

Table 2

Types of accommodations which may be available to children with dyslexia

Type of accommodations	Examples	Description
Presentation: allows access to instructional materials	Verbal instruction	Provides auditory input in lieu of written input for instructions
	Repetition of instructions	Provides opportunities for children to hear instructions again by teachers
	Visual prompts	Signals important text or areas to attend to by highlighting or adding visuospatial aids
	Spell check and grammar check	Enable students to use these tools, as spelling is much more effortful for children with dyslexia
Response: allows an alternative for completing activities	Dictation or recording of speech or text to speech software	Allows for conversion of spoken language into written language
	Oral examination	Allows for students to answer questions on tests orally instead of through written language
Setting: allows for differences in the location for education/testing	Separate classroom for education/testing	This may allow for a quieter setting to allow for more focus on work
	Preferential seating	This may enable students to have fewer distractions
Timing: changes length of time	Extended time	Allows for additional time on tests required for more effortful reading
	Frequent breaks	Enables students to take more frequent time to recover from work, may be particularly helpful for children with co-occurring ADHD

ADHD, attention deficit hyperactivity disorder.