Aloha and Welcome!

Whether you just joined our group of mentors and tutors or you are a “pro,” we welcome you to a new semester at the University of Hawaii at Manoa. You are an essential part of this team, and we could not make it without you!

However, all of us, from time to time, need to be reminded of certain guidelines that may make our life a bit more tedious, but the team effort much more fruitful.

This manual will guide you through the workings of the system and the regulations you should know about. This is not an exhaustive list so remember, if you are in doubt, please DO ASK!

Communication and sharing of ideas among mentors/tutors is incredibly valuable. So, ask, contact other members of the team that may offer the support you need, and share ideas that have specifically worked for you. Remember that it is precisely your academic and personal skills that brought you here in the first place: you are a story of success!
# Table of Contents

## About the Tutorial Program
- SAAS Tutorial Mission Statement & Goals ......................................................... 3
- Student Academic Athletic Services ................................................................. 4
- SAAS Staff .......................................................................................................... 5
- Nagatani Academic Center (NAC) Hours ......................................................... 6

## Your Responsibilities as a Tutor
- Tutor/Mentor's Role ......................................................................................... 7
- Expectations ....................................................................................................... 8
- 1st Tutorial/Mentoring Session & Guidelines for Tutoring Session ............... 9
- Following Tutorial/Mentoring Sessions ......................................................... 10
- Purpose of Reports/Forms & Tutor/Mentor Forms ........................................ 11
- Preparation ....................................................................................................... 12

## Rules & Regulations
- Confidentiality ................................................................................................. 13
- Academic Honesty .......................................................................................... 14
- Violations of NCAA Rules ............................................................................... 16

## Payroll Procedures
- Payroll Paperwork .......................................................................................... 18
- Timesheets ......................................................................................................... 19
- Pay ..................................................................................................................... 20
- Tutoring Hours & Assignments ...................................................................... 21
- Procedures ....................................................................................................... 22

## Tutoring Strategies
- Tutoring Tips .................................................................................................... 23
- Emphasizing Good Learning Habits & Skills ................................................. 24

## Learning Differences/Disabilities
- Learning Differences/Disabilities ................................................................. 25
- Characteristics of College Students with Learning Differences .................... 26
SAAS Tutorial Mission Statement

- The mission of SAAS is to support the recruitment, retention and graduation of all student-athletes at UHM.
- Monitor academic eligibility, certification and prepare documentation as mandated by the NCAA.
- Provide comprehensive support services to facilitate students’ personal and academic growth and foster increased academic engagement, responsible citizenship and leadership.

Goals

- Provide an effective and supportive learning environment, quiet study area, access to computers, and knowledgeable tutors.
- Operate study hall and tutorials with expectations of high levels of student involvement, mutual respect, and integrity.
- Assist student-athletes in acquiring organizational, study and learning skills.
- Offer student-athletes greater opportunities for academic success through assessment, facilitation, and one-on-one counseling and advising.
- Assist student-athletes in attaining their academic goals and ultimately graduation.
Student-Athlete Academic Services (SAAS)

SAAS is a unit within the Office of the Vice-Chancellor for Academic Affairs at the University of Hawai`i at Mānoa. SAAS, located in the Nagatani Academic Center (NAC) in the Athletics Department, serves over 500 student-athletes from 19 sports. SAAS provides the following support services for student-athletes:

> **Academic Advising.** Assist student-athletes in course selection, scheduling, choice of major & eligibility issues.

> **Tutorial Program.** Components of the Tutorial Program are:

- **Study groups** - Sessions for courses are based on the Supplemental Instruction (SI) model and facilitated by peers & tutors.

- **Developmental Program** - Supplemental learning sessions are designed to assist students in academic reading and writing.

- **Tutoring** - Individual tutoring and specialized sessions in content area.

- **Mentoring** - One-on-one sessions emphasizing development of academic responsibility, independent learning, and acquisition of study skills.

- **Team Study Hall** - Specifically designed to meet the study needs of student-athletes.

  Tutors are trained in study skills, learning strategies & interpersonal communication skills.

> **Career Development.**

- Assist student-athletes in exploring career options
- Develop vocational maturity
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NAGATANI ACADEMIC CENTER (NAC) HOURS

Fall & Spring Semesters:

8:00 a.m.–10:00 p.m. Monday - Thursday
8:00 a.m. - 4:30 p.m. Friday
Sunday TBD

Summer Hours

8:00 a.m.-4:30 p.m. Monday - Friday

Reminders!!

• All tutoring sessions take place at the NAC unless prior approval is received from the Learning Services Coordinator(s).

• You will not be paid for tutoring sessions that take place outside of the NAC unless prior approval is given!

• You are expected to attend all tutor meetings.
Tutor/Mentor’s Role

• Help the student-athlete understand course work & course requirements and assist him/her in achieving academic goals.

• Assist student-athletes in acquiring organizational & study skills, i.e. note taking, test taking, written & oral communication, etc.

• As a mentor, help facilitate the progress of the student-athlete in all classes.

• Fill out the online Tutor/Mentor/Study Group forms at the end of each tutorial session so that accurate & current information on the student-athlete’s progress can be communicated to the academic staff.

• Maintain academic & ethical integrity in accordance with the rules of the University of Hawai`i, NCAA, SAAS & the Athletics Department.
  o Inform the Coordinator(s) of Learning Services of any cases of plagiarism or academic dishonesty of which you are aware.
  o Report any pressure you receive from a student-athlete or coach to violate rules of academic honesty.
  o Do not write or type a paper for a student-athlete.

• Confidentiality in ALL AREAS regarding student-athletes is vitally important.
Expectations

• Develop a professional relationship with the student-athlete:
  o Maintain appropriate & clear boundaries in your role as a tutor/mentor, otherwise it is possible that questions of academic integrity could arise.
  
  o Encourage student-athletes to take charge academically. Avoid “saving” the student-athlete or letting an unhealthy dependency develop.
  
  o Remember that socializing and trying to solve students’ personal problems are not part of your responsibility.
  
  o Do not socialize w/student-athletes after hours—this will enable you keep a professional distance and maintain your role as an “authority” figure.
  
  o Be on time and prepared for all tutoring sessions.
  
  o Do not criticize professors or any of the academic staff or other tutors in front of your student-athlete.

• You are part of the “academic team” and not the team tutor for a specific sport.

• Be honest in reporting tutor hours. Failure to do so will be grounds for dismissal.

• Observe the Dress Code:
  o Provocative clothing such as low-cut & skimpy tops that show midriff or high-cut shorts, skirts & dresses are not appropriate for tutoring sessions.

• Maintain a cooperative & collaborative relationship with other tutors:
  o Help new tutors learn the ropes.
  
  o Share ideas.
  
  o Share tutoring materials you develop for study sessions with other tutors by providing an electronic copy for our files.
  
  o If you have problems with another tutor, bring it up with the Coordinator(s).

• Keep the mission & goals of the program in mind and let these guide your actions and behavior.
1st Tutorial/Mentoring Session

1. Arrange to meet your student-athlete at the monitor’s desk in the NAC lobby at the specified time. Agree that both of you will check in with the monitor so each knows if the other has arrived.

2. Establish rapport with casual conversation to make your student-athlete feel at ease.

3. Go through each of the Steps on the checklist of the 1st Mentor Meeting Form with your student. Have the student sign the form and submit copies of their class syllabi (which you review with them thoroughly). Follow up on any missing items ASAP.

Guidelines for Tutoring/Mentoring Sessions

- Keep a folder for the student-athletes you tutor and/or mentor, including his/her class syllabi (if necessary), completed Semester-at-a-Glance and To Do List.

- Keep in mind that the ultimate goal is student learning!!

- Develop a strategy for each session—HAVE A PLAN!!

- Use a multisensory approach. Think of ways a student can visualize, hear, touch and move around to learn a new idea or concept.

- YOU are in charge of the session, NOT the student-athlete.

- Give the student-athlete your undivided and sincere attention during every session.

- Provide encouraging feedback & make every attempt to motivate the student-athlete.

- Insist that the student-athlete attend every class in order to participate in the tutoring/mentoring/study session. DO NOT tolerate the use of tutoring sessions as a substitute for going to class!!

- Allow the student-athlete ample time to explain him/herself.

- Keep in mind that you are not a teacher, but rather a facilitator of the information.
Follow-Up Tutorial/Mentoring Sessions

> At the start of the session, discuss what is to be accomplished. Review events from last session and determine what the student-athlete wants/needs to accomplish during the session.

> See if the student-athlete has brought all needed materials such as books, class notes, homework, etc. If he/she has not come prepared, the student will be expected to go and get appropriate class materials. Be very clear about ground rules.

> Go over homework problems and help the student-athlete understand any problems that are not completed correctly.

> Review class notes and notetaking strategies. Encourage the student-athlete to summarize class notes and generate possible exam questions.

> Pose questions: "Why?" "How?" "What if?"

> Make sure that the student-athlete has a plan for additional study and give him/her any assignments to do before the next meeting.

> Verify the next scheduled time to meet.

> FILL OUT THE TUTOR/MENTOR or STUDY GROUP REPORT SUMMARIZING THE SESSION & GIVING SPECIFIC INFORMATION!
Purpose Of Reports/Forms

Tutor forms such as the Tutor/Mentor and Study Group Forms are the information link between you and the Academic Staff. Your comments provide a record of your evaluation of the student-athlete’s progress in the class, preparation for the session, effectiveness of the session, and your recommendations.

Your accurate evaluation of each session with a student-athlete is vital. Each academic advisor reviews your evaluations and recommendations of students in their teams to assess student progress and to determine what interventions may be necessary.

Your evaluation also serves in holding the student-athlete more accountable for his/her role in the success of the session and in the learning process.

Complete the online SAAS Tutor/Mentor and Study Group Reports after each session so that pertinent information is available to the academic advisors on a daily basis and students get those hours credited for their required study hall hall hours.

Reports will be used to verify time inputted on your time sheet.

SAAS Tutor/Mentor Forms

1. Tutor/Mentor Form
2. Study Group Report
3. Tutor Preparation Time Sheet
4. 1st Mentor Meeting Form
5. Road Trip Study Plan
6. Weekly To Do List
Preparation

Subject Tutors/Group Leaders:
- Preparation work in the content area may be required. Prepare study guides, summaries, reviews, and mock exams.

- Read or skim the text/readings and prepare for sessions.

- As the semester progresses, have student-athletes assist in preparing study guides, summaries, reviews, and/or mock exams.

- If a student is having trouble understanding course content, discuss this with one of the Coordinators of Learning Services so we can explore other possible approaches for teaching and facilitating learning.

- Fill out the Tutor Preparation Time Sheet when necessary and turn in an electronic copy of the material created (instructions in tutor training packet).
CONFIDENTIALITY

Tutors often have access to confidential information about a student-athlete's progress and academic standing in his/her courses. It is essential that all academic and personal information be kept strictly confidential and that it not be discussed casually with other tutors, student-athletes, coaches, family or friends. Any breach of confidentiality will result in immediate dismissal from the SAAS Tutorial Program.

Confidentiality must be maintained in order for trust and cooperation to develop in the tutoring relationship. Student-athletes need to feel confident that information they share with you or to which you are privy will not be handled loosely and irresponsibly. As a tutor, you are an advocate for the student-athlete, and in this capacity you are asked to always keep the best interests of the student-athlete in mind. At times, this may mean revealing "negative" information to the Coordinators of Learning Services or academic advisors—however, by doing so, the opportunity to correct the problem may exist. Any concerns or questions that are of a confidential nature may be discussed with the Coordinator(s) of Learning Services or the student's academic advisor.

In addition, your ability to respect confidentiality will be noted by the academic staff, and this will be an important factor in gaining trust. Confidential information is often brought up in staff or tutorial meetings regarding student-athletes, and we would like to feel that all of us are equally cognizant of and understand how critical it is to maintain confidentiality.
ACADEMIC INTEGRITY

Academic integrity continues to be an extremely important and sensitive issue for SAAS, the Tutorial Program and all those working with student-athletes.

Academic integrity must be taken seriously and understood as it pertains to University policies that govern the conduct of all students. It must also be understood in light of NCAA rules that apply to all student-athletes who participate in sports at the University of Hawai‘i at Mānoa.

The following code of conduct, taken from the University of Hawai‘i at Mānoa 2010-2011 Catalog (p. 565), applies to the conduct of all students at the university, including tutorial staff and student-athletes. Violations of any part could result in immediate dismissal of tutorial staff.

Academic Integrity
The integrity of a university depends upon academic honesty, which consists of independent learning and research. Academic dishonesty includes cheating and plagiarism. The following are examples of violations of the Student Conduct Code that may result in suspension or expulsion from the University.

Cheating
Cheating includes, but is not limited to, giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grade, altering an answer after an examination has been submitted, falsifying any official UH record, and misrepresenting the facts in order to obtain exemptions from course requirements.

Plagiarism
Plagiarism includes, but is not limited to, submitting, to satisfy an academic requirement, any document that has been copied in whole or in part from another individual’s work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style; paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; and “dry-labbing,” which includes obtaining and using experimental data from other students without the express consent of the instructor, utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms, and fabricating data to fit the expected results.

UHM faculty and staff work to strengthen the expectation that personal integrity and responsibility are essential for higher learning.
Occasionally, scholastic dishonesty occurs as the result of a lack of information or misinformation. Everyone knows cheating on an exam is dishonest; however, students have, on occasion, turned in papers which they thought were acceptable, only to find they were accused of plagiarism. Although most students understand that if you reproduce someone else’s work more or less verbatim, you are plagiarizing, they do not realize that not giving proper credit for ideas, research conclusions, etc., is also the same thing.

Plagiarism, a common violation that impacts both tutors and student-athletes, includes but is not limited to:

- Writing a paper/doing a project for a student-athlete
- Giving answers for take home tests to student-athletes
- Allowing student-athletes to use a copy of a paper done by you as a reference for assignments
- Giving a student-athlete ideas for complete sentences or paragraphs

A special concern lies in the area of writing, particularly with regards to the help student-athletes receive that may be perceived as inconsistent with the help available to other university students. To circumvent problems and misunderstanding, the SAAS Tutorial Program makes every effort to hire writing tutors recommended by English Department faculty. As much as possible, tutors who wish to assist in writing will be required to meet with the writing tutor.

If you have any questions regarding plagiarism or the limits of helping a student-athlete write a paper, contact the Coordinator(s) of Learning Services. Also, avoid situations in which you provide assistance that is inappropriate: i.e., taking a student-athlete into the computer lab and typing a paper for them. Do not write or type any portion of a student-athlete’s paper—doing so would constitute a violation of University academic policies and NCAA rules.

A good rule of thumb is: **To develop independent learners, student-athletes must do their own work!**
VIOLATIONS OF NCAA RULES

All Student-athletes must adhere to National Collegiate Athletic Association (NCAA) regulations in order to participate in sports at the University of Hawai‘i at Mānoa. It is important for you, as a tutor for student-athletes, to be aware of these rules. One bylaw that is of particular relevance to tutors, Bylaw 16.02.3 of the NCAA Manual, outlines Extra Benefits. An extra benefit is:

...any special arrangement by an institutional employee or a representative of the institution's athletics interests to provide a student-athlete or a student-athlete's relative or friend a benefit not expressly authorized by NCAA legislation. Receipt of a benefit by student-athletes or their relatives or friends is not a violation of NCAA legislation if it is demonstrated that the same benefit is generally available to the institution's students or their relatives or friends or to a particular segment of the student body (e.g., foreign students, minority students) determined on a basis unrelated to athletics ability.

One very important rule that pertains to tutors and mentors is:

Typing a paper for a student-athlete is an NCAA violation. Do not type a paper for a student-athlete!

Examples of other possible situations where you might violate this Extra Benefit rule include but are not limited to:

- Giving a ride to a student-athlete in your car
- Buying a student-athlete dinner or a snack
- Loaning a student-athlete money for anything

TUTORS FOUND COMMITTING ANY OF THE AFOREMENTIONED VIOLATIONS WILL BE SUBJECT TO DISMISSAL.

If you are ever in doubt about anything you feel may be an NCAA rules violation, contact the Coordinators of Learning Services immediately.
Copy Machine

If you need copying done for your tutorial sessions, please see the Coordinators of Learning Services. Presently, copy machines are located in the Athletics Office which is open from 8:00 a.m.- 4:30 p.m. daily.
Payroll Paperwork

Hiring Procedures

- Obtain a printout from the Student Employment website (hawaii.edu/sece) with the referral number for a Subject/Mentor Tutor at A-3 or A-4 pay levels.

- Call 956-2441 or 956-9997 to schedule an appointment/interview with one of the Coordinators of Learning Services and bring: (1) a resume; (2) copy of your university transcripts; (3) current class schedule; (4) SECE printout with referral number.

- Fill out a Tutorial Application Form & Tutor Availability Form.

- You may be scheduled to come in for a second interview in which you will be asked to write responses to tutoring scenarios and discuss these with other applicants as well as the Coordinators of Learning Services.

- If you are hired, you will need to fill out the following forms:
  - Federal tax form. **Fill out completely and sign.**
  - State tax form. **Fill out completely and sign.**
  - Direct Deposit Form. Take to your bank for signature.
  - 1-month Probationary Status Form. Signature only.
  - Tutorial Program Contract (at Tutor Training)
  - Two-Job Memo Form (if applicable)

- Take two forms of identification to SECE for processing your hire as a student employee (for I-9 purposes):
  - Driver’s license & social security card or birth certificate
  - or US passport

- Bring back the completed Direct Deposit Form and give it to Brandy.

All payroll paperwork must be turned in to the Coordinators and/or Brandy BEFORE you begin working as a tutor.
Timesheets

After each session or at the end of your sessions for the day, record your tutoring time on a timesheet. Timesheets are processed online via the student employment website.

- Click on the date
- Fill in your start and stop time using the drop down menu
  - night hours start at 6 p.m.
- Flag tutor prep time as 7 “a.m.” on Mondays and subsequent days
  - Clear this with the Coordinators of Learning Services prior to doing work
  - Fill out a Tutor Prep Sheet with more detailed information
- Record class attendance for SI sessions
  - Clear this with the Coordinators of Learning Services before starting to attend classes!

Timesheet Due Dates are posted in Brandy’s office

- Turn in timesheets by MIDNIGHT on due date
- Incomplete and incorrect timesheets will not be accepted
- Late timesheets will be processed on the following due date
- All timesheets will be verified by the mentor / tutor / study group forms that you hand in. Timesheets will not be processed unless all paperwork is submitted!
- Allow 4-6 weeks before you receive your first paycheck
- If you are not already a student-employee, your 1st paycheck will be a hard copy check. Subsequent checks will be directly deposited into the account you indicated.
Pay

- You may not exceed 20 hours per week as a student employee. This includes all jobs as well as G.A. positions.

- If you work at another job on campus, your pay from both jobs will be combined into one check.

- NO additional pay is given for simultaneously tutoring two or more students.

- You will be paid for preparation time, such as reading assignments or making a study guide, sample exams, or practice problems if you receive prior approval. You will be paid day hours for prep work and are asked to limit your prep work to 1 hour per week, per class.

  > Fill out a Tutor Preparation Time Sheet
  > Email all worksheets, notes, practice exams, and study guides to saas@hawaii.edu:
    - Subject heading must include PREP and content area (PREP GG103)
    - File name MUST follow this format:
      CourseNameNumber_SemYear_SemYear_Prof_WhatDocumentis

- You will be paid for attending a class if this has been arranged with the Coordinators of Learning Services. Generally, you will already have taken the class in the content area and passed with a 3.0 or above. You will not be paid for attending the class if you are currently enrolled in the class.
Tutoring Hours & Assignments

There are a number of ways a student-athlete can be assigned to a tutor:

- Any student-athlete who needs help in a content area or would like to work with a mentor must submit a Tutor Request. The team advisor may also assign a tutor/mentor to a student. Sometimes a student will need only occasional help with a major assignment or assistance in reviewing class material before a test.

- Some student-athletes who have mandatory study hall hours may request or be assigned a subject tutor, mentor, or study group. A tutor whose schedule and background best suits the student-athlete’s will be assigned, and the student-athlete will be expected to follow the schedule throughout the semester.

→ If a student requests a change in scheduling or wishes to cancel a tutorial or mentoring session, refer him/her to the appropriate Coordinator of Learning Services.

→ If you do not wish to work with the student-athlete to whom you’ve been assigned, speak with the Coordinator(s) of Learning Services so he/she can be reassigned.

→ In some cases, it may be necessary to tutor small groups of student-athletes who have the same class. If several students request a tutor for the same class, the Coordinator(s) of Learning Services may contact you about facilitating study “pods” or small group sessions.

→ Meet with the student-athlete on a REGULAR basis at the scheduled time! Meeting at a consistent time will help the student-athlete prioritize, manage his/her time and allow for studying as part of a weekly routine.
Procedures

- The amount of tutoring depends on the availability of subjects you can tutor, the demand for tutors in the content area, and scheduling congruence. WE CANNOT GUARANTEE HOURS.

- The student-athlete should attend every scheduled session. If the student-athlete is 15 minutes late, he/she is considered absent. Likewise, a tutor who is 15 minutes late is considered absent.
  - If a student-athlete is late or does not show up for a scheduled appointment, check with the Learning Services Coordinator(s) to see if there is other work you can do during your appointment time.
  - Document the “no show” on the appropriate report.
  - You may take 30 minutes of tutorial time on your time sheet for missed appointments.
  - If the student-athlete is late and you still wish to have the tutoring session, check his/her schedule to make sure there is not another scheduled tutoring session.

- You may meet your student-athlete for tutoring and/or mentoring sessions at the Nagatani Academic Center (NAC).

- You may also meet with student-athletes on upper campus, in the library or a classroom, but you must notify the Coordinator(s) of Learning Services if you are not meeting in the NAC facilities. Tutorial sessions should not be held in a student-athlete’s room, house, or apartment.

- Do not contact faculty or teaching assistants unless approved by the Coordinator(s) of Learning Services.

- If you have any questions about program procedures, contact the Coordinator(s) of Learning Services.

Tutoring Tips

22

Rev. Sept. 14, 2010
• Sit side-by-side with the student-athlete with the work in front of him/her or in between the two of you.

• Ask what he/she did in the previous class. Have the student-athlete explain the professor's expectations for the class.

• Ask how often he/she attends class and find out how much of the text the student-athlete has read. Then ask questions to assess understanding.

• Use course material as the source of information in the tutoring session.

• Encourage the student-athlete to complete assignments before coming to each tutoring session.

• Review notes and teach notetaking skills.

• Have the student-athlete communicate the types of problems he/she is experiencing.

• Have him/her read notes, the course text, or explain a problem or theory. Evaluate his/her understanding and explain concepts or problems step by step.

• Have the student-athlete explain what he/she has just learned.

• Admit when you do not know all the answers and figure out a way to find them.

• Use materials in simple language—but don’t use juvenile materials.

• To help with a paper: Take notes on another sheet of paper and then explain them to the student. If reviewing a paper, use circles or check marks to identify problem areas and prompt the student to figure out what is wrong.

• Help your student-athlete brainstorm and develop a paper, and show him/her how to research a topic. When editing, HAVE STUDENTS RESTATE YOUR SUGGESTIONS IN THEIR OWN WORDS!

• Teach the student-athlete how to edit his/her own work.
Emphasizing Good Learning Habits & Skills

- Emphasize to the student-athlete the importance of establishing good rapport with every professor and introducing him/herself early in the semester. Encourage students to make appointments with their professors outside of class throughout the semester.

- Stress the necessity for good class success strategies:
  - Attending every class
  - Being on time
  - Sitting in the front of the classroom
  - Having all class materials & a pencil/pen
  - Minimizing side conversations & maximizing involvement in lecture
  - Sitting with non-team members

- Discuss Instructor Expectations:
  - Although attendance may not be taken, instructors expect students to attend every class.
  - Assignments are to be read before class.
  - Students are to participate in class discussion.
  - All papers & assignments are to be turned in on time.
  - An official letter signed by SAAS Department Chair & coach for class absences due to road trips or athletic competition must be turned in before departure.
  - Student-athletes should meet personally with professor to explain any absences, missed work, or late assignments.

- Use the whiteboard/blackboard to brainstorm, organize, and diagram—encourage the student-athlete to be active in the learning process.

- Help the student-athlete set obtainable and realistic short-range goals.
  - Break an assignment into manageable parts.
  - Show the student-athlete how to develop an outline or plan of attack for completing assignments.
Learning Differences/Disabilities

Students with learning differences/disabilities are a part of the campus population at any university. Some of the student-athletes with whom you work may have learning issues, such as dyslexia, ADD/ADHD, or other conditions that interfere with performance in the academic setting. It is important you familiarize yourself with learning disabilities and issues and also get to know your student's learning style so that you can help him/her.

Be mindful that a student must consent to the release of any information regarding his or her learning differences/disability and that this information is highly confidential. Your release of disability related information to anyone but SAAS staff without the consent of the student-athlete will result in immediate termination.

Please note that term "disability" and "differences" are used interchangeably.

A Learning Disability (LD) is:

A processing difference that affects the manner in which individuals with normal or above average intelligence take in, retain, and express information. It is commonly recognized as a significant processing problem in one or more of the following areas: oral expression, basic reading skills, reading comprehension, mathematical calculation, or problem solving. Individuals with learning disabilities also may have difficulty with sustained attention, time management, or social skills.

A learning disability may persist throughout life but the problems manifested may change depending upon the learning demands and the setting. It may cause problems in grade school, seem to disappear during high school, and then resurface again in college. It may manifest itself in only one academic area, such as math or foreign language, or impact an individual's performance across a variety of subject areas and disciplines.

Adapted from an excerpt from the Association for Higher Education and Disability

A Learning Disability is Not:

- A form of mental retardation or an emotional disorder.

- Primarily due to other handicapping conditions, environmental, or cultural influences. It may occur concomitantly with other handicapping conditions but is not the result of these conditions.
What is Dyslexia?

Dyslexia is a language-based learning disability. Dyslexia refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading...may experience difficulties in other language skills such as spelling, writing, and speaking.

Excerpt from The International Dyslexia Association

**Characteristics of College Students with Learning Differences/Disabilities**

Many college students with learning differences/disabilities are intelligent, talented, and capable. Typically, they have developed a variety of strategies for compensating for their different learning styles. However, the degree of severity of the disability varies from individual to individual.

Individuals who come from divergent cultural and language backgrounds may exhibit many of the oral and written language behaviors cited below, but are not necessarily learning disabled by virtue of this difference alone.

Individuals with learning disabilities often present many of the characteristics listed below:

**Reading**
- Slow reading rate and/or difficulty in modifying reading rate in accordance with material's level of difficulty.
- Uneven comprehension and retention of material read.
- Difficulty identifying important points and themes.
- Incomplete mastery of phonics, confusion of similar words or lines of printed material.
- Difficulty reading for long periods of time.

**Written Language**
- Difficulty planning a topic and organizing thoughts on paper.
- Difficulty with sentence structure (e.g., incomplete sentences, run-ons, poor use of grammar, missing inflectional endings).
- Frequent spelling errors (e.g., omissions, substitutions, transpositions),
- Difficulty effectively proofreading written work and making revisions.
- Compositions are often relatively short.
• Slow written production.
• Poor penmanship (e.g., poorly formed letters, incorrect use of capitalization, trouble with spacing, overly large handwriting).
• Inability to copy correctly from a book or the blackboard.

**Oral Language**
• Inability to concentrate on and to comprehend spoken language when presented rapidly.
• Difficulty in orally expressing concepts that they seem to understand.
• Difficulty speaking grammatically-correct English.
• Difficulty following or having a conversation about an unfamiliar idea.
• Trouble telling a story in the proper sequence.
• Difficulty following oral or written directions.

**Math**
• Incomplete mastery of basic facts (e.g., mathematical tables).
• Reverse numbers ((e.g., 123 to 321 or 231).
• Confuse operational symbols, especially + and x.
• Copy problems incorrectly from one line to another.
• Difficulty recalling the sequence of operational concepts.
• Difficulty comprehending word problems.
• Difficulty understanding key concepts and applications to aid problem solving.

**Organizational and Study Skills**
• Difficulty with organizational skills.
• Time management difficulties.
• Slow to start and to complete tasks.
• Repeated inability, on a day-to-day basis, to recall what has been taught.
• Lack of overall organization in taking notes.
• Difficulty interpreting charts and graphs.
• Inefficient use of library and reference materials.
• Difficulty preparing for and taking tests.

**Attention and Concentration**
• Trouble focusing and sustaining attention on academic tasks.
• Fluctuating attention span during lectures.
• Easily distractible by outside stimuli.
• Difficulty juggling multiple task demands and overloads quickly.
• Hyperactivity and excessive movements may accompany the inability to focus attention.
Social Skills

- Some adults with learning disabilities have social skills problems due to their inconsistent perceptual abilities. These individuals may be unable to detect the difference between sincere and sarcastic comments or be unable to recognize other subtle changes in tone of voice for the same reason that a person with a visual perceptual problem may have trouble discriminating between the letters “b” and “d.” Difficulties in interpreting nonverbal messages may result in lowered self-esteem and may cause some adults with learning disabilities to have trouble meeting people or working cooperatively with others.

IF YOU SUSPECT A STUDENT-ATHLETE HAS A LEARNING DISABILITY, NOTIFY THE COORDINATOR(S) OF LEARNING SERVICES IMMEDIATELY. DO NOT APPROACH THE STUDENT-ATHLETE TO SUGGEST THAT HE/SHE MAY HAVE A DISABILITY.

Once again, welcome to our program!
Please remember to ask questions as concerns come up so we can deal with them immediately.

Don’t forget to sign the Tutor Contract form!