

## Documentation Guidelines for Testing Accommodations

Your test sponsor is committed to providing reasonable accommodations to individuals with documented disabilities who demonstrate a need for such. In order to be considered *disabled* under the Americans with Disabilities Act, a person needs to be substantially limited, in a major life activity, as compared to most people in the general population. **It is important to remember that not every diagnosed condition will rise to the level of a disability.** The purpose of testing accommodations is to provide those individuals with bona fide disabilities with **access** to the exam. However, testing accommodations are not a guarantee of improved performance or exam completion.

In order for us to consider what accommodations might be appropriate, you must BOTH provide evidence of your diagnosed condition AND provide evidence that your condition rises to the level of a disability. Just because you have a valid diagnosis does not automatically mean that you are disabled as per the ADA.

If you are working in any job, even if it is part time, it is helpful for us to see verification of workplace accommodations that you need due to your disability. Other examples of functional impacts due to disabling conditions include:

- Inability to obtain a driving license due to extreme inattentiveness
- Receiving Social Security Income due to your disability
- Inability to find employment or keep employment due to your disability
- Modified housing situation due to disability access needs
- Inability to participate in sports or other activities due to your disability

**It is important for you and your evaluator to understand that not every diagnosed condition will rise to the level of a *disability* as defined by the ADA.**

## GUIDELINES FOR ALL DISABILITIES

1. A diagnosis of a particular condition does not necessarily mean you are *disabled* as defined by the ADA. You must provide documentation that:
  - a. You have a valid diagnosis;
  - b. Your condition is of such severity that it qualifies as a disability as per the ADA;
  - c. The requested accommodations are reasonable and are intended to provide access to the test (not to enhance performance or attain a certain desired outcome).
2. Your supporting documentation should be printed on your evaluator's letterhead and signed by your evaluator. The evaluator must be qualified (see more below).
3. Your documentation must demonstrate that **all diagnostic criteria** for your disorder have been met, not just that you have certain symptoms.
4. You must demonstrate not only that you have a particular disorder, but that it rises to the level of a *disability* as defined by the ADA; that is, your condition must be **substantially limiting** in a major life activity, such as seeing, hearing, working, walking, or reading. You will need to provide evidence that your functioning is limited, not just that you have symptoms of a disorder or condition.
5. Your documentation should address your functional limitations that would prevent you from accessing the exam without accommodations, and provide a detailed rationale for the accommodations you are requesting. **Please note that accommodations are meant to enhance access, not improve the likelihood of a particular outcome such as finishing the test, earning a certain score, or "reaching one's potential".**
6. Please discuss formal accommodations you receive at work. While not required, it is helpful to have documentation from your employer regarding workplace accommodations that you receive due to your disability.
7. Discuss other activities of daily living that you are limited in doing without accommodations.

## ADD/ADHD GUIDELINES

**These guidelines are in addition to the guidelines for all disabilities, described above.**

1. A diagnosis of ADHD does not necessarily mean you are *disabled* as defined by the ADA. Documentation must demonstrate that **all diagnostic criteria** for ADHD have been met, not just that you have some symptoms. For example, documentation must show evidence of impairment prior to the age of 12, and that there is current significant impairment in multiple settings.
2. Your ADHD must be **substantially limiting** in a major life activity. You will need to provide evidence that your functioning is limited, not just that you have symptoms of inattention.
3. You and your evaluator must **provide a reasonable justification** for the requested accommodation, and a rationale that explains why it would enhance your access to the test.
  - a. Since most individuals with ADHD have *difficulty sustaining attention over time*, if you are requesting extra time on the exam, you must document why this accommodation would be appropriate.
  - b. Your documentation should demonstrate that you are disabled, and because of your disability you are substantially limited in academic or workplace environments.
  - c. Please discuss formal accommodations you receive at work (or in school if you are not working).
  - d. Discuss other activities of daily living that you are limited in doing without accommodations.

**It is important for you and your evaluator to understand that not every diagnosed condition will rise to the level of a *disability* as defined by the ADA.**

## **CURRENCY GUIDELINES**

### **Provide current documentation of your disability:**

Physical disabilities, chronic health conditions, and psychological disorders: Documentation should be no older than **1 Year** from anticipated exam date.

ADD/ADHD: Documentation should be no older than **3 years** from anticipated exam date.

Learning disorders, and other cognitive disorders: Documentation should be no older than **5 Years** from anticipated exam date.

***Regardless of the age of your documentation, it must reasonably be expected to reflect your current functioning and current functional limitations.***

## **QUALIFICATIONS OF DIAGNOSING PROFESSIONAL**

All candidates must provide supporting documentation from a qualified evaluator. The diagnosing professional's name, title, and professional credentials must be clearly stated in the documentation.

ADHD, Learning Disorders, or psychological disorders: the professional must have had extensive graduate-level training in the area of psychological assessment of adults. In most cases, the evaluator should have a MD, DO, PhD or PsyD degree. Note that medical doctors are not qualified to diagnose learning disorders.

Physical or health-related disability: the professional must have had extensive graduate-level training in the area of medical assessment of adults. In most cases, the evaluator should have a medical degree.

We reserve the right to request evidence of an evaluator's professional qualifications. We will not accept any assessment completed by a member of the candidate's family, even if that family member is otherwise qualified.

**KEEP IN MIND THAT THE PERSON WHO DIAGNOSES YOUR CONDITION MAY NOT BE THE PROFESSIONAL WHO PROVIDES EVIDENCE OF HOW YOU ARE DISABLED.**