Bright
S O L U T I O N S
FOR DYSLEXIA, INC.

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:

Learning Ally
for textbooks
800-221-4792
www.LearningAlly.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

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 Nuance.
    781-565-5000
    www.dragonsys.com

Portable Keyboards

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

To order our other videos on dyslexia, call 408-559-3652

- 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