

Suggested Dyslexia Accommodations

Please note that these will vary among students. Each class and each subject might look different depending on the student's needs- Reevaluating accommodations regularly is recommended

- Focus on accuracy and effort over speed
- No copying from the board, including copying homework assignments from the board into their planners.
- Provide class notes to allow each student to focus on listening to the lecture and class discussion.
- Break down large assignments/projects into numeric steps to complete each task.
- Don't exchange papers for grading (this is embarrassing to the student)
- Provide all textbooks on audio (this includes chapter books read as a whole class)
- Utilize keyboarding with spell checker and grammar checker. Wasted time to recopy with their 'best handwriting and spelling'
- Allow text-to-speech-to-text devices.
- Allow use of memory charts and calculators.
- Give tests verbally, see if an E.A. can help or a parent volunteer
- MAPS testing should be read out loud to students (allow a quiet fidget squishy or gum chewing during tests)
- Modify assessments that work on speed not accuracy (it encourages guessing). Only use controlled reading.
- Utilize 'approaching grade level' assessments
- Eliminate reading and copying of cursive sentences
- Eliminate spelling tests unless using coordinated Barton spelling lists.
- Modify grading for reading and spelling. Show their individual improvement vs grade level 1s and 2s.
- Allow legitimate movement. Students may need frequent breaks, standing desk, rolling ball chair, quiet fidget items, and grace.
- Please don't use recess as a punishment for work not completed.
- Accommodations need to be allowed in Specials classes - Music, Art, Bible P.E., etc.
- Allow students with poor memory to give the meaning of the verse (Bible, poetry, etc.) instead of being graded on memorization).