A Section 504 Guide to Support Students with Dyslexia Grades K-3

All Students

Response to Instruction
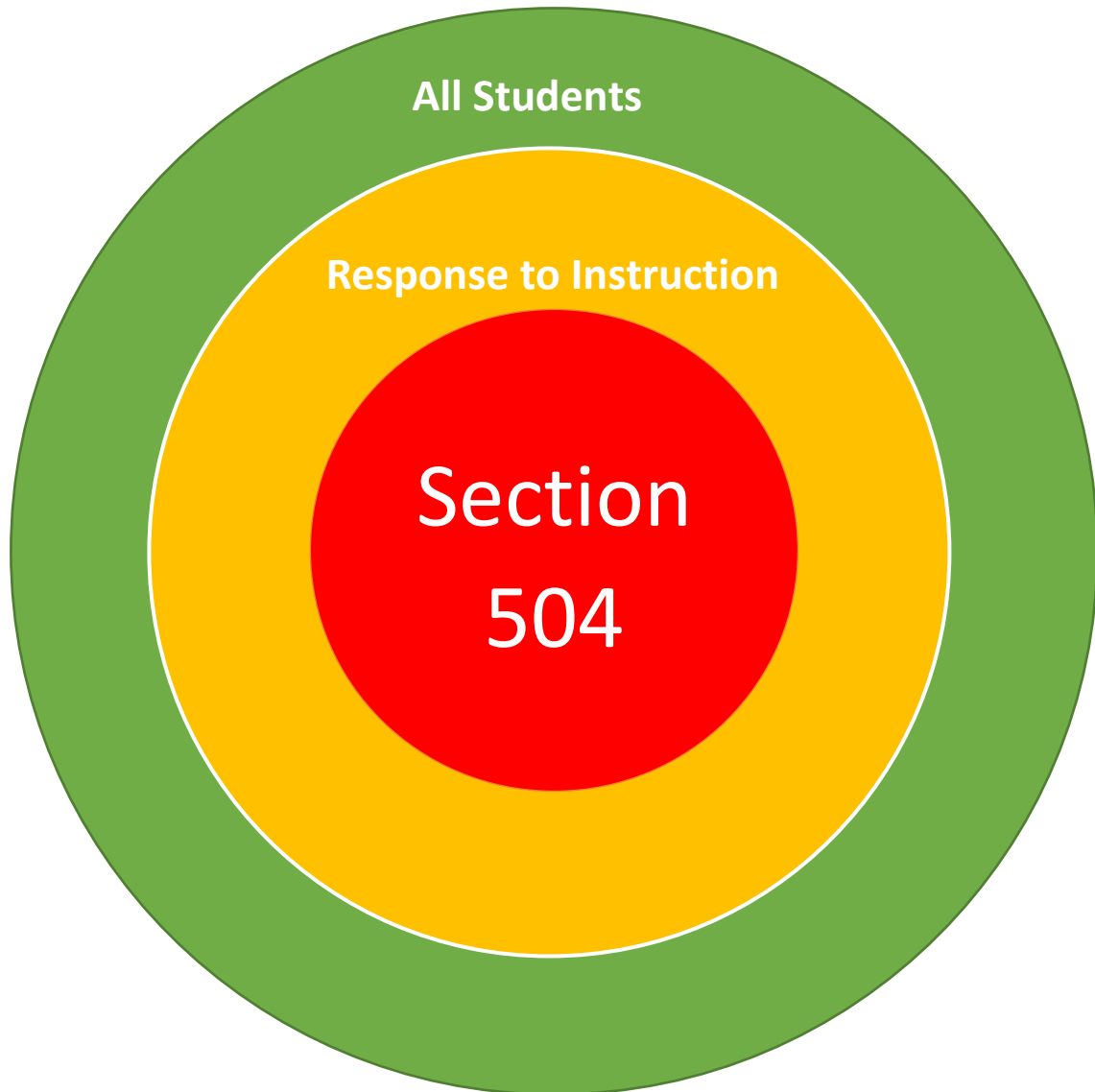
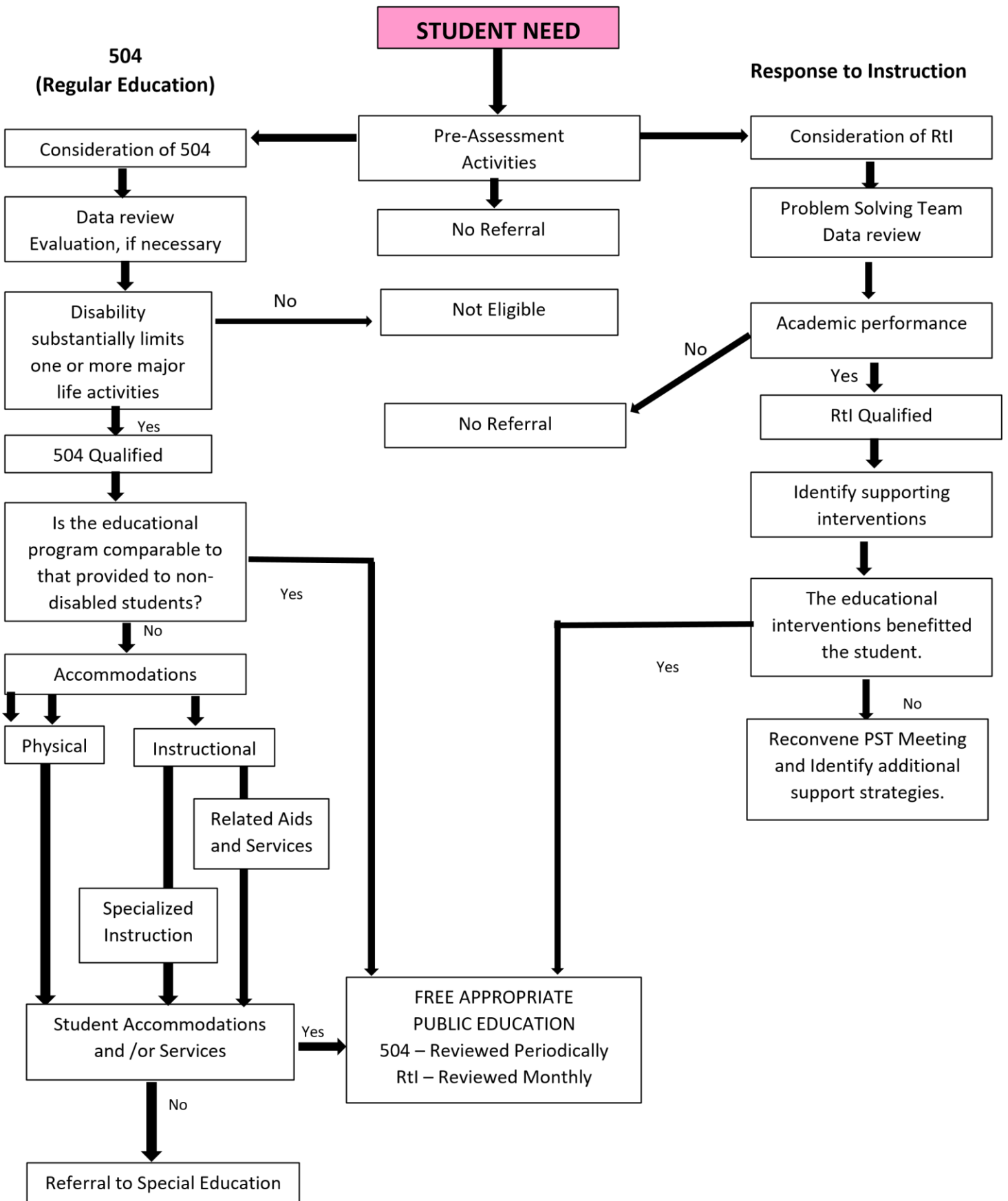## Section 504

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This chapter covers the following topics:

STUDENT NEED

504
(Regular Education)

Response to Instruction

Pre-Assessment Activities

Consideration of 504

Consideration of RtI

Data review
Evaluation, if necessary

No Referral

Problem Solving Team
Data review

Disability substantially limits one or more major life activities → **No** → Not Eligible

Academic performance

No → No Referral

Yes

Yes

504 Qualified

RtI Qualified

Is the educational program comparable to that provided to non-disabled students?

Yes

No

Identify supporting interventions

Accommodations

The educational interventions benefitted the student.

Yes

Physical

Instructional

No

Related Aids and Services

Reconvene PST Meeting and Identify additional support strategies.

Specialized Instruction

Student Accommodations and /or Services → **Yes** → FREE APPROPRIATE PUBLIC EDUCATION
504 – Reviewed Periodically
RtI – Reviewed Monthly

No

Referral to Special Education

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 protects students with disabilities from discrimination based on disability. A student who does not qualify for an IEP, including a student with dyslexia, may nevertheless be entitled to protection under Section 504. For example, a student with dyslexia may be substantially limited in reading in that he finds it challenging to read required class material in a timely way. The student may require additional time or a multi-sensory approach to learning. Accommodations or services for students who qualify for protection under Section 504 are typically documented in a written Section 504 plan. Some other examples of items that might be included in a Section 504 plan for a student with dyslexia are as follows:

- Individual or small-group instruction

- Written materials that are read to the student by the teacher

- Provision of outlines, study guides, or organizers

- Audio recordings of books

- Text-to-speech technology

- Recordings of lectures

- Use of highlighters to organize written information

Parents who are interested in having a 504 Plan developed for their child should contact their local education agency (LEA) and request the LEA's 504 plan procedures.

Common Accommodations for Students with Dyslexia

When a student with dyslexia is eligible for accommodations in the classroom through Section 504, those accommodations need to be individualized to fit the unique needs of the student. Accommodations are discussed at the annual 504 meeting. At that time the educational team determines the accommodations that will help support student success.

Although students with dyslexia will have different needs, there are some accommodations which have been commonly found to be helpful for students with dyslexia.

Reading Accommodations

- Provide books on tape, CDs, or on an electronic reader or textbook that a child can listen to especially for content areas.
- Create opportunities for oral reading on a one-on-one basis and only ask the student to read aloud in class if he feels comfortable doing so and volunteers to read
- Provide outlines, summaries of chapters, vocabulary words and preview questions before reading
- Allow students to use a highlighter to mark important parts of the text

- Use shared reading or reading buddies
- Allow the student to discuss, one-on-one, the material after reading with a classroom aide, a partner student or the teacher
- Provide a set of books/textbooks for the student to keep at home
- Reduce spelling tests
- Give spelling tests orally
- Don't take off points for spelling errors on written work
- Reduce spelling words

Writing Accommodations

- Allow the student to dictate work to a parent or aide
- Provide speech-to-text software
- Offer alternative projects instead of written reports
- Photocopy another child's notes or designate a note-taker who will share notes at the end of class
- Minimize the amount of copying from the board
- Allow the student to use a keyboard to take notes
- Let student respond to questions orally rather than writing each answer
- Reduce written work

Testing Accommodations

- Allow the student to take tests orally
- Allow for extra time
- Review directions to test orally
- Provide alternatives to testing, such as projects, oral or video presentations
- Read test questions to the student and write down answers as the student speaks the answer
- Allow tests to be taken outside of the classroom, in a quiet area with minimal distractions • Have students state answers into a tape recorder

Homework Accommodations

- Reduce homework, especially assignments requiring reading
- Allow the student to dictate answers to homework to a parent, sibling or tutor
- Allow typewritten homework
- Use worksheets with minimal writing
- Limit time spent on homework
- Do not take off points for homework handed in late

Giving Instructions or Directions

- Break large tasks into steps
- Give directions in small steps
- Read written directions or instructions to the student

- Provide alternatives to writing assignments, use an online calendar, provide the student with a written list of assignments each morning, have a buddy student write assignments, an email list of assignments to student or parent
- Give examples or model behavior when giving instructions
- Make eye contact with a student when giving directions

Technology Accommodations

- Provide computers that have speech recognition software
- Allow the use of electronic spell-checkers
- Provide software that enlarges images on a computer screen
- Provide student with a computer to complete class work
- Allow students to tape record lessons

Classroom Accommodations

Often students with dyslexia also have "comorbid" challenges, especially ADHD or ADD which will add to these students' challenges and often leave them with negative self-concept and low self-confidence. Be sure to have some of these accommodations, either formally (in the IEP) or informally, as part of your classroom routines, to support both student success and student self-esteem.

- Write schedules on board
- Write classroom rules on board
- Write homework assignments on the board in the morning and leave up throughout the day
- Have the student sit near the teacher
- Use color-coding to organize desk, classroom and student's books
- Use multi-sensory activities to further understanding of topics
- Use a positive reinforcement program with rewards and consequences
- Create private signals for a student to indicate high frustration or for the teacher to bring a child back on track
- Increase communication with parents, using daily or weekly emails or phone calls and increase meetings with parents
- Assign classroom jobs that will help to increase self-esteem
- Work with the student to create achievable goals

This list is not comprehensive just as each student with dyslexia is different. Their needs will be different. Some students may only require minimal accommodations while others may require more intense interventions and assistance. Use this list as a guideline to help you think about what needs the student, or student, in your classroom have. When attending the Section 504 meetings, you can use this list as a checklist to share with the educational team what you feel would best help the student.

Reference:

Bailey, Eileen. "Common Accommodations for Students With Dyslexia." ThoughtCo, Jul. 3, 2019, thoughtco.com/common-accommodations-students-with-dyslexia-3111001. HTTP:

https://www.thoughtco.com/common-accommodations-students-with-dyslexia-3111001

More Information

In December 2016, the U.S. Department of Education, Office for Civil Rights, published a *Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools*. This guide addresses numerous topics, including the evaluation and placement of students under Section 504 and the differences between Section 504 and the Individuals with Disabilities Education Act.

The U.S. Department of Education website also includes Frequently Asked Questions About Section 504 and the Education of Children with Disabilities.

Information contrasting IEPs and 504 plans is available at Understood.org, a consortium of nonprofit organizations that work to support parents of children with learning and attention issues.

Understood.org also provides information about the evaluation process.

Response to Instruction Administrative Code
https://www.alsde.edu/sec/isvcs/RTI/AAC%20Revisions%2010-8-15.pdf

How Response to Instruction (RtI) process can be used to ensure standards-based instruction reaches the classroom
https://www.alsde.edu/sec/isvcs/RTI/Connecting%20RtI%20to%20the%20Alabama%20Standards%20for%20Teachers%20and%20Instructional%20Leaders.pdf

The Response to Instruction (RtI) Guidance Document
https://www.alsde.edu/sec/isvcs/RTI/RESPONSE_TO_INSTRUCTION_Alabama%20Core%20Support%20For%20All%20Students.pdf