Game On! How Academic Coaching Engages and Empowers Students with Disabilities!

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Agenda

- Introductions and Audience Poll
- Overview and History of SUNY Brockport coaching program
- Program Data
- Resources

Learning Goals

- By the end of this session, you should be able to:
  - **Build It** - Develop resources to launch or enhance academic coaching for students with executive functioning needs on your campus.
  - **Coach It** - Apply effective strategies to real-world coaching scenarios that reflect your student population.
  - **Sustain It** - Cultivate a collaborative campus community to grow and sustain a successful academic coaching program.

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Audience Poll

- Scan the QR code or use the link to join the Poll!

Coaching Quest Rules 1
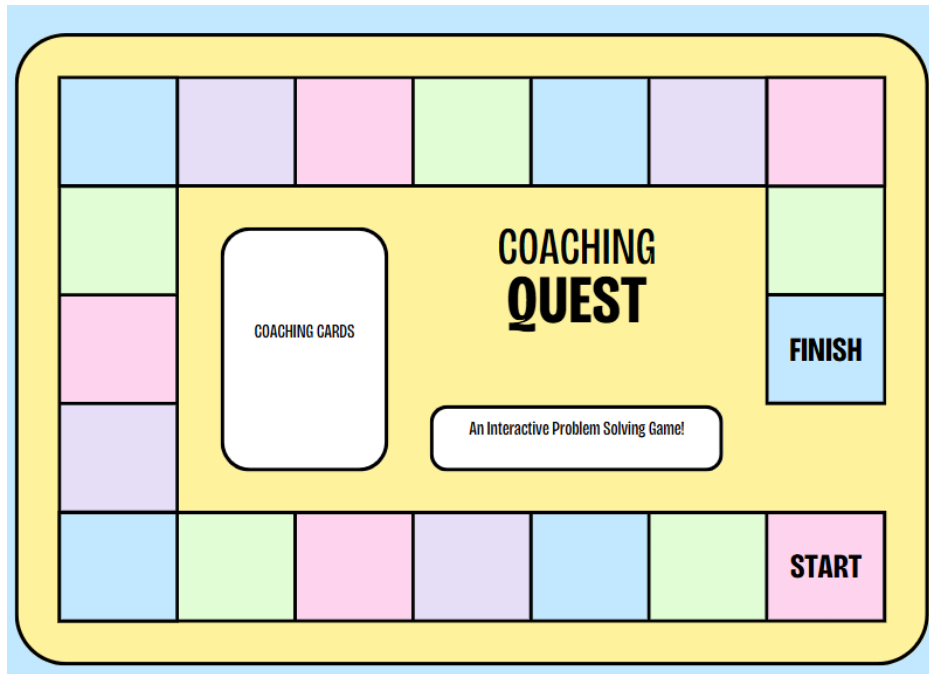
- Dice

- Green Space – Discuss any existing academic coaching program you already have on campus

- Blue Space – Roll Again

- Purple Space – Coaching Card

- Pink Space – Swag!

The College Transition

Loss of Support From High School:

- High school support structures are often not available in college.

- Students must independently manage time, organization, and academic demands.

Barriers at College:

- **Registration Process**: Students face challenges in navigating the registration process in College Disability Offices.

- **Understanding Needs**: A lack of awareness or understanding of their own accessibility needs prevents some students from seeking support.

Developing Academic Coaching Program (ACP)
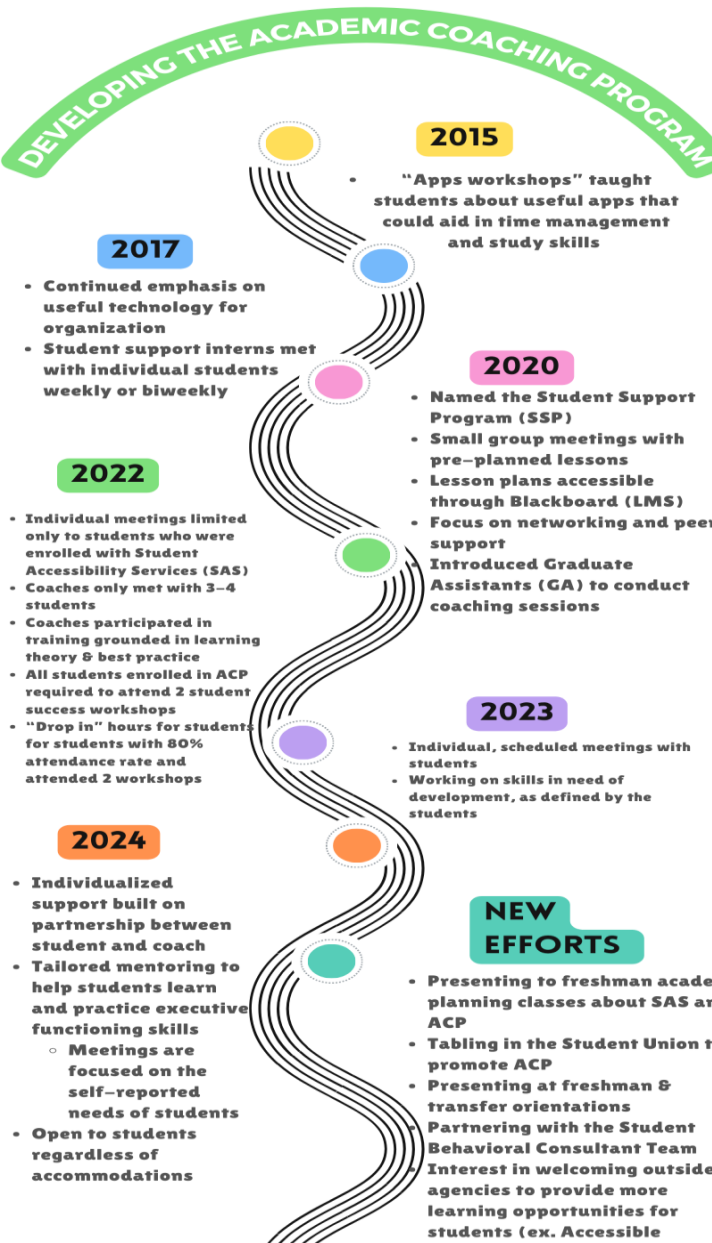
- 2015 – Workshop based sessions
- 2017 – Student support interns, continued emphasis on useful technology
- 2020 – Small groups and mini lesson plans
- 2022 – Shifted focus: Individual support for students
- 2023 – Working on skills in need of development, as defined by the students
- 2024 – One-on-One support based on student needs, open to all students
- New Efforts: presenting to academic planning classes, student union tabling, partnering with the Student Behavorial Consultant Team

Advertising

SAS Academic Coaching

Learn academic skills to help you succeed!
Including: organizational skills, note-taking, study, and test-taking skills, time management, planning, self-advocacy, and more!

Resource Referrals!
Academic coaches can help connect you to campus resources including tutoring, academic workshops, and more!

Taking Accountability!
Academic coaches provide support to keep students motivated and on track. They can help as you hold yourself accountable to your studies and goals!

For More Information:
Please scan the QR code or send an email with any questions!

SASOffice@Brockport.edu

REASONS TO ATTEND OFFICE HOURS

1. MEET YOUR PROFESSOR
Office hours are a great time to introduce yourself to your professor early in the semester to build a working relationship. Don't wait until you need help!

2. ASK QUESTIONS ABOUT SYLLABUS
If you have any questions about assignments, deadlines, required readings, course policies etc. ask early into the semester before it's too late.

GET STUDY IDEAS
Some courses require different studying techniques. Your professor may be able to suggest specific studying techniques or connect you with a tutor.

REVIEW EXAMS/PAPERS
If you did not do as well as you were expecting on an exam or paper, stop by office hours to review what went wrong, what went right, and discuss how you can improve for next time

Creating a Productive Study Space

1. Make it For Study Only
Establish a comfortable, single place for studying. Make this a place you want to be! Think about visuals, seating, table space, lighting, etc.

2. Set a Schedule
Schedule blocks of time throughout the day and week to study. Include non academic commitments, breaks, and self care into your schedule

3. Set Goals
Create short sessions where you can maintain focus, know your threshold for focus (this will look different for everyone) Set goals for each session and keep track of how engaged you are

4. Remove Distractions
Close browsers and apps, silence notifications, and place phone out of reach. Study in a location that minimizes visual and auditory distractions

5. Have All That You Need
Prepare your space with everything you'll need. Such as textbooks, notes, technology, chargers, water, snacks, anything that will help you!
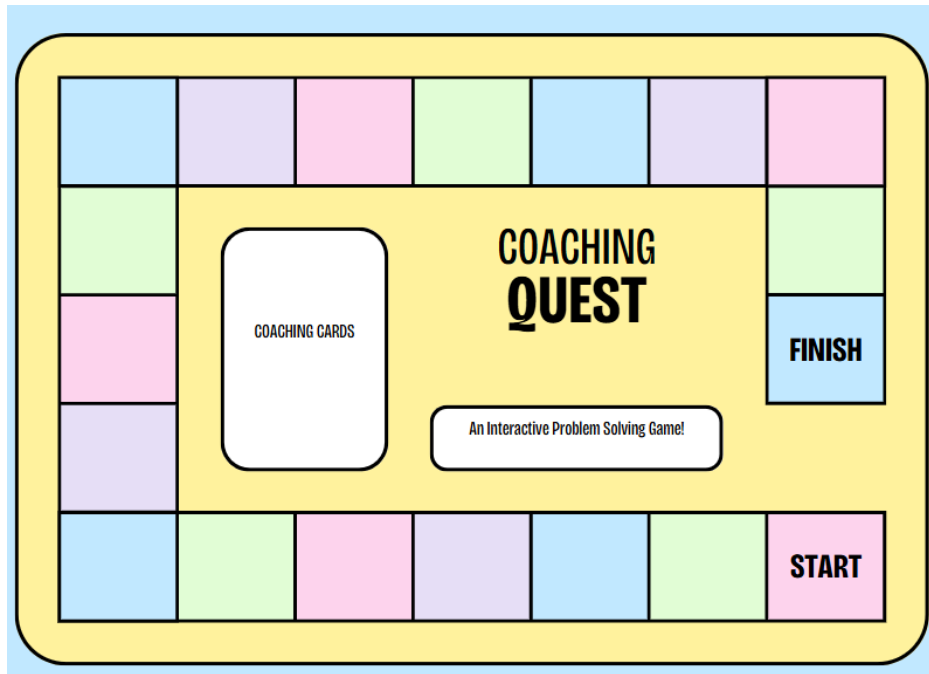
6. Develop a support network
Reach out to professors, tutors, and peers for guidance if needed. Consider having an accountability "study buddy" to keep you on track. A support network helps to boost morale and motivate you to continue

Outreach

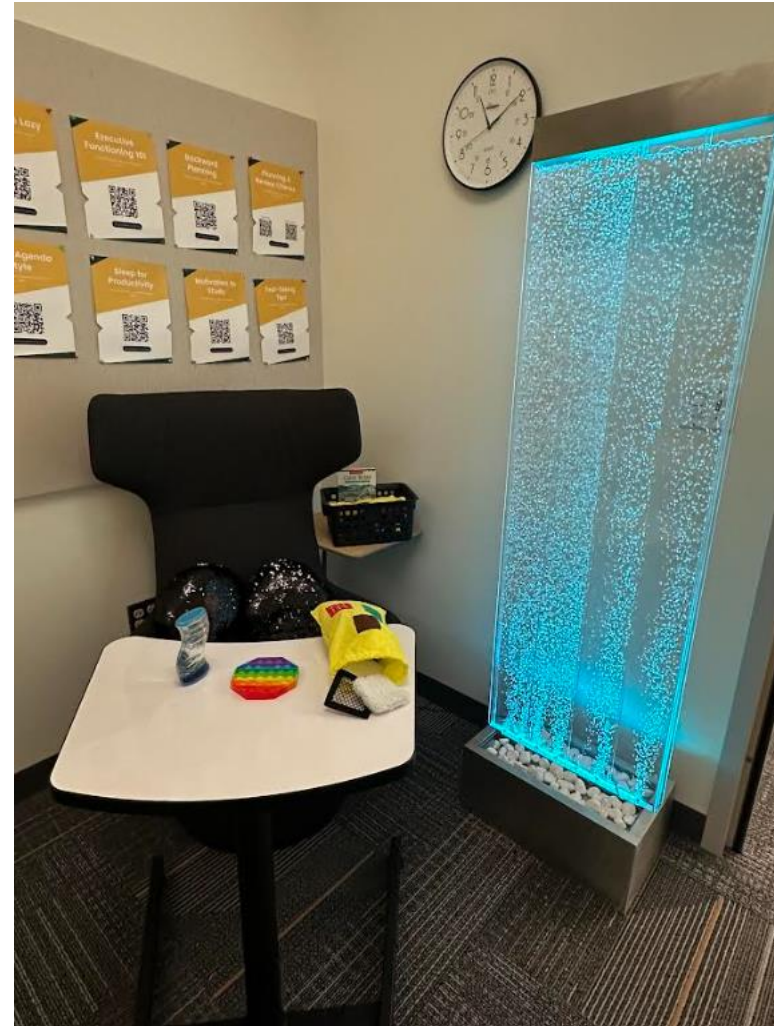# Coaching Quest Rules 2

- Dice

- Green Space – Describe an advertising technique you might use for a coaching program on your campus

- Blue Space – Roll Again

- Purple Space – Coaching Card

- Pink Space – Swag!

ACP Staff

- Program is overseen by Accessibility Specialist
  - Runs weekly meetings with Academic Coaches
  - Helps troubleshoot and provide resources to coaches
  - Hires GAs
- Graduate Assistants serve as academic coaches
- Partner with Tutoring (Learning Assistance Center)

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ACP Space

- Flexible seating options

- Fidgets

- Sensory items

- Lighting options

- Dry – erase board desks

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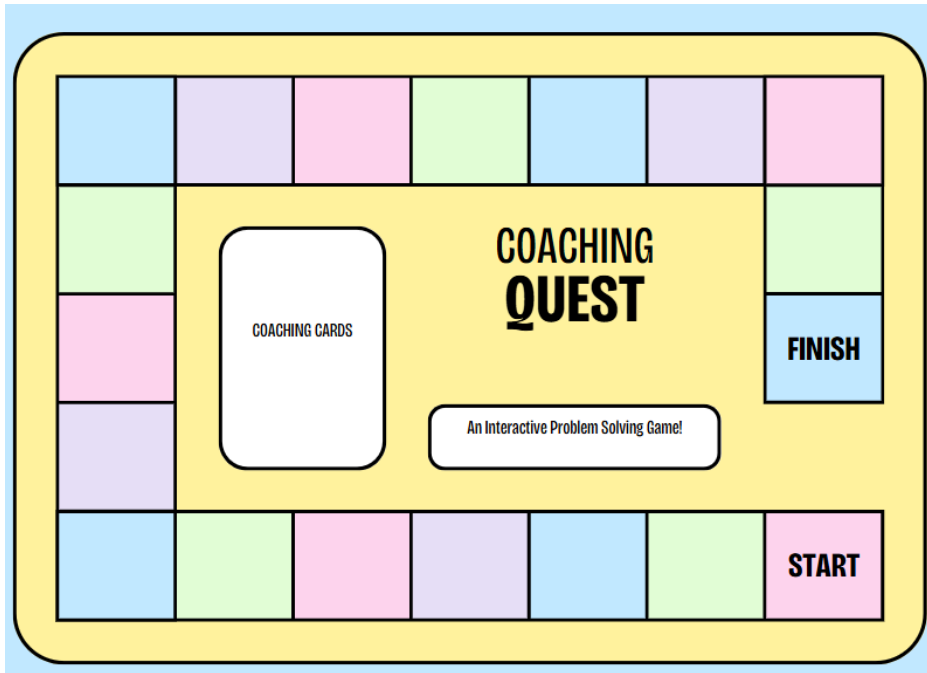
- Dice

- Green Space – Share what resources, fidgets, lighting you would like in a space or already have in a space

- Blue Space – Roll Again

- Purple Space – Coaching Card

- Pink Space – Swag!

ACP Goals

Program Goals	Empowerment	Engagement	Self-Advocacy
	• I know how to utilize each of my accommodations	I have strategies for:	• I have the skills to communicate about my accommodations
	• I know where to locate resources to help me succeed	• Attending class	• I feel comfortable disclosing my accommodation letter to professors
	• I know how to create goals for success	• Staying motivated for success	
	• I know how to monitor my progress towards meeting my goals	• Organizing my materials	• I know how to express my needs
	• I know how to assess my goals to self-determine my success	• Managing my time	• I know where to turn if problems arise
		• Prioritizing, "chunking" and meeting deadlines	
		• Using study skills	
		• Self-Care	

ACP Process

Procedures:

1.) Students referred to the program through:
- o Initial meeting with Student Accessibility Office
- o Tutoring
- o SBCT referral (BIT Team)

2.) Accessibility Specialist sends out pre-survey

Empowerment Please self-assess your skills in the following competencies:	
I know how to utilize each of my accommodations	Disagree
I know where to locate resources to help me succeed	Neutral
I know how to create goals for success	Agree
I know how to monitor my progress towards meeting my goals	Agree
I know how to assess my goals to determine my success	Neutral
Engagement Please self-assess your skills in the following competencies:	
I have strategies for:	
Attending class	Strongly Agree
Staying motivated for success	Strongly Agree
Organizing my materials	Disagree
Managing my time	Strongly Disagree
Prioritizing, "chunking," and meeting deadlines	Disagree
Using study skills	Neutral
Self-care	Disagree
Self advocacy Please self-assess your skills in the following competencies:	
I have the skills to communicate about my accommodations	Strongly Agree
I feel comfortable disclosing my accommodation letter to my professors	Strongly Agree
I know how to express my needs	Agree
I know where to turn to if problems arise	Neutral

What skills/competencies are you most interested in developing and why?
Time management and self care strategies. I also would like to learn how to utilize accommodations in an academic setting.

Please provide any information or feedback that you'd like your Coach to have before your first meeting:
I am newly diagnosed with ADHD as of this year and my biggest problem area is executive functioning.

3.) Graduate Assistant reaches out to schedule 1:1 meeting

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ACP Overview

Academic Coaching Program

What is the ACP?

The Academic Coaching Program (ACP) is designed to promote student empowerment, engagement, and self-advocacy through peers supporting peers. ACP provides tailored mentoring to help students learn and practice executive functioning skills, engage in collaborative problem-solving, and develop the independent use of the academic strategies discussed in coaching sessions.

Your First Time Here! What to Expect:

In your first session your academic coach will discuss your strengths and skills you seek to improve. Near the end of your first session, we will discuss your goals for the remainder of the semester and your preferred meeting schedule (weekly, bi-weekly, or monthly). Your coach will also help show you how to set up your next meeting if you're ready to schedule it!

ACP can help you foster many academic skills, including:

- Organization
- Self-Advocacy
- Goal-Setting
- Study Strategies
- Test-Taking Strategies
- Self-Care during college
- Strategies to improve focus
- Using College Resources
- And many more!

GETTING STARTED: GUIDING QUESTIONS

1. WHAT DO YOU EXPECT COACHING TO DO FOR YOU?

2. WHAT PREVIOUS EXPERIENCE DO YOU HAVE WITH COACHING?

3. WORST CASE/BEST CASE SCENARIO. ESTABLISH POSITIVE/NEGATIVE EXPERIENCES

4. WHAT CAN YOU OR I DO TO MAKE SURE THAT YOU GET THE MOST OUT OF COACHING

5. WHAT CONCERNS DO YOU HAVE? HELP TO IDENTIFY NEEDS

6. HOW DO YOU LEARN BEST?

7. HOW CAN YOU USE YOUR STRENGTHS TO ADDRESS YOUR CHALLENGES?

8. SMART GOAL SETTING

Typical Coaching Session

HOW TO IMPROVE NOTE TAKING

1 COME TO CLASS PREPARED
- Complete assigned readings and review notes from previous lectures
- Review course syllabus so that you know the topic/focus of lecture
- Previewing before class will help you to identify main points that will likely be discussed in class

2 FOCUS ON MAIN POINTS
- Focus on the main points during the lecture rather than trying to copy down everything your professor says
- Use abbreviations and symbols
  - & (and)
  - w/o (without)
  - e.g for example

3 DETERMINE WHAT'S IMPORTANT
- Listen for signal phrases
- Non-verbal cues (pointing, gestures, vocal emphasis on certain words or phrases)
- Repeated terms/phrases
- Terms in larger font, bold, italics, underlined, or highlighted
- Final remarks may provide a summary of the important points

4 DIFFERENT METHODS
- Try out different methods and find one that works best for you!
- Outline: bullet points
- Cornell: 3 sections: cue, note taking, & summary
- Mind map: main idea in the middle, branches of subtopics
- Write on the slides: Print lecture before class, write on the margins

5 MINIMIZE DISTRACTIONS
- Sit near the front of the class
- Put your phone away or silence notifications
- Avoid talking to friends during the lecture
- Don't use class time to work on assignments for other classes

6 WRITE DOWN QUESTIONS
- Keep track of concepts that you don't understand
- Don't be afraid to ask a question during class, other classmates are probably confused too!
- Visit professor during office hours or reach out via email
- Review notes w/ classmates

- Check in with student about concerns and strategies they need support with

- Discuss and make plans based on what student reports

- Determine frequency of coaching sessions (weekly or bi-weekly)

- Schedule next session(s)

*GAs develop additional resources for students based on frequently reported needs and common trends.
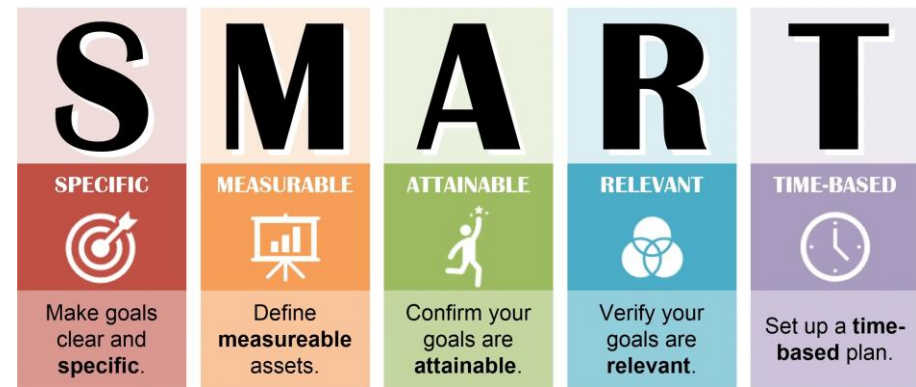
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Most Common Topics

- Weekly Planning
  - Provide paper planning sheets or digital and Rocketbook

- Study Skills
  - Provide general study skills and study planner template

- Note Taking
  - How to take notes – do students need Assistive Technology?
  - How to study notes

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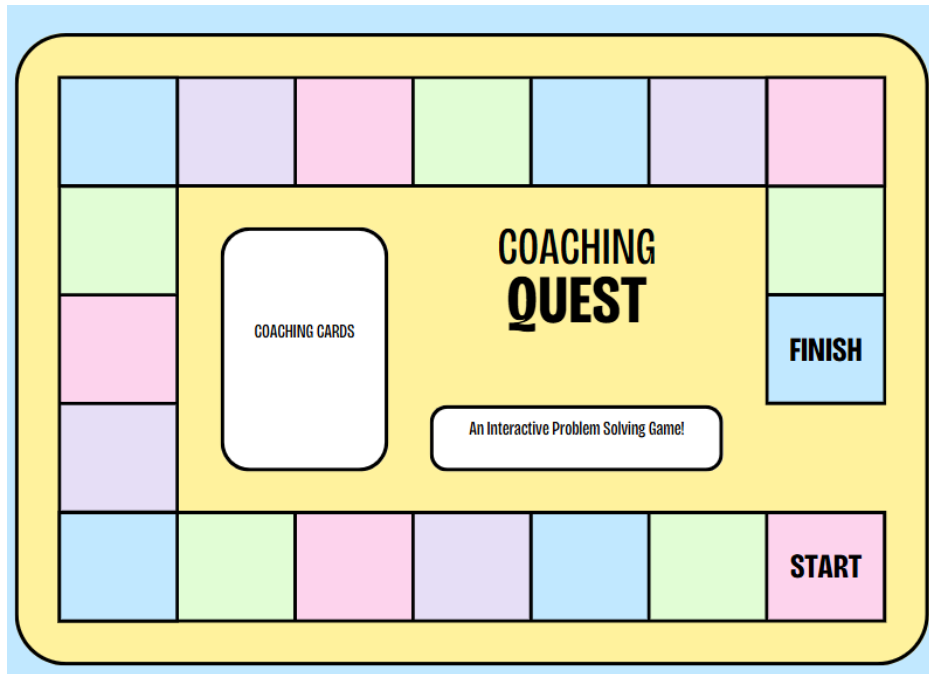
- [Dice](#)

- Green Space – Develop a SMART goal a coach may create with a student

- Blue Space – Roll Again

- Purple Space – Coaching Card

- Pink Space – Swag!

Data

Academic Year 23-24	
Total Students	89
Total Appointments	310
SAS Students	85
Non-SAS Students	4
Average Appointments per Student	3.48

Academic Year 24-25	as of 5/22
Total Students	99
Total Appointments	340
SAS Students	83
Non-SAS Students	16
Average Appointments per Student	3.43

Data Analysis

- 10% increase in appointments from the 23-24 academic year
  - 23% increase at midterms

- Students registered with SAS Office are more likely to attend coaching sessions.

- Some students only attended coaching 1 – 2 times, need to determine reasons.

- Average appointments per student are slightly lower than last year, 3.47 and 3.43 respectively

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Student Feedback

| Number of Appointments	How has ACP been useful to you?
1-3	• Coach encouraged me last semester when I was at my lowest and wanted to drop out. This fall semester (despite illness), I have still been able to get my assignments in. • The academic coaching program has been helpful by being part of my "toolbelt". It is a resource that I know I have in my back pocket and have access to if/when I need it. I could probably benefit from using it more frequently.
3-7	• I was overwhelmed and contemplated dropping out until I started coaching and now, I am on track to graduate next semester. • It was like having an accountability buddy, I wanted to make them proud of me and have success studying.
7-10	• Coach was so helpful and offered this service during summer session. • I have learned that it can be useful to anyone, whether

Strategies and Resources

- Purchase resources for Graduate Students (GAs) to prepare for coaching sessions
  - Academic books
  - Webinars
  - Conferences

- Every student who engages with academic coaching receives a Rocketbook to help with daily planning.

- Weekly supervision meetings with GAs who run coaching sessions to discuss concerns and share what is going well.

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BrightSpace

- Brightspace course available for students and coaches to reference
  - o Expansion of our shared folder that only coaches had access to

- Different modules focus on different coaching areas
  - o Ex. Empowerment, Engagement, Self-Advocacy

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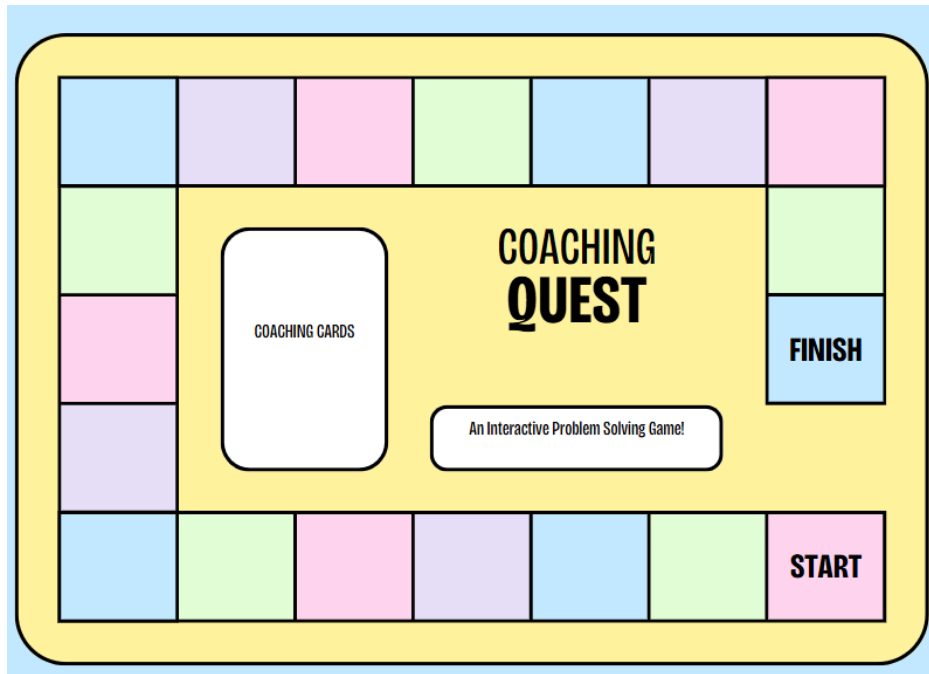
- [Dice](#)

- Green Space – Match one executive functioning challenge (e.g., time management, planning) to an academic coaching strategy.

- Blue Space – Roll Again

- Purple Space – Coaching Card

- Pink Space – Swag!

Scenarios

- A student connects with ACP because they are overwhelmed with their course load and starting to fall behind.

- A student's parent told them they have to use ACP. The student insists that they don't need it, they attend meetings but are not engaged.

- A student's professor referred them to ACP because they have failed every quiz so far and midterms are approaching.

- A student had requested individualized supports due to executive dysfunction

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Recommendations

- Expand outreach efforts beyond the SAS Office—while many of our students register through SAS for disability services, there may be others who need support but have not yet connected with our office.

- Analyze GPA data to assess whether academic coaching has a measurable impact on students' academic performance.

- Foster stronger collaborations with faculty to identify the specific skills students may need additional support in developing.

- Enhance follow-up and outreach efforts with students who did not participate in coaching from one academic year to the next:

  - Have they acquired necessary skills for success?
  - Did they find the coaching program ineffective?
  - Have they found alternative resources?

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Contact Information

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Refrences

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- Plotner, A. J., & May, C. (2019). A comparison of the college experience for students with and without disabilities. Journal of Intellectual Disabilities, 23(1), 57-77.

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