

## IDEA Regulations

1. Add a provision regarding initiation of a request for initial evaluation.

Consistent with the consent requirements in 34 CFR 300.300, either a parent of a child or a public agency may initiate a request for an initial evaluation to determine if the child is a child with a disability. [34 CFR 300.301(b)] [20 U.S.C. 1414(a)(1)(B)]

2. Add a 60-day timeline to complete initial evaluation (unless the state has an established timeline).

The initial evaluation:

Must be conducted within 60 days of receiving parental consent for the evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe; and

Must consist of procedures to determine if the child is a child with a disability under 34 CFR 300.8 and to determine the educational needs of the child. [34 CFR 300.301(c)] [20 U.S.C. 1414(a)(1)(C)] The timeframe described in 34 CFR 300.301(c)(1) does not apply to a public agency if:

The parent of a child repeatedly fails or refuses to produce the child for the evaluation; or  
A child enrolls in a school of another public agency after the relevant timeframe in 34 CFR 300.300(c)(1) has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability under 34 CFR 300.8.

[34 CFR 300.301(d)] [20 U.S.C. 1414(a)(1)(C)] The exception in 34 CFR 300.301(d)(2) applies only if the subsequent public agency is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent public agency agree to a specific time when the evaluation will be completed. [34 CFR 300.301(e)] [20 U.S.C. 1414(a)(1)(C)] **3. Clarify that screening for instructional purposes is not evaluation.**

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. [34 CFR 300.302] [20 U.S.C. 1414(a)(1)(E)]

Regulations: Part 300 / D / 300.309

Sec. 300.309 Determining the existence of a specific learning disability.

- (a) The group described in Sec. 300.306 may determine that a child has a specific learning disability, as defined in Sec. 300.8(c)(10), if--
  - (1) The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards:

- (i) Oral expression.
- (ii) Listening comprehension.
- (iii) Written expression.
- (iv) Basic reading skill.
- (v) Reading fluency skills.
- (vi) Reading comprehension.
- (vii) Mathematics calculation.
- (viii) Mathematics problem solving.

(2)

(i) The child does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in paragraph (a)(1) of this section when using a process based on the child's response to scientific, research-based intervention; or

(ii) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with Sec. Sec. 300.304 and 300.305; and

(3) The group determines that its findings under paragraphs

(a)(1) and (2) of this section are not primarily the result of--

- (i) A visual, hearing, or motor disability;
- (ii) Mental retardation;
- (iii) Emotional disturbance;
- (iv) Cultural factors;
- (v) Environmental or economic disadvantage; or
- (vi) Limited English proficiency

(b) To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation described in Sec. Sec. 300.304 through 300.306--

(1) Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and

(2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

(c) The public agency must promptly request parental consent to evaluate the child to determine if the child needs special education and related services, and must adhere to the timeframes described in Sec. Sec. 300.301 and 300.303, unless extended by mutual written agreement of the child's parents and a group of qualified professionals, as described in Sec. 300.306(a)(1)--

(1) If, prior to a referral, a child has not made adequate progress after an appropriate period of time when provided instruction, as described in paragraphs (b)(1) and (b)(2) of this section; and

(2) Whenever a child is referred for an evaluation.

(Authority: 20 U.S.C. 1221e-3; 1401(30); 1414(b)(6))

**Related Statute**

Sec. 602(30) Sec. 614(b)(6)

Legal Name of Student \_\_\_\_\_

State Student ID (SASID) \_\_\_\_\_

Date of Birth \_\_\_\_\_

Date \_\_\_\_\_

### DETERMINATION OF ELIGIBILITY: SPECIFIC LEARNING DISABILITY

**Definition:** Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific Learning disability does not include problems that are primarily the result of: visual, hearing, or motor disabilities; significant limited intellectual capacity; significant identifiable emotional disability; cultural factors; environmental or economic disadvantage; or limited English proficiency. The specific learning disability prevents a student from receiving reasonable educational benefit from general education alone.

**The team has determined: 300.306(b)** If the answer is "no," to any of these questions the student cannot be considered eligible for special education at this time.

- Yes     No    1. the evaluation is sufficiently comprehensive to appropriately identify all of the child's special education and related services needs, whether or not commonly linked to the disability category
- Yes     No    2. that the student **cannot** receive reasonable educational benefit from general education alone
3. the student's performance:
- is**     **is not** due to a lack of appropriate instruction in reading, including the essential components of reading instruction
- is**     **is not** due to a lack of appropriate instruction in math; and
- is**     **is not** due to limited English proficiency.

**The student meets the following criteria: 2.08(6)(B)(II); 300.309**

1. The student does not achieve adequately for the student's age or to meet State-approved grade-level standards in one or more of the areas identified below, when provided with experiences and instruction for their age or State-approved grade-level standards, **and**
2. The student does not make sufficient progress to meet age or State-approved grade-level standards in the area(s) identified when using a process based on the student's response to scientific, research-based intervention.

**Check all areas that meet both conditions:**

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Basic Reading Skills   | <input type="checkbox"/> Reading Comprehension | <input type="checkbox"/> Mathematical Calculation     | <input type="checkbox"/> Oral Expression         |
| <input type="checkbox"/> Reading Fluency Skills | <input type="checkbox"/> Written Expression    | <input type="checkbox"/> Mathematical Problem Solving | <input type="checkbox"/> Listening Comprehension |

**The attached evaluation report must contain documentation of the following: 300.311**

- A body of evidence that demonstrates
1. Academic Skill deficits, **and**
  2. Insufficient progress in response to scientific, research-based intervention in the area(s) identified above
- An observation of the student's academic performance in the area(s) of difficulty in the learning environment, including the relevant behavior and relationship of that behavior to the student's academic functioning.
- The instructional strategies used
- The student-centered data collected including documentation of repeated assessments or achievement at reasonable intervals
- The educationally relevant medical findings:
- exist and are described, **or**
- do not exist
- The documentation that the parents were notified about:
- The State's policies regarding the amount and nature of student performance data collected and the general education services provided
- Strategies for increasing the student's rate of learning
- Results of repeated assessments of student's progress
- The right to request an evaluation

_____	_____	_____	_____
Legal Name of Student	State Student ID (SASID)	Date of Birth	Date

**The team has considered (all must be checked "are not/is not" for an eligibility determination in the area of SLD): 300.306(b), 309(a)(3)**

- 1. That the learning problems in the area(s) indicated above in the criteria section:**
- Are  Are not Primarily the result of Significant Limited Intellectual Capacity
  - Are  Are not Primarily the result of a Significant Identifiable Emotional Disability
  - Are  Are not Primarily the result of a Vision Impairment
  - Are  Are not Primarily the result of a Hearing Disability
  - Are  Are not Primarily the result of a Motor Disability
  - Are  Are not Primarily the result of Cultural Factors
  - Are  Are not Primarily the result of Environmental or Economic Disadvantage

Yes  No *The team agrees that this student has a disability as defined in the State Rules for the Administration of the Exceptional Children's Educational Act and is eligible for special education.*

Multidisciplinary Team Members 4.02(6)(b); 300.306(a)(1)	Title	Indicate Agreement With Team Decision & Initial On Line	
_____	_____	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree
_____	_____	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree
_____	_____	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree
_____	_____	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree
_____	_____	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree
_____	_____	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree
_____	_____	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree
_____	_____	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree

- A copy of the evaluation report(s) and the eligibility statement has been provided to the parent(s). 300.306(a)(2)
- Dissenting opinion attached if any team members disagree with eligibility determination

**What About Dyslexia?** Schools often tell parents that they are not required to provide special education services to children who have dyslexia. Is this true? Open *Wrightslaw: Special Education Law, 2nd Edition* and turn to page 55. Under (30) Specific Learning Disability is **(B) Disorders Included**. Do you see "dyslexia" listed? Yep! It's right after minimal brain dysfunction, the term used in the 1970's term for what we now refer to as "Attention Deficit Disorder." In fact, "dyslexia" has **always** been listed as a specific learning disability in the law. Do you see why we tell parents and teachers that they must learn how to find answers to their question in the law - and not rely on what others tell them?

**Eligibility of Children who May Have Specific Learning Disabilities:** Congress changed the requirements for eligibility and evaluations of children who may have specific learning disabilities. Schools "shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability ..." to find a child eligible for special education services. (*Wrightslaw: Special Education Law*, page 21, page 95-98, 240-245).

**Discrepancy v. Response to Intervention Models:** In *IDEA 2004: Specific Learning Disabilities: Discrepancy v. Response to Intervention Models*, we look at response to intervention or response to instruction (RTI) models, discrepancy models, and how the changes in IDEA 2004 may affect millions of children who have been identified with specific learning disabilities.

## Your Game Plan

First, **read the IDEA 2004 statute** about "Evaluations, Eligibility, IEPs, and Placements" (*Wrightslaw: Special Education Law*, pages 92-107), including Pete's extensive commentary. Next, **read the IDEA Regulations** about "Evaluations and Reevaluations" and "Additional Procedures for Evaluating Children with Specific Learning Disabilities." (*Wrightslaw: Special Education Law*, pages 240-245)

Read the [Commentary to the IDEA regulations](#). Here is a link to the [Commentary about parental consent, eligibility, IEPs and Placements](#). Topics in the [Commentary](#)

## Helpful Pubs from USDOE

In 1991, the U. S. Department of Education published a [Joint Memorandum about Services to Children with ADD/ADHD](#). This Memorandum answers questions about eligibility under the existing categories of IDEA, and the school's

responsibility to provide services under IDEA or Section 504 of the Rehabilitation Act. You may find answers to your questions in this Memorandum.

In 1992, the Office of Civil Rights published a [Memorandum: Evaluation of Children Who May Have ADD/ADHD](#), clarifying that schools **must evaluate children who are suspected of having ADD based on parental request**:

"Under Section 504, if parents believe their child has a disability, whether by ADD or any other impairment, and the LEA has reason to believe the child needs special education or related services, the LEA **must evaluate the child** to determine whether he or she is disabled as defined by Section 504 . . ." Read [OCR Memorandum: Evaluation of Children Who May Have ADD/ADHD](#). **Spend Time on Wrightslaw**

You will find dozens of articles, cases, references and other info about ADD/ADHD, legal disabilities, discipline, and parent advocacy on the Wrightslaw site. How can you find this information?

1. The [ADD/ADHD page](#) has dozens of useful articles and resources.
2. **Search!** Every page on the Wrightslaw site has a search box. To find information about eligibility of a child with ADD/ADHD, you could search using the terms "Eligibility" and "Attention Deficit Disorder." A recent search came up with these articles:

[From Emotions to Advocacy: The Parent's Journey](#)

[Understanding Tests and Measurements for the Parent and Advocate](#)

To search the regulations page, go to the toolbar at the top of the [IDEA Regulations](#) page, click "Edit," then "Find in Page" or "Find Next," and type "ADD." You will find information about eligibility and the ADD child under the "other health impairment" category.

**Pete & Pam Wright, Wrightslaw**



## GETTING THE BEST IEP FOR YOUR CHILD

An Individualized Education Program (IEP) is mandated for all students who are eligible under the Individuals with Disabilities Education Act (IDEA), Public Law 105-17. The IEP describes the special education and related services designed to meet the unique educational needs of a student with a disability.

### Step 1 - Preparation

- The time you take, the thoroughness of your preparation, and your command of information will save time and assure greater success.
- Know the federal and state laws.
- Know that you are a full partner in this process and should expect to participate as an equal with school personnel. You are an authority on your own child. The IEP must consider your concerns for enhancing your child's education.
- Contact your child's teacher or your local special education director to ask who will be in attendance, the issues that will be discussed, and your rights and responsibilities.
- Develop a written list of information about your child that you want to share with the IEP team and items you want addressed during the development of your child's IEP since you, as the parent, are an "information specialist" relative to your child.
- Know your child's strengths and weaknesses in areas such as academic achievement, communication, social/emotional, behavioral and life skills.
- Collect and create documentation of your child's development: physical, social and cognitive (intellectual abilities) -- especially his/her language and academic skills.
- Know your child's current skills profile in every area listed above and other areas such as his/her ability to concentrate, to complete a task, to follow directions, and to organize work. Be able to talk about the time, the amount of support and help required by your child to complete assignments. A checklist to help you organize this information may be available from your child's teachers, your pediatrician, your state parent resource center, or others.
- Examine your long-range vision of your child. What do you want your child to do when he/she leaves school, or in the next 3 years? What do you think should be done to maximize his/her strengths and remediate weaknesses?
- Consider annual goals that will help your child accomplish his/her long-range plans. What do you expect your child to learn this year, especially in the area of reading and written expression?
- Talk with your child and with the teacher(s) about these issues.
- Decide whom you want to accompany you to the IEP meeting. It is important for both parents and/or guardians to be present. If this is impossible, take a knowledgeable person(s), preferably one experienced in the process. Do not go alone. Notify the school system in advance of the identity of the person(s) you will bring.
- Call ahead of time and ask for a draft of the school's proposed IEP, if there is one. Send your reactions to the IEP team coordinator ahead of time as well as the issues you would like to have the IEP team consider.
- Organize your documentation carefully and take it with you to the IEP meeting.

### Step 2 - The IEP Meeting

- Do not be intimidated by the number of school personnel attending. Bring someone with you. Have someone take notes or tape the meeting.
- If an IEP already exists, review your child's progress towards each annual goal and in the general education curriculum before revising the current IEP. Were goals met? If not, why not? Were the strategies realistic and/or appropriate? What procedures were used to evaluate each goal? Why did the student have problems in the general education curriculum?

- Insist that a summary of new test findings be written in clear English; that the presenter explain fully how your child's disability affects his/her performance within the educational environment both academically and non-academically. Insist that strengths be specified.
- Plan for upcoming transitions and discuss fully the implications of the transitions. For the older student, the discussions of transition beyond high school begin at age 14 or younger.
- Be sure that the annual goals cover all concerns; are specific to your child's needs; and are stated in measurable, observable, and concrete behaviors. Objectives (measurable intermediate steps) or benchmarks (major milestones) must be written for each annual goal. Instructional strategies should be specified.
- All accommodations, modifications, supplementary services and aids, and personnel supports should be stated clearly in the IEP, including those for instruction, test taking and assessment.
- Be sure that beginning and ending dates for all services are stated, along with the location, frequency, and duration of these services.
- Explore any differences of opinions; ask other team members to give explicit, concrete reasons for their statements. If you still cannot agree, clearly state your reasons.
- At all costs, act calm! If you need time to compose yourself, ask for a recess.
- Delay giving consent, when required, if you are not satisfied with the IEP or believe you need time to review the contents of the IEP. You may always request a continuation of the current meeting. Finally, you may, at any time, request an IEP meeting to review and revise your child's IEP. You may also request an independent evaluation.

### **Step 3 - Monitoring the IEP - It's A Team Effort That Includes You**

Once the IEP has been developed and agreed to (your child's initial IEP requires your consent prior to

implementation), it needs to be implemented. Your child's IEP must include a statement of how his/her progress towards the annual goals will be measured and how you will be informed of that progress. You should be informed at least as often as parents of non-disabled children are informed of their child's progress.

You can request an IEP meeting to review and/or revise the IEP at any time during the year. You may make changes in the amount of special education and/or related services; changes or additions of goals and objectives or benchmarks; addition or termination or related services; and changes or additions of program modifications, supplementary aids and services, or personnel support.

The IEP team needs to review the IEP at least annually to determine whether the annual goals are being achieved and to revise the IEP as appropriate to address:

- any lack of expected progress toward the annual goals and in the general curriculum, where appropriate;
- the results of any reevaluations;
- information about your child provided to, or by you, the parent(s);
- your child's anticipated needs; or
- other matters.

In order to do this, the IEP team should collect information which directly addresses the goals, objectives or benchmarks to assess progress. The present level of educational performance goals, objective services, placement, etc. can be revised to reflect the progress. The IEP should change as the needs of your child change.

*The International Dyslexia Association thanks Claire D. Nissenbaum and Harley A. Tomey III for their assistance in the preparation of this fact sheet.*

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Fact Sheet #30 – 05/99



## **ACCOMMODATING STUDENTS WITH DYSLEXIA** **IN ALL CLASSROOM SETTINGS**

Teaching students with dyslexia across settings is challenging. Both general education and special education teachers seek accommodations that foster the learning and management of a class of heterogeneous learners. It is important to identify accommodations that are reasonable to ask of teachers in all classroom settings. The following accommodations appear reasonable and provide a framework for helping students with learning problems achieve in general education and special education classrooms. They are organized according to accommodations involving materials, interactive instruction, and student performance.

### **Accommodations Involving Materials**

Students spend a large portion of the school day interacting with materials. Most instructional materials give teachers few activities or directions for teaching a large class of students who learn at different rates and in various ways. This section provides material accommodations that enhance the learning of diverse students. Frequently, paraprofessionals, volunteers, and students can help develop and implement various accommodations. Material accommodations include the following:

- 1. Use a tape recorder.** Many problems with materials are related to reading disabilities. The tape recorder often is an excellent aid in overcoming this problem. Directions, stories, and specific lessons can be recorded on tape. The student can replay the tape to clarify understanding of directions or concepts. Also, to improve reading skills, the student can read the printed words silently as they are presented on tape.
- 2. Clarify or simplify written directions.** Some directions are written in paragraph form and contain many units of information. These can be overwhelming to some students. The teacher can help by underlining or highlighting the significant parts of the directions. Rewriting the directions is often helpful. *For example:*  
*Original directions:* This exercise will show how well you can locate conjunctions. Read each sentence. Look for the conjunctions. When you locate a conjunction, find it in the list of conjunctions under each sentence. Then circle the number of your answer in the answer column.  
*Directions rewritten and simplified:* Read each sentence and circle all conjunctions.
- 3. Present a small amount of work.** The teacher can tear pages from workbooks and materials to present small assignments to students who are anxious about the amount of work to be done. This technique prevents students from examining an entire workbook, text, or material and becoming discouraged by the amount of work. Also, the teacher can reduce the amount of work when it appears redundant.

*For example*, the teacher can request the student to complete only odd-numbered problems or items with stars by them, or can provide responses to several items and ask the student to complete the rest. Finally, the teacher can divide a worksheet into sections and instruct the student to do a specific section. A worksheet is divided easily by drawing lines across it and writing go and stop within each section.

4. **Block out extraneous stimuli.** If a student is easily distracted by visual stimuli on a full worksheet or page, a blank sheet of paper can be used to cover sections of the page not being worked on at the time. Also, line markers can be used to aid reading, and windows can be used to display individual math problems.
5. **Highlight essential information.** If an adolescent can read a regular textbook but has difficulty finding the essential information, the teacher can mark this information with a highlight pen.
6. **Locate place in consumable material.** In consumable materials in which students progress sequentially (such as workbooks), the student can make a diagonal cut across the lower right-hand corner of the pages as they are completed. With all the completed pages cut, the student and teacher can readily locate the next page that needs to be corrected or completed.
7. **Provide additional practice activities.** Some materials do not provide enough practice activities for students with learning problems to acquire mastery on selected skills. Teachers then must supplement the material with practice activities. Recommended practice exercises include instructional games, peer teaching activities, self-correcting materials, computer software programs, and additional worksheets.
8. **Provide a glossary in content areas.** At the secondary level, the specific language of the content areas requires careful reading. Students often benefit from a glossary of content-related terms.
9. **Develop reading guides.** A reading guide provides the student with a road map of what is written and features periodic questions to help him or her focus on relevant content. It helps the reader understand the main ideas and sort out the numerous details related to the main ideas. A reading guide can be developed paragraph-by-paragraph, page-by-page, or section-by-section.

## ACCOMMODATIONS INVOLVING INTERACTIVE INSTRUCTION

The task of gaining students' attention and engaging them for a period of time requires many teaching and managing skills. Teaching and interactions should provide successful learning experiences for each student. Some accommodations to enhance successful interactive instructional activities are:

1. **Use explicit teaching procedures.** Many commercial materials do not cue teachers to use explicit teaching procedures; thus, the teacher often must adapt a material to include these procedures. Teachers can include explicit teaching steps within their lessons (i.e., present an advanced organizer, demonstrate the skill, provide guided practice, offer corrective feedback, set up independent practice, monitor practice, and review).

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2. **Repeat directions.** Students who have difficulty following directions are often helped by asking them to repeat the directions in their own words. The student can repeat the directions to a peer when the teacher is unavailable. The following suggestions can help students understand directions: (a) if directions contain several steps, break down the directions into subsets; (b) simplify directions by presenting only one portion at a time and by writing each portion on the chalkboard as well as stating it orally; and (c) when using written directions, be sure that students are able to read and understand the words as well as comprehend the meaning of sentences.
3. **Maintain daily routines.** Many students with learning problems need the structure of daily routines to know and do what is expected.
4. **Provide a copy of lecture notes.** The teacher can give a copy of lecture notes to students who have difficulty taking notes during presentations.
5. **Provide students with a graphic organizer.** An outline, chart, or blank web can be given to students to fill in during presentations. This helps students listen for key information and see the relationships among concepts and related information.
6. **Use step-by-step instruction.** New or difficult information can be presented in small sequential steps. This helps learners with limited prior knowledge who need explicit or part-to-whole instruction.
7. **Simultaneously combine verbal and visual information.** Verbal information can be provided with visual displays (e.g., on an overhead or handout).
8. **Write key points or words on the chalkboard.** Prior to a presentation, the teacher can write new vocabulary words and key points on the chalkboard or overhead.
9. **Use balanced presentations and activities.** An effort should be made to balance oral presentations with visual information and participatory activities. Also, there should be a balance between large group, small group, and individual activities.
10. **Use mnemonic instruction.** Mnemonic devices can be used to help students remember key information or steps in a learning strategy. (An example of mnemonic instruction is using the word HOMES to remember the names of the Great Lakes. H is for Lake Huron, O is for Lake Ontario, M is for Lake Michigan, E is for Lake Erie, and S is for Lake Superior.)
11. **Emphasize daily Review.** Daily review of previous learning or lessons can help students connect new information with prior knowledge.

## **Accommodations Involving Student Performance**

Students vary significantly in their ability to respond in different modes. For example, students vary in their ability to give oral presentations; participate in discussions; write letters and numbers; write paragraphs; draw objects; spell; work in noisy or cluttered settings; and read, write, or speak at a fast

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pace. Moreover, students vary in their ability to process information presented in visual or auditory formats. The following accommodation involving mode of reception and expression can be used to enhance students' performance:

- 1. Change response mode.** For students who have difficulty with fine motor responses (such as handwriting), the response mode can be changed to underlining, selecting from multiple choices, sorting, or marking. Students with fine motor problems can be given extra space for writing answers on worksheets or can be allowed to respond on individual chalkboards.
- 2. Provide an outline of the lecture.** An outline enables some students to follow the lesson successfully and make appropriate notes. Moreover, an outline helps students to see the organization of the material and ask timely questions.
- 3. Encourage use of graphic organizers.** A graphic organizer involves organizing material into a visual format. To develop a graphic organizer, the student can use the following steps: (a) list the topic on the first line, (b) collect and divide information into major headings, (c) list all information relating to major headings on index cards, (d) organize information into major areas, (e) place information under appropriate subheadings, and (f) place information into the organizer format.
- 4. Place students close to the teacher.** Students with attention problems can be seated close to the teacher, chalkboard, or work area and away from distracting sounds, materials, or objects.
- 5. Encourage use of assignment books or calendars.** Students can use calendars to record assignment due dates, list school related activities, record test dates, and schedule timelines for schoolwork. Students should set aside a special section in an assignment book or calendar for recording homework assignments.
- 6. Reduce copying by including information or activities on handouts or worksheets.**
- 7. Have students turn lined paper vertically for math.** Lined paper can be turned vertically to help students keep numbers in appropriate columns while computing math problems.
- 8. Use cues to denote important items.** Asterisks or bullets can denote questions or activities that count heavily in evaluation. This helps students spend time appropriately during tests or assignments.
- 9. Design hierarchical worksheets.** The teacher can design worksheets with problems arranged from easiest to hardest. Early success helps students begin to work.
- 10. Allow use of instructional aids.** Students can be provided with letter and number strips to help them write correctly. Number lines, counters, and calculators help students compute once they understand the mathematical operations.
- 11. Display work samples.** Samples of completed assignments can be displayed to help students realize expectations and plan accordingly.

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- 12. Use peer-mediated learning.** The teacher can pair peers of different ability levels to review their notes, study for a test, read aloud to each other, write stories, or conduct laboratory experiments. Also, a partner can read math problems for students with reading problems to solve.
- 13. Encourage note sharing.** A student can use carbon paper or a notebook computer to take notes and then share them with absentees and students with learning problems. This helps students who have difficulty taking notes to concentrate on the presentation.
- 14. Use flexible work times.** Students who work slowly can be given additional time to complete written assignments.
- 15. Provide additional practice.** Students require different amounts of practice to master skills or content. Many students with learning problems need additional practice to learn at a fluency level.
- 16. Use assignment substitutions or adjustments.** Students can be allowed to complete projects instead of oral reports or vice versa. Also, tests can be given in oral or written format. For example, if a student has a writing problem, the teacher can allow her or him to outline information and give an oral presentation instead of writing a paper.

*The International Dyslexia Association (IDA) thanks Cecil Mercer, Ed.D., a distinguished professor at the University of Florida, for the preparation of this fact sheet.*