



# 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)

	Basketball Student-Athlete
7 AM	Wake up and breakfast
8 AM	Study hall
9 AM	Class
10 AM	Class
11 AM	Class
12 PM	Class
1 PM	Lunch
2 PM	Practice
3 PM	Practice
4 PM	Practice



# 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 5<sup>th</sup> 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 3<sup>rd</sup> 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

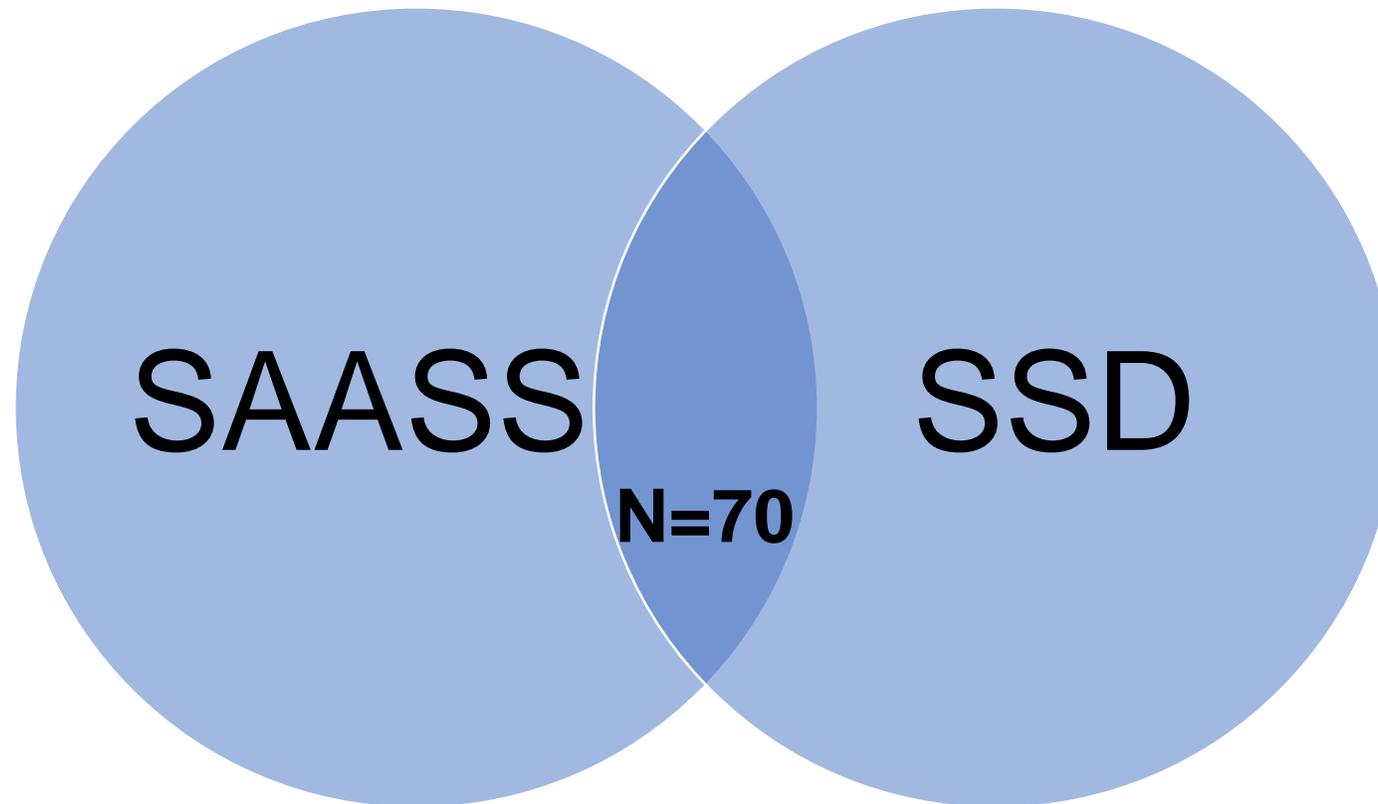
- Advising: SAASS counselors work with each student-athlete in order to coordinate academic support efforts.
- Tutoring: Supplements classroom instruction via group or individual tutoring appointments.
- Learning Assistance Program: Provides one-on-one academic support to students with disabilities or 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





# 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!

# Questions or Comments?



# Our Contact Information

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Please see session moderator for paper evaluation form or complete the evaluation online.



# Research Citations (page 1 of 3)

- Carodine, K., Almond, K. F., & Gratto, K. K. (2001). College student-athlete success both in and out of the classroom. *New directions for Student Services*, 2001(93), 19-33.
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- Kitsantas, A., Winsler, A., & Huie, F. (2008). Self-regulation and ability predictors of academic success during college: A predictive validity study. *Journal of Advanced Academics*, 20(1), 42-68.
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- Simiyu, N. W. W. (2010). Individual and institutional challenges facing student-athletes on US college campuses. *Journal of Physical Education and Sport Management*, 1(2), 16-24.



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- Southall, R. M. (2012). Taking the measure of graduation rates in big-time college sports. *Phi Kappa Phi Forum*, 92(3), 18-20.
- Steinberg, M. A., Walther, C., Herbst, M., West, J., Zamingas, D., & Smith, J. (2018). Learning specialists in college athletics: Who are they and what do they do? *Journal of Higher Education Athletics & Innovation*, 4(1), 77-118.
- Wolverton, B. (2016, February 28). The hottest hire in athletics? Learning specialists. *The Chronicle of Higher Education*, 62(25), A14.