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# Marist College

## Learning Support Program



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# Office Information

## Management Team:

Maryellen Guardino, *Director*  
Deborah M. Reeves-Duncan, *Assistant Director*  
Krista Ackert, *Assistant Director*  
Susan Jenkins, *Assistant Director*

## Learning Specialists:

Tricia Barefoot	Emily Lamoree
Judith Creedon	Susan Masciale-Lynch
Deborah Fealey	Barbara Murray
Diane Hayes	John Pinna
Alex Hoysradt	Virginia Siegrist
	Joseph Trocino
	Caitlin Welch

## Administrative Assistants:

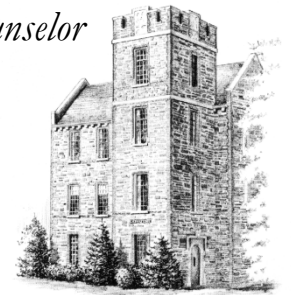
Lisa Brennan  
Donnie Martin

## Accommodations Staff:

John Sellmeyer  
Lisa Whalen

## TRiO Staff:

Deborah M. Reeves-Duncan, *Director of the TRiO Grant*  
Ruth Howell-Johnson, *Counselor*



# Mission and Goal



The mission of the Office of Accommodations and Accessibility is to support students with documented disabilities in becoming empowered, independent learners by providing the appropriate accommodations and services necessary to access the educational opportunities at Marist College.

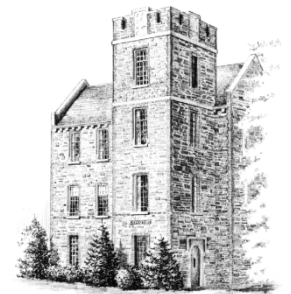
## ADA

## Section 504



# Program Overview

The *Learning Support Program* is a fee-based program, which provides academic support to students whose primary disability is LD and/or ADHD. The fee for the program is \$2575 per semester.



# Program Overview

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- Documented learning disability/ADHD
- Multiple disabilities – LD/ADHD must be primary
- College preparatory course of study
- Commitment to work with a Learning Specialist



# Program Basics

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- Learning Specialists are professional educators
- Appointments are scheduled in advance
- Specialists meet with freshmen 2 times/week, 45 minutes/session



# The Specialist's Role

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- Provides writing assistance
- Teaches academic strategies
- Assists with time management & organization
- Assists with accessing campus resources
- Encourages self-advocacy
- Academic advisement

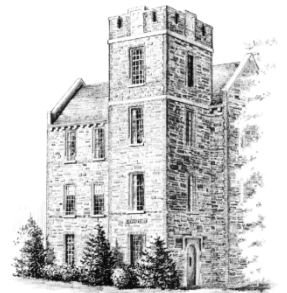


# The Specialist's Role

## Writing Assistance

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- Individualized
- Use of the Library and Writing Center
- Assists with the **writing process**:
  - Reviewing assignments
  - Researching topics
  - Planning
  - Outlining
  - Editing
  - Revising





# The Specialist's Role

## Academic Strategies

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- Reading
- Studying
- Test taking
- Time management
- Notetaking
- Memory techniques
- Organization



# The Specialist's Role

## Assists with Time Management & Organization

April 2022						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
				1 Psych. Quiz 10:00 LD Specialist	2 9:00 WMAR Meeting	3
4 4:00 Psych. Study group	5 Writing paper due	6 10:00 LD Specialist	7	8 10:00 LD Specialist	9	10 Football game!
11	12	13 10:00 LD Specialist	14 Psych. paper due	15 10:00 LD Specialist	16	17 3:00 Philosophy tutor
18 9:00 Psych. Study group	19 Themes outline due	20 Philosophy test 10:00 LD Specialist	21 Themes test	22 10:00 LD Specialist	23	24 Bus trip to mall
25 6:00 – Philosophy Tutor	22	27 10:00 LD Specialist 11:00 – faculty advisor	28 Themes paper due	29 10:00 LD Specialist	30	31

*Calendar of Assignments & Things to Do!*



# The Specialist's Role

## Assists with Time Management & Organization

Time Management Sheet

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							

Notes: \_\_\_\_\_  
\_\_\_\_\_

PRIORITIZED TASK LIST TEMPLATE

HIGH PRIORITY TASKS	DATE DUE
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

MEDIUM PRIORITY TASKS	DATE DUE
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

LOW PRIORITY TASKS	DATE DUE
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

ADDITIONAL TASKS	DUE DATE
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	



# The Specialist's Role

## Refer to Campus Resources

- Writing Center
  - Assists with the writing process
  - Proofreading
- Academic Learning Center
  - Peer tutors
  - Proofreading
  - Review sessions: math, economics, accounting, and the sciences

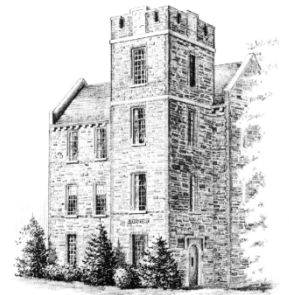


# The Specialist's Role

## Refer to Campus Resources

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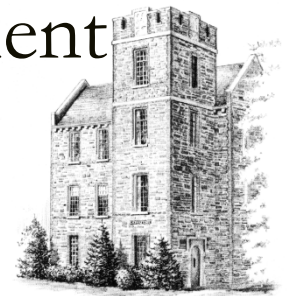
- Math Lab
  - Drop in
  - Staffed by students
- Career Services
  - Identify career options/resume development
  - Internships
- Counseling



# The Specialist's Role

## Self-Advocacy

- Discuss individual strengths and weaknesses as related to their disability
- Encourage a willingness to accept assistance/support
- Teach techniques to independently implement strategies for success

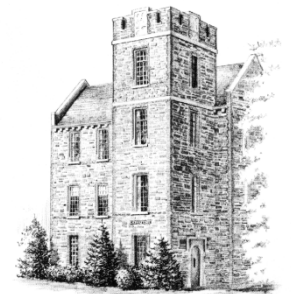


# The Specialist's Role

## Provides Academic Advisement

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- Explain breadth and major requirements
- Assist with scheduling and course selection
- Liaison with faculty advisors
- Assist with transition to college



# Other Components of the Learning Support Program

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## AIM (Achievement, Involvement, and Mentorship) Program

Assist with academic and social transition to college

Match upperclassmen with freshmen

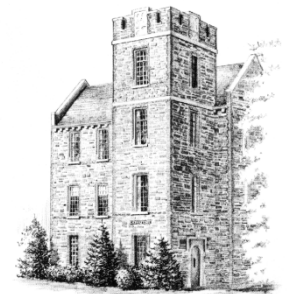
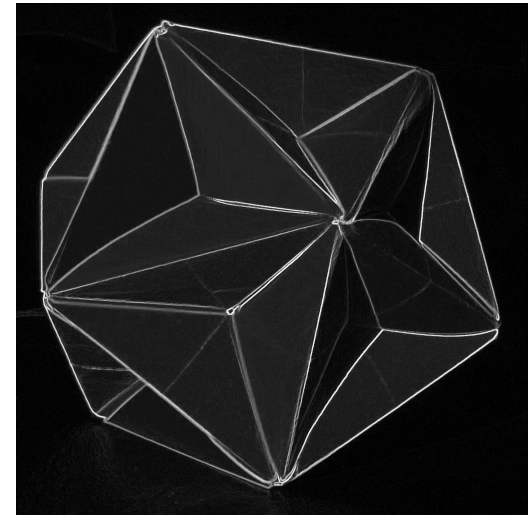
Help freshmen adjust socially and academically





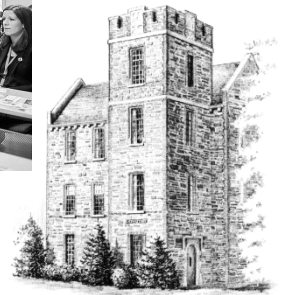
# LSP Modules

- Time Management
- Active Reading
- Notetaking
- Campus Resources
- Motivation
- Organization and Planning



# Workshops and Groups

- Welcome Back
- Self-Advocacy and E-mail Etiquette
- Registration
- Final Exam Prep
- ADDvantage



# Academic Accommodations\*

## *Examples:*

Books in Alternate Format

Notetaking Services

Testing Accommodations – i.e. Extended Time

Readers

Scribes

Calculator

Computer

Use of Assistive Technology

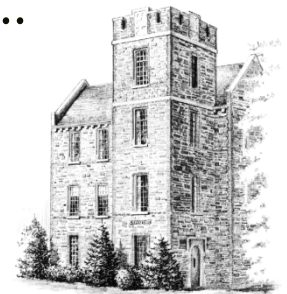
*\* Provided as required by a student's specific disability*



# Examples of High School Accommodations That May Not Transfer to the College Setting

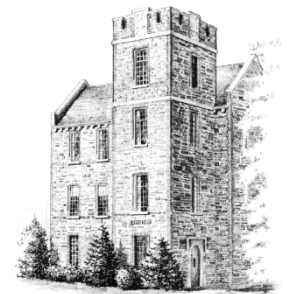
- Test questions interpreted
- Tests taken over a period of days
- Alternate test format
- One-on-one aide
- Resource room

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# Examples of High School Accommodations That May Not Transfer to the College Setting

- Time extension for assignments
- Case manager
- Word bank
- Fewer test questions
- No point reduction for spelling errors



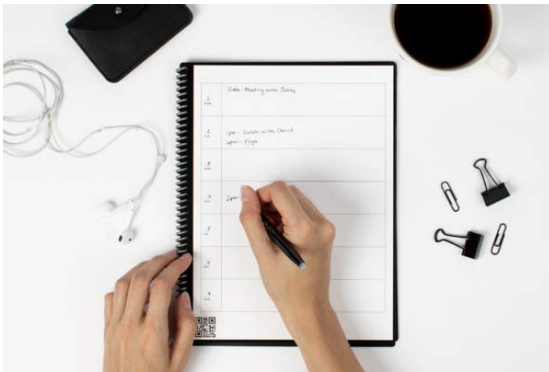
# Technology

Texthelp Read & Write Gold

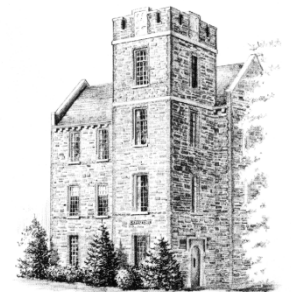
Rocketbooks

Livescribe Pen

Zoom



\*One-on-one support and workshops are available to learn these tools\*



# Application to the Marist Learning Support Program

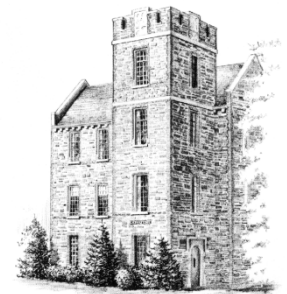
## *Students Must Submit:*

- Undergraduate Admission application
- Supplementary application to the Learning Support Program
- Essay for each application
- Recommendations from resource room teacher/tutor
- Disability documentation



# Disability Documentation

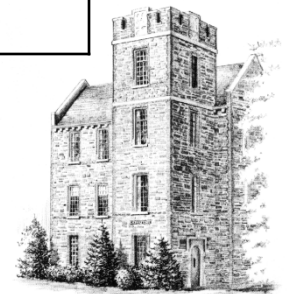
- Results of psychoeducational evaluation (WAIS or WISC)
  - \*\*\* Must be from 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade \*\*\**
  - Primary Diagnosis of LD/ADHD – *if primary diagnosis is not LD/ADHD, a student cannot be considered for this program*
  - Subtest scores
  - Narrative/History
  - Specific recommendations for accommodations
  - Current levels of achievement:
    - Math, Reading, Written Expression
- Most recent IEP/504 Plan





# Application Deadlines

<u>Application Type</u>	<u>Deadline</u>	<u>Notification Date</u>
<b>Early Decision I</b>	<b>November 15th</b>	<b>Mid-December</b>
<b>Early Action</b>	<b>November 15th</b>	<b>Mid-January</b>
<b>Early Decision II</b>	<b>February 15th</b>	<b>Mid-February</b>
<b>Regular Decision</b>	<b>February 15th</b>	<b>Mid-March</b>

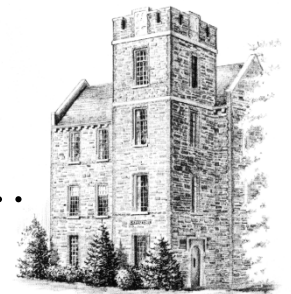


A *Good Fit* for the Learning Support Program is a student who:

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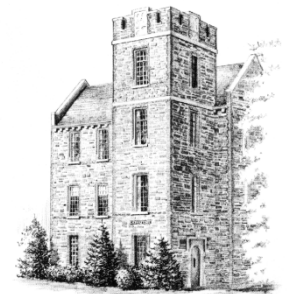
- is self-motivated
- is hard working
- is goal oriented
- has a need for academic support, not only accommodations
- believes in oneself

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# A *Good Fit* for the Learning Support Program is a student who:

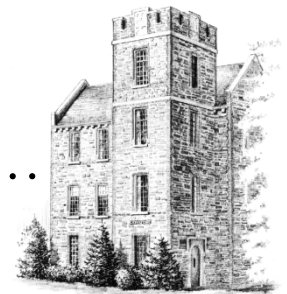
- is accepting of assistance
- has high tolerance for frustration
- knows one's strengths and focuses on them
- can independently implement strategies taught in sessions
- is committed to participating in the program
- has knowledge/acceptance of one's learning disability



# Is the Marist Learning Support Program Right for Me?

- Am I receiving academic support in high school?  
How much?
- Do I have a need for the academic support  
provided by the program?
- Do I need the services of a Learning Specialist?
- Do I only need accommodations?

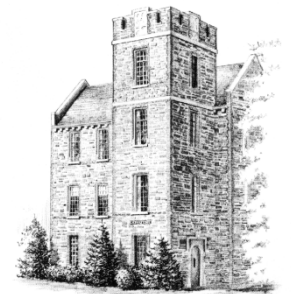
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# Is the Marist Learning Support Program Right for Me?

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- Will two 45- minute sessions per week with my Learning Specialist provide enough academic support?
- Can I independently apply the strategies I am taught?
- Is Marist where I want to spend the next four years?



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Please contact our office if you have any  
questions.

(845) 575-3274

[accommodations@marist.edu](mailto:accommodations@marist.edu)

