



**NEVADA**  
Department of  
Education



TOPIC: **DYSLEXIA**

# Accommodations



The use of accommodations enables educators to assist a wide variety of students to access the regular education curriculum. Appropriate accommodations are useful in the identification, assessment, and provision of differentiated services to students with or at-risk for dyslexia.

## Accommodation Examples

Accommodations should be based on the student's individual needs and target the areas of difficulty such as spelling, comprehension, processing speed and working memory. Accommodations which help reduce the cognitive load in reading and writing can promote student success. Examples of targeted and individualized accommodations (CAST, 2017) are as follows:

### Presentation of Information

- Clarify or simplify written directions
- Present a small amount of work
- Reduce visual stimuli
- Highlight essential information
- Provide additional practice
- Provide a student-friendly glossary in content areas
- Develop study guides
- Use assistive technology (i.e., speech to text and text to speech software)
- Repeat words, as necessary
- Create targeted, categorical word walls

## **Delivery of Instruction**

- Use explicit teaching procedures to include uniform, sequential, step-by-step instruction, guided practice with corrective feedback and monitored practice
- Provide a copy of notes
- Provide models and work samples that include the step-by-step process
- Provide a structured format for note taking
- Supplement verbal instruction with visual information, tactile devices – multisensory
- Use peer-mediated learning
- Design hierarchical worksheets – easiest to hardest
- Provide a set of texts for home use

## **Student Performance**

- Adapt response mode
- Place students in need of additional support throughout a lesson in close proximity to the teacher or rotate around room
- Encourage use of assignment books
- Allow flexible work times
- Use assignment substitutions or adjustments
- Reduce redundant tasks
- Allow time for editing to check spelling with assistance on written work
- Only ask students with reading difficulty to read aloud if they volunteer
- Adapt spelling lists
- Adjust rubric to give credit for correct answers and do not mark off for spelling errors
- Employ text structure strategy for reading – provide sentence stems based on the type of text
- Use self-regulated strategy development for writing – use a mnemonic device to help organize the student's approach, depending on the type of writing the student is attempting and provide checklist of the prompts

### **Nevada Department of Education**

Office of Inclusive Education | <https://doe.nv.gov/inclusive-education>

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