




LEARNING SPECIALISTS & ACADEMIC SUPPORTS

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AGENDA/TOPICS TO BE COVERED

- Role of Learning Specialists
- Reporting Structure
- Caseload
- Keys to Success
- Tools
 - Assessments
 - Interventions
 - Assistive Technology
- Data Collection
- Questions/Discussion

LEARNING SPECIALIST... WHO ARE WE?



“Bridging the Gap”

- Assist our student-athletes in developing a routine that fosters accountability helping the student to become a self-regulated learner.
- Provide students with skill development in the areas of reading comprehension, note taking, test taking, time management, study skills and learning strategies
- Develop and implement structured, individualized academic interventions
- Conduct academic skills workshops for assigned students
- Partner with Academic Advisors/Counselors to evaluate course demands and develop individualized learning plans within the established academic structure.

LEARNING SPECIALIST... WHO ARE WE?

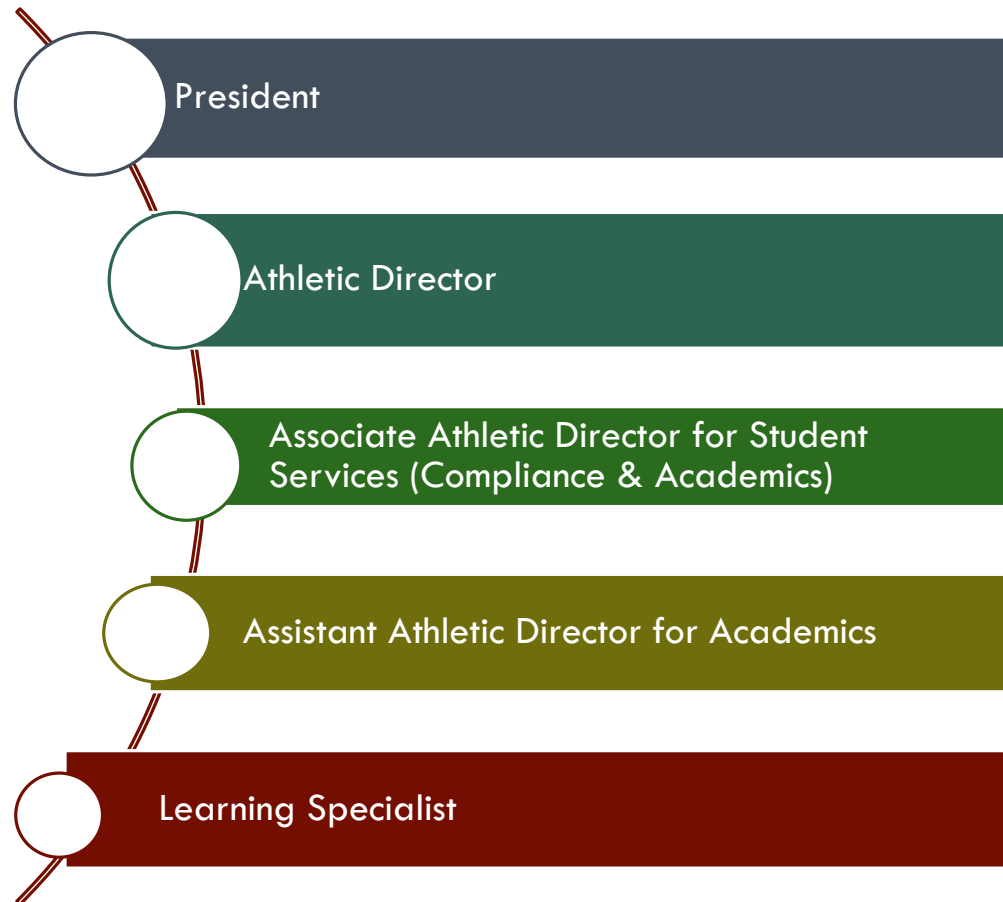
“Advocates”

- Serve as an advocate for student-athletes with education impacting disabilities, assisting in accessing academic accommodations
- Assist with the screening process of student-athletes for learning or attention needs assessment.
- Assist student-athlete in gaining access to assistive learning technology
- Coordinate accommodations through the Office of Disability Services
- Coordinate accommodations for athletes that have been impacted by education impacting injuries

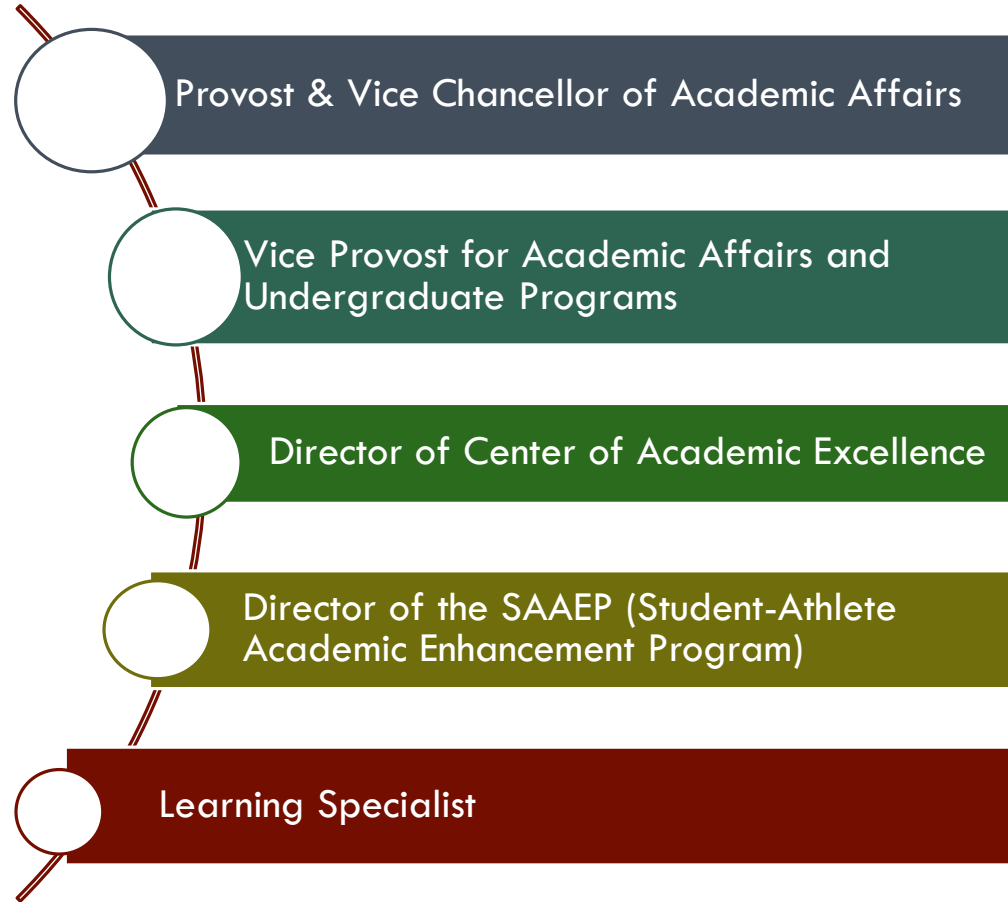


REPORTING STRUCTURES

Norfolk State



NC A&T



CASELOADS AND CASELOAD MANAGEMENT

Norfolk State

- One specialist
- 25 students
 - High-risk (10)
 - Moderate-risk (9)
 - Low-risk (6)

NC A&T

- One specialist: Twelve+ students

KEYS TO SUCCESS



Creativity

- Finding innovative ways to get the best out of the student-athlete

Collaboration

- With academic advisors, instructors and OASIS

Confidentiality

- Practicing discretion and building trust

Research

- Best practices, learning strategies, etc.

ASSESSMENTS



- College Readiness Assessments
- Learning Habits, Attitudes & Motivation
 - LASSI
- Learning Styles Assessments
 - VAK
 - Gardner
- Questionnaires
- Writing Sample
- Psycho Education Evaluations

COLLEGE READINESS

College Readiness Assessments are used to gain information in regards to a student's:

Emotional
Control

Academic
Discipline

Commitment

Communication
Skills

Study Skills

Social Activity

General
Determination

Social
Connection

ASSESSMENTS

College Readiness

- College Student Inventory (CSI) Noel-Levitz
- The College Success Factors Index (CSFI) Hallber & Davis
- Student Readiness Inventory (SRI) ACT
- Transition to College Inventory (TCI) Pickering, Calliotte, & McAuliffe
- EQ-i:S Post Secondary
- Anticipated Student Adaptation of College Questionnaire (ASACQ) Baker & Schultz

LEARNING HABITS, ATTITUDES & MOTIVATION ASSESSMENTS

Assessments focused on learning habits, attitudes and motivation are used to gain information in regards to a student's:

Motivation

Time
Management

Anxiety

Concentration

Information
Processing

Self-testing/
Test-taking

Academic
Confidence

LT/ST Study
Behaviors

ASSESSMENTS

Learning Habits, Attitudes & Motivation

- Learning and Study Strategies Inventory (LASSI)
- Motivated Strategies for Learning Questionnaire (MSLQ) Pintrich & McKeachie
- Study Behavior Inventory (SBI)
- Achievement Motivation Profile (AMP) Mandel, Friedland & Marcus
- Behavioral and Attitudinal Predictors of Academic Success Scale (BAPASS) Wilkie & Redondo

LASSI

(LEARNING AND STUDY STRATEGIES INVENTORY)

Skill Component of Strategic Learning

- Examine students' learning strategies, skills and thought processes related to identifying, acquiring and constructing meaning for important new information, ideas and procedures, and how they prepare for and demonstrate their new knowledge on tests or other evaluative procedures.

The Will Component of Strategic Learning

- Measure students' receptivity to learning new information, their attitudes and interest in college, their diligence, self-discipline, and willingness to exert the effort necessary to successfully complete academic requirements, and the degree to which they worry about their academic performance.

The Self-regulation Component of Strategic Learning

- Measure how students manage, or self-regulate and control, the whole learning process through using their time effectively, focusing their attention and maintaining their concentration over time, checking to see if they have met the learning demands for a class, an assignment or a test, and using study supports such as review sessions, tutors or special features of a textbook.

LASSI

(LEARNING AND STUDY STRATEGIES INVENTORY)

The LASSI can be used as:

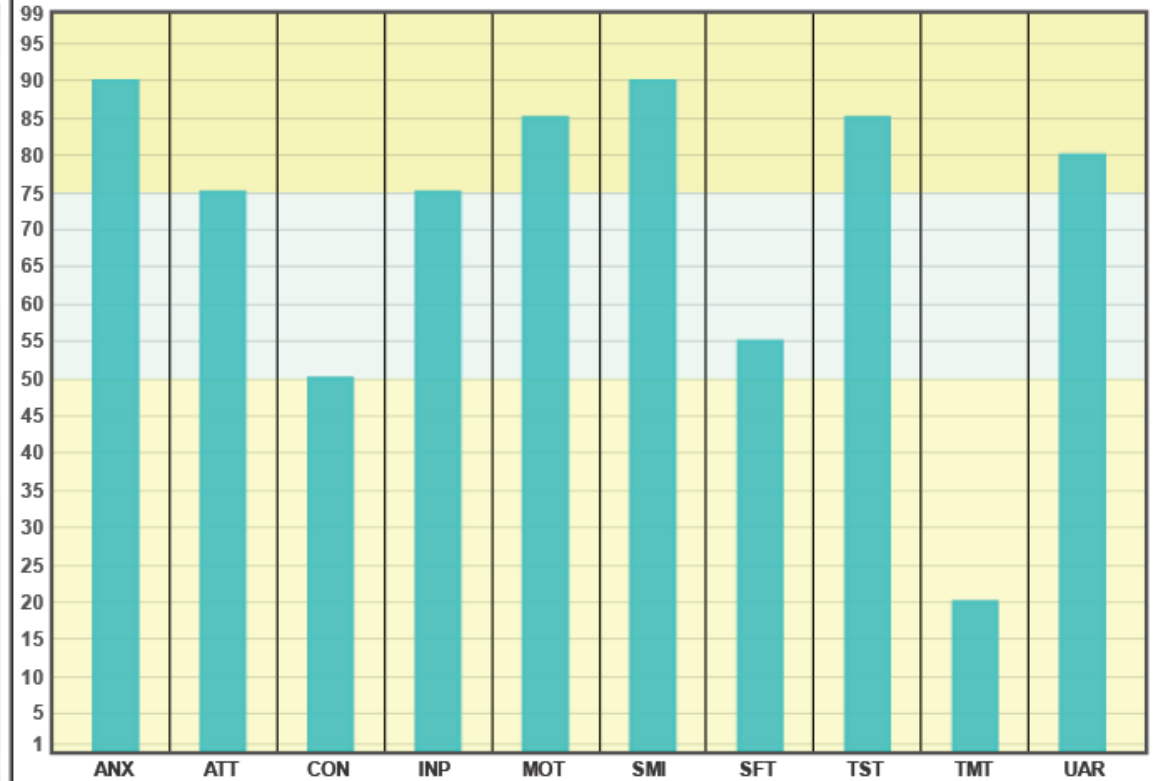
- A basis for improving all student's learning and study strategies
- A diagnostic measure to help identify areas in which students could benefit most from educational interventions
- A pre-post achievement measure for students participating in programs or courses focusing on learning strategies and study skills
- An evaluation tool to assess the degree of success of intervention programs or courses.

Interpreting Your LASSI Scores	
Anxiety (ANX) Percentile Score: 90 Sample Item: When I am studying, worrying about doing poorly in a course interferes with my concentration.	Your ANX score indicates that you have a low level of anxiety and it should not hinder your academic success. In other words, you can concentrate on school performance with relatively little worry that will distract you from academic tasks.
Attitude (ATT) Percentile Score: 75 Sample Item: I have a positive attitude about attending my classes.	Your ATT score indicates that you believe in the value of a college education and are willing to commit yourself to being a successful student. That belief gives you an advantage when competing with other students. To maintain your advantage continue to apply yourself diligently to your academic work. Your attitude places you on a solid path toward college success.
Concentration (CON) Percentile Score: 50 Sample Item: My mind wanders a lot when I study.	Your CON score indicates some difficulties in maintaining your attention to academic tasks. That tendency may hinder your acquisition of knowledge. To avoid prolonged breaks in your attention, learn monitoring skills that will promptly alert you when concentration wanes. That awareness, with practice, will improve your ability to concentrate.
Information Processing (INP) Percentile Score: 75 Sample Item: I try to find relationships between what I am learning and what I already know.	Your INP score indicates that you have little difficulty applying what you already know to what you are trying to learn. That circumstance assists in both acquiring and remembering new information. You seem to be doing well, but may find it helpful to develop new skills that will help build bridges between your past and the present.
Motivation (MOT) Percentile Score: 85 Sample Item: When work is difficult, I either give up or study only the easy parts.	Your MOT score indicates that you are usually highly energized when engaged with academic tasks. As a consequence, you are normally diligent, self-disciplined, and willing to exert the time and effort necessary to excel academically. That motivation serves you well on your path to college success.
11.00 in Main (I)	Your SMI score indicates that you are already adept at identifying important information when you are reading or listening. This makes it easier to separate

The graph below interprets your responses to the LASSI. The numbers on the left-hand side of the chart show percentile ranks. You can use these percentile ranks to compare your scores to other individuals' scores. For example, if you scored in the 80th percentile in Attitude (ATT), you scored higher than 80 percent of other individuals answering the same questions.

As you work to improve your scores, your advisor/instructor may want you to take this assessment again. If you do take it a second time, you will need your student key. Your student key is Ri23Yp7l.

LASSI Scores



75 - 100	If you scored above the 75th percentile on any of the ten LASSI scales, you probably do not have to give a high priority to improving your strategies in those areas.
50 - 75	If you scored between the 75th and the 50th percentiles on any of the ten scales, you should consider improving your strategies for those scales.
0 - 50	If you scored below the 50th percentile on any of the ten scales, you need to improve your skills to avoid serious problems succeeding in college.

3 Learning Styles

- Visual
- Auditory
- Kinesthetic

*Conduct with all incoming student-athletes
(Freshman and Transfer)*



GARDNER

LEARNING STYLES ASSESSMENT

7 Learning Styles

- Visual-Spatial
- Bodily-kinesthetic
- Musical
- Interpersonal
- Intrapersonal
- Linguistic
- Logical - Mathematical



QUESTIONNAIRES

Questionnaires are a good tool to collect information from student-athletes that they may be reluctant to share verbally.

- Academic Difficulty (subject specific)
- Use of extended time
- Behavior Intervention
- IEP
- 504 Plan
- Worked with an educational specialist/aid
- Psychological problems
- Family educational history
- Skill competencies (note-taking, reading, writing, spelling, etc.)
- Self-regulation
- Medication



WRITING SAMPLE

- Use a prompt (i.e. Write about someone you have admired (or who has inspired you) in your lifetime. Focus on the particular qualities that made you admire him or her. Be sure to include specific, detailed examples to describe why they made such an impression on you or made a difference in your life.)
- Each writing sample is evaluated in 3 areas:
 - Mechanics
 - Style & Critical Thinking
 - Prompt Requirements

PSYCHO-EDUCATIONAL EVALUATIONS

When a student-athlete exhibits behaviors that indicate a larger issue, refer for further evaluation.

Two types: Educational (only) and medical

- Psycho-educational evaluations by an education specialist will use a variety scales to assess a need for educational accommodations only
- Psycho-educational evaluations from a medical professional provides documentation needed for medication in addition to educational accommodations

What do these evaluations cover?

- Learning Disabilities
- ADHD
- Aptitude Functioning
- Intellectual Functioning

PSYCHO EDUCATIONAL EVALUATIONS

Scales

- Wechsler Adult Intelligence Scale
- Detroit Test of Learning Aptitude – Adult (DTLA-A)
- Kaufman Adult Intelligence Test
- Stanford-Binet Intelligence Scale
- Wide Range Achievement Test– Fourth Edition (WRAT4)
- Brown Adult Attention Deficit Scale
- Copeland Adult Attention Deficit Scale
- Woodcock Johnson – Tests of Achievement
- Stanford Test of Academic Skills
- Scholastic Abilities Test for Adults

INTERVENTIONS



- Creativity is key!
- Academic Action Plan
- Time Management
- Study Skills
 - Note card cauldron (by course)
 - Note/study guide cauldron (by course)
- Reading
 - Reading with a purpose
 - Chapter outlines/notes

ADDITIONAL INTERVENTIONS

Reading

- Transparent color acetate sheets to improve visual perception, light sensitivity, comprehension and tracking. (Irlen Method)

Exam Strategies

- Critically read directions- (bring a pen and a highlighter) Read the directions twice, then underline and highlight the verbs.
- Cover Up-cover up everything above and below the question you are answering.

Scantron

- Stop every five questions and make sure you are on target
- Answer what you know first, mark questions you don't know with your highlighter. Do not leave anything blank!

Writing and Essay: Law Suit

- Imagine you are the prosecutor for a lawsuit. Writer needs to prove ' the charges/thesis' to your "jury/reader."



ASSISTIVE TECHNOLOGY

- Audio Books
- Dragon Software (voice recognition)
- Live Scribe Pens (smart pens)
- Snap & Read (text-to-speech software)
- Natural Reader (text-to-speech software)
- Jaws (screen reader)
- MAGic (screen reader)
- Ivey (Hands on Learning System)

DATA COLLECTION

- New Student Evaluation Program
 - High School/Transfer GPA
 - SAT/ACT Score
 - Compare to University averages
 - Chancellor's exceptions (NCA&T)
 - Determine if student-athlete is at risk and identify risk level (low risk - high risk)
 - Percentage of 1st generation students

Use the numbers to determine which interventions would be most effective

HELPFUL HACKS

- Maintain the structure
- Promote autonomy
- Use incentives
- Small breaks are essential
- Reward success!
- Have “hand candy” for active learners (i.e. Play doh, slinky, etc.)

SUCCESS STORIES ...



Before diagnosis and interventions:

- GPA 1.53

After diagnosis and interventions:

- Dean's List 3 semesters in a row- 3.9, 3.6, 4.0, & 4.0
- Ran fastest time in then nation and forth in world

SUCCESS STORIES ...



Before interventions:

- GPA: 2.20

After interventions:

- GPA: 2.50 & 3.0

SUCCESS STORIES ...



Before interventions:

- GPA 2.08

After interventions:

- Dean's List
- GPA: 3.85

SUCCESS STORIES ...



Before Diagnosis & Interventions

- GPA: 1.8
- Lacked in areas of self-regulation, time management & confidence

After Diagnosis & Interventions

- GPA 2.73
- Improvements in self-regulation & time management

SUCCESS STORIES



Before Diagnosis & Interventions

- GPA 1.9

After Diagnosis & Interventions

- Fall GPA: 2.9
- Spring GPA: 3.19
- AD Honor Roll
- Bronze Medal at MEAC Outdoor Championships
- NCAA Regional Birth

SUCCESS STORIES



Before Diagnosis & Interventions

- GPA 2.9
- Low confidence

After Diagnosis & Interventions

- Fall GPA: 2.9
- Spring GPA: 3.5
- Dean's List
- AD Honor Roll

ANY QUESTIONS?



REFERENCES

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