**Presentations: possible adjustments for students with dyslexia**

**Potential issues: Possible adjustments:**

**Student may struggle with word order or retrieval. They may also find it difficult to staying on topic consistently**

* **This tendency can be seriously exacerbated by stress. It can help if the student knows the tutors are aware that this may occur and are listening sympathetically.**
* **The student could have a selection of phrases to use, which would alert the assessors in case s/he is struggling – e.g.: “Can I just stop for a moment and collect my thoughts?”**

**Due to auditory processing difficulties, student may need more time to fully understand the questions**

**Student may struggle with more abstract, less literal, questions**

**Student may confuse related or similar sounding words (e.g.: qualitative and quantitative)**

**Post-presentation questions are unknown**

* **Tutors should be aware of this and, if they feel this is occurring, double-check confused words with the student.**
* **The tutors should try to avoid abstract, non-literal language.**
* **Assessors could give concrete examples to illustrate the questions if needed.**
* **If the question is still unclear, the student could ask the tutors to rephrase questions or give further examples.**
* **The student could paraphrase the question back to the assessors to check understanding.**
* **If s/he realises the meaning of a question once s/he is part-way through answering it, the student could be allowed to re-start their response.**
* **Student could be given more time to respond, to allow for thinking and processing time.**
* **Student could be allowed to go back to questions s/he has already answered and add in any additional information which occurs to him/her later.**
* **The student could have a break between the presentation and the questions. During this time s/he could be given the questions in written form, check his/ her understanding of the questions with tutors and prepare notes for his / her answers.**
* **Student could email the presentation to the tutors beforehand so they can send him/her an idea of some of the subjects s/he may be questioned on.**
* **Student could have a break between the presentation and the questions. During this time s/he could be given the questions in written form, check his/ her understanding with tutors and prepare notes for his / her answers.**