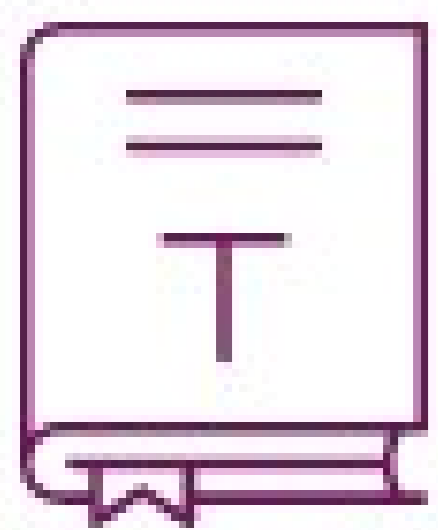




## Context

Instructions are the basis of all learning. Youth with special needs may have difficulty understanding instructions correctly.

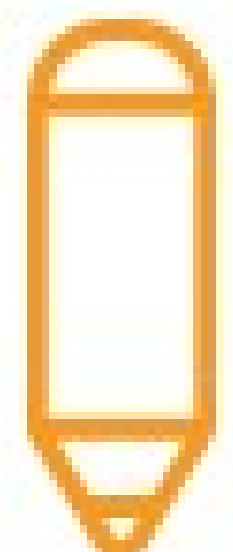
Oral reading will not be sufficient for the student to understand the instructions. Therefore, it is important that instructions be adapted to the students comprehension abilities.



## Presentation

Instructions can make it difficult for students to learn. Thus, to facilitate their understanding, it is necessary to act at several levels. Firstly, understanding instructions is a skill that can be learned and worked.

Then, it is important to adapt the form of the instructions, in order to make them clear and readable by using an adapted vocabulary and an adequate presentation.



## Adaptations of instructions

### Simple, readable and positive:

- use common vocabulary.
- use the passive voice.
- suitable font (verdena, arial ... 14).

### Explain the instructions:

- read the instructions out loud.
- ask the pupil to rephrase.

### Explain the expectations:

Show the student what the exercise should look like when completed and how it will be evaluated.

## instruction

### Making sense:

Explain why a particular exercise is proposed exercise: what will we learn.

### Present the instructions:

- highlight/bold the instructions.
- illustrate the action verbs (pictograms, images, etc.).

### Split the instructions:

- one action verb per instruction.
- number the instructions; split them up.
- Organise instructions in a logical order to be understood.



# Learning about instructions

Develop skills that enable students to use instructions correctly. For example, use rubrics that allow students to check that they have read and understood the instructions.

	Reflection
Read the entire instruction.	
What will you have to do?	
What equipment do you need?	
How long will you take?	
What should the response like?	
Reread the instructions at the end, did you do everything that was asked?	



## Example

Identify the causes of malfunction of a battery-powered object

1) Complete the captions on the diagram of a flashlight.

bulb - electric wire - round battery - switch

2) The lamps shown below do not work. Circle the cause of the failure in each case

A

B

### **Background :**

- simple vocabulary.
- action verb.
- 1 action per sentence.

### **Form :**

- structure (numbered instructions).
- action verb in upper case.
- important elements are in bold.



## Resource



Create accessible instruction :

[https://www.washington.edu/doit/sites/default/files/atoms/files/Accessible\\_Instruction\\_Math\\_Sci\\_\\_full\\_compressed.pdf](https://www.washington.edu/doit/sites/default/files/atoms/files/Accessible_Instruction_Math_Sci__full_compressed.pdf)