

5. Have all papers proofread by a tutor or a Writing Fellow in the Learning Assistance Laboratory.
6. Excuse in-class spelling errors.
7. When necessary, allow student to demonstrate mastery of material using alternative methods. This might include extended time limits, oral exams, and individual proctored exams.
8. Allow extra time for assignments which require memory.
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.



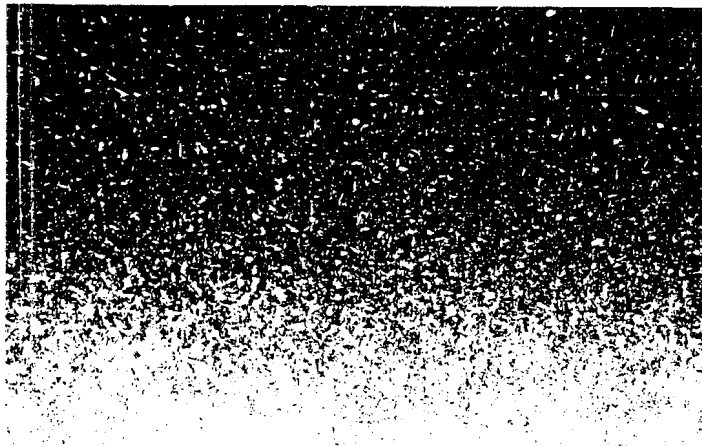
Monroe County Community College

1999 - Rev. 2/96

*Helping students
with _____*

DYSLEXIA

To **SUCCEED** *at* _____



**Monroe County
Community
College**

— *Learning* —
— *Assistance* —
— *Laboratory* —

Dyslexia

Some Facts About Dyslexia:

- Dyslexia is a disability which affects certain aspects of reading, writing, spelling and math comprehension. The dyslexic student will have difficulty dealing with symbolic material, but may demonstrate strong logic and reasoning abilities.
- Persons with dyslexia have average and above average intelligence.
- Dyslexia runs in families and is more common among boys.
- Dyslexia is often mistaken for laziness or lack of motivation.

Common Characteristics of Dyslexic College Students

- **Reading Skills**
 1. Similar letters and words are confused (i.e. b/d, saw/was).
 2. Learning in sequence is difficult.
 3. Much more time is required to read an assignment.
 4. Oral reading is difficult and embarrassing.
 5. Identifying key ideas is difficult.
- **Written Language Skills**
 1. There is uncertainty over left and right/top and bottom.
 2. Omission of words or parts of words is common.
 3. Letters are frequently transposed.
 4. Handwriting is uneven and difficult to read.
 5. Frequent spelling errors are made.
- **Oral Language Skills**
 1. There is a tendency to put syllables and words in the wrong order.
 2. Expressing ideas and finding the right word is difficult.

3. Spoken words are not accurately transferred into written notes.

- **Mathematical Skills**

1. Incomplete mastery of arithmetic tables is common.
2. Remembering strings of digits is difficult.
3. Similar numbers are confused (i.e. 3 and 8 / 6 and 9).
4. Work from board or text is miscopied on paper.

- **Organizational and Study Skills**

1. A limited amount of information can be stored at one time.
2. Planning and keeping a schedule is difficult.
3. There are problems beginning and finishing a task.

- **Social Skills**

1. Left/right disorientation causes confusion in following directions.
2. Names and phone numbers are inaccurately remembered.
3. Clumsiness at manual tasks is not uncommon.

Suggestions for Helping Dyslexic 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.
2. Provide written lecture guides when possible. Encourage a competent notetaker to share notes with the student. This will allow the student to pay more attention to listening.
3. Use a multi-sensory approach (i.e. transparencies, blackboard diagrams, models, illustrations).
4. Encourage the use of a tape recorder to supplement classroom listening and notetaking.