

Suggestions for Helping Students with Learning Disabilities to Succeed in the College Classroom

1. Provide a detailed course syllabus with complete information on grading system, tests, quizzes, papers and other assignments. Meet one to one to discuss class expectations and perceptions.
2. Select, if possible, a textbook with an accompanying study guide for optional student use.
3. Begin lectures with a brief outline of material to be covered and conclude with a brief summary of key points.
4. Speak directly to students using natural gestures and expressions to convey meaning.
5. Present new or technical vocabulary on the blackboard or on a handout. Use terms in context to assure complete understanding.
6. Encourage students to use tape recorders to supplement notetaking.
7. Monitor assignments. Provide regular progress reports throughout the semester.
8. Provide ample opportunity for questions and answers during a review session. Discuss test format and examples of typical questions.
9. When necessary, allow LD students to demonstrate mastery of material using alternative methods. This might include extended time limits, oral exams, and individually proctored exams.
10. When appropriate permit the use of calculators, scratch paper and dictionaries during exams.
11. Encourage students to use support services such as the Learning Assistance Laboratory to improve their study skills and receive academic

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.

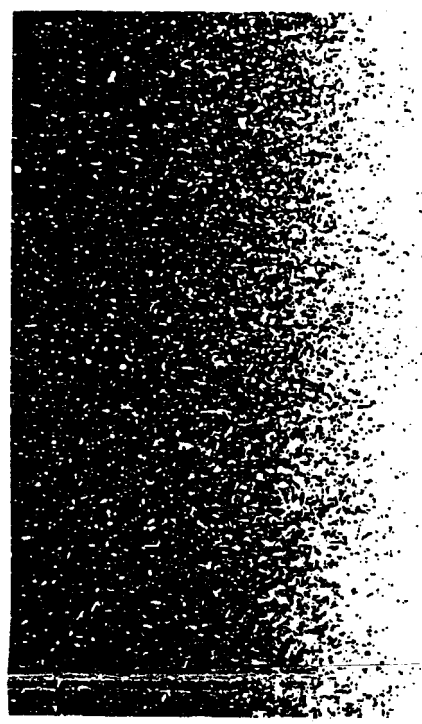
Our staff is ready to work with you to maximize student success and minimize instructor frustration.

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

Helping students with

LEARNING DISABILITIES

To SUCCEED at



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

Learning Assistance Laboratory



Monroe County Community College

Learning Disabilities (LD)

Some Facts About Learning Disabilities (LD):

- A learning disability is a permanent disorder which affects the manner in which information is processed, stored and retrieved. It is not a form of retardation, an emotional disorder or a result of environmental disadvantage.
- Each LD student has a unique combination of abilities and deficiencies. Areas most commonly affected include reading comprehension, spelling, written expression, math computation and problem-solving, organizational skills, time management and social skills. Deficiencies vary from minimal to severe.
- Learning disabilities are inconsistent. An LD student may have perfect articulation and yet be unable to grasp written instructions. Some LD students may be able to perform a skill one day, but not the next.
- Learning disabilities are frustrating because they are an invisible handicap that is neither fully understood nor accepted. Throughout life these disabilities will affect self-esteem, socialization, and everyday activities.
- LD students have normal to above average intelligence which helps many to devise effective coping mechanisms to overcome their disabilities.

Common Characteristics of LD College Students

- **Reading Skills**
 1. Reading rate is slow.
 2. Comprehension and retention is poor.
 3. Identifying key points is difficult.
 4. Incomplete mastery of phonics and confusion of similar words is common.
 5. New and technical vocabulary requires repetition and examples.
- **Written Language Skills**
 1. Sentence structure is faulty.
 2. Because of limited visual memory, spelling errors are frequent. Misspellings might look right.
 3. Information from a book or blackboard is often miscopied.
 4. Writing is slow and penmanship is poor (especially cursive).
 5. Writing and thinking at the same time are difficult.
- **Oral Language Skills**
 1. Poor concentration affects the comprehension of oral language.
 2. Expressing ideas and finding the right words are difficult.
 3. Multi-syllable words are frequently mispronounced.
 4. Events are placed out of sequence.
 5. There is a tendency to "tune out" when the spoken word is not understood.
- **Mathematical Skills**
 1. Incomplete mastery of basic arithmetic facts is common.
 2. Numbers are reversed.
 3. Operational symbols are confused.
 4. Problems are copied incorrectly.
 5. The sequence of operations is out of order.
 6. Abstract concepts and reasoning are difficult.

Organizational and Study Skills

1. Time management is difficult.
 2. Problems starting and completing tasks are common.
 3. Frequent review of information is necessary because of limited recall and retention.
 4. Oral and/or written instructions are often misunderstood the first time that they are given.
 5. Class notes and compositions are disorganized.
- **Social Skills**
 1. Body language and facial expressions are not accurately assessed.
 2. Subtle messages such as sarcasm or teasing are misunderstood.
 3. Because sense of time and direction are easily confused, LD students are frequently late or lost.
 4. Group activities are frustrating.
 5. Failure to accurately observe environment results in inappropriate conclusions and poor judgements.
 6. Poor self-monitoring ability results in talking too loud or out of turn.
 7. Organization is a problem. LD students frequently forget things and lose personal possessions.
 8. Criticism is sometimes viewed as a reflection on self-worth.
 9. Goals are often unrealistic.
 10. Overachievement, working much harder than others and experiencing excessive stress and anxiety, is a common trait among college LD students.