



## **Adapting Art Materials**

### **For people with limited dexterity and other physical disabilities:**

- Use house painting brushes, foam wedges, roll on applicators and squeeze bottles
- Adapt paint brushes by slipping foam hair curlers over the handles or build up with grip with sports tape or clay
- Use homemade or purchased headgear to hold tools
- Attach a rubber spatula to the end of a brush to create a comfortable mouth painting tool
- Construct a cuff that can fasten a brush or tool to the hand
- Use fingers and hands directly, rather than or in addition to adapted brushes
- Use thick drawing tools, adapting as in above
- Use hand rollers or rolling pins to flatten clay
- Use adaptive squeeze scissors
- Use stamps and cookie cutters that have grips so they are easy to grasp
- Make or purchase wheelchair easels or lap trays- may include velcro scoot guards and pouches for supplies
- Printmaking tools can be adapted by adding knobs or handles
- Use pie plates for paint and tape them to the table with heavy duty tape to stabilize
- Offer a variety of fastening materials for making collages
- Dance adaptations: upper body , arms and hands can do alternative versions of any movement that legs can do; heads can also move, as can eyebrows, lips
- Use musical instruments that can be played with one hand or little movement. Wrist bells work for people who have trouble grasping
- Attach bells to t wheels of wheelchairs or scooters
- Attach rain sticks to limbs with a velcro strap
- Add extra support to drumsticks by strapping them onto arms with velcro

### **For people who are deaf or hearing impaired:**

- Include visual props and cues
- Face people when you are talking
- Invite people to feel vibrations

- Write out words related to the activity, instructions, post large enough for everyone to see
- Avoid dimming lights that might inhibit the use of vision

**For people with chemical sensitivities:**

- Avoid using aerosol sprays, latex gloves
- Ask about sensitivity to glue, markers, starch, tempera paint- anything with an odor

**For people who are blind or visually impaired:**

- Gel paint leaves a raised bead when dry, providing tactile definition
- Add sand to tempera
- Use high contrast paper and material, especially black and white. Try sparkling or shiny paper, bold colors
- Use collage materials that make a textured surface: scrunched tissue paper, fabric, cotton balls
- Place paper inside a tray with raised edges to help define the boundaries
- Notch paper in one corner to designate the top and the bottoms
- Set up or line up materials in open containers or trays. Tell people which material is first, second third etc
- Use thick cord taped to the floor to mark performance spaces
- Attach a string or rope to opposite walls of a room that people can use as a guide in movement classes

**For people with cognitive disabilities:**

- Set out materials clearly. If there is an order for use of materials make that obvious
- Give instructions one step at a time. Check for comprehension before moving on
- Demonstrate movements , build sequences gradually
- Offer alternative means of making choices: verbally, pointing, nodding clapping etc