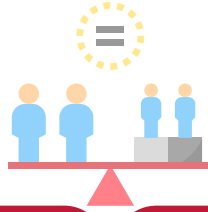# SUPPORT - ACCOMMODATIONS

In addition to dyslexia instruction, accommodations provide the student with dyslexia effective and equitable access to grade-level or course instruction in the general education classroom. Accommodations are not one size fits all; rather, the impact of dyslexia on each individual student determines the necessary accommodation.

Dyslexia robs a person of time

Accommodations returns it

Presentation

Allow students to access instructional materials in ways that do not require them to read standard print presented in a standard visual format.

For Instruction:

- give directions verbally
- repeat instruction
- give the text or instructions in audio-format
- provide larger print
- provide fewer items per page

For Visual Prompt or Cues:

- add pointing arrows
- highlight text
- alternative answer sheet
- provide the information in songs or poems

For Assessment:

- use of a calculator
- speech-to-text software
- text-to-speech software
- electronic dictionary
- spelling checker
- grammar check

Response

Allow students alternatives for completion of activities, assignments, and tests. Students may be permitted to demonstrate their knowledge and skills in alternate ways, or to solve or organize their work using an electronic device or organizer.

For Student Response:

- mark answers in test book instead of on seperate answer sheet
- dictate to scribe or record oral responses on audio-recorder
- record oral responses on Livescribe pen
- point to response choices
- type (keyboard) response
- provide copying assistance between drafts

SUPPORT

Accommodations are only helpful if the student knows how to use them effectively.

Setting

Changes the location in which a test or assignment is given or the conditions of the assessment setting.

- use individual or small groups
- reduce visual and/or auditory districtions (e.g. "private office")
- distraction - free setting
- alternative furniture arrangement
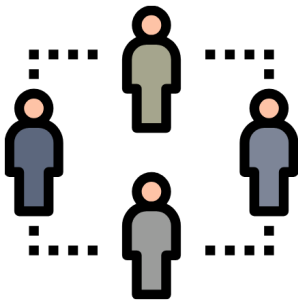
Timing/Scheduling

Changes the length of time allowed for completion of a test, project, or assignment and may also change the way the time is organized (e.g., breaks)

- allow flexible scheduling or several sessions over time
- extended time
- allow for more frequent breaks
- changing order of taks or subtests

Progress Monitoring

Specialists routinely monitor all students who are currently in the multi-sensory program with a reading inventory and the ability to decode single words out of context. After completing the multisensory dyslexia program, campus specialists monitor progress of dyslexia students through twelfth grade to ensure student achievement growth and success with a reading inventory, when warranted. Campus academic specialists continue to conduct progress monitoring for students who are not reading on grade level instructionally and require ongoing accommodations through high school as needed through a reading inventory and monitoring grades frequently.

K–12 ~ Current Dyslexia Program

BOY – Beginning of the year for new students and/or struggling students.

MOY – Middle of the year for all students currently in the multisensory program.

EOY – End of the year for all students currently in the multisensory program.

K–12 ~ Exited

BOY – Beginning of the year for new students and/or struggling students only.

MOY – Middle of the year for exited students, as deemed by campus teams.

EOY – End of the year for exited students, as deemed by campus teams.