

ACCOMMODATIONS

THE EVERYDAY BASICS

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.

ENVIRONMENT

- Preferential seating
- Study carrel for independent work
- Reduce visual distractions
- Group with peers for specific learning objectives (i.e. learning centers) Assign peer tutors / work / buddies / note takers
- Schedule time for student to exchange ideas with other students of similar abilities and interests
- Clear work area

INSTRUCTION

- Teach to the student's learning style
- Visual
- Tactile
- Auditory
- Multi-sensory
- Repeat / clarify instructions
- Use visual organizers
- Use auditory organizers
- Demonstrate / model
- Break tasks and procedures into sequential steps
- Limit number of concepts introduced at one time
- Read class materials orally
- Teach strategies
- 1:1 oral reminders
- Auditory presentation
- Support with visual materials
- By-pass for written output
- Check work in progress
- Computer assisted instruction
- Concrete examples
- Display key vocabulary
- Extra drill / practice
- Facial clues / gestures
- Highlight key words
- Immediate feedback
- Lecture notes provided
- Manipulatives
- Mimed clues
- Mnemonics
- Monitor assignment
- Multi-sensory approach
- Number line
- Overlearning

INSTRUCTION CONTINUED

- Personalized examples
- Pictures / charts
- Preteach content
- Provide models
- Review directions
- Review sessions for tests
- Student restates information
- Visual reinforcement
- Visual reminders
- Vocabulary word bank
- Shorten assignments to focus on mastery of key concepts
- Shorten spelling tests to focus on mastering the most functional words
- Substitute alternatives for written assignments (posters, oral / taped or video presentations, projects, collages, etc.)
- Other: Pacing
- Allow extra time for oral response
- Allow extra time for written response
- Oral instead of written response
- Provide long-term self-paced projects
- Allow student to dictate response
- Allow breaks during work periods
- Provide cues and prepare for transitions in activities

TO LEARN MORE

Join the #DyslexiaRevolution!

Visit us on the web at www.TheDyslexiaInitiative.org and sign up for our newsletter and other emails.

Follow us on Facebook page at @DyslexiaInitiative

You can also find us on Instagram, Twitter, Pinterest and YouTube