

Attention Deficit/Hyperactivity Disorder

ADD/ADHD is officially called Attention Deficit/Hyperactivity Disorder and is a neurologically based medical problem. It is a developmental disability characterized by inattention, impulsivity, and sometimes hyperactivity. The results can lead to lifelong problems.

Students with ADD/ADHD may demonstrate one or more characteristics:

- * concentrating
- * listening
- starting, organizing, and completing tasks
- * following directions
- * making transitions
- *-interacting -with others
- * producing work at a consistently normal level
- * organizing problems that involve multiple steps
- * performing better in morning classes or evening classes
- * needing to sit at the front of the class
- needing assignment organizers
- needing assignments in writing
- * experiencing difficulty following through with several directions at once
- * having problems organizing multi-step tasks
- * benefiting from structure using lists, schedules
- benefiting from ADD coaching

Accommodations may include those for students with specific learning disabilities.

Tips for Faculty that Facilitate Student Learning

- * select a text with a study guide
- * include a statement on the syllabi that students need to provide a disability verification letter within the first two weeks of class
- * write key terms on the board or provide a lecture handout
- create study guides
- * provide guided lecture questions
- * briefly review the previous lecture
- * use visual aids
- * face the class when speaking
- * administer frequent quizzes to provide feedback
- * provide PowerPoint slide copies before the lecture

Specific Learning Disabilities

A learning disability is a permanent neurological disorder that affects the manner in which information is received, organized, remembered, and then retrieved or expressed. Students with learning disabilities possess average to above average intelligence.

Terms associated with learning disabilities include:

- dyslexia-inability to read.
- dyscalculia-inability to do
- dysgraphia-inability to write words with appropriate syntax.
- dysphasia-inability to speak with fluency or sometimes to understand others.
- figure-ground perception-inability to see an object from a background of other objects.
- visual discrimination-inability to see the difference in objects.
- auditory figure-ground perception-inability to hear one sound among others.
- auditory sequencing-inability to hear sounds in the right order.

Characteristics may include an inability to perform in accordance with the norm in such areas as:

- listening comprehension.
- written expression-spelling errors, sentence structure, organization and development.
- basic reading skills-slow reading rate and retention, tracking skills, difficulty with syntax on tests.
- mathematical reasoning and calculation-basic operations, number reversals and confusion of symbols, copying problems, concept of time.
- social skills-spatial disorientation, low frustration level, low self-esteem, problem resolution.
- study skills and time management.

Accommodations may include:

- reduced course load.
- extended time to complete assignments.
- tape recorders.
- note-taking.
- taped texts.
- readers.
- extended time for in class assignments.
- assistive technology (calculator, word processor)
- extended time for testing, nondistracting environment.

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