



# **Test Accommodations**

## **State / Specialty Exams**

### **Includes:**

- **Test Accommodation Request Form**
- **Guidelines for Acceptable Documentation**

**Forms available online at  
[www.mynbce.org](http://www.mynbce.org)**

**Send request form and other documentation to:**

**NBCE – Test Accommodations  
901 54th Ave  
Greeley CO 80634**

*Updated August 2016*

# Completing the Test Accommodation Request Form

Read and follow these instructions carefully. Avoid unnecessary delays by completing all sections. If you have any questions regarding this form or the disability report, contact the Examinee Communications Specialist at 800-964-6223, ext. 197.

You must complete a Test Accommodation Request Form **each time** you apply for a state/specialty exam administered through the NBCE, even if you have received test accommodations for previous NBCE exams.

## Instructions

- Read the “Guidelines for Acceptable Documentation” on Pages 9-11 of this form.
- If this is the first time you are requesting test accommodations for a state/specialty exam, submit a current, comprehensive disability report and Evaluator Review form with the Test Accommodation Request form by the appropriate deadline. (See the enclosed “Guidelines for Acceptable Documentation” regarding disability reports.) For current exam deadlines, visit [www.mynbce.org](http://www.mynbce.org).
- Incomplete request forms will be returned and may be denied if not resubmitted before the published application deadline.
- Late request forms or disability reports will not be accepted. Test accommodation request deadlines are the same as examination application deadlines for SPEC and Acupuncture. If you are applying for exams for the state of Oregon or Florida, your test accommodations request will be reviewed when received. For current exam deadlines, visit [www.mynbce.org](http://www.mynbce.org).
- The NBCE will notify examinees of test accommodation approval prior to the examination.
- When approved by the NBCE, the applicant will receive specific instructions on how to contact the testing agency regarding space availability.
- A qualified/licensed evaluator who diagnosed your disorder/condition must complete the evaluator review found in Section VII of this form. The evaluator should be familiar with the impact that your diagnosis has on a major life activity that affects your ability to perform on the NBCE SPEC, Acupuncture, or FCLR examinations.

**Special note:** Check the appropriate box on the examination application to indicate that you are requesting test accommodations.

Mail the completed request form and disability report by the appropriate deadline to:

**NBCE — Test Accommodations**  
901 54th Ave  
Greeley CO 80634

# Test Accommodation Request

For NBCE use only

Date Received: \_\_\_\_\_

Subjects: \_\_\_\_\_

Complete the request form (Pages 3-6) **every time** you apply for an examination for which you would like to request accommodation(s). Attach a disability report and the evaluator review if you are applying for the **first time** or are applying for **additional accommodation(s)**. To request a temporary courtesy, complete Section I, Section II, and the Authorization on Page 6.

## Section I: Examinee Information

Name: \_\_\_\_\_ NBCE examinee #: \_\_\_\_\_  
(Last) (First) (Middle)

Current mailing address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip code: \_\_\_\_\_

Phone number: \_\_\_\_\_ (home) \_\_\_\_\_ (cell)

E-mail address: \_\_\_\_\_

Date of birth: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Gender (check one):  Male  Female  
(Month) (Day) (Year)

For what examination are you applying? \_\_\_\_\_

For what examination administration are you applying? \_\_\_\_\_  
(Month/Year)

## Section II: Courtesy Requested

**What are the circumstances requiring you to request a courtesy?** (Complete only if applicable. Attach supporting documentation.)

Broken limb or other injury. Please specify: \_\_\_\_\_

Other: \_\_\_\_\_

**Specify courtesy requested:** \_\_\_\_\_

\_\_\_\_\_

### Section III: Diagnosed Disability

What type of disability do you have? *Please indicate your specific diagnosis from your disability report.*

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### Section IV: Accommodation(s) Requested

What accommodations are you requesting during the examination?

Additional time in a quiet environment (time and a half)

Other \_\_\_\_\_

What accommodations have you received in the past for the following exams?

**NBCE examination dates:** \_\_\_\_\_

Accommodations received: \_\_\_\_\_

**Chiropractic school dates:** \_\_\_\_\_

Accommodations received: \_\_\_\_\_

**Undergraduate college dates:** \_\_\_\_\_

Accommodations received: \_\_\_\_\_

**Standardized examinations (e.g., SAT, GRE) dates:** \_\_\_\_\_

Accommodations received: \_\_\_\_\_

## Section IV: Personal Statement

The personal statement is **very important!** Please describe, in detail, how your disability affects your daily life. Write legibly or attach a typed statement.

My disability affects my daily life in the following ways:

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My disability affects my ability to take standardized computerized examinations in the following ways:

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## **Section VI: Authorization.**

### **Authorization**

If clarification or additional information is needed to process my request for accommodations, I hereby authorize the NBCE or its independent professional consultants to contact the professional(s) who diagnosed my disability and/or those entities who have previously granted me test accommodations. I authorize such professionals and/or entities to release documentation and/or to communicate with the NBCE or its independent consultants to discuss my disability documentation. Furthermore, I understand that my application, request form and documentation may be discussed with pertinent NBCE employees or board members if required. I also understand that any documentation or information submitted in support of my request for accommodations will not be disclosed to anyone other than the above mentioned parties without my specific written consent.

Signature of applicant: \_\_\_\_\_

Date: \_\_\_\_\_

## Section VII: Evaluator Review

This form is to be completed by a qualified/licensed evaluator who diagnosed your disorder/condition and is familiar with its impact on a major life activity which effects your ability to perform on the NBCE exams. Examinees should submit this form with the Test Accommodation Request form and the disability report.

Name of evaluator (please print): \_\_\_\_\_

Title: \_\_\_\_\_

### Examinee's Diagnosis

Name of examinee (please print): \_\_\_\_\_

(Please include the required DSM IV or other diagnostic codes as required in the "Guidelines for Acceptable Documentation" provided by NBCE, if applicable.)

Diagnosis: \_\_\_\_\_

DSM IV Code: \_\_\_\_\_

Did you personally evaluate/treat the examinee?      Y   or   N

If yes, on what date did you last evaluate/treat the examinee? \_\_\_\_\_

### Examination Descriptions

The Special Purposes Examination for Chiropractic (SPEC), Acupuncture Examination, Oregon Exams, and Florida Chiropractic Laws and Rules Examination (FCLR) are computer-based exams given at testing centers. These tests require the examinee to sit in a cubicle and look at a standard sized computer monitor. The standard testing procedure requires use of a computer mouse and minimal use of a keyboard. Test length and time limits vary; please see below for information pertaining to each exam. Every exam appointment includes time for an optional, brief tutorial and post-exam survey. Depending on the length and format of the exam, a break may be included in the scheduled appointment time as well (see below). Ask your patient which exam they are applying to take prior to making recommendations.

The SPEC examination consists of 200 multiple-choice questions given over a four-hour period, which is split into two, two-hour sessions with an optional break in between sessions.

The Acupuncture Examination consists of 200 multiple-choice questions given over a four-hour period, which is split into two, 90-minute sessions with an optional break in between sessions.

The Oregon Exams consist of two 40-minute exams containing 50 multiple-choice questions each.

The FCLR Examination consists of 28 standard multiple-choice questions, and requires approximately 30 minutes of test administration time.

**Evaluator's Recommendation**

Based on the examinee's disorder/condition and its impact on a major life activity which affects his or her ability to take the NBCE exams under standard conditions, what accommodations would you recommend? Please note that NBCE does not offer an untimed test.

- \_\_\_\_\_ Additional time in a quiet environment
- SPEC (200 questions): 30 minutes per section
  - Acupuncture (200 questions): 30 minutes per section
  - Florida Chiropractic Laws and Rules Exam (28 questions): 10 minutes

\_\_\_\_\_ Other \_\_\_\_\_

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Please describe how the accompanying disability report and test scores substantiate the need for the above requested accommodations.

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I certify that I have reviewed the NBCE's *Guidelines for Acceptable Documentation* appropriate to this examinee's disorder/condition prior to completing the required disability report. I also certify that the information on this form is true and correct to the best of my knowledge and belief.

\_\_\_\_\_ Signature of evaluator

\_\_\_\_\_ Date



# Guidelines for Acceptable Documentation

## Criteria for Disability Reports

All disability reports must meet the following four qualifications to be considered for accommodations

- 1. The disability report must be provided by a qualified examiner.** The name, title, credentials (license number), and area(s) of specialization must be clearly stated in the documentation provided by the professional who conducted the evaluation. All written reports must be on the professional's letterhead, dated and signed by the evaluator.

Examples of qualified examiners for individuals with learning disorders, attention deficit/hyperactivity disorder (AD/HD), or psychological/psychiatric disorders include:

- Clinical, educational, or school psychologists
- Neuropsychologists
- Psychiatrists
- Learning disability specialists – for learning disorder diagnoses only
- Medical doctors trained or experienced in the differential diagnosis of AD/HD or mental disorders

*For individuals with sensory and physical/orthopedic disabilities:* The examinee's diagnosis must be provided by medical doctors trained or experienced in the diagnosis of the various conditions included in this category.

- 2. The disability report must be current.** To establish the examinee's current need for accommodation, the NBCE recommends submitting disability reports that have been completed within the last three years. Reports must reference the most current versions of clinical instruments available at the time of the application. For example, the WAIS III became an unacceptable clinical instrument in 2008 when the WAIS IV was released.
- 3. The disability report must be comprehensive.** All disabilities cited on the Test Accommodation Request form and the evaluator review must be included in the disability report. **Regardless of the disability reported, objective evidence of**

**the diagnosed disability's effect on the individual's ability to take a standardized test should be documented.** Depending on the diagnosed disability, different information and testing are required. See the section "Diagnosis Specific Criteria" below.

- 4. The disability report must include recommendations that are justifiable, with a rationale for each recommendation stated.** Each accommodation that is recommended in the evaluation report must be accompanied by a rationale, based on the test results and diagnosis, demonstrating that the requested accommodation is necessary and appropriate to address the potentially confounding effects of the candidate's diagnosed disability on the candidate's examination performance. Whenever possible, accommodation requests must be supported by references to specific test results or clinical observations.

## Diagnosis Specific Criteria

Depending on the diagnosed disability, different information and testing are required. Please see the guidelines below for specific criteria for each category of diagnosis.

### ***Learning Disorders and Attention Deficit/Hyperactivity Disorders***

A disability report for learning disorders and attention deficit/hyperactivity disorders (AD/HD) must include:

- **A diagnostic interview:** A summary of background information and a history of the presenting problem. Medical, psychiatric, family, school and work histories should be included in the report when relevant.
- **Assessments of academic achievement and information processing:** A complete intellectual assessment, a comprehensive academic achievement battery, and an assessment of specific areas of information processing must be administered for a learning disorder diagnosis to be made. To establish the impact of AD/HD on the individual and to determine which accommodations are appropriate, a full psychoeducational and/or psychological battery are required.

Single sub-tests, screening, abbreviated scales (i.e., Wechsler Abbreviated Scale of Intelligence (WASI), or Wide Range Achievement Testing (WRAT) or checklists are insufficient for establishing either a diagnosis of learning disorder or AD/HD and do not adequately support the need for accommodations by themselves. Grade equivalents are not considered acceptable unless accompanied by standard scores.

The disability report must include standard or scaled scores from all test batteries.

- **A clearly stated diagnosis:** The diagnosis provided must rule out alternative diagnoses or explanations for the identified deficiencies, failures, or problems in learning. The use of terms and phrases in the diagnostic statement such as “suggests the presence of,” “resembles,” and “may be indicative of” will not be accepted.

For AD/HD, the diagnostic criteria of the Diagnostic and Statistical Manual of Mental Disorders (fourth edition or higher) must be used and the relevant diagnostic code(s) must be reported. Diagnostic codes are not necessary for learning disorder diagnoses. The diagnosis must be clearly stated and the commonly (local and/or national) accepted criteria for making the diagnosis of learning disorders must be followed.

### ***Psychological/Psychiatric Disorders***

A disability report for psychological/psychiatric disorders must include:

- **A summary of relevant background:** This summary should include medical, psychological, academic, vocational, and family histories.
- **A summary of tests administered:** This summary should include descriptions and results of test administered.
- **A clearly stated diagnosis:** The diagnosis must include DSM IV codes. A diagnosis that rules out alternative diagnoses or explanations for the identified deficiencies, failures, or problems must be provided. Single sub-tests or checklists are insufficient for establishing a diagnosis and do not adequately support the need for accommodations by themselves. The use of terms and phrases in the diagnos-

tic statement such as “suggests the presence of,” “resembles,” and “may be indicative of” will not be accepted. The diagnostic criteria of the Diagnostic and Statistical Manual of Mental Disorders (fourth edition or higher) must be used and the relevant diagnostic code(s) must be reported.

- **A discussion of the condition’s impact:** The report must clearly describe the effect of the mental disorder on the individual’s ability to function. The report must show evidence of substantial limitations to learning and/or other major life activities that would affect your ability to perform on standardized tests, such as the NBCE examinations. Evidence of these limitations should show that they are significant enough to warrant the requested accommodation(s).
- **Appropriately normed achievement testing:** If academic deficiencies are cited in the report as evidence for the need for an accommodation, appropriately normed academic achievement testing should be conducted. To establish the impact of a mental disorder on the individual and to determine which accommodations are most appropriate, a full psychoeducational and/or psychological battery is required.

### ***Sensory and Physical/Orthopedic Disorders***

A disability report for sensory and physical/orthopedic disorders must include:

- **A discussion of the condition’s impact:** The report must clearly cite how the disabling condition affects the individual’s ability to function on a standardized test: Accommodations that are recommended in the documentation must be clearly linked to the examiner’s impressions of the examinee. The disability report may be provided in the examiner’s letterhead, but must clearly identify both the limitations imposed on the examinee as well as the accommodations that are suggested.
- **A history of the disorder:** The report must include the date of onset and how the injury/illness occurred.
- **An assessment of the disorder:** The assessment must include the part of the body affected, supporting data, and the estimated date of release.

- **Appropriate academic skills testing:** In the case of optometric examinations where perceptual deficiencies are diagnosed (as opposed to deficiencies in acuity), appropriate academic skills testing must be conducted to verify the impact of the condition on the examinee's ability to take the NBCE exams.
- **Assessments of academic achievement and information processing:** Where there is a brain injury, the documentation must include a full psychoeducational battery of tests to show the extent of the loss. (See the section "Learning Disorders and AD/HD.")

NATIONAL BOARD OF CHIROPRACTIC EXAMINERS

901 54th Avenue • Greeley, CO 80634

**For more information contact:**

**Examinee Communications Specialist**

800-964-6223, ext. 197

[accommodations@nbce.org](mailto:accommodations@nbce.org)

