

## I. General Guidelines for All Disabilities

The following guidelines set forth the information required to document a need for examination accommodations because of an ADA-qualifying disability – i.e., a disability that substantially limits one or more major life activities.

Candidates must personally initiate a request for examination accommodations by completing and signing the [Request for Testing Accommodations](#) form, and submitting the form and all supporting documentation with their certification application and fee. All documentation submitted in support of a request for testing accommodations is confidential. No information concerning a request for testing accommodations is released without a written request from the candidate. Testing accommodation requests by a third party (such as an evaluator or educational program) cannot be honored.

To support a request for testing accommodations, a candidate must submit the following:

- The completed and signed [Request for Testing Accommodations](#) form.
- A professional, detailed and comprehensive written report, and any necessary supporting documentation, describing your disability and its severity, the functional limitations of your disability, and the rationale for the requested testing accommodations. The report must be completed by a qualified professional evaluator and should contain the information set forth below and, where applicable, the information required by the Guidelines for Learning Disabilities and/or Guidelines for Attention-Deficit/Hyperactivity Disorder (ADHD). Please submit the original report, which must be written on official letterhead and signed by the evaluator. Copies not accepted.
- Any primary documentation necessary to support or supplement the professional evaluator's report (e.g., teacher notes, behavioral observations, medical records, lab reports, etc.). Copies accepted.
- A personal statement by the candidate describing his or her disability and its impact on his or her daily life and educational functioning. The personal statement should not be confined to standardized test performance but should also discuss the candidate's overall functioning.

The following information must be included in the professional evaluator's report and/or any supporting documentation submitted in support of a request for examination accommodations:

**A. A specific diagnosis of the disability.**

A professionally-recognized diagnosis for the particular category of disability is required (e.g., the DSM-IV diagnostic categories for learning disabilities).

**B. A current assessment of the disability.**

The provision of examination accommodations is based on an assessment of the current impact of the candidate's disability on the testing activity; therefore, it is important to provide recent documentation. Since the functional limitations caused by a disability may vary over time and in different settings, in most cases, an evaluation should have been conducted within the past three years (e.g., low vision or neuromuscular conditions are often subject to change and should be updated for current functioning).

**C. A description of the specific diagnostic criteria and diagnostic tests used, including the names of any such tests, the date(s) of evaluation, specific test results, and a detailed interpretation of the test results.**

This description should include the results of diagnostic procedures and tests utilized and should include relevant educational, developmental, and medical history. Specific test results should be reported to support the diagnosis (e.g., documentation for a candidate with multiple sclerosis should include specific findings on the neurological examination including functional limitations and MRI or other studies, if relevant).

Diagnostic methods used should be appropriate to the disability and current professional practice within the field. Informal or non-standardized evaluations should be described in enough detail that other professionals could understand their role and significance in the diagnostic process.

**D. A detailed description of the individual's limitations due to the diagnosed disability (i.e., a demonstrated impact on functioning as related to the ARRT-administered examination) and an explanation of the relationship between the diagnostic test results and the functional limitations resulting from the disability.**

The current functional impact on physical, perceptual, and cognitive abilities should be fully described (e.g., a candidate with macular degeneration has reduced central vision which limits the ability to read; a candidate with diabetes may be required to wear an insulin pump).

**E. A recommendation for specific accommodations and/or assistive devices, including a detailed explanation of why these accommodations or devices are needed and how they will reduce the impact of the identified functional limitations (e.g., a learning-**

**disabled individual who has difficulty decoding might require an oral rendition of the exam).**

**F. Each accommodation recommended by the evaluator must include a rationale.**

The evaluator must describe the impact the disability has on a specific major life activity as well as the degree of significance of this impact on the individual. The diagnostic report must include specific recommendations for accommodations and a detailed explanation as to why each accommodation is recommended. Recommendations must be tied to specific test results or clinical observations. The documentation should include any record of prior accommodation or auxiliary aids, including any information about specific conditions under which the accommodations were used and whether or not they were effective. A prior history of accommodation, without demonstration of a current need, does not in and of itself warrant the provision of a like accommodation. If no prior accommodation(s) has been provided, the qualified professional expert should include a detailed explanation as to why no accommodation(s) was used in the past and why accommodation(s) is needed at this time.

**G. The professional credentials of the evaluator that qualify him/her to make the particular diagnosis, including information about license or certification and specialization in the area of the diagnosis.**

The evaluator should present evidence of comprehensive training and direct experience in the diagnosis and treatment of adults in the specific area of disability.