



# ADA Modification Form

## Disability Documentation Guidelines

The guidelines provided below describe the necessary components of acceptable evidence of a disability. Qualified individuals with disabilities are required to request accommodations every time they apply to take the examination by the application deadline for the state to which they are applying. This requirement allows the Board to determine if the qualified individual is “disabled” under the Americans with Disabilities Act of 1990 and to arrange reasonable and appropriate accommodations and services prior to the administration of the examination. Consequently, it is in the candidates’ best interests to provide recent and appropriate documentation, which clearly defines the extent and impact of the impairment(s) upon current levels of academic and physical functioning.

- ♦ **Testing must be performed by a licensed and/or qualified (expert) specialist or physician. Information about their area of specialization and their professional credentials, including certification and licensure, should be clearly defined.**
- ♦ **Documentation should be submitted on official letterhead from a licensed and/or qualified (expert) physician who has conducted a clinical examination of the individual and diagnosed a physical or mental impairment. Depending on the disability and written evaluation, documentation may include a letter from a physician or a lengthy assessment report.**
- ♦ **Documentation should provide evidence of a substantial limitation to physical or academic functioning. For invisible disabilities, the following areas must be assessed:**

Ability - The Weschler Adult Intelligence Scale III (WAIS III), with subtest scores, should be included as a standard measure of overall intelligence. The WAIS III is the only one component of a full documentation report. This test alone is not acceptable.

Achievement - A comprehensive academic achievement battery, with subtest scores, is essential. Current levels of academic functioning in relevant areas, such as reading (decoding and comprehension), mathematics, and oral/written language are required. Tests must be reliable, standardized, and valid for use in an adolescent/adult population.

Processing Skills – Other tests in processing areas may warrant evaluation as indicated by the tests above. These areas include information processing, visual and auditory processing, and processing speed.

*These suggested tests are not meant to preclude assessment in other relevant areas, such as psychological status or vocational skills.*

- ♦ **Documentation should be recent (e.g., generally no more than three years old).**
- ♦ **Documentation for all disabilities should describe the extent of the disability, the criteria for the diagnosis, the diagnosis, the type and length of treatment and/or recommended accommodation. Terms such as learning “problems”, “deficiencies,” “weaknesses,” and “differences” are not the equivalent of a diagnosed learning disability.**
- ♦ **All accommodations must be approved by the Arkansas State Board of Public Accountancy. Once accommodations have been granted, they may not be altered during the examination unless prior approval of the Board is obtained.**
- ♦ **Each determination of reasonable accommodations will be made on a case-by-case basis.**

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**Applicant’s Signature**

**Date**

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