



Accommodations and Modifications for Students with Dyslexia



Mountain West Associates
2022



Objectives

Understand how accommodations guide instruction and support learning for dyslexic students

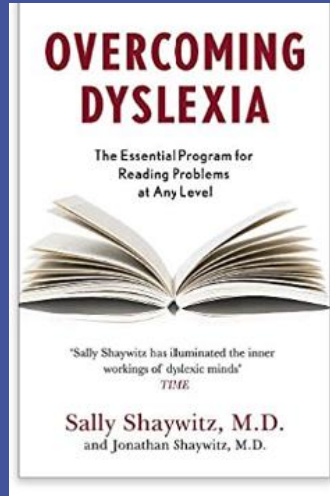
Learn strategies for accommodating students in all content areas

Dyslexia

“An island of weakness amidst a sea of strengths”

Sally Shaywitz, MD

Overcoming Dyslexia 2nd Edition, 2020



Models of Skilled Reading: The Simple View of Reading & Scarborough's Rope Model

Area of strength

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly
Strategic

Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

Area of
Weakness

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly
Automatic

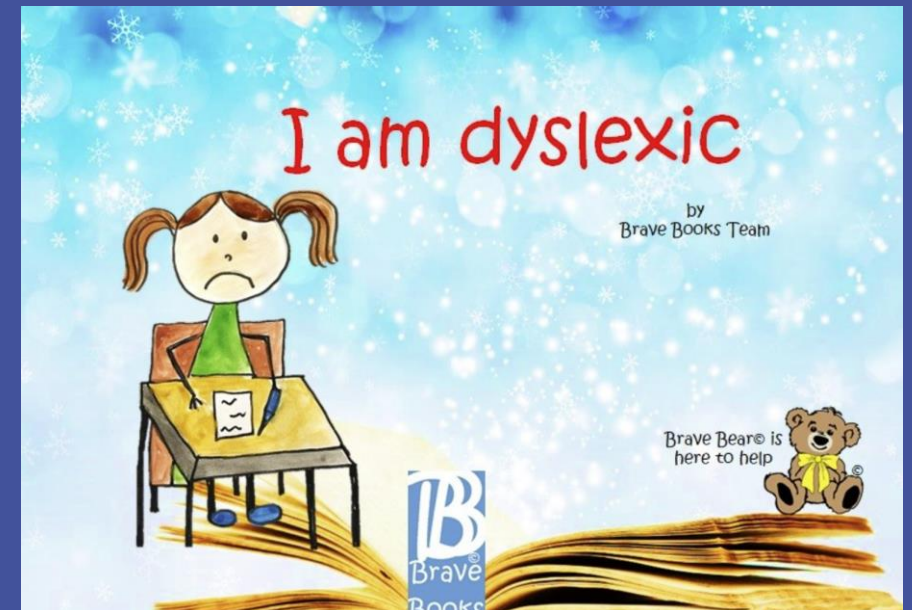
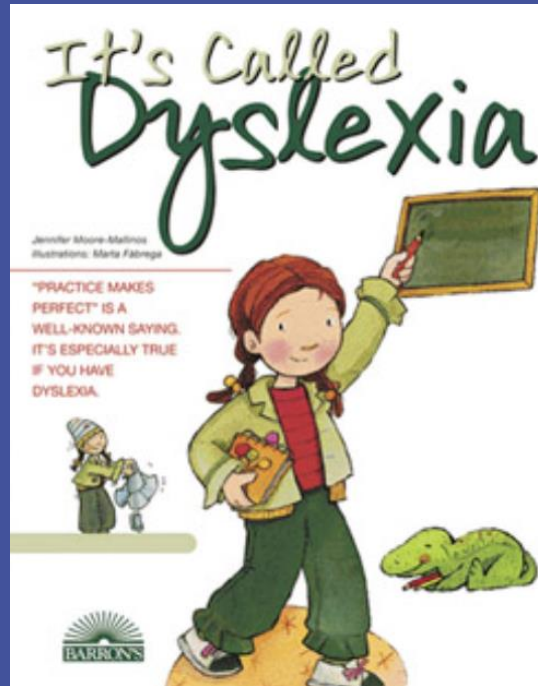
Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Normalizing dyslexia/differences

12 MORE Children's Books

With Dyslexic Characters
You Can't Miss

www.theliteracynest.com



Accommodations vs. Modifications

Accommodations	Modifications
Usually Instructional	Often related to testing
Does not change the target skill	Levels of complexity (may change target skill)
Does not change performance expectations	May change performance expectations
May change manner in which students demonstrates knowledge	Lower level (lexile level, word problems, and so on)

Let's focus on Accommodations

- Will need whole group and small group distributed practice related to phonological awareness, phonics, fluency, spelling
- Pre-teach, re-teach
- Provide audible versions text
 - ELA Anthology +
 - Audible
 - Bookshare
 - TextHelp
 - Alternate modality, www.imdb.com
 -



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Accommodations continued

- **Always extended time!**
- **Consider reducing homework**
- **Fewer spelling words (just the phonics pattern)**
- **Oral exams**
- May need a quiet space for reading, writing, testing
- May need technological support

TextHelp

<https://www.texthelp.com/products/>


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Note Taking/Metacognition

Teach to use the textbook



Start with the end of the chapter



Important Vocabulary



Main Ideas (Purpose for reading)



Link to prior learning



Disciplinary Literacy - Text Structure

Sequence/Time Order/How To

Cause/Effect

Problem/Solution

Compare/Contrast

Descriptive

Key Words

Sequence-How to:

- first, second, third
- before
- after
- then
- finally
- as a result
- in addition

Problem-Solution:

- because
- since
- consequently
- so that
- nevertheless
- a solution
- however
- therefore

Definition-Example:

- for example
- for instance
- specifically
- in addition
- described as
- to illustrate
- another
- first, second, third.

Comparison-Contrast:

- However
- but
- on the other hand
- instead of
- as well as
- similar to
- different from
- compared to

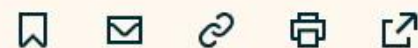
Cause - effect:

- because
- consequently
- if so, then
- since
- therefore
- so that
- thus
- as a result
- not only, but

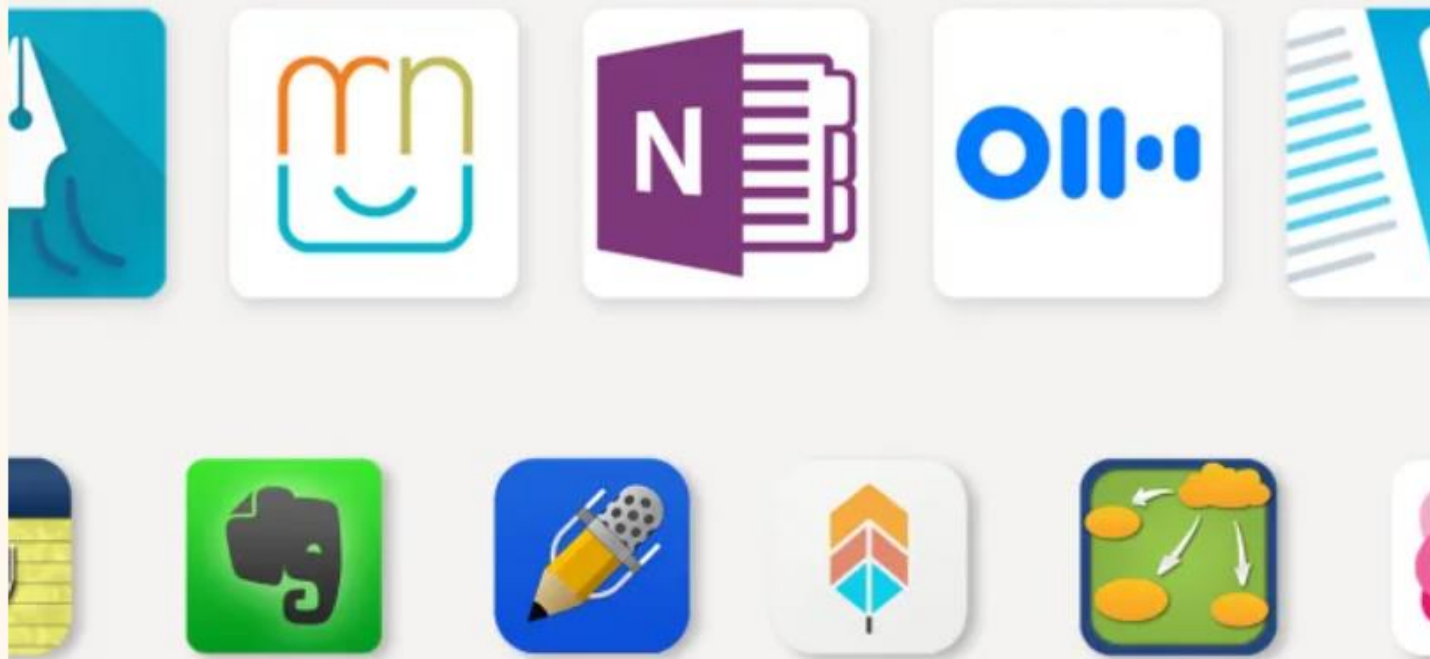
11 apps to help kids with note-taking



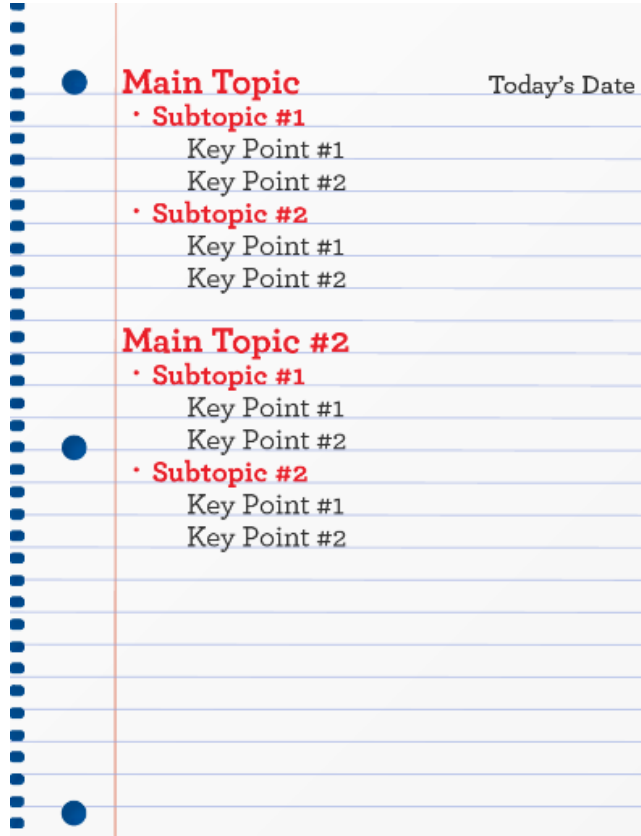
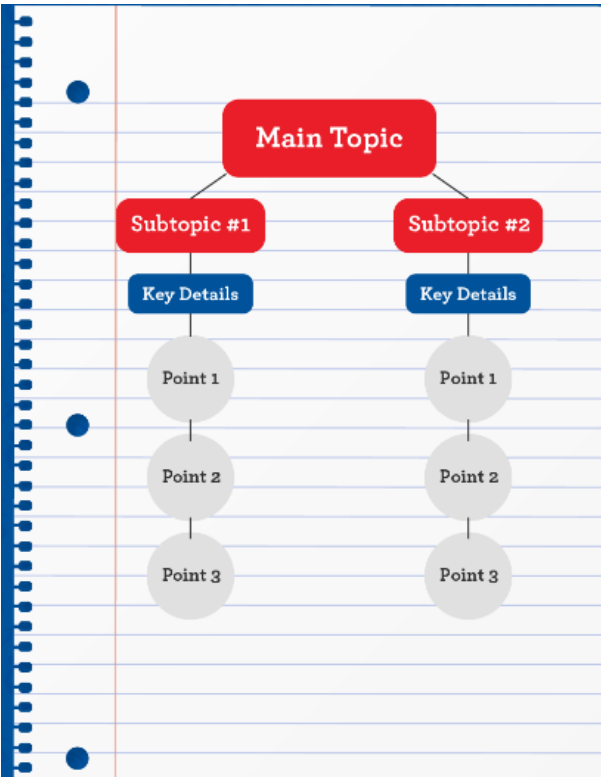
By Common Sense Media



<https://www.understood.org/en/articles/11-apps-to-help-kids-with-note-taking>

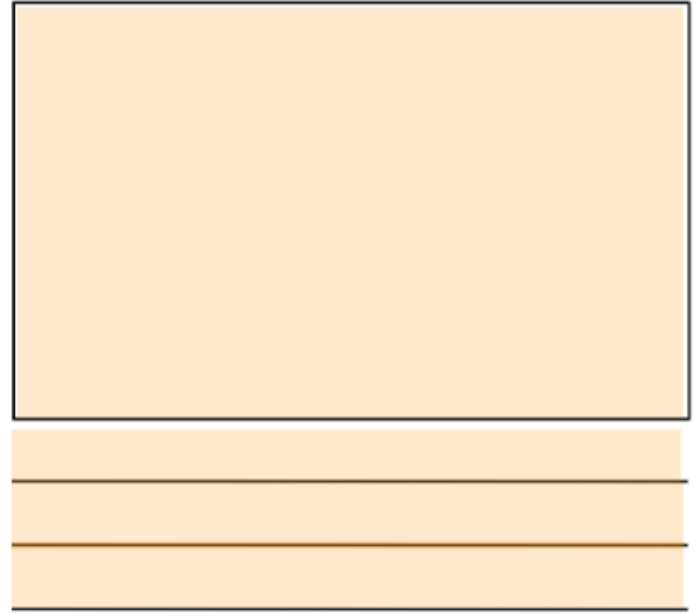
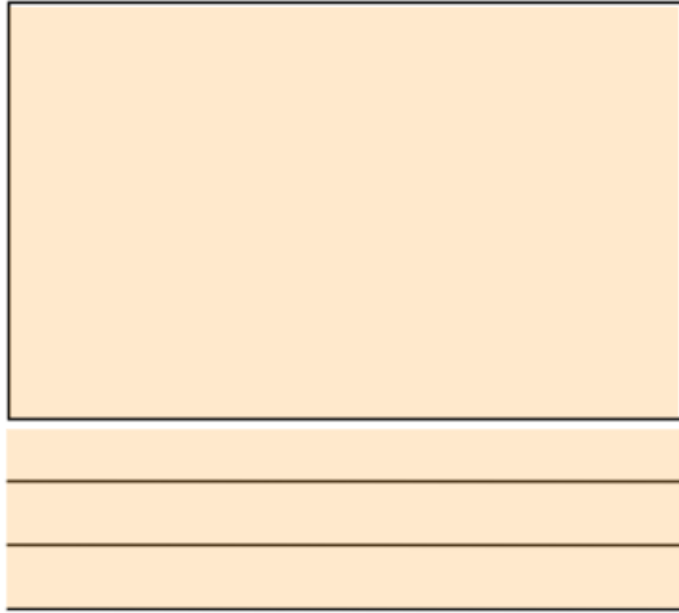
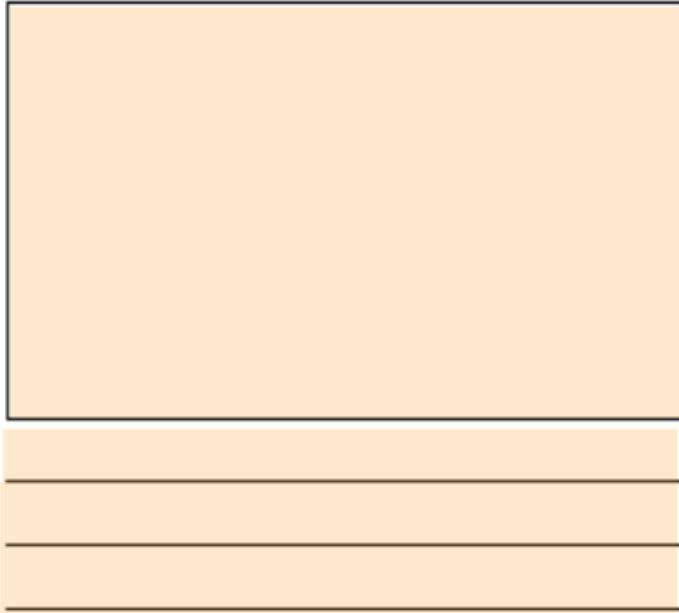


Teach ways to take notes

[illegible]

Storyboard template

Planning the filming of the promotional film



Dec. 7th Pearl Harbor

Optional Description Line...



At 7:55 AM the coordinated attack on Pearl Harbor begins.



At 8:10 AM the battleship USS Arizona explodes....



At 8:17 AM the destroyer USS Helm fires on and sinks a Japanese submarine at the entrance to the harbor.



At 8:54 AM the second wave of Japanese planes, numbering nearly 170, begins its attack....

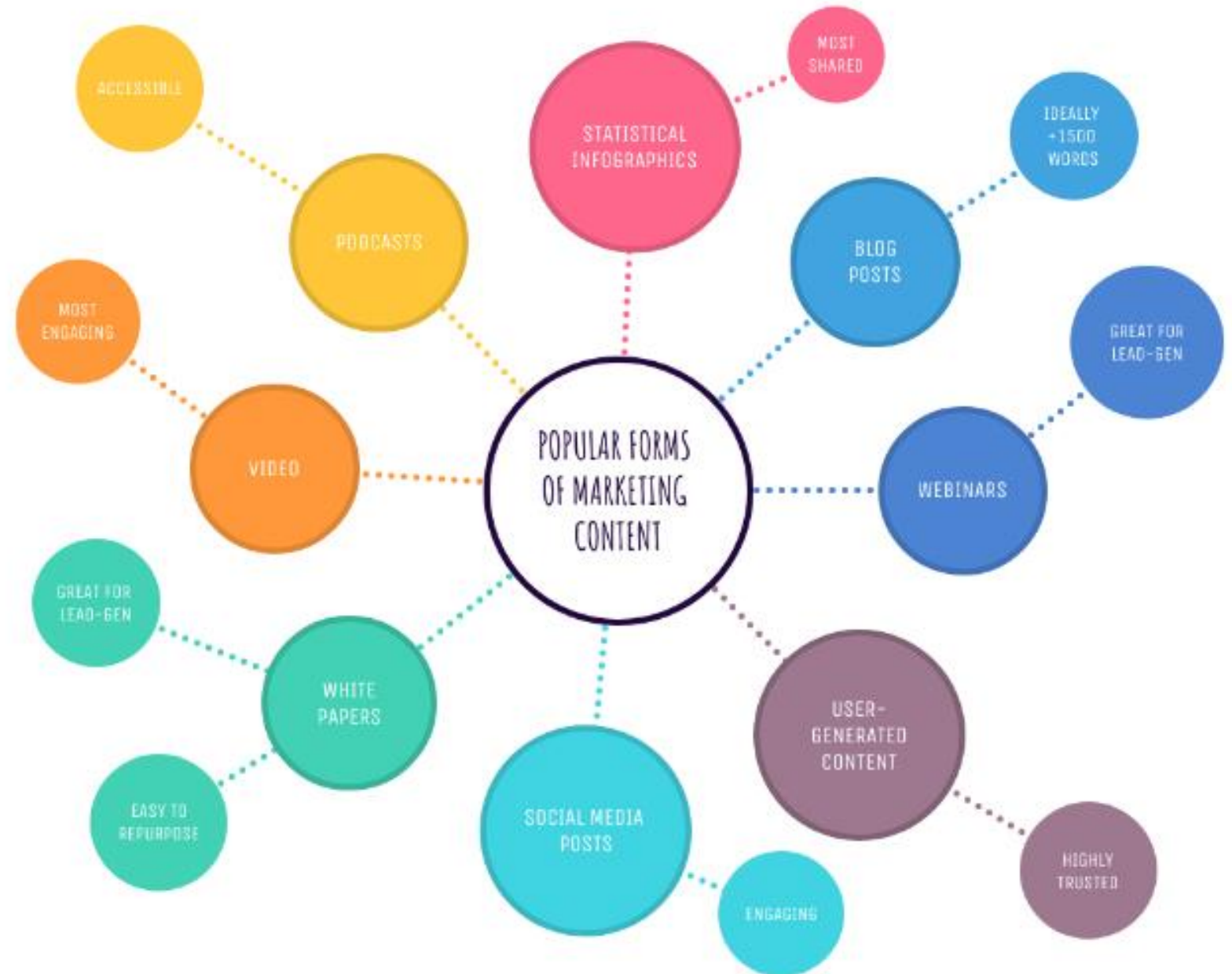


At 9:30 AM the destroyer USS Shaw explodes in dry dock....

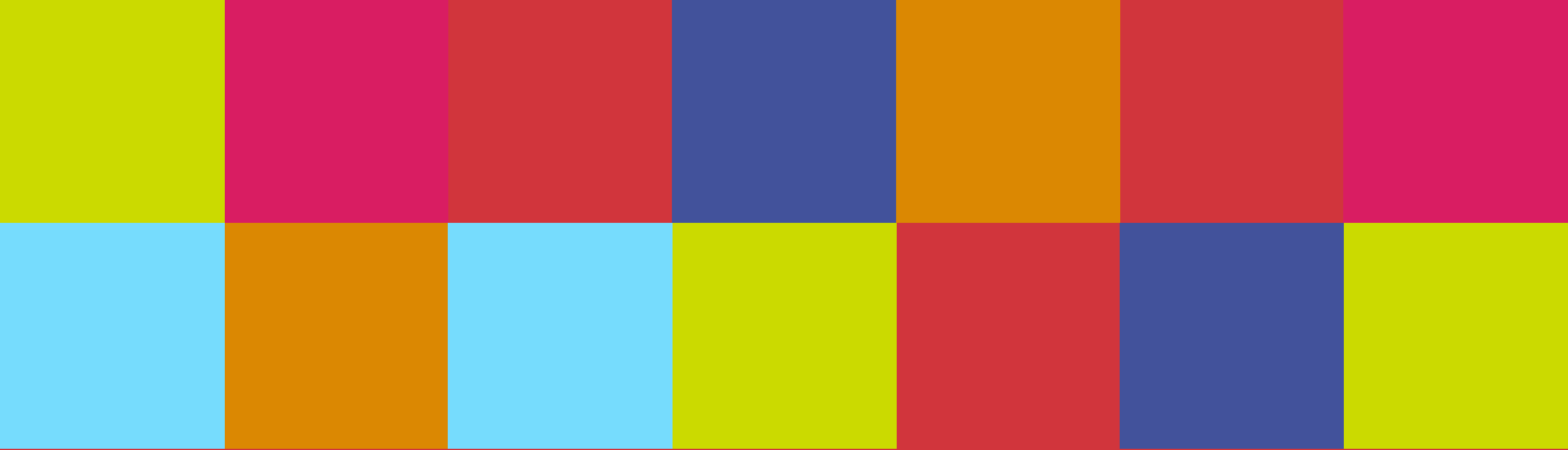


At 10:00 AM the Japanese planes head back to their carriers, which will ultimately return to Japan.

Mind Map







Reading the Text

Expository Text is more difficult for all students

“...Research does indicate that all readers find expository text more difficult to comprehend than narrative text (Graesser et al. 1991). There are two main reasons why readers have difficulty with expository text: (1) the organization of expository text is often unfamiliar, and (2) the content of expository text is often unfamiliar. The combination of an unfamiliar organization and unfamiliar content makes information in expository texts, especially textbooks, difficult to comprehend. In fact, researchers have hypothesized that the legendary “fourth-grade slump” may well be due to students’ inexperience with expository texts (Chall et al. 1990)”

Russell Gersten, 2006 National

Evaluation of NAEP

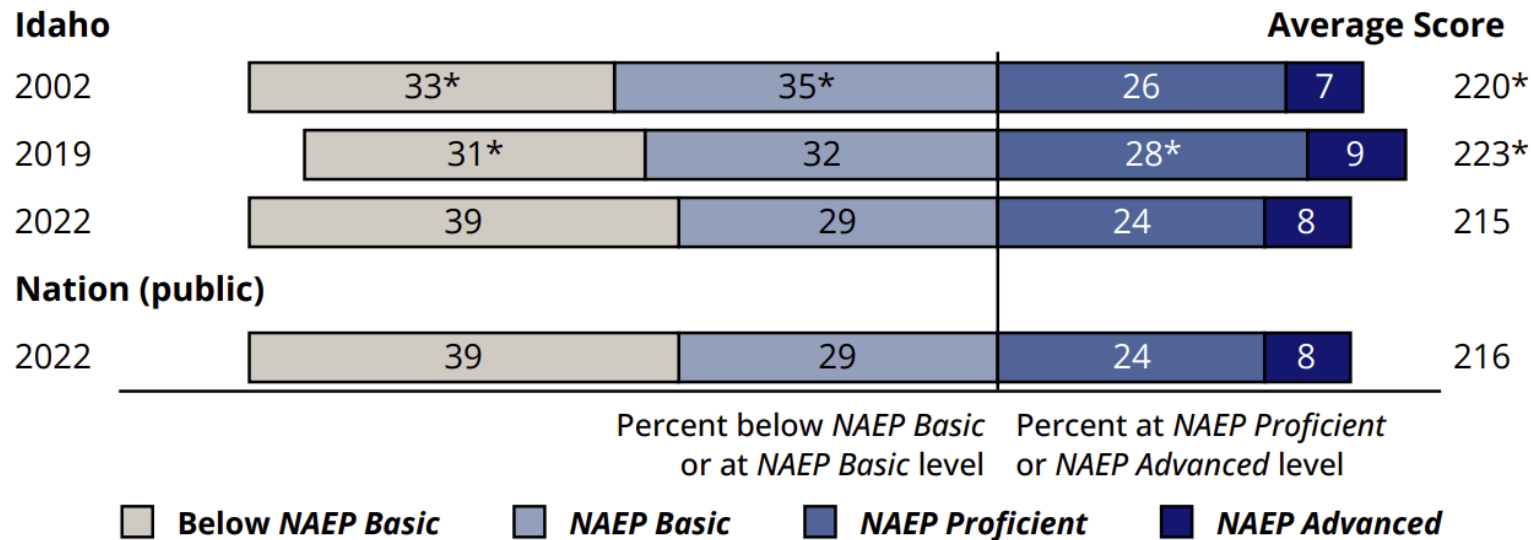
Comprehension issues are not limited to students with dyslexia

Results show that overall, 52 percent of 4th students scored as proficient or better in ELA/ literacy.

Can also be translated into 48 percent are not reading at grade level

Comprehension issues are not limited to students with dyslexia

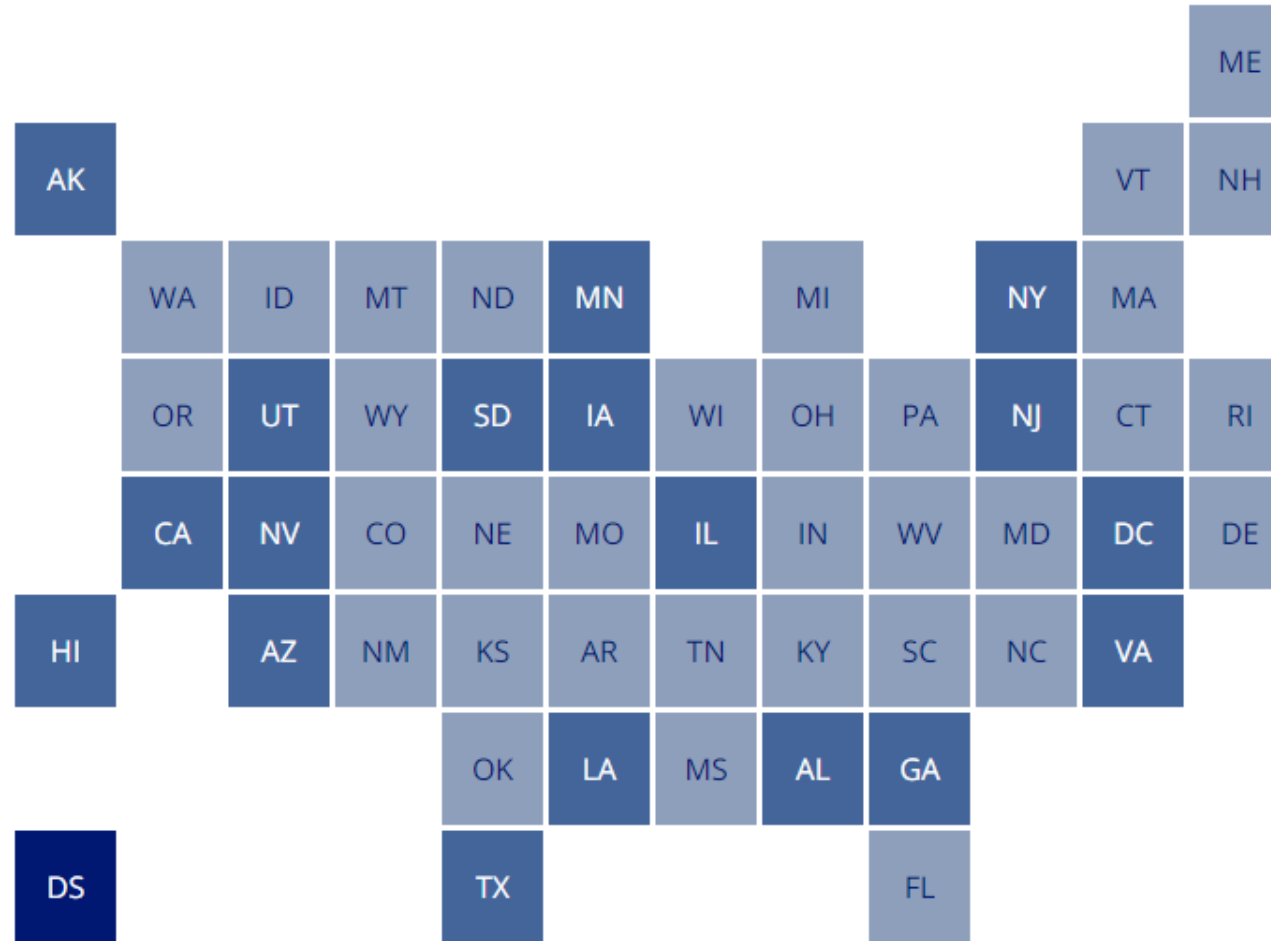
NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS



* Significantly different ($p < .05$) from the state's results in 2022. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

Idaho is among the 33 states with declining scores



Idaho scores declined from 266 to 264. National Average is 259

SQ3R

Survey
Question
Read
Recite
Review



What can we learn from the science of learning?

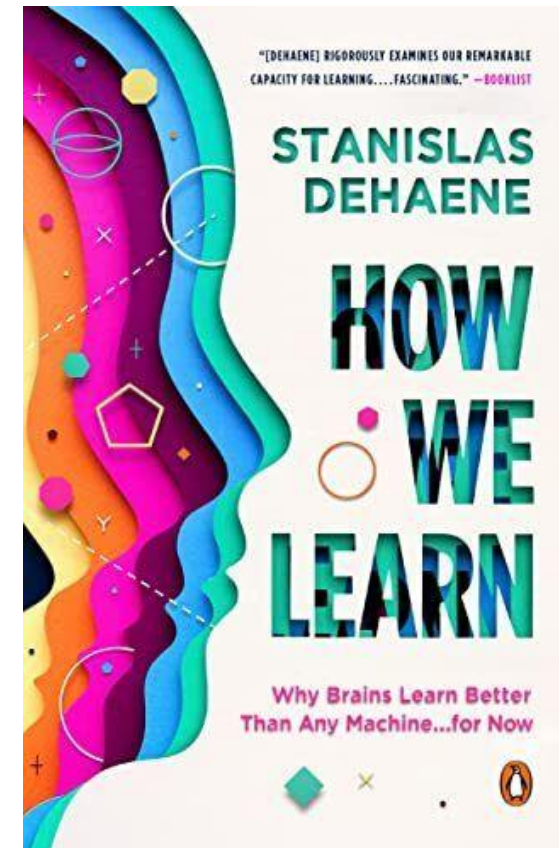
Learning comes down to four fundamental areas

Attention

Actively Engaged

Feedback

Consolidation



Movement/Cooperation

Four Corners

Snowball

Give one, get one

Round the Clock

10-2

I have, who has?

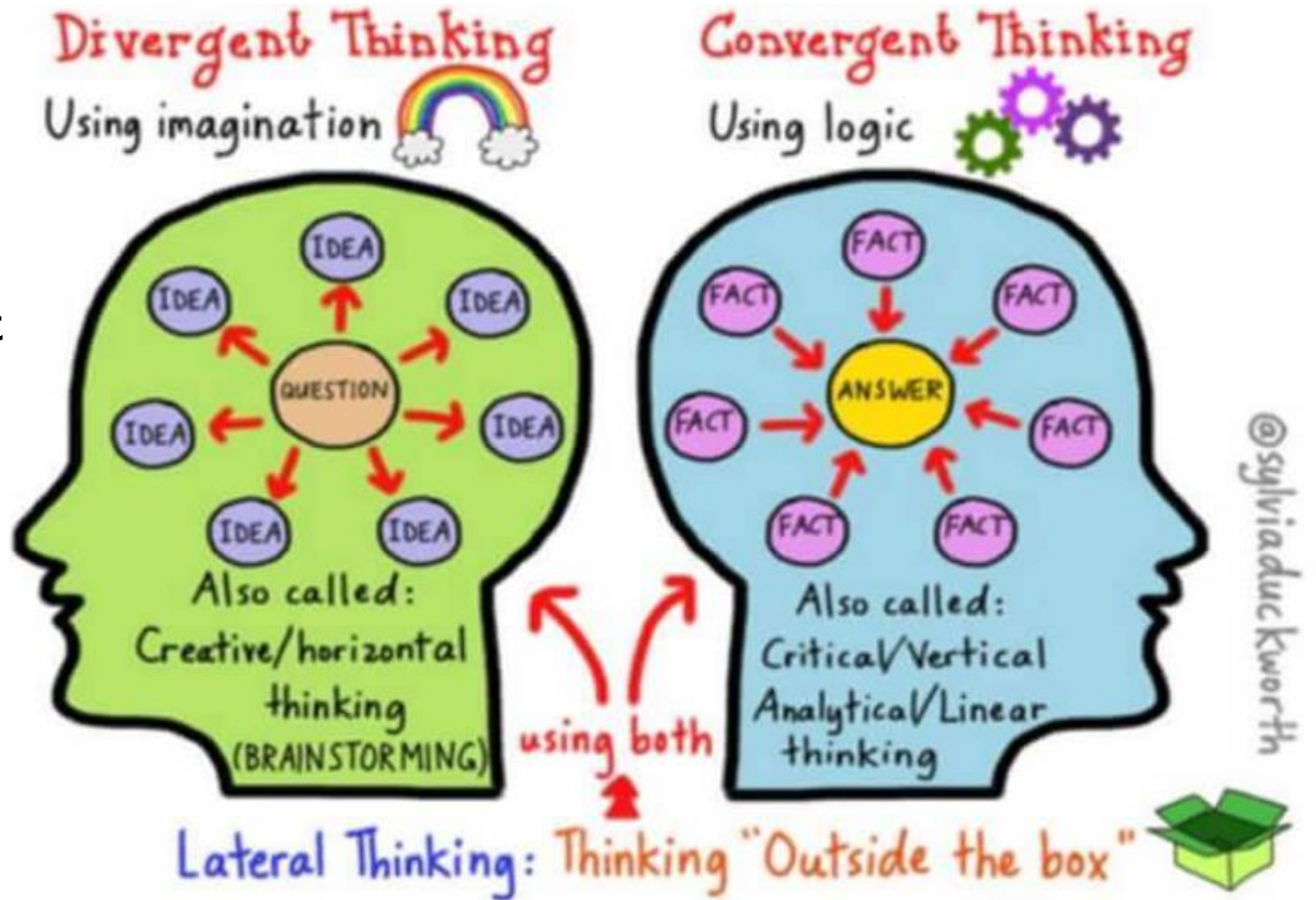
Inside/Outside Circle



Your turn - share



Dyslexics are often
Creative/Divergent
Thinkers



Other accommodations

- **Low tech/low cost:** highlighters, calculators, index card to follow a line of text, enlarging print, learning keyboarding skills, using spell check
- **Higher tech/higher cost:** speech to print, print to speech software technologies, programs to practice fluency, computer programs to assist in organizing ideas, feedback on writing in real-time, word prediction software
- Consider oral exams, selective partner reading, using a scribe to record answers
- Modification could be shortened assignments, books at student reading level, differentiated spelling lists, alternate assignment (Ex. build a model, rather than write a report)

More to consider

Anything to do with reading or writing - **always extended time**

Alternatives way to demonstrate knowledge (oral reports, videos, visual demonstrations, projects)

Understanding of the social/emotional implications

Do expect participation (negotiate) **but do not ask to read aloud**

Spelling should never be part of grade!

We are not saying goodbye...

Submit homework here
<https://tinyurl.com/kuv2ah35>



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Signs of Dyslexia

[Home](#) > [Dyslexia](#) > [Signs of Dyslexia](#)

The signs of dyslexia can appear as early as preschool. Whether you're a parent or teacher—or think you might have dyslexia yourself—here's what to look for, starting in the earliest years through adulthood.

[The Preschool Years](#) | [Kindergarten & First Grade](#) | [Second Grade through High School](#) | [Young Adults & Adults](#)



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