



RESOURCES FOR UNDERSERVED STUDENTS

► [Download the Full USI Resource Guide](#)

Essential Life Competency Skills and Personal Development

• Pathways at USI

Internal resource for students struggling with the college transition. Current students who are enrolled and are in their freshman year can be referred to the Pathway's cohort. The four pillars they follow are: Academic, Social, Emotional and Professional Development and are currently working on establishing some curriculum to work on through the school year to address financial literacy and other life skills. The student is assigned a success coach and mentor who follow them through their time at USI.

Eligibility: A student who is Pell eligible, any unrepresented groups such as first-generation college students, low-income students, students with disabilities and rural or underserved communities.

► [Referral Form](#)

• TRIO and Student Support Services

Offers advising, peer mentoring, tutoring, career exploration, leadership skills workshops and more. Supports students with disabilities, first-generation students and low-income students.

► [USI.edu/university-division/student-support-services](https://usi.edu/university-division/student-support-services)

Peer Support

• TIES (Together Inspiring Educational Success)

Connects students with similar backgrounds (medical, psychological or physical) for peer support.

► [Release and Contact Form](#)

• Screagle Support Community

Student-led support group. Contact CAPS for more information.

► [USI.edu/caps](https://usi.edu/caps)

• Multicultural Center

Provides an inclusive space for students to connect academically, culturally and socially.

► [USI.edu/multicultural-center](https://usi.edu/multicultural-center)

Diagnostic Testing for a Disability

• Vocational Rehabilitation

May offer testing for a disability, assistive technology, tuition assistance, job coaching and life coaching.

Contact: Melissa Baxter
Melissa.Baxter@fssa.IN.gov, 812-910-9559

► [Self-Referral Application](#)

• USI Deaconess Center

May be able to refer to a specialist or provide a diagnosis. Personal Medical Provider: May offer a referral or diagnosis. Disability Resource Office: Provides a list of testing centers in the Evansville area.

Contact: usi1disres@usi.edu

• High School Central Office

May have a psychological evaluation on record.

Academic Support Resources

• Academic Success Center

Provides tutoring, academic coaching, writing consultants and study groups.

► [USI.edu/university-division/academic-success-center](https://usi.edu/university-division/academic-success-center)
► [Academic Coaching Referral Form](#)

• Writers Room

Provides feedback on essays.

Contact: owl@usi.edu

Financial Assistance

• USI Financial Aid

Provides information on scholarships, grants, loans and work-study programs.

► [USI.edu/financial-aid](https://usi.edu/financial-aid)

*If you are unsure where to refer a student, please direct them to:
Dean of Students: 812-464-1862 or Disability Resource Office: 812-464-1961, usi1disres@usi.edu*

Strategies for Working with Students on the Autism Spectrum (Neurodiverse)

- You will need to be clear with students on the spectrum, asking the student to make lists is helpful.
- Expect to follow-up often and be repetitive in your expectations.
- Be very concrete, provide specific steps for things. “The first thing you should do when we meet is to take out your list of questions.”
- Give student a list of the points you would like to discuss during follow-up appointments, allow them to do the same.
- Check for understanding. “Tell me in your own words or write down for me what we just discussed.”
- Refer and connect—autistic students may need exceptional supportive services so try to get them connected with others quickly. They may also need help both scheduling and following through on appointments. This is a population where you may need to make the first appointment for and literally walk them to the office. These students may also tend to isolate themselves, so consider ways to connect them to others with similar interests or issues.
- Structure—autistic students do much better with things as a known quantity.
- Encourage schedules and guidelines. Also, as the unknown can cause stress, encourage an alternative plan if the first one doesn’t work out so well.
- Quiet and private spaces—students may experience sensory overload on campus. Consider designated quiet spaces to support student needs.
- Focus on the student’s strengths and celebrate their progress.
- Help the student develop self-advocacy skills by encouraging them to communicate their needs clearly.
- Write instructions down.



How to Communicate with Autistic People
Watch Video