ELEPHANATICS LESSON ADAPTATION & INCLUSION GUIDE

A Flexible Universal Design for Learning (UDL) Framework for Educators

This guide provides adaptable strategies and scaffolded tools for Educational Assistants (EAs), Resource Teachers, and Classroom Educators to make any Elephanatics lesson plan accessible to neurodivergent students, learners with Individualized Education Plans (IEPs), or students with diverse physical, sensory, and processing needs.

1. UNDERSTANDING EXECUTIVE FUNCTIONING & FOCUS SUPPORT

Executive functioning refers to the brain's ability to plan, focus attention, remember instructions, and juggle multiple tasks. Students with **ADHD**, **ADD**, **FASD** (Fetal Alcohol Spectrum Disorder), or executive dysfunction often process multi-step tasks differently.

- **How it Manifests:** A student may read the background material but struggle with where to begin, experience difficulty managing time, or feel overwhelmed by dense pages of text.
- **The Solution:** Break the lesson into small, bite-sized tasks rather than presenting a multi-page document all at once.

2. SPECIFIC ACCOMMODATIONS BY LEARNING PROFILE

- **ADHD & ADD (Focus, Movement, & Impulse Control)**
    - **Movement Breaks:** Allow students to stand while writing, use fidget tools, or take short 30-second movement breaks between reading and writing steps.
    - **Visual Timers:** Use visual countdown clocks (like Time Timer) to set mini-deadlines (e.g., "Take 5 minutes to select two key facts").
    - **Chunked Worksheets:** Cover or fold the page so the student only focuses on one section or question at a time.
- **FASD (Concrete Thinking & Processing Speed)**
    - **Literal & Concrete Prompts:** Use simple, direct language and avoid abstract metaphors when explaining complex policy issues.
    - **Visual & Tactile Learning:** Pair the lesson with tangible items (e.g., printed photos of species or physical envelopes to address) to ground the concept.
    - **Repetition & Modeling:** Model the first line of the letter together on a whiteboard before asking the student to work independently.
- **Blind & Visually Impaired Learners (Sensory Accessibility)**
    - **Screen Reader Compatibility:** Ensure digital PDFs use clear, selectable text (not scanned images) so screen-reading software (NVDA, JAWS, VoiceOver) or refreshable Braille displays can navigate easily.
    - **Alt Text & Audio:** Include Alternative Text ("Alt Text") for all images/charts, or provide links to audio summaries and screen-reader accessible forms.
    - **Digital Submission:** Allow students to complete and submit their action letter electronically rather than using a printed paper template.
- **High-Functioning / Neurodivergent / PDD Learners**
    - **Independent Exploration:** Invite students to conduct deeper research on a specific species, ecosystem, or policy detail connected to the lesson topic.

    - **Alternative Output Formats:** Allow students to demonstrate learning through digital presentations, infographics, short videos, or creative writing instead of standard worksheets.
- **Reading, Writing, or Processing Support**
    - **Assistive Tech:** Support comprehension using text-to-speech screen readers, paired visual images, or key vocabulary banks.
    - **Sentence Starters:** Provide scaffolded letter templates or response guides with pre-written prompts.

3. UNIVERSAL "FILL-IN-THE-BLANK" CIVIC ACTION LETTER TEMPLATE

(Print and distribute this adaptable version for any civic outreach or advocacy activity)

[Date]

Dear [Name of Decision-Maker or MP],

My name is _____ and I am a student at _____ School.

I am writing to you today because I care deeply about _____ [Insert Issue/Species].

Did you know that _____?
[Insert Fact or Statistic]

This issue is important because _____

_____
_____.

I am asking you to help protect wildlife by _____

_____
_____. [Insert Specific Action/Request]

Thank you for listening to young voices and working to protect our planet!

Sincerely,

[Student Signature]

[Printed Name]