

Activities for Dyslexic Students

K-12

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 chalkboard.

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.

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 on index cards, (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.

Accommodating Students with Dyslexia in all Classroom Settings
by Cecil D. Mercer Ed.D.
From The Houston Branch of the International Dyslexia Association
2000- 2001 Resource Directory

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.

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.

Reduce copying activities by including information or activities on handouts or worksheets.

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.

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.

Design hierarchical worksheets.

The teacher can design worksheets with problems arranged from easiest to hardest. Early success helps students begin to work.

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.

Display work samples.

Samples of completed assignments can be displayed to help students realize expectations and plan accordingly.

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.

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.

Use flexible work times.

Students who work slowly can be given additional time to complete written assignments.

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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.

Use assignments substitutions or adjustments.

Students can be allowed to complete projects instead of oral reports or vice versa. Also, test can be given in an 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.

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