General Dyslexic Accommodations

* Allow extra time for completing tests
* Chunk assignments
* Provide books on tape when possible
* Encourage students to preview reading to identify words they cannot pronounce
* Encourage students to discuss material with someone to enhance their comprehension
* If possible utilize short answer question responses instead of multiple choice due to the high volume of reading
* If possible utilize oral testing
* Encourage them to visualize the material and/ or provide charts, image, maps, diagrams, etc.
* Allow student to use a computer for assignments in and out of class when possible
* Provide student with a copy of the notes
* Grade written work on content rather than form when possible
* Provide time and guidance for proof reading, editing, and correcting
* Do not penalize a student for phonological errors
* Elimination of or reduced spelling tests
* Practice Test
* Dictated homework
* Reduction of homework
* Reduce copying tasks
* Have directions written in sequential numbered steps if possible
* Give clear oral directions, checking frequently for understanding
* Provide a print or graphic copy of the instructions when possible for reinforcement
* After oral directions are given, read through print instructions, pointing to each step
* Ability to use a highlighter
* Provide opportunities for success in learning for student who learns differently
* Provide desk copies of study help and guides, such as: Multiplication facts grid, alphabetical order strip, charts, maps, graphics, Typed outline of lesson prior to discussion, clock face
* Allow students to underline words that may be misspelled instead of looking them up while ideas are flowing freely. Students may go back later and write in the correct spelling
* Help students plan a timeline for assignments
* Help student plan preparation/ research
* Record ideas or dictate ideas to a person who acts like a scribe
* Arrange a distraction, clutter free space
* Adjust readability level where possible without simplifying the concepts
* List items vertically instead of horizontally when possible
* On multiple choice test, us upper case letter when possible to reduce risk of confusion or reversals
* Use of a Franklin Speller
* Use of color overlays
* Use of a bookmark
* Weekly grade checks
* Daily use of a planner
* Close proximity to the teacher
* Study guides are given to student as early as possible
* Find a text buddy to help with double checking after school hours
* Work in a small group when possible
* Clue student to stay on task

***“This accommodation may need to stay in place long-term, even life-long, or only temporarily until the student has received adequate reading instruction and practice to become efficient in such skills.” (MDE 2010)***

***Classroom accommodations are not allowed on any state test***