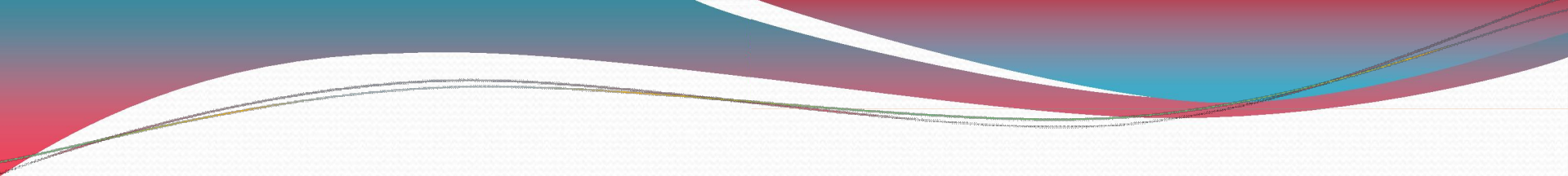


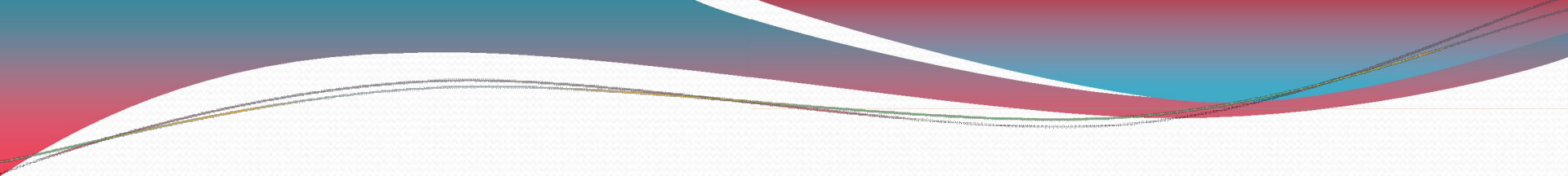
Tutoring, Mentoring and Counseling TRIO Students with Disabilities

Tutoring TRIO Students with Disabilities

General Strategies

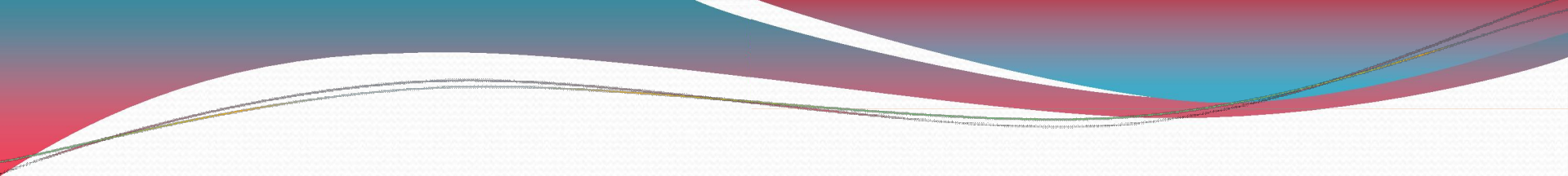
- Give the student time, time and more time
- Tutor in a “quiet,” non-distracting environment
- Work in a well-lighted area
- Present information in manageable steps. Isolate each step (use index cards, bullets, single sheets of paper, etc.)

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- Write directions for assignments
 - Relate material to student's everyday life
 - Experiment with large print (use a copier)
 - Elicit brain storming - ask “why?”
 - Ask student to paraphrase information
 - Encourage questions from student
 - Offer materials for students to keep (use a copier to make copies)
 - Drill for rote learning while walking (rhythm leads to clearer thinking)

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- Allow frequent breaks
 - Restate information differently
 - Prepare students for changes in routine
 - Show information in different ways (use text, graphs, charts, graphic organizers, etc.)
 - Use technology
 - “Talking” calculators
 - “Talking” spell checkers
 - Graphing calculators
 - Computers
 - Copy machine

Strategies for Reading

- Have student scan book chapters, bold print, and pictures to come up with an idea of what the author will say
- Discuss vocabulary before reading
- Use highlighting to identify words
- Have student read aloud to you
- Jot notes in text (or use Post-It® notes)
- Discuss review questions
- Have student take notes while reading

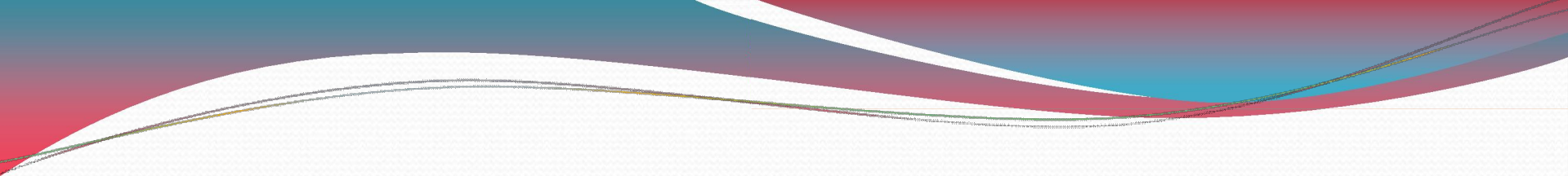
- 
- Overtly discuss material on hand
 - Probe for information (avoid “yes/no” questions by utilizing “active listening” probing questions)
 - Use visual aids, such as:
 - Concept maps
 - Sketches
 - Flow charts
 - Relationship charts

Strategies for Writing

- Ask process-centered questions (How many pages? When is the paper due?, etc.)
- Have student write 2 or more subject-centered questions about his/her topic (What do I already know? What do I need to find out?, etc.)
- Create a time line
- Use pre-writing techniques (brainstorming, mapping, outlining, etc.)

Strategies for Math & Science

- Use **color coding**
- Utilize flowcharting, diagramming
- Use flashcards
- Use graph paper instead of lined-paper
- Let students touch and handle instructional materials

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- Use simulations (board games, computer activities, etc.)
 - Do lots of hands-on activities
 - Use supplement materials (visual-based activities preferred)

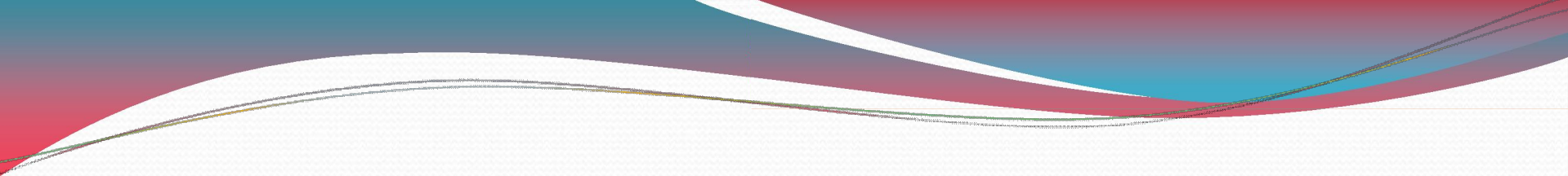
Adapted from: *Tutoring Strategies*.

<http://depts.gallaudet.edu/tutorialctr/job-particulars/strategies.html>

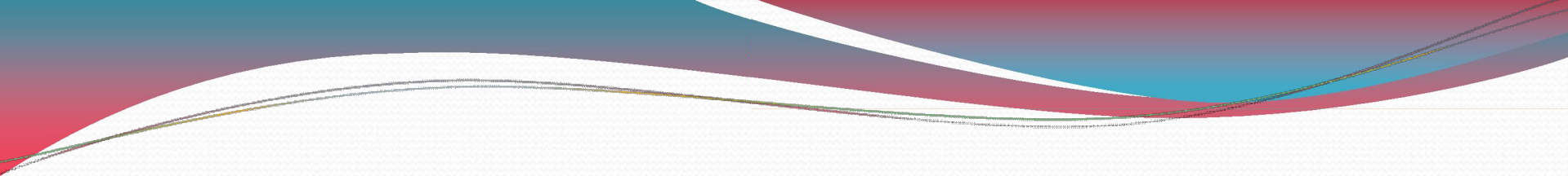
Mentoring TRIO Students with Disabilities

General Strategies

- Have a sincere desire to be involved with a student with a disability.
- Do not have preconceived notions that a mentee with a disability needs to be “rescued.”
- Engage in active listening
- Empathize don't sympathize

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- Be a friend (not a parent, authority figure, or social director)
 - Have realistic goals and expectations
 - Have fun together
 - Focus on your mentee's overall development

- When comments about people's efforts are in order, be careful not to place value judgments on what they have done
 - Honest praise and encouragement are needed (see below):
 - **Phrases of Acceptance**
 - I like the way you handled that.
 - I like the way you tackled that problem.
 - I'm glad you're pleased with it.
 - What do you think you can do to improve the situation?
 - I looks like you enjoyed that.



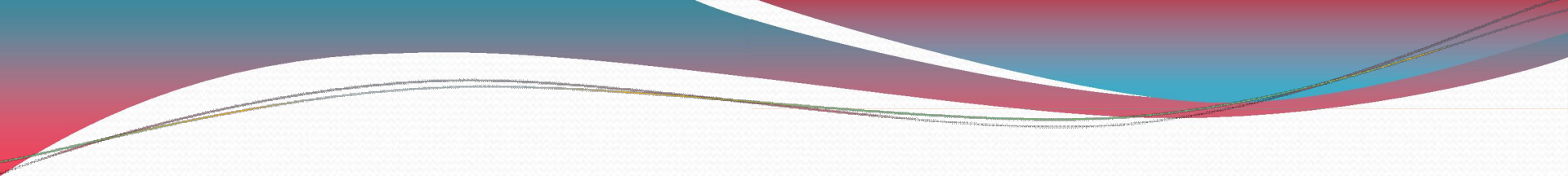
- Phrases that focus on Contributions, Assets, and Appreciation

- Thanks, that helped a lot.
- It was really thoughtful of you to...
- I need your help on...
- I really enjoyed today. Thanks.
- You have a lot of skill in this area.
- Thanks, I really appreciate _____ because it makes my job easier.



- **Phrases that Show Confidence**

- Knowing you, I'm sure you'll do fine.
- You'll make it.
- I have confidence in your judgment.
- That's a rough one, but I'm sure you'll work it out.
- You'll figure it out.

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- **Phrases that Recognize Effort and Improvement**
 - It looks as if you worked really hard on that.
 - You must have spent a lot of time thinking that through.
 - I see that you are moving along.
 - Look at the progress you have made.
(be specific and show the progress)

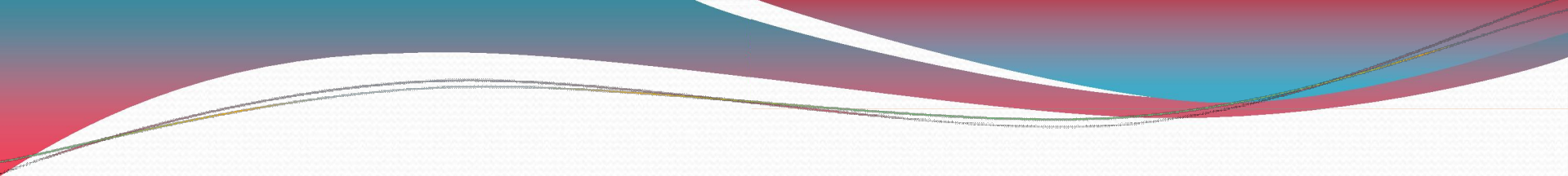


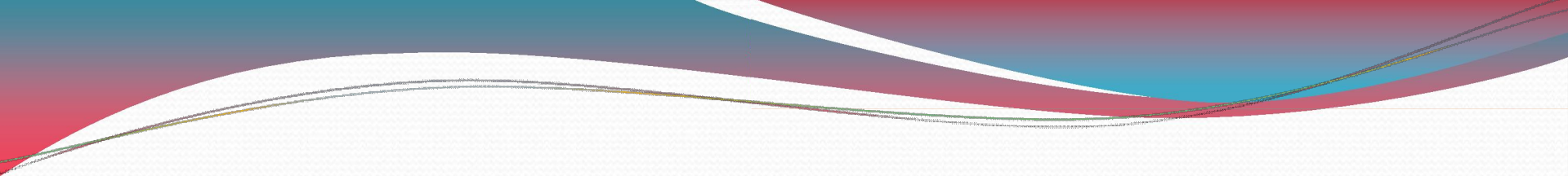
- **Phrases to avoid**

- It looks like you really worked hard on that, so why not do that all the time?
- It's about time!
- See what you can do when you try.
- What's wrong with you?
- Don't you understand what I'm saying.

Counseling TRIO Students with Disabilities

- Things to remember:
 - The oppression experienced by individuals who have disabilities is sometimes replayed in counseling situations when counselors are unaware of their own attitudes and prejudices related to individuals with disabilities.

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- Individuals with disabilities experience the same problems as those without disabilities.
 - However, individuals with disabilities experience additional difficulties unique to their disability. Such as:
 - Coping with pain and exhaustion.
 - Dealing with stress related to academic difficulties.
 - Dealing with inaccessible programming and facilities.

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- Coping with the extended time it takes to accomplish tasks.
 - Dealing with those who don't know how to work with individuals with disabilities.
 - Coping with the experience of living in a society that discriminates against people with disabilities.
 - Dealing with individuals who are prejudice .

Adapted from: L.G. Baruth & M.L. Manning, *Multicultural Counseling and Psychotherapy: A Lifespan Perspective* (2003), Columbus, Ohio: Merrill Prentice Hall

Strategies

- Core requirements:
 - **Empathy**: Understanding what the student feels and not just what you would feel if you were the student.
 - **Genuineness**: Being who you are without pretense or hiding behind the “counselor” role.
 - **Unconditional Positive Regard**: Accepting the student for who he or she may be without putting conditions on it.

- Do not have preconceived notions that a student with a disability needs to be “rescued.”
- Counsel the student with the disability as you would one without a disability: **REMEMBER:** Students with disabilities have more in common with students without disabilities than they do differences.
- Engage in active listening.
- Have realistic goals and expectations.
- Focus on the student’s overall development not solely on his or her disability.