

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 |