



TIPS FOR DISABILITY SERVICE PROVIDERS for Students with Disabilities



ETS receives more than 12,000 requests for accommodations from individuals with disabilities each year for our graduate and professional tests. Testing agencies such as ETS are responsible for providing access to these tests for candidates with disabilities, along with reasonable accommodations to ensure fairness for all test takers.

The ETS Office of Disability Policy (ODP) offers the following guidelines to help disability service providers as they assist individuals with disabilities in submitting their requests for testing accommodations. Familiarity with our accommodations request guidelines and procedures is the best way for service providers to prevent unnecessary delays in the process.

For the ETS Documentation Policy Statements for specific disabilities, such as learning disabilities (LD), ADHD, traumatic brain injuries, intellectual disabilities, autism spectrum disorder, psychiatric disabilities and physical disabilities, consult the ODP website at www.ets.org/disabilities.

HOW YOU CAN HELP YOUR STUDENTS

- Advise students to plan in advance and be aware that the application review process can take approximately six weeks. Students should register for accommodations well in advance of needing test scores.
- Review ETS documentation criteria and procedures at www.ets.org/disabilities.
- Help students gain a better understanding of what additional materials ETS Disability Services is requesting if you receive a letter seeking additional information.
- Assist students in identifying and selecting a qualified professional to provide an updated evaluation, or documentation that substantiates the diagnosis, when the documentation is outdated or incomplete.
- When appropriate, complete a Certification of Eligibility (COE): Accommodations History form based on ETS's disability documentation criteria.

B. ETS documentation criteria

If documentation is required, it must meet the following criteria:

- **Be typed or printed on official letterhead and signed** by an evaluator qualified to make the diagnosis (include information about license or certification and area of specialization)
- **Clearly state the diagnosed disability or disabilities in accordance with the current DSM or ICD (a diagnosis alone is not sufficient to support accommodations requests)**
- **Describe the functional limitations** resulting from the disability or disabilities
- **Be current** (i.e., completed within the past year for psychiatric disabilities and physical disabilities or chronic health conditions; or within the past five years for LD, ADHD, autism spectrum disorder and intellectual disabilities)
Documentation for traumatic brain injury must have been completed within the past one to three years, depending on the date of the injury (see our policy statement for Documenting Traumatic Brain Injury at www.ets.org/disabilities/documentation/documenting_traumatic_brain_injury/ for details)
Note that this recency requirement does not apply to physical or sensory disabilities of a permanent or unchanging nature.
- **Include complete educational, developmental and medical history** relevant to the disability for which testing accommodations are being requested
- **Include a list of all test instruments** used in the evaluation report and relevant subtest standard scores used to document the stated disability; all test instruments must have adult norms
This requirement does not apply to physical or sensory disabilities of a permanent or unchanging nature.
- **Describe the specific accommodations requested**
- **Support each of the requested testing accommodations by providing a clear rationale**

C. Documentation update for LD, LD/ADHD or ADHD

If the documentation provided by the candidate does not meet ETS's documentation requirements for LD, LD/ADHD or ADHD, candidates have the option of submitting new documentation or a documentation update. A documentation update is a report by a qualified professional that includes a summary of the original disability documentation findings, as well as additional clinical data that's necessary to establish the candidate's current eligibility.

Writing Letters of Support

Disability service professionals on college and university campuses have the opportunity to engage with students and learn about them and their need for accommodations. ETS, however, engages in the interactive process with its thousands of test candidates with disabilities worldwide only through their documentation. ETS, therefore, depends on documentation to make decisions about appropriate testing accommodations. You may further assist your students in obtaining accommodations for ETS tests by writing a letter of support that goes above and beyond the information provided on the COE.

The following includes some questions you may address in your letter of support:

- What was the basis for your decision to provide this candidate with accommodations at your institution?
- What did you observe about this candidate during your intake interview that might support the need for testing accommodations?
- Has the candidate used testing accommodations consistently or are the accommodations used only for a specific type of test (e.g., essay tests)?
- If the candidate was granted extended test time, did he/she use all of the allotted extended time or only a portion of the extended time?
- Has the candidate shown improvement in test scores or course grades since receiving accommodations?

Personal Statement from Students