Explore these common classroom accommodations for written expression disorder. They can help kids at school — and even at home.

| Classroom materials and environment | • Highlight key words and phrases in writing tasks and prompts.  
|                                     | • Provide graphic organizers and checklists.  
|                                     | • Post strategies, graphic organizers, and checklists in the classroom.  
|                                     | • Develop individualized spelling lists each week based on students' needs.  
|                                     | • Have students keep a personal dictionary for hard and frequently used words.  
|                                     | • Provide easy access to writing tools like pencils, paper, and laptops.  |
| Completing assignments and tests    | • Give extra time for written tasks and tests.  
|                                     | • Allow students to use outlining and “semantic mapping” software.  
|                                     | • Let students use speech-to-text technology.  
|                                     | • Let students use text-to-speech technology.  
|                                     | • Allow students to use spellcheck and/or word prediction software.  
|                                     | • Have students use drawings with captions, instead of writing full sentences or texts.  
|                                     | • Let students show understanding in different ways, like oral reports and video presentations.  
|                                     | • Provide a quiet and comfortable workspace.  |
| Teaching strategies                | • Help students set doable writing goals.  
|                                     | • Let students select meaningful supports to achieve their writing goals.  
|                                     | • Reteach writing skills and strategies as needed.  
|                                     | • Provide sentence starters for written responses.  
|                                     | • Give feedback only on specific aspects of writing.  
|                                     | • Only give feedback on the most critical tasks.  |