Each School has one or more coordinators liaising between the Service and Students with Specific learning disorders.

Alma Mater Studiorum
Università di Bologna

Service for Students with Specific Learning Disorders
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Specific learning disorders: Dyslexia, Dysorthography, Dysgraphia, Dyscalculia.

Useful information for UNIVERSITY TEACHING STAFF

Inspiring principle
To make the degree programmes accessible to all on equal conditions, promoting the autonomy of every student.
**COMPENSATORY INSTRUMENTS**

“Technological and teaching tools that replace or facilitate the required performance in the deficient competence”  
(DSA Guidelines —DM 12 July 2011)

Some of the possible tools that can be agreed with the student for sitting the exam:

- Test in digital format.
- PC with spell check and/or voice synthesis programmes.
- Tutor with reading functions.
- Non-scientific calculator.
- Concept maps of keywords to assist the memory.
- Tables, formulas, time lines.

**DISPENSATIVE MEASURES**

“Interventions exonerating the student from some tasks which, due to their disorder, may be particularly difficult and which do not improve learning”  
(DSA Guidelines —DM 12 July 2011)

Some of the possible ways teachers can adapt the exams in agreement with the student:

- Split into several partial tests.
- Allow a choice between written and oral exam.
- Allow a choice between different types of written test (e.g. open questions rather than multiple choice tests).
- In written tests allow up to 30% more time, or reduce the quantity but not the quality of the test.
- For evaluation purposes, whether written or oral, consider contents over form.

**TEACHING MATERIALS**

- Provide slides/course notes on paper and in digital format, with attention to the clarity of the graphics and contents.
- Provide exam materials and books also in digital format (open PDF) where possible.
- Provide examples of exams done previously.

**LESSONS**

- Provide a table of contents of the topics at the start of the lesson.
- Use different tools to represent concepts (keywords, photos, graphs, concept maps, videos, etc.).
- Allow students to record the lessons, take photos of the board, use instruments for taking notes in digital format.
- Provide the slides used in the lesson in advance.

**PERSONALISATION**

Specific learning disorders are manifested differently, and therefore each student requires personalised adaptations which do not modify the substance of the exam and do not therefore affect the final score.

**EXAM SETTING**

It is appropriate to guarantee privacy as far as possible for students using the adaptations.

**CORRECTION OF EXAMS**

It is important to provide feedback on the errors made in failed written tests.