

Recommendation for Accommodations



Purpose:

The purpose of an accommodation is to give the student a chance to succeed and to express what they know.

Method:

Dyslexic learners succeed and express what they know by removing layers that require language processing, their weakest area*, in order to reveal knowledge of a particular concept or content area.

*Due to a phonological processing deficit, dyslexic learners have a language-based learning disability.

Premise:

Dyslexic learners can succeed and express what they know through their areas of strength.

Recommendation:

- **Language Arts-** DO NOT grade spelling. DO give a reading grade based on discussion and *listening* to literature. DO teach grammar. Students can practice Barton spelling words through the A+ Spelling Pro app.
- **Ear Reading-** Allow students to use Learning Ally on the iPad, an audiobook resource for literature.
- **Homework-** Grade what is completed in an agreed upon amount of time. Allow the parent to be a scribe to assist with writing.
- **Math-** Allow use of math facts tables, lists of steps, graph paper. NO timed math facts tests.
- **Testing** in all subject areas should be oral until student has completed Level 8 of Barton and then the student should be allowed extra time for test-taking.
- **Extra time /frequent breaks/ movement**
- **Vocabulary-** Make it visual, conversational, act out, include examples/non-examples, synonyms, antonyms (rather than dictionary use).
- **Reading Aloud-** DO NOT ask student to read aloud during class, unless given time for prior preparation and the student feels very comfortable.
- **Bible Verses-** oral rather than written, perhaps recorded and emailed using a voice text app. (IF student can successfully write the words in the verse, do not penalize for spelling errors.)

- **Modified assignments** (in class and homework)—Require a few items from each section rather than the completed paper. You can grade based on the number correct out of the number completed.
- **Large assignments**- Break into small steps. Have the student to check in with teacher to be sure the assignment has been understood and small steps are accomplished. Provide alternatives to written reports.
- **Word retrieval issues**- Provide two-choice questions in class discussion. *“Is it this or this?”*
- **Notes** -Teacher provides notes so the student can **listen** to discussion in subject areas. Student can highlight or underline while listening. Try a LiveScribe pen.
- **Writing assignments**- Student can make a graphic organizer of ideas and then dictate to a scribe.
- Use **assistive technology** and **ipad apps** recommended on my website www.mrsktutoring.com.

Thank you for partnering for the success of this bright learner!

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