ANEX 3

GENERAL ACCOMMODATIONS FOR SUPPORT	
Strategy	**Why is it necessary?**
Apply multisensory strategies while teaching the alphabet.	The students should make the letters by using play dough. The students should write the letter in the air, in front of them. Every child should write a letter on the back of a classmate. Give them an instruction to think of the letter with their eyes shut. Then to write it in their notebooks.
Explain to all students why reading and writing in a manner acceptable for them is important. Explain that the letters are just symbols and when aligned in a certain order they represent a word that has its own meaning. Encourage them at the same time to visualize the meaning of the word and how it is written.	Students with dyslexia always need to know the purpose of doing or working on something.
At the beginning of class give a brief overview of what comes next as an activity or brief overview of the lesson being taught. Also, it is very useful when towards the end of the class, the most important part of the lesson is being repeated again.	In this manner of informing, there is a greater probability that the information will pass from the short-term memory to the long-term memory. For a student with dyslexia, it is very important that he gets the bigger picture or the essence of the lesson before starting with the specific lesson parts.
Never compare students.	All students have their own strengths and weaknesses. Because of the weaknesses in reading and writing, a child with dyslexia can easily loose the self-confidence if you are comparing him with other students.
Homework should always be written on the blackboard for a longer period of time.	Verbal instruction sometimes is missed, or hard to be remembered or written down by students with dyslexia.
The student with dyslexia should sit in the bench closest to the teacher.	This way the teacher can monitor the work of the student from close and give timely support.
When writing on the blackboard, keep in mind the distance between words.	Visual perception is problematic in students with dyslexia and they often cannot recognize where the words starts or ends. Simpler – do not make students with dyslexia copy from the board. Give them printed handouts in MS Word with the lesson notes.
The student shouldn't be given a task to read out loud in front of his class-mates.	If the student faces backlash from his class-mates, that will hinder his self-confidence.

See if the student has unknown words from the text he is reading. Explain those words patiently. Praise the student for the honesty and the questions he asks.	Students with dyslexia can be disoriented when they come across and unknown word. Reading after that word becomes burdened. In good reading instruction every student should know the meaning of every word before reading it. Later in education – every term/concept is heard first, only then read. Then written.
Grade the work and input, and not only the result.	Students with dyslexia spend much more energy for studying. These steps will motivate them additionally.
Check the student's knowledge by asking questions if you notice that he cannot express his knowledge in writing.	Often these students find it hard to express the knowledge in writing or tell the lesson in a specific order.
Never put marks (or cross off mistakes) with a red pen.	Or – make several copies of the test/assignment done by a student with dyslexia and mark separate aspects on each copy so that the corrections are not overwhelming but still all the problems are noticed and brought to the student's attention.
Write clear, precise and short instructions.	Students with dyslexia can easily get lost in the "multitude of words" and get disoriented and not remember anything from what is being said.
Check whether the students understood the instruction.	Encourage the students to use his own words and explain whether he understood the task. Observe whether, for example: he opens the book on page 36, starts to circle the conjunctions, as you instructed. Offer help if there is uncertainty.
Reduce the copying from the blackboard. If it is necessary, then mark each new line with a chalk in a different colour, so that they can follow easily.	Visual following of lines in texts or on the blackboard asks for a lot of effort from the student. Different colors of the lines, makes the work easier. Simpler – do not make students with dyslexia copy from the board. Give them printed handouts in MS Word with the lesson notes. In case a student uses a computer in class, send him/her these notes electronically so he/she can enter other information digitally, too, avoiding his/her poor handwriting and spelling mistakes.
During the presentation of the material use illustrations, graphs or video materials while you are teaching the lesson.	Dyslexic students create associations through the illustrations for easier understanding. Actually, this is useful for students that do not have dyslexic difficulties.
Mark the instruction steps with a different color and in different lines.	Example: For the homework: Page 25 The boy and the violin Circle all adjectives

Prevent external disturbing factors	Often students with dyslexia get disturbed and disoriented when they see a larger column of tasks. This usually happens during written knowledge tests. Suggest to the students to cover the questions that they are not currently working on, with a white sheet of paper. • One possibility is to prepare tests with multiple pages for these students, with one question per page.
Provide peaceful settings in the classroom.	Some students with dyslexia perceive all sounds equally. Background noises do not allow them to focus on what the teacher is saying. It takes a lot of effort for them to differentiate the sounds.
When you want to clarify something to the student, sit on the bench beside him, instead of standing or sitting on the professor's desk. The remarks should always be with a positive connotation. For example: this is good, but you've always shown that you can do better.	In this manner the student will feel more secure and feel that the teacher understands him and truthfully wants to help him.
Always praise the student with dyslexia when he gives a correct answer or has put the effort in some task.	An appraisal is a basic tool for raising motivation and self-confidence in students with dyslexia.
Emphasize the strengths of the student with dyslexia instead of the weaknesses.	Dyslexia brings many gifts and advantages such as creativity, problem-solving and critical thinking, a lively imagination and the ability to see the deep meaning of things. Dyslexic persons see the bigger picture instead of the details. With this approach, you will additionally increase motivation.