

Accommodations for Dyslexia

Commonly Adopted Accommodations to Support Students with Characteristics of Dyslexia

Tennessee Center for the Study and Treatment of Dyslexia

As with any learning difference, individuals who have a reading disability can struggle to demonstrate their full potential on class assignments and tests. In the case of individuals with characteristics of dyslexia, their difficulties reading words accurately or fluently can impact class assignments and tests that require reading. These difficulties can also limit their learning from class assignments and activities that are heavily text dependent. Accommodations are one means of helping to address these challenges. These following accommodations are not a complete list, and they may not be appropriate for all students with characteristics of dyslexia.

Effective Accommodations:

- Do not reduce learning expectations
- Reduce or even eliminate the effects of a student's disability
- Allow students to access grade-level curriculum and to demonstrate learned knowledge despite disability
- Ensure that assessments measure a student's knowledge and skills rather than a student's disability



Text Reading

- Provide text to speech technology allowing the student to hear digital text. This allows for digit textbooks and digital books to be read to the student in part or whole as the student follows along in the text.
- Provide audio books for literature and grade level text. Student should have a copy of the text in front of him/her while listening to help focus his/her attention, to increase his/her visual memory of words, and so that he/she may take advantage of graphics within the text (see www.learningally.org or www.bookshare.org for low cost and free audiobooks for schools and families; ebooks, which can be converted to audiofile, are another good option).
- Oral testing or prompting upon request (i.e., allowing student to request that certain words or text be read to him/her) when allowable.



Spelling & Writing

- Use spelling words that test knowledge of specific features (e.g., CVC; CVCe) rather than subject matter or typical vocabulary. When possible, the student's spelling list should come from his/her phonics based intervention program, as he/she should be learning to spell the same patterns he/she is learning to read.
- Allow use of a personal 'vocabulary' notebook, a dictionary, a speller's dictionary, a Franklin Speller, or similar device for in-class assignments and to assist with correct spelling. (His/Her spelling skills will need to be at a 5th to 6th grade level for this device to be helpful.)
- Assignments and tests graded for content only (letter reversals, spelling errors, and punctuation errors should be noted but not reduce grade)
- Use of a recorder to record lectures or directions, especially as he/she gets older (e.g., Livescribe Pen, www.livescribe.com).
- Allow Student to type his/her writing assignments. A program, such as Kurzweil or Dragon, with word prediction and text to speech to compose writing assignments may be helpful as he/she gets older.
- Access to a computer for written assignments (allow him/her to type responses instead of writing by hand)
- Allow oral reports or small-group presentations in lieu of written reports (if the student feels comfortable doing this).