

ACCOMMODATIONS FOR STUDENTS WITH DYSLEXIA

LEARNING SUPPORT ACTIVITIES • TEACHER RESOURCE

Accommodations provide students with dyslexia meaningful access to instruction and assessment without changing the learning objectives. These supports reduce unnecessary reading and writing barriers while allowing students to demonstrate their understanding of American Sign Language.

Instructional Accommodations

- Present directions in both written English and ASL.
- Use visual supports, graphic organizers, and demonstrations.
- Break lengthy assignments into smaller, manageable tasks.
- Highlight key information and vocabulary.
- Allow additional processing time when needed.

Reading & Written Language Supports

- Reduce unnecessary reading that is not part of the learning objective.
- Provide guided notes or outlines.
- Read or sign written directions aloud.
- Accept minor spelling errors when spelling is not being assessed.

Assessment Accommodations

- Extended time when documented in the student's IEP or Section 504 Plan.
- Alternative assessment formats that maintain the same learning objective.
- Allow expressive ASL responses in place of lengthy written responses when appropriate.
- Present assessment directions visually and in ASL.

Organization Supports

- Provide checklists for assignments.
- Use clearly organized instructional materials.
- Break long-term projects into smaller deadlines.
- Offer reminders for upcoming assignments when appropriate.

Important Reminders

- Follow accommodations documented in the student's IEP or Section 504 Plan.
- Maintain high academic expectations for every student.
- Focus on assessing ASL knowledge rather than English reading ability whenever appropriate.
- Build upon each student's strengths while reducing unnecessary barriers.

★ Key Takeaway

The goal of accommodations is to remove barriers—not expectations. Students with dyslexia should be evaluated on their knowledge of ASL while receiving the supports they need to successfully access instruction and demonstrate learning.