Welcome to 
Supporting D1 Student-Athletes with Disabilities at a Research 1 Institution

Please be respectful of your colleagues by silencing your phone. 
If you need to answer a call, please go to the hallway.
We ask you to join us in creating a culture that reflects…

Access and Inclusion

and

Civility and Respect

…this week and in all aspects of our organization.
Before we Begin…

Mascot, buildings, and… … a fun dance!
Our Learning Goals for Today

- Understand that through collaboration, disability and academic support offices can help student-athletes be successful at Research 1 schools.
- Identify additional barriers that student-athletes with disabilities face and provide possible solutions to them.
Our Agenda for Today

• A day in the life of a student-athlete
• Research
• Our offices
• Our campus collaboration
• Question and answer
• Our contact information
A day in the life of a student-athlete...
A student-athlete’s schedule

“If you are not a student, then you cannot be a student-athlete.”
- Dr. Ruth Darling (2003)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>7 AM</td>
<td>Wake up and breakfast</td>
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<tr>
<td>8 AM</td>
<td>Study hall</td>
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<tr>
<td>9 AM</td>
<td>Class</td>
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<td>10 AM</td>
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<td>11 AM</td>
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<td>12 PM</td>
<td>Class</td>
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<tr>
<td>1 PM</td>
<td>Lunch</td>
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<td>2 PM</td>
<td>Practice</td>
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<td>3 PM</td>
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<tr>
<td>4 PM</td>
<td>Practice</td>
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NCAA Regulations for Academic Support of Student-Athletes

- **Bylaw 14.4.3.1** requires student-athletes must complete
  - 40% of their degree program’s required coursework prior to their 5th semester of full-time enrollment;
- **Bylaw 14.4.3.3** requires student-athletes cumulative GPA must be
  - 90% of the university’s requirement for graduation at the start of their 3rd full-time semester;
NCAA Regulations for Academic Support of Student-Athletes (continued)

• Bylaw 16.3.1.1 states:
  • that academic counseling and tutoring services need to be made available to student-athletes;
Research on Student-Athletes

Researchers have stated that student-athletes have to:

• Keep up with their coursework;
• Balance long hours due to the time demands of their sport (practice, meetings, physical therapy, etc.);
• Maintain the academic progress as mandated by the NCAA (Carodine, et al., 2001; Simiyu, 2010; Southall, 2012).
• Have relationships with faculty and non-student-athlete peers in order to be successful (Comeaux & Harrison, 2011).
Learning Specialists & Student-Athletes

• As the number of students with learning disabilities or cognitive challenges admitted to higher education institutions increased, the learning specialist took on a more permanent and active role in the realm of student-athlete academic support (Wolverton, 2016).

• Student-athletes may be admitted under “special exception” even if they do not meet the academic criteria of the institution (NCAA, 2017).
Learning Specialists & Student-Athletes (continued)

• Researchers report that interventions are necessary to adequately support student-athletes who have disabilities or those who are academically at-risk (Gaston-Gayles, 2004; Kitsantas, et al., 2008; Simiyu, 2010).

• Academic interventions and remediation fall to the learning specialist (Steinberg, et al., 2018).
Student Athlete Academic Support Services (SAASS): Overview of Services

- **Advising**: SAASS counselors work with each student-athlete in order to coordinate academic support efforts.

- **Tutoring**: Supplements classroom instruction via group or individual tutoring appointments.

- **Learning Assistance Program**: Provides one-on-one academic support to students with disabilities or students who are underprepared for the academic rigors of VT.

- **Mentoring Program**: One-on-one assistance with time management and life skills.
Services for Students with Disabilities (SSD): Overview of Services

• **Accommodations** are designed to remove barriers in the living and learning environment.

• The Werth **Testing Center** proctors exams for students authorized to use testing accommodations.

• SSD educates students on the use of **accessible technology**.

• The **Academic Coaching Program** assists with retention of students with disabilities.
Our Collaboration

SAASS  SSD

N=70
Our Collaboration (continued)

- **Past:** SAASS sent information to only 1 SSD staff member
- **Present:**
  - All SSD staff work with student-athletes
  - Assistive Technology
  - SSD outreach and education
  - Psycho-educational evaluations
- **Future:**
  - Online strategy course for first-year summer students
  - Consulting with Student Success Center
  - Student follow-up database
  - Monthly collaboration meetings
Let’s play!

Session attendees will participate in a selective underlining learning strategy as a way to understanding how a learning specialist may work with a student athlete. Attendees may use the strategy at their institutions.
Questions or Comments?
Our Contact Information

Michael Brown, MSW, LCSW
• Assistant Director
• Services for Students with Disabilities at Virginia Tech
• brownml@vt.edu

Dr. Mary Anne Steinberg, Ph.D.
• Assistant Director
• Learning Assistance Program with Student Athlete Academic Support Services at Virginia Tech
• steinberg.ma@vt.edu
Session Evaluation

Please see session moderator for paper evaluation form or complete the evaluation online.
Research Citations (page 1 of 3)


Research Citations (continued, page 3)

