

ACCOMMODATIONS

READING, SPELLING & WRITING

Accommodations should be specific to the child and both assist with and be appropriate for the age, stage and grade level material for the child as well as truly be beneficial and necessary for the success of the child.

The below list is not an all inclusive list. As you define the accommodations necessary for your child, remember that over defining what your child needs, by subject, is in your child's best interest. Do not assume that because an accommodation is listed for one subject, that it will be "translated" as applicable for another.

READING

- Provide access to audio books
- Provide access to text-to-speech software
- Provide a set of textbooks for home use
- Only ask the student to read aloud if he volunteers
- Provide extra time for reading assignments
- Provide a quiet environment for reading
- Allow students to preview reading material

BOOKS / READING

- Provide audio versions of textbooks
- Provide audio versions of textbooks and have student follow the text while listening
- Provide summaries of chapters
- Use marker or highlighter to highlight important textbook sections
- Assign peer reading buddies
- Review vocabulary prior to reading
- Provide preview questions
- Use videos related to the readings
- Provide a one-page summary and / or a review of important facts
- Do not require student to read aloud
- Talk through the material one-on-one after reading assignments

SPELLING

- Reduce spelling lists
- Design spelling tests with a common phonetic skill
- Do not take off points for spelling errors on written work
- Allow access to spellcheck
- Provide access to word prediction software

WRITING

- Provide a scribe
- Provide access to speech-to-text software
- Offer alternative projects instead of written reports
- Provide written copies of notes
- Minimize the amount of copying from the board
- Allow student to use a keyboard to take notes
- Allow the student to tape record lectures
- Reduce written work
- Provide a letter formation strip
- Provide graphic organizers
- Grade assignments on content rather than form

INSTRUCTIONS AND ASSIGNMENTS: WRITING

- Use worksheets that require minimal writing
- Provide a "Designated note taker"; photocopy another student's or teacher's notes
- Provide a print outline with videotapes and filmstrips
- Allow student to use a keyboard with appropriate
- Allow student to respond orally
- Grade only for content not spelling or handwriting
- Have student focus on a single aspect of writing assignment (elaboration, voice, etc.) Allow student to dictate answer to essay questions
- Reduce copying tasks Reduce written homework

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