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Tailoring Learning Strategies for Learners with Disabilities in an Art Workshop at a Special Needs School in Singapore

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ABSTRACT

Classrooms in special needs education often accommodate students with diverse learning abilities, presenting challenges for educators who must ensure lessons remain effective while meeting learning objectives. While special needs educators can typically adjust lessons over time as they become familiar with students' capabilities, this flexibility is not always available in workshops led by external trainers unfamiliar with students' needs.

This paper examines a 10-session art workshop conducted in a special needs environment with two groups of learners from different classes, identified as people with disabilities (PWD) in Singapore. The workshop was led by two art trainers—one delivering the lesson and the other providing real-time adjustments to support students struggling to meet learning objectives. This approach ensured that learning outcomes were met while allowing students to engage at their individual skill levels.

Keywords: people with disabilities; real-time adjustments; mitigation