

Schreiner University
Kerrville, TX
Learning Support Services

Too frequently, bright and intellectually capable students are academically unsuccessful because they are frustrated by a learning disability. However, an intelligent, motivated student who is diagnosed with a specific learning disability can, with proper guidance and learning assistance, succeed academically in spite of his or her disability. Responding to the needs of such students, Schreiner University offers a comprehensive Learning Support Services Program. The Learning Support Services Program at Schreiner University serves a limited number of students, usually 60-70 each year, who have been diagnosed with dyslexia, attention deficit disorder, or a specific learning disability in reading, mathematics or written expression. Students in the program attend regular college-level courses, are held to the same high standards, and complete the same curriculum requirements as all other degree candidates. In addition to the LSS staff, the Schreiner University faculty is dedicated to helping students realize their full potential. Students admitted to the Learning Support Services program must be highly motivated, have the intellectual potential for success in a rigorous academic program, and have the ability to meet the demands of college life. Students with co-existing Autism Spectrum Disorders, traumatic brain injuries, intellectual disabilities, or severe psychological disorders are not eligible for the program, but may, with appropriate documentation, qualify for academic accommodations under Section 504 of the Rehabilitation Act of 1973. Students participating in the LSS program will be charged a fee for the services. Current fee information is available from the Schreiner University Business Office.

Southern Illinois University
Carbondale, IL
Achieve Program

Achieve has been helping SIU students succeed in college for over 30 years. We serve students with ADD, ADHD, Dyslexia, Asperger's Syndrome, Processing Disorders, and many other learning difficulties. Our team of experienced staff advisors, case managers, test proctors, academic coaches, and content specific tutors work together to help you meet your academic requirements successfully.

Our experience has taught us that every student is unique. We take the time to get to know you, establish a close relationship with you, and give you the individualized attention you deserve. No matter what your challenges are, we tailor our support services to fit your personal needs. We help you figure out what works best and communicate regularly with you to make sure you are always getting the support you need.

All Achieve's services are provided in-house. By providing a centralized location for all services, our students have ease of access to assistance, higher quality of services, and better monitoring of academic progress. We believe in maintaining regular and open communication between students, parents, and instructors to ensure our students receive timely and effective support. Our goal is to help students develop skills to become successful graduates and independent adults.

Time Management or Organizational Problems?

We can help you organize your assignments, prioritize your time, create to-do lists, weekly study/homework schedules, and even help remind you of your deadlines for papers and tests. Our case managers meet with you weekly to help you stay on track.

Writing Difficulties?

We dedicate specialized writing tutors to you to assist with any aspect of the writing process beginning with discussing ideas, outlining, to editing your papers for grammar or spelling errors.

Reading Difficulties?

We provide text-to-speech software such as Kurzweil to help you read your textbooks. If you have trouble with comprehension, our tutors will spend time with you personally to discuss readings, help you find main points, and explain concepts.

Notetaking Difficulties?

We provide assistive technology such as Livescribe so that you can record your lectures. We train you on effective note-taking skills and help you learn to utilize the recordings for reviewing class information when you study.

Trouble Understanding Content or Staying Focused?

We provide study rooms, computer labs, and academic coaches who help you break things down into manageable tasks to help you stay on track. We provide you with tutors who specialize in different content areas to help you learn and understand your courses.

Test Anxiety?

We provide personal test proctors who can read the test to you, or act as a scribe. We also provide extended time up to double the class time, and a quiet room to take your tests. We make every effort to provide an environment that is conducive to helping you stay focused and calm during tests.

Trouble with Workload Management?

Our case managers and tutors work together to help you organize your work, set realistic deadlines for yourself, and break down assignments into manageable tasks. We help you remember your commitments and schedules.

Southern Vermont College
Bennington, VT
Learning Differences Support Program

The **Learning Differences Support Program at Southern Vermont College** has provided assistance to students with special learning needs since 1983.

Currently, approximately seventy students participate in this program during each academic year.

The Learning Differences Support Program at Southern Vermont College offers a highly supportive environment for students with special needs. We provide a wide range of support services tailored to students' individual learning styles. The program has proven track record. For many years students in the Learning Differences Support Program have had a higher graduation rate than the general graduation rate for the College.

UMASS Lowell
Lowell, MA
Connections Program

Connections: Brief Overview

Connections is a group for UMass Lowell students who have autism spectrum disorders (ASD). Connections provides an opportunity to meet other UMass Lowell students with ASD, and to share information and provide support that may increase your success at UMass Lowell. Connections meets once a week for 7-weeks. Connections is an interdisciplinary collaboration between the Department of Psychology (Dr. Ashleigh Hillier), UMass Lowell's Counseling Center, and UMass Lowell's Student Disability Services. Click [here](#) for the Connections brochure.

Connections: Frequently Asked Questions:

What is the UMass Lowell "Connections" program?

Ashleigh Hillier, Ph.D. (UMass Lowell Department of Psychology), UMass Lowell's Counseling Center, and UMass Lowell's Student Disability Services are offering "Connections" for UMass Lowell students with autism spectrum disorders (ASD). Participants meet for an hour once a week for seven weeks at UMass Lowell's south campus. Meetings are free and confidential. The program is offered in both Spring and Fall semesters.

What are the aims of "Connections"?

The aims of Connections are:

To provide an opportunity to connect with other UMass Lowell students with ASD.
To share information and provide support to other UMass Lowell students with ASD.

What will we do in the weekly Connections meetings?

Discuss topics such as:

- course selection
- disclosing ASD
- time management
- dealing with stress
- avoiding procrastination
- connecting with other students
- social life on campus
- life after graduation

What are the logistics?

Connections takes place each semester once a week for an hour for 7-weeks at UMass Lowell south campus. Day of the week and exact time are decided closer to the time.

UMASS

Massachusetts

ICE Programs

Funded by the Commonwealth since 2007, the Inclusive Concurrent Enrollment Initiative offers grants to college-school partnerships to support eligible public high school students with intellectual disabilities, ages 18-22, to increase their academic and career success by being included in a college or university community of learners.

Students with intellectual disabilities who are eligible for the program must be between the ages of:

- 18 to 22, have not passed MCAS, and are eligible for special education services as documented through an Individualized Education Plan (IEP); or
- 20 to 21, have passed MCAS, but still eligible for special education with an Individualized Education Plan (IEP) because of significant functional disabilities, transition needs, etc. Evidence shows that students benefit academically and transition to young adulthood more readily when they have the opportunity to engage in all college-related activities (e.g., establishing new social networks, participating in campus-wide events, learning to use public transportation to and from campus, completing course assignments, obtaining employment) rather than staying at high school. Student participation in this grant program may be incorporated into a student's transition program, as determined through the school district's special education process.

Grant activities include transition support to student participants and their families. In addition, public high school personnel involved in the grant program gain valuable knowledge about promising inclusive practices through technical assistance and trainings.

Union College
Lincoln, NE
Academic Support Office

Union College is committed to helping students achieve their academic and life goals. One way to support this commitment is by providing academic support services to all Union College students. There are several ways a student can find assistance, talking to their professor, going to their division for tutoring, attending study and tutoring labs, studying with their classmates and by coming to the TLC.

At the TLC we provide support through Personal Academic College Coaching (PACC), tutoring, and academic workshops (MOB). Additionally, the TLC coordinates the Integrated College Experience (ICE) and Freshman Development (FD).

Programs

Freshman Development (FD) is a program for **first-year freshmen** who are accepted into the college with low GPA and/or ACT score(s). Participation in the program is mandatory. These students are required to meet with an academic coach and fulfill contractual requirements while in this program.

Integrated College Experience (ICE) is a **one-year program for students** who are accepted into the college with high school GPA and/or ACT scores(s) that fall below enrollment criteria. These students receive services that assist in transitioning into college life.

Personal Academic College Coaching (PACC) is a program for **any student** struggling with class work, organization, time management, personal issues, etc. Participation is voluntary and available per availability of TLC staff.

The TLC programs are designed to give students individualized student support so they may get the most out of their Union College experience.

Eight Common Goals in Academic Coaching:

1. Read actively-Read to learn
2. Develop, Set and Obtain Goals using the SMART and GROW method
3. Predict success or failure based on personal behavior
4. Understand and use appropriate "STUDY" skills compatible with learning style
5. Understand internal and external locus of control
6. Acquire, understanding, knowledge and practice communication style.
7. Identify and use resources
8. Think critically in order to modify study habits and schedule without prompting

Academic/Life Coaching

Academic/life coaching, provided by the Teaching Learning Center, assists and supports students in addressing academic concerns through weekly coaching sessions with a focus on academic and personal goals. Some examples are time management, organizational assistance, test taking, and study strategies.

Coaching Sessions

Coaching is a designed alliance between a coach and a student. It is an individualized process which helps students identify their scholastic goals, and its purpose is to support students toward achieving these goals by providing structure, support, feedback, and encouragement.

Coaching is very different from therapy. Therapy deals with healing psychological issues and is generally very long term and intensive, dealing with personal history as well as cognitive and behavioral development. Coaching is very proactive and does not deal with psychological issues. Coaching acknowledges personal history but focuses on skill development and implementation of new strategies that benefit the student in achieving their goals and becoming more fulfilled and better equipped to meet the daily challenges of college life.

In academic coaching, the coach and student design an alliance together that is synergistic in nature. They co-engineer the process as a team so as to avoid a situation of "nagging." The roles of each are clearly defined in the beginning. Together they decide what to do and how to do it. A system of accountability is set up that is comfortable for both.

University of Arizona
Tucson, AZ
SALT Program

Welcome to the University of Arizona SALT Center! We are honored to be recognized as the leading international model of success in higher education for students with learning and attention challenges. The SALT Center team is comprised of experienced and eager professionals who are ready to assist you as you begin your college journey.

Our Mission

The SALT Center inspires students with learning and attention challenges to succeed in higher education. Through the provision of comprehensive academic support services, the SALT Center encourages student engagement, self-awareness, and growth.

Our Vision

The SALT Center aspires to be the leading international model of success in higher education for students with learning and attention challenges.

Our Approach

The SALT Center is a nationally recognized model of comprehensive enhanced services for students with learning and attention challenges. The services include:

- Individualized Learning Plans
- Learning Strategies Instruction
- Peer Tutoring
- Academic Skills Workshops
- Psychological Services
- Educational Technology Consultations
- Leadership & Social Programs

Today, more than 550 University of Arizona students with learning disabilities (LD), Attention Deficit & Hyperactivity Disorder (AD/HD) and a range of other learning differences utilize SALT Center services to help fulfill their dream of earning a college degree.

Principles & Promise

It is our promise to use the following to principles to guide our programs, our services, and our interactions as we strive to support every student at the SALT Center.

Principle 1: Every individual lies on a spectrum of neurological diversity, physical ability, and human experience, which grows and changes over time.

We will meet you wherever you are on that spectrum, and use your current skills and self-awareness to help you develop as a learner.

Principle 2: Individuals become great by choice, not by chance.

We can assist you in becoming great when you are ready to be great.

Principle 3: All individuals can learn when given the opportunity.

We cheer for you when you succeed and prompt you when it is time to self-regulate.

Principle 4: Individuals have the potential to grow in ways they never thought possible and to exceed their own expectations.

We challenge you to aspire to the highest possible level of achievement.

Principle 5: Each individual has a valuable and unique life-story.

We understand the importance of taking the time to listen to and respect your story.

Principle 6: Learning is the act or process of acquiring new knowledge or skills.

We guide you as you discover new ideas, integrate new concepts, and practice new routines in order to learn new things.

Principle 7: The learning process is an interactive partnership that is driven by the learner.

We partner with you to accomplish your goals.

Principle 8: Facilitating solutions is critical part of the learning process.

We explore solutions with you as you confront challenges.

Principle 9: Encouragement inspires people to achieve their potential.

We will always encourage you.

Principle 10: Learning is impacted by one's level of engagement, by their environment, and by their community.

We strive to create an optimal learning environment that fosters engagement and a sense of community.

Principle 11: Each individual is responsible for their own thoughts and behaviors.

We help you hold yourself accountable for your behaviors, responses, and expectations.

University of Connecticut

Storrs, CT

Beyond Access Program

What is Beyond Access?

Beyond Access (BA) provides an opportunity for students to work smarter, not harder, in a competitive academic environment while also preparing for life beyond college. Students enrolled in BA work closely with a trained Strategy Instructor (SI) to design and customize their program based on their individual goals and learning profile. Students can choose to meet with their SI for three hours a week (**Track I**) or one hour per week (**Track II**) to work on developing skills such as: time management and organization, study skills, stress management, self-advocacy, memory and concentration, social skills, career preparation, health and wellness, and reading and writing strategies.

As this program goes beyond the legislative mandates, in order to provide the necessary materials and resources, participation in this program includes a rate of **\$3,600 per semester for Track I** and **\$1,800 per semester for Track II**.

Goals of Beyond Access

- To help students identify strengths and challenges in both their academic and personal life.
- To increase awareness of strategies, skills, and technologies for application in and out of the classroom.
- To create a positive learning environment through active networking and communication amongst students, staff, faculty and parents and family members.
- To help students build the self-determination needed to advocate for themselves on campus.

Who is our Beyond Access team?

Our Beyond Access team is made up of professional staff members who supervise the program and graduate students who serve as Strategy Instructors (SIs). These graduate students come from a wide variety of disciplines including, but not limited to: Neag School of Education (Special Education, School Psychology, Adult Learning, etc.), School of Social Work, Department of Communication, and Department of Psychology.

The graduate students who make up the Beyond Access team are all working towards their master's and/or doctoral degrees and have had experience working with students with disabilities either in a classroom or one-on-one setting. They attend a comprehensive training during the summer where they are provided pertinent information on the following topics:

- CSD policies and procedures
- Campus resources that are available to students
- Training related to working with students in Beyond Access

Throughout the semester, SIs are required to submit weekly meeting notes to their supervisor, as well as attend regularly scheduled meetings. These meetings are used to discuss student cases, specific strategies that may be of assistance for individual students, and suggestions for continued work with their student caseloads.

The Center makes every effort to provide a positive experience for students in our Beyond Access program and is dedicated to hiring a team that shares a passion for working with students and helping them to realize and work towards achieving their goals. We invite you

to explore our program and get to know the graduate students by clicking on their names to the right!

Who Can Apply?

Beyond Access is open to any University of Connecticut student who is interested in working with a SI to meet his/her academic and personal goals. Students do not need to have a disability to apply. *Please note: Students must first be admitted to UConn or be a current student in order to apply.*

How Can Students Apply?

- Students interested in participating should complete the [Beyond Access Application](#).
- Applications are also available at the Center for Students with Disabilities (Wilbur Cross Building, Room 204).
- Once the application is completed and returned, a Beyond Access representative will contact you to discuss the next steps.

University of Denver

Denver, CO

Learning Effectiveness Program

The Disability Services Office at U of Denver offers special needs students with two different programs for help and support. The Learning Effectiveness Program provides a wide range of academic services and accommodations, including one-on-one support, tutoring, writing workshops, student activities, leadership projects and help with developing organization and time management skills. There is a fee for the LEP program. For students who can't afford additional costs, there is also a gratis option through disability services. This program ensures that all special needs students get appropriate test accommodations, alternate formats for texts and materials, course substitutions, note takers, interpreters and any other services required.