

RESEARCH HIGHLIGHTS

- Factors other than GPA must be considered in order to portray the holistic picture of academic success for student-athletes with learning disabilities.
- Female student-athletes with learning disabilities had higher GPAs than their male counterparts.
- Perceptions of climate for student-athletes with learning disabilities were not as important to their academic success as predicted.
- Student-athletes with learning disabilities may not receive the same accolades or external affirmations as student-athletes without learning disabilities despite having potentially similar intelligence and motivation levels.

Disclosure of having a learning disability and the stigma of needing extra support are in contrast to social expectations of masculinity or systemic & institutional issues

QUESTIONS FOR PRACTICE

1. In what capacity does your athletic department assess campus and department climate for student-athletes with learning disabilities?
2. How does your department recognize and reward academic development of student-athletes with learning disabilities if the rate of development is similar to the success of rewarded student-athletes without learning disabilities?
3. What factors within your academic support center address any gap in academic achievement between female and male student-athletes?
4. In what ways does your department determine and measure the levels and types of support student-athletes with learning disabilities receive in comparison to those without learning disabilities?



Melisa Ziegler, PhD
Program Director
American Honors
Melisa.Ziegler@gmail.com

Additional Resources:

- [Career Athletes NCAA Career Center](#)

WANT TO LEARN MORE?

[Visit the Center's Research Brief Library](#)

[Explore the UW Intercollegiate Athletic Leadership \(IAL\) Graduate Program](#)



[Refer a student for the IAL Graduate Program](#)

