

Required Documentation of Disability for Accommodation of USCBP Pre-Employment Testing and Supervisory/Managerial Assessments (July 25, 2005¹)

In accordance with Federal law, the U.S. Customs and Border Protection (USCBP) provides reasonable accommodation in employment testing for applicants with disabilities. The purpose of these accommodations is to ensure that our tests effectively reflect the skills, abilities, and other factors that they are designed to measure for all job applicants.

When individuals apply for USCBP positions that require a pre-employment test, the Internet application and the telephone connection (TAPS) ask the applicants if they have an impairment that will require special testing arrangements. Applicants who answer "Yes" to that question are contacted by the Office of Personnel Management (OPM) Service Center to make the testing arrangements. Applicants are required to provide documentation of their disability to OPM and to request specific accommodations. OPM faxes that documentation to the Personnel Research and Assessment Division of the USCBP Office of Human Resource Management. The Personnel Research and Assessment Division evaluates the documentation to determine that the applicant has been found to be a person with a disability by an appropriate authority and decides which accommodations are appropriate. The Personnel Research and Assessment Division gives written approval to OPM for the testing accommodations.

When individuals apply to participate in the USCBP assessments for supervisory and managerial promotion, they inform the Personnel Research and Assessment Division if they have an impairment that will require special testing arrangements. The Personnel Research and Assessment Division requests documentation from the individual and evaluates that documentation. The Personnel Research and Assessment Division decides which accommodations are appropriate and gives written approval to OPM for the testing accommodations.

Documentation Guidelines for Specific Learning Disabilities

1. The documentation must be provided by a qualified independent (e.g., not a parent) professional on professional letterhead, including the name, title, and professional credentials of the evaluator, and information about license/certification numbers of the diagnosing professionals (e.g., psychologist, school psychologist, neuropsychologist, educational diagnostician, learning disability specialist, and other medical or mental health professionals with experience and training in the assessment of learning problems). Individual Educational Programs (IEPs) will not be accepted

¹ Revised from "Required Documentation of Disability for Accommodation of INS Pre-Employment Testing and Supervisory/Managerial Assessments (December 11, 2002)"

as stand-alone documentation. The documentation should be typed, dated, signed, and otherwise legible.

2. The documentation must be based on adult-normed assessment and the date of the most recent assessment must be stated.
3. The evaluator must include a specific diagnosis for each learning disability and a clear statement that each learning disability does exist.
4. The evaluator must state his/her interpretative diagnostic summary of assessment instrument data. The evaluation must include the interpretation of the results of an aptitude assessment using a complete and comprehensive battery (e.g., Wechsler Adult Intelligence Scale-III or Woodcock Johnson Psychoeducational Battery Revised: Tests of Cognitive Ability); the results of a complete achievement battery that includes testing in areas such as reading and written language (e.g., Wechsler Individual Achievement Test, Wechsler Adult Intelligence Scale-III or Woodcock Johnson Psychoeducational Battery Revised: Tests of Achievement), and the results of an assessment of information processing (e.g., Wechsler Memory Scale, Wechsler Adult Intelligence Scale-III or Woodcock Johnson Psychoeducational Battery Revised: Tests of Cognitive Ability).
5. Based on the information provided, the documentation must offer specific suggestions for accommodations and their rationale. If no history of accommodations exists, rationale as to why they are essential at this time must be given.
6. If the above information is not clearly provided, the USCBP will seek clarification, and, if necessary, more information.

Documentation Guidelines for Attention Deficit Disorder

1. The documentation must be provided by a qualified independent (e.g., not a parent) professional on professional letterhead, including the name, title, and professional credentials of the evaluator, and information about license/certification numbers of the diagnosing professionals (e.g., medical or mental health professionals with experience and training in the differential diagnosis of ADD/ADHD and direct experience with an adolescent or adult ADD/ADHD population. Examples of such professionals are clinical psychologist, neuropsychologist, psychiatrist, and other relevantly trained licensed professionals). The documentation should be typed, dated, signed, and otherwise legible.
2. The documentation must be based on adult-normed assessment and the date of the most recent assessment must be stated.
3. The evaluator must give a clear statement that ADHD does exist. If there are limitations in learning, an appropriate psychoeducational evaluation must be administered to document ability/achievement discrepancies.

4. The evaluator must state his/her interpretative diagnostic summary of the assessment data. The evaluation should be based on information from a thorough clinical interview and developmental history, rating scales and checklists, and childhood school information.
5. Based on the information provided, the documentation must offer specific suggestions for accommodations and their rationale. If no history of accommodations exists, rationale as to why they are essential at this time must be given.
6. If the above information is not clearly provided, the USCBP will seek clarification, and, if necessary, more information.

Documentation Guidelines for Blindness or Low Vision Disabilities

1. The documentation must be provided by a qualified professional on professional letterhead, including the name, title, and professional credentials of the evaluator. The documentation should be typed, dated, signed, and otherwise legible.
2. The documentation must include a specific diagnosis of blindness or a low vision disability, and provide a summary of assessment procedures and scores used to make the diagnosis.
3. The documentation must provide a statement of present visual functioning and fluctuating conditions/symptoms that can affect the testing session.
4. Based on the information provided, the documentation must offer specific suggestions for accommodations and their rationale. If no history of accommodations exists, rationale as to why they are essential at this time must be given.

Documentation Guidelines for Deafness and Hard-of-Hearing

1. The documentation must be provided by a qualified professional on professional letterhead, including the name, title, and professional credentials of the evaluator. The documentation should be typed, dated, signed, and otherwise legible.
2. The documentation must include a specific diagnosis of hearing impairment, including level of severity and age of onset of hearing loss.
3. If the condition is progressive, the documentation must be current. Date of the most recent assessment must be stated.
4. The documentation must provide a summary of assessment procedures and scores used to make the diagnosis.

5. The documentation must provide a statement of present hearing functionality (with or without assistive devices) and fluctuating conditions/symptoms that can affect the testing session.
6. Based on the information provided, the documentation must offer specific suggestions for accommodations and their rationale. If no history of accommodation exists, rationale as to why they are essential at this time must be given.

Documentation Guidelines for Physical/Health Disabilities

1. The documentation must be provided by a qualified professional on professional letterhead, including the name, title, and professional credentials of the evaluator. The documentation should be typed, dated, signed, and otherwise legible.
2. The documentation must state the most recent date of assessment.
3. The documentation must include a specific diagnosis of a disability using ICD-9-CM codes or equivalent criteria.
4. The documentation must provide a description of the current symptoms and fluctuating conditions/symptoms that can affect the testing session.
5. The documentation must summarize the assessment procedures used to make the diagnosis.
6. Based on the information provided, the documentation must offer specific suggestions for accommodations and rationale as to why each accommodation is needed.

Documentation Guidelines for Psychiatric Disability

1. The documentation must be provided by a qualified independent (e.g., not a parent) professional on professional letterhead, including the name, title, and professional credentials of the evaluator, and information about license/certification numbers of the diagnosing professionals (e.g., psychologist, psychiatrist, school psychologist, neuropsychologist, certified professional counselors, and other medical or mental health professionals with experience and training in the assessment of psychiatric disabilities). The documentation should be typed, dated, signed, and otherwise legible.
2. The documentation must be current (within 6 months). Date of the most recent assessment must be stated.
3. The documentation must include a specific diagnosis using DSM-4 codes or equivalent criteria.

4. The documentation must include a review of relevant history.
5. The documentation must summarize the assessment procedures used to make the psychiatric diagnosis.
6. Based on the information provided, the documentation must offer specific suggestions for accommodations and rationale as to why each accommodation is needed.
7. If the above information is not clearly provided, the USCBP will seek clarification, and, if necessary, more information.