

## **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.