

AMERICAN BOARD *of* ADDICTION MEDICINE, INC.

Mail to:

Executive Vice President
American Board of Addiction Medicine
4601 North Park Avenue, Upper Arcade, Ste. 101
Chevy Chase, MD 20815

Indicate: ADA MATERIALS on the envelope

Phone: 301.656.3378 • Fax: 301.656.3815

QUALIFICATIONS FOR TESTING ACCOMMODATIONS FOR APPLICANTS WITH DISABILITIES

GENERAL INFORMATION: The Board recognizes that physicians with disabilities may wish to take the certifying examinations and will attempt to make accommodations for applicants with verified disabilities. The Board supports the intent of the Americans with Disabilities Act (ADA). The Board will provide reasonable accommodations during testing to provide equal opportunity for persons with disabilities. Applicants are reminded, however, that the Board will not offer a particular auxiliary aid, if doing so “would fundamentally alter the measurement of the skills or knowledge the examination is intended to test or would result in an undue burden.” (Americans with Disabilities Act, Public Law 101-336 §309 [b][3]; see 28 C.F.R. §36.309(b)(3)). To this extent, the Board will provide reasonable accommodations during testing to provide equal opportunity for persons with disabilities. Documentation requesting reasonable accommodations must identify a disability and major life activities affected by the disability, describe ways in which the disability substantially limits those major life activities, and provide a rationale for specified modifications to standard testing procedures.

Applicants who request accommodations because of a disability must advise the Board in writing no later than May 30, 2010. Required documentation includes completion of the Application for Testing Accommodations and appropriate checklists, which is found in the appendix to this booklet.

Candidates seeking disability accommodations should download the appropriate application from the ABAM web site, www.abam.net, or should contact the Board office immediately for an application.

Applicants for examinations or re-examinations requesting accommodations must check the box provided on the 2010 ABAM CERTIFICATION APPLICATION and comply with all requirements regardless of previous requests and/or granted accommodations.

Documentation substantiating the disability and a completed Application for Testing Accommodations will be required no later than May 30th, 2010 in order to be considered for special examination assistance or test modification.

If the Board deems it necessary, an independent assessment may be requested at the expense of the Board.

Documentation and other evidence substantiating the disability includes, but is not limited to, each of the following:

- A report diagnosing the applicant’s disability and identifying one or more major life activities that the disability substantially limits, including, but not limited to, hearing, seeing, breathing, performing manual tasks, caring for oneself, and/or learning (reading and writing). The report should particularly describe the ways in which the disability substantially limits the identified major life activities. The report must be written by a licensed professional qualified to evaluate the disability, printed on the certified examiner’s letterhead, with the examiner’s credentials, address, and telephone number given in the letterhead or title. The report must include the candidate’s name, date of birth, and date of testing, and it must be signed by the examiner.
 - A history of the disability, including previous settings in which accommodations have been granted. Having had prior accommodations granted does not necessarily influence the decision of the Board to grant or deny a current request for accommodation. If there is no history of prior accommodations, the examiner must explain why current circumstances necessitate accommodations.
 - Diagnostic information about the specified disability using standard nomenclature from sources such as the *International Classification of Diseases (ICD)* and the *APA Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision (DSM-IV-TR®)*.
 - Specific recommended accommodations with a rationale for why each accommodation is needed. A description of any functional limitations associated with the disability is important to the Board’s evaluation of the request.
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REVIEW OF DOCUMENTATION

A letter detailing the specific accommodations requested because of a disability must be submitted for each examination and/or re-examination. Documentation should be marked “ADA Materials” and mailed to the attention of the Executive Vice President at the Board office. Each report is reviewed carefully before accommodations are provided. If the Board does not find appropriate and sufficient evidence to grant accommodations, the applicant will be informed that the request has been denied. Any applicant who is denied accommodations may appeal this decision by submitting the following materials to the Executive Vice President at the Board office:

- A written request for a formal appeal of the denial of accommodations
- The applicable appeal fee
- Additional written information in support of the appeal

The appeal materials must be sent together in a single mailing that is postmarked within 30 days of the date indicated on the letter of denial of accommodations. The appeal materials will be sent to the respective Appeals Committee, which will review the materials, deliberate, and make a determination. In all events, the Appeal Committee’s determination is final and binding on both the Board and the applicant.

EXAMINATION FORMATS AND TESTING ACCOMMODATIONS

The American Board of Addiction Medicine, Inc. administers examinations with the following formats:

For computer-administered, multiple-choice examination format, the test accommodations may include but are not limited to the following:

All examinations

- Extended testing time
- Separate examination room
- Use of assistive devices

Requirements for Applicants with **LEARNING DISABILITIES**

Documentation submitted to the Board must include the following:

- A psycho-educational evaluation of the applicant as an adult prepared by a certified psychologist or learning disabilities specialist.
- A complete cognitive assessment using the Wechsler Adult Intelligence Scale-III, the Kaufman Adolescent and Adult Intelligence Test, the Woodcock-Johnson Cognitive Battery-Revised, as well as other formal tests that measure information processing and achievement. The test instruments must be statistically valid, reliable, and standardized for adult population. Test performance must be reported in standard scores or percentiles.
- A comprehensive achievement battery in relevant areas such as reading, written language, and mathematics. Informal methods of assessment and analysis that are useful include direct observation, error analysis, and diagnostic teaching.
- Evaluation of information processing skills which include, but are not limited to, short- and long-term memory, auditory processing, motor skills, executive functioning, and phonological awareness skills. Typical instruments include, but are not limited to, Woodcock- Johnson Psycho-Educational Battery-Revised: Tests of Cognitive Abilities, the Detroit Tests of Learning Aptitudes-Adult, and the Wechsler Memory Scales-Revised.
- A history of the candidate's educational performance documenting the nature of school difficulties.

Information about learning difficulties in elementary, secondary, and postsecondary settings, as well as documentation of prior accommodations, should be included. The Board recognizes that diagnostic practices vary considerably and prefers to base decisions on as much information as possible. The evaluation must provide evidence of cognitive, information processing, and achievement deficits that relate to the requested test accommodations.

Requirements for Applicants with **ATTENTION-DEFICIT/HYPERACTIVITY DISORDER**

Documentation submitted to the Board must include the following:

- The diagnostic evaluation process should be multidimensional and involve one or more certified professionals (physician, psychologist, neuropsychologist, learning specialist) in order to include historical, observational, medical, neuropsychological, and educational testing information.
- In most cases, the report should be done within three years of the candidate's request for accommodations. A description of current functional limitations relative to the requested accommodations must be included.
- The report must include a summary of clinical interviews, observations, and results of information form checklists completed by the candidate and parents, teachers, professionals, or supervisors. Complete family, developmental, educational, and medical histories are needed to complement neuropsychological and educational assessments which provide intellectual, cognitive, information processing, and educational data. A differential diagnosis should be discussed.
- Each test must be listed and results must be reported using standard scores or percentiles.
- Based upon the particular disabilities of the candidate, the report must delineate recommendations with a rationale for treatment (medication and/or behavior modification) and academic accommodations backed up by a rationale for why specified test accommodations are needed. It is particularly important to document prior accommodations.

10. Do you require wheelchair access to the examinations facility?

yes no

11. Prior test accommodations that you have received

A. Standardized examinations: time and a half, double time, other (specify)

yes no **Medical College Admission Test (MCAT)** Month/Year /

Accommodations received _____

yes no **National Board of Medical Examiners (NBME)** Month/Year /

Accommodations received _____

Please include USMLE ID# with proof of accommodations

yes no **Other** Month/Year /

Accommodations received _____

B. Medical School Month/Year /

Accommodations received _____

C. Member Board of the American Board of Medical Specialists (ABMS) Month/Year /

ABMS Member Board Type of Accommodations received _____

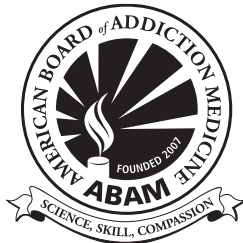
Examination taken with American Board of _____

13. I certify that the above information is true and accurate. If test accommodations provided to me include a deviation from the standard testing time schedule, I agree that, from the time I begin the examination until I have completed it, I will not communicate in any way, to the extent possible, with any other individuals taking the examination, and I will not communicate in any way with any such individuals about the content of the examination.

If clarification of further information regarding the documentation provided is needed, I authorize the ABAM to contact the professional(s) who diagnosed the disability and/or those entities which have provided me test accommodations. I authorize such professional(s) and entities to communicate with the ABAM in this regard and to provide the ABAM with such clarification and/or further information.

Signature

Date



Indicate: ADA MATERIALS on the envelope and return completed application, checklists, and attachments to:

Executive Vice President
American Board of Addiction Medicine
4601 N. Park Ave, Upper Arcade #101
Chevy Chase, MD 20815

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CHECKLIST A

Documentation Requirements for All Disabilities. To be granted accommodations at an examination of the Board, the applicant must submit a report diagnosing the applicant's disability. The report must include the following:

IT IS VERY IMPORTANT TO SHARE THIS CHECKLIST OF REQUIREMENTS WITH THE CERTIFIED PROFESSIONAL WHO PROVIDES THE REPORT OF YOUR DISABILITY.

- Be written by a certified professional appropriately qualified to evaluate the disability.
- Be on the examiner's letterhead with the examiner's credentials, address, and telephone number given in the letterhead or title.
- The candidate's name, date of birth, and date of testing, and it must be signed by the examiner.
- Identify the applicant's disability and one or more major life activities that the disability substantially limits, including, without limitation, hearing, seeing, breathing, performing manual tasks, caring for oneself, and/or learning (reading and writing). The report should particularly describe the ways in which the disability substantially limits the identified major life activities of the applicant.
- A history of the disability, including previous settings in which accommodations have been granted. If there is no history of prior accommodations, the examiner must explain why current circumstances necessitate accommodations.
- Diagnostic information (i.e., International Classification of Diseases, American Psychiatric Association Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision (DSM-IV-TR®). Specific recommended accommodations with a rationale for why each accommodation is needed.
- Specific recommended accommodations with a rationale for why each accommodation is needed.

IT IS VERY IMPORTANT TO SHARE THIS CHECKLIST OF REQUIREMENTS WITH THE CERTIFIED PROFESSIONAL WHO PROVIDES THE REPORT OF YOUR DISABILITY

CHECKLIST B

Documentation Requirements for Learning Disabilities. To be granted accommodations at an examination of the Board, the applicant must submit a report diagnosing the applicant's disability. The report must include the following:

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- A psychoeducational evaluation of the applicant as an adult prepared by a certified psychologist or learning disabilities specialist. A complete cognitive assessment using the Wechsler Adult Intelligence Scale-III, the Kaufman Adolescent and Adult Intelligence Test, the Woodcock-Johnson Cognitive Battery, Revised, as well as other formal tests that measure information processing and achievement.
- A comprehensive achievement battery in relevant areas such as reading, written language, and mathematics.
- An evaluation of information processing skills which include, but are not limited to, short and long-term memory, auditory processing, motor skills, executive functioning, and phonological awareness skills.
- Typical instruments include, but are not limited to, the Woodcock-Johnson Psycho-Educational Battery, Revised: Tests of Cognitive Abilities, the Detroit Tests of Learning Aptitudes-Adult, and the Wechsler Memory Scales, Revised.

Note: The test instruments must be statistically valid, reliable, and standardized for adult populations. Test performance must be reported in standard scores or percentiles.

- A history of the candidate's educational performance documenting the nature of school difficulties. Information about learning difficulties in elementary, secondary, and postsecondary settings and documentation of prior accommodations should also be included.
- Documentation of cognitive, information processing, and achievement deficits that relate to the requested accommodations.

IT IS VERY IMPORTANT TO SHARE THIS CHECKLIST OF REQUIREMENTS WITH THE CERTIFIED PROFESSIONAL WHO PROVIDES THE REPORT OF YOUR DISABILITY

CHECKLIST C

Documentation Requirements for Attention-Deficit / Hyperactivity Disorder. To be granted accommodations at an examination of the Board, the applicant must submit a report diagnosing the applicant's disability. The report must include the following:

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- A multidimensional diagnostic evaluation that involves one or more certified professionals (physician, psychologist, neuropsychologist, learning specialist) and that includes historical, observational, medical, neuropsychological testing, and educational testing information.
- The report must have been done within three years of the candidate's request for accommodations and include a description of current functional limitations relative to the requested accommodations.
- A summary of clinical interviews, observations, and results of information from checklists provided by the candidate and parents, teachers, professionals, or supervisors.
- Complete family, developmental, educational, and medical histories including intellectual, cognitive, information processing, and educational data. A discussion of a differential diagnosis must be included.

Note: Each test must be listed and results must be reported in standard scores or percentiles.

- Delineate recommendations with a rationale for treatment (medication and/or behavior modification) and academic accommodations backed up by a rationale for why specified test accommodations are needed. It is particularly important to document prior accommodations. If no prior accommodations have been provided, a detailed explanation should be included as to why the requested accommodations are needed at this time.

IT IS VERY IMPORTANT TO SHARE THIS CHECKLIST OF REQUIREMENTS WITH THE CERTIFIED PROFESSIONAL WHO PROVIDES THE REPORT OF YOUR DISABILITY