GENERAL ACCOMMODATIONS FOR NON–READERS

• Find text written at a lower level.

• Rewrite the student’s text: allow cut and paste revision of textbook. Rearrange materials sequentially, under major headings, without distracting illustrations, or in small segments of information.

• Tape-record the student’s text.

• Allow peer or adult to read text aloud to the student.

• Look for the same or similar content in another medium (movie, filmstrip, tape, sticker book).

• Become more concrete: use manipulatives.

• Use as many visual aids as possible (e.g., videos, slides, pictures, bulletin boards, etc.).

• Have student’s read aloud in small groups on a volunteer basis, being certain that the disabled reader can contribute some other way later.

• Rewrite student’s text using pictures for the key words, use Writing with Symbols software.

• Allow oral responses to test questions that are provided on tape.

• Use more white space between sentences, words, and /or paragraphs.

• Modify worksheet by providing picture cues for key words.

• Secure and use a variety of computer programs related to the content area and subject.

• Use systematic feedback (self-checking answer keys at frequent intervals).

• Use graphic aids such as charts, graphs, map illustrations, models, or other hands-on materials.

• Pre-teach vocabulary words.

• Put main ideas of the text on index cards, which can easily be organized in a file box, divided by chapters.

• Use real life situations for examples and role-play.

• Color-key vowels and provide a vowel chart to reference to the correct sound for the letter.