

ACCOMMODATIONS

MATERIALS, ASSIGNMENTS, AIDS...

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.

LEARNING AIDS / RESOURCES

- Calculator
- Computer
- Tape recorder
- Augmentative / Assistive Devices / Assistive Technology
- Use contracts for accelerated learning

TESTS

- Alternative text
- Calculator use
- Computer access
- Consumable workbook
- Large print textbook
- Reading materials at __ grade level
- Peer assistance with reading
- Adult assistance with reading
- Highlighted materials
- Study aids / manipulatives
- Provide notes
- Tape record lectures
- Provide study guides
- Provide supplemental materials
- Use multiple resources
- Provide interdisciplinary curriculum opportunities
- High-interest low reading level texts
- Allow extra time on internet for research
- Spell check
- Tape recorder for lectures
- Visuals: supplementary
- Worksheets modified

ASSIGNMENTS

- Reduced assignments
- Allow extra time
- Oral responses
- Limit / eliminate copying from board or book
- Allow use of computer
- Provide written and oral directions
- Reduce paper / pencil tasks
- Assign alternative activities (hands-on) Provide material at higher level thinking skills
- Independent study
- Allow choice of interest and produce assignments of greater details / depth
- Give alternative assignments that promote creativity (art, drama, music)

INSTRUCTIONS AND ASSIGNMENTS: DIRECTIONS

- Give directions in small steps and with as few words as possible
- Break complex direction into small steps – arrange in a vertical list format
- Read written directions to student, then model / demonstrate
- Accompany oral directions with visual clues
- Use both oral and written directions
- Ask student to repeat; check for understanding

TO LEARN MORE

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