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