

## In Class

- Let learners take pictures of anything written rather than copying it by hand
- Keep objective in mind: is writing in class necessary?
- Introduce spelling rules in addition to capitalization:
  - o Phoneme-Grapheme-Correspondence
  - o Vowel length
  - o -ie, -h, Doppelkonsonant, Konsonantenhäufung
- Use SoundsofSpeech (<https://soundsofspeech.uiowa.edu/>)
- Do not have learners with dyslexia read out loud in class
- Read instructions aloud for all learners
- Have visual reminders of difficult PGC: ie-ei, ß, u-ü, o-ö, i-e...
- Practice to break down complex tasks into smaller steps (writing a text...)
- Include the learner when determining accommodation and modification. Ask how they feel about sharing the diagnosis with classmates

## Assessments

- Create individual goals for spelling, e.g., focus only on capitalization
- Oral assessment rather than written if the objective is not spelling
- Do not count spelling errors if spelling is not the objective of the assessment
- Read instructions aloud for all learners
- Underline all correct words instead of all incorrect words to increase confidence
- Writing: do not grade spelling or give extra time to focus only on spelling (ideally only one area rather than all at once)
- Allow writing on a computer using a spell checker
- Talk to school/colleagues about accommodations vs. modifications. Try consistency within the program.
- Develop a guideline for the program on how to accommodate learners with/without diagnosis/504/IEP

## General

- Allow text-to-voice and voice-to-text for homework if the objective of the homework allows it
- Allow writing on a computer using a spell checker
- Use an error analysis to determine individual error areas which inform individual learning goals
- Reading: allow audiobooks if possible
- If working with subtitles: talk to the learner about substitutions, e.g., listen first, then read, use pause...
- Avoid the term: just memorize. Most learners with dyslexia cannot do this
- Positive encouragement: Language learning is about oral communication first. Correct spelling and fast reading are not nearly as important as the meaning of the word.
- Provide all material, if possible before class but definitely after
- Allow more time for readings
- Allow partner work for reading activities