



Recommended Accommodations 504 Plan

All Subject Areas

- Allow extra processing time for the student to answer a question in class, oral or written.
- Simplify directions - Break down instructional steps into no more than 1 or 2 at a time.
- Provide extra assistance to individually go over instructions with the student during class.
- Do not require her to copy off of the board, but provide a handout of all materials shown on screens, slides etc.
- Reduce the amount of homework and classwork for only what is needed to show mastery.
- Do not require student to stay after school or have extra homework to make up missed or not completed classwork.
- Provide books on tape for all reading assignments in all subjects and textbooks, unless specifically evaluating fluency. Comprehension of material may be negatively impacted if the student is required to read the text independently.
- Allow all written assignments and homework to be dictated or typed as needed. – Speech to text software can be utilized as needed.
- The student should be allowed to take all tests orally and be allowed to dictate answers.
- Allow tests to be done in a quiet environment - possibly outside of the classroom.
- Extra time should be given to all assignments and tests.
- Do not require student to read aloud in class, participate in class spelling bees, or exchange papers with other students unless student volunteers.
- Provide student with definitions to vocabulary words in directions and work.
- Excuse student from foreign language requirement. Sign language can be a good substitute for a student with dyslexia.
- Grade handwritten assignments on content only. Do not take off points for spelling, grammar, or handwriting errors unless it is a final graded assignment where time has been given to edit.
- Spelling lists should follow the same sequence as the child's reading and spelling program that is based in the science of reading.



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- Allow student to provide verbal answers for assignments and tests due to difficulties with written expression skills. Provide a writer/scribe, use speech-to-text software, or record answers into an audible recorder. (Scantron cards are difficult for a child with dyslexia to fill out so provide a different method to complete the test or work.)
- Allow parents to implement all accommodations on homework as well.
- Provide a vocabulary list/word bank, test review and study guides with answers several days prior to testing.
- Student should be excused for attending outside therapy of any type that is aiding in her dyslexia/dyscalculia struggles that occur due to these as well, including but not limited to reading therapy, counseling/therapy, OT etc.

Math specific:

All of the above-mentioned are included here as well, but also the following math specific accommodations would benefit this student.

- Provide a number line, 100's chart, multiplication table, calculator - and instruction on how to use them. Instruction in math should focus on understanding math concepts and not focus on math calculation.
- Provide manipulatives and illustrations in a combined-multi-sensory, auditory, visual, and kinesthetically method of instruction.
- Divide math pages into quadrants and put no more than 4 -6 problems on a page allowing generous amounts of space for computations.

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