

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.

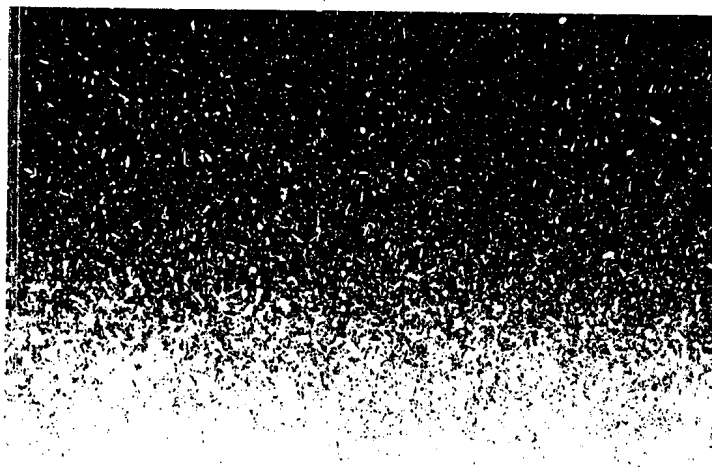
Our staff is ready to work with you to maximize student success and minimize instructor frustration.

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

*Helping students
with _____*

SPEECH IMPAIRMENTS

To **SUCCEED** *at* _____



Monroe County Community College

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

Learning _____
Assistance _____
Laboratory _____

Speech Impairments

Definition

The impairments range from problems with articulation or voice strength to being totally non-vocal.

Common Characteristics of College Students with Speech Impairments

- Speech impairments may be found alone or in combination with other handicaps (i.e. cerebral palsy).
- These students may be very hesitant to participate in activities that involve or require speaking. It is important that these students have an equal opportunity to voice their reactions or questions even if it means allocating extra time.
- With increased exposure to people whose speech is impaired, the ability to understand their speech will improve.

Suggestions for Helping Students with Speech Impairments to Succeed in the College Classroom

1. Avoid the urge to interrupt or try to complete the student's train of thought.
2. Continue to be patient. Don't get upset if you misunderstand what the speech impaired student is trying to say.
3. Ask the student to repeat the word or phrase(s). It is helpful to summarize the message and check with the student for accuracy.
4. Ask the student, when necessary, to write down the message.
5. Try to draw out questions with the speech impaired student. These individuals will rarely volunteer.
6. Consider a written examination as a substitute for an oral examination.