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### **The inclusion of students with dyslexia. Proposals for good practices**

Internationally, the number of dyslexic students entering in higher education institutions (HEIs) is estimated that represent a small but significant minority. The purpose of the longitude study was to investigate the inclusion factors that affect of cases' students with specific learning difficulties (SLDs) in the Agricultural University of Athens (AUA) and provides a brief overview of some good practices for inclusion.

Data were collected using individual educational supporting sessions with the 60 students who had received an official diagnosis of dyslexia and who we have met the last nine years (2002-2011) through the career office' services.

The results of the study are indicating the proposals for good inclusion practices and are discussed in the light of inclusive education and equality of opportunity for students (SLDs) in (HEIs) with emphasis the forms of examinations and generic counseling. Especially, the oral has helped 10 cases with enormous (SLDs) to reading, writing the theoretical issues of the lessons, the mixed form of oral, reading, writing, computing examinations has helped 40 cases with mild (SLDs) to reading, writing the theoretical issues and the laboratory 'works of the lessons. Finally, the formal form has helped 10 cases with minor (SLDs) to reading, writing the theoretical and laboratory issues of the lessons.