Handout for our video
Classroom Accommodations for Dyslexic Students

What is an Accommodation?
A change in the way a teacher:
• presents information
• tests students
• has students practice new skills
so that every student has a chance to succeed.

Accommodations Are Fair
Fair does not mean treating every student exactly
the same.
Fair means providing each student with what that
student needs to have a chance to succeed.

Dyslexic Students Need:
A teacher who:
• understands their frustration
• understands that their difficulties are due to an
  inherited brain difference
• will not give up on them
• will not make them look stupid in front of their
  friends

To reduce Fear & Anxiety:
• Never force them to participate in a spelling
  bee
• Never force them to read out loud in class
• Never have them write on the board
• Don’t pass papers down the row
• Don’t allow other students to grade papers or
tests
• Never call on them unless they volunteer
• Make sure your classroom is a safe place to
  make mistakes

Accommodations for Reading
• Provide all books on audio tape
  see Books on Tape section below
• During silent sustained reading, allow students
to either just read or to listen and read

Books on Tape:
Recording for the Blind and Dyslexic
for textbooks
800-221-4792
www.rfbd.org

Recorded Books Rentals
for best sellers, leisure books, and classics
800-638-1304
www.recordedbooks.com

Books on Tape Rentals
for best sellers, leisure books, and classics)
800-88-BOOKS
www.booksontape.com

Your local library
can obtain many recorded books for you

Accommodations for Spelling
Our students can’t learn to spell by memorizing,
nor can they learn to spell by writing a word 50
times. So:
• Don’t grade their spelling tests
• Don’t put a spelling grade on their report card
  Leave that area blank
• Ignore spelling mistakes on written assignments
  Grade on content, not mechanics
• Don’t force them to use a traditional dictionary
  Allow electronic spell checkers instead

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Accommodations for Handwriting

No notetaking:
• Provide a peer notetaker with Carbonless Notebook paper
  (Suppliers are listed below)
• Or teacher provides photocopies of her notes and whatever was on the board
• Or tape record the class

No copying out of the book:
• Someone else copies problems out of the book
• Or photocopy the page of problems:
  Student writes answers on the photocopy

No handwritten assignments:
• Have student dictate written assignments:
  to a classroom aide
  to a parent or volunteer
  into a tape recorder
  into a PC using voice recognition software
  Suppliers are listed below
• Accept typed assignments created on a:
  portable keyboard (AlphaSmart Pro)
  laptop computer
  classroom computer

Carbonless Notebook paper:
Mayer Educational Products
734-207-7600
www.mayerproducts.com
Star Forms
800-859-7150
Ask for Peer Scripting forms, also called carbonless notebook paper
LDR Catalog
800-869-8336
www.learningdifferences.com
Click on LDR Catalog
Click on DoubleTake Supplies
Look at DoubleTake Notebook Paper

Voice Recognition Software
NaturallySpeaking
by Dragon Systems, Inc.
800-4-DRAGON (800-47-2466)
www.dragonsys.com
Via Voice
by IBM
www-4.ibm.com/software/speech/

Portable Keyboards
AlphaSmart Pro - now called the Neo2
by Rennaissance Learning
888-338-4204
www.renlearn.com/neo/neo2/

Accommodations for Written Expression
• Provide alternatives to written reports:
  create a video or mural, do a class presentation, etc.
• Make writing reports a team project

Accommodations for Homework
• Shorten homework assignments:
  Parent can act as timekeeper
• Avoid sending home unfinished classroom work:
  Shorten classroom assignments instead
• Be consistent when assigning homework:
• Provide a way for parents to determine the homework assignment:
  homework buddies
  mail home the assignment sheet
  answering machine
• Be consistent when collecting homework:
• Notify parent immediately if assignment was not turned in:
  don’t count it late if parent can find it

Accommodations for Memory
• A calculator:
  or printed copy of multiplication tables
• Ask two-choice questions:
  instead of open-ended questions

Accommodations for Test Anxiety
• Conduct oral review session during class
• Provide a sample test
• Allow open-book and open-notes tests or allow students to bring one page of notes to the test
• Oral testing or teacher tape records the test student listens to each question then student dictates each answer into a second tape recorder
• If no oral testing:
  Give extended time
  student can complete test at home under parental supervision
  Or shorten the test
• If ADD/ADHD, allow test to be taken in a distraction-free room

Test Formats:
Easiest: draw a line from question to answer
Easy: fill in the blank IF a list of possible answers is printed on the test
Hard: Multiple-choice (too much reading)
Harder: fill-in-the-blank
Hardest: Essay test

Grading:
• Grade shortened assignments or tests as:
  number of correct answers divided by number of problems answered
• If any student gets a poor grade on a test:
  allow student to retake the test or allow student to earn extra credit
• Offer many small quizzes rather than one or two big exams
• Don’t ever flunk a student who participates and tries

To Get These Accommodations:

• Pick the 3 or 4 most important ones
• Discuss them with the student to make sure you’ve got the important ones
• If your child has an I.E.P. or 504 Plan:
  write a letter asking for a meeting to modify the plan
  add the accommodations to the plan also add your child’s strengths and interests list ways they will be used in the classroom
• If your child does NOT have an I.E.P. or 504 Plan ask for a parent-teacher meeting in a friendly manner, explain your child’s strengths and weaknesses ask all of his teachers to try the 3-4 accommodations you’re requesting for one month hold a follow-up meeting to check on results once those accommodations are working, ask for a few more

Be Proactive
• Each year, meet with your child’s new teachers as early in the year as possible
• Explain your child’s strengths and weaknesses
• Share the accommodations that worked well the prior year
• Ask the new teachers to continue those accommodations