

HIDA Dyslexia Simulation

What follows is a list of accommodations you may use to support your students. Accommodations circumvent the area of difficulty; they do not remediate deficits in the student's academic repertoire.

READING

For those with documented text-based or language disabilities

- Learning Ally <http://www.learningally.org>
 - Downloadable audio books (largest selection of textbooks, trade books; literature); paid membership.
- Bookshare <http://www.bookshare.com>
 - Free access to newspapers, magazines, books; highlights text as it is being read.

Text-to-speech function on portable devices, laptops (go to "Preferences")

- <http://osxdaily.com/2012/05/30/text-to-speech-iphone-ipad/>
- http://www.phonearena.com/news/Best-text-to-speech-TTS-engine-apps-for-Android-no-more-robotalk_id42773

Integrated reading-writing-study skills support

- Read&Write Gold <http://www.boundlessat.com/Learning/Reading/Read-Write-Gold-for-Windows>
- Kurzweil Education Systems <http://www.kurzweiledu.com/>

Free audio books

- Hawaii State Library Digital Media <http://hawaii.lib.overdrive.com/79F9645C-2D32-4140-AFA8-EC3E5090AA65/10/252/en/Help-QuickStartGuide.htm>
- Audiobooks.org <http://www.audiobooks.org/>
- Audio Books For Free <http://www.audiobooksforfree.com/home>
- Books Should be Free <http://www.booksshouldbefree.com/>
- Free Classic Audio Books <http://freeclassicaudiobooks.com/>
- Learn Out Loud <http://www.learnoutloud.com/Free-Audio-Video>
- Librivox <http://librivox.org/about-listening-to-librivox/>
- Open Culture <http://www.openculture.com/freeaudiobooks>
- Voices in the Dark <http://voicesinthedark.com/content.php?Content=50>

Adjusted text levels

- Newsela <https://newsela.com/about/>
 - It makes current events accessible to all readers and gives teachers a quick & easy snapshot into this aspect of reading. Articles cover War and Peace, Science, Kids, Money, Law, Health, Arts, and Sports. Some of the quiz questions and writing prompts reflect Common Core objectives.
- Story Shares <http://www.storyshares.org>
 - This site allows students to be consumers and/or producers of stories. Site allows you to sort by reading level or lexiles. There is embedded text-to-speech options too. Current selection is limited; includes content up to grade 5 reading level.
- Google search by reading level: <http://catlintucker.com/2012/04/google-search-10-questions-10-answers-to-help-you-search-smarter/>
 - If you are having students in your class do research and want to make sure they will be able to read the information they find, just...
 - Click "More search tools" on the left side of the search results page.
 - Click "Reading level." You'll now see results with reading levels and percentage breakdown of results by reading level.
 - To filter your results by a specific reading level, select your desired level (Basic, Intermediate, or Advanced).
- Rewordify <http://rewordify.com/>
 - "Intelligently simplifies difficult English for faster comprehension."

If oral reading is required in class, assign text ahead of time so the student can practice.

WRITING

Assistive technology

- Nuance software <http://www.nuance.com/for-individuals/mobile-applications/dragon-dictation/index.htm>
- Dragon speech-to-text dictation app
- Livescribe <http://www.livescribe.com/>
 - This smart pen allows the user to capture complete audio and handwritten notes of meetings, lectures, etc., for transfer to computer.
- Inspiration <http://www.inspiration.com/home.cfm>
 - Allows students to organize thoughts and turns webs into outlines
- Easy Bib <http://www.easybib.com/>
 - Automatically generates citations from various sources in various styles (e.g., MLA, APA, etc.)

Leverage social media to advance student learning. Students usually “up their game” when they know their work will be made public.

<http://www.edutopia.org/blog/differentiated-instruction-social-media-tools-john-mccarthy>

Provide a scribe, partial lecture notes/outlines, or have another student share notes.

Allow the student to take pictures of handouts, anything written on the board.

Set intermediary deadlines for long-term projects; check-in with the student to ensure that expectations are being met.

Differentiate assignments: Allow movies, oral reports, audio files, photo collages, slideshows, cartoons, projects, demonstrations, simulations, Voki <http://www.voki.com/products.php#voki>

Grade spelling and other mechanics separately from content.

LISTENING

Provide preferential seating (front of class, close to the teacher) then check-in frequently with the student to make sure that she understands and is complying with expectations.

Ask the student to reiterate what was said *in his own words* in order to verify his comprehension of instructions, content, etc.

Present information a little at a time (chunking) and provide visual cues whenever possible (e.g., written lists, demonstrations, pictures).

Provide partial outlines or have a student share notes.

Meet with the student to review notes and check for accuracy or have the student identify someone she wants to and can work with or join a study group.

=====

Additional resources may be found on Assets High School Principal Dr. Suzy Travis’s website:
<http://travis-family.com/suzy/present/Home.html>