Fall Lunch & Learn Series 2023

Autism Spectrum Disorder: What it is and how to accommodate/support students with the condition
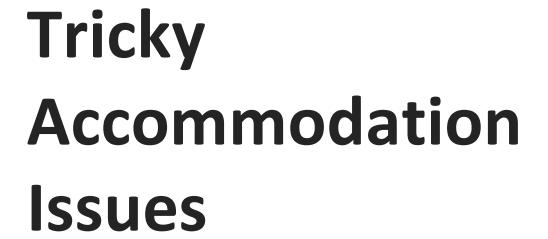Thursday September 21st | 12pm to 1pm

Accommodating and Supporting Students with Specific Mental Health Disorders
Thursday October 19th | 12pm to 1pm

Tricky Accommodation Issues
Thursday November 23rd | 12pm to 1pm

Tricky Accommodation Issues

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Clinical Director, RARC

Fall Lunch & Learn Series
November 23, 2023

Scenario #1

A student presents to your office with a note from her family doctor stating that she has social anxiety and should be exempt from any requirements to participate in classroom discussions.

- What factors do you consider when determining if this is a reasonable accommodation?

- If granted, how would this be implemented in your institution?

- Would you use the same considerations for oral presentations?

Scenario #2

A student emails accessibility services with a letter from their counsellor stating that they have been diagnosed with Post-Traumatic Stress Disorder and are having a difficult time leaving their dwelling. As such, the counsellor notes that they are unable to attend in-person classes and require virtual learning opportunities.

- What factors do you consider when determining if this is a reasonable accommodation?

- If granted, how would this be implemented in your institution?

Scenario #3

Student A with ADHD presents to accessibility services with a recent psychoeducational assessment which indicates that the student has challenges with time management and, as such, requires flexible deadlines.

Student B with anxiety presents to accessibility services with a recent psychoeducational assessment which indicates that the student has challenges with perfectionism and, as such, requires flexible deadlines.

- What factors do you consider when determining if this is a reasonable accommodation?

- If granted, how would this be implemented in your institution?

Scenario #4

A student with depression presents to accessibility services with a note from their psychiatrist stating that, due to issues with energy and motivation, the student struggles to maintain regular attendance in their classes. As such, the physician is recommending that the student have access to a notetaker who can get a complete set of lecture notes for the student.

- What factors do you consider when determining if this is a reasonable accommodation?

- If granted, how would this be implemented in your institution?

Scenario #5

A student presents with a psychoeducational assessment from their grade ten school year which indicated the presence of a Specific Learning Disorder with impairment in reading and writing. The examiner recommended use of a reader and scribe and/or oral testing for tests and examinations, which the student used in secondary school. The student is now asking for this accommodation in their post-secondary program.

- What factors do you consider when determining if this is a reasonable accommodation?

- If granted, how would this be implemented in your institution?

Scenario #6

A student presents with a letter from their Chiropractor stating that they require an emotional support animal in their residence room and classes to aid with the management of their anxiety.

- What factors do you consider when determining if this is a reasonable accommodation?

- If granted, how would this be implemented in your institution?

Thank You!

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