



ARKANSAS STATE BOARD OF LAW EXAMINERS

FORM 2: LEARNING DISABILITY VERIFICATION

NOTICE TO APPLICANT: This section of this form is to be completed by you. The remainder of the form is to be completed by the qualified professional who is recommending accommodations on the bar examination for you based on a learning disability. Read, complete, and sign below before submitting this form to the qualified professional for completion of the remainder of this form.

Applicant's full name: _____

Applicant's date of birth: _____

Date(s) of Evaluation/ Treatment: _____

I give permission to the qualified professional completing this form to release the information requested on the form, and I request the release of any additional information regarding my disability or accommodations previously granted that may be requested by the Arkansas State Board of Law Examiners or consultant(s) of the Board.

Applicant's Signature

Date

NOTICE TO QUALIFIED PROFESSIONAL

The above-named person is requesting accommodations on the Arkansas Bar Examination. All such requests must be supported by a comprehensive written evaluation report from the qualified professional who conducted an individualized assessment of the applicant and is recommending accommodations on the bar examination based on a learning disability. The Board of Law Examiners also requires qualified professionals to complete this form. **If any of the information requested in this form is fully addressed in the comprehensive evaluation report, you may respond by citing the specific page and paragraph where the answer can be found.** Attach a copy of the comprehensive evaluation report and all records and test results on which you relied in making the diagnosis and recommending accommodations for the Arkansas Bar Examination. We appreciate your assistance.

The Board may forward this information to qualified professionals for an independent review of the applicant's request. Print or type your responses to the items below.

Return this completed form, the comprehensive evaluation report, and relevant records to the applicant for submission to the Board.

I. EVALUATOR/ TREATING PROFESSIONAL INFORMATION

Name of professional completing this form: _____

Address: _____

Telephone: _____ Email Address: _____

Occupation and specialty: _____

License number/ Certification/ State: _____

Describe your qualifications and experience to diagnosis and/or verify the applicant's condition or impairment and to recommend accommodations.

II. DIAGNOSIS AND CURRENT FUNCTIONAL LIMITATIONS

1. Provide the date the applicant was first diagnosed with a learning disability. _____

2. Did you make the initial diagnosis? ☐ Yes ☐ No

If no, provide the name of the professional who made the initial diagnosis and when it was made, if known. Attach copies of any prior evaluation reports, test results, or other records related to the initial diagnosis that you reviewed.

3. When did you first meet with the applicant? _____

4. Provide the date of your last complete evaluation of the applicant. _____

5. Provide a concise description of your diagnosis, including the specific DSM-V (or most current version) diagnosis.

6. Describe the applicant's current level of functioning and the impact of any functional limitations on the applicant's major life activities and specifically address the impact of any functional limitations on the applicant's ability to take the bar examination under standard conditions.

7. If you have sufficient information, describe the applicant's symptoms of the learning disability that were **present in childhood or early adolescence** (even if not formally diagnosed) that caused significant impairment across multiple settings. Provide copies of any objective evidence of those symptoms, such as report cards, teacher comments, tutoring evaluations, etc.

8. Was the applicant's motivation level, interview behavior, and/or test-taking behavior adequate to yield reliable diagnostic information/ test results? ☐ Yes ☐ No

Describe how this determination was made, including whether any symptom validity tests were administered. If such tests were not administered, please state why they were not.

ATTACH A COMPREHENSIVE EVALUATION REPORT. An applicant's specific learning disability must have been identified by an appropriate psychoeducational assessment process that is well documented in the form of a comprehensive diagnostic report. The provision of reason accommodations is based on assessment of the *current* impact of the disability on the specific testing activity. Although a learning disability normally is lifelong, severity and manifestations can change. The Arkansas Board of Lw Examiners generally requires documentation from an evaluation conducted within the last five years to establish the current impact of the disability. **Attach to this form a copy of the comprehensive evaluation report and all records and test results on which you relied in making the diagnosis and recommending accommodations for the Arkansas Bar Examination.** This evaluation report should include the following:

- A. an account of a thorough diagnostic interview that summarizes relevant components of the individual's developmental, medical, family, social, and educational history;
- B. clear, objective evidence of a substantial limitation to learning or performance provided through assessment in the areas of cognitive aptitude, achievement, and information processing abilities (results must be obtained on standardized test(s) appropriate to the general adult population and be reported in age-based standard scores and percentiles);
- C. interpretation of the diagnostic profile that integrates assessment data, background history, and observations made during the evaluation process, as well as the inclusion or ruling out of possible coexisting conditions (such as previously diagnosed psychological issues or English as a second language) affecting the applicant's performance;
- D. a specific diagnostic statement, which should not include nonspecific terms such as "learning differences," "learning styles," or "academic problems"; and
- E. a rationale for each recommended accommodation based on diagnostic information presented (background history, test scores, documented observations, etc.).

III. FORMAL TESTING

It is important that the tests used in the evaluation are reliable, valid, and age-appropriate, and that the most recent edition of each diagnostic measure is used. Scores should be reported as age-based standard scores and percentiles. The following lists of tests are provided as a guide to assessment instruments appropriate for the adult population. The lists are not intended to be all-inclusive and will vary with the needs of the individual being evaluated.

1. Aptitude/Cognitive Ability

- Wechsler Adult Intelligence Scale IV (WAIS IV) (or most current version) (including IQ, index, and scaled scores)
- Woodcock-Johnson III (WJ III): Tests of Cognitive Ability
- Stanford-Binet Intelligence Scale (4th ed.)
- Kaufman Adolescent and Adult Intelligence Test

Please note: The Slossen Intelligence Test and the Kaufman Brief Intelligence Test are primarily screening instruments and should not be considered comprehensive measures of aptitude/cognitive ability.

2. Achievement

- Woodcock-Johnson III (WJ III): Tests of Achievement
- Wechsler Individual Achievement Test (WIAT)
- Scholastic Abilities Test for Adults (SATA)

Please note: The Wide Range Achievement Test: Third Edition (WRAT-3), the Peabody Individual Achievement Test (PIAT, PIAT-R), and the Nelson Denny Reading Test are not comprehensive measures of academic achievement and should not be used as sole measures in this area.

3. Information Processing

- Wechsler Memory Scale III
- Swanson Cognitive Process Test (S-CPT)
- Test of Adolescent/Adult Wordfinding (TAWF)
- Information from subtest, index, and/or cluster scores on the WAISIII (Working Memory, Perceptual Organization, Processing Speed) and/or the Woodcock-Johnson III (WJ III): Tests of Cognitive Ability (Visual Processing, Short Term Memory, Long Term Memory, Processing Speed) and/or The Detroit Tests of Learning Aptitude-Adult (DTLA-A), as well as other neuropsychological instruments that measure rapid automatized naming and/or phonological processing.

IV. ACCOMMODATIONS RECOMMENDED FOR THE ARKANSAS BAR EXAMINATION (CHECK ALL THAT APPLY)

The Arkansas Bar Examination is a timed written examination administered in three-hour sessions from 9:00 a.m. to 12:00 p.m. and from 1:30 p.m. to 4:30 p.m. on Tuesday and Wednesday as scheduled twice a year. There is a lunch break from 12:00 p.m. to 1:00 p.m. each day.

The first day consists of two performance tests (MPT) in the morning session and six essay (MEE) questions in the afternoon session. The essay and performance questions are designed to assess, among other things, the applicant's ability to communicate his/her analysis effectively in writing. Applicants may use their personal laptop to type their answers, or they may handwrite their answers.

The second day consists of 200 multiple-choice questions (MBE), with 100 questions administered in the morning session and 100 questions administered in the afternoon session. Applicants record their answers by darkening circles on an answer sheet that is scanned by a computer to grade the examination.

Applicants are assigned seats in a room set for 50- 300 applicants. The examination is administered in a quiet environment, and applicants are provided small foam earplugs. They are not allowed to bring food or drinks into the testing room unless approved as accommodations. They may leave the room only to use the restroom or drinking fountain near the testing room; however, applicants are not provided with additional testing time when leaving.

Taking into consideration this description of the examination and the functional limitations currently experienced by the applicant, what test accommodation (or accommodations, if more than one would be appropriate) do you recommend?

- ☐ Test Question Formats:
- ☐ Braille
 - ☐ Audio CD
 - ☐ Large Print/ 18-point font
 - ☐ Large Print/ 24-point font

- ☐ Assistance:
- ☐ Reader
 - ☐ Typist
 - ☐ Scribe for MBE

Explain your recommendation(s).

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☐ Extra Testing Time. Indicate below how much extra testing time is requested:

Test Portion	Standard Time	Amount of Extra Time Recommended
MPT	3 hours (A.M.)	
MEE	3 hours (P.M.)	
MBE/ Multiple Choice	3 hours (A.M.)	
MBE/ Multiple Choice	3 hours (P.M.)	

Explain why extra testing time is necessary and describe how you arrived at the specific amount of extra time recommended. If either the amount of time or your rationale is different for different portions of the examination, please explain. If relevant, address why extra breaks or longer breaks are insufficient to accommodate the applicant's functional limitations.

☐ **Other arrangements.** If you are recommending other accommodations or arrangements for the applicant, describe the recommended arrangements and explain why each is necessary.

V. PROFESSIONAL'S SIGNATURE

I have attached a copy of the comprehensive evaluation report and all records, test results, or reports upon which I relied in making the diagnosis and completing this form.

I certify that the information on this form is true and correct upon the information in my records.

Signature of Person Completing this Form

Date Signed

Title

Email Address