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always right,” to get them to smile. He then followed it with, “She who must be obeyed.” The students just laughed. Serving as comic relief runs deep within my family of origin.

She bought me my first play compact, lipstick, and rouge. I still have the little compact and smile each time I discover it. I have a bottle of Evening in Paris Perfume on my dressing table in her honor along with a replica bottle of Blue Waltz, which is little girl’s cologne from that era. My, how profoundly Granny affected and continued to influence my life.

She really was a demure, petite little thing. But, when she needed or wanted to be she was ten feet tall and bulletproof. I come by mine, naturally. In the words of Hank Williams Jr., “It’s a family tradition.”

Granny was just a waif in size, but definitely the Matriarch of the Arnold Clan. She died when I was an undergraduate at Henderson. It must have been early on because I can remember going to the chapel at the hospital in Camden to study for one of Dr. Ira Don Richard’s finals in Western Civilizations. One of my favorite quotes regarding memory goes: “Memory is like a small child walking along a beach picking up seashells. You never know which one she will pick up that will become a treasure.”

Mabel Dickerson Arnold. Dynamite comes in small packages, bigger than life, and yet as fragile as a string of pearls. She was one of the true treasures of my life and my beloved Grandmother.

P. S. Is that popcorn I smell? L~

### **Biographical Sketch**

Linda G. (Brown) English is a native of Prescott, Arkansas. She taught for twelve years in the public schools of southwest Arkansas before returning to her alma mater, Henderson State University in 2001 to teach. Currently, Linda is Professor of Counselor Education at the Teachers College of her beloved Henderson.

Linda has been published in numerous regional, state and national publications. She has also published in both professional journals and socio-cultural venues including *The Old Time Chronicle*, *The Southern Standard*, *The Journal of Poetry Therapy*, and *Tales from the South*.

Linda lives in the farmhouse, which is the setting for many of her stories, with Emma Clare and Babe, her green and black tabby and black Labrador retriever, respectively.

## **Dyslexia in Higher Education**

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### **Abstract**

There are an increasing number of students with dyslexia enrolled in postsecondary education. Despite guaranteed accommodations (Rehabilitations Act of 1973), many of them struggle to keep up with the rigorous academic demands. Reasons for this struggle include reductions in accommodations at the postsecondary levels from secondary levels making it difficult for many students to complete reading assignments and projects. Because students are independent in college, they must also strive to strike a balance in their social activities and academic priorities. The following study reports that Amy, a student at a state university in North

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Carolina, had to develop a calendar strategy to plan her week so that she was clear on all the events, assignments, and academic responsibilities. Also, she felt her peers did not believe that her accommodations were fair, though it allowed her to stay competitive academically. This paper will discuss the supports, struggles, and strategies experienced by Amy, who suffered from dyslexia at the postsecondary level. Also, several strategies that instructors can implement to benefit all students will be discussed.

*Keywords:* accommodations, disability resource services, dyslexia, educational strategies, post-secondary education level

### **Dyslexia in Higher Education**

The number of students with dyslexia enrolled in postsecondary education is increasing each year due to several laws that provide protection for college students with disabilities. Section 504 of the Rehabilitation Act of 1973 stipulates that qualifying students with disabilities must be provided access to federally funded programs or activities, including elementary, secondary, and postsecondary education (Madaus & Shaw, 2008). When students have shown that they have a documented disability, colleges have a responsibility to explore physical and academic accommodations that would allow the student to participate in the university's programs on a "nondiscriminatory basis" (Thomas, 2000). In addition to the Section 504 plan of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990 prohibits colleges and universities from denying qualified students with disabilities from services, programs, or activities (Thomas, 2000). Though the acts remove barriers that prevent students with disabilities from participating in post-secondary education, many students with disabilities still struggle academically. Tincani (2004) suggests only 53% of students with disabilities such as dyslexia earn a degree or vocational certification within a five-year period. However, Paul (2000) found that when given necessary supports, students with dyslexia have favorable outcomes. The purpose of this paper is to describe the supports, accommodations, and struggles reported by one student with dyslexia at the postsecondary-educational level. Also, this paper will provide strategies for students with dyslexia to meet the academic demands at the post-secondary level and offer ways university and college instructors can help students with dyslexia become more successful in the classroom.

### **Understanding Dyslexia**

Dyslexia is a neurological condition that affects approximately 4% of the population (Carroll & Illes, 2006; Singleton, 1999). The International Dyslexia Association and the National Institute of Child Health and Human Development (NICHD) identify dyslexia as a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate Journal of Learning Disabilities and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge. (Lyon, Shaywitz, & Shaywitz, 2003, p. 1)

It is considered a lifelong disability characterized as having difficulty in word recognition, spelling, reading accuracy, reading rate, reading comprehension, grammar, and organizational skills (Birsh, 2011; Carroll & Illes, 2006; Kirby et al., 2008; Gregg et al., 2005). Students with dyslexia also showed higher levels of anxiety, had difficulty concentrating, and

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display low self-esteem (Birsh, 2011; Carroll and Illes, 2006). Though students with dyslexia can improve their reading accuracy as they advance through school, they still struggle with reading and writing fluency needed at the post-secondary level (Gregg et al., 2005).

### Difficulties with Dyslexia in Higher Education

The vast majority of students with disabilities in postsecondary education have reading disabilities (Gregg et al., 2005). These students struggle with the increased reading and writing demands found in higher education (Kirby et al., 2008). Hadley (2007) found that first-year college students with learning disabilities, such as dyslexia, report feeling overwhelmed by the instructor's high expectations for written assignments. Other students with dyslexia fear instructors will have low expectations for their work or will provide negative feedback on reports, essays, and other written assignments (Hock & Deshler, 1993). The academic skills that troubles students with dyslexia included note taking, organizing essays, and expressing ideas in writing (Mortimore & Crozier, 2006). Other problems included time management, reading fluency, and reading comprehension (Mortimore & Crozier, 2006). In addition to academic fears, Carroll and Illes (2006) found students with dyslexia show signs of stress, worry, and anxiety when placed in situations where accuracy in literacy skills was expected. They fear that they would be perceived as lacking intelligence, or that other students would see their dyslexia as a way of getting extra help (Mortimore & Crozier, 2006).

### Amy's Description of Dyslexia

Amy is a 22-year-old female diagnosed with dyslexia, and she is in her senior year at a state university in North Carolina, majoring in special education. She describes dyslexia as having problems with (a) reading speed, (b) reading comprehension, (c) reading and writing fluency, and (d) decoding of words. Amy also had a very descriptive analogy to illustrate what it was like for her to have dyslexia:

*“What I have always told people is that if you go to a country that speaks a foreign language and you have no idea what they are saying, you have to try to decode every single word before you can understand what they are saying. You have to process what you have just decoded while people are still speaking to you. Basically, I have the files and the content, but they go into the wrong filing cabinets. If you look at my disability as a filing cabinet, I do not always put things in the right cabinet.”*

### Amy's Experience in Post-Secondary Education

Amy wanted to go to college but was worried that she would not qualify because of her disability and low SAT scores. After researching several universities, she decided to visit a state university in North Carolina to talk with a representative of the Disability Services about the possibilities of attending the university. The staff at the Disability Services office proposed accommodations for her and other help that she would receive at the university under the 504 plan. Also, the Disabilities Services Coordinator assigned Amy an academic advisor from Student Support Services who helped Amy develop an academic schedule that was not too overwhelming and set up peer tutoring for the classes that might be challenging. Amy reported that the support she received from both Disability Services Coordinator and Student Support Services helped make the transition from high school to college easier.

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Table 1 shows accommodations Amy had before and during college, and include most of the strategies from high school carried over to college, except the word bank accommodation and lesser homework. Word bank accommodation modifies tests for students with low reading levels or lacks the vocabulary for the content material. Amy reported that losing the word bank accommodation was difficult because it was crucial to her writing success. Another difference was the loss of daily assistance from special education teachers who kept her on track and helped implement the necessary academic tools. Amy realized in college that she had to be independent which required her to use self-regulation skills to implement the strategies she learned before college. Also, she needed to use self-determination skills to advocate for the tools and strategies she required during class, and to problem solve challenges she was facing with the academic course load.

Table 1: Comparison of Accommodations and Self-initiated Strategies in High School and College

Reported Tools	High School (Special education and related services)	College (Self-initiated)
Planner	Yes	Yes
Highlighting in books	Yes	Yes
Note-taking strategies	Yes	Yes
Orton-Gillingham Method	Yes	Yes
Separate setting / double time	Yes	Yes
Phonics	Yes	Yes
Test read aloud	Yes	Yes
Schedule	Yes (made by school)	Yes (Made by Amy)
Calculator	Yes	Yes
Word bank	Yes	No
Less homework	Yes	No
Calendar system of Organization	No	Yes
Helpers	Yes (Special Education Teacher)	Yes (Student support advisers/ services)

#### Struggles Faced by Amy at the Post-Secondary Education Level

One of the struggles Amy faced in college was effectively communicating to instructors the complex problems associated with dyslexia. The lack of communication skills made it difficult for instructors to truly grasp the academic problems Amy was facing; she appeared disorganized and unclear. To receive the necessary accommodations for most assignments, Amy had to communicate her needs to the instructor. Amy reported that she had one instructor who forgot to give her advanced notice of upcoming projects or tests, which did not give Amy time to put into place necessary accommodations. She struggled to communicate the importance of accommodations and felt that not having advance notice of projects and tests made it difficult for her to remain academically competitive.

Amy also reported feeling dejected when many students viewed her accommodations as a form of “cheating” or as “unfair.” When given the necessary accommodations, she felt like she was being discriminated socially by students who were not aware of the severity of her

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disability. She believed they saw her as a student who received special treatment and felt shamed by her peers. However, as Amy progressed through college, students within her cohort were aware of her dyslexia and provided support and encouragement. Even with the encouragement, Amy still felt embarrassed by the severity of her reading disability and struggled to learn key concepts.

### **Necessary Supports and Strategies for Amy at the Postsecondary Level**

Though Amy already developed some of the necessary tools needed for her academic success, she required a variety of supports and strategies at the postsecondary level. During class, she needed note takers to focus on what the instructor was saying instead of panicking over what to write. She also found understanding class instruction easier when the instructors provided an outline of the class format. Many instructors provided her PowerPoint presentations before class, which gave her a chance to read and understand the material before the lecture. Because Amy struggled with reading fluency and speed, she was able to get many of her textbooks on CD or use computer programs to read articles or class materials. Also, Amy took advantage of Disability Services and requested tutors for many of her classes so she could ensure she understood the course material and assignments. Amy also received advanced notices of tests and projects, which gave her the additional time she needed for preparation. Amy admits receiving double time on test and exams was crucial to her postsecondary success. Double time allowed Amy to read the questions thoroughly and to formulate her thoughts before answering the question.

### **A Strategy Created by Amy at the Postsecondary Level**

The most important strategy Amy used to succeed at the postsecondary level was a *calendar system* to meet her academic and coping needs. She developed this system in her planner that involved dividing each day on the calendar into three columns. In the column on the right, Amy would write down important information that she learned from her classes. In the middle column, Amy would write down important projects or assignments that were due on that day. In the column on the left, Amy would write down appointments scheduled for that day.

Amy also employed a color-coding system with her academic planner to help her stay organized. Cool colors represented assignments that needed completion in the future, warm colors represented assignments and activities that required completing that day, black represented tasks that were urgent, and pencil represented information not related to school work. Amy stated that the calendar seemed unorganized and overwhelming to others, but this strategy was a key component in her ability to stay organized in college. Amy developed this organizational method of the three columns and the color-coding system because of the frustration with keeping up with the constant change associated with college life.

Before the postsecondary setting, Amy was accustomed to a very rigid and structured routine. With the extra academic demand, additional appointments, and more flexibility in her schedule, Amy found it essential to have a method for organizing her day. She started with the three columns that helped her organize where and when tasks, appointments, or assignments were due. Though the three columns were beneficial, she needed another strategy to make sense of the information in those three columns. The color-coding method allowed Amy to gain access to information quickly. This unique organizational tool gave Amy the edge she needed to stay organized and to remember appointments and assignments. Like other college students,

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she had to work on not getting distracted by all the social opportunities and learn to manage time independently and effectively.

Amy admitted the academic requirements at the postsecondary-education level were extremely difficult and struggled to keep up with the workload, maintaining focus, and understanding advanced concepts. She would spend approximately three to five hours at night doing homework for one class to keep up with the necessary requirements of that course. When asked if she was able to complete all her reading homework, she stated that it was too difficult. Often, she would skim over the required readings and focus on the overall themes found at the end of each chapter.

One of the most stressful experiences that Amy faced at the postsecondary level was trying to pass the Praxis Test. Since Amy's neurological evaluation from high school was outdated, she was denied accommodations for the Praxis Test. Without the accommodations, she failed it three times. Amy requested a neurological evaluation at Wake Forest Medical Center in North Carolina to continue to receive her 504 Plan and to document the need for accommodations on the Praxis test. The neurological evaluation included the scores from a Woodcock Johnson Test and the Nelson-Denny Reading Test. The Woodcock Johnson Reading Scores showed Amy's reading comprehension and written comprehension were below "average" but above what is considered "significantly impaired." The Nelson Denny Reading Test score revealed that Amy's reading comprehension was near "average" when allowed double time on tests. The results from the neurological evaluation showed that Amy met the requirements for accommodations, and the fourth time when she took the Praxis Test, she passed.

After failing the Praxis Test three times, Amy started to question her ability to be an effective special education teacher. She admitted that, like all new teachers, she would need to work hard to keep up with the workload required for educators. She stated to be an effective teacher, she would need to employ all the strategies she has learned before and during college, spend extra time preparing her lesson plans, and look for support from veteran teachers in her career. Her experience at college was very rewarding, and she felt prepared to teach other students with disabilities how to succeed academically.

### **Strategies for Instructors at the Post-Secondary Level**

Tincani (2004) found instructors could help students with disabilities succeed academically by employing specific strategies. Some of these strategies include (1) an accessible syllabus, (2) chapter objectives, (3) study guides, (4) frequent tests and quizzes, (5) remedial activities, and (6) guided notes. These strategies would facilitate regular and disabled students and ensure that the course runs smoothly for the instructor.

#### *Accessible Syllabus*

Many disabled students fail to talk to the instructor about their specific disability. Amy stated that she had a hard time communicating her needs to some of her instructors. To help students like Amy, instructors can bridge the gap in communication by adding a note in the syllabus expressing their willingness to work with students with disabilities (Tincani, 2004). Also, the syllabus can get students organized for the course and should contain (1) learning objectives, (2) tests, exams, and project dates, (3) grading policies, and (4) academic policies regarding late assignments, test, and make-up assignment dates (Tincani, 2004). Students can

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transfer the information from the syllabus to their academic planners to organize all their course assignments and due dates.

### *Study Objectives*

Instructors can provide a structured format for learning by providing study objectives that keep students focused on the critical information found the course material and provide a reference for information for an upcoming test and quizzes (Tincani, 2004). When preparing study objectives, instructors should make them precise and detailed by including paragraph or page numbers where the information can be found (Tincani, 2004). According to Amy, having course objectives provided structure and helped her focus on the most important features of the class. Having study objectives will take the confusion out of what a student should learn and know.

### *Study Guides*

Amy struggled to discern what was essential information needed for tests and exams. Though she had note-takers and double time on tests, test taking was tough. Study guides could help organize the course information and provide a means to learn the essential information. According to Tincani (2004), study guides help students with and without disabilities study more efficiently because they can focus on the information needed for tests.

### *Frequent Tests and Quizzes*

Many college courses have one to two tests for the entire course requiring students to retain a large amount of information for mid-term and final exams. Tincani (2004) reports few quizzes and tests cause students to wait to the last minute to study resulting in less than desirable grades. Having frequent tests can help students improve study skills, learn the course material, attend class, and make better grades (Tincani, 2004). Also, instructors can learn with what material the class is struggling, so he or she could re-teach information if necessary.

### *Remedial Activities*

Many students with disabilities need repeated practice to acquire information (Tincani, 2004). One way for students to learn the material is to allow the ones who fall below 70% to retake the test with the condition that they will participate in some remedial activity (Tincani, 2004). This can include (a) fill-in the blank on study guides, (b) answer comprehension questions that mimic the type of questions on tests, and (c) provide the student with additional hand-on projects that compliments the content.

### *Guided Notes*

Guided notes are becoming very popular because they help students actively engage with lectures. Guided notes are handouts with basic information about the chapter, lecture, or upcoming test, with spaces for students to fill in the major points (Barbetta & Skraruppa, 1995; Tincani, 2004). Guided notes help students pay closer attention and feel more engaged while listening to a lecture because they must wait to hear the fundamental concept to fill in the notes. Because guided notes are sequential; they also help instructors who need to end a lecture know where the next lecture begins. Barbetta and Skraruppa (1995) suggests the following guidelines: (a) use a standard outline, (b) provide cues so students know what to write, (c) have plenty of room for writing, (d) limit the amount of writing the student will need to complete in the blank

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spaces, (e) have the guided notes available online, and (f) include project-based learning to supplement the guided notes.

### Project-based Learning

Another strategy that helps all students is the project-based learning approach. Project-based learning provides opportunities for active engagement by students (Konrad, Joseph, & Eveleigh, 2009). “In the project-based approach, the active learning occurs through applying the knowledge of formal lectures to a specific project by sharing informal learning experiences through teamwork” (Adriaenssens et al., 2015). Students use their research to solve problems unique to the weekly content.

### Discussion

Individuals with learning disabilities like dyslexia represent a significant number of students who are entering colleges and universities. As one student reports, leaving the comfort of an Individualized Educational Plan (IEP) team in high school and advocating for rights under a 504 plan and the American with Disabilities Act in postsecondary settings is overwhelming. Research has shown increasing numbers of students with learning disabilities are entering colleges and universities will need accommodations to compete and be successful academically. However, it is not the responsibility of colleges and universities to provide support. That is why many students, like Amy, are finding that they need to create additional, self-initiated supports, such as the calendar support, study-skill adaptations, or retaking assessments to achieve academic success. Individuals transitioning from secondary education to postsecondary settings with disabilities, like dyslexia, need a continuation of accommodations and supports. Besides Disability Resources Services, instructors can make the transitions smoother by implementing the above strategies like clear course objectives, frequent quizzes, and tests, and guided notes to help disabled and regular learners, reducing underachievement in postsecondary education. With necessary accommodations and the implementations of these strategies, students with dyslexia will have a fair opportunity to excel in higher education.

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### Biographical Sketch

Glenda Hyer, Ed.D. currently serves as an Assistant Professor in Special Education at Henderson State University. Her expertise and research interest are in the area of Severe to Profound and Autism. Before coming to Henderson State University, Dr. Hyer served as the Grant Coordinator for a Personnel Preparation Grant at Western Carolina University in Cullowhee, NC. Also, Dr. Hyer taught a variety of classes as a visiting Professor at Western Carolina University. Previously, Dr. Hyer worked for ten years as a public school and private school special education teacher and has worked with a variety of ages and disabilities. Dr. Hyer graduate in 2007 from Western Carolina University with a Masters of Arts in Teaching. In 2012, Dr. Hyer completed her Ed.D. in Teaching and Learning with an emphasis on Severe to Profound Disabilities. Her dissertation was nominated for best dissertation in 2012, and she has presented her research from her dissertation at international, national and regional conferences.

As a researcher, Dr. Hyer has published several articles in the field of Special Education. In fall 2015, she won the Faculty Excellent Award in Research at HSU. Her most recent article, *Blending Common Core Standards, and Functional Skills in Thematic Units for Students with Significant Intellectual Disabilities*, was published fall 2014 in the *Journal of the American*

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Academy of Social Education Professionals (JAASEP). Dr. Hyer continues to present her research at international, national and regional conferences and recently presented at the 2014 The Association for the Severely Handicapped (TASH) national conference on *Teaching Thematic Units Connect to the Common Core to Students with Moderate to Severe Disabilities*.

Dr. Hyer teaches undergraduate and graduate courses offered in Special Education Programs in the Teachers College at Henderson State University. She teaches courses in Methods of Instruction for Severe to Profound Students, Introduction to Autism, Psychology of the Exceptional Child and Practicum. Additional duties include academic advising, university/college/department committee service, research, and Specialized Professional Association (SPA) responsibilities.

Katelyn J. Taylor is a graduate student at Henderson State University from Hot Springs, Arkansas. She attended Henderson State University and graduated in 2015 with a B.S. in Early Childhood Education. During the 2015-2016 academic year, she worked as a graduate assistant for Advanced Instructional Studies for Teachers College, Henderson. In August 2016, she will return to her high school alma mater, Lake Hamilton School District, as a first grade paraprofessional while she completes her M.S. in School Counseling and Clinical Mental Health Counseling.

#### **Korean and Hispanic-American Post-Colonial Female Voices: The Poems of Moon Chung-Hee, Juana de Ibarbourou, Gabriela Mistral, and Alfonsina Storni**

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#### **Abstract**

This article compares selected poems of the Korean poet Moon Chung-Hee with those of women poets of Latin America's modernist and post-modernist era in terms similar themes and intentions. The idea is to show that contemporary post-colonial female voices of such ostensibly dissimilar places as Latin America and South Korea have much in common. They explore universal questions and have come to their work, in large part, because of the changes in culture and gender roles that have taken place in their respective countries in recent decades. The temporal beginning of Latin American post-colonialism extends throughout the 19<sup>th</sup> century, while in South Korea it takes place in the 20<sup>th</sup>. This article is a translation of the forthcoming Spanish version published in *Cuaderno internacional de estudios humanísticos y literatura* of the University of Puerto Rico in Humacao (CIEHL: 2016, Vol. 23).

The poet Moon Chung-Hee (1945-) is one of South Korea's most celebrated contemporary writers and represents a new generation of authors. Her work has garnered prestigious international prizes and has been translated into various languages, both Eastern and Western. In her poetry collection *Women on the Terrace* (2007), Moon states that in the course of life, people use more words than they do fire, water, or money; therefore, they should use them correctly, since they constitute our most valuable possession. With those ideas in mind, she writes her poems to "throw them" at her society, a sort of "songs of arrow" and, in the process, gives voice through her verbal constructions to feelings harbored by today's South Korean women.