



12475

Request for Testing Accommodations

Attention-Deficit/Hyperactivity Disorder

To be completed by Chief Examiners.

Candidate's Last 4 SSN/SIN

Section 1: To be completed by GED Candidate

Fill in this section completely and sign the release of information statement. Make certain all sections are completed by the appropriate professional before you return the form to the Chief Examiner at your local testing center. The Chief Examiner will review the form and let you know if additional information is required.

Last Name: _____ First Name: _____
Social Security or Social Insurance Number: _____ Birth Date: ____/____/____ Age: ____
Address: _____
City: _____ State/Province/Territory: _____ ZIP/Postal Code: _____
Phone Number: (____) _____ - _____
MM DD YYYY

Release of information: If you are under 18 years of age, your parent or guardian's signature is also required.

I grant permission to school officials and my healthcare provider(s) to release my education-related records and/or my medical or psychological records to the GED Testing Service and its designees in connection with my request for testing accommodations.

Candidate's Signature

Parent or Guardian's Signature (if appropriate)

Date

Section 2: To be completed by GED Chief Examiner

Please review the form to be certain all sections have been completed. Record the last four digits of the candidate's SSN/SIN in the top right corner of each page of this form. Missing information may delay the review of the candidate's request. Sign and date the form before sending it to your GED Administrator.

Chief Examiner Name: _____ 10-Digit Center ID #: _____
Center Name: _____
Phone Number: (____) _____ - _____ FAX Number: (____) _____ - _____
E-mail: _____

I have reviewed this application and confirm that it is complete.

GED Chief Examiner's Signature

Date

Section 3: To be completed by Professional Diagnostician or Advocate

This section must be completed by the professional diagnostician. Alternatively, an advocate may complete this section using information from the professional diagnostician's report if the professional is unavailable or documentation is currently on file with a candidate's school district. An advocate is someone other than the professional diagnostician who helps the candidate request testing accommodations. The professional's report must indicate certification or licensure. Documentation and assessment tests must include a clear diagnosis and provide information on current functional limitations that might affect the candidate's ability to take the tests under standard conditions, so that the rationale for the requested accommodation can be properly evaluated. *Documentation will be viewed as sufficiently current if it has been completed within the last 3 years.* However, older documentation will be considered if that is all that the candidate can provide without undue burden or expense.

Please indicate your role: Professional Diagnostician Advocate

Name of Professional Making Diagnosis (please print): _____

Phone Number: (____) _____ - _____ Date of Assessment: ____/____/____
MM DD YYYY

Licensure or Certification: Expiration Date: ____/____/____
State/Province/Territory: _____ Number: _____ Specialty: _____

Name of Advocate (please print): _____

Relationship to Candidate (please print): _____

Phone Number: (____) _____ - _____

Professional Making Diagnosis or Advocate's Signature: _____



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Section 3A: Attention-Deficit/Hyperactivity Disorder

Attention-Deficit/Hyperactivity Disorder (ADHD)

To request accommodations for ADHD, the current level of impairment and resulting functional limitations must be clearly documented, as well as the history of those impairments and limitations. **Documentation must include a letter on official letterhead, signed by a psychiatrist, medical doctor, or psychologist who specializes in the diagnosis of ADHD, stating the diagnosis of ADHD and providing supporting diagnostic evidence of this disability.**

Diagnostic evidence may include a developmental history that defines symptom onset, as well as the results from a specific test of attention such as the TOVA Gordon Diagnostic Battery or the CPT (Connors' Continuous Performance Test).

Information presented must clearly document how the ADHD substantially limits the candidate's current ability to take the GED Tests under standard conditions, and identify the accommodations that are requested in light of those limitations. Further, the documentation must confirm that the ADHD symptoms are not due to other emotional/mental health factors. A DSM-IV diagnosis must be included with the certifying professional's or advocate's signature attesting to the diagnosis of ADHD.

Supporting documentation on professional diagnostician's letterhead attached. (Required.)

DSM-IV Diagnosis Code: Indicate all that apply.

- 314.01 Attention-Deficit/Hyperactivity Disorder Combined Type
- 314.00 Attention-Deficit/Hyperactivity Disorder, Predominantly Inattentive Type
- 314.01 Attention-Deficit/Hyperactivity Disorder, Predominantly Hyperactive-Impulse Type
- 314.9 Attention-Deficit/Hyperactivity Disorder, Not Otherwise Specified

Functional Limitation(s): _____

Recommended Accommodation(s): _____

Rationale for Accommodation(s): _____



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Section 3B: Requested Accommodations

Please identify those accommodations that support the diagnosed disability.

Extended Time (please specify): 1-1/2 times 2 times Other: _____

Audiocassette (tone-indexed) (requires extended testing time, generally double time)

2 times Other: _____

The use of this accommodation requires practice. Candidates should have an opportunity to practice using an Official GED Practice Test, Audiocassette Version prior to the scheduled testing date.

Braille

Scribe

Calculator for Part II

Talking Calculator for Entire Mathematics Test

Private Room

Supervised Breaks (specify in minutes):

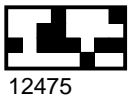
Uninterrupted testing time: _____ minutes, break time: _____ minutes

Other: _____

Section 3C: Other Information and Supporting Documents

This section may be completed by the candidate or by his or her certifying professional or advocate. Provide any additional information you wish to be considered when this request for accommodations is reviewed.

General Educational Development (GED) Testing Service will not discriminate against candidates for testing on the basis of any legally protected characteristic, including, but not limited to, race, color, religion, sex, sexual orientation, pregnancy, marital status, physical or mental disability, age, veteran status, and national origin.



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Section 4: To be completed by GED Administrator

This section should be completed by the GED Administrator after reviewing the request for accommodations to document the outcome of the review.

Approved For:

Extended Time (please specify): 1-1/2 times 2 times Other: _____

Audiocassette (tone-indexed) (requires extended testing time, generally double time)

2 times Other: _____

The use of this accommodation requires practice. Candidates should have an opportunity to practice using an Official GED Practice Test, Audiocassette Version prior to the scheduled testing date.

Braille

Scribe

Calculator for Part II

Talking Calculator for Entire Mathematics Test

Private Room

Supervised Breaks (specify in minutes):

Uninterrupted testing time: _____ minutes, break time: _____ minutes

Other: _____

Returned for more information.

Date Returned: ____ / ____ / ____
MM DD YYYY

Reasons for returning request:

Request forwarded to GEDTS for review (explain reasons below.)

Date Forwarded: ____ / ____ / ____
MM DD YYYY

Reasons for forwarding request to GEDTS for review:

GED Administrator's Signature

Telephone Number

Date