

# Kicking, screaming tactics part of defense class

Clackamas Community College's Randall Hall will be the scene of screaming and kicking tomorrow night, as a workshop designed to teach women defense techniques will run from 7 to 10 p.m. in R11.

Titled Assault Prevention for Women, the class is the last in a series of the Focus on Women/Men workshops, and will be instructed by Jennifer Weiss, who has received

defense training from the Portland Police Bureau Crime Prevention Unit.

Sponsored by the College, Karen Lever, women's special programs coordinator, said the class is part of a women's safety, or awareness, campaign she has been working on. She also said the class is timely, with the decrease in daylight hours, and the reported harassment in-

cidents that have taken place on campus.

Just what will participants learn in the workshop? "How to not look like a victim, and advice on where to walk and how to trust your judgment," Lever said.

"One of the biggest breakthroughs is getting rid of inhibitions. It's a real noisy class—the people really get into that (screaming and kick-

ing)," she said.

Besides learning defense techniques, Lever said the participants will be able to compare close calls with attacks, and in this way learn different methods for handling any future situations.

"There is a known improvement rate for those who are trained," she said.

The defense class is limited to 15 participants, and

requires a \$3 registration fee. In the past Lever said such classes have always filled up, and she expects this workshop to fill up also. As of press time, there are only three or four openings left.

Anyone who has questions concerning the workshop can contact either the Women's Resource Center at 657-8400, ext. 306, or Lever herself at ext. 307.

# College successful in helping dyslexic students

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courses at the College to obtain GED's.

Although she is 46 years old now, Shelley found out she had dyslexia just five years ago. Like most dyslexics, Shelley dropped out of high school at the age of 15 because she was ashamed of her problem. "I knew I had a problem, but I didn't know what it was," she said.

Shelley understands what dyslexia is today, but even now she says she is embarrassed that she has it. When she first found out she had dyslexia, Shelley said, "I was kind of surprised, but I felt kind of bad: It sounds like you have a disease."

If there is one thing Shelley said she could do to change her past, is to have found out about dyslexia at a much younger age. She said she is unsure of getting her GED, and after that a possible career in secretarial work, because of her age. (Editor's note: Shortly after this interview, Shelley went to take a test for her GED. As of press time it was learned that she had passed.)

Tom Bray dropped out of Molalla High School when he was 17 years old, because he said, "It was too fast for me. I just couldn't remember what was taught to me."

Bray, who has just recently been diagnosed as having dyslexia, said he was a little scared about coming to the College this year, for fear he wouldn't be able to keep up. This has proven not to be the case.

"In the couple weeks I've been here, I've learned a lot more than in (regular) school," he said.

Today Peachy estimates 30 percent of her students in developmental education classes, and eight percent of College students, have dyslexia. Most of these students are high school dropouts like Shelley and Bray, who are now finding education possible through the multisensory method Peachy uses.

Peachy, who will be retiring Dec. 31, said she would like to see more staff members aware of dyslexia and she explained there are some things instructors can do to help dyslexic students learn better in their classes. Allowing lectures to be taped, giving oral exams and explaining instructions simply and one at a time are a few items that are of a great help to dyslexic students.

Asking dyslexic students if they need help was another suggestion Peachy mentioned, for in most cases such students will not ask for help, because of embarrassment, or in the case of College student Dale Dunsmuir, "I'm not going to go in and ask any favors, or use it (dyslexia) as a crutch."

Unlike Shelley and Bray, Dunsmuir graduated from Estacada High School in 1978. He is currently taking math and electronics courses and is receiving A's and B's on his electronics tests.

Dunsmuir explained he made it through high school with the help of his mother and special classes in English, his worst subject. He is suc-

cessful in College today because he is determined to succeed, but also partly because Dunsmuir said Peachy helped him to choose "non-picky" teachers and his tests so far have been multiple choice, which are easier than essay.

Although Dunsmuir said he may

ask a teacher in the future if he can give oral essays instead of written ones, he basically handles dyslexia on his own.

"I don't ask anything of my teachers—if I don't learn it on my own I'm never going to learn it. I depend on myself; it's my own fight," he said.

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Exam Day	Monday	Tuesday	Wed.
8-10	8 M	7:30 T	9 M
10-12	10 M	9 T	11 M
12-2	12 M	10:30 T	1 M
2-4	2 M	1 T	3 M
4-6	Conflicts	2:30 T	Conflicts

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