

Establishing Eligibility for Accommodations for Registration Due to a Disability

General Requirements for Requesting an Accommodation

The Application for Examination Accommodations must be completed in its entirety. Incomplete applications will not be considered for accommodations and will be returned to the candidate for correction. Failure to complete the application in its entirety and submit it to the NREMT will delay the NREMT's decision whether to grant an accommodation.

Candidates must submit documentation from a professional qualified to assess and diagnose the specific presenting disability. The documentation must include a comprehensive evaluation with objective evidence demonstrating the existence of a disability which substantially limits one or more major life activities. The name, title and professional credential of the qualified professional must be clearly stated in the documentation. Documentation must be submitted on official letterhead, typed, dated, signed. The professional diagnosis must include:

- a) A current, valid, professionally recognized diagnosis of the candidate's disability (e.g. pursuant to the Diagnostic and Statistical Manual of Mental Disorders (DSM IV: revised)) by an appropriately qualified expert with copies of and reported scores from professionally recognized diagnostic tests, where applicable.
- b) Documentation that clearly identifies the nature and extent of the functional limitations that exist as a result of the diagnosed disability.
- c) Sufficient evidence to demonstrate that the functional limitation substantially limits the individual in performing one or more major life activity.
- d) Specific information about the significance of the impact the disability has on the candidate in the testing environment.
- e) Specific recommendations for accommodations.
- f) An explanation of why each accommodation is recommended and why it is necessary to alleviate the impact of the disability in taking the NREMT examination.

The NREMT reserves the right to request additional information at anytime from the candidate requesting accommodations on its examinations.

Guidelines for Documentation

To assist in gathering and submitting all the necessary documentation, following are recommendations as to relevant documentation to support accommodation requests on the basis of more frequently cited disabilities.

Learning Disability

A diagnosis of a learning disability should be supported by a comprehensive battery of tests, individually administered in a standardized manner.

A stated differential diagnosis should be included and possible alternative causes for the limitations in academic achievement should be ruled out.

Results of previous psycho educational evaluations and Individual Education Plan (IEP) will be helpful information to include. However, IEPs without more, will rarely be sufficient. Remember, a recent evaluation (within the past three years) must be included. If no such assessment has been conducted, then the applicant is responsible for obtaining such documentation before any decision can be made by the NREMT regarding the applicant's request for special accommodations.

Attention Deficits Hyperactivity Disorders

Documentation indicating objective and specific evidence of current and substantial impairment which limits learning due to ADHD must be included. The professional conducting the evaluation and providing a diagnosis of ADHD must possess appropriate training and experience.

The diagnosis of ADHD should be made according to criteria outlined in the DSM-IV, revised. Candidates whose chief complaints are occasional or situational problems with organization, test anxiety, memory and concentration do not likely fit the criteria for ADHD. In addition, a positive response to medication by itself is not conclusive of a diagnosis of ADHD but may be taken into consideration as to whether the applicant is, at present, substantially limited in a major life activity.

Evidence demonstrating that ADHD symptomology was first exhibited in childhood and continued a chronic course of symptoms through adolescence to adulthood should be included in the clinician's report to the extent available. A summary of the candidate's developmental history, education history, family history, relevant medical history, and relevant employment history will also be helpful.