

Recommended Accommodations

Provided by:





Recommended Accommodations

Please note that this is not an all exhaustive list.

This resource is provided as a courtesy and should not be considered legal advice.

My hope is that it serves as a helpful starting point in identifying what accommodations might be most helpful for your child.

Wishing you all the best,

Susan Clabaugh

Certified Dyslexia and OG Practitioner
CALP/ALTA, MAT, (A/OGA in process)



Recommended Accommodations

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.

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- Spelling lists should follow the same sequence as the child's reading and spelling program that is based in the science of reading.
- 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.
- 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/dysgraphia 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.



Who am I?

My name is Susan, and I am a Certified Dyslexia Practitioner and Orton-Gillingham-trained educator with over 20 years of experience in the field of education. I specialize in supporting students with dyslexia and other language-based learning differences through structured literacy, multisensory instruction, and personalized intervention. I am also a consultant, curriculum designer, lifelong learner, and dedicated to helping each child break the reading code.

My journey in education began more than two decades ago, driven by a passion to help students unlock their full potential and become confident, capable, and contributing members of society.

Professional Background

I am a Certified Academic Language Practitioner (CALP) through the Academic Language Therapy Association (ALTA) and am currently completing my Associate Level certification with the Orton Gillingham Academy (A/OGA). Additionally, I have received training through the Institute for Multisensory Education (IMSE). I am a Missouri state-certified educator with a Bachelor's and Master's degree in Education and certification in Early Childhood Education. Over the course of my career, I have served as a public elementary school teacher, preschool educator, and instructor at a private learning center. I now operate my own private practice, providing specialized literacy intervention and academic support to students and families.

Beyond My Private Practice

Outside of my private practice, I enjoy reading, staying active in my local church, and volunteering through various ministries. I value the opportunity to serve others and build meaningful connections beyond my work with students. At home, I share life with my beloved (and grumpy) Persian cat, Mia, who adds a touch of humor to my days.

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CALP/ALTA, MAT, (A/OGA in process)

Still need guidance?

I'm passionate about having meaningful conversations with parents—whether you're navigating a new diagnosis, exploring the possibility of one, looking for the right tutor, or trying to make sense of the school system. Whatever stage you're in, I'm here to help guide you through it.

And the best part? We can connect from the comfort of your home or office via Zoom. Let's set up a time to talk soon!

Wishing you all the best on your journey,

Susan Clabaugh

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[Ready to book a
consultation?](#)

[Let's get it scheduled!](#)

