



Ethics and Boundaries
Assessment Services, LLC

Ethics and Boundaries Essay Examination

Test Accommodations

Includes:

- Test Accommodations Request Form
- Guidelines to Acceptable Documentation

Mail Test Accommodations Request Form and documents to:

EBAS – Test Accommodations
901 W. 54th Avenue
Greeley, CO 80634

Forms available at www.ebas.org/application-information
Call 888-676-3227 (EBAS) for more information.

Completing the Test Accommodation Request

If you need test accommodations for a documented disability or require a courtesy for a temporary situation, i.e., nursing mother, broken limbs, etc., you must complete a 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 Test Accommodations Coordinator at 1-888-676-3227 (EBAS).

You must complete a Test Accommodation Request form each time you apply for an EBAS examination.

Instructions

- Review the Guidelines for Acceptable Documentation on Pages 9-11 before completing this form.
- If this is the first time you are requesting test accommodations for an EBAS examination, 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.)
- Incomplete request forms will be returned and may be denied.
- EBAS will notify the licensee of test accommodation approval prior to the examination.
- When approved by EBAS, the licensee must follow the instructions provided by EBAS to contact the testing agency regarding space availability.
- A qualified/licensed evaluator who diagnosed your disorder/condition must complete the evaluation review 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 EBAS computerized examinations.

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

On-Demand Scheduling

Licensees applying to take the EBAS Essay Examination will be given 90 days in which to schedule and take the exam at Pearson VUE Testing Centers. After an application has been verified (to include application, certified funds, agency authorization, and approved accommodations request), EBAS sends a confirmation letter to the licensee advising them of their eligibility to schedule a testing appointment. This “confirmation letter” will **define a 90-day test administration cycle** in which the licensee has to complete their examination. This period starts with the date of the letter and ends 90 days following the date of the letter.

PLEASE NOTE: Upon receipt of your confirmation letter, it is advisable to immediately contact Pearson VUE to schedule a testing appointment. If you fail to schedule your appointment at least two days before the end of your test administration cycle, you will be considered a “no-show” and will forfeit your exam fee. You will be required to reapply through EBAS with the appropriate fee. Please remember that available times and locations depend on test center space availability.

Mail all completed forms, reports, and pertinent information to:

EBAS – Test Accommodations
901 W. 54th Avenue
Greeley, CO 80634

Any questions, please contact the Test Accommodations Coordinator at 970-352-9050.



Section III: Diagnosed Disability

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

Section IV: Accommodation(s) Requested

What accommodation(s) are you requesting during the examination?

Additional 30 minutes per essay in a quiet environment

Other _____

What accommodation(s) have you received in the past for the following examinations?

EBAS examination dates: _____

Accommodation(s) received: _____

College/University accommodation dates: _____

Accommodation(s) received: _____

Standardized examination (e.g. SAT, GRE) dates: _____

Accommodation(s) received: _____



Section V: Personal Statement:

Your personal statement is very important! Please describe, in detail, how your disability affects your daily life out-side of the classroom. Write legible or attach a typed statement.

My disability affects my daily life in the following ways:

My disability affects my education and ability to take computerized essay examinations in the following ways:

Section VI: Authorization / Notarization

A. Authorization

If clarification or additional information is needed to process my request for accommodations, I hereby authorize EBAS 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 EBAS or its independent consultants to discuss my disability documentation. Furthermore, I understand that my application, request form and documentation may be discussed with pertinent EBAS 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.

B. Affirmation

By signing this form, I certify that I have read and understand the test accommodations guidelines, the instructions in this request form, and the authorization stated above. I also certify that the information I have provided on this form is true and accurate.

Signature of licensee: _____

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 affects your ability to perform on EBAS exams. Licensees should submit this form with the Test Accommodation Request form and the disability report.

Name of evaluator (please print): _____

Title: _____

Licensee's Diagnosis: _____

Name of licensee (please print): _____

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

Diagnosis: _____

DSM IV Code: _____

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

If yes, on what date did you last evaluate/treat the licensee? _____

Examination Description

The Ethics and Boundaries Essay Examination is a computer-based test requiring a written four-part response to five case scenarios. The licensee will be allowed a maximum of 60 minutes to compose a typewritten response for each cash scenario. Test appointments are scheduled for up to a total of five (5) hours and 30 minutes to allow for a brief tutorial, five hours for the essay writing; two 10-minute breaks; and a post-test survey. This exam is given in one (1) day. The licensee is required to use a computer keyboard to type answers for each response.



Evaluator’s Recommendation

Based on the licensee’s disorder/condition and its impact on a major life activity which affects his or her ability to take EBAS Ethics and Boundaries Essay Examination under standard conditions, what accommodations would you recommend? Please note EBAS does not offer an untimed test.

- An additional 30 minutes per examination in a quiet environment
- Other _____

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

I certify that I have reviewed Guidelines for Acceptable Documentation appropriate to the licensee’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 licensee'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 licensee's current need for accommodation, the EBAS 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.

Learning Disorders and Attention Deficit/Hyperactivity Disorders (Continued)

- **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 EBAS 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 licensee. The disability report may be provided in the examiner's letterhead, but must clearly identify both the limitations imposed on the licensee 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 licensee's ability to take the EBAS 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.")

ETHICS AND BOUNDARIES ASSESSMENT SERVICES (EBAS)

901 W. 54th Avenue • Greeley, CO 80634

Web Site www.ebas.org

Online Application www.ebas.org/application

For more information contact:

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Telephone 970-352-9050

Toll Free Telephone 888-676-3227 (EBAS)



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