

<b>SIGNIFICANT DEVELOPMENTAL DELAY</b>	
<p>Refers to a delay in a child’s development in adaptive behavior, cognition, communication, motor development or social development to the extent that, if not provided with special intervention, it may adversely affect his/her educational performance in age-appropriate activities. The SDD eligibility may be used for children from ages three through five, and in no instance later than the end of the school year in which the child turns six.</p>	
Instructional Method / Delivery	Accommodations
Discussion / Questioning	<ul style="list-style-type: none"> <li>• Explain “discussion etiquette” before beginning a conversation. Use verbal cues such as, “It’s my talking turn and your turn to listen.”</li> <li>• Use a “talking card” to give a visual cue as to whose turn it is to speak. This card may be passed back and forth.</li> <li>• Give verbal reminders to remain “on topic” during a conversation.</li> <li>• Give adequate “wait time” after asking questions.</li> <li>• Limit the number of words when asking questions.</li> <li>• Use picture symbols to encourage appropriate behavior when others are speaking, i.e., ‘quiet’ symbol, ‘listen’ symbol, ‘sit down’ symbol, etc.</li> <li>• Ensure that each child has a chance to be included in the conversation.</li> <li>• Use picture communication symbols or other graphics to help provide the students with needed vocabulary and sentence structure.</li> </ul>
Independent Worksheets	<ul style="list-style-type: none"> <li>• Modify work by breaking it up into step-by-step tasks.</li> <li>• Use a timer to help worksheet completion in adequate amount of time.</li> <li>• Give one assignment at a time in an individual file folder.</li> <li>• Follow accommodations listed in the ‘writing’ area.</li> <li>• Provide options for answers supplied in an alternative format.</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• If necessary, use adaptive writing materials.</li> <li>• Extend the period of time allowed for responses.</li> <li>• Allow the child to point to indicate the correct answer.</li> <li>• Decrease the number of possible answers.</li> <li>• Use manipulatives instead of printed items.</li> </ul>
Centers	<ul style="list-style-type: none"> <li>• Include activities for various skill levels.</li> <li>• Separate social interaction centers from instructional areas to reduce distraction.</li> <li>• Establish a “peer buddy” for child to provide support and to prompt social interaction.</li> <li>• Verbally cue child to prepare for transitions during center time. A timer may be necessary to indicate an end to a particular center.</li> <li>• Reinforce appropriate participation in a non-preferred center by allowing the child to go to a favorite center after completion of the first.</li> <li>• Use an individual schedule board/notebook to help child rotate through centers independently. Completed activity is then taken off the schedule.</li> <li>• If a schedule board is too difficult for the child to follow, use two picture cards to indicate which activity is first and which activity follows.</li> </ul>

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Instructional Method / Delivery	Accommodations
Reading	<ul style="list-style-type: none"><li>• Provide reading materials in accessible format – larger print, fewer words per page.</li><li>• Use high interest, class-made books that will tie in familiar friends and activities.</li><li>• Some children may require a slant board to properly position the book rather than hold it themselves. A wide three-ring binder may substitute for a slant board.</li><li>• Highlight every other line of the reading material to ensure that the child is reading from the correct line.</li><li>• Use graphical word processors to create reading materials with graphics that are paired with the text.</li><li>• Symbolize the environment to promote basic vocabulary skills.</li></ul>
Writing	<ul style="list-style-type: none"><li>• Make sure that the child is positioned comfortably with feet flat on the floor and elbows resting on the table.</li><li>• Use a slant board or wide three-ring binder to help child keep an upright position while writing. Add nonslip mat.</li><li>• Tape child's paper to the table or use a clipboard with a nonslip mat to ensure a stable writing surface.</li><li>• Provide stencils of letters, numbers, and strokes for practice writing.</li><li>• Use larger-size writing utensils or provide pencil grips to adequately position pencil and anchor pencil in child's hand.</li><li>• Provide alternatives to paper/pencil tasks to keep child motivated, i.e., finger-painting, dry-erase board, chalkboard, and Magna Doodle.</li><li>• Have child copy letters from a sample at the table rather than from the board.</li><li>• Practice dot to dot (green dot indicating 'go,' red dot indicating 'stop') to reinforce starting and stopping points when writing letters.</li><li>• Have the student use a dry erase board or chalkboard, instead of paper and pencil to promote better grip and muscle development for writing</li><li>• Have the student stand while writing (chalkboard/dry erase boards) to promote better writing readiness and beginning skills.</li><li>• Use a traceable font in a word processor to create functional writing practice sheets</li><li>• Use writing guides/windows to help students see the relationship between the size of writing and the lines on the paper.</li></ul>

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Drawing	<ul style="list-style-type: none"> <li>• Provide a variety of writing utensils and writing surfaces to draw with including pencils, crayons, markers, and paintbrushes. Outdoor drawing with sidewalk chalk and painting with water on the sidewalk will keep children motivated to write.</li> <li>• Widen the lines on coloring sheets to help child succeed in staying within the lines.</li> <li>• Follow suggestions for modifications listed under ‘Writing’ accommodations.</li> <li>• Modify lines on drawing and beginning writing paper through the use of puffy paint or glue.</li> </ul>
Groups	<ul style="list-style-type: none"> <li>• Provide “peer buddy” to help foster independence within the group.</li> <li>• When seated on the floor within a large group, provide clearly delineated boundaries for the child by using Velcro to mark an area, carpet squares, or seating in a low chair.</li> <li>• If necessary, seat child in close proximity to the teacher or an adult.</li> <li>• If possible, control size of the group until child is successful. Gradually increase the size of the group.</li> <li>• Use visual symbols or gestures to signal to the child the expected behaviors.</li> <li>• Ensure that the child is included in group discussion.</li> </ul>
Presentation	<ul style="list-style-type: none"> <li>• Preferential seating.</li> <li>• Use visual symbols or gestures to signal to the child the expected behaviors.</li> <li>• Seat child near “peer buddy.”</li> <li>• Review expected behaviors before attending the presentation.</li> </ul>

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Computer	<ul style="list-style-type: none"><li>• Make sure that the computer is positioned low enough for the child’s feet to be flat on the floor.</li><li>• If more than one child is located at the computer at a time use a timer or a turn-taking card that can be passed back and forth to reinforce turn-taking skills.</li><li>• Use headphones to eliminate outside distractions and ensure clear sound representation.</li><li>• Investigate adaptive equipment if the child is unable to access the computer due to physical disability or inability to use the mouse.</li><li>• Make sure monitor is at student’s eye level.</li><li>• Make sure control panel features for mouse and keyboard have been adjusted so students can access software without unnecessary errors.</li><li>• Use bold key labels on keyboard.</li><li>• Use ABC ordered keyboards or a primary keyboard to help students build early computer literacy skills.</li></ul>
* If the accommodations do not seem appropriate for the student, remember to check other disability areas.	