

Accommodations that work

Accommodate without lowering the bar: keep grade-level content flowing while word-level skills are rebuilt. Access is not cheating.

Reading access

- ☐ **Audiobooks and text-to-speech** for grade-level content: "ear reading" builds vocabulary and knowledge while decoding catches up
- ☐ **Never require reading aloud** in front of peers without the student's prior consent
- ☐ **Provide printed copies** of board work and slides to reduce copying from the board
- ☐ **Offer print for careful reading tasks;** screens for access tools

Writing & output

- ☐ **Speech-to-text** for drafts and longer writing, freeing ideas from the spelling bottleneck
- ☐ **Word prediction and spell-check** permitted as standard tools
- ☐ **Notes provided** (teacher copy, peer copy, or photo) instead of full copying
- ☐ **Accept oral or typed responses** where handwriting isn't the skill being measured

Time & workload

- ☐ **Extended time** on tests and reading-heavy assignments
- ☐ **Shortened assignments** that target the same skill; ten problems can show what thirty do
- ☐ **Chunk long tasks** with checkpoints instead of one distant deadline
- ☐ **Preview vocabulary and texts** before whole-class work when possible

Grading & assessment

- ☐ **Grade content knowledge separately from spelling** when spelling isn't the target skill
- ☐ **Allow assessments with text-to-speech** except when decoding itself is being tested
- ☐ **Mark progress against goals,** not against the class average
- ☐ **Share rubrics in advance** so effort lands where the points are

Two rules that make accommodations stick

- 1. Write them into the IEP/504 by name:** "audiobooks for all novel units," not "access supports as needed."
- 2. Accommodations are not intervention.** They keep learning flowing; only structured-literacy instruction rebuilds decoding. A student needs both. More: dyslexia-institute.com/advocacy.html