

## Accommodations for the Gifted and Dyslexic Student

- Multi-sensory means to access information
- Alternate ways to express ideas and create products
- Graphic organizers—webbing, mind maps, etc.
- Interest-based authentic curriculum
- Opportunity to identify with others of like talents.
- Recognition for successes

## Online resources:

The Dyslexia Online Journal <http://www.dyslexia-adults.com/journal.html>

Uniquely gifted <http://www.uniquelygifted.org/>

International Dyslexia Association <http://www.interdys.org/>

Hoagie's Gifted Page <http://www.hoagiesgifted.org>

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### References:

Baum, S., and Owen, S. (2004). *To be Gifted and Learning Disabled: Strategies for Helping Bright Students with LD, ADHD, and More*. Creative Learning Press. Mansfield Center, Connecticut.

Holt, C.W. (1999). *Dual Exceptionalities*. Retrieved from [www.ldonline.org/article.php?max=20&id=964&loc=24](http://www.ldonline.org/article.php?max=20&id=964&loc=24) on March 25, 2006.

Juggins, M. (2001) *Dyslexics, drowning in the mainstream . . .* Retrieved from Dyslexia Online <http://www.dyslexia-adults.com/mainstream.html> March 25, 2006.

## Teaching Students who are Gifted and Dyslexic



<http://www.dyslexia-teacher.com/>

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## *Characteristics of Gifted and Dyslexic*

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Dyslexics have difficulty acquiring and using language in reading and writing. They think mainly in pictures, have vivid imaginations, and can experience their own thought processes as reality.

Gifted and Dyslexics have outstanding gifts or talents, but may be limited in their academic achievement. The Gifted/Dyslexic can become proficient in many skills faster than the average person can comprehend them. Their abilities are enhanced by high awareness of the environment, originality, intuition, insight and curiosity. They may get easily frustrated and have low self-esteem. They can be perfectionistic and highly critical of themselves. They may have poor handwriting,



## *Program / Service Needs for Gifted and Dyslexic*

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“An effective program creates educational contexts that suppress students’ problematic behaviors, while simultaneously encouraging the emergence of more positive gifted traits.” (Baum & Owens, 2004) Gifted/Dyslexic students need to have attention focused on his or her strengths, talents, and interests. The Gifted/Dyslexic student requires a learning environment that supports his/her physical, intellectual, and emotional needs. These unique learners benefit from challenge, instruction, accommodations, and compensatory skills to address both needs. Additionally, counseling and advocacy support both in the school and outside settings are important.

## *Strategies for Differentiating Instruction for Gifted and Dyslexic*

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“Bright students who have problems with decoding written content should have access to information in ways that minimize reading>“ (Baum & Owens, 2004)

- Instruction using visuals like films, television, live drama, computer software.
- Lectures, taped interviews, books on tape, text-to-speech software
- Field trips, demonstrations, and enthusiastic guest speakers
- High quality picture books
- Carefully constructed written directions or content with visual cues
- Limit the use of phonics if the student is weak auditorily
- Make a word processor available for written assignments
- Use any perfectionism to their advantage, by asking the student to do something short like read one sentence perfectly