State of California Department of Consumer Affairs

BOARD OF PSΨCHOLOGY
2005 Evergreen Street, Suite 1400
SACRAMENTO, CA 95815-3831
(916) 263-2699
www.psychboard.com

Attachment A

REQUEST FOR ACCOMMODATION OF DISABILITIES

TO BE COMPLETED BY THE CANDIDATE

If you have a disability for which you wish to request an accommodation for the Examination for Professional Practice in Psychology and/or the California Psychology Supplemental Examination, please provide the following information and return this form as well as the evaluator's form to the Board of Psychology (Board). Accommodations will not be provided at the examination site unless both forms are received at the time of submission of the application. This form and other documentation will become a permanent part of your examination and licensing record.

1. What is your name, address and telephone number as stated on your licensing application.

2. What is the type of disability that limits one or more of your major life activities (e.g., physical, mental, learning).

3. What is the nature and extent of your disability (e.g., diabetic, dyslexic, hearing impaired, vision, etc.).

4. Describe the accommodation requested, given the format of the examination(s).

5. Provide the Board verification (optional form enclosed) of your disability from an appropriate professional supporting the accommodations you are requesting. The Board will not pay any costs you may incur in obtaining the required documentation. However, it will pay for any reasonable accommodations that are made for you. This information is considered to be **confidential** and will not be divulged to the public.

Upon receipt of this information, the request will be considered and you will be notified in writing of the Boards decision.

If you have any questions, you may contact the Licensing Unit at (916) 263-2699 ext. 3303.

_____ DATE

NAME (PRINT)

BOARD USE ONLY
Examination/Accommodation History

ACCOMMODATIONS:

EXAM DATES:

NOTE: The information provided will be used to determine the appropriate accommodation. Failure to provide this information will result in denial of the request. Applicants have the right to review records subject to the provisions of the Information Practices Act.

Attachment B

PROFESSIONAL EVALUATION AND DOCUMENTATION OF THE DISABILITY

Applicant's Name

1. Describe the credentials and experience that qualify you, the evaluator, to make the determination of the disability and the recommended accommodation. (See enclosed Policies and Procedures III.C. for a description of the necessary credentials.)

2. What is the type of disability that limits one or more of the candidate's major life activities (e.g., physical, mental, learning)?

3. What is the nature and extent of the disability (e.g., diabetic, dyslexia, hearing impaired, vision, etc.), how does the disability limit one or more of the candidate's major life activities, and will the disability change in any way over time. Include objective data in your analysis.

4. What is the effect of the disability on the candidate's ability to perform under normal testing conditions?

5. What is the recommended accommodation and how does the accommodation relate to the candidate's disability given the format of the examination?

I declare under penalty of perjury under the laws of the State of California that all the forgoing is true and correct.

EVALUATOR'S NAME

PROFESSIONAL LICENSE OR CERT. NUMBER

BUSINESS NAME

TELEPHONE NUMBER

SIGNATURE

DATE

LIST OF MOST COMMONLY USED RELIABLE STANDARDIZED PSYCHOMETRIC TESTS

If a measurement instrument is used which is not on this list, it will be considered if it is published in the Buros Mental Measurement Yearbook and is being used for the purpose for which it was developed.

AREA OF FUNCTIONING	TESTS
Attention and Concentration	Wechsler Adult Intelligence Scale, aka WAIS-R (Digit Symbol) (Digit Span) (Arithmetic)
	Wechsler Memory Scale (Attention/Concentration Subset)
	Halstead-Reitan Seashore Rhythm
	Test of Variable of Attention
	Learning Efficiency Test (LET)
Memory/New Learning Ability	Wechsler Memory Scale - Revised
	Learning Efficiency Test (LET)
	Woodcock-Johnson Tests of Cognitive Ability
	Detroit Tests of Learning Aptitude (DTLA)
Receptive (Perception and Basic Comprehension)	Wechsler Adult Intelligence Scale, aka WAIS-R (Verbal Subset: Comprehension)
	Reitan Aphasia Screening Test
	Peabody Picture Vocabulary Test - Revised
General Cognitive Ability (Recognizing, thinking, problem solving)	Stanford-Binet Intelligence Scale
	Wechsler Adult Intelligence Scale - Revised, aka WAIS-R
	Wechsler Intelligence Scale for Children - III, aka WISC-III
	Woodcock-Johnson Tests of Cognitive Ability
	Test of Nonverbal Intelligence, aka TONI
	Ravens Standard Progression Matrices
	Halstead-Reitan Category Test
Expressive Abilities Verbal Expression	Wechsler Adult Intelligence Scale - Revised, aka WAIS-R
	Reitan Aphasia Screening Test
Written	Peabody Individual Achievement Test - Revised/Written Expression
	Test of Written Language - 2, aka TOWL-2
Other	Development Test of Visual-Motor Integration
	Woodcock-Johnson Revised-Writing Samples
Processing Speed/Efficiency	Wechsler Adult Intelligence Scale-Revised, aka WAIS-R

	(Digit Symbol) Halstead-Reitan Trail Making Test Woodcock-Johnson Visual Cluster (Spatial Relations/Visual matching)
Academic Achievement Reading	Woodcock-Johnson Tests of Achievement
	Wide Range Achievement Test - Revised, aka WRAT-R
	Peabody Individual Achievement Test - Revised (Reading Comprehension) (Reading Recognition)
	Gilmore Oral Reading Test
	Nelson-Denny Reading Test (Vocabulary) (Comprehension)
	Degrees of Reading Power (DRP)
Spelling	Woodcock-Johnson Tests of Achievement
	Wide Range Achievement Test - Revised, aka WRAT-R
	Peabody Individual Achievement Test - Revised (Spelling)
Math	Arlin Test of Formal Reasoning, aka ATFR
	Key Math Test
	Woodcock-Johnson Tests of Achievement
	Wide Range Achievement Test - Revised, aka WRAT-R
	Peabody Individual Achievement Test - Revised (Math)

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POLICIES AND PROCEDURES FOR EXAMINATION CANDIDATES REQUESTING ACCOMMODATIONS FOR DISABILITIES

ADOPTED MARCH 18, 1995

I. STATEMENT OF POLICY

The California Board of Psychology (Board) recognizes its responsibilities under Title II of the Americans with Disabilities Act to provide appropriate and effective accommodations, including auxiliary aids to qualified examination candidates with disabilities. However, the Board will not fundamentally alter the measurement of the skills or knowledge the examination is intended to test.

All examination sites will be physically accessible to disabled candidates.

A disability is defined as a physical or mental impairment that substantially limits one or more of the major life activities of an individual or a record of such an impairment or having been regarded as having such an impairment. Major life activities' include walking, seeing, hearing, speaking, breathing, learning, working, caring for one's self and performing manual tasks. Mental impairment includes any mental or psychological disorder such as organic brain syndrome, emotional or mental illness and specific learning disabilities.

A candidate who seeks an accommodation has the responsibility to make the request and provide reasonable documentation of the need for accommodation by the application deadline established for all applicants. The information supplied to substantiate a candidate's request for an accommodation will be kept confidential to the extent provided by law. The Board will evaluate each request individually, in accordance with the guidelines set forth herein, in order to provide an appropriate and effective accommodation. Any request for accommodation (except for accommodations requiring a physically accessible exam site) must be submitted to the Board on the form prescribed by the Board.

All requests for accommodation packages shall contain the following:

(a) These policies and procedures;

(b) Form to request the accommodation (Attachment A);

(c) Instructions for professionals evaluating and substantiating the candidate's disability and recommending an accommodation (Attachment B);

(d) List of most commonly used reliable standardized psychometric tests (Attachment C);

(e) Instructions for appealing a decision not to grant the requested accommodation.

II. FORMAT OF EXAMINATION

An applicant for licensure to practice as a psychologist in California is required to pass the national Examination for Professional Practice in Psychology (EPPP) and the California Psychology Supplemental Examination (CPSE). The EPPP contains 200 objective multiple-choice questions with a maximum time limit of 4 hours and 15 minutes in which to complete the exam. The CPSE consists of 100 scored questions and 15 pretest (nonscored) questions, all multiple choice. In addition to the standard multiple choice questions, certain questions will also be based upon 6 – 10 vignettes. Candidates will have three hours to complete the examination. Both examinations are computer administered at testing sites throughout California and given on a continual basis.

The Board's statutory mandate is to protect the public by licensing only those persons who can demonstrate entry-level competence. In order to protect the integrity and fairness of the licensure testing process, the Board requires documentation of the existence of a disability and how the accommodation sought is necessary to provide the candidate with an equal opportunity to exhibit his/her knowledge, skills and ability through the examination.

III. DOCUMENTING THE NEED FOR ACCOMMODATION

A. Conditions Applicable to All Candidates Requesting Accommodation

In order to protect the integrity of the testing process, the Board requires documentation of the existence of a disability and an explanation of how the accommodation sought is necessary to provide the candidate with an equal opportunity to exhibit her/her knowledge, skills and ability through the examination. The Board may review and consider an applicant's history of accommodation.

All candidates requesting an accommodation must provide, by the professional certifying to the disability, all the information listed in III. C.

An evaluation and supporting documentation of a disability shall be valid for a period of one year from the date on which it was submitted to the Board, except that no further documentation will be required in cases where the evaluation clearly states that the disability is not expected to change in any way that would reduce the need for the requested accommodations over time.

B. Additional Conditions Applicable to Learning Disabled Candidates

A learning disability is further defined as individual evidence of significant learning difficulties which substantially affect or limit one or more major life activities and that are not primarily due to cultural, emotional, or motivational factors. The term does not include [individuals] who have learning problems which are primarily the result of visual, hearing, or motor [disabilities], of mental retardation, of emotional disturbance or of environmental, cultural, or economic disadvantage. [NOTE that while an emotional factor may be involved in other types of disabilities, such a factor is excluded from the determination of a learning disability.] The individual must demonstrate (a) at least average overall intellectual functioning as measured by tests of general cognitive ability (See attachment C)), and (b) show evidence of a significant impairment in one or more of the following areas of intellectual functioning and information processing.

- Attention and concentration
- Efficiency and speed of information processing
- Reception (perception and verbal comprehension)
- Memory (ability for new learning)
- Cognition (thinking)
- Expression

Significant impairment is generally determined by a discrepancy of 1.5 standard deviations or more between (a) an individual's intellectual functioning and (b) actual performance on reliable standardized measures of attention and concentration, efficiency and speed of information processing, memory, language reception and expression, cognition, as well as academic areas of reading, spelling, writing and mathematics.

Further, determination of the learning disability shall be based on reliable standardized psychometric tests of achievement and ability, and a complete clinical history including medical, family, developmental, educational and occupational information. Attachment C specifies the acceptable standardized psychometric tests for specific types of learning disabilities.

If a measurement instrument is used which is not on this list, it will be considered if it is published in the Buros Mental Measurement Yearbook and is being used for the

purpose for which it was developed.

C. Required Information Necessary to Evaluate Disabilities

A candidate who requests an accommodation and/or auxiliary aid must provide the Board with the necessary information to assist it in evaluating the request. The Board will, of course, evaluate each request on an individual basis. The following is intended to provide guidance as to the type of documentation that will be necessary.

1. Identification of the type of disability (e.g., physical, mental, learning disability).

2. Credential requirements of the evaluator. The Board will accept evaluations from qualified evaluators. A qualified evaluator cannot be the spouse of the candidate nor related to the candidate by blood or by marriage. The evaluator must have sufficient experience to be considered qualified to evaluate the existence of, and proposed accommodations needed for, specific learning disabilities. Guidelines for qualified evaluators are listed below:

   (a) For purposes of physical or mental disabilities, not including learning disabilities, the evaluator is a licensed physician or psychologist with special expertise in the area of the disability.

   (b) In the case of learning disabilities, a qualified evaluator is one of the following:

   A licensed psychologist;

   a licensed physician who possesses a minimum of three years of experience working with adults with learning disabilities and who has training in all of the areas described below;

   a professional in an exempt educational setting who possesses a master's or doctorate degree in special education or educational psychology from a regionally accredited institution and who has at least three years of equivalent training and experience in [all of] the areas described below:

   X Assessing intellectual ability level and interpreting tests of such ability.

   X Screening for cultural, emotional and motivational factors.

   X Assessing achievement level.

   X Administering tests to measure attention and concentration, memory, language reception and expression, cognition, reading, spelling, writing and mathematics.

3. Professional verification of the disability must include:

   (a) The nature and extent of the disability.

   (b) The test(s) performed and the objective data used to diagnose the disability (if applicable).

   (c) The effect of the disability on the candidate's ability to perform under standard conditions.

   (d) The accommodation recommended and how the accommodation is

related to the candidate's disability, given the format of the examination.

(e) The professional's name, title, telephone number, professional license or certification number, educational credential, and original signature of the professional.

(f) A description of the professional's education and experience which qualifies he/she to make the determination.

D. Evaluation of the Accommodation Request

The Board has the responsibility to evaluate the request for accommodation and will approve, deny or suggest alternative accommodations. The Board will evaluate each request on an individual case-by-case basis. Primary consideration shall be given to the request of the candidate with disabilities. The Board may consider a candidate's history of accommodation in reaching its determination of reasonableness of the requested accommodation in relation to currently identified impact of the disability.

The candidate is responsible for having the evaluator send to the Board the documentation specified in III. C. which describes in detail the disability and how the disability affects the candidate's ability to demonstrate his or her aptitude and achievement in the format(s) in which the examination is given. The cost of providing this information is the candidate's responsibility. A member of the Board's staff (analyst) will review and evaluate the request. The analyst shall verify that the request is completed correctly and that appropriate verification is provided.

If the analyst believes the accommodation requested is inappropriate, the analyst will consult with the candidate to reach a mutually agreeable resolution, when possible. The Board reserves the right to determine what it believes is a reasonable and effective accommodation. However, if the Board refuses to accept a professional's timely judgment supporting a requested accommodation, where the required supporting documentation is complete, the Board will bear any cost associated with the gathering of further evidence to ascertain the nature of the disability and the need for an accommodation.

If the candidate's requested accommodation is filed in a timely manner and is rejected or modified by the Board for any reason, the Board will notify the candidate immediately.The Board will inform the candidate of the right to appeal and the procedures for the appeal.

On appeal, the Board may require that the candidate submit to an examination by an expert designated by the Board and otherwise fully cooperate in the Board's process. Any fees charged for additional information beyond what is reasonably necessary to describe in detail how the disability affects the candidate's ability to demonstrate his or her aptitude and achievement in the format in which the examination is given shall be paid by the Board.

The Board will give greater weight to a more recent diagnosis if the condition or accommodations available are subject to change over time. The Board may also weigh the expert qualifications of the professional supplying the information, and the methods used to make the diagnosis of the disability and determine the recommended accommodation. Alternative accommodations, other than those requested, may be provided when they will result in an appropriate accommodation.

E. Appeal from Denial of Request

A candidate whose request for accommodation or auxiliary aids or services is denied in whole or in part will be provided with the reasons for that denial and may appeal the denial pursuant to these appeal procedures.

Where the denial is based on the rejection of the opinion of the professional supporting the request, the Board must support any rejection with evidence from an expert it has consulted in evaluating the candidate's request. The general content of the opinion of the Board's expert and the basis for that opinion will be provided to the candidate.

A candidate's appeal of a decision denying in whole or in part a request for accommodation or auxiliary aids or services must be in the form of a signed or otherwise verified request setting forth the following:

(a) Candidate's name;
(b) Date of request;
(c) The appeal itself; and
(d) The facts relied upon in support of the appeal.

The appeal must be accompanied by any further documentation not previously provided which the candidate wishes the Board to consider in making a decision on the candidate's appeal. The appeal must be postmarked no later than 7 days after the candidate receives notification of the denial.

In keeping with its consumer protection mandate, the Board reserves the right to request further evidence regarding the necessity of the requested accommodation and, based on its judgment, may request that the candidate submit to additional examination by a professional to ascertain the existence of the disability and/or determine what accommodations are most appropriate and effective. If the Board elects to pursue this procedure, the Board will be responsible for all costs and expenses related to acquiring such information.

The Board recognizes its responsibility to accommodate the identified needs of qualified individuals with disabilities by making reasonable modifications or providing auxiliary aids or services. This does not necessarily mean that all requested accommodations or auxiliary aids or services will be granted or that the candidate will receive the particular accommodation or services sought. The Board is not required to grant the requested accommodation if granting the request would fundamentally alter the measurement of the skills or knowledge the examination is intended to test, or create an undue financial or administrative burden.