

Curriculum Adaptation of Teaching Social Studies, Languages and Physical Education in Inclusive Schools

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Abstract: *Inclusive education emphasizes the need to adapt teaching methods and classroom practices to meet the diverse learning needs of all students. This paper discusses the guidelines for adapting the teaching and practice of three key curricular areas-Social Studies, Languages, and Physical Education-so that every learner, including those with disabilities and varied learning styles, can participate meaningfully. Drawing from inclusive pedagogical frameworks, the paper explores strategies such as differentiated instruction, curriculum modification, multisensory approaches, and the use of assistive technologies. In Social Studies, adaptation involves promoting participatory learning and contextual understanding through visual aids and experiential activities. In Languages, emphasis is placed on communication skills, alternative assessment modes, and flexible language inputs to accommodate linguistic diversity and learning differences. Physical Education adaptations focus on safety, collaboration, and equitable participation through modified games and individualized activity plans. Together, these guidelines aim to create responsive, accessible, and equitable learning environments that foster holistic development and social inclusion.*

Keywords: Inclusive education, adaptation, curriculum, diverse, disability

1. Introduction

Inclusive education propagates the need for the par-take of all types of learning in the process of teaching and learning. And the very core of the idea of inclusive education is to make sure that the different kinds of learners are accommodated in this very process without leaving out on any due to reasons such as religion, class, caste, neurodiversity, sex etc., and therefore for this to materialize there is also a pressing need to make sure that the system is also in place to provide for it. This could be the content taught in the class, the material used for the same, the general classroom atmosphere, and the assessment technique. In order to make sure this happens different techniques such as accommodation (when the way in which learners learn a content is tweaked) or modification (change what is expected the child to learn from the class) is changed as well as adopted as per the demand of the situation. These changes are broadly the curricular adaptations that is initiated and executed at the ground level i.e. the classroom in order to make sure that inclusion takes place and no child is left behind in this process.

This is also where the importance of framework such as the Universal Design for Learning or UDL steps in. This helps the different facilitators from different parts of the world to make use of a set framework and then make changes and modifications to the same as per the needs and demands of the diverse learners. This is to throw light and act as a guide light to the facilitators. Additionally, it opens the possibility for engaging with the learners in different ways such as the learners themselves would have diver needs such as linguistic, physical, sensory, cognitive etc., to name a few. This aids not only in enhancing inclusion to take place but also to remove barriers which might otherwise might come in the way of the entire learning process and could negatively

affect the learner. Having such a framework in place also indirectly pushes for the need and the importance for making sure that education reaches all, now it being granted as a fundamental right and also a universally understood necessity. If the learner is finding difficulty in learning the content in the way it is being taught, the onus is now on the teacher to make sure that it is taught in the way the learner understands rather than pushing one rigid system in place. Thus, opening doors to possibilities.

Curriculum adaptation for social studies

Social studies as a topic are very diverse and vast. And could seem text heavy and abstract to some of the learners and thereby those having linguistic delays and those coming from diverse socio-linguistic background might stumble upon some difficulty in grasping the same. That is where curricular adaptation steps in and helps with making the learning of social studies become a much smoother process. In order to make sure that this happens ample scaffolding also needs to be done by the facilitator as the needs of those needing the same might seek for additional support and attention from the facilitator. When it comes to content delivery and the study material, the facilitator should try to make sure that the learner is not overstimulated with a lot of information and should rather try to break down the bigger chunk of information to easily understandable bits. The facilitator should also highlight the major important concepts and topics that would need extra additional attention. And effort should be undertaken to make sure that these highlighted important topics are taught in a very simple and easily understandable way to the learners. This can be done by citing and giving examples which are easily relatable and probably drawing from their own daily life circumstances as learning them becomes easier. Wherever necessary additional and relevant information should be given by the facilitator, this could also include quick recollection and revision of relevant topics which were

already discussed in earlier grades and earlier classes. This will help the learners in recollecting and connecting the same to the present topic taught and brings about a flow.

For the learners who might have visual difficulties additional visual support and tools can be employed to aid them such as employing large tactile maps which would immensely help kinesthetic learners, digital maps which are interactive, charts of different kinds, flashcards, timelines (which can be used in history classes) etc., to name a few. Art and play can also be incorporated into the classroom such as use of dramatization as well as role play which can be carried out in order to enact different events from history. Today with ICT coming into picture and playing a major role in our day-to-day functionalities, the same can also be used to bring about curriculum adaptation. This could include usage of the multitude of tools such as videos, text to speech tool, read out loud tool etc. This could thus aid in bridging the gap between the difficulties faced by the learners and make sure that each receives quality education. Additionally collaborative teaching and peer tutoring can be incorporated in order to make sure that the learners try out different technique and adapt which ever serve them the best. And often mix of different techniques yield results rather than sticking on to the same pattern.

The same curricular adaptation modalities can be employed in case of assessment techniques as well. Facilitator can switch from the traditional pen paper method to creative ways of assessment such as by assigning group projects and presentations, oral narration, poster making etc., as these would also enable learners who find difficulty in writing for longer duration to explore and excel. And facilitators could also opt for rubrics which doesn't stress on reproducing the concepts as it is but rather on evaluation on how much the learner was able to grasp rather than on how it is expressed. This is done as many struggle with expressing the same though they might have fully understood the concepts. So, better rubrics can help both the learner and the facilitator to keep a track of the progress of both teaching and learning. To illustrate the above-mentioned guidelines, say the topic "Our constitution" might seem dry and lengthy for a learner who might have ADHD. So, in order to make it simpler for this particular learner the facilitator should break down the topic into different subtopic and space them out with adequate breaks in between. Group activities can also be given by incorporating some physical activities so that the learners could move around the release the built-up energy and refocus yet again in the class. These simple but very efficient techniques can in fact help the learners with such similar but diverse needs in the social studies classroom setup in a long way.

Curriculum adaptation for Languages

When it comes to language learning it becomes tricky as the process is very complex as it includes different skills such as listening, writing, and speaking. In addition to this the learners pick up grammar, vocabulary and pronunciation. Thus, those learners with dyslexia or language learning delays might find language learning as an uphill task. Thereby the facilitator should be empathetic and patient with the learners and make sure that curricular accommodation happens at all levels such as-content execution, learning materials, general

classroom setting and in assessing the learners by the end of the class. Being sensitive and holding space for all types of learners is of prime importance here.

These methods of accommodation could include use of simplified texts in the classroom, providing glossaries and teaching them how to use dictionaries and looking up for words whenever there is a doubt, pre-teaching words and phrases which could be tricky to learners before the teaching of the lesson itself, usage of mother tongue whenever necessary and this would especially help first generation learners. Additionally, the teacher must make sure that they do not employ instructions in loaded or jargon rich sentences as well. Usage of oral narration, story boards, role plays, drama, recitation, skits etc., should be used in content delivery. Likewise, ICT, multimedia and such similar additional tools could be used as well such as spell checkers, speech to text tools etc. The facilitator should also make sure that the classroom in itself is print rich as this would enable the learners in picking up words and learning them unintentionally in the long run. This could mean sticking charts, labels and informative posters in the classroom and in the school premises. The facilitator should also make sure that there is a quiet zone or reading room space with ample books within the classroom itself so that the learners could make use of the same during the free hours in picking up the language. Additionally, all the learners should have access to the school library, devices including tablets and computers. For the writing tasks, the facilitator can come up with creative strategies which includes usage of graphic organizers, making the students into groups or pairs wherein the language learner having difficulty is paired with another learner who has a grasp over the same. Timely support and feedback to the learners about their progress should also be updated with sufficient reflection and scaffolding.

When it comes to assessment, the facilitator can incorporate short answer questions instead of long ones which some of the learners might find difficulty in, fill in the blanks, pictorial prompts etc. These can be employed in case of learners having language difficulties especially those with dyslexia or reading difficulties. Those struggling with writing can be made to carry out storytelling, recitation, and role plays etc., than making them to write the same. Projects can also be given such as comic strip making, dialogue writing, script and role play writing, etc., and these would engage visual as well as kinesthetic learners. To illustrate the same, the chapter from the class 7 English text book named "The tiny teacher", learners with dyslexia and visual impairment might find difficulty in reading out the text. In order to accommodate for the same, the teacher could provide for text with bigger font size or provide braille in case of visual impairment. And encourage for frequent oral responses from their end rather than written lengthy answers, and by providing extra time for them to understand the text unlike the other learners. The teacher can also use tactile cards which will be of great help to learners with visual impairment. This would aid them in taking equal part in the class like rest of the students and do not feel lost or isolated in the learning process.

Curriculum adaptation for physical education

Unlike other subjects wherein cognitive demand is expected, it differs in case of physical education. In this case speed,

strength, mobility, coordination, spatial awareness, motor skills etc., are being of need. And those especially having physical disadvantages would struggle in physical education classrooms and this calls for curricular accommodation of the same. But this not just mean integration but also adequate adaptation of the learner into the setting so that they could also partake equally in meaningful plays fitness as well as social interaction. Such divergences and de-routing must not be grand but could include simple actions such as usage of a lighter ball, lowering of the nets in games, giving lesser importance on competitive spirit in games, design of parallel tasks with different difficulty levels which the learner can themselves choose with the help from the physical education facilitator, slower targets to finish, use of tactile markers for easy identification etc. This could also be paired with the use of adaptive equipment such as ramps, chairs, supports etc., and also with the modification of rules for the children with special needs. Additionally, yoga and other physical sports activities should also be pushed in the school with adequate modification so that it is easily replicable for the differently abled as well.

2. Conclusion

Thus, a lot small minor changes can in fact bring about very drastic observable positive changes in the diverse classroom and enable all the learners to equally partake in the process of learning. But additionally, for this to successfully happen the teachers in specific should be trained adequately of the different ways in which these various adaptations can be incorporated into the lesson planning and the execution of the same. An empathetic space therefore needs to be created in order to make space for the diverse learners to grow individually and together in the classroom and this act of holding space primary task of teachers, along with other stakeholders such as school administration and parents. And this act includes curriculum adaptation and that of its execution.

The process of adapting teaching and learning practices in Social Studies, Languages, and Physical Education is central to realizing the vision of inclusive education. It moves beyond merely accommodating learners with disabilities to reimagining classrooms as spaces that celebrate diversity, equity, and participation. By recognizing that every learner brings unique experiences, abilities, and perspectives, teachers can design instruction that is flexible, responsive, and learner-centered.

In Social Studies, adaptation encourages critical engagement with social realities, allowing students to relate concepts to their own contexts through discussion, storytelling, and visual learning aids. It transforms the subject from a passive memorization of facts into an active process of inquiry and citizenship education. In Languages, adaptations make communication accessible to all, promoting expression through varied modes such as speech, writing, visuals, or assistive devices. Emphasizing comprehension, creativity, and self-expression ensures that language learning becomes a tool of empowerment rather than exclusion. Similarly, in Physical Education, inclusive practices cultivate cooperation, confidence, and physical well-being among all learners. By modifying games, using adaptive equipment, and

prioritizing safety and encouragement, educators make physical activity a collective and joyful experience rather than a competitive or restrictive one.

Ultimately, adapting these curricular areas reflects a shift in pedagogy-from a standardized model to one grounded in empathy, flexibility, and respect for human difference. Teachers become facilitators who value each learner's pace, potential, and participation. Such adaptation also aligns with national and international educational frameworks that advocate inclusive classrooms as a foundation for social justice and lifelong learning. Inclusive adaptation is not a supplementary effort but an ethical and pedagogical commitment. It transforms education into a space of belonging-where learning is not defined by ability, but by opportunity, collaboration, and respect. When educators integrate inclusive guidelines into everyday teaching, they contribute to building not only equitable classrooms but also a more compassionate and inclusive society.

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