

DIVISION OF EMERGENCY MEDICAL SERVICES

EMT State License Examination Accommodations

Disability Policy

The Division of Emergency Medical Services offers the following recommendations regarding the EMT training program application process:

The Division of Emergency Medical Services recommends that all applicants to EMT Training Programs complete an aptitude test battery (e.g. General Aptitude Test Battery (GATB), Differential Aptitude Test (DAT) and a standardized achievement measure (e.g. Woodcock Johnson-Revised Tests of Achievement or similar in depth achievement measure of reading skills). Such measures assess many of the capacities and abilities necessary to competently perform the responsibilities of the EMT such as: general learning ability; verbal, numerical and spatial ability; form and clerical perception; motor coordination; finger and manual dexterity; eye-hand-foot coordination and color discrimination. In instances where test batteries are not administered prior to admission to EMT training programs, the Division of Emergency Medical Services recommends that applicants seek individualized testing and counseling so as to make an informed decision in regards to the advisability of proceeding with the EMT training program.

Eligibility for Accommodations for EMT State License Examination Due to Disability

The Division of Emergency Medical Services will offer reasonable and appropriate accommodations for the written component of the EMT State License examination for those persons with documented disabilities.

I. Learning Disabilities

Those persons requesting accommodations for the written component of the EMT State License Examination must submit documented evidence of a learning disability prior to the examination. Documentation should be submitted by an appropriate health/educational professional. Based upon a thorough review and analysis of the written examination by the examination vendors, it has been determined that persons with learning disabilities manifested in the academic areas of reading decoding or reading comprehension may be eligible for special test accommodations. Other areas in which learning disabilities may be evidenced (e.g. mathematical calculations, mathematical applications, written expression, oral expression, listening comprehension) should not negatively impact upon one's performance on the written examination due to the format (multiple choice) and content.

Documentation of a specific learning disability must include one of the following:

1. Evidence of a documented learning disability, which would negatively impact one's performance on the written examination, specifically in the reading areas (i.e. reading decoding or reading comprehension). Such documentation must include at least one of the following:

A. Diagnosis of a learning disability by an appropriate health/educational professional in the area of reading decoding and/or reading comprehension based upon the result of standardized measure of achievement in reading decoding and/or reading comprehension.

A learning disability is defined as one of the following:

- 1)
 - 1) Standard achievement scores in reading decoding and/or reading comprehension which are at least one standard deviation below the score obtained on a standardized individual measure of intelligence. Results of previous and currently valid psychoeducational evaluations will be accepted as evidence. Evaluations more than three (3) years old will not be considered valid. If no such assessment has been conducted, then the applicant is responsible for obtaining such documentation before a decision can be made by the Division of Emergency Medical Services regarding the applicant's request for special accommodations.
 - 2) A statistically significant deficit in some area of cognitive processing which would impact one's ability to successfully complete the Division of Emergency Medical Services examination as written. Such cognitive processing deficits should be documented through appropriate standardized testing.
 - B. School and/or work records, which demonstrate that special education services or accommodations were provided due to a learning disability in the area of reading decoding and/or reading comprehension. Appropriate documentation of the learning disability as defined above will also be required.
2. Evidence of Attention- Deficit/ Hyperactivity Disorder (ADHD), which would negatively impact one's performance on the written examination. A childhood history of diagnosis with ADHD is not sufficient to warrant accommodations on the written portion of the examination. While ADHD is frequently chronic, the symptom picture often is changed by the time one reaches adulthood. Therefore, documentation of a current diagnosis of ADHD is required to receive accommodations. Such documentation must include at least one of the following:
- A. Diagnosis of ADHD by an appropriate health professional licensed to perform such examinations. Such documentation may include a developmental history that defines symptom onset, evidence of a negative impact on education (i.e., an individual educational plan), and evidence of a negative impact on current functioning. Additionally, the ADHD symptoms must not be the result of a psychiatric condition alone (i.e., Major Depression, Bipolar Affective Disorder or Anxiety Disorder).
 - B. Documentation may include standardized and/or computerized tests of attention such as the Delis- Kaplan Executive Function System, TOVA Gordon Diagnostic Battery or the Connors' Continuous Performance Test. Self-report measures such as the Brown ADD Scales are acceptable but must be administered by an appropriate health professional.

Written Examinations

The types of accommodations which may be requested by persons qualifying for special accommodations on the written examination due to documented learning disability or ADHD (as described above) are as follows:

1. **Extended Time:** The Division of Emergency Medical Services will permit those persons who qualify for special accommodations on the written examination due to a documented

learning disability or ADHD as described above to take the standard format of the examination but receive an extended amount of time in which to complete the examination. Applicants qualifying for this option will normally receive three (3) hours and forty-five (45) minutes versus the standard two (2) hours and thirty (30) minutes. This accommodation will require prior appointment/arrangements with the Division of Emergency Medical Services in advance of testing.

2. **Distraction – Free Space:** The Division of Emergency Medical Services will permit those persons who qualify for special accommodations on the written examination due to a documented learning disability or ADHD as described above to complete the standard format of the examination in an environment that minimizes distraction as much as possible. Depending upon the disability, distraction may result from noise, or movement, or both. Applicants qualifying for this option will result in the placement of the individual alone in a (proctored) room without phones, street noise or other distractions. This accommodation will require prior appointment/arrangements with the Division of Emergency Medical Services in advance of testing.
3. **Test Schedule Variation:** The Division of Emergency Medical Services will permit those persons who qualify for special accommodations on the written examination due to a documented learning disability or ADHD as described above to complete the standard format of the examination with an allowance towards time of day and test schedule. Functioning levels may vary during the day because of effects of medications or flagging energy levels. This accommodation will require prior appointment/arrangements with the Division of Emergency Medical Services in advance of testing.

Please note that test accommodations will apply only to the written examination.

Psychomotor Skills Examinations

The Division of Emergency Medical Services has determined, based on an emergency medical technician functional job analysis that no accommodations will be provided in the conduct of State EMT psychomotor skills examinations. The use of certain auxiliary aids, which are to be determined to be safely and effectively used in the field will be permitted on an individual basis. The use of aids is not considered an “accommodation” for ADA purposes. Such auxiliary aids should not eliminate or interfere with the ability of the candidate to perform the required examinations. (e.g. a blood pressure cuff employing digital readings.)

October 1993
Rev. August 1995
Rev. January 1, 1997
Rev. January 1, 1999
Rev. January 1, 2006