

Americans with Disabilities Act (ADA) Requests

The ACVP complies with the Americans with Disabilities Act of 1990, as amended by the Americans with Disabilities Act Amendment Act of 2008 (the “ADA”) by providing reasonable accommodations. **If you have a disability/impairment which may require special accommodation(s) in order to take an examination, you must complete the applicable section of the examination application form.** Accommodation cannot be granted retroactively, so that if a candidate informs ACVP of an impairment or disability after the examination has been completed, there can be no changes made in that candidate’s examination results or changes in how that candidate’s examination is graded in comparison to other candidates.

To support a request for test accommodations the following materials must be submitted by February 1 of the examination year for either or both the Phase I and II examinations. This request will be assessed by the ACVP in confidence and comprises the following:

1. Completed Test Accommodations Request form and a written personal statement describing the impact your disability has on taking this exam and a review of your past history in requesting and receiving accommodations, including the impact of those accommodations.
2. Evidence of past accommodations must be included in the documentation (e.g., verification letters from other testing agencies, accommodation letters, 504 plans, IEP documentation).
3. A detailed, comprehensive written report prepared by a licensed professional (e.g., MD, PhD, PsyD, EdD) describing your disability and its severity and justifying the need for the requested accommodations. The following characteristics are required in the comprehensive report submitted in support of a request for accommodations:
 - a. State a specific diagnosis of the disability. A professionally recognized diagnosis for the particular category of disability is expected (e.g., the DSM-/IDC diagnostic categories for learning disorders).
 - b. The provision of reasonable accommodations is based on assessment of the current impact of the examinee's disability on the testing activities. Therefore, all individuals must provide current documentation, as outline, below.
 - i. Learning Disabilities: A comprehensive psychological (e.g., neuropsychological, psychoeducational) assessment, including broad based measures of intellect/aptitude, academic achievement, cognitive ability, and psychological measures, completed within the past 5 years. List all age or grade (as available) standard scores and percentiles scores from this examination on a separate summary sheet.
 - ii. ADHD: A comprehensive psychological (e.g., neuropsychological, psychoeducational) evaluation completed within the past five years, along with an updated report from the treating mental health professional that is no longer than three years old. Early school history and related information is essential in establishing the early presentation of symptoms. List all age or grade (as available) standard scores and percentiles scores from this examination on a separate summary sheet.

- iii. Psychological: The candidate must provide a detailed report that clearly demonstrates areas of impairment, completed within the last three years, along with an update note from the treating mental health professional completed during the past year. If psychological or neuropsychological assessment would more clearly demonstrate impairment would demonstrate this, it is to your advantage to supply this.
 - iv. Chronic health (e.g., physical or sensory disability): Statement from a licensed clinician within the past year attesting to your condition and its severity and impact, along with a past comprehensive evaluation. The report regarding chronic health must indicate the areas of chronic health important for this examination and the related areas of impairment. The report must also indicate how the requested accommodation ameliorates the impact of the impairment. Current documentation is important, as the impact of chronic conditions may change over time. As the manifestations of a disability may vary over time and in different settings, in most cases a comprehensive evaluation should have been conducted within the past three years, (e.g., visual or neuromuscular conditions are often subject to change and should be updated for current functioning).
- c. Test reports must include the dates of the assessment and the degree and state license number of the clinician, as appropriate. Other information that should be included relevant educational, developmental, and medical history. For physical or chronic health conditions, the report should include specific test results that support the diagnosis and severity of impairment and what is the direct connection between this and skills necessary to complete the test (e.g., documentation for an examinee with multiple sclerosis should include specific findings on the neurological examination including functional limitations and MRI or other studies, if relevant).
 - d. Diagnostic methods used should be appropriate to the disability and current professional practices within the field. Informal or non-standardized evaluations should be described in enough detail that other professionals could understand their role and significance in the diagnostic process.
 - e. The individual's limitations due to the diagnosed disability (i.e., a demonstrated impact on functioning and explain the relationship of the test results to the identified limitations resulting from the disability) must be fully described. The current functional impact on physical, perceptual and cognitive abilities also should be discussed (e.g., an examinee with macular degeneration has reduced central vision which limits the ability to read).
 - f. Any recommended accommodations and/or assistive devices must include a detailed explanation of why these accommodations or devices are needed and how they will reduce the impact of the identified functional limitations (e.g., a learning-disabled individual who has difficulty decoding might require an audio rendition of the exam).
 - g. Any past accommodations in similar high stakes testing situations and in past school should be discussed, including their effectiveness.
 - h. The professional credentials of the evaluator should be included to demonstrate that he or she is appropriately trained to make the particular diagnosis. Include state license number and any specialization or certification in the area of the diagnosis, as appropriate.
 - i. If no prior accommodations have been provided, the qualified professional expert should include a detailed explanation as to why no accommodations were given in the past and why accommodations are needed now.