



SUGGESTIONS FOR FACULTY INTERESTED IN ASSISTING STUDENTS WITH DYSLEXIA / LEARNING DISABILITIES

- 1.) Read a statement at the beginning of the semester referring students with dyslexia/learning disabilities who may need academic assistance to the Academic Assistance Program office.
- 2.) Announce your willingness to discuss learning styles and accommodations of students with dyslexia/learning disabilities.
- 3.) Provide students with a detailed course syllabus indicating requirements, due dates, and grade guidelines.
- 4.) Let students choose the best location for seating.
- 5.) Allow students to tape record lectures.
- 6.) Arrange for a fellow student to take notes to supplement the notes of students with dyslexia/learning disabilities.
- 7.) Present materials in visual as well as auditory form. Use as many kinesthetic/tactile learning experiences as possible.
- 8.) Give an overview at the beginning of each class and summarize the key points at the end.
- 9.) Permit students to use a “word master” if spelling is evaluated on in-class writing assignments.
- 10.) Provide a study guide well in advance of examinations.
- 11.) Make provisions for students to have extended time on examinations. Provide a quiet location free from distractions.
- 12.) Allow students to write on test booklets.
- 13.) Discuss options for alternative forms of testing: essay vs. multiple choice; oral vs. written; or a combination.
- 14.) Invite students with dyslexia/learning disabilities to share specific information about their learning needs with you during an office appointment.
- 15.) View students with dyslexia/learning disabilities as competent and capable students who have much to contribute to the university community.



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