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Teaching Tips for the Student with a Disability

- Providing a syllabus that gives a clear and detailed explanation of expectations, topics, and procedures for each class session.
- Beginning lecture/discussions with review and overview of topics to be covered.
- Using chalkboard or overhead projector to outline lecture material, reading what is written or what is on previously prepared transparencies.
- Using chalkboard or overhead projector to highlight key concepts, unusual terminology or foreign words (being mindful of legibility).
- Emphasizing important points, main ideas, and key concepts orally in lecture.
- Giving assignments in writing, as well as orally, and being available for further clarification.
- Providing opportunities for participation, question period, and/or discussion.
- Providing time (during office hours) for individual discussion of assignments questions about lectures, and reading.
- Providing study guide for text, study questions, and review sessions to aid in mastering material and preparing for exams.
- Give student feedback about performance frequently.
- Invite students with disabilities to disclose their disability and inform them about Disability Services.

Tips for Test Taking

- Allowing students to clarify question and rephrase it in their own words as a comprehensive check before answering exam questions
- Analyzing process as well as final solution (as in math problems)
- Allowing student to use a multiplication table, simple calculator, and/or secretary's desk reference in examinations
- Avoiding double negatives, unduly complex sentence structure, and embedding questions within questions in composing examination questions
- Providing adequate scratch paper and lined paper to aid those students with overly-large handwriting and/or poor handwriting
- Providing alternative to computer-scored answer sheet
- Allowing for Spell checker