

RARC MAT WORKSHOP



October 13 & 14
2022



Thursday @ 1pm to
Friday @ 4pm



Donald Gordon Centre,
Queen's University

Featuring: Dr. Robert Weis

Talk 1: Substantial Limitations or Everyday Challenges?

A New Norm-Referenced Rating Scale to Measure Academic Impairment in College Students

Talk 2: Just Say No: Must College Disability Support Professionals Accept All Disability Documentation?



Robert Weis is a licensed clinical psychologist and professor of psychology at Denison University, a residential, liberal arts college located near Columbus, Ohio. He earned an AB in psychology from the University of Chicago and a PhD in clinical psychology from Northern Illinois University.

Robert's research focuses on the neuropsychological assessment, accommodation, and treatment of college students and other adults with ADHD and learning disabilities. His research examines the way psychologists assess and diagnose college students with these conditions, how college disability support professionals render accommodation decisions, and the neuropsychological functioning of students with non-apparent disabilities.

Full Workshop Fee: \$450 + HST
Full fee includes: all speaker sessions,
1 night's accommodation + meals

For more details,
please contact Alison at
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RARC MAT WORKSHOP AGENDA

Donald Gordon Centre, Queen's University | queensu.ca/donaldgordoncentre

Thursday, October 13 2022

- 1:00 - 4:30 Dr. Robert Weis: Substantial Limitations or Everyday Challenges? A New Norm-Referenced Rating Scale to Measure Academic Impairment in College Students
- 5:00 - 6:30 Reception
- 6:30 Dinner at the Donald Gordon Centre dining room

Friday, October 14 2022

- 8:00 - 9:00 Breakfast (Dining room for overnight guests, lecture hall for other participants)
- 9:00 - 10:30 Dr. Robert Weis: Just Say No: Must College Disability Support Professionals Accept All Disability Documentation?
- 12:00 - 1:00 Lunch
- 1:00 - 4:00 RARC MAT Updates & Research Symposium

Abstracts for Workshop Talks

Substantial Limitations or Everyday Challenges? A New Norm-Referenced Rating Scale to Measure Academic Impairment in College Students

Nicholle is a second-year undergraduate who requests academic accommodations. Although she was an excellent student in high school and has no history of disabilities or accommodations, she has struggled to earn high grades and manage her time in college. Nicholle was recently diagnosed with ADHD by her physician who recommended that she receive extra time on exams, testing in a separate setting, and preferential registration. After encouragement from her parents, Nicholle decided to submit her doctor's letter and request accommodations. "I need to work much longer and harder than my classmates to stay focused and earn good grades," Nicholle said. "Accommodations can help me reach my full potential."

Students are entitled to accommodations when they experience substantial limitations in major life activities compared to other people in the general population. Without the results of norm-referenced assessment, however, it can be difficult to determine if a student's academic functioning reflects a substantial limitation that merits accommodation or challenges experienced by most college students. In this workshop, we will look at how the prevalence of students' seeking accommodations has changed over time. Then, we'll examine a new, norm-referenced, self-report measure of academic impairment that professionals can use to identify students with significant limitations, tailor accommodations to meet students' specific needs, and monitor the effectiveness of services over time. Participants will receive a copy of the measure and online calculator for administration, scoring, and interpretation.

Just Say No: Must College Disability Support Professionals Accept All Disability Documentation?

Most colleges require students seeking accommodations to submit documentation from physicians, psychologists, or other professionals. However, the quality and usefulness of this documentation varies. Professionals often assign diagnoses without objective evidence, neglect to assess or document real-world impairment, and recommend accommodations that are not connected to students' specific limitations. Can college disability support professionals ask for more information when evidence of the students' disability is lacking?

In this workshop we'll first learn about the problems with the disability documentation often submitted by students to support their accommodation requests. Then, we'll examine two studies that investigated whether colleges would accept documentation and grant accommodations without evidence of a disability. Finally, participants will have the chance to test themselves and see if they can find limitations in disability documentation and ways to collect additional information that is not burdensome to students and families.