

- detail. Encourage the student to make lists and write out a schedule.
5. Monitor assignments. Provide regular progress reports throughout the semester.
  6. Reserve front row seating and maintain frequent eye contact during lectures.
  7. Provide ample opportunity for questions and answers before an exam. Discuss test format and examples of typical questions.
  8. When necessary, allow ADD students to demonstrate mastery of the material using alternative methods. This might include extended time limits, oral exams, and individual exams.
  9. When appropriate permit the use of calculators, scratch paper and dictionaries during exams.
  10. Encourage students to use support services such as the Learning Assistance Laboratory to improve their study skills and receive academic tutorial assistance.

All services for students with special needs are coordinated through the Learning Assistance Laboratory (LAL) located on the second floor, room 218 of the Campbell Learning Resources Center.

Our staff is ready to work with you to maximize student success and minimize instructor frustration.

For further information and assistance call Dr. Cindy Riedel, extension 4164.

Monroe County Community College is an equal opportunity institution and adheres to a policy that no qualified person shall be discriminated against because of race, color, national origin or ancestry, age, sex, marital status, or disability in any program or activity for which it is responsible.

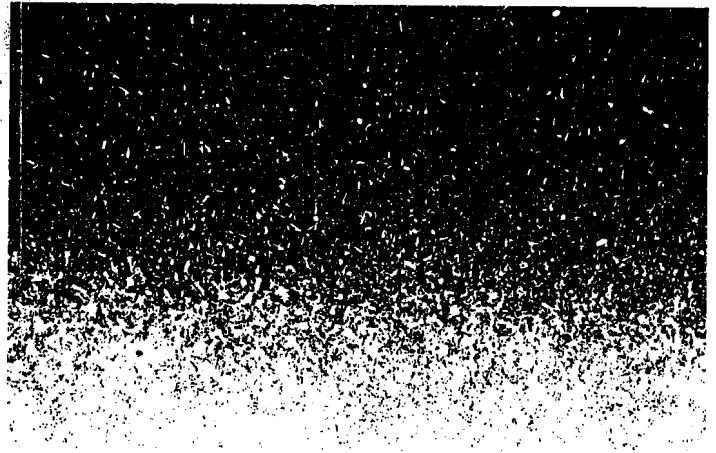


Monroe County Community College

*Helping students  
with*

# Attention Deficit Disorder

*To* **SUCCEED** *at*



## Monroe County Community College

*Learning*  
*Assistance*  
*Laboratory*

# Attention Deficit Disorder (ADD)

## Some Facts About Attention Deficit Disorder:

---

- Attention Deficit Disorder is a term used to describe students who exhibit distractibility, short attention span, impulsivity and difficulty concentrating. It is an inability to attend to and focus on appropriate information and screen out irrelevant distractions.
- ADD usually, but not always, involves childhood hyperactivity.
- ADD results from disturbances in the chemical neurotransmitters to the brain. While medication is frequently prescribed during childhood, it is rarely continued in adults.

## Common Characteristics of ADD College Students

---

- **Reading Skills**
  1. Memory delays show the recall and retrieval process.
  2. A short attention span interferes with concentration and comprehension.
- **Written Language Skills**
  1. Reduced eye-hand coordination makes writing slow and tedious.
  2. Poor recall of writing rules results in grammar and punctuation errors.
  3. Ideas are poorly organized.
- **Oral Language Skills**
  1. Narrative skills are limited by poor word recall and difficulty placing events in sequence.
  2. Extraneous sounds are not filtered out resulting in decreased listening ability.
- **Mathematical Skills**
  1. Poor attention to detail results in frequent computation errors.

2. Work is incomplete or out of sequence.
3. Work from board or text is miscopied on paper.
4. Incomplete mastery of arithmetic tables is common.
5. Decreased ability to visualize results in poor estimations of time and space.

- **Organizational and Study Skills**

1. Setting realistic goals and meeting deadlines are difficult.
2. Ability to assess progress and self-correct is poor.
3. Because short term memory is limited more study over a longer period is required to retain information.

- **Social Skills**

1. Self-esteem is low.
2. Subtle expressions and body language are misinterpreted.
3. Impulsive and sometimes illogical thinking is common.
4. The student appears to be easily fatigued and lacking persistence.
5. External monitoring is necessary to complete tasks.

## Suggestions for Helping ADD Students to Succeed in the College Classroom

---

1. Provide a detailed course syllabus with complete information on grading system, tests, quizzes, papers and other assignments. Divide the work load into smaller units if possible.
2. Provide written lecture guides. Encourage a competent notetaker to share notes with the student. This will allow the student to put more energy into listening.
3. Encourage the use of a tape recorder to supplement classroom listening and notetaking.
4. Provide structure in the classroom and in assignments. Emphasize attention to