

Individual Accommodation Plan for Students Identified with Dyslexia/ Reading Disorder/SLD

Name of Student: _____

Grade: _____ Subject: _____ Teacher: _____

In order to support the academic needs of _____,
the following accommodations have been identified as the best
ways to teach and support _____ (his/her) learning style:

Classroom Environment:

- With student understanding and permission, relocate desk seating closer to teacher instruction. This does not necessarily mean the student should be in the front row, but the student should be within close proximity for teacher assistance.
- Devise a non-verbal "hand signal" the student can use to indicate student assistance is needed. The teacher can then visit with the student without over-attention from others.
- Provide clear (with proper pronunciation), even-toned (calm and patient), slower-paced verbal instruction, in order to reduce classroom anxiety.
- Reward accuracy and effort. For the student acquiring an academic skill who is not yet proficient, provide encouragement and/or incentives for overall effort and accuracy for any work completed, rather than focusing on speed or full completion of work.
- Pause often, and allow the student more time to respond (with teacher encouragement and prompts) when answering teacher questions. Remember to smile and react positively.

- Pre-notify the student when activities are about to change. Give a five-minute “heads up” to the student, thereby reducing anxiety and/or frustration during transition.
- Provide the student with brief, regular, repeated doses of positive adult attention (scheduled attention) to encourage and confirm a positive direction in the schoolwork.
- Set an “appropriate tone” in the classroom. All students should feel comfortable, safe from ridicule, teasing, chuckling or laughter during oral class discussion or reading.
- Use a “brain-based” lesson format. Warm up with mental, visual and auditory senses, and problem-solve with teacher explanation and guided oral problem solving.
- Preview new topics or concepts first, before introducing new materials or lessons. This allows the dyslexic student time to mentally prepare for new information.
- Review each topic or concept just taught. This helps the student connect, categorize and process information just presented. Be prepared to provide a demonstration or concrete example to accompany an oral explanation.
- Ensure that the student is included and part of group projects by organizing student groups in advance. Do not allow other students to decide who may or may not be part of their group.
- Avoid habituation (non-associative learning in which repeated exposure to the same stimulus, topic or teaching method leads to decreased responses). By keeping instruction novel, student attention stays more engaged and focused.
- Other: _____
- Other: _____

Teacher Instruction:

- Teacher to confirm student understanding of directions, lesson plans and homework before end of class day.
- Written board instructions are to be clearly printed (no script/print combination writing or abbreviations). Allow enough time for the student to accurately write instructions, which is followed by teacher confirmation that the instructions are written and understood.
- If needed, teacher to provide a different (variable) explanation to instructions until clarified and understood by the student. Repeat instruction (slowly), as needed, for further clarification. (Do not assume that the student understands without confirmation and verification by the teacher.)
- Teacher to rely less on textbooks and more on activities that make reading and reading-by-learning assignments more interesting and relevant. Teacher will combine seeing, saying, writing and doing activities into lessons.
- Provide ways student can “visually think” about what is being discussed.
- Allow student to explore all possible answers and methods to what is being taught.
- Allow student to “work backwards” through the question to find answers. Be flexible of the process.
- Use a variety of materials, current events, and hands-on applications to teach student understanding.
- Increase the student’s fund of knowledge and expose student to newspapers, magazines, television documentaries and news programs. Provide opportunities to discuss information presented.

- Provide teacher-printed notes for announcements of future work projects/assignments. (Note: The student will not be able to remember verbal assignment instructions.)
- Provide example(s) on steps to complete assignments.
- While teaching, explain the “three parts of a word”—what it looks like, what it sounds like, and what it means.
- Encourage and compliment student oral expression and presentation.
- Be patient with student responses. Children with dyslexia can be highly articulate but often have to search for words, which gives the mistaken impression they are unsure of what they’re trying to say.
- Be flexible in ways the student can show what they know and how they gather information.
- Provide one instruction at a time. By doing so, the student doesn’t have to process multiple steps at one time, assuring better results and reducing the repeating of directions.
- Teach one concept at a time, while drawing connections to prior knowledge. This helps the student make neural connections that confirm better understanding.
- Pause often during instruction and ask intriguing questions that engage student in different ways.
- Provide positive suggestions with ideas that pique their interest and encourage participation.
- Avoid double negatives or comments on what “not” to do. Use simple comments that say what “should” be done, which is easier to process and understand.
- Use “hands on” manipulatives and activities (kinesthetic) for student learning.

- Focus on the student's ideas. Focus on what the student is trying to say, rather than on any errors.
- Identify successes in the student's schoolwork. The "wow" factor, such as "Fantastic, you're spot on!"
- Prepare copy of notes summarizing content from a class lecture or assigned reading, with blanks inserted in the notes where key facts or concepts should appear. As information is covered during lecture or in a reading assignment, the student writes missing content into blanks to complete the guided notes.
- Provide a copy of class notes to allow the student to focus more fully on the lecture and class discussion. This strategy can be strengthened by requiring the student to highlight key vocabulary terms appearing in the prepared notes as they are brought up in the lecture or discussion.
- Do not criticize forgotten knowledge. Children with dyslexia have compromised short-term working-memory issues.
- Allow student to choose reading material of interest, when the activity is reading for pleasure.
- Use fun visuals and simulations when introducing new material. Children with dyslexia are "picture thinkers" and need both visual and auditory senses stimulated.
- Offer incentives to encourage student success.
- Other: _____
- Other: _____

Assignments and Homework:

- Provide a list of required readings and arrange to obtain textbooks/books on CD/tape/e-books well in advance of need.
- Provide advance notice of oral class reading, including the passage or paragraph to be read.
- Accept family reading (between student and family member) as “minutes read per day” reading credit.
- Allow student to draw illustrations or build models to explain an assignment or project.
- Offer student a choice, such as reading a passage independently or discussing the passage in a group learning activity.
- Offer student a choice of task sequence. When the student has several tasks to complete during independent work, allow the student to select the order in which he/she will complete those tasks. When the student begins the independent work, provide encouragement, prompting and time management as needed to keep the student engaged.
- Allow student to use a computer and spell and grammar check for written assignments.
- Provide a list of “trigger” words that might be used to complete a written assignment.
- Do not negatively focus on handwriting/penmanship.
- Do not mark down for misspelled words. Accept that interesting words spelled incorrectly are of more value than boring words spelled correctly.
- Provide an assignment notebook to help organize homework and future projects.
- Provide a clear, plastic, letter-size envelope to be used for completing and/or turning in completed homework.

- Allow extended time to complete assignments by providing a different turn-in date, boldly noted on the worksheet.
- Announce/write on board early, when homework is due (prior to end of class).
- Explain the purpose of the homework and the outcome of understanding the assignment.
- Check that homework notes are correctly written, or provide pre-printed teacher notes or handouts, with due dates.
- Review homework, grade and provide feedback to student within three days of receipt.
- Provide copies of teacher written and instruction notes.
- Organize assignments by “clustering” or “chunking” information and/or concepts, which offers more focus and less confusion to the student.
- Design assignments around a given conclusion or fact. Be specific as to what the student is to think about.
- Avoid using open-ended questions that can have many answers.
- Reduce number of homework problems (complete only odd-numbered or even-numbered problems).
- Notate numeric actions/steps necessary to complete each task and/or assignment.
- Share weekly listings of upcoming homework assignments with the student. Also, ensure these homework assignments are shared with the student’s parent(s), to help them support their child’s homework completion.
- Check readability of teacher-provided worksheets so the student can read and understand them easily.
- Other: _____
- Other: _____

Testing:

- Front-load: Prior to testing, provide test review sheets or study guide.
- Allow "open book" exams, thereby reducing memorization problems.
- Provide practice tests/study guides with answers.
- Allow more time or non-timed testing.
- Provide oral testing, rather than written testing.
- Read test questions to student.
- Arrange for another student to be the dyslexic student's study buddy. Offer incentives for studying together prior to tests.
- Provide typed tests (not handwritten ones), using text size 14, with one font style only; no italics.
- Offer different test formats (computer, PowerPoint, visual presentations/demonstration of skills, open-book tests).
- Provide an explanation/definition for words, such as define, clarify or identify, or simplify test wording by rephrasing test questions and/or directions.
- Specify when essay-writing tests have more than one instruction. Notate the numeric actions/steps. State the number of lines, paragraphs or pages required.
- Provide ample lined spaces for answering essay questions.
- Give student a choice; for the graded point(s), offer more than one essay question to choose from to answer.
- The question and area for answer should be on the same page.

- Avoid “trick questions,” “double negatives” or “mixed messages” on test questions.
- Avoid “trick words,” such as always, sometimes, none of the above, all of the above, sometimes, never, mostly, few, etc.
- Avoid wordy questions.
- For fill-in-the-blank questions, do not mark off for spelling. Do provide a word bank, and provide a “trigger” word to get the student started. The length of the line of text should mirror the length of the desired answer. Examples:

There are _____ days in a year.

The first president of the United States was _____.

Thomas Jefferson was the _____ president of the United States.

Note: The blank space should be near the end of the question.

- Grade schoolwork and tests for content, not for spelling, grammar, punctuation or penmanship.
- Do not use open-end questions that can have many answers.
- On tests, do not include vocabulary that has not yet been taught or is unfamiliar to the student.
- Organize test questions so that only one question is being asked at a time.

- Design test questions around a given conclusion or fact. Be specific as to what the student is to think about.
- Design tests that divide information into categories.
- Provide ample spacing between test questions and ample space, with lined spacing, for answering.
- Give multiple-choice tests (without double negatives), instead of short-answer or essay tests.
- Allow marked answers on test copy instead of answer sheet.
- Limit major core subject testing to one per day.
- Use only one side of the paper for tests.
- Provide a private exam room with a test proctor.
- Provide test times that are preplanned to avoid extemporaneous decisions that negatively impact and stress the student on test days.
- Teach student test-taking strategies, such as skimming through the test first, choosing which questions to complete first, noting how much time to spend on a question depending on the mark value, using process of elimination for multiple-choice or true-and-false questions and highlighting key or signal words.
- Return graded assignments and tests within three working days of submission. Dyslexic students need immediate feedback as to how well they're doing. Parents can monitor their child's progress more effectively and help them self correct future assignments.
- Other: _____
- Other: _____

Textbooks and Reading Materials:

- Teacher-prepared written assignments and materials should be typed, with text size 14 and 1.5 line spacing, avoiding overcrowding of text per page and avoiding multiple fonts.
- Provide ample spacing of reading materials, between questions and generous amounts of space for answering.
- Use only one side of the paper for reading assignments.
- Avoid “overly busy” worksheets that have speech bubbles, diagrams or drawings.
- Use diagrams and illustrations to break up large sections of text.
- Use clear, unambiguous pictures with key words or short sentences.
- Use numbers or bullet points, rather than continuous prose.
- Check readability of teacher-provided worksheets so that the dyslexic student will be able to read and understand them easily.
- Provide written outlines and notes of key material.
- Provide audiobooks of school textbooks and novels. Offer movies, videos and digital media instead of printed versions.
- Provide an extra set of textbooks for use at home only.
- Other: _____
- Other: _____

Student Organization/Time Management:

- Teacher will meet with student weekly to develop schedules to study material for future tests, and will assist with prioritizing assignments and class projects.
- Train the student in basic study habits. Share study tips with the student, including (a) scheduling the most difficult tasks first, when energy is high, (b) breaking larger assignments into smaller, more management chunks, (c) mixing and varying study tasks to avoid monotony, (d) setting clear timelines by establishing how much time is needed to accomplish each step, and (e) using special techniques on how to be flexible with time when unforeseen circumstances require a change in study time.
- Train the student to ask for assistance. The student should feel comfortable asking for help from the teacher at any time, and not be directed to ask a student for the answer.
- Create a daily assignment sheet on which the student can record daily homework assignments, which is verified as completed, prior to the end of class (and before the school bell).
- Provide a formal work plan. In advance of more complex assignments, such as research papers, give the student an outline of a work plan for completing those assignments. The plan breaks a larger assignment into appropriate sub-steps, such as (a) an estimate of the minimum of "seat time" required to complete it, and (b) setting a calendar-date deadline for completion. The teacher is responsible to check in weekly with the student, verifying work that is currently done and providing guidance on future work.
- Other: _____
- Other: _____

Assistive Technology:

- Allow use of calculator(s), memory charts, etc.
- Provide digital/electronic/audio books for required school textbooks and novel-book reading.
- Allow text-to-speech-to-text devices.
- Allow computer word processing with talking spellchecker, grammar checker, word prediction while typing, etc.
- Allow digital/electronic recorder for classroom and homework purposes.
- Allow student to listen to music with earphones during independent work if this allows him/her to improve concentration and increase productivity.
- Other: _____
- Other: _____

Reading, Reading Fluency, Mathematics and Writing and Spelling Accommodations:

In addition to the above noted accommodations, it is important to incorporate into the IAP, accommodations in the areas of reading, reading fluency, mathematics, and writing and spelling. A list of these accommodations can be found in this book on the following pages.

- Reading:** On page(s) 226 thru 229, there are 24 recommended accommodations for reading. Choose those that will benefit the student and add them to the IAP.
- Reading Fluency:** On page(s) 230, there are 6 recommended accommodations for reading fluency. Choose those that will benefit the student and add them to the IAP.

- **Mathematics:** On page(s) 232 thru 235, there are 25 recommended accommodations for mathematics. Choose those that will benefit the student and add them to the IAP.
- **Writing and Spelling:** On page(s) 237 thru 239, there are 16 recommended accommodations for writing and spelling. Choose those that will benefit the student and add them to the IAP.

Student Self-Advocacy:

- With parent involvement, explain the supports (accommodations) the student will receive. Provide examples of the types of support, role playing if necessary, including how to ask for schoolwork help or answers to unclear questions and ways to express personal preferences in their learning style. The more the student is involved in understanding how they learn, the more likely accommodations will be used throughout the school years and beyond.

Acknowledged by:

Teacher: _____ Date: _____

Parent: _____ Date: _____

Student: _____ Date: _____