**Introduction to Specially Designed Instruction (SDI) and Supplementary Aids and Services (SAS)**

In designing an Individual Education Program (IEP) for a student, the ARC must determine specific instructional strategies that teachers must use and the supplementary aids and services that the student needs in order for the student to have access to the Program of Studies (i.e., the general program).

This handbook is one resource that provides some examples of Specially Designed Instruction (SDI) and Supplementary Aids and Services (SAS) that might be used to support the student’s goals, benchmarks, and objectives on his/her IEP.

After the IEP is written both the special education teacher and the general education teacher must implement the plan for the student. The second section of this handbook has similar instructional strategies, but they are grouped in a different way to provide an alternative access. These modifications and adaptations can be made regarding the purpose and appropriateness of the task, the complexity of the task, the size of the task, the time allotted, the pace, the environment, the order of learning, the procedures and routines, the resources and materials, the application and demonstration of knowledge, the level of support and independence, participation, and motivation.

**Specially Designed Instruction (SDI)** in its simplest form is “**what the teacher does**” to instruct, assess, and re-teach the student in the Program of Studies, Kentucky’s Learner Goals and Academic Expectations, and other Kentucky documents.

707 KAR 1:280 Section 1 (51)

… means adapting as appropriate content, methodology, or delivery of instruction...

If instruction is required for students to benefit from a material, resource, aid, strategy or service, it should be described as specially designed instruction.

**Supplementary Aids and Services (SAS)** in its simplest form is **what the student needs** including strategies, aids, and services in order to learn on a fair level with her or his peers.

707 KAR 1:280 Section 1 (54)

… means aids, services, and other supports provided in the regular education classes or other education related settings…

If the student requires specific materials, resources, aids, strategies or services to gain access to the general education curriculum, it should be described as a supplementary aid and service.

Assistive technology is a broad description of many things. When using any technology as either SDI or SAS, provide a description of the technology to be used (i.e., direct-select, voice output system).

As you review suggestions for SDI and SAS, keep in mind that many of the instructional strategies and support suggestions can be placed in both the SDI and the SAS columns. Often a student needs direct instruction in a specific strategy or in the use of a device, but also needs to use that strategy or device in other classes as he is learning to use it.

This handbook was developed by a committee including staff from the Kentucky Special Education Cooperatives and Kentucky Department of Education.

**Section 1: IEP Development**

#### COMMUNICATION

##### Non-Verbal

|  |  |
| --- | --- |
| Specially Designed Instruction (SDI)  *What the teacher teaches* | Supplementary Aids & Services (SAS) What the student needs |
| * Visual, written, verbal, physical, picture prompts and cues * Cue cards * Graduated guidance * System of least prompts * Direct instruction of American Sign Language * Computer assisted instruction * Multiple-modality strategies * Use of body language * Attending to speaker * Other | * Visual, written, tactual, verbal,   physical, picture prompts and cue   * Hand under hand vs. hand over hand   physical guidance/exploration   * American Sign Language * Communication systems * Switch activated devices * Augmentative communication devices * Dynamic screens * High technology communication devices * Communication boards/books/cards * Picture based communication * Establishing and maintaining eye contact * Switch accessible * Scan accessible * Educational interpreter * Other |

##### Listening Comprehension

|  |  |
| --- | --- |
| Specially Designed Instruction (SDI)  *What the teacher teaches* | Supplementary Aids & Services (SAS) What the student needs |
| * Direct instruction in listening strategies * Modeling * Chunking * Written prompts or directions * Preview-Teach-Review * Alternative note-taking * Graphic organizers * Pre-teach critical information and vocabulary * Other | * Repeated directions * Frequent comprehension checks * Visual prompts * Alternative note-taking * Extended processing time * Paraphrasing, re-phrasing, and summarizing * Extended time * Previewing questions * Preferential seating * Advanced organizer * Focus, concrete statements * Tape recorder * Digitized/electronic formatted materials * Highlighting key words * Listening guides * Other |

##### Expressive Language/Oral Expression

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| --- | --- |
| Specially Designed Instruction (SDI)  *What the teacher teaches* | Supplementary Aids & Services (SAS) What the student needs |
| * Instruction in how to respond to verbal prompts * Instruction in how to respond to cue cards * Instruction in how to respond to visual prompts * Guided repetitions * Guided rehearsal, use of scripts * Time delay strategies * Modeling * Instruction in conversational skills (i.e., initiating, maintaining, ending) * Word retrieval drills: categories, attributes, functions * Questioning techniques * Other | * Verbal prompts * Cue cards * Visual prompts * Extended response time * Allow written tests * Recorded materials * Preferential seating * Directions in multiple forms (i.e., restate, rephrase, oral directions) * Oral reading on volunteer basis * Rehearsal, use of scripts * Alternative assessments in place of oral reports (i.e., displays, projects, written, etc.) * Video self-modeling * Questioning techniques * Other |

##### Voice

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| --- | --- |
| Specially Designed Instruction (SDI)  *What the teacher teaches* | Supplementary Aids & Services (SAS) What the student needs |
| * Modeling * Vocal strategies * Social skills instruction * Calming strategies * Instruction in self-monitoring strategies * Visualization techniques * Instruction in recognition of vocal abusive patterns * Oral motor intervention * Other | * Self-monitoring checklists * Calming strategies cues * Variety of questioning techniques * Signal system for recognizing abusive vocal patterns * Other |

##### Fluency

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| --- | --- |
| Specially Designed Instruction (SDI)  *What the teacher teaches* | Supplementary Aids & Services (SAS) What the student needs |
| * Modeling * Starter techniques * Instruction on maintaining eye contact * Instruction using choral responses * Instruction using reading responses * Instruction of relaxation strategies * Other | * Extended response time * Opportunity to speak first in oral group situations * Individual instead of group presentations * Relaxation strategies * Self-monitoring * Other |

##### Receptive Language

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| --- | --- |
| Specially Designed Instruction (SDI)  *What the teacher teaches* | Supplementary Aids & Services (SAS)  *What the student need*s |
| * Instruction in using visual, written, picture prompts and cues * Modeling * System of least prompts * Simultaneous prompting * Time delay * Instruction in how to respond to verbal cues * Instruction of core vocabulary with cue cards * Instruction in using visualization * Instruction in using verbal rehearsal * Cloze procedures * Direct instruction * Auditory bombardment of language targets * Verbal repetition * Instruction of mnemonic strategies * Pre-teach critical information * Instruction for understanding of humor and absurdities * Train elements of critical thinking * Instruction in how to make inferences and predictions * Instruction in how to draw conclusions and make generalizations * Other | * Preferential seating * Repetition of directions * Simple directions * Gestures and visual cues * Paraphrasing and rephrasing * Visual prompts * Concrete to abstract representations * Picture schedule * Picture cues * Tactual cues * Object to picture schedule * Calendar/routine system * Sentence strips * Tape recorder * Self cueing strategies * Gradually building complexity of task * Teacher wait time * Other |

##### Pragmatics

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| --- | --- |
| Specially Designed Instruction (SDI)  *What the teacher teaches* | Supplementary Aids & Services (SAS) What the student needs |
| * Instruction using social scripting * Instruction using social stories * Instruction using written prompts * Modeling * Instruction in how to respond to verbal prompting * Guided responding * Instruction in environmental prompting (i.e., personal space awareness) * Chaining * Shaping * Video self-modeling * Role playing * Instruction in conversational turn-taking, initiating/terminating conversation, commenting, and asking questions * Instruction in relevant emotion/feeling words | * Role playing * Monitoring and quick feedback * Peer buddy/monitor * Sensory issues addressed * Opportunities for turn-taking, initiating/terminating conversation, commenting, and asking questions * Environmental prompts (i.e., personal space awareness) * Other |

##### Articulation/Phonology

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| Specially Designed Instruction (SDI)  *What the teacher teaches* | Supplementary Aids & Services (SAS) What the student needs |
| * Auditory discrimination training * Modeling * Mirror training * Oral motor exercises * Repetitive drill/trials * Instruction in using touch cues * Minimal pair drills * Auditory bombardment * Guided rehearsal * Discrete phoneme production training * Oral motor desensitization/stimulation * Instruction in using oral prompts * Phonemic awareness training * Other | * Time delay * Use of FM system * Tape recorder * Tactile cues * Visual cues * Kinesthetic cues * Extended response time * Correct speech samples * Verbal cues for correct speech sounds * Modeling of correct speech patterns when student makes incorrect speech patterns * Oral prompts * Preferential seating * Vocabulary cue cards * Color coded key words * Computer support * Step-by-step directions * Other |

#### ACADEMICS

##### Basic Reading

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| Specially Designed Instruction (SDI)  *What the teacher teaches* | Supplementary Aids & Services (SAS) What the student needs |
| * Grapho-Phonic strategies (visual/auditory) including letter/sound knowledge, phonemic awareness, decoding * Visual strategies including word recognition and visual memory for words * Auditory strategies including language structure at the word, sentence, and text level * Fluency strategies * Direct Braille code instruction * Direct instruction in functions and use of portable note-taking device (i.e., BrailleNote, VoiceNote, Braille ‘n Speak, etc.) * Direct instruction on functions and use of low vision devices (assistive technology for near and distance viewing) * Direct instruction in accessing alternate formats and associated technology * Meaning strategies including word meanings and associations and precision in word usage * Instruction in identifying and pronouncing words and reading fluently orally includes:   + using content clues;   + visual word recognition strategies including environmental print;   + word analysis strategies such as prefixes, suffixes, compound words and word derivations;   + text management strategies such as rereading/reading ahead, deep reading, skimming/scanning;   + decoding strategies such as identifying word families, chunking, point & slide, looking for known words inside words;   + cross-check across systems (does the word make sense, sound like language, do the letters match the sounds) or ask another reader. | * + - Graphic organizers     - Prompting and cueing     - Recorded materials     - Alternate electronic/digitized materials     - Oral/visual presentation of materials above independent reading level     - Extended time     - Large print (specified font size)     - Highlighted material     - Colored overlays for reading/glare reduction (specified color)     - Direct/indirect lighting     - Photocopied materials on preferred colored paper     - Tracking guides     - Typoscopes     - Braille     - Braille N’ Speak     - Refreshable Braille     - Type N’ Speak     - Manipulatives (i.e., letter tiles, flash cards, etc.)     - Access to technology (i.e., computer, software, voice-to-text software, etc.)     - Limit visual clutter/stimuli     - Slantboard/stand     - Use of black marker ONLY on dry erase board     - Talking books     - Screen enlargement software     - Magnifier     - Monocular/Binocular     - Colored overlays for reading/glare reduction (specify color)     - Copy of notes written on the board     - Regular text along with large print texts for colored illustrations and maps |

##### Reading Comprehension

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| --- | --- |
| Specially Designed Instruction (SDI)  *What the teacher teaches* | Supplementary Aids & Services (SAS) What the student needs |
| * Instruction in how to use graphic organizers * Modeling * Instruction in “Cloze” procedures * Mnemonic strategies * Instruction using advance organizers * Instruction using visual prompts * Pre-teaching concepts/vocabulary * LEARN strategy * **L**ist what you know * **E**xplore what you want to know * **A**ccess information * **R**eflect on what you’re learning * **N**ow make connections * KWL Strategy * List what you **k**now * Tell what you **w**ant to know * Tell what you **l**earned * Instruction in verbal summarization * Instruction using open-ended stories * QAR (question, answer, response) strategy * Instruction using choral reading * Instruction using paired reading * Instruction using echo reading * Instruction using visual imagery * Instruction using story mapping * Think aloud strategies * Direct instruction in: monitoring for meaning, determining importance, creating mental images, synthesizing, relating new to known, questioning, inferring * Direct instruction and support for specialized software and equipment * Applying Braille reading (or use of low vision devices for literacy tasks) in authentic contexts * Instruction in hand/finger skills, tactile discrimination/perception skills * Integrated use of visual skills (e.g., scanning for information, reading charts, graphs, maps) * Direct Braille code instruction * Direct instruction in functions and use of portable note-taking device (e.g., BrailleNote, VoiceNote, Braille ‘n Speak) * Direct instruction on functions and use of low vision devices (assistive technology for near and distance viewing) * Diagnostic instruction * Other | * Recorded books with appropriate pacing * Recorded materials * Electronic/digitized materials * Highlighting * Large print materials/textbooks (specified font size) * Standard text to accompany large print text for colored illustrations/maps * Braille * Refreshable Braille * Braille N’ Speak * Type N’ Speak * Reader * Paraphrasing * Oral/visual presentation of materials above independent reading level * Manipulatives (i.e., story strips, etc.) * Advance organizers * Tactual graphics * Visual prompts * Frequent rest breaks to reduce eye fatique and strain * Limit visual clutter/stimuli * Slantboard/stand * Note-taking guides * Study guides * Highlighted study guides   + - Use of black marker ONLY on dry erase board     - Talking books     - Screen enlargement software     - Magnifier     - Monocular/Binocular     - Colored overlays for reading/glare reduction (specify color)     - Copy of notes written on the board * Regular text along with large print texts for colored illustrations and maps * Reading stand * Other |

##### Written Language

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| --- | --- |
| Specially Designed Instruction (SDI)  *What the teacher teaches* | Supplementary Aids & Services (SAS) What the student needs |
| * Direct instruction in graphic organizers * Modeling * Tactile kinesthetic tracing * Repetitive practice * Instruction using advance organizers * Visual and physical prompts and cues * Small group instruction in writing process * Structured approach to sentence writing * Direct instruction in the writing process including: prewriting activities, writing, revising, editing, and publishing * Direct instruction in idea development, structural patterns, sequencing, organization, standards of correctness, awareness of audience and purpose * Direct instruction in open-response writing, writing-on-demand, transactive writing, personal writing, literary writing, reflective writing, and writing-to-learn (graphic organizers, journals, note-taking) * Direct instruction in mechanics and usage of slate/stylus * Direct instruction in mechanics and use of Braillewriter/Note taking device * Direct instruction in functions and use of magnification systems * Sequential instruction for keyboarding skills * Other | * Scribe (specify how and when a scribe will be used) * Paraphrasing * Assistive technology * Advance organizers * Cue cards (i.e., definitions, examples, story starters, picture prompts, etc.) * Graphic organizers * Journals, logs, notebooks * Rubrics/scoring guides to guide * Editing checklists * Production of written pieces * Mnemonic strategies * Error monitoring, self-monitoring * Modified tests and assignments * Copies of overheads (notes, directions, organizers, etc.) * Preferential seating * Scribe for obscan sheets * Highlighting * Color coded direction words * Student paraphrasing of directions * Raised line paper * Manipulatives (i.e., sentence strips, word cards, personal and classroom word banks, etc.) * Tape recorder to talk into and write from * Pencil grips * Specialized writing utensils (20/20 pens, #1 Lead pencil, bold marker, slate/stylus, etc.) * Specialized writing materials (Braillewriter, portable notetaking device, signature/letter guide, typoscope, computer with screenreader/magnification software) * Use of high contrasting marker on dry-erase board * Limit visual clutter/stimuli * Slantboard/stand * Retaking of tests * Access to technology (i.e., computer, software, tape recorder, voice-to-text software) * Bold line, raised line, Braille paper * Signature guide * Slate N Stylus * Other |

***Math Calculation and Reasoning***

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| Specially Designed Instruction (SDI)  *What the teacher teaches* | Supplementary Aids & Services (SAS) What the student needs |
| * Multi-sensory teaching strategies * Time delay * Most to least prompts * Modeling * Direct instruction in computation and reasoning strategies, word problem strategies * Direct Nemeth code Braille instruction * Direct instruction in functions and use of Abacus * Direct instruction in functions and use of accessible graphing calculator software * Direct instruction in functions and use of portable note-taking device (i.e. BrailleNote, VoiceNote, Braille ‘n Speak, etc.) * Direct instruction on functions and use of low vision devices (assistive technology for near and distance viewing) * Guided practice * Mnemonic strategies * Chunking * Touch five coin counting strategy * Direct instruction in use of a calculator * Other | * Mnemonic strategies * Cue cards with problem solving strategies, definitions, examples, models, flow chart, process steps * Small group instruction * Visual, non-verbal, verbal, physical, picture, and written prompts and cues * Repetitive practice * Modified tests/assignments * Advanced organizers * Copies of overheads including notes, organizers, examples * Extended time * Graph paper/vertical lined paper * Manipulatives/Concrete representations * Tactile graphs/graphics * Calculator (large display/   talking/graphing/audible graphing calculator software)   * Typoscopes * Low vision devices (near and distant) * Abacus * Magnifier * Colored overlay * Number line * Study guides * Peer buddy/peer tutoring * Oral presentation of materials/assessments * Assistive technology * Other |

**VOCATIONAL**

##### Task Completion/On Task Behavior

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| --- | --- |
| Specially Designed Instruction (SDI)  *What the teacher teaches* | Supplementary Aids & Services (SAS) What the student needs |
| * Modeling * Partial participation * Instruction in how to use self-talk * Video self-modeling * Differential reinforcement * Instruction in how to self-monitor/evaluate * Instruction in student task analysis * Direct instruction in using graphic organizers * System of least prompts * Instruction using simultaneous prompting * Instruction in how to respond to cueing (verbal, nonverbal, visual, picture, photo, etc.) * Other | * Modified tests and assignments * Use of timer   Dual set of materials for school and home   * Paraphrasing * Extended time * Rubrics and scoring guides * Peer tutor * Mentors * Oral presentation of materials * Redirection and corrective feedback * Behavior contract * Environmental modifications * Assistive technology * Work systems * Graphic organizers * Cue cards (i.e., definitions, examples, models, flow chart) * Previewing assignment * Other |

##### Following Directions

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| --- | --- |
| Specially Designed Instruction (SDI)  *What the teacher teaches* | Supplementary Aids & Services (SAS) What the student needs |
| * Instruction using task analysis * Instruction in self- monitoring strategies * Differential reinforcement * System of least prompts * Instruction using role playing * Modeling * Instruction in how to use self-talk * Mnemonics strategies * Instruction using advanced organizers * Video self-modeling * Other | * Time delay * Increased wait time * Advance organizers * Verbal prompts and cues * Paraphrasing * Endless loop tape * Alternate modes for directions including pictures, photos, etc. * Contracts * Oral presentation of materials * Visual supports * Assistive technology * Clarification of directions * Other |

Rate/Speed of Work

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| --- | --- |
| Specially Designed Instruction (SDI)  *What the teacher teaches* | Supplementary Aids & Services (SAS) What the student needs |
| * Instruction in how to respond to verbal prompts and cues * Instruction in self-monitoring strategies * Differential reinforcement * Instruction using role playing * Modeling * Other | * Checklists * Use of timer * Schedule * Pictorial representation of task * Audio stimulation to support rhythmic pace (music) * Repeated practice * Assistive technology * Work systems * Extended time * Reduced level of lighting * Increased level of lighting * Preferential seating (specify where) * Other |

##### Following a Schedule

|  |  |
| --- | --- |
| Specially Designed Instruction (SDI)  *What the teacher teaches* | Supplementary Aids & Services (SAS) What the student needs |
| * Instruction in how to respond to verbal prompts and cues * Instruction in self-monitoring strategies * Direct instruction in reading a schedule and a site map * Instruction using role playing * Modeling * System of least prompts * Instruction using task analysis * Graduated guidance * Instruction in how to use picture agenda * Instruction in how to use tactual agenda * Direct instruction in creating and following a personal schedule * Other | * Checklists * Use of timer * Picture/tactual schedule * Color/tactual coding * Highlighting * Repeated practice * Map (i.e., school, classroom, community, etc.) * Object schedules * Calendar/routine system * Physical/verbal cues * Mental mapping/routes * Picture/tactual agenda * Repeated practice * Other |

##### Attendance

|  |  |
| --- | --- |
| Specially Designed Instruction (SDI)  *What the teacher teaches* | Supplementary Aids & Services (SAS) What the student needs |
| * Multi-sensory instructional strategies * Instruction in how to use token economy * Instruction in self-monitoring strategies * Differential reinforcement * Instruction in using verbal prompts and cues * Instruction in using visual prompts and cues * Other | * Contracts * Escort to class * Proximity to classroom * Pictorial/tactual representation of task * Alternate dismissal * Interest inventory to identify motivators * Other |

##### Organization

|  |  |
| --- | --- |
| Specially Designed Instruction (SDI)  *What the teacher teaches* | Supplementary Aids & Services (SAS) What the student needs |
| * Instruction using task analysis * Instruction using video self-monitoring * Differential reinforcement * Instruction in using verbal prompts and cues * Instruction in using visual prompts and cues * Direct instruction in organization systems * Modeling * Other | * Duplicates * Extended time * Shortened assignment * Dual set of materials for school and home * Step by step instructions * Color/tactual coding * Assignment notebook * Calendar * Peer tutor/buddy * Dividers and organizers * Work systems * Other |

##### Working Independently

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| --- | --- |
| Specially Designed Instruction (SDI)  *What the teacher teaches* | Supplementary Aids & Services (SAS) What the student needs |
| * Graduated guidance * Differential reinforcement * Instruction in using verbal prompts and cues * Instruction in using visual prompts and cues * Instruction using task analysis * Other | * Shortened assignments * Study carrel * Work systems * Assignments and tasks given in segments * Redirection (verbal, non-verbal, physical, visual, etc.) * Fading prompts * Positive/corrective feedback * Other |

##### Decision Making

|  |  |
| --- | --- |
| Specially Designed Instruction (SDI)  *What the teacher teaches* | Supplementary Aids & Services (SAS) What the student needs |
| * Instruction in how to use self-talk * Mnemonic strategies * Instruction using role playing * Instruction in using verbal prompts and cues * Instruction in using visual prompts and cues * Direct instruction in evaluating and choosing * Instruction using social stories * Other | * Picture/tactual cues * Mnemonic strategies * Verbal prompts and cues * Visual prompts and cues * Physical prompts and cues * Assistive technology * Other |

Self-Evaluation

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| --- | --- |
| Specially Designed Instruction (SDI)  *What the teacher teaches* | Supplementary Aids & Services (SAS) What the student needs |
| * Instruction using task analysis * Self-monitoring strategies * Instruction in using verbal prompts and cues * Instruction in using visual prompts and cues * Direct instruction in self-evaluation * Modeling * Mnemonic strategies * Direct instruction in self advocacy skills * Other | * Picture cues * Work systems * Rubrics and scoring guides * Progress graphs * Checklists * Peer editing * Self-monitoring * Other |

##### Social Competence

|  |  |
| --- | --- |
| Specially Designed Instruction (SDI)  *What the teacher teaches* | Supplementary Aids & Services (SAS) What the student needs |
| * Instruction using video self-modeling * Differential reinforcement * Instruction in using verbal prompts and cues * Instruction in using visual prompts and cues * Instruction in using written prompts and cues * Direct instruction in replacement behaviors * Modeling * Corrective feedback with re-teaching * Instruction in using student study teams * Planned ignoring * Behavior intervention plan * Direct instruction in explicit social skills * Instruction using role playing * De-escalation strategies * Relaxation strategies * Direct instruction in self advocacy skills (vision portfolio, accessing materials in appropriate format, requesting assistance from peers and adults, personal care) * Direct community based instruction to foster independent living skills * Direct instruction in appropriate postural/body gestures * Other | * Student repeats directions * Frequent, positive feedback and specific praise * Daily/weekly home contact * Contracts * Student-created reinforcement menu * Sequential directions * Short, concise directions * Frequent breaks * Opportunities for movement * Signal, inference cues * Proximity control * Structured transitions * Timer * Reinforcement menu * Peer tutor/buddy * Repeated practice of learned skills in authentic, non-pervasive environments/situations * Other |

##### Physical Functioning

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| --- | --- |
| Specially Designed Instruction (SDI)  *What the teacher teaches* | Supplementary Aids & Services (SAS) What the student needs |
| * Instruction using video self-modeling * Differential reinforcement * Modeling * Instruction in using verbal, visual, written, and physical prompts and cues * Corrective feedback with re-teaching * Hand-under-hand vs. hand-over-hand guidance * Redirection * Instruction in how to use self-instruction * Self-monitoring strategies * Instruction in how to use self-talk * System of least prompts * Instruction in how to use visualization * Instruction using social stories * Direct instruction in specific skills * Direct instruction in Orientation & Mobility skills to foster safe and independent travel in familiar/unfamiliar environments * Mental mapping skills * Directionality/spatial awareness concepts * Human guide techniques * Other | * One-on-one instruction * Small group instruction * Partial participation * Modified equipment   (auditory/tactual/visual cues)   * Modified rules * Modified tests, activities, and assignments * Self-instruction * Self-monitoring * Self-talk * Extended time * Shortened time * Peer tutor * Shorter distances * Decreased level of difficulty * Extra practice of skills * Lower goal/target * Alternate activities * Adapted playing area (smaller, obstacles removed, etc.) * Well-defined boundaries (clearly marked in contrasting colors, tactual, etc.) * White Cane * Human guide * Larger/auditory goal/target * Larger/lighter bat, racquet, etc. * Frequent rest periods * Slower activity pace * Assistive technology * Other |

Pulaski County