

Accommodations for Students with Dyslexia: Student Feedback Form

The accommodations below are from the Texas Dyslexia Handbook, Region 10 Dyslexia Resources, and the International Dyslexia Association.

The accommodations listed are only suggestions. All students with dyslexia will not need every accommodation listed. Likewise, students with dyslexia may need accommodations that are not listed and have not been provided by a school before. The 2018 Texas Dyslexia Handbook states, "Accommodations are not one size fits all; rather, **the impact of dyslexia on each individual student determines the necessary accommodation.**"

Name:

Date:

Accommodations	This helps me	This does not help me	I don't know if this helps – I have not tried it
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Reading

Provide audio of textbooks and assigned books			
Provide text-to-speech access for all assignments (worksheets, reading assignments, handouts, etc)			
Provide summaries of chapters			
Provide preview questions			
Review vocabulary prior to reading			
Provide a one-page summary and/or a review of important facts			
Do not require student to read aloud			
Talk through the material one-to-one after reading assignments			
Larger print			

Curriculum

Reduced/shortened assignments (e.g., chunking assignments into manageable units, fewer items given on a classroom test or homework assignment without eliminating concepts, or student planner to assist with assignments)			
Provide spelling tests related to dyslexia intervention (Take Flight) words vs. classroom-assigned words			

Substitute alternatives for written assignments (posters, oral/taped or video presentations, projects, collages, etc.)			
Additional time on class assignments and tests			

Classroom Environment

Seat student close to teacher in order to monitor understanding			
Give directions in small steps and with as few words as possible			
Break complex direction into small steps—arrange in a vertical list format			
Read written directions to student, then model/demonstrate			
Ask student to repeat; check for understanding			

Writing

Use worksheets that require minimal writing			
Copies of notes (e.g., teacher- or peer-provided) or note-taking assistance			
Allow student to use a computer to type or dictate written assignments and assessments			
Allow student to respond orally			
Grade only for content not spelling or handwriting			
Have student focus on a single aspect of a writing assignment (elaboration, voice, etc.)			
Allow student to dictate answer to essay questions (to teacher or via speech-to-text)			
Reduce copying tasks (including providing extra white space to work on all tests and no copying required during tests)			
Reduce written work			
Allow student to answer on test and have teacher transcribe to Scantron if needed (no Scantron for student)			
Allow use of grammar check for assignments and assessments where grammar is not the objective			

Math / Science

Allow student to use a calculator without penalty			
Provide visuals and concrete examples			
Provide grid paper to help correctly line up math problems			
Present information in small increments and at a slower pace			
Take time to reteach if student is struggling to understand			
Read story problems aloud			
Break problems into smaller steps			
Provide formula chart			
Fewer problems per page / more whitespace to work			

Testing

Go over directions orally			
Permit as much time as needed to complete tests; avoid timed testing			
Oral administration of all assessments (quiz, test, exam) via human reader or technology based on effectiveness for student			
Separate content from mechanics / conventions grade			
Provide typed test materials, no tests written in cursive			
Allow student to respond on tape, by typing, or by dictating answers			
Alternative test location that provides a quiet environment and reduces distractions			
Provide word bank			
Fewer items per page			
Oral clarification while testing			
Allowing more frequent breaks			
Flexible scheduling (Ex: break test in 2 parts, reschedule if more than 2 tests on same day, etc.)			

Homework

Reduce reading assignments			
Accept work dictated by student to a parent/tutor			
Limit amount of time to spend on homework; have parents verify time spent on assignments			

Other Suggestions

To learn more about accommodations (classroom, STAAR, PSAT, SAT, ACT etc. visit Decoding Dyslexia - Park Cities website (ddpc.org).