





## Procedures for Candidates Requesting Accommodations under the Americans with Disabilities Act

### **Introduction**

The ABR supports the Americans with Disabilities Act (ADA) and makes reasonable accommodations in examination procedures for individuals with documented disabilities. Candidates with disabilities may request modifications in the administration of the examination. The ABR will grant such requests unless the modifications would place undue burden on the ABR or fundamentally alter the measurement of the knowledge and skills the examination is intended to assess. This document outlines the process for requesting examination modifications.

### **Timelines**

The candidate requesting accommodations must submit an application and supporting documentation to the ABR in conjunction with, or subsequent to, filing their application for examination. The specific deadlines for submitting requests are **no more than one year** and **no less than three months** in advance of the date of each exam. A candidate anticipating the need for accommodations should contact the ABR office well in advance of this deadline to allow sufficient time for producing or recovering any required documentation that may not be readily available.

It is not unusual for the Board to contact the candidate or the professional diagnosing the condition to obtain additional information. The candidate will be notified of the Board's decision 45 days prior to the scheduled examination.

### **General Requirements**

Each candidate requesting accommodations must complete an *Application for Accommodations*, and provide other documentation as indicated below. Documentation and other evidence substantiating the disability should include, but is not limited to:

- A report written by a professional appropriately qualified to evaluate the disability. The report should document the history or onset of the disability if known. The report must appear on the professional's letterhead (including address and telephone number) with his or her credentials stated in the letterhead or title. The report must include the name of the candidate and the date of testing, and must be signed by the professional writing the report.
- Diagnostic information. The diagnosis of the specified disability should use the standard nomenclature [i.e., International Classification of Diseases (ICD), American Psychiatric Association Diagnostic and Statistical Manual of Mental Disorders (DSM)].
- A history of any previous settings in which accommodations have been granted (e.g., MCAT, USMLE, etc.). The granting of prior accommodations will not control the Board's decision to grant or deny requested accommodations. If there is no history of prior accommodations, the professional should explain in the report why the current circumstances necessitate accommodations.
- Recommended accommodations with a rationale for why each accommodation is needed. A description of the functional limitations due to the disability would be useful in evaluating the request.

### **Specific Requirements for Learning Disabilities**

- A psychoeducational evaluation and report is required. The evaluation should be completed by a qualified professional (e.g., a licensed psychologist, board-certified psychiatrist, certified learning disabilities specialist). The report should be current (i.e., completed when the candidate is an adult).
- The report must include a complete intellectual assessment using the Wechsler Adult Intelligence Scale (revised) or the Stanford-Binet (revised), and/or the Woodcock-Johnson Cognitive Battery (revised), as well as other tests of

information processing and achievement. The ABR recommends that the report also include the results of a neuropsychological evaluation, such as the Luria-Nebraska Neuropsychological Battery or the Halstead-Reitan Neuropsychological Battery. The major test instruments must be statistically valid, reliable, and standardized for adult populations. Test performance must be reported in standard scores and/or percentiles.

- The report also should contain informational methods of assessments and analysis such as interviews, direct observations, curriculum-based assessment, and diagnostic teaching.
- The report must include a history of the candidate's educational performance, documenting the nature of school difficulties and prior accommodations. While acknowledging that diagnostic practices vary considerably, Board policy decisions must be based on sufficient information. Therefore, the report must document cognitive discrepancies, deficient information and language processing, or a discrepancy between IQ and achievement that is consistent with current concepts of learning disabilities. The candidate's profile of strengths and weaknesses must provide a rationale for the accommodations that are recommended.

#### ***Specific Requirements for Attention Deficit Disorder***

- The diagnostic evaluation should involve one or more qualified professionals (physician, psychologist, neuropsychologist, learning specialist) and include historical, observational, medical, neuropsychological, and educational testing information.
- The report should document the nature of school difficulties and documentation of prior accommodations. In most cases, the report should be done within three years of the candidate's request for accommodations.
- The report should include a summary of clinical interviews, observations, and results of information from checklists completed by the candidate, parents, teachers, professionals, or supervisors. Complete educational and medical histories are required to complement neuropsychological and educational assessments.
- Each test must be listed, and results must be reported using standard scores and/or percentiles.
- Based on the particular disabilities of the candidate, the report must delineate recommendations for treatment (medications, behavior modification—either or both interventions) and academic accommodations.

#### ***Board Review of Documentation***

All applications and supporting documentation should be mailed to the Board office. Each application is carefully reviewed before accommodations are provided. The Board reserves the right, at its own expense, to have the candidate's documentation reviewed by an expert, and such an expert may perform an independent assessment of the candidate. If the Board does not find appropriate and sufficient evidence on which to base a decision to grant accommodations, the candidate will be informed of the need for additional information.

Any candidate whose request for accommodations due to a disability is denied may submit a letter of appeal. All requests for appeal should be submitted to the Board office within 15 days of the date of the letter of denial and must be accompanied by the requisite \$100 appeal fee, as well as any further supporting information. The Test Administration Committee or its designees will review the relevant materials and make a decision which, in all events, will be final and binding for the Committee, the Board, and the candidate.

#### ***Mail or fax applications and documentation to:***

The American Board of Radiology  
5441 East Williams Blvd., Suite 200, Tucson, AZ 85711

Fax: (520) 790-3200