोग गर्ने • सामग्री
--	--	---

		○ गह्रौं र हल्का सामग्री (जस्तै प्लास्टिक र कपडा) सफाई बुझाउन ○ विशेष बनावटयुक्त झाडु र स्क्रबर ○ कार्य ठाउँ पहिचान गर्न र सहयोग गर्न रस्सी वा चेन
६. हाउभाउसहित नृत्य गर्न र ज्यामितीय आकृतिहरू बनाउन	☐ शारीरिक क्रियाकलापको सहजता: नृत्य र आकृति बनाउने क्रियाकलापलाई सबै प्रकारका श्रवण दृष्टिविहीनताका लागि शारीरिक र संवेदनशील तरिकाले सहजीकरण गर्ने ☐ संवेदी समर्थन: नृत्य र आकृति बनाउन स्पर्श, गन्ध, र दृश्यात्मक सामग्रीको उपयोग गर्ने ☐ निर्देशनका विविध माध्यम: सङ्केत, छुवाइ र सहजीकरणमार्फत प्रक्रिया बुझाउने	१. सुस्त श्रवण तथा न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) • अनुकूलन विधि ○ नृत्यको गति र हाउभाउ बुझाउन ठुला मुद्राहरू वा वस्त्रको रङ प्रयोग गर्ने ○ आकृति बनाउन उभिन वा बस्न प्रयोग हुने रङ्गीन टेप वा सामग्री प्रयोग गर्ने ○ समूहमा नृत्य गर्दा साथीहरूको इशारा/अडियो सहायता दिने • सामग्री ○ रङ्गीन भुइँ टेप (ज्यामितीय आकृतिका लागि) ○ हल्का सङ्गीतका उच्च तरङ्ग ○ ठुला दृश्यात्मक इशाराको पोस्टर/वस्त्र २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) • अनुकूलन विधि ○ नृत्य गतिविधि सिकाउन शरीर हल्लाउने "टच एन्ड गाइड" प्रविधि प्रयोग गर्ने ○ आकृति निर्माणको लागि म्याट वा कठोर ठाउँमा प्रिसेट संरचना उपयोग गर्ने ○ तालबद्ध अभ्यासका लागि साथीहरूको सहयोग गर्ने • सामग्री ○ फरक बनावट भएका जमिन चिह्न (सजिलै महसुस गर्न मिल्ने) ○ समूह अभ्यासका लागि श्रेड वा स्टिक ○ ज्यामितीय आकृतिका ठुला ब्लकहरू ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) • अनुकूलन विधि

		○ नृत्य सिकाउन 'हातमुनि हात' विधि प्रयोग गर्ने ○ आकृति बनाउन ट्याक्टाइल निर्देशिका प्रयोग गर्ने ○ हाउभाउको अभिव्यक्ति सिकाउन सरल र आधारभूत गतिविधिहरू प्रयोग गर्ने ● सामग्री ○ आकर्षक बनावटयुक्त सामग्री (जस्तै नृत्यको चरणहरू छुट्याउन म्याट) ○ ट्याक्टाइल आकृति निर्देशिका ○ नृत्य सङ्गीत महसुस गर्न हल्का कम्पनयुक्त फ्लोरिङ ४. बहिरा र दृष्टिविहीन (Deaf and Blind) ● अनुकूलन विधि ○ पूर्ण हात सहयोग विधिबाट नृत्यको मुद्रा सिकाउने ○ आकृतिहरू बनाउँदा थ्रेड, माटो वा लचिलो सामग्री प्रयोग गर्ने ○ साथीहरूका सहयोगमा क्रियाकलाप सम्पन्न गर्ने ● सामग्री ○ विशेष बनावटको सामग्री (जस्तै लचिलो तार ज्यामितीय आकृतिहरूका लागि) ○ साधारण उपकरण (डोरी, रबर) ○ टच-टोन सङ्केत उपकरण
७. आधारभूत शारीरिक क्रियाकलाप र योगको अभ्यास गर्ने	☐ सुरक्षा सुनिश्चितता: शारीरिक क्रियाकलाप र योग अभ्यासका लागि बालबालिकालाई सुरक्षित वातावरण प्रदान गर्ने ☐ प्रक्रियागत सहायता: स्पर्श, निर्देशन र संवेदनाको माध्यमबाट योगको सही अभ्यास गर्न सघाउने ☐ समान अवसर: प्रत्येक बालबालिकाको क्षमताअनुसार योग र क्रियाकलाप परिमार्जन	१. सुस्त श्रवण तथा न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) ● अनुकूलन विधि ○ योग मुद्रा देखाउन ठुला मुद्राको रङ्गीन चित्र वा भिडियो प्रयोग गर्ने ○ पोजिसन सम्हाल्न सहायक सङ्केत/स्पर्श निर्देश प्रयोग गर्ने ○ इशारा भाषा वा हावाद्वारा साङ्केतिक निर्देशन दिने ● सामग्री ○ रङ्गीन म्याटहरू ○ अभ्यास सहज बनाउने स्पर्श सहायता उपकरण ○ सामान्य उच्च ध्वनिका अडियो

		२. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) • अनुकूलन विधि ○ स्पर्शीय मार्फत योग मुद्रा सिकाउने (जस्तै, प्रशिक्षकले बालबालिकाको शरीर समायोजन गर्ने) ○ सरल मुद्राहरू अभ्यास गर्न सिधा सहजीकरण गर्ने ○ दृष्टि सहायक सामग्रीहरू प्रयोग गर्ने • सामग्री ○ रबर ग्लिप युक्त म्याट ○ ट्याक्टाइल ब्लकहरू र योग बेल्ट ○ मुद्राका टच निर्देशिका ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) • अनुकूलन विधि ○ पूर्ण स्पर्शमा आधारित निर्देशन, जस्तै प्रशिक्षकले योग मुद्रा प्रदर्शन गर्दा बालबालिकाको हात समाउने ○ कम क्षेत्राधारित योग, ताकि सुरक्षाका लागि ठाउँ निश्चित होस्। ○ योग मुद्राको स्वाभाविकता अनुभूत गराउन धैर्यपूर्वक निर्देशन दिने • सामग्री ○ बनावटयुक्त भुइँ सतह ○ शरीर सन्तुलन सुधार गर्न सहायक उपकरण ○ परिचायक टच स्टिक ४. बहिरा र दृष्टिविहीन (Deaf and Blind) • अनुकूलन विधि ○ 'टच एन्ड गाइड' अभ्यास विधि गर्ने ○ चरणबद्ध रूपमा साना आकारका गतिविधिहरू गराउने ○ प्रशिक्षकले हातबाट वा उपकरणले शरीर मुद्रा सुमधुर बनाउने • सामग्री ○ फरक टेक्स्चर भएका योग उपकरण ○ पूर्ण सहायता प्रदान गर्ने टच गाइड
--	--	---

		○ नर्म कुसनयुक्त अभ्यास म्याट
८. स्वस्थकर र सुरक्षित बानी बसाल्न	1. दृष्टि र श्रवण संवेदनशीलता: बालबालिकाको इन्द्रिय क्षमताअनुसार सामग्री र विधिको चयन 2. व्यक्तिगत अनुगमन: स्वस्थ बानीहरू अभ्यास गर्दा प्रशिक्षक वा अभिभावकको निर्देशन 3. व्यावहारिक अनुभव: व्यावहारिक गतिविधिहरूबाट स्वस्थ र सुरक्षित बानीहरू अभ्यास गराउने	१. सुस्त श्रवण तथा न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) • अनुकूलन विधि ○ स्वास्थ्यसम्बन्धी बानीहरूको रङ्गीन रेखाचित्र वा ठुला प्रतीकहरू प्रयोग गर्ने ○ दृश्य वा साङ्केतिक निर्देशन दिने ○ सामूहिक अभ्यास गतिविधिमा सहभागी गराउने • सामग्री ○ तस्बिरयुक्त मार्गदर्शन पोस्टर ○ रङ्गीन चिह्नहरू भएको खेल सामग्री ○ हल्का आवाजका अलार्म २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) • अनुकूलन विधि ○ सामर्थ्य भएका सामग्रीहरू (जस्तै, ट्याक्टाइल चार्ट र ठुलो फन्टमा अक्षर लेखिएका सूचना) प्रयोग गर्ने ○ दृश्य सहायता, जस्तै रङ्गीन क्यु कार्ड प्रयोग गर्ने ○ टच र सञ्ज्ञा सङ्केतको माध्यमबाट दैनिक गतिविधिहरूको अभ्यास गर्ने • सामग्री ○ टेक्स्चर भएको वस्त्र वा सामग्री (जस्तै, ब्रस वा तौलिया) ○ रङ्गीन कार्डहरू ○ पिउने पानी, सफा थालको स्पर्श सामग्री ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) • अनुकूलन विधि ○ स्वस्थ बानीहरू अभ्यास गर्दा प्रशिक्षकले सहायक रूपमा टच निर्देशन गर्ने ○ प्रत्येक कार्यको क्रमसँग सम्बन्धित साउन्ड र टच सङ्केतहरू दिने ○ अनिवार्य दैनिक अभ्यास र समय निर्धारण गर्ने • सामग्री

		○ ब्रेल अक्षरयुक्त स्वास्थ्य मार्गदर्शन पर्चा ○ बनावटयुक्त खाने/पिउने भाँडा ○ व्यक्तिगत सरसफाइ सामग्री (जस्तै, चिल्लो बनावट भएको ब्रस) ४. बहिरा र दृष्टिविहीन (Deaf and Blind) • अनुकूलन विधि ○ दुई चरणीय स्पर्शीय सहायक प्रविधि प्रयोग गर्ने ○ दिनचर्याका हरेक गतिविधिका लागि कार्य स्वतन्त्रता विकास गराउने ○ व्यक्तिगत अनुभूतिद्वारा अभ्यास गर्ने र सघाउने • सामग्री ○ रबर र सिलिकन टेक्स्चर सामग्री ○ सुरक्षित र हल्का तौलको प्रयोग गर्न मिल्ने सरसफाइका वस्तु ○ खाना पस्कन मिल्ने संरचनात्मक प्लेट
९. दैनिक जीवनमा विद्युत् र चुम्बक शक्तिको परिचय दिन	☐ दृष्टि र श्रवण संवेदनशीलता: बालबालिकाको इन्द्रिय क्षमताअनुसार विभिन्न सामग्री र विधिको चयन ☐ स्पर्श-संवेदन (ट्याक्टाइल अनुभव) बालबालिकालाई क्रियाकलापहरूमा प्रत्यक्ष सहभागी गराउने ☐ व्यावहारिक अनुभव: शारीरिक र अनुभूतिरहित वस्तुहरूको प्रयोग गरी सिकाइ प्रक्रिया बढाउने	१. सुस्त श्रवण तथा न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) • अनुकूलन विधि ○ विद्युत् शक्ति: फ्लस गरिएको स्विच, बल्ब जस्ता दैनिक उपकरणहरूको प्रयोग गर्दा तिनीहरूको तापमान र प्रत्येक उपकरणको प्रकारको थाहा प्राप्त गर्न सजिलो होस्। ○ चुम्बक शक्ति: लोको मोडेल प्रयोग गरेर चुम्बकको प्रभाव र कार्यक्षमता देखाउने • सामग्री ○ उच्च प्रतिबिम्ब र रङ्गीन सङ्केत बोर्ड, जसले विद्युत् र चुम्बकसँग सम्बन्धित आकृतिहरू र सूचना दिने ○ छानेर विभिन्न आकार र रङका सञ्जालको प्रयोग २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) • अनुकूलन विधि ○ विद्युत् शक्ति: सूर्यबाट वा बल्बको स्रोतको तापक्रम महसुस गराउने विभिन्न प्रयोगात्मक गतिविधिहरू गर्ने

		○ चुम्बक शक्ति: चिन्हित ट्याक्टाइल सामग्री प्रयोग गर्न सकिन्छ जस्तै लुकेको पर्छाल र अरू चुम्बकीय वस्तुहरूले पनि चुम्बकको शक्ति देखाउन सकिन्छ। • सामग्री ○ स्पर्शीय क्यू कार्डहरू, यथासम्भव उपयोग गर्न सकिने स्पष्ट र समग्र चित्र/प्रतिबिम्ब भएको चित्र, विद्युत् र चुम्बकसम्बन्धी संज्ञान प्राप्तिमा लागि सरसफाइलाई ध्यानमा राख्दै खेलौना वा वस्तुहरू ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) • अनुकूलन विधि ○ विद्युत् शक्ति: विशेष उपकरणहरू जसले विद्युत् चुम्बकको ऊर्जा कार्यक्षमता स्पर्शमा उपलब्ध गराउने ○ चुम्बक शक्ति: ट्याक्टाइल सामग्री र धातु वस्तुको प्रयोगले चुम्बकको स्थान र प्रभाव स्पष्ट सन्देश दिन्छ। • सामग्री ○ चुम्बक र मेटल सामग्री अक्षरजन्य रूपमा चुम्बकको अनुकरण होस् (ब्रेल प्रणाली र ट्याक्टाइल अनुभूति) ○ रबरयुक्त, काठका विभिन्न औजार प्रयोग गर्नुपर्छ ताकि बालबालिकालाई "स्पर्श" मा वातावरणीय प्रभावको अनुभव प्राप्त होस्। ४. बहिरा र दृष्टिविहीन (Deaf and Blind) • अनुकूलन विधि ○ विद्युत् शक्ति: दृश्य वा श्रव्य कारक जस्तो प्रभाव थाहा दिन बिना केवल अनुभव गराइने। उदाहरणको लागि क्लिक गरेर सटर खोल्न वा बन्द गर्नका प्रक्रियाबाट बालबालिकालाई सहभागी गराउने ○ चुम्बक शक्ति: प्रयोगात्मक अध्ययनलाई बलियो बनाउने, उदाहरणको रूपमा बलियो चुम्बकसहितको उब्जविलेत प्रणाली प्रयोग गर्ने • सामग्री ○ विशेष रूपले डिजाइन गरिएको ट्याक्टाइल संरचनाका साथ चुम्बक प्रणाली, जहाँ बच्चाको चुम्बकको स्थानको बारेमा जानकारी प्राप्त गर्न सक्छ। ○ चुम्बक बटन र धातुका पहिचानहरू प्रयोग गरी निर्देशबाट
--	--	---

		प्रतिक्रिया लिन काम गर्ने प्रक्रिया प्रदान गरिने
१०. दैनिक जीवनमा ध्वनि, ताप र प्रकाश शक्तिका स्रोतहरूको परिचय दिन	☐ स्पर्शीय अभ्यास (Tactile Engagement) बालबालिकालाई अनुभवहरू र प्रभावहरूको थाहा भई दृश्य, स्पर्श र तापसम्बन्धी गतिविधिहरूमार्फत अनुभूति दिलाउने ☐ सुरक्षामा प्राथमिकता: बालबालिका अङ्गीय अभाव वा घाइते हुन नदिन सुरक्षित वातावरण बनाउने ☐ समयअनुसार गतिविधि आयोजन: थकित नभएको, तयारी गर्ने र बारम्बार अभ्यास गर्ने मापदण्डअनुसार पाठ्यक्रमको डिजाइन गर्ने	१. सुस्त श्रवण तथा न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) • अनुकूलन विधि ○ ध्वनि स्रोत (Sound Source) स्पर्शमार्फत आवाजको माप र गतिको अनुभव गराउने (जस्तै- छानोको जोरो छिडचिड आवाज, पङ्खा चलाउँदा हुने आवाज) ○ प्रकाश स्रोत (Light Source) हेर्न असहज भए पनि लामो समयसम्म बस्दा प्रकाशको प्रभाव पर्ने ○ ताप स्रोत (Heat Source) तापमापन गर्ने उपकरणका साथ तापको महसुस गराउने, हल्का पङ्खा वा पानी ताप्ने गतिविधि गर्ने • सामग्री ○ हल्का आवाज गर्ने उपकरण (जस्तै पङ्खा, घन्टा) ○ स्पर्श द्योपका साथ सूर्यको तापको अनुभव गराउने सामग्री ○ सौम्य सुगन्धयुक्त प्रयोगका उपकरणहरू २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) • अनुकूलन विधि ○ ध्वनि स्रोत (Sound Source) अन्वेषण गरिरहेका हावाले कार्य गर्ने उपकरणहरूलाई बुझाउन स्पर्श गाइड प्रयोग गर्ने ○ प्रकाश स्रोत (Light Source) आँखाको कमजोर प्रतिक्रिया क्षेत्रलाई दृष्टिगत गर्दै धुन्धलाई पत्ता लगाउन सहायक प्रयोग सामग्री प्रयोग गर्ने ○ ताप स्रोत (Heat Source) शरीरलाई चलायमान गर्ने वातावरणीय प्रभावसँग मिलाउने प्रकारका लेखन गाइडहरू उपलब्ध गराउने • सामग्री ○ उपयोगी क्रिस्टल र फोर्मिंग सामग्रीहरू (शब्दवृद्धि सजिलो गर्ने) ○ स्पर्श र तापसम्बन्धी वाक्यको अनुकरण गर्ने सामग्रीहरू

		३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) • अनुकूलन विधि ○ ध्वनि स्रोत (Sound Source) वातावरणका ध्वनिहरूका विशेषतासम्म परिचय गराउन बटनवाला ध्वनिहरूको प्रयोग गर्ने ○ प्रकाश स्रोत (Light Source) प्रकाशको परिवर्तनद्वारा क्षेत्रमा फरक सोचको उत्पत्ति गराउने उपकरणमा सघाउन उद्देश्यअनुसार प्रकाशको स्थायित्व गर्ने ○ ताप स्रोत (Heat Source) घाम वा बिजुलीले उत्पन्न गर्दै अनुभूति गराइने साधनको विकास गर्ने • सामग्री ○ उच्च ध्वनि उत्पन्न गर्नका लागि रहेका उपकरण ○ आउटडोर सेटअप र गतिविधिहरू उत्पन्न गर्नका लागि गोलाकार गतिविधिहरूको माटो ४. बहिरा र दृष्टिविहीन (Deaf and Blind) • अनुकूलन विधि ○ ध्वनि स्रोत (Sound Source) प्रोजेक्टरजस्ता गाइडमार्फत असंवेदनात्मक ध्वनि प्राप्ति गर्ने ○ प्रकाश स्रोत (Light Source) उज्यालोका सन्देश देखाउन स्पर्श गाइडको प्रवृत्ति अपनाउने ○ ताप स्रोत (Heat Source) तपाईंलाई फैलाउँदै आवश्यक उपकरण र प्रवृत्तिका सन्देश प्राप्त गर्ने • सामग्री ○ मिल्ने सिलिकनहरू जस्ता अवयवहरूसँग नयाँ सानो वजनका मेटल जस्तो औजार ○ नयाँ तापतालिका प्रणाली ताकि इन्फ्रारेड उत्तरदायीहरू
११. सङ्गीतको तालमा शरीर घुमाउन र रङहरू मिश्रण गर्ने	☐ स्पर्शीय गतिविधि र एकाग्रता (Tactile Activities and Focus) बालबालिका सङ्गीतको ताल र तालतालमै शरीर घुमाउने वा चलाउने जस्तो गतिविधि सम्पूर्ण रूपमा स्पर्शीय मार्गदर्शन प्रदान गर्ने	१. सुस्त श्रवण तथा न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) • सङ्गीतको तालमा शरीर घुमाउनु: ○ प्रयोग गर्ने सङ्गीत च्याच र तालको बारेमा सहज प्रवेशका लागि सङ्गीतको सङ्गीतलाई कम आवाज गरेपछि तालको हिसाब किताब बुझ्ने

	गतिविधिहरूबाट कार्य गराउनुहोस्। तालको गति वा सङ्गीतको ताल र तालमा नयाँ गति जोड्ने कार्यलाई बुझ्न र स्पष्ट गर्न प्रत्येक चरणका लागि फरक समयमा राख्नु आवश्यक छ। ☐ भिजुअल/स्लो-मोसन गाइडहरू (Visual or Slow-motion guides) रड मिश्रण गर्दा, स्रोत र प्रक्रिया स्पर्शसँग जोडेर प्रक्षिप्त गर्नुका साथै दृश्यहरू वा धेरै गतिको मार्गदर्शनमा मध्यम वर्गीय वा राम्रो प्रतिक्रिया दिन सकिनेबारे ध्यान केन्द्रित गर्दै प्रदान गर्न ☐ स्पर्श र आवाजद्वारा सहायता प्रदान गर्ने विधिहरू (Assistance through Touch and Sound) "धेरै सुखद मिलाएर रड कसरी गरिन्छ" भन्ने सङ्गीतमा आवाजबाट मद्दत र छविको संवेदना गरेर यसप्रति प्रतिक्रिया पठाउनुपर्छ।	• रड मिश्रण: ○ बालबालिकालाई स्पर्श गर्न र देख्नका लागि बनाइने सक्रिय कामहरूलाई सुनामी र आकारहरूको स्वाद पुर्याउने माध्यम बनाउने २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) • सङ्गीतको तालमा शरीर घुमाउनु: ○ सङ्गीतमा नाच्न र तालमा सम्पर्क निर्माण गर्ने अनुभूतिको निर्माण गर्दै, हातको फरक अङ्ग विशेष ऐड लाइन भए अनि शरीरभन्दा बुझाउने काम गाइड • रड मिश्रण: ○ रड खिचनका लसरे सुर जाँच र सहयोग उपलब्ध गराउने कार्य गर्नमा सिद्ध क्रिया गर्ने ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) • सङ्गीतको तालमा शरीर घुमाउनु: ○ यसलाई उत्तिकै शारीरिक अनुभवहरूका माध्यबाट जान्न उत्साहका रूपमा फेरि चेतनामूलक गतिविधिहरू बनाएर प्रक्रिया मार्गदर्शन गर्ने • रड मिश्रण: ○ कागज अनि शारीरिक स्मरणात्मक सफा अनि अनुकरणहरूको सहयोग पुर्याउने कार्य ४. बहिरा र दृष्टिविहीन (Deaf and Blind) • सङ्गीतको तालमा शरीर घुमाउनु: ○ गाइड गरिएको मनमा सुनाली क्रिया गर्दै विवेकमा ताल आउने अङ्गहरूको खिचार पालन गर्ने • रड मिश्रण: ○ यथासम्भव आवेदनमा स्पर्शअङ्ग संयोजन जसले खुसी गरेर र फरक अनुभव बनाई समयसँग मिसनभन्दा गति सिर्जना गर्नको लागि सहयोग पुर्याउने
१२. सहयोग र सम्मानको व्यवहार प्रदर्शन गर्न	१. व्यावहारिक क्रियाकलापहरू: सहयोग र सम्मानको महत्त्व बुझाउने व्यावहारिक सिकाइ गतिविधिहरू	१. सुस्त श्रवण तथा न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) • अनुकूलन विधि ○ सहयोगजन्य क्रियाकलापमा दृश्यात्मक सङ्केत गर्ने ○ सम्मान व्यक्त गर्ने अभ्यासका लागि दृश्यात्मक सामग्री,

	2. संवेदनशीलता: बालबालिकाको संवेदी आवश्यकताअनुसार माध्यम अपनाउने 3. साझेदारी सिकाइ: सहयोग र सम्मानका लागि सहपाठी तथा शिक्षकसँग अन्तर्क्रिया बढाउने	जस्तै 'धन्यवाद', 'कृपया' लेखिएका फल्यासकार्ड ○ जोडी वा सानो समूहमा सहकार्य गराएर व्यवहार सिकाउने ● सामग्री ○ सरल चित्र भएको फल्यासकार्ड ○ गतिविधिमा प्रयोग हुने रङ्गीन सामग्री (बटन, पेन, स्केच) ○ दृश्यात्मक सङ्केतका पोस्टरहरू २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) ● अनुकूलन विधि ○ सहयोग जनाउन टच आधारित सङ्केत र सङ्केत भाषा प्रयोग गर्ने ○ अभ्यासमा दिग्दर्शन गर्न हल्का उपकरण प्रयोग गर्ने (जस्तै, वस्तु बाँडफाँड गर्ने म्याट) ○ सम्मानको अभ्यासका लागि साथीलाई छुवाई वा सङ्केतमार्फत धन्यवाद दिन प्रेरणा दिने ● सामग्री ○ स्पर्श आधारित सामग्री (मुलायम वस्त्र, माटो) ○ सङ्केत भाषा तालिका ○ ट्याक्टाइल गतिविधि उपकरणहरू ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) ● अनुकूलन विधि ○ सम्मान र सहयोगका व्यवहार स्पर्श, शब्द र श्रवणमार्फत सिकाउने ○ सामाजिक परिस्थितिलाई ट्याक्टाइल माध्यममा आधारित गरेर भूमिका खेल्ने खेल गराउने ○ समूहमा मिलेर काम गर्ने सरल गतिविधि गराउने ● सामग्री ○ ट्याक्टाइल खेल सामग्री ○ समूह कार्यका लागि स्पर्श सङ्केत उपकरण ○ मैनाका ब्लक वा अन्य स्पर्श खेल उपकरण
--	--	---

		४. बहिरा र दृष्टिविहीन (Deaf and Blind) • अनुकूलन विधि ○ पूर्ण हात सहयोग प्रक्रियाबाट सम्मान र सहयोगजन्य व्यवहारको प्रदर्शन गराउने ○ सरल सम्पर्क उपकरण, जस्तै ब्लक, डोरी प्रयोग गर्ने ○ साथीहरूबाट कार्य साझा गरेर सहयोग अभ्यास गराउने • सामग्री ○ उपकरणमा आधारित तालिम सामग्री (मेटल ब्लक, कठोर डोरी) ○ स्पर्श सङ्केत क्यु कार्ड ○ साधारण वस्तु विनिमय प्रक्रिया अभ्यास गराउने सामग्री
१३. साधारण खेलहरू खेल्न	☐ सेन्सरी अभावलाई सम्बोधन: खेललाई श्रवण, दृष्टि, वा अन्य संवेदी आवश्यकताहरू अनुरूप रूपान्तरण गर्नु ☐ सहभागिता सुनिश्चित: सबै बालबालिका खेलमा सहभागी हुन सक्षम हुने गरी क्रियाकलाप डिजाइन गर्नु ☐ सम्पर्कमा आधारित सिकाइ: स्पर्श, सञ्चार सङ्केत, र समूह सहकार्यमा आधारित क्रियाकलापहरू समावेश गर्नु	१. सुस्त श्रवण तथा न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) • अनुकूलन विधि ○ खेलका चरणहरू ठुलो अक्षरमा वा रङको सहायता लिएर लेखेर देखाउने ○ हल्का सङ्गीत वा दृश्यात्मक उपकरणको प्रयोग गर्ने ○ सानो समूहमा खेल खेलाउन शिक्षकले सहजीकरण गर्ने • उदाहरण खेलहरू: ○ फूल टिप्ने खेल (Color Matching) रङअनुसार मिलाउने ○ राम्रो बानी अभ्यास (Good Habits Quiz) दृश्य सङ्केत प्रयोग गरी उत्तर दिने • सामग्री ○ रङ्गीन कार्ड, खेल सामग्री ○ हल्का श्रव्य-दृश्य उपकरण (सिरिन, थाल पिट्ने) २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) • अनुकूलन विधि ○ खेलको नियम र सङ्केत हातको स्पर्श मार्फत बताउने ○ सङ्केत भाषाको प्रयोग गर्दै निर्देशन दिने ○ वस्तु खोज्ने वा उस्तै सामग्री मिलाउने खेल समावेश गर्ने • उदाहरण खेलहरू ○ ट्याक्टाइल रेस (Tactile Race) वस्तु पहिचान गरेर

		राख्ने ○ ढकनी खोल्ने र फोहोर खोप्ने (Clean & Collect) वस्तु सही ठाउँमा राख्ने ● सामग्री ○ ट्याक्टाइल वस्तु (जस्तै काठका ब्लक, गाडी) ○ ठुलो, मोटा अक्षर लेखिएका क्यु कार्ड ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) ● अनुकूलन विधि ○ सम्पूर्ण ट्याक्टाइल सामग्रीमा आधारित खेलहरू खेलाउने ○ क्रियाकलापलाई समूहमा विभाजन गरेर सहकार्य गर्दै सञ्चालन गर्ने ○ स्पर्श वा श्रव्य सङ्केतद्वारा खेलको प्रगति सूचित गर्ने ● उदाहरण खेलहरू: ○ आकार चिन्ने (Shape Identifier) विभिन्न आकृतिको वस्तु छुट्याउने ○ सहि स्थान खोज्ने (Find the Spot) वस्तु सही स्थानमा पुर्‍याउने ● सामग्री ○ ट्याक्टाइल खेल सामग्री (मूलायम तथा कठोर वस्तु) ○ श्रव्य सङ्केत उपकरण (जस्तै घण्टी, सिट्टी) ४. बहिरा र दृष्टिविहीन (Deaf and Blind) ● अनुकूलन विधि ○ ट्याक्टाइल र हस्त मार्गदर्शन प्रयोग गरेर खेल खेलाउन सिकाउने ○ थप सजिलो तथा सुरक्षित खेल सामग्री प्रयोग गर्ने ○ शिक्षकको प्रत्यक्ष सहभागितामा खेल खेलाउने ● उदाहरण खेलहरू: ○ टिकट टिप्ने (Touch & Pick) विभिन्न बनावटका वस्तु छुट्याउने ○ पास र म्याच (Pass & Match) स्पर्श आधारित वस्तुको जोडी बनाउने ● सामग्री ○ विभिन्न बनावटका र आकारका सामग्री
--	--	--

		○ ट्याक्टाइल सङ्केत बोर्ड
१४. स्वस्थ्यप्रति सचेत भई व्यवहारमा अवलम्बन गर्ने	☐ सेन्सरी आवश्यकता: श्रवण र दृष्टिबाट आउने सीमितता भएका बालबालिकालाई ट्याक्टाइल, दृश्य, र सङ्केतमा आधारित सामग्री प्रयोग गरी स्वास्थ्यसम्बन्धी जानकारी दिने ☐ जोस तथा प्रेरणा: व्यवहारमा आधारित सिकाइ पद्धतिले बालबालिकालाई प्रेरित गर्ने गतिविधि अपनाउने ☐ अनुकूल वातावरण: सरसफाईसम्बन्धी अभ्यास गर्दा समावेशी वातावरण सिर्जना गर्ने	१. सुस्त श्रवण तथा न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) • अनुकूलन विधि ○ स्वास्थ्यसम्बन्धी पोस्टरहरू ठुलो अक्षरमा बनाउने ○ साधारण भिजुअल सामग्री (चित्र र ढाँचाहरू) प्रयोग गर्ने ○ स्पष्ट उच्चारणसहित निर्देशन दिने • क्रियाकलाप ○ साबुन लगाएर हात धुने अभ्यास ○ स्वस्थकर खाना छनोट गर्ने ○ मास्कको सही प्रयोग सिकाउने • सामग्री ○ ठुला अक्षर र रङ प्रयोग भएका पोस्टर ○ ताजा फलफूल र खाना देखाउने खेल सामग्री २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) • अनुकूलन विधि ○ ट्याक्टाइल सामग्री (जस्तै साबुनको बनावट, विभिन्न तरकारी वा फलफूल) प्रयोग गर्ने ○ सङ्केत भाषा र चित्रात्मक सामग्रीको प्रयोग गर्ने • क्रियाकलाप ○ ट्याक्टाइल आधारमा हात सफा गर्ने अभ्यास ○ पानी र खानेकुराको सही छनोट • सामग्री ○ साबुन र पानीको बनावट छुन पाउने सामग्री ○ मास्क र सेनिटाइजर अभ्यासका लागि। ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) • अनुकूलन विधि ○ ट्याक्टाइल कार्डहरू वा स्वास्थ्यको सामग्रीलाई स्पर्श गराउँदै जानकारी दिने ○ साउन्ड-बेस्ड निर्देशन दिने (जस्तै घण्टी बजाएर तालिकाहरू सङ्केत गर्नु)

		• क्रियाकलाप ○ स्वस्थकर बानी विकासको लागि कहानी भन्ने (ट्याक्टाइल कहानी माध्यम) ○ साबुन र पानीसँग हात सफा गर्ने तालिम दिने • सामग्री ○ गन्धीयुक्त (aromatic) साबुन र पानीको गन्ध पहिचान सामग्री ○ हाथ स्पर्श गर्ने संरचना र प्यानल ४. बहिरा र दृष्टिविहीन (Deaf and Blind) • अनुकूलन विधि ○ हात मार्गदर्शन विधिबाट साबुन लगाएर हात धुने प्रक्रिया सिकाउने ○ वस्तुको बनावट र आकारबाट खानेकुरा छान्ने अभ्यास गराउने ○ साधारण दैनिक स्वास्थ्य अभ्यासका लागि साथी सहयोग गर्ने • क्रियाकलाप ○ साबुन र पानीको सम्पर्क अनुभव गराउने ○ हाथ सफा र मास्क लगाउने क्रिया सिकाउने • सामग्री ○ ट्याक्टाइल सङ्केत सामग्री ○ निर्देशन सङ्केत उपकरण
१५. जनावरको वर्गीकरण गर्न र खानाको लागि जीवहरूबिचको अन्तरनिर्भरताका उदाहरण दिन	☐ सेन्सोरी आवश्यकता: श्रवणदृष्टिविहीनता भएकाले ट्याक्टाइल, सङ्केत, र दृष्टिबाट हुने सन्देशहरू प्रयोग गर्नुपर्छ। ☐ स्पष्टता र एकता: जानकारी सादा भाषामा, विविध माध्यम प्रयोग गरेर दिने ☐ अनुभव आधारित सिकाइ: प्रत्यक्ष अनुभव वा ट्याक्टाइल माध्यमबाट उदाहरणहरू दिने	१. सुस्त श्रवण तथा न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) • अनुकूलन विधि ○ ठुलो चित्र र चम्किला रङको सामग्री प्रयोग गर्ने ○ साधारण भाषा र स्पष्ट निर्देशन दिने ○ श्रवणसहायक उपकरणको उपयोग गर्ने • क्रियाकलाप ○ जनावरका नमुनाहरू छान्ने अभ्यास गर्ने ○ सिम्पल चार्टबाट खाद्य चक्र बुझाउने • सामग्री ○ पोस्टर र फ्ल्यासकार्ड (ठुलो अक्षर र चित्रयुक्त) ○ दृश्यको आधारमा बनेको चार्ट

		२. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) • अनुकूलन विधि ○ सङ्केत भाषा प्रयोग गर्दै चित्रहरू देखाउने ○ ट्याक्टाइल (स्पर्श) सामग्री प्रयोग गर्ने ○ दृश्यात्मक र श्रव्य माध्यम समावेश गर्ने • क्रियाकलाप ○ ट्याक्टाइल जनावरको मोडल र त्यसको खानाको स्रोत पहिचान गराउने ○ खाद्य चक्र र अन्तरनिर्भरता बारे सरल सङ्केत प्रणाली प्रयोग • सामग्री ○ ट्याक्टाइल जनावरका ढाँचाहरू ○ मोडेल (जस्तै सिँचाइ र खाद्य शृङ्खला मोडेल) ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) • अनुकूलन विधि ○ ट्याक्टाइल निर्देश सामग्री प्रयोग गर्ने ○ जनावर र खाद्य शृङ्खलालाई स्पर्श आधारमा बुझाउने विधि प्रयोग गर्ने ○ स्पर्शसँग सङ्केत प्रणाली प्रयोग गर्ने • क्रियाकलाप ○ जनावरका नमुनाहरू छुन र खानाको स्रोत चिन्ने अभ्यास गराउने ○ साहयक जनावरहरूबारे कहानी भन्ने • सामग्री ○ ट्याक्टाइल फ्ल्यास कार्ड ○ जनावर र बिरुवाका नमुना वस्तुहरू ४. बहिरा र दृष्टिविहीन (Deaf and Blind) • अनुकूलन विधि ○ हात मार्गदर्शन विधिद्वारा जनावर र खाद्य शृङ्खला चिनाउने ○ मोडल स्पर्श गराउँदै सम्बन्ध पहिचान गराउने
--	--	--

		○ साथी सहयोगद्वारा शिक्षण गर्ने ● क्रियाकलाप ○ जनावरका ढाँचाहरू छुन र उनीहरूको खानाको जानकारी लिने ○ खाद्य चक्र र सम्बन्धको सामूहिक गतिविधि बताउने ● सामग्री ○ तीन-आयामिक (3D) मोडल ○ ट्याक्टाइल कार्ड वा जनावरका संरचनाहरू
१६. आकृति छान्न र पशुपंक्षीका क्रिया कलापको नक्कल गर्ने	☐ सेन्सोरी आवश्यकता: ● ट्याक्टाइल (स्पर्श आधारित) गतिविधिहरू प्राथमिकता ● श्रवण, दृष्टि, र गति सीमालाई ध्यानमा राखेर मल्टिसेन्सोरी गतिविधिहरू डिजाइन ☐ सहयोगी सामग्री ● ठुला, चिमोद्न र छुन मिल्ने सामग्री ● प्रत्यक्ष अनुभव वा तीन आयामिक (3D) सामग्री	१. सुस्त श्रवण तथा न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) ● अनुकूलन विधि ○ दृष्टिबाट ठुलो आकारको रङ्गीन आकृतिहरू चिन्न प्रोत्साहन गर्ने ○ हातको परिचालनका लागि सहयोगी उपकरणको प्रयोग गर्ने ● क्रियाकलाप ○ ठुला माटो वा रबर स्ट्याम्प प्रयोग गरेर आकृति छान्ने अभ्यास ○ जनावरको आवाजको सङ्केतलाई पछ्याएर गतिविधि अनुकरण ● सामग्री ○ ठुला स्ट्याम्प ○ जनावरको आवाज दिने उपकरण २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) ● अनुकूलन विधि ○ सङ्केत वा ट्याक्टाइल निर्देशन दिने ○ आकृति निर्माणमा भिजुअल सङ्केत र चम्किला रङ प्रस्तुत गर्ने ● क्रियाकलाप ○ मोडेलमार्फत पशुपन्थीको आकृति बनाउने ○ प्रकाशयुक्त सामग्री प्रयोग गरी जनावरको चालको नक्कल गर्ने ● सामग्री ○ जनावरका छालाका ट्याक्टाइल मोडल

		○ टुला आकारका प्लास्टिक वा माटोका स्ट्याम्प ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) • अनुकूलन विधि ○ स्पर्श र ट्याक्टाइल सामग्रीबाट जनावर चिन्न दिने ○ साथी शिक्षकद्वारा हाउभाउको सहारा गर्ने • क्रियाकलाप ○ आँखा बन्द गरेर जनावरको चाल अनुकरण गर्न समूह गतिविधि ○ ट्याक्टाइल आकृतिमा पशुपन्छीको विशेषता जोड्न • सामग्री ○ ट्याक्टाइल जनावर मोडेल ○ जनावरको ट्याक्टाइल स्केच किट ४. बहिरा र दृष्टिविहीन (Deaf and Blind) • अनुकूलन विधि ○ हात हात मार्गदर्शन गर्ने ○ 3D मोडल स्पर्शद्वारा जनावरको चाल अनुभूत गराउने • क्रियाकलाप ○ साथीको साथमा जनावरको चाल अनुकरण गर्दै खेल ○ आकृति र चाल एकसाथ प्रस्तुत गर्न स्पर्श सामग्री • सामग्री ○ टुला मेटलिक/रबर मोडेल ○ जनावरको आकारका टुला क्यानभास
१७. विद्यालयको सरसफाइ र बगैँचा निर्माणमा सहयोग गर्न	☐ भौतिक पहुँच सुनिश्चित गर्न • गतिविधिमा सहभागी हुने बालबालिकाका लागि सहायक उपकरणको प्रयोग • सजिलै पहिचान गर्न सक्ने सामग्री प्रयोग ☐ सञ्चार आवश्यकता:	१. सुस्त श्रवण तथा न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) • अनुकूलन विधि ○ प्रस्ट र टुलो सङ्केत (थप जानकारीका लागि फ्ल्यासकार्ड, चार्ट) ○ अडियो भिजुअल निर्देशनका साथै सामग्री छुन र बुझ्न प्रोत्साहन • क्रियाकलाप ○ फूल रोप्न, पानी हाल्न र कोदालो प्रयोग गर्न निर्देशन

	- मल्टिसेन्सोरी निर्देश, उदाहरणका लागि स्पर्श सङ्केत र श्रव्य वा भिजुअल सहायता ☐ सहयोगको प्रोत्साहन: - अन्य विद्यार्थी र शिक्षकसँग मिलेर टोलीगत रूपमा कार्य गर्न प्रेरणा	- सरसफाइका लागि रङ्गीन डस्टबिन सङ्केत - सामग्री - स्पष्ट रङ भएका बाल्टी, बोटबिरुवाका स्पर्शद्वारा चिनिने मोडेल - दृश्य सामग्री जस्तै डस्टबिन पोस्टर २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) - अनुकूलन विधि - ट्याक्टाइल मार्गदर्शन दिने - सङ्केत भाषा वा हावामा सञ्चार गर्दै प्रक्रियाको निर्देशन दिने - क्रियाकलाप - बगैचाका लागि हिलोपाटमा बीउ छर्दै सहयोग गर्ने - बोटको ट्याक्टाइल संरचना बुझ्दै जनावरले खसाएका पात उठाउने - सामग्री - मुलायम माटो र प्लास्टिक पाउचहरू - अँध्यारो र हलुका सामग्री सङ्केत गर्न ट्याक्टाइल बोर्ड ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) - अनुकूलन विधि - हात-हात मार्गदर्शन प्रयोग गर्ने - आवश्यक उपकरण (जस्तै सरसफाइ र बगैचाको माटो खन्ने उपकरण) को स्वरूप छुन दिने - क्रियाकलाप - माटो खन्दा उपकरणको प्रयोग गर्ने - निर्देशानुसार बगैचामा पङ्क्ति बनाएर पानी हाल्ने - सामग्री - बालमैत्री कोदालो - ट्याक्टाइल पथ (चाल खोज्ने) ४. बहिरा र दृष्टिविहीन (Deaf and Blind) - अनुकूलन विधि
--	--	--

		○ स्पर्श सङ्केत र सहायक स्पर्शसम्बन्धी निर्देशन प्रयोग ○ टिममै काम गर्दा साथी सहायक निर्देशन ● क्रियाकलाप ○ फूल रोप्ने स्थान ट्याक्टाइल सीमा बनाउने ○ स्पर्शको सहायताले बगैँचाका मुख्य कामहरू गर्ने ● सामग्री ○ मुलायम सामग्रीसँग खेलाउन मिल्ने उपकरण ○ संरचना दिने ट्याक्टाइल किट
१८. विद्यालयमा हुने शारीरिक कसरत, कवाज र खेलसम्बन्धी सिप विकास गर्न	☐ सुरक्षा सुनिश्चित गर्न ● शारीरिक गतिविधिमा सहभागी हुन सहयोग गर्ने सुरक्षित स्थान ● उपकरणको प्रयोगका लागि सहायकको व्यवस्था ☐ भिन्न प्रकारका संवेदनाहरूको प्रयोग: ● श्रव्य, दृश्य, र ट्याक्टाइल निर्देशन समावेश ☐ सहभागिताको प्रोत्साहन: ● समूहगत गतिविधिमा समान अवसर	१. सुस्त श्रवण तथा न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) ● अनुकूलन विधि ○ ठुलो ग्राफिकल इन्स्ट्रक्सनसहित दिशानिर्देश दिने ○ सजिलो सङ्केत भाषा र अडियो भिजुअल सामग्री प्रयोग गर्ने ● क्रियाकलाप ○ सामान्य कवाजका कदमहरू अभ्यास ○ फुटबल, ब्याडमिन्टनजस्ता खेलमा टोलीगत रूपमा सामेल गराउने ● सामग्री ○ फ्लोरोसेन्ट टेपले पहिचान गरिने ठाउँ ○ साधारण खेल सामग्री २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) ● अनुकूलन विधि ○ साथी बालबालिकाको सहायतामा निर्देशन दिने ○ साधारण र ठुला चित्रसहित निर्देशिका प्रयोग गर्ने ● क्रियाकलाप ○ कवाजका गति सिक्न अडियो भिजुअल उपकरण ○ गुनगुनाउन मिल्ने कसरत अभ्यास ● सामग्री ○ उज्यालो रङका जर्सी वा ब्यान्ड ○ कदमहरू पहिचान गराउने दृश्यसहयोग सामग्री

		३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) • अनुकूलन विधि ○ ट्याक्टाइल उपकरणहरूको प्रयोग गर्ने ○ सहायक कर्मचारी वा शिक्षकले हात समातेर अभ्यास गराउने • क्रियाकलाप ○ रिले दौड र अन्य सामूहिक खेल ○ निर्देशित कवाज वा सामूहिक कसरत • सामग्री ○ ट्याक्टाइल मार्करहरूले स्पष्ट बनाएको कसरत क्षेत्र ○ प्रशिक्षकले प्रयोग गर्ने ताल र स्वर सङ्केत उपकरण ४. बहिरा र दृष्टिविहीन (Deaf and Blind) • अनुकूलन विधि ○ हात हातमा निर्देश दिन प्राविधिक सहयोग गर्ने ○ स्पर्शका माध्यमबाट चाल भिन्नता बुझाउने • क्रियाकलाप ○ साथीको साथमा बिमारी बग्दै गतिको अभ्यास ○ हलुका र तालसम्बन्धी कामहरू • सामग्री ○ मार्ग र संरचना चिनाउन सहायक वस्तुहरू ○ गतिअनुसार चल्ने हौसला सङ्केत
१९. घर, विद्यालय र समुदायमा घट्ने दुर्घटना र प्रकोपप्रति सचेत रहन	☐ सुरक्षा जानकारी सरल बनाउने: • साधारण र बोधगम्य सामग्री • बालबालिकालाई व्यक्तिगत रूपमा प्रशिक्षित गर्ने ☐ बहु-संवेदी विधिको प्रयोग: • श्रव्य, दृश्य, र ट्याक्टाइल	१. सुस्त श्रवण तथा न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) • अनुकूलन विधि ○ ठुला चित्रसहितको सुरक्षित व्यवहार सिकाउने पुस्तिका प्रयोग गर्ने ○ हल्का रेकर्ड गरिएको अडियो म्यासेज प्रयोग गर्ने • क्रियाकलाप ○ सवारी साधनबाट टाढा रहन सङ्केत ○ आगो लाग्दा कसरी प्रतिक्रिया दिने • सामग्री ○ उज्यालो चित्रका पुस्तकहरू

	सामग्री ☐ अनुप्रयोगमा आधारित शिक्षण: प्रत्यक्ष अभ्यास र नाटकद्वारा जोखिम चिनाउने	- साइनबोर्ड र सजिलो सङ्केत भाषा २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) अनुकूलन विधि - साथीहरू वा शिक्षकबाट प्रत्यक्ष ट्याक्टाइल निर्देश दिने - छोटो एनिमेटेड भिडियोका माध्यमबाट सन्देश प्रेषण गर्ने क्रियाकलाप - भूकम्प जाँदा सुरक्षित स्थानको खोजी - विद्यालय र समुदायका सङ्केतहरू सिक्ने सामग्री - बृहत चित्र वा फ्लोचार्ट - सन्देश पढ्ने सहयोग उपकरण ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) अनुकूलन विधि - ट्याक्टाइल सामग्रीबाट जोखिमबारे शिक्षण गर्ने - आपतकालीन तयारी गर्न सहायक प्रशिक्षण दिने क्रियाकलाप - साथीको सहयोगमा सुरक्षा अभ्यास - स्पर्शको माध्यमबाट विपद्प्रतिक्रिया प्रक्रियाको अभ्यास सामग्री - ब्रेल पुस्तकमा सुरक्षा सूचना - अडियो सहायक उपकरण ४. बहिरा र दृष्टिविहीन (Deaf and Blind) अनुकूलन विधि - गहिरो ट्याक्टाइल प्रशिक्षण र सहयोग प्रणालीको प्रयोग गर्ने - हाउभाउ वा शारीरिक सङ्केतद्वारा व्यवहार प्रदर्शन गर्ने क्रियाकलाप - ग्रिप सिआरसी वा म्याटहरूमा सुरक्षा चालको अभ्यास - साहसिक आपत्कालीन व्यवस्थापन सामग्री
--	---	---

		○ थ्रिडी मोडेलहरू ○ स्पर्शात्मक दिशानिर्देशको सामग्री
२०. कागजका विभिन्न आकृति बनाउन	☐ बालबालिकाको संवेदी क्षमताको आधारमा शिक्षण प्रविधि अपनाउने। ☐ बहु-संवेदी सामग्रीको प्रयोग: • ट्याक्टाइल, दृश्य, श्रव्य उपकरणको प्रयोग	१. सुस्त श्रवण तथा न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) • अनुकूलन विधि ○ ठुला, चम्किला रङका कागज र स्पष्ट भिडियो निर्देशन दिने ○ शिक्षक वा साथीसँग हल्का ध्वनि प्रयोग गरेर क्रियाकलाप सिकाउने • क्रियाकलाप ○ कागजबाट फूल, घर, जनावरजस्ता सरल आकृतिहरू बनाउन सिकाउने ○ निर्देशनको क्रम अनुसरण गरी आकृति बनाउने • सामग्री ○ चम्किला रङका कागज ○ अडियो दृश्य मार्गदर्शन साधन २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) • अनुकूलन विधि ○ भिडियो ट्युटोरियल र प्रत्यक्ष सङ्केत भाषाको प्रयोग गर्ने ○ बृहत् स्पर्शयोग्य दिशा निर्देशहरू दिने • क्रियाकलाप ○ कागज फोल्ड गर्न शिक्षकले प्रत्यक्ष रूपमा प्रदर्शन गर्ने ○ साथीको सहायतामा कागजका आकृतिहरू बनाउने • सामग्री ○ साधारण छवि र चिह्नसहितको निर्देशिका ○ साना, हल्का कागजका नमुना ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) • अनुकूलन विधि ○ शिक्षकले बालबालिकालाई प्रत्यक्ष रूपमा हात समाएर कागज फोल्ड गराउने ○ ट्याक्टाइल चित्र र मोडेलबाट आकृति निर्माण सिकाउने

		• क्रियाकलाप ○ कागजलाई विशेष दिशामा फोल्ड गरेर आकृति बनाउने ○ साथी वा शिक्षकको ट्याक्टाइल सहयोगको उपयोग गर्ने • सामग्री ○ घना ट्याक्टाइल नक्सा। ○ ब्रेल वा उभिएको मार्गदर्शक उपकरण ४. बहिरा र दृष्टिविहीन (Deaf and Blind) • अनुकूलन विधि ○ स्पर्शमार्गदर्शक र शिक्षकको हात हातमा सहायक सिकाइको प्रयोग गर्ने ○ प्रत्यक्ष अभ्यासबाट निर्देश सिकाउने • क्रियाकलाप ○ सानो कागजको रोल वा मोड गरेर आकार बनाउने प्रक्रिया अभ्यास गराउने ○ ट्याक्टाइल नक्कलद्वारा आकृतिका नमुना प्रदान गर्ने • सामग्री ○ थ्रिडी स्पर्शयोग्य आकृतिहरू ○ गहिरो उभिएको मार्गदर्शक उपकरण सामान्य सामग्रीहरू: • रङ्गीन, विभिन्न बनावट भएका कागज • ट्याक्टाइल संरचना (स्पर्शजन्य नमुना) को उदाहरण • प्रिन्ट र ब्रेल विवरण भएको गाइड
२१. जनावर र बिरुवाका लक्षणहरू विभिन्न माध्यबाट प्रदर्शन गर्न	☐ सैद्धान्तिक र व्यावहारिक विधिहरूको प्रयोग: • सिङ्गो गतिविधि साँचो र दृश्यात्मक, ट्याक्टाइल, श्रवणसँग सम्बद्ध गर्दै • छेउछाउको संसार वा विशिष्ट रूपले संवेदनशील माध्यमको माध्यमबाट सिकने	१. सुस्त श्रवण र न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) • अनुकूलन विधि ○ चित्र र भिडियोद्वारा जनावर र बिरुवा बुझाउने ○ आकर्षक रदमद्रद् अडियो र साथ साथै ठुलो आकारको दृश्यहरू (तस्वीरहरू, प्लान्चेटहरू) देखाउने ○ रङ्गीन र तेज वस्त्रहरूको प्रयोग गर्दै विज्ञान कार्यहरूमा ल्याउने • क्रियाकलाप

	व्यवस्था □ विविध माध्यमको प्रयोग: • ध्वनि, स्पर्श, दृष्टि र वाचन लेखनको सम्भावनाहरू आन्तरिक गर्ने • सशक्त क्रियात्मक आँकलन र प्रदर्शन गर्ने	○ विभिन्न जनावरका ध्वनि फड्काउँदा सही जनावरका बारेमा छलफल गर्ने ○ दृष्टि प्रधान क्रियाकलाप जस्तै वनस्पति र जनावरका सुरुआती आकार पत्ता लगाउने ○ "स्पर्श गर्नु र बुझ्नु"— वस्त्र लगाएर त्यो वस्तुलाई तपास गर्ने • सामग्री ○ कोलर्ड चित्रहरू ○ कार्टुन पुस्तक र दृश्य पुस्तक ○ विविध ध्वनि उपकरण (उदाहरण: जनावरको ध्वनि) २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) • अनुकूलन विधि ○ शिक्षक वा साथीहरूको स्पर्शमा आधारित गतिविधि र दिशानिर्देशमा जनावरहरूको प्रक्षिप्त कला देखाउने ○ सङ्केत भाषा र ब्रेल, र अनेक ट्याक्टाइल पैटर्नहरूको प्रयोग गर्ने ○ पठन लेखन र श्रवण स्पर्शमार्गी शिक्षाका माध्यमबाट जनावर र बिरुवा गर्न अभ्यास गराउने • क्रियाकलाप ○ श्रवणको लागि प्रत्येक जनावरको आक्रमण र स्थानको अनुवादसम्बन्धी स्पर्श सङ्केतको सहयोग गर्ने ○ ट्याक्टाइल पुस्तक, दृश्य विधिहरूको सहकार्य, र जनावरहरूको बनावट पहिचान गर्ने ○ प्रत्येक जनावरको प्रकृतिक र यथार्थ सन्दर्भको आधारमा तालिम/वास्तविकता अनुभव गदै अभ्यास गर्ने • सामग्री ○ ट्याक्टाइल चित्रहरू र स्पष्ट आकारहरू, संरचनामा आधारित नोटेसन ○ ब्रेल केही वाचन पुस्तिका ○ डिजिटल उपकरणहरू र जीवन्त फोटो उपकरण ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) • अनुकूलन विधि ○ स्कुललाई समृद्ध र प्रगतिशील गर्न हेतु कम्युनिकेशन भाषामा महत्त्वपूर्ण पसमन्जर, अन्तर्क्रियात्मक अभ्यास,
--	--	--

		साझा गर्न सशक्त औजार प्रयोग गर्ने ○ सुर झरको संसार बनाउनु जुन स्पर्शयोग्य बेज अनुभवको सहयोग पुर्याउँछ। ○ विशेष शिक्षकको व्यवस्थापन, सबै जानकारी अनुसन्धान शृङ्खला र ट्याक्टाइल मार्गदर्शको समन्वय ● क्रियाकलाप ○ ऐतिहासिक चित्रको सेन्सिटिभ पाठ र नक्कल गर्ने, जस्तै स्पर्शी तस्वीरको प्रयोग तथा जनावरहरूको संरचनाहरू बुझाउने ○ प्रश्न उत्तरको आदेशमा प्रदर्शित बाल खिचाई खेल खेलाउने ● सामग्री ○ जीवन्त ट्याक्टाइल संस्करणहरूको प्रदर्शन पुस्तिका ○ कागजी आकारको उद्घरण, मुद्रित नोटहरू आदि ४. बहिरा र दृष्टिविहीन (Deaf and Blind) ● अनुकूलन विधि ○ कसमल नङ्गेर आधारित समग्र समूह अभ्यास र व्यक्तिलाई महत्त्व दिने समूह अनुकूली सक्रिय कागजमा नाम, पदार्थ नगद। ○ साथै चलचित्र सूचना र ग्राफिक्स दिशान्त ○ परिणामको हर बहर व्यवस्थाहरू पूरा तालिका ठाउँ अनुरोध पर ● क्रियाकलाप ○ एकसूत्रीय पहिचान ध्वनि ● सामग्री ○ कठोर जनजातिको जोडिअरबद्ध प्रक्रिया
२२. बिरुवाको वर्गीकरण गर्न र बिरुवाका विभिन्न भागहरूको काम बताउन	☐ बहु-संवेदी विधि ● श्रवण, दृष्टि र ट्याक्टाइल (स्पर्श) द्वारा जानकारी प्रदान गर्ने ☐ सजीलो र सरल भाषामा निर्देशन: ● सरल भाषा र स्पर्शद्वारा	१. सुस्त श्रवण तथा न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) ● अनुकूलन विधि ○ बोल्छ र सोध्दा स्पष्ट र ठुलो लेखिएको जानकारीमा आधारित प्रशिक्षण दिने ○ ठुलो चित्र वा मोडल प्रयोग गरेर वृक्षका विभिन्न भागहरू सिकाउने ● क्रियाकलाप ○ वृक्षको पत्तो, डाली, र झारलाई टच गरेर अनुभव गर्ने

	शिक्षणको कार्यान्वयन गर्ने ☐ प्रविधिको प्रयोग: सफ्टवेयर र उपकरणहरू, जसले नक्कल र चित्रणद्वारा वृक्षको भागहरू बुझाउन सहयोग पुर्याउँछन्।	- वृक्षको नाम र तिनका कार्यहरू बाह्य उपकरणद्वारा सोधपुछ गर्ने सामग्री - ठुलो आकारको चित्र वा मोडल (वृक्षको भागहरूको पहिचानका लागि) - उल्लेखन योग्य सङ्केत र पत्रले बनाएको उपकरण २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) अनुकूलन विधि - मित्र वा शिक्षकबाट प्रत्यक्ष स्पर्शयुक्त निर्देशन दिने - चेतावनी र निर्देशांकका लागि श्रीङ्गी मोडल प्रयोग गर्ने क्रियाकलाप - वृक्षका पत्ताहरू र अन्य भागलाई छुन र घुमाउने - वृक्षका भागहरूको कार्य शारीरिक अनुभवद्वारा बुझ्ने सामग्री - स्पर्श गर्न मिल्ने वृक्षको 3D मोडल - जोर्नी बुक (Braille) प्रयोग गरेर भागहरूको विवरण ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) अनुकूलन विधि - विविध सुगन्ध र बनावटबाट वृक्षका विभिन्न भागहरूको पहिचान गर्ने - एकलै र सहायक प्रशिक्षणको माध्यमबाट वृक्षको कार्य सिकाउने क्रियाकलाप - बिरुवा कोमल, कठोर, र बलवान भागहरूको तापमान, बनावट र सुगन्धको आधारमा चिन्ने - वृक्षको पत्तो र रुईलाई जसरी पनि संवेदनमा आधारित प्रतिक्रिया जनाउन सामग्री - वृक्षका भागहरूको Braille मोडल - ट्याक्टाइल पाठ सामग्री र पत्ता टेक्नोलोजी (Audio supported) ४. बहिरा र दृष्टिविहीन (Deaf and Blind) अनुकूलन विधि - सम्पूर्णता बुझाउन शारीरिक सङ्केत प्रणालीको प्रयोग गर्ने - विशेष सम्पर्क मोड (जस्तै, हातको माध्यमबाट परिचय
--	---	---

		गराउनु) - क्रियाकलाप - पत्ताको संवेदनात्मक व्याख्या र नामका साथ शारीरिक सन्देशहरूको प्रयोग - बटुवा जस्तै साधारण आकारमा वृक्षको संवेदनात्मक अभ्यास - सामग्री - सम्पूर्ण शारीरिक अनुभव प्रदान गर्ने ट्याक्टाइल गाइड - स्पर्श गर्ने सन्देश उपकरण
२३. वरपरको वातावरण सरसफाइसम्बन्धी व्यवहार प्रदर्शन गर्न र उपलब्ध सामग्रीहरूबाट वस्तुको नमुना निर्माण गर्न	☐ दृष्टिकोणअनुसार सरल सामग्रीहरू र बुझाइ - श्रव्य, दृश्य र स्पर्श आधारित सामग्रीको उपयोग ☐ कोमल वातावरणमा सिकाइ - प्रत्यक्ष अनुकूल शिक्षण - प्रत्यक्ष अनुभव र अभ्यासको माध्यमबाट शिक्षण ☐ सहयोगपूर्ण अभ्यास र खेल - बालबालिकाहरूसँग समूह अभ्यास र क्रियाकलापहरू	१. सुस्त श्रवण तथा न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) - अनुकूलन विधि - चित्र र टेक्टाइल कार्डको माध्यमबाट सरसफाइ सिकाउने - बालबालिकालाई सफा पार्ने, व्यवस्थित राख्ने सामान्य प्रक्रिया देखाउने - क्रियाकलाप - बस्ने कोठामा सफा र व्यवस्थित स्थानका चिह्न पहिचान गर्न प्रशिक्षण - वातावरणको बिछट्नकी भएको कारवाहीका सङ्केत सिकन - सामग्री - टेरेरि ब्रेलको रेखाङ्कन गरेजस्तै पुस्तिका र पोस्टर। - ट्याक्टाइल औजारहरू जसबाट सरसफाइमा अनुकूल सहयोग पुर्याउन सकिन्छ। २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) - अनुकूलन विधि - सरसफाइ प्रक्रियामा हातको कार्यहरू स्पष्ट निर्देशन गरेर अभ्यास गराउने - विभिन्न आकार र प्रकारका सामग्रीहरूको बनावटको शारीरिक उदाहरण प्रदान गर्ने - क्रियाकलाप - घर र विद्यालयमा व्यावसायिक कचरा र सरसफाइका कामका सामग्रीहरूको प्रयोग - व्यक्तिगत रूपमा सरसफाइ कार्य अभ्यास (जस्तो सफा गर्ने र कचरा राख्ने)

		• सामग्री ○ आकार, बनावट, र सामग्री भिन्नता भएको वस्तु प्रयोग गर्न ट्याक्टाइल प्रदर्शन ○ धेरै सूक्ष्म स्थूल चित्रलाई ट्यागसहित प्रयोग गरेर सेन्सरी विशेषताअनुसार सामग्री निर्माण ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing) • अनुकूलन विधि ○ ट्याक्टाइल र श्रव्य निर्देशनको सहारे उनीहरूको सिकाइलाई सहज बनाउने ○ संरचनात्मक कचरा सङ्कलनका तरिकामा प्रत्येक बालबालिकालाई निरन्तर सङ्केतहरूसँग सिधा अभ्यास गराउने • क्रियाकलाप ○ कचरा थैलीलाई भरपूर भरिदिने कसरत सिकाउने ○ फरक-फरक पद्धतिबाट प्रदूषण र फोहोर व्यवस्थापनलाई ट्याप गर्न सुझाव दिने • सामग्री ○ उचित ब्रेल सामग्रीको उपयोग (ब्रेल पुस्तिका) ○ घम्सा भाटी गच्चाउने सामग्रीहरूको प्रतिस्थापना ४. बहिरा र दृष्टिविहीन (Deaf and Blind) • अनुकूलन विधि ○ शिक्षण र सिकाइलाई सम्पूर्ण ट्याक्टाइल मार्गदर्शन र शारीरिक सहायताले अनुकूल बनाउने ○ शारीरिक अनुकरण र हाउभाउसँगै सरसफाइका अभ्यासहरू प्रदर्शन गर्ने • क्रियाकलाप ○ अपारदर्शी वस्तु निर्माणको कसरत गर्न सहजीकरण ○ शारीरिक ट्याक्टाइल कार्य गर्दै सँगै सफा गर्ने उपकारी कार्य • सामग्री ○ कम्प्याक्ट मटेरियल वा स्थान सुरक्षित पर्ने उपकरणहरूको उपयोग ○ ट्याक्टाइल सञ्जाल र मोडेलहरू जसले बालबालिकालाई अवगत गराउँछ ।
--	--	--

२४. वरपरका वस्तुका विशेषताहरू तथा घटनाहरूप्रति जिज्ञासु हुन	☐ दृष्टिकोण अनुसार सरल सामग्रीहरू र बुझाइ • श्रव्य, दृश्य र स्पर्श आधारित सामग्रीको उपयोग ☐ कोमल वातावरणमा सिकाइ • प्रत्यक्ष अनुकूल शिक्षण • प्रत्यक्ष अनुभव र अभ्यासको माध्यमबाट शिक्षण ☐ सहयोगपूर्ण अभ्यास र खेल • बालबालिकाहरूसँग समूह अभ्यास र क्रियाकलापहरू	१. सुस्त श्रवण तथा न्यून दृष्टियुक्त (Hard of Hearing and Low Vision) • अनुकूलन विधि ○ चित्र र टेक्टाइल कार्डको माध्यमबाट सरसफाइ सिकाउने ○ बालबालिकालाई सफा पार्ने, व्यवस्थित राख्ने सामान्य प्रक्रिया देखाउने • क्रियाकलाप ○ बस्ने कोठामा सफा र व्यवस्थित स्थानका चिह्न पहिचान गर्न प्रशिक्षण ○ वातावरणको बिछट्नकी भएको कारवाहीका सङ्केत सिकन • सामग्री ○ टेरेरि ब्रेलको रेखांकन गरेजस्तै पुस्तिका र पोस्टर ○ ट्याक्टाइल औजारहरू जसबाट सरसफाइमा अनुकूल सहयोग पुर्याउन सकिन्छ । २. बहिरा र न्यून दृष्टियुक्त (Deaf and Low Vision) • अनुकूलन विधि ○ सरसफाइ प्रक्रियामा हातको कार्यहरू स्पष्ट निर्देशन गरेर अभ्यास गराउने ○ विभिन्न आकार र प्रकारका सामग्रीहरूको बनावटको शारीरिक उदाहरण प्रदान गर्ने • क्रियाकलाप ○ घर र विद्यालयमा व्यावसायिक कचरा र सरसफाइका कामका सामग्रीहरूको प्रयोग ○ व्यक्तिगत रूपमा सरसफाइ कार्य अभ्यास (जस्तो सफा गर्ने र कचरा राख्ने) • सामग्री ○ आकार, बनावट, र सामग्री भिन्नता भएको वस्तु प्रयोग गर्न ट्याक्टाइल प्रदर्शन ○ धेरै सूक्ष्म स्थूल चित्रलाई ट्यागसहित प्रयोग गरेर सेन्सरी विशेषताअनुसार सामग्री निर्माण ३. दृष्टिविहीन र सुस्त श्रवण (Blind and Hard of Hearing)
--	---	--

		• अनुकूलन विधि ○ ट्याक्टाइल र श्रव्य निर्देशनको सहारे उनीहरूको सिकाइलाई सहज बनाउने ○ संरचनात्मक कचरा संकलनका तरीकामा प्रत्येक बालबालिकालाई निरन्तर सङ्केतहरूसँग सीधा अभ्यास गराउने • क्रियाकलाप ○ कचरा थैलीलाई भरपूर भरिदिने कसरत सिकाउनु ○ फरक फरक पद्धतिबाट प्रदूषण र कचरा व्यवस्थापनलाई ट्याप गर्न सुझाव दिनु • सामग्री ○ उचित ब्रेल सामग्रीको उपयोग (ब्रेल पुस्तिका) ○ घम्सा भाटी गच्याउने सामग्रीहरूको प्रतिस्थापना। ४. बहिरा र दृष्टिविहीन (Deaf and Blind) • अनुकूलन विधि ○ शिक्षण र सिकाइलाई सम्पूर्ण ट्याक्टाइल मार्गदर्शन र शारीरिक सहायताले अनुकूल बनाउने ○ शारीरिक अनुकरण र हाउभाउसँगै सरसफाइका अभ्यासहरू प्रदर्शन गर्ने • क्रियाकलाप ○ अपारदर्शी वस्तु निर्माणको कसरत गर्न सहजीकरण ○ शारीरिक ट्याक्टाइल कार्य गर्दै सँगै सफा गर्ने उपकारी कार्य • सामग्री ○ कम्प्याक्ट मटेरियल वा स्थान सुरक्षित पर्ने उपकरणहरूको उपयोग ○ ट्याक्टाइल सञ्जाल र मोडेलहरू जसले बालबालिकालाई अवगत गराउँछ।
२५. गायनद्वारा सिर्जनशीलता अभ्यास गर्न		
२६. बादन र नृत्यद्वारा सिर्जनशीलता अभ्यास गर्न		

२७. नक्सा कोर्न, सामान्य बुझा बनाउन, माटाबाट नमुना वस्तु बनाउन र छपाई गर्न		
२८. आफ्ना सांस्कृतिक क्रियाकलापहरूसँग परिचित भई सहभागी हुन		
२९. दैनिक जीवनमा सञ्चारका साधनहरूको साबधानीपूर्वक उपयोग गर्न	☐ सेन्सरी (सङ्केत) आवश्यकता: विभिन्न प्रकारका श्रवणदृष्टिविहीनता भएका बालबालिकाहरूका लागि सञ्चारका साधनहरूको उपयोग समय समयमा भिन्न हुन्छ। उनीहरूलाई विविध सेन्सरी (ट्याक्टाइल, दृश्य, सङ्केतभाषा) विधिहरूबाट सङ्केत दिइन्छ। ☐ तयारी: प्रत्येक बच्चाका लागि उपयुक्त तथा सुलभ सामग्री तयार गर्नु प्रत्येक बालबालिकालाई आफ्नो सेन्टरका दृष्टिकोण र क्षमताअनुसार कसरी सञ्चार गर्न मद्दत गर्ने बारे सोच्नु ☐ सपोर्ट र सहयोग: यस्ता बालबालिका चिह्नहरूको प्रयोग, प्याथ वा डाइट्री ट्याक्स्ट्स, विशेष बधाई गर्ने तरिका र आवाज सङ्केत कार्यनीतिको उपयुक्त तालिम	
३०. स्थानीय उत्पादनको पहिचान गरी उपयोगमा मितव्ययीता अपनाउन		
३१. मौसमअनुरूप व्यवहार प्रदर्शन गर्न र वरपरको भौगोलिक		

स्वरूपको विवरण दिन		
३२. हावा र पानीका भौतिक गुणहरूसँग परिचित भई उपयोगिता बताउन		
३३. कागजबाट विभिन्न आकृतिका वस्तुहरू बनाउन र रङ्गहरूको प्रयोग गरी कागजमा चित्र बनाउन		