

Integrating students with special needs in this *Recess Activities Unit* benefits all students. Assessing ability determines what adaptations, if any, are needed. Some students need few adaptations while others may require extensive adult assistance. Create an environment that allows students to participate at their level and experience success each day. Use these suggestions to instruct peers on how to best include students with disabilities in recess activities.

**Students who use wheelchairs**

- ★ Instruct peers about wheelchair safety
- ★ Have adult assistants push wheelchairs as appropriate
- ★ Have adults or peer helpers provide physical assistance with movements as safe and appropriate
- ★ Remind peers to make direct passes to students in wheelchairs when throwing a ball

**Students with visual impairments**

- ★ Remind students to use a softer ball
- ★ Provide students with brightly colored balls/objects
- ★ Tie string to ball and foot so that ball can be retrieved
- ★ Instruct peers on how to guide student in correct direction using verbal cues

**Students with learning disabilities**

- ★ Instruct students to begin with a slower-moving ball (deflated); gradually work toward faster moving balls
- ★ Instruct students to play on grass when appropriate (ball moves slowly)

**General**

- ★ Encourage students without disabilities to help develop rule modifications that will be fair and inclusive for all students
- ★ Make sure that playing surface is free from debris and obstacles