

Your name
Your address and phone number
Date
Course: (department and course number)

I would like to take a few moments to tell you a little about myself and to explain why I need the accommodations I am requesting in your course. (See attached IEP.)

(Here, talk about your history/accomplishments.) For example: In third grade I was diagnosed with a cluster of learning disabilities that impact my ability to read and process the written word. I attended XYZ Preparatory School in XYZ, until this year. XYZ is a prep school dedicated to empowering students with learning disabilities. I have worked hard to understand my learning disabilities and to develop specific strategies to compensate for them. I am looking forward to my first year at ABC High School as the next step in my academic career. I love learning and exposure to new ideas. I am organized, motivated, hard-working, and am totally serious about my studies. My hope is to attend DEF College, which my father attended. My dream is to become a teacher of history. (Or state whatever positive characteristics and hopes and dreams you believe you have.)

Unfortunately, I still need a number of accommodations to help me learn and to help you measure accurately what I have actually learned. The aids I use out of class are: subject area tutoring, audio books, a computer reading scanner for typed materials not available on tape, a reader for poor-quality printed material that won't scan, and a computer voice recognition dictation program. I rely heavily on "spell check" and word processing for as much of my work as I can. When I am pressed for time, I dictate to a scribe.

Accommodations I am requesting in your course are:

AUDIO BOOKS

Accurate and timely syllabi for texts, all handouts and outside reading assignments.

The MOST critical accommodation for me is acquiring a complete syllabus two to three months before a course so I have adequate time to order any material that is not currently available on audio. I rely heavily on audio of all printed material. These processes can take several month's lead time. My backup is a scanner; however the scanning process is time-consuming and if handouts are of poor quality, my scanner can't process them at all and I must arrange for someone to read them to me.

EXAMS AND QUIZZES

- Extended time for tests
- Quiet testing area
- Tests taped or read to me by a proctor

I can read, but it is still such a difficult process that I can lose the exact meaning of a question. By reading along with the proctor (or a tape), I can be sure of clearly understanding what your test

questions are asking. The reason for requesting extended time is that working with a reader, tape or scribe simply takes longer.

PEER NOTE-TAKERS

In some classes, the process of writing and spelling is so difficult and time-consuming that I cannot observe what the teacher is demonstrating on the board. Peer notes free me up to concentrate fully on what the teacher is presenting. I usually transcribe peer notes outside of class.

SCRIBING

Some exams and quizzes
Some written assignments

If I dictate, I can often be more creative and organize my thoughts better and save a great deal of time.

READING ALOUD

I prefer not to be asked to read aloud in class because I still stumble over many words. I like to actively participate in class in other ways.

(List whatever accommodations you need to succeed and explain why you need them and how they help you learn.)

My reading rate is improving and I am working hard to reduce my need for these accommodations. I appreciate your willingness to help me work around my learning disability and I understand that it takes extra effort on your part as well as on mine.

Thank you for taking the time to read this. I hope it will help you to understand a bit better how and why I use some of the accommodations I am requesting and that it will help you help me to achieve my goals in your course this year. If there is anything I can explain further, please ask me at any time.

Sincerely,

(Your Name)