Accommodations Overview

FSBPT provides reasonable and appropriate test accommodations to individuals with documented disabilities who demonstrate a need for test accommodations. Test accommodations are designed to help ensure that a test measures what it purports to measure, rather than the negative effects of the disabling condition. The purpose of test accommodations is to provide candidates with full access to the test — not to guarantee improved performance, a passing score, test completion, or any other specific outcome.

The following documentation guidelines are intended to assist you with requesting test accommodations based on an impairment that substantially limits one or more major life activities. It is critical to understand that analysis of your functional limitation is made by comparing your abilities to those of most people in the general population. Many people have relative strengths and weaknesses, and in some people these are pronounced. However, in order to be disabled, you must be substantially limited relative to most people, not relative to your own IQ or relative to your classmates or professional peers.

Documentation Guidelines

You and your evaluator (e.g., doctor, psychologist) should carefully review these guidelines to be sure your supporting evidence is sufficient for our test accommodations evaluators to make an informed decision. These guidelines are not mandatory per se; they are intended to be guidance for you and your evaluator. No accommodations request will be automatically approved or denied; all requests are carefully reviewed in their entirety and on an individualized, case-by-case basis.

All candidates requesting test accommodations must provide appropriate documentation of their disability and show how it is expected to impact their ability to take the test under standard conditions. Documentation should include details that describe your diagnosis and the functional limitations that justify the requested test accommodations.
Criteria for Evaluations

Your evaluation must be completed by a qualified evaluator (see Notes below) and should:

- Be dated and current (see Currency Guidelines below).
- Be printed on your evaluator's letterhead and be signed by the evaluator.
- Be written in English.
- Include a specific diagnosis.
- Demonstrate not only that you meet diagnostic criteria for a particular condition, but also that your condition is disabling (substantially limiting to you relative to most people).
- Include all scores, subtest scores, and index scores for any objective tests that were administered (if formal psychoeducational testing was administered).
- Include specific recommendations for test accommodations, with a rationale for each requested accommodation.

Important: It is not sufficient to document a diagnosis of a particular condition. Your evaluation must also articulate:

- How the diagnosis rises to the level of a disability;
- How the condition is expected to impact your ability to take the test under standard conditions; and
- How the requested accommodation is expected to mitigate the effects of your disability.

Currency Guidelines for Evaluations

Supporting evidence must provide information about your current functional limitations. FSBPT will use the guidelines below to establish currency of documentation. These timelines may be adjusted for unique or unusual situations.
### Diagnosis

<table>
<thead>
<tr>
<th>Diagnosis</th>
<th>Documentation is current if within:</th>
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<tbody>
<tr>
<td>Learning Disabilities</td>
<td>5 years</td>
</tr>
<tr>
<td>Attention-Deficit/Hyperactivity Disorder (ADHD) (includes attention deficit disorder)</td>
<td>3 years</td>
</tr>
<tr>
<td>Psychiatric/Psychological Disorders</td>
<td>1 year</td>
</tr>
<tr>
<td>Physical Disorders (including vision, hearing, and mobility impairments);</td>
<td>Generally 1 year or less, depending on condition and expected duration</td>
</tr>
<tr>
<td>Chronic health conditions</td>
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</tbody>
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### Additional Supporting Documentation

While not required, the following information may be helpful for evaluators to more fully understand your need for accommodations:

- Other supporting documentation containing relevant information about the history of your condition, its impact on your current functioning, and your prognosis (how long your condition is expected to continue).
- Relevant medical or academic records, if these establish a history of a disabling condition and the need for accommodations. For example, you may be able to provide us with academic records that show difficulties in elementary, secondary, and post-secondary education. These records could include grade reports, Individual Education Plans, 504 Plans, standardized test scores, and teachers’ reports.
- Documentation from an employer showing that you need accommodations in order to perform essential job functions.
Notes

1. A **qualified professional** must complete your evaluation. An individual is deemed to be qualified to conduct a psychological, psychoeducational, or medical evaluation if he or she has had extensive graduate-level training in the area of assessment. This usually includes formal education and training in the history, nature, identification, and treatment of learning, psychological, or medical disorders. In most cases, the examiner should have a doctoral or medical degree. Although unlikely, we reserve the right to request evidence of an evaluator’s professional qualifications.

2. **If your native language is not English**: Please note that speaking English as a second language is a life circumstance, not a disability; only disability-related accommodations are approved.