



THOMAS MORE
UNIVERSITY

Institute for Learning Differences

Part of the Thomas More Success Center

Established 2017



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Institute for Learning Differences

Thomas More Success Center

Institute for Learning
Differences

Institute for Academic
Excellence

Institute for Career
Development and
Graduate School
Planning

Office of Student
Accessibility



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Mission

- The ILD strives to promote success for students with documented learning differences by offering learner-centered support in the areas of academics, social and life skills growth, and executive function development.
- The ILD fulfills its mission by offering a comprehensive program that includes professional tutoring, academic and life coaching, and assistive technology all through a strategic learning specialist.
- ILD services are fee-based and contingent upon enrollment. Current fee is \$3750 per semester for approximately 6-8 hours of contact each week.



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The ILD provides...

- Weekly one-on-one contact with professional tutors (a private, tutoring session for each class the student is enrolled in average weekly tutoring 5-6 hours per week)
- Professional tutors have at least a bachelor's degree and some tutoring or teaching experience. They focus on helping students understand class content.
- Weekly, individual meeting with strategic learning specialist (SLS)
- Strategic Learning Specialists help with executive functioning issues, study and test taking strategies, advocacy coaching and coordinates the student's services. The go-to person for the student.
- Assistance with assistive technology (Smart Pens, Audio/electronic formatted books, Sonocent, Otter Voice Notes, Brainscape)
- ILD staff collaborates with the Office of Student Accessibility to provide traditional accommodations to students. The access to accommodations is not part of the ILD fee.



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ILD support that is hard to explain in a brochure...

- The ILD staff gets to know each student very well. A schedule designed so that a student has contact with our office each day, especially first-year and new students.
- SLS and professional tutors work together as a team to help students.
- The ILD staff monitors students' progress. Tutors are course observers in each class that an ILD student is enrolled in for that semester.
- Tutors prepare lessons for tutoring sessions. Students work on completing course assignments.
- Parental involvement to a certain degree, depending on individual student
- Drop-in tutoring provided twice a week; staffed by an ILD tutor.
- Collaboration with faculty, other support services (Office of Student Accessibility, Counseling, and Career development and Planning)
- Common area for students to study
- ILD events (Stress Busters, Pizza Party, Chat and Snack)
- Pre-advising support
- Career Development support



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- Training for ILD staff: Reading, Writing, Study, and Test-taking strategies; Executive Functioning Development; Understanding Autism Spectrum Disorder
- Components added to the 2019-20 school year to assist first-year students:
 - GEC 101: College Survival Skills-class taught by ILD staff and only for ILD students
 - 1:1 Orientation completed 2-3 weeks before fall semester began; student and their SLS met
 - Chat and Snacks: offered twice a month; a social activity to help students connect with other ILD students

Future components being considered:

- Tier level of service with different fees
- Advanced Social Skills Curriculum: PEERS (Program for the Education of Relationship Skills) trained