

NBCE Test Accommodations Guidelines for Written Examinations

Part I, Part II, Part III & Physiotherapy

NATIONAL BOARD OF CHIROPRACTIC EXAMINERS

**TEST ACCOMMODATION REQUEST FORMS MUST BE
MAILED BY THE APPLICATION DEADLINE FOR THE
CURRENT WRITTEN EXAMINATION ADMINISTRATION.**

Send request form and other documentation to:

**NBCE – Test Accommodations
901 54th Avenue
Greeley, CO 80634**



Inside This Brochure

Completing the Test Accommodation Request Form

Instructions	1
Other Information.....	1-2
Request for Reconsideration.....	2

Guidelines for Acceptable Documentation

Criteria for Disability Reports.....	3
Diagnosis Specific Criteria.....	3-5
• Learning Disorders and Attention Deficit/Hyperactivity Disorder	3-4
• Psychological/Psychiatric Disorders	4
• Sensory and Physical/Orthopedic Disorders.....	4-5

Written Examinations

Test Accommodation Request Deadlines

March 2016.....	01/26/16
September 2016.....	07/26/16
October 2016.....	08/30/16

The NBCE will **not** review documentation received after the above deadlines.

You must complete a Test Accommodation Request form each time you apply for an NBCE examination, even if you have received test accommodations for previous written examinations.

Mail your completed request form, disability report, and evaluator review by the appropriate deadline to:

NBCE – Test Accommodations

901 54th Avenue
Greeley, CO 80634

Completing the Test Accommodation Request Form

If you have a condition or disability for which you would like to request a deviation from the standard testing environment, you must:

- Complete a Test Accommodation Request form
- Follow the instructions below.
- Failure to follow the instructions or submitting incomplete requests could result in a denial of the accommodations you requested.

If you are applying for a religious conviction consideration, please refer to the Religious Conviction Registration form. If you have any questions contact the Examinee Communications Specialist at 800-964-6223, ext. 197.

Instructions:

1. Complete the required sections of a current request form.

You must complete a request form every time you apply for an examination for which you would like to receive accommodations.

2. If you have not previously been approved for accommodations, or if you are requesting a new or additional accommodation, include a disability report that follows the NBCE guidelines. (Please refer to “Guidelines for Acceptable Documentation,” beginning on Page 3.)
3. Also, submit a completed evaluator review, found with the Test Accommodation Request form. A qualified/licensed evaluator who diagnosed your disorder/condition must complete 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 examinations.
4. Send all forms including your accommodation request, disability reports, evaluator review, supplementary information, and request for reconsideration to:

NBCE - Test Accommodations

901 54th Ave
Greeley, CO 80634

You may also scan the completed documents and e-mail them to accommodations@nbce.org.

Forms must be mailed or e-mailed by the **application deadline** for the examination for which you are applying. **There are no exceptions to this deadline.**

The NBCE will not review documentation received after the deadline. The NBCE highly encourages those applying for test accommodations to submit requests as early as possible to ensure the maximum amount of time for review and feedback.

The NBCE cannot assume responsibility for misdirected mail due to an illegible address or post office error. For proof of receipt, request forms should be sent return receipt requested. You may also contact the Examinee Communications Specialist prior to the postmark deadline at 800-964-6223, ext. 197, to ensure that the NBCE has received and accepted all necessary materials.

5. It is not necessary to wait to submit your accommodation paperwork with your examination application; we strongly encourage you to send it as early as possible.

Other Information:

- If this is the first time you are being evaluated for your disability, it is helpful to give the “Guidelines for Acceptable Documentation” included in this brochure to your evaluator so he/she will know what to include in the disability report.
-

- If you are applying for the **same** accommodations as you have received in the past, submit only a request form.
- The process for applying for accommodations is different when taking the NBCE Part IV Examination. You will be required to submit a separate test accommodation request, disability report, and evaluator review when applying for Part IV.
- If you are denied accommodations, you will be notified via e-mail as soon as possible. Please see the "Request for Reconsideration" section for further information regarding test accommodation denials.

Request for Reconsideration:

If you have been denied test accommodations, the NBCE will notify you via e-mail as soon as possible. If you disagree with the NBCE's decision, you may request reconsideration in writing, and provide substantive supplemental documentation by the **application deadline** of the examination for which you are applying. The NBCE does not provide special consideration for late requests for accommodations that cause denial letters to be sent after the deadline. Once you are notified in writing, it is your responsibility to get any supplemental information to the NBCE by the appropriate deadline.

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 diagnostic 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

ON THE WEB AT
www.nbce.org