



National Council for Board Certification  
Interpersonal **W**hole-**B**rain **M**odel of **C**are™

# **Evaluator Certification Handbook**

*For the IWBMCE Credential*

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National Council for Board Certification  
Interpersonal Whole-Brain Model of Care™

## The Interpersonal Whole-Brain Model of Care® Evaluator Certification Handbook

### Introduction and Overview

The Interpersonal Whole-Brain Model of Care was created by Amy O'Dell, the founder of Jacob's Ladder School and Therapy Center, over thirty years ago. Amy's desire and inspiration to develop the Model came after experts and clinicians painted a hopeless picture for her son, Jacob. Since the founding of Jacob's Ladder in 1998, the IW BMC has served over 4,000 individuals experiencing a wide range of neurodevelopmental challenges such as developmental delays, autism spectrum disorders, traumatic brain injury, stroke, genetic syndromes, or emotional-behavioral-relational challenges in tandem with mental health diagnoses. Jacob's Ladder School and Therapy Center is a non-profit, SAIS-Cognia accredited private school serving pre-k through 12th-grade students. All programming utilizes the whole-brain, whole-person educational approach via the IW BMC.

The IW BMC approach is customized and tailored with specific interventions and modalities of implementation. Interventions are methodically measured and evaluated while simultaneously being compared by nationally recognized educational and clinical measurement tools to validate programming outcomes.

The Interpersonal Whole-Brain Model of Care has transformed the lives of thousands of families, connecting science and love to achieve outstanding, replicable results backed by nearly three decades of data.

### About the National Council for Board Certification

Families and professionals supporting individuals with neurodiversity, emotional or relational challenges, or unique needs not addressed by current models of care consistently express a strong interest in employing the IW BMC to facilitate the growth and development of the individuals under their care. The National Council for Board Certification ("NCBC") was founded in 2020 to create, supervise, and manage the Interpersonal Whole-Brain Model of Care certification program. This program offers professionals the credentials and opportunity to implement the IW BMC beyond the Jacob's Ladder setting.

The NCBC is an autonomous certification program with the mission to recognize all individuals who have met the established criteria in the IW BMC as a Provider or Evaluator and to ensure that the criteria are congruent with providing the highest quality of care to individuals who are neurodiverse and/or emotionally challenged.

### What is an IW BMC™ Certified Evaluator (IW BMC-CE), and why pursue certification?

An IW BMC Certified Evaluator (IW BMC-CE) is an individual certified through the National Council for Board Certification to implement the Interpersonal Whole-Brain Model of Care® and conduct comprehensive IW BMC™ Evaluations. This certification not only enables professionals to apply the IW BMC framework across various settings but also equips them to perform comprehensive assessments on individuals with neurobiological challenges, such as autism spectrum disorder, acquired brain injury, genetic syndromes, learning differences, intellectual and developmental delays, and emotional, behavioral, and relational difficulties.

The IW BMC-CE role extends beyond merely applying the model; it involves the capacity to assess and evaluate the unique needs and conditions of the target population. IW BMC-CEs are trained to perform in-depth evaluations, identifying the neurobiological, emotional, and behavioral factors that may impact an individual's well-being. This enables the practitioner to craft tailored interventions and strategies, ensuring that care plans are fully informed by comprehensive diagnostic assessments.

This role is designed to integrate seamlessly with existing professional practices, complementing the roles of Board Certified Assistant Behavior Analysts, Licensed Professional Counselor Associates, Mental Health Counselor Associates, Certified Health Education Specialists, Rehabilitation Counselor Assistants, Certified Autism Specialists, Case Managers, Child Life Specialists, Therapeutic Recreation Specialists, and Special Education Teachers. While it is a unique certification, the IWBMC-CE equips professionals with specialized skills that not only enhance their ability to implement the IWBMC model but also their capacity to assess and address the complex needs of neurodiverse individuals.

IWBMC-CEs utilize the IWBMC model across multiple settings, including homes, classrooms, hospitals, churches, therapy programs, separate day programs, and residential environments. This certification signifies proficiency not only in the model itself but also in the assessment and diagnostic skills necessary to evaluate and respond to the nuanced challenges faced by neurodiverse individuals.

The certification ensures that individuals are minimally competent to both implement the model and perform thorough assessments of the populations they serve. This competency aligns with recognized standards across fields that support neurodiverse populations. While training can be provided through multiple sources, the certification remains deeply rooted in the foundational principles of the IWBMC, ensuring that evaluators can bridge the gap between diagnostic assessment and intervention.

- Perform assessments and evaluate metrics targeted to tactility, auditory/vestibular, and visual channels.
- Perform assessments and evaluate metrics targeted to manual, language, and mobility channels.
- Perform assessments and evaluate metrics for early reflex integration.
- Perform assessments and evaluate metrics for auditory/visual and visual working memory processing levels.
- Perform and evaluate dominance assessment metrics and evaluate dominance patterns.
- Perform and interpret emotional-behavioral-relational assessment metrics.
- Provide analysis and interpretation of academic assessment results.
- Integrate client history when completing all assessment metrics and use this data to determine parent interview questions.
- Combine assessment information to develop an individualized Client Program and train IWBMC Provider(s) to implement the Client Program with fidelity.
- Develop a comprehensive report that includes key goals for each client.
- Confirm the client's Assessment Profile based on their current levels of functioning.
- Complete and interpret Re-evaluation Assessment results.
- Develop a re-evaluation report that includes updated key goals and modifications to the client program.
- Train IWBMC Provider(s) on the updated Client Program and monitor to ensure fidelity.

Individuals certified as IWBMC Evaluators demonstrate entry-level knowledge in all the competencies required of certified IWBMC Providers, as well as the additional competencies specific to the Evaluator role. Subsequently, IWBMC Evaluators are also considered certified IWBMC Providers by default. The following are typical functions carried out by both Certified Providers and Evaluators:

- Provide interventions and assist in the neurological development of clients with central nervous system dysfunctions, including strategies aligned with the IWBMC to assist with the development and improvement of input and output channels, early reflex integration, and sequential processing, as well as working memory, which is supported by various brain regions within the Central Nervous System.
- Assess the child's or adult's presentation and level of socio-emotional readiness.
- Facilitate the development of the mind-body connection and neurological impacts of screen time in adults or children with emotional deficits.
- Implement specific proactive and reactive strategies aligned with the IWBMC to facilitate participation and follow-through from children or adults with emotional deficits.
- Identify common signs of trauma responses and implement approaches aligned with Trauma-Informed Care with children or adults who demonstrate signs of trauma, including Attachment Disorders.

- Develop and implement individualized academic planning that includes modifying educational activities to meet client needs, maintaining an appropriate academic challenge point, and incorporating relational learning and therapeutic supports to optimize motivation and engagement.
- Incorporate group instruction that incorporates fluid learning and group instruction adaptation based on client needs.
- Incorporate physiological impacts when considering performance expectations and apply knowledge of the connection between physiological and neurological function when planning for therapeutic outcomes.
- Implement client-specific data tracking aligned with the IWBMC to measure client progress.
- Supervise Hands-on requirements for initial eligibility and recertification: IWBMC-CE certificants must meet specific criteria to be approved as a Supervisor. The following link provides access to a short Supervisor Request form for interested certificants: [IWBMC Supervisor Request Form](#)
- Train on principles of the IWBMC: IWBMC-CE certificants must meet the specific criteria to be approved as a Trainer. The following link provides access to a short Trainer Request form for interested certificants: [IWBMC Trainer Request Form](#)

## Jurisdiction

The NCBC accepts certification applications from candidates regardless of their country of residence.

## Accreditation

The NCBC IWBMC Evaluator certification program is accredited through the National Commission for Certifying Agencies (NCCA), the accreditation body of the Institute for Credentialing Excellence (ICE). NCCA's Standards for the Accreditation of Certification Programs were the first standards developed for professional certification programs to help ensure public health, welfare, and safety. NCCA standards articulate the essential elements of a high-quality certification program. Consistent with these standards, the IWBMC certification requirements, examination content, and procedures undergo regular review by experts in this subject matter discipline.

## Getting Started

Although the NCBC cannot instruct a candidate on how to meet the requirements, the content in this handbook provides guidance that might be helpful to get started. First, carefully review the eligibility and certification maintenance requirements detailed in this handbook. If eligibility requirements are met, determine a date for application submission that factors in the time needed to gather evidence required to meet eligibility criteria.

## Eligibility Requirements

Candidates who wish to participate in the Interpersonal Whole-Brain Model of Care Evaluator Exam can submit an inquiry through the NCBC website: <https://www.iwbmc.org>. Once the inquiry form is received, the applicant will be contacted and provided with the application link.

Candidates must follow the application instructions and meet the eligibility requirements listed below:

### 1. Education Requirement

| Evaluator Certification (CE)                                                                  | Documentation                                                                   |
|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Bachelor's Degree in a Related Field<br>(A list of standard Related Fields is included below) | - An official copy of the candidate's higher education degree or transcript(s). |

## 2. Related Training Requirement

| Evaluator Certification (CE)                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                       | Documentation                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Route A: Ascend Training Institute<br><u>IWBMC Courses:</u><br>- Evaluations          | Route B: Approved <u>Training Facility</u><br><u>IWBMC Offerings:</u><br>Current Facilities:<br>- Jeremiah's Promise<br>- Downside Up<br>- Truett McConnell University<br>- HINRI                                                                                                                                                                                                                                     | - An official certificate of completion from an approved training course OR<br>- Verifiable documentation from the approved training(s), stating that the required training elements were covered. |
| Route C: <u>IWBMC Certified Professional Training</u> (online or in-person offerings) | Route D: <u>Independent related and approved training</u> . Candidates must meet the minimum training hours requirement for each Evaluator-level certification principle. The minimum total number of hours for Evaluators is 28.5. A reference list, including online and in-person offerings, is available on the NCBC website or can be accessed by clicking this link:<br><a href="#">Related Training Routes</a> |                                                                                                                                                                                                    |

## 3. Hands-on Experience Requirement

| Evaluator Certification (CE)                                                                                                                                  | Documentation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| - 40 hours of hands-on implementation of the IWBMC (Provider role)<br>- Three Supervised Initial IWBMC Evaluations<br>- Three Supervised IWBMC Re-Evaluations | - Provide completed CE Supervised Observation Forms with evidence of required hours.<br>- Candidates for the CE credential who hold the IWBMC-CP credential do not need to repeat the 40 hours of hands-on implementation required. Evidence of the IWBMC-CP credential will be accepted as fulfillment of this requirement.<br>* <b>The CE Supervised Observation Form (Required) and a list of approved supervisors is available on the NCBC website and can be accessed directly or through this link: <a href="https://iwbmc.org/hands-on-supervision">https://iwbmc.org/hands-on-supervision</a></b> |

## 4. Code of Ethics Requirement

| Evaluator Certification (CE)                         | Documentation                                                                                                                                                                                                        |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Agreement to the Code of Ethics provided by the NCBC | Review, sign, and complete the provided Code of Ethics form, which is sent as part of the application packet and can be accessed through the webform:<br><a href="https://wkf.ms/3O4cyVB">https://wkf.ms/3O4cyVB</a> |

Each eligibility requirement has been established to ensure that entry-level individuals certified as IWBMC Evaluators have an acceptable level of knowledge and skill needed to demonstrate competency.

| Approved Related Fields to Meet IWBMC-CE Educational Requirements                                                  |                                                                                                                  |                                                                                                               |                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Education<br>Special Education<br>Psychology<br>Human Kinetics<br>Physical Education<br>Nutrition and Food Science | Religious Education<br>(Theology)<br>Human Biology<br>Nursing<br>Public Health<br>Social Science<br>Neuroscience | Vocational Education<br>Speech-Language<br>Pathology<br>Social Work<br>Child Development<br>Cognitive Science | Exercise Physiology<br>Athletic Training<br>Health Management<br>Early Childhood Education<br>Sports Psychology |

Candidates who hold a Bachelor's Degree in a different area and believe that their course of study aligns with the list provided above may request the NCBC Board to consider and approve their major. Requests can be made by completing the Consideration Request for Related Educational Field Form, which can be accessed through the NCBC website or by clicking this link: [Consideration Request for Related Educational Field](#).

The following table provides details for each eligibility route noted above. A detailed list of Independent Related and Approved Training and coursework for Route D, is provided via the NCBC Website via the IWBMC-CP tab and can also be accessed directly through the following link: [Related Training Routes](#)

| Route A                                                                                                                                                                                                                                                                                                                                                                                   | Route B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Route C                                                                                                                                                                                                                                                                                                                                                                      | Route D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>OVERVIEW</b><br/>           The Ascend Training Institute offers online IWBMC training courses at four primary levels:</p> <ul style="list-style-type: none"> <li>- IWBMC Foundations</li> <li>- IWBMC Educator</li> <li>- IWBMC Provider</li> <li>- IWBMC Evaluations</li> </ul> <p><u>Please note:</u> The IWBMC Provider course is a prerequisite to the Evaluations course.</p> | <p><b>OVERVIEW</b><br/>           The following training facilities have partnered with the Ascend Training Institute to host IWBMC trainings through their facilities.</p> <p>Training participants pay the facility directly and participate in online and/or in-person IWBMC courses:</p> <ul style="list-style-type: none"> <li>- Jeremiah's Promise (Waycross, GA)</li> <li>- Downside Up (Chattanooga, TN)</li> <li>- Truett McConnell University (Cleveland, GA)</li> <li>- Healthcare Institute for NeuroRecovery and Innovation (HINRI Labs) (Atlanta, GA)</li> </ul> | <p><b>OVERVIEW</b><br/>           Individuals certified as IWBMC-CP or IWBMC-CE are permitted to host trainings on the principles of the IWBMC. To be eligible to provide training, individuals must have maintained current IWBMC-CP/CE certification for at least 18 months.</p> <p>Certificants who host training will be paid directly by the training participants.</p> | <p><b>OVERVIEW</b><br/>           Independent and related training can be used to fulfill the related training requirement. Participants are provided a comprehensive list of trainings aligned with key principles of the IWBMC on the NCBC website or by clicking this link: <a href="#">Related Training Routes</a></p> <p>Candidates must meet the minimum requirement of training hours for each principle, aligning with the desired level of certification. The provided list is a reference guide, and participants can email the NCBC directly to confirm approval for unlisted training courses. The NCBC will consult with a panel of SMEs to verify whether the training course is approved.</p> |
| <p><b>CONTENT ALIGNMENT</b><br/>           The IWBMC Evaluations course meets the minimum requirement for CE eligibility based on its incorporation of the following elements:</p>                                                                                                                                                                                                        | <p><b>CONTENT ALIGNMENT</b><br/>           Approved training facilities have agreed to host training that incorporates the NCBC-established requirements.</p>                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>CONTENT ALIGNMENT</b><br/>           Certificants who desire to train on principles of the IWBMC are eligible to do so after having maintained Evaluator certification for 18+ months.</p>                                                                                                                                                                             | <p><b>CONTENT ALIGNMENT</b><br/>           Candidates seeking IWBMC certification can obtain training through independent, approved trainings, via numerous publicly available training offerings.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

|                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- Client Evaluation and Re-Evaluation (10 hours)</li> </ul> <p>Completing the IWBMC Provider course is prerequisite to gaining access to the Evaluations course. Thus, participants receive training on all of the overlapping Provider information in addition to the Evaluator components in the separate course.</p> | <p>CE-approved training content incorporates the following elements:</p> <ul style="list-style-type: none"> <li>- Client Groups (3.5 hours)</li> <li>- Principles of Brain-Based Methodology (2.5 hours)</li> <li>- Areas of Practice (5 hours)</li> <li>- Emotional-Behavioral-Relational Approach (3.5 hours)</li> <li>- Learning Styles (2 hours)</li> <li>- Physiology (1 hour)</li> <li>- Data Collection (1 hour)</li> <li>- Client Evaluation and Re-Evaluation (10 hours)</li> </ul> | <p>They must have an active certification to train others on these principles.</p> <p>Certificants apply to the NCBC to be added to the approved trainers list and the NCBC provides them with the content requirements and durations to host approved trainings for CE eligibility. There are no fees associated with becoming a trainer.</p> <p>CE-approved trainings must incorporate the following elements:</p> <ul style="list-style-type: none"> <li>- Client Groups (3.5 hours)</li> <li>- Principles of Brain-Based Methodology (2.5 hours)</li> <li>- Areas of Practice (5 hours)</li> <li>- Emotional-Behavioral-Relational Approach (3.5 hours)</li> <li>- Learning Styles (2 hours)</li> <li>- Physiology (1 hour)</li> <li>- Data Collection (1 hour)</li> <li>- Client Evaluation and Re-Evaluation (10 hours)</li> </ul> | <p>These approved trainings have been approved by a panel of SMEs and the hours for each principle are consistent with each of the training routes.</p> <p>Candidates may submit additional unlisted training courses to the NCBC, who will consult with a panel of SMEs for approval. A course may be used to cover multiple principles, as long as the hours completed align with the requirements.</p> <p><b>Evaluator (CE) Hours Requirements:</b></p> <ul style="list-style-type: none"> <li>- Client Groups (3.5 hours)</li> <li>- Principles of Brain-Based Methodology (2.5 hours)</li> <li>- Areas of Practice (5 hours)</li> <li>- Emotional-Behavioral-Relational Approach (3.5 hours)</li> <li>- Learning Styles (2 hours)</li> <li>- Physiology (1 hour)</li> <li>- Data Collection (1 hour)</li> <li>- Client Evaluation and Re-Evaluation (10 hours)</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

*\*The NCBC requires the candidate to complete training to be eligible for certification. The NCBC does not require training to be completed from a specific training provider, nor does the NCBC develop training on its own. The candidate is responsible for finding the training provider, and the NCBC does not endorse specific providers. The lists provided are for reference only.*

## Submitting Your Application

Candidates may complete and submit the application online or download the application document and submit it (along with eligibility verification documents) in person or by postal mail directly to the National Council for Board Certification to the attention of the **NCBC Executive Director** at 407 Hardscrabble Rd. Roswell, GA 30075. Candidates who apply online should upload electronic copies of all required eligibility documents via the online application and click the “Submit” button to apply. Candidates will be notified that the application was received within three days of submission.

Once the application has been processed, candidates will receive an e-mail confirming that they have met eligibility requirements and can move forward with scheduling a time to take the examination.

If a submitted application is incomplete, the candidate will be contacted and asked to provide the information needed to process the application.

## Deadline Dates

The deadline for applying for the exam is four weeks before the scheduled examination date.

## Fees

Each Evaluator Exam Eligibility application fee is \$100.00 (plus applicable processing fees).

Each Evaluator Exam attempt fee is \$500.00 (plus applicable processing fees).

The National Council for Board Certification offers limited financial assistance each calendar year to candidates who qualify. For more information on the financial assistance program, refer to the NCBC website: <http://www.iwbmc.org>.

### Payment Methods

Confirmed participants will receive an invoice. Payment for IWBMC Examinations occur online using ACH (additional processing fee will apply), via credit card using VISA or Mastercard (additional processing fee will apply), or via check.

### **Application Appeals**

Any adverse eligibility or recertification decision, including, but not limited to, a denial of a certification application, recertification application, or other application, may be submitted to the NCBC for review. IWBMC Evaluator requirements, deadlines, procedures, and fees may not be appealed. Do not submit an appeal to request information about a denied application; the candidate will receive detailed information (i.e., reasons for the denial and steps that need to be taken to correct any deficiencies) at the time of the denial.

### How to Appeal

The candidate or certificant must complete the NCBC Eligibility Appeal Form, which can be completed online or downloaded via the NCBC website: <https://iwbmc.org/iwbmc-ce> within seven (7) days of being informed that the application was denied. Once submitted, the Eligibility Appeal Form will be reviewed by the Executive Director, who will collaborate with the NCBC Board if needed. The candidate or certificant may be contacted for additional information regarding the appeal. The NCBC will make a decision to grant or deny the appeal within thirty (30) days of submission. Candidates will be notified about the outcome of their appeal within fourteen (14) days of the NCBC's final decision.

Electronic or paper appeal forms must be sent to the attention of the Executive Director of the NCBC. The Executive Director's e-mail can be located in the "About Us" section of the NCBC website. The physical address of the NCBC is 407 Hardscrabble Rd. Roswell, GA 30075.

### **Examination Site and Duration**

The IWBMC Evaluator Examinations are offered in an online, virtually proctored setting. Candidates will have a total of four (4) hours to complete the examination. The examination is broken into two parts and candidates have a five-minute break halfway through the examination (after 2 hours or after question 100). Upon return from the break, candidates cannot access the questions from the first part of the examination.

### **Language of Examination**

The exam is available in English.

### **Disclosure of Personal Information**

The NCBC will not disclose a candidate's personal information to anyone other than Measure Learning, which will use it to ensure that a secure exam is provided to the candidate. Likewise, the NCBC will not give candidate results to any individual or organization other than the exam proctoring agency.

### **Schedule Your Examination Appointment**

Approximately two weeks before the examination, Measure Learning, a third-party examination provider, will e-mail Exam Candidates with instructions on reserving a seat for the exam. Candidates have two weeks to complete the examination reservation. Once reservation of the examination seat occurs, a confirmation e-mail listing the date, time, and location of the examination will be sent via e-mail. The e-mail will also contain instructions on preparing for a virtual proctoring session. Candidates are encouraged to check their "junk" e-mail folders to ensure they receive all e-mail notifications. The reservation is not completed if a confirmation e-mail is not received. Failure to reserve a seat during this time will result in forfeiting the examination and a portion or all of the examination fee.

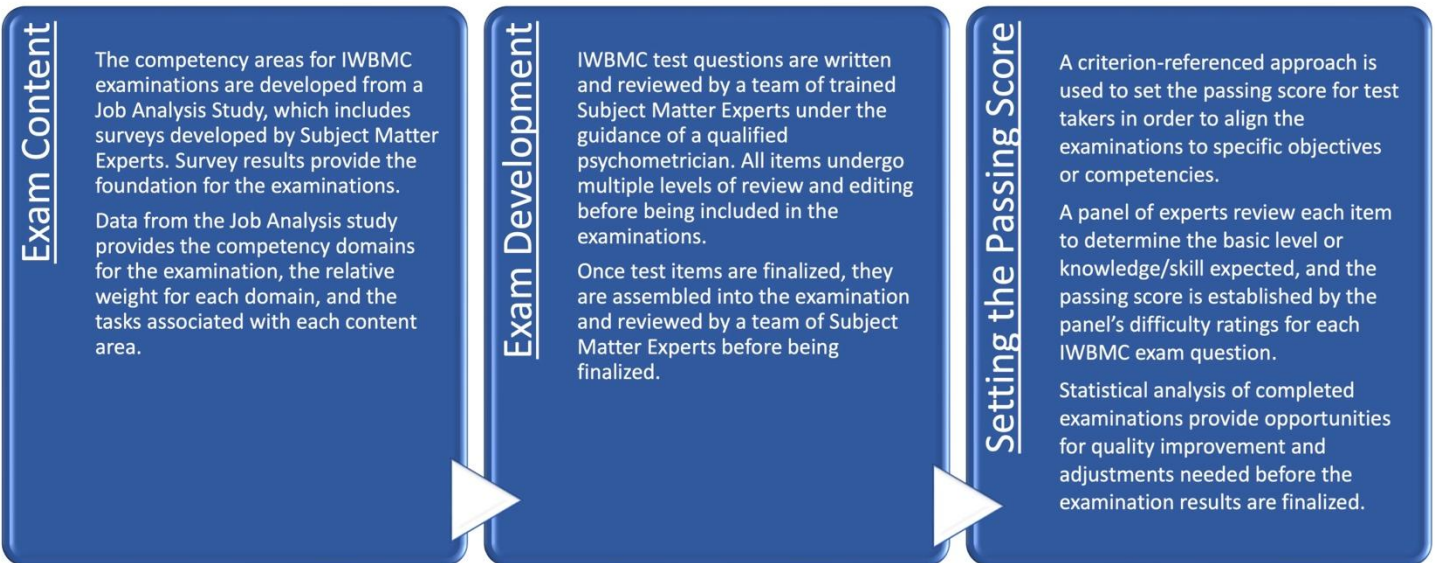
## Examination Cancellation by Candidate

Refunds will be provided to candidates who cancel their examination application within 24 hours of submitting their application or if they do not satisfy the eligibility requirements. All cancellation requests must be submitted in writing within 24 hours of submitting the application by e-mailing [FrontOffice@JacobsLadderSchool.net](mailto:FrontOffice@JacobsLadderSchool.net). Jacob's Ladder does not defer examination fees to future examinations. Once the reservation of an exam seat occurs, there will be no refunds.

## Name or Contact Information Change

The candidate is responsible for providing the NCBC with updated contact information by e-mailing [FrontOffice@JacobsLadderSchool.net](mailto:FrontOffice@JacobsLadderSchool.net).

## Exam Development



The development of all IWBMC examinations is based on a Job Task Analysis (JTA). The JTA process involves developing a task list, a content-validation survey of the profession, and an examination blueprint. The current IWBMC Evaluator Exam originates from the first edition of the IWBMC Evaluator Competencies. Candidates may view a summary of the Job Task Analysis Study via the IWBMC Examinations page of the National Council for Board Certification website: <https://iw BMC.org/iwbmc-examinations>. A summary of the examination development process is provided above.

Ongoing development and maintenance of the IWBMC examinations is implemented by regular review of examination content to ensure test items remain accurate and relevant. In addition, job analysis studies are conducted periodically to ensure that the competency areas remain up to date.

The Evaluator Exams assess the occupational competencies of professionals required for safe, competent, and ethical practice. Successful completion of the IWBMC Examination is required for registration as an IWBMC Evaluator, along with other requirements outlined by the NCBC.

To pass the Evaluator Exam, a candidate must demonstrate the minimum level of competence expected of a professional in the designated role. Candidates who do not pass the Evaluator Examination have not yet acquired the required occupational competencies.

## EVALUATOR COMPETENCY PROFILE

| A. CLIENT GROUPS                                                     |                                                                                                       |
|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>A.1 Autism Spectrum Disorder</b>                                  |                                                                                                       |
| A.1.1                                                                | Identify common characteristics of Autism Spectrum Disorder                                           |
| A.1.2                                                                | Apply knowledge of areas of the brain affected by Autism Spectrum Disorder                            |
| A.1.3                                                                | Identify Levels of Functioning for individuals with Autism Spectrum Disorder                          |
| <b>A.2 Emotional-Behavioral-Relational Disorders</b>                 |                                                                                                       |
| A.2.1                                                                | Identify common characteristics and diagnoses of Emotional-Behavioral-Relational Disorders            |
| A.2.2                                                                | Apply knowledge to areas of the brain affected by Emotional-Behavioral-Relational Disorders           |
| A.2.3                                                                | Identify common comorbid diagnoses related to Emotional-Behavioral-Relational Disorders               |
| <b>A.3 Cerebral Palsy</b>                                            |                                                                                                       |
| A.3.1                                                                | Identify common characteristics of Cerebral Palsy                                                     |
| A.3.2                                                                | Apply knowledge of areas of the brain affected by Cerebral Palsy                                      |
| A.3.3                                                                | Identify Levels of Functioning for individuals with Cerebral Palsy                                    |
| <b>A.4 Brain Injury/Stroke</b>                                       |                                                                                                       |
| A.4.1                                                                | Identify common characteristics of individuals who have had a Brain Injury/Stroke                     |
| A.4.2                                                                | Apply knowledge of areas of the brain affected by Brain Injury/Stroke                                 |
| A.4.3                                                                | Identify Levels of Functioning for individuals who have had a Brain Injury/Stroke                     |
| <b>A.5 Genetic Syndromes</b>                                         |                                                                                                       |
| A.5.1                                                                | Identify common characteristics and diagnoses within Genetic Syndromes                                |
| A.5.2                                                                | Apply knowledge of neurobiological areas typically affected by Genetic Syndromes                      |
| A.5.3                                                                | Identify common characteristics related to Genetic Syndromes                                          |
| <b>A.6 Intellectual and Developmental Delays</b>                     |                                                                                                       |
| A.6.1                                                                | Identify common characteristics of Intellectual and Developmental Delays                              |
| A.6.2                                                                | Apply knowledge of areas of the brain affected by Intellectual and Developmental Delays               |
| A.6.3                                                                | Identify Levels of Functioning for individuals with Intellectual and Developmental Delays             |
| <b>A.7 Learning Differences</b>                                      |                                                                                                       |
| A.7.1                                                                | Identify common characteristics and diagnoses of Learning Differences                                 |
| A.7.2                                                                | Apply knowledge of areas of the brain affected by Learning Differences                                |
| A.7.3                                                                | Apply knowledge of commonly used supports for individuals with Learning Differences                   |
| B. PRINCIPLES OF BRAIN-BASED METHODOLOGY                             |                                                                                                       |
| <b>B.1 Neuroplasticity</b>                                           |                                                                                                       |
| B.1.1                                                                | Apply knowledge of the relationship between neuroplasticity and neurological development              |
| B.1.2                                                                | Apply knowledge of frequency, intensity and duration within therapeutic interventions                 |
| B.1.3                                                                | Identify the basic anatomy of the brain                                                               |
| B.1.4                                                                | Identify the basic functions of brain regions                                                         |
| B.1.5                                                                | Establish a Feedback Loop goals that fits the client's needs                                          |
| B.1.6                                                                | Apply strategies related to Feedback Loop closure related to therapeutic interventions                |
| <b>B.2 Interhemispheric Communication</b>                            |                                                                                                       |
| B.2.1                                                                | Apply knowledge of the relationship between cross-lateral movement and interhemispheric communication |
| B.2.2                                                                | Implement activities that reinforce cross-lateral movement                                            |
| B.2.3                                                                | Apply knowledge of benefits of cross-lateral activities to assist specific populations                |
| <b>B.3 Components of the Interpersonal Whole-Brain Model of Care</b> |                                                                                                       |
| B.3.1                                                                | Address the components of the Interpersonal Whole-Brain Model of Care                                 |
| B.3.2                                                                | Address the interconnection of components of the Interpersonal Whole-Brain Model of Care              |

| <b>C. AREAS OF PRACTICE</b>                         |                                                                                                          |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <b>C.1 Neurodevelopmental</b>                       |                                                                                                          |
| C.1.1                                               | Apply knowledge of input channels in relation to Central Nervous System dysfunction                      |
| C.1.2                                               | Apply knowledge of output channels in relation to Central Nervous System dysfunction                     |
| C.1.3                                               | Apply knowledge of neurological development through implementation of therapeutic activities             |
| <b>C.2 Input Channels</b>                           |                                                                                                          |
| C.2.1                                               | Identify varying responses to tactile stimulation                                                        |
| C.2.2                                               | Implement therapeutic activities to address tactile response                                             |
| C.2.3                                               | Apply knowledge of the impact of proprioceptive awareness related to interactions within the environment |
| C.2.4                                               | Identify client tonicity based on client presentation                                                    |
| C.2.5                                               | Identify varying responses to auditory stimulation                                                       |
| C.2.6                                               | Implement therapeutic activities to address auditory stimulation                                         |
| C.2.7                                               | Identify varying responses to vestibular stimulation                                                     |
| C.2.8                                               | Implement therapeutic activities to address vestibular stimulation                                       |
| C.2.9                                               | Identify the importance of central macular and peripheral vision                                         |
| C.2.10                                              | Implement therapeutic activities to address visual processing                                            |
| C.2.11                                              | Redirect engagement in tactile, auditory, vestibular, and visual maladaptive tendencies                  |
| <b>C.3 Output Channels</b>                          |                                                                                                          |
| C.3.1                                               | Apply knowledge of the impact of neurological development on manual abilities                            |
| C.3.2                                               | Implement therapeutic activities to address manual abilities                                             |
| C.3.3                                               | Identify components necessary for effective language development                                         |
| C.3.4                                               | Implement therapeutic activities to address receptive and expressive language                            |
| C.3.5                                               | Apply knowledge of the impact of neurological development on gross motor milestones                      |
| C.3.6                                               | Implement therapeutic activities to address gross motor abilities                                        |
| C.3.7                                               | Apply knowledge of basic anatomy to assist in implementation of therapeutic activities                   |
| C.3.8                                               | Use safe body mechanics when repositioning and transferring clients                                      |
| C.3.9                                               | Assess client communication to ensure effective communication                                            |
| C.3.10                                              | Implement adapted client-specific communication modalities when needed                                   |
| <b>C.4 Sequential Processing and Working Memory</b> |                                                                                                          |
| C.4.1                                               | Identify varying presentations as related to auditory and visual sequential processing levels            |
| C.4.2                                               | Implement therapeutic activities to address auditory and visual sequential processing levels             |
| C.4.3                                               | Implement therapeutic activities to address auditory and visual working memory levels                    |
| <b>C.5 Early Reflex Integration</b>                 |                                                                                                          |
| C.5.1                                               | Apply knowledge of early reflex integration and its role in development                                  |
| C.5.2                                               | Implement therapeutic activities to integrate early reflexes                                             |

| <b>D. Emotional-Behavioral-Relational Approach</b> |                                                                                                           |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>D.1 Socio-Emotional Readiness</b>               |                                                                                                           |
| D.1.1                                              | Assess client presentation and level of socio-emotional readiness                                         |
| D.1.2                                              | Facilitate the development of the Mind-Body Connection                                                    |
| D.1.3                                              | Apply knowledge of Socio-Emotional Readiness and therapeutic strategies                                   |
| D.1.4                                              | Train parents/guardians on Socio-Emotional-Relational strategies for use within the client's home setting |
| D.1.5                                              | Identify the impacts of screen time as it relates to neurological development                             |
| <b>D.2 Proactive Therapeutic Strategies</b>        |                                                                                                           |
| D.2.1                                              | Use tangible supports related to client partnership                                                       |
| D.2.2                                              | Apply knowledge of verbal directives to aid in client participation and follow-through                    |
| <b>D.3 Reactive Therapeutic Strategies</b>         |                                                                                                           |

|                                 |                                                                                |
|---------------------------------|--------------------------------------------------------------------------------|
| D.3.1                           | Apply knowledge of limit setting and level of client functioning               |
| D.3.2                           | Apply knowledge of natural and logical consequences based on client behavior   |
| D.3.3                           | Adapt approach to various levels of behavior                                   |
| <b>D.4 Function of Behavior</b> |                                                                                |
| D.4.1                           | Identify the root function of behavior                                         |
| D.4.2                           | Address the original client goal without layering expectations                 |
| <b>D.5 Trauma Informed Care</b> |                                                                                |
| D.5.1                           | Apply client history to a Trauma Informed Care approach                        |
| D.5.2                           | Identify common signs of trauma responses                                      |
| D.5.3                           | Apply knowledge of attachment types and related root causes                    |
| D.5.4                           | Apply knowledge of brain development and areas of the brain affected by trauma |

| <b>E. LEARNING STYLES</b>                   |                                                                            |
|---------------------------------------------|----------------------------------------------------------------------------|
| <b>E.1 Individualized Academic Planning</b> |                                                                            |
| E.1.1                                       | Apply knowledge of hemispheric dominance and its impact on learning styles |
| E.1.2                                       | Apply principles of relational learning                                    |
| E.1.3                                       | Implement therapeutic activities to address academic abilities             |
| E.1.4                                       | Maintain appropriate academic challenge point                              |
| E.1.5                                       | Modify activities to address academic needs                                |
| E.1.6                                       | Use therapeutic supports to facilitate academic achievement                |
| <b>E.2 Group Instruction</b>                |                                                                            |
| E.2.1                                       | Incorporate fluid learning model in group instruction                      |
| E.2.2                                       | Adapt group instruction based on client needs                              |

| <b>F. PHYSIOLOGY</b>                                                 |                                                                                                                |
|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>F.1 Physiological Impacts</b>                                     |                                                                                                                |
| F.1.1                                                                | Apply knowledge of the connection between physiological and neurological functioning                           |
| F.1.2                                                                | Modulate expectations based on physiological factors                                                           |
| <b>F.2 Physiological Interpretation: Medications and Supplements</b> |                                                                                                                |
| F.2.1                                                                | Apply knowledge of common side effects and/or contraindications of frequently used medications and supplements |
| F.2.2                                                                | Apply knowledge of the impact medication changes                                                               |
| <b>F.3 Physiological Interpretation: Sleep</b>                       |                                                                                                                |
| F.3.1                                                                | Apply knowledge of sleep as it applies to client functioning                                                   |
| F.3.2                                                                | Implement strategies to help support client sleep                                                              |
| <b>F.4 Physiological Interpretation: Nutrition</b>                   |                                                                                                                |
| F.4.1                                                                | Apply knowledge of nutrition as it applies to client functioning                                               |
| F.4.2                                                                | Implement strategies to help support good client nutrition                                                     |
| F.4.3                                                                | Apply knowledge of the impact of systemic inflammation                                                         |

| <b>G. DATA COLLECTION</b>                |                                                                                      |
|------------------------------------------|--------------------------------------------------------------------------------------|
| <b>G.1 Client-Specific Data Tracking</b> |                                                                                      |
| G.1.1                                    | Select correct data tracking method for therapeutic interventions                    |
| G.1.2                                    | Apply knowledge of data tracking methods and scales                                  |
| G.1.3                                    | Identify activities that are not at challenge point through the use of data tracking |

| H. CLIENT EVALUATION                         |                                                                                                       |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------|
| H.1 Neurodevelopmental Assessment            |                                                                                                       |
| H.1.1                                        | Perform Tactility Assessment Metrics                                                                  |
| H.1.2                                        | Evaluate metrics within Tactility Channel                                                             |
| H.1.3                                        | Perform Auditory/Vestibular Assessment Metrics                                                        |
| H.1.4                                        | Evaluate metrics within Auditory/Vestibular Channel                                                   |
| H.1.5                                        | Perform Visual Assessment Metrics                                                                     |
| H.1.6                                        | Evaluate metrics within Visual Channel                                                                |
| H.1.7                                        | Perform Manual Assessment Metrics                                                                     |
| H.1.8                                        | Evaluate metrics within Manual Channel                                                                |
| H.1.9                                        | Perform Language Assessment Metrics                                                                   |
| H.1.10                                       | Evaluate metrics within Language Channel                                                              |
| H.1.11                                       | Perform Mobility Assessment Metrics                                                                   |
| H.1.12                                       | Evaluate metrics within Mobility Channel                                                              |
| H.1.13                                       | Perform Early Reflex Integration Assessment Metrics                                                   |
| H.1.14                                       | Evaluate metrics within Early Reflex Integration                                                      |
| H.1.15                                       | Perform Auditory/Visual Sequential Processing Assessment Metrics                                      |
| H.1.16                                       | Evaluate Auditory/Visual Sequential Processing levels                                                 |
| H.1.17                                       | Perform Auditory/Visual Working Memory Assessment Metrics                                             |
| H.1.18                                       | Evaluate Auditory/Visual Working Memory Processing levels                                             |
| H.1.19                                       | Perform Dominance Assessment Metrics                                                                  |
| H.1.20                                       | Evaluate Dominance patterns                                                                           |
| H.1.21                                       | Perform Emotional-Behavioral-Relational Assessment Metrics                                            |
| H.1.22                                       | Interpret Emotional-Behavioral-Relational Assessment results                                          |
| H.1.23                                       | Interpret Academic Assessment results                                                                 |
| H.1.24                                       | Consider client history when completing assessment metrics to ensure client safety and optimal output |
| H.2 Parent/Guardian Interview                |                                                                                                       |
| H.2.1                                        | Determine interview questions based on client history                                                 |
| H.2.2                                        | Interview Parent/Guardian to collect pertinent information                                            |
| H.2.3                                        | Address comments and/or challenges requiring further discussion                                       |
| H.3 Client Program Design                    |                                                                                                       |
| H.3.1                                        | Gather pertinent assessment information prior to designing a client program                           |
| H.3.2                                        | Develop an individualized Client Program                                                              |
| H.3.3                                        | Train provider to implement Client Program                                                            |
| H.4 Initial Comprehensive Report Development |                                                                                                       |
| H.4.1                                        | Gather pertinent information prior to developing an Initial Comprehensive Report                      |
| H.4.2                                        | Develop a Comprehensive Report and Key Goals                                                          |

| I. CLIENT RE-EVALUATION              |                                                                                           |
|--------------------------------------|-------------------------------------------------------------------------------------------|
| I.1 Client Testing                   |                                                                                           |
| I.1.1                                | Confirm Assessment Profile based on client's current level of functioning                 |
| I.1.2                                | Complete Re-Evaluation Assessment Metrics corresponding to the client's key goals         |
| I.1.3                                | Use parent/guardian and provider feedback to guide program re-design                      |
| I.2 Re-Evaluation Report Development |                                                                                           |
| I.2.1                                | Interpret changes in Assessment Metric results prior to developing a Re-Evaluation Report |
| I.2.2                                | Develop a Re-Evaluation Report and updated Key Goals                                      |
| I.3 Client Program Update            |                                                                                           |
| I.3.1                                | Modify Client Program to address updated Key Goals and evaluation findings                |

|       |                                                        |
|-------|--------------------------------------------------------|
| I.3.2 | Train provider to implement updated Client Program     |
| I.3.3 | Monitor Client Program for integrity and effectiveness |

## EVALUATOR EXAMINATION BLUEPRINT

| Competency Categories                       | Number of Competencies per Competency Category | Percentage of Items |
|---------------------------------------------|------------------------------------------------|---------------------|
| A. Client Groups                            | 21                                             | 10-15%              |
| B. Principles of Brain-Based Methodology    | 11                                             | 5-10%               |
| C. Areas of Practice                        | 29                                             | 15-20%              |
| D. Emotional-Behavioral-Relational Approach | 16                                             | 10-15%              |
| E. Learning Styles                          | 8                                              | 5-10%               |
| F. Physiology                               | 9                                              | 5-10%               |
| G. Data Collection                          | 3                                              | 2-5%                |
| H. Client Evaluation                        | 32                                             | 20-25%              |
| I. Client Re-Evaluation                     | 8                                              | 6-12%               |

### Type and Number of Items

| Type of Items         | Percentage of Items | Total Number of Items | Examination Time |
|-----------------------|---------------------|-----------------------|------------------|
| Case-Based Questions  | 30-40%              | 200                   | 4 hours          |
| Independent Questions | 60-70%              |                       |                  |

### Item Taxonomy

| Cognitive Levels        | Percentage of Items |
|-------------------------|---------------------|
| Knowledge/Comprehension | 35-45%              |
| Application             | 30-40%              |
| Critical Thinking       | 20-30%              |

## **Preparing for the IWBMC-CE Examination**

The National Council for Board Certification does not provide or endorse specific training that leads to certification. Once candidates receive confirmation that their application has been processed, they will receive an IWBMC-CE Reference Guide that may assist them in choosing the best way to study and prepare for the examination. Please note that there are many ways to prepare for the IWBMC-CE examinations. The NCBC does not advise candidates on how to prepare for the examination and does not offer guidance on what materials or training would be most beneficial to address the examination's content, as doing so may constitute a conflict of interest.

## **Request for Testing Accommodation**

Exam accommodations are available for individuals with a current disability as defined by the Americans with Disabilities Act (ADA) or a similar human rights law in their country. Accommodation requests must be submitted via the Examination Accommodation Request Form and include appropriate documentation from a qualified professional (e.g., physician, school official, licensed psychiatrist, licensed psychologist). Appropriate documentation must identify the disability and state the need for the requested accommodation(s). Examples of appropriate documentation include official letters, reports of test results, and documentation of past accommodation(s) received, including accommodation(s) received for standardized testing (e.g., previous Individualized Education Plan [IEP]). Once the accommodation request and supporting documentation are received, the NCBC will conduct a review, typically taking 10–14 days. The NCBC may require additional documentation, resulting in longer processing times. Therefore, individuals should not attempt to schedule their examination until they receive an e-mail about the status of their accommodation request and how to schedule their examination. Please note that certification applications and accommodation requests are reviewed separately, and the approval of a certification application does not equal the approval of an accommodation request.

## **Non-Discrimination and Fairness Policy**

The NCBC does not discriminate against any individual because of race, ethnicity, religion, creed, gender, age, national origin (ancestry), disability, marital status, sexual orientation, or military status in any activities or operations. Allegations of discrimination can be reported via our Eligibility Appeal Form or the Examination Appeal Form referenced in this Handbook.

## **Confidentiality**

IWBMC examinations are copyright-protected and highly confidential trade secrets. Any disclosure or reconstruction of test questions or content is a violation of the NCBC rules and is subject to damages, including, but not limited to:

- NCBC investigation fees, court costs, and legal fees;
- The expense of replacing the compromised question(s) AND
- The expense of reconstructing the examination at the discretion of the NCBC
- CANDIDATES ARE PERMANENTLY PROHIBITED FROM EVER DISCLOSING THE CONTENT OF IWBMC EXAM QUESTIONS. Candidates may not communicate with other examinees or other individuals during the examination. The NCBC considers the unauthorized sharing of exam content with others a violation of the IWBMC copyright and a form of cheating on the examination. This prohibition includes but is not limited to verbal, written, and/or electronic (e.g., e-mail, chat room, other Internet or electronic medium) disclosure.

## **Exam Security**

The NCBC and Measure Learning take examination security seriously because the value of the candidate's certification and its credibility depend on it. IWBMC certification exam content is confidential; sharing, discussing, posting, or uploading examination content is inappropriate. Unauthorized possession, reproduction, publication, or disclosure of any IWBMC examination materials—including storing or disclosing examination questions to any person or entity before, during, or after the examination—is prohibited. Individuals violating these terms will not be permitted to retest or take any IWBMC examination until the resolution of the matter. The NCBC Board will determine whether the candidate can access IWBMC exams.

Examples of violations and misconduct include:

- Submitting false, inconsistent, or misleading statements or omitting information Jacob's Ladder requests
- Attempting to take the examination for someone else or having someone else take the examination in place of the candidate
- Copying or sharing information or any other form of cheating
- Obtaining advanced access to examination materials
- Stealing examination materials
- Bringing prohibited items into the testing room
- Failing to follow directions from testing-center staff
- Violating Measure Learning scheduling or testing-center rules and regulations

## **Delivery**

The IWBM Exams are computer-based assessments delivered through online proctoring.

Read the online proctoring guide on [ProctorU's](#) site to learn more about online proctoring and prepare for exam day.

## **Before Examination Day – Virtual Proctoring**

Ensure the computer and testing room meet the following requirements before the exam day. If they do not meet the criteria, the candidate will not be able to complete the exam and will not be refunded.

## **Required Equipment**

Below is a list of specific equipment required to complete the examination:

### **Computer**

- The candidate's computer must be a desktop or laptop computer, not a tablet or mobile device.
- Candidates may use Mac® or Windows® operating system, version 8 or 10.
- Only one monitor can be running during the examination.
- The candidate must use Chrome or Firefox browsers. Download the ProctorU extension from an internet browser.
- A hardwired connection is preferred. A wireless connection can be used but is sometimes unstable, with an increased risk of disconnection during the exam.
- Test the internet speed before the examination. At least 5Mbps of upload and 5Mbps of download speed must be present. The following tools can test internet speed:

<http://speedtest.googlefiber.net/>

<http://beta.speedtest.net>

<http://fast.com>

- Candidates with insufficient internet access at home must secure an alternate location that provides the necessary internet access and meets the testing area requirements outlined in this manual.
- Candidates who cannot complete their examination due to insufficient internet speed or computer requirements will forfeit their exam and exam fees. Connectivity issues due to internet speeds or computer systems that do not meet the requirements are not justification for an appeal should a candidate be unsuccessful at the examination.
- Download and install the browser required to take the test on the computer used for the examination: download Google Chrome or Firefox. To install the browser fully, run the .exe file after downloading it.
- Install the ProctorU extension for Chrome or Firefox before the exam day.
- The candidate will be required to install a program called LogMeIn upon connection to a proctor for the exam. The computer used for the exam must be able to install the program LogMeIn. The candidate must ensure the computer used for the examination can install this program before the examination date. The program is not available for download before examination day, so the candidate must have access to download programs on the computer being used (as the computer's administrator setting).

## **Speakers**

- The candidate must use an internal or external speaker to hear the proctor (the speaker on the computer is acceptable if it is in working condition). Headsets or earphones are not allowed.

## **Microphone**

- The candidate must use an internal or external microphone, not part of a headset, to communicate with the proctor (the microphone on the computer is acceptable if it is in working condition).

## **Camera**

- The candidate can use the integrated camera on the computer or a separate webcam.
- The camera must be able to be moved to show the proctor a 360-degree view of the room, including the tabletop surface, before the test.

## **On Examination Day – Virtual Proctoring**

### **Private Testing Area**

- The candidate must be alone in a well-lit room with no one else entering during the test.
- The room must not have clear glass that allows others to view the computer screen.
- When possible, the candidate must sit with their back to the room door so the proctor can view the entrance to the testing area.
- The candidate will be required to have a hand-held mirror to show the proctor the face of the computer. A cell phone with a selfie camera view may also be used.
- Testing in a public space such as a park, internet café, or restaurant is prohibited.

### **Workstation**

- To reduce potential connection issues, the computer station must be prepared 30 minutes before the scheduled connection time.
- The computer and keyboard must be on a desk or other tabletop.
- The tabletop and surrounding area must be clear of all items not permanently affixed or approved for use during the test.
- The candidate must sit in a standard chair; they may not sit or lie on a bed, sofa, or overstuffed chair.
- Food is not allowed during the test. Water in a clear glass without labels or logos is permitted.
- Recording devices of any kind are strictly prohibited.
- Cell phones must be shown to the proctor, shut off, and put out of reach before the start of the examination.

### **Clothing/Acceptable Attire**

- The candidate's face and ears must remain visible throughout the test, not covered by sunglasses, hair, a hat, or other items.
- Ears will be checked for headphones, earbuds, or earplugs, which are not permitted.
- The candidate must be dressed appropriately for the test. The proctor will monitor the candidate via camera and record the test-taking experience.
- Avoid wearing watches, tie clips, cuff links, ornate clips, combs, barrettes, headbands, and other hair accessories.

### **Note-Taking Materials/Calculator**

- The candidate may not take notes on regular paper or use a portable calculator for security purposes.
- A notes page is available on the examination platform. The candidate can take notes directly on the examination and use the online calculator for calculations.

### **Monitoring and Recording**

- A six-point camera scan of the testing area will be completed before starting the examination and after each break.

- During the examination, a person will monitor the candidate through a video camera and the computer through an online application to ensure examination integrity and security. The recording will be available to Jacob's Ladder and stored at Meazure Learning for 12 months.
- The entire examination session is recorded. Meazure Learning and the ProctorU platform are based in the United States of America. Therefore, the data collected will be subject to the laws of that jurisdiction and may be subject to access from the United States of America federal government.

### Logging in

- The examination will not allow connection to a proctor until the scheduled start time; however, a countdown timer will be shown.
- Before connecting to the live proctor at the scheduled time, ensure the browser's pop-up blocker is disabled by following this help link: [Disable pop-ups in your Browsers](#).
- Following the scheduled connection time is critical. The candidate must log in to the examination at the scheduled time. If the candidate connects 15 minutes past the scheduled connection time, the candidate will be denied access to the examination, the examination will show as "expired," and the candidate will forfeit the examination and fee. This does not apply if the proctor is delayed in connecting.
- The examination status will change at the scheduled connection time to "write the exam." Click this to connect to the proctoring interface.
- Wait times to connect can be longer and may be up to 45 minutes. While the candidate waits to connect to a proctor, they should not refresh the browser or close the window to try to reconnect again. Doing so may mark the examination as missed. The candidate must remain patient.
- Once connected to a proctor, the candidate will be walked through the registration process.
- The candidate will be asked to show their current (not expired) government-issued photo identification. The proctor will then compare the candidate's photo to the identification. The identification must show the first and last names as they appear on the exam application and eligibility documents. Any name discrepancies will prevent admission to the examination. Jacob's Ladder does not make exceptions to name discrepancies based on marriage certificates.
- The candidate will then be asked to pan the room with their camera.
- Once the registration is complete, the examination will be released to the candidate, and the candidate can begin by clicking on the "launch" button. *Note: The examination timer does not start until the candidate has started the examination.*

### During the Examination

- The candidate must ensure they can be seen on camera by the proctor. Suspicious movements could invalidate the examination.
- Do not read the questions out loud or communicate with anyone throughout the examination.
- Candidates are permitted one lavatory break during the examination, not to exceed five minutes. The break occurs after completion of part one of the examination, which is after 120 minutes (2 hours) or question 100. Upon returning from the break and after completing part one, candidates move to part two to complete the examination and cannot view or return to the content in part one.

## Candidate's Statement of Understanding

Candidates must agree to abide by all regulations, as well as oral and written instructions controlling the conduct of the exam. These regulations are intended to preserve the integrity of the exam process by providing standard test administration conditions that yield valid and reliable results. Conduct occurring before, during, or after testing that violates principles detailed in the Candidate Statement of Understanding may invalidate exam results and/or other penalties and will be reported to the Executive Director of the NCBC. Each candidate will receive an electronic copy of the Candidate Statement of Understanding on exam day. Candidates can only begin the exam after reading and agreeing to the statement.

### Statement of Understanding:

- A. This examination is highly confidential. The examination questions are the property of The Jacob's Ladder Group. Unauthorized disclosure of the examination questions is prohibited under copyright laws. By signing this statement of understanding, you agree to maintain the confidentiality of this examination. You must therefore:
  - 1. Keep the examination content confidential, even after the examination. This also includes not discussing the content with anyone who took the examination before you, with you, or has yet to take the examination.
  - 2. Not use or be in possession of any electronic device (such as cell phones, cameras, watches, etc.) in the examination room;
  - 3. Realize that recording or memorizing examination questions is strictly forbidden whether you intend to recreate parts of the examination for financial gain.
- B. Candidates will be observed at all times while they are taking this examination. This observation will include direct observation by proctors or camera monitors. Proctors may not necessarily inform you of their observations, but they are required to report behavior that may violate the terms and regulations of the NCBC or other forms of irregular behavior.
- C. Any cheating and/or breach of confidentiality/security or any attempt to subvert the examination process by any candidate violates the purpose and principles of the examination. Any candidate who takes part in or witnesses such behavior must report it to the proctor and/or the Executive Director of the NCBC Board as soon as possible. If the candidate is observed copying exam content, receiving unpermitted virtual assistance, is suspected to be an imposter of the person who is registered to take the exam, or fails to comply with the instructions provided by the examination proctor, the examination will be flagged and may be terminated, depending on the violation. If a proctor deems any concerning activity, including possible violations that do not result in termination of the examination, a "flag" may be attached to the examination, and it will be investigated once the examination has been submitted. Should the investigation reveal a breach of any aforementioned policies or violation of examination procedures, the examination will be considered invalid, and the candidate's eligibility for re-testing may be revoked. The link provided below lists violation categories that could result in a "flag" and incident report and/or termination of the exam, depending on the violation. Click here for a [List of Exam Violation Considerations](#).
- D. The NCBC strives to report results that accurately reflect the skill and performance of each candidate and represent a valid measure of their knowledge or competence as sampled by the examination. Accordingly, our standards and procedures for administering examinations have two goals: giving candidates comparable opportunities to demonstrate their abilities and preventing one person from gaining an unfair advantage. To promote these objectives, The NCBC reserves the right to cancel or withhold any examination results when, in the sole opinion of the NCBC, a testing irregularity occurs; cheating has occurred; there is an apparent discrepancy in, or falsification of, a candidate's identification; a candidate engages in misconduct or plagiarism; when aberrancies in performance are detected for which there is no reasonable and satisfactory explanation; or the results are believed to be invalid for any other reason.

## Failure to Take the Examination

No refund will be provided to a candidate who does not take the exam at the scheduled date/time unless the failure to take the exam is due to the following:

1. Death in the family (immediate) or
2. Sudden illness or injury (incapacitating), or
3. Other circumstances deemed commensurate to (1) or (2).

Candidates have five business days from the examination date to submit a refund request, with supporting documentation, to the NCBC at [FrontOffice@JacobsLadderSchool.net](mailto:FrontOffice@JacobsLadderSchool.net), outlining the circumstances that prevented them from taking the exam on the scheduled day. If the refund request is approved, 50% of the purchase price may be refunded.

### **Troubleshooting**

If the candidate is having trouble setting up the exam station, confirming preparedness, or connecting to the proctor, contact Measure Learning directly using the below methods:

Measure Learning/Phone: 1-855-772-8678, Option 1

Submit an Online Ticket by clicking this link: <https://support.proctoru.com/hc/en-us>

and following the instructions below:

- Click on "Having Trouble with an Exam."
- Then click on "I am a test-taker."
- You will see options at the bottom of the screen, including a live chat option.

We recommend calling or using the live chat option for faster response time.

Proctors will perform basic troubleshooting for up to five minutes and then transfer to a technical support agent. If repeated technical issues occur during the examination, the technician may ask the candidate to reconnect with a different computer or reschedule the examination. Technicians will troubleshoot for up to 20 minutes. If there is no resolution, candidates will forfeit their examination sitting and fee and will be required to reschedule the examination.

### **Examination Submission**

- Once the candidate has completed the examination, the candidate must click the "submit" button.
- At the end of the exam, candidates will receive confirmation that their examination responses have been captured and submitted.
- The NCBC encourages candidates to complete the Measure Learning and examination surveys following the examination.

### **After The Examination**

#### **Examination Marking Review**

Following the administration of the exam, all question data will be reviewed to ensure that questions meet best practice standards for exams. If some questions do not meet such standards, they will be reviewed by a panel of subject matter experts to determine the most appropriate course of action to ensure examination fairness. This may include excluding the items in question when calculating the candidates' final scores.

#### **Scoring Methodology and Exam Results**

Results will be provided following the exam marking review and the determination of the passing score. The passing score for each exam is determined through a modified Angoff standard-setting process. This method is criterion-referenced, meaning that the passing score is determined by a panel of IWBMC™-certified subject matter experts and then approved by the NCBC Board of Directors. Between the end of the exam administration period and the release of scores, it will be approximately 3-4 weeks. Please do not contact the testing agency or the NCBC for examination results. Measure Learning distributes examination results via e-mail.

## IWBMC-CE Certificate

The IWBMC-CE credential may only be used once candidates receive a certificate indicating that they have passed the examination and met all requirements necessary for certification. Certificants must comply with all recertification requirements to maintain the use of the credential. The National Council for Board Certification provides the IWBMC-CE certificate in the Interpersonal Whole-Brain Model of Care and is the sole property of the certification program. All applicants and certificants must agree to the NCBC Code of Ethics as a condition for certification in the IWBMC. If any person believes that a certificant has violated or breached the Code of Ethics, s/he may file a formal complaint that will be investigated by the NCBC Board. Details of this process are located on the NCBC website under the Code of Ethics tab: <https://iwbmc.org/code-of-ethics>. Should any disciplinary action result in the revocation of an individual's certificate, the certification program will require the return of any certificates issued.

Candidates who pass the IWBMC-CE examination will receive a certificate via mail approximately one month after successfully completing the exam. The candidate must ensure that contact information is current. To purchase a physical certificate sent via postal mail, certification replacements, or manually verify exam results, contact the NCBC via e-mail at [FrontOffice@JacobsLadderSchool.net](mailto:FrontOffice@JacobsLadderSchool.net).

The following administrative fees apply:

1. Physical Certificate for Initial Certification: Postage fees apply
2. Certificate Replacement: \$75.00
3. Manual Verification of exam results: \$200.00

## Exam Re-takes

If the candidate fails the examination, they must submit a new application. Candidates may re-take the IWBMC exam with a maximum of four total attempts and must wait for a minimum of six months between exams. The candidate will receive a re-exam authorization e-mail within 48 hours of submitting a new application. The candidate must pay the entire application and exam fee each time they re-take the exam.

## Exam Complaints or Feedback

Candidates with complaints or feedback about the examination process or their experiences with virtual delivery may direct their comments in writing to the NCBC Executive Director, who will review the information and collaborate with the testing agency and NCBC Board if applicable. Candidates will be notified that their feedback was received and may be used to improve the examination process and ensure quality control. Click or use the link below to access the Complaint/Feedback Form. Candidates may also access the link via the NCBC Website.

Complaint/Feedback Form:

<https://wkf.ms/4aKWRNc>

## Examination Appeals

The Examination Appeals Policy intends to establish a sound and rigorous process and practice for dealing with inquiries and appeals related to the administration of the examinations. The NCBC promotes a fair and transparent appeals process to avoid conflicts of interest.

### Process for Examination Appeals

If a candidate fails the examination and experiences condition irregularities (e.g., technical difficulties, long screen-load times) during the examination, or if the candidate feels that a violation of NCBC policies was a contributing factor in his or her score, s/he may file an appeal with the NCBC by completing the NCBC Examination Appeal Form located via the NCBC website: <https://iwbmc.org/iwbmc-examinations>. **Please note:** Meazure Learning delivers IWBMC exams via a web browser, so minor internet bandwidth variances are expected. Examination scores, content, questions, answers, procedures, deadlines, fees, and requirements may not be appealed.

The Examination Appeal Form must be submitted within seven (7) days after issuing the examination score. The Examination Appeal Form may be submitted online or by postal mail. If submitted by postal mail, the postmark must demonstrate that the form was mailed within seven (7) days after receiving the examination score. The Appeal will be reviewed within fifteen (15) days of receipt, and candidates may be contacted for additional information if needed. The NCBC will provide the candidate with information on whether the appeal was granted or denied within thirty (30) days of receiving the Examination Appeal Form. Details on where to send the Appeal Form are noted below.

#### How to Submit Appeals

Electronic appeal forms are submitted once completed online. Paper copies of the appeal form must be sent to the attention of the Executive Director of the NCBC. The Executive Director's e-mail can be located in the "About Us" section of the NCBC website. The physical address of the NCBC is 407 Hardscrabble Rd. Roswell, GA 30075.

#### **Annual Exam Reports**

The NCBC annually publishes exam data online, which includes the pass-rate data and the current number of certified IWBMC Providers/Evaluators. This information may be viewed under the IWBMC Examinations section of the NCBC website: <https://www.iwbmc.org>

## Interpersonal Whole-Brain Model of Care Recertification for Evaluators

In order to uphold professional standards, promote ongoing learning, and validate the competence and expertise of individuals who are certified in the Interpersonal Whole-Brain Model of Care ("IWBMC"), certificants are required to recertify every two years by earning four (4) Continuing Education Units ("CEUs"). CEUs must be earned in **each** of three specific areas: Hands-on learning, Field-related, and Personal Development. There is no required number of CEUs for each required area. For example, one candidate may earn 2.25 CEUs in the Hands-on area, 1.50 CEUs in Field-related, and .25 CEUs in Personal Development. Another candidate may earn 1 CEU in the Hands-on area, 2 CEUs in Field-related, and 1 CEU in Personal Development. As long as the certificant engages in activities for each specific area and earns the minimum of four (4) CEUs, s/he can determine individual levels of focus in each particular area described below.

This section of the Handbook details the requirements and procedures for recertification as a Certified Evaluator in the IWBMC.

To apply for certification renewal in the IWBMC-CE, the following items must be completed and submitted:

1. Application for Evaluator Recertification may be obtained via the NCBC website and submitted online, via postal mail, or in person.
2. Renewal Fee may be paid in person, via postal mail, or online.
3. Evidence demonstrating successful participation and completion of required CEUs in all three areas.

In order to maintain the credibility and integrity of the certification and recertification process, the NCBC reserves the right to verify any and all information provided on applications and materials, including evidence of CEU completion. Certificants may request verification of any item(s) prior to the recertification process.

### Continuing Education Requirements and Acceptable Evidence

An individual conducting evaluations and providing the specialized support that aligns with the IWBMC for children or adults with central nervous system deficits and emotional-relational challenges must continue to demonstrate proficiency in delivering IWBMC evaluations and interventions with fidelity. The hands-on component for recertification validates that IWBMC Evaluators consistently provide high-quality services aligned with the Model.

1. Hands-on Learning Requirement: Must be earned by conducting an IWBMC Evaluation and preparing an individualized client program based on the evaluation AND direct implementation of the IWBMC on a selected person.
  - Activities:
    1. Competency in the IWBMC Provider job tasks must be demonstrated through observations of the direct implementation of various IWBMC interventions on a selected individual. Corresponding data tracking must be represented.
    2. Competency in the Evaluator job tasks is met through observed completion of the complete IWBMC evaluation process, including assessment, composition of accompanying evaluation findings, and development of an individualized client program. To ensure confidentiality, all evaluation documents must include redacting the client's name and personal information.
  - Essential Details Regarding Observations:
    1. Please note that 2.5 hours of observed IWBMC evaluation or implementation equates to **.25 CEU hours**. The hours of observation do not have to be consecutive.
    2. Hand-on activities must be observed by an approved IWBMC Supervisor. A list of approved Supervisors is included via a link on the NCBC Website's Recertification page or directly per the following link: [Approved IWBMC Supervisors](#)

3. The signed IWBMC-CE Supervised Observation Form must be signed by each observer who participated in certificant observations, and the Forms must be submitted as part of the evidence for the hands-on learning requirement. The form is accessible via a link on the NCBC Website on the Recertification page or can be accessed via this link: [IWBMC-CP Observation Form](#)
  4. Observation forms must include the date and time, the setting or location, and the length of time for each observation.
- Acceptable Evidence: Completed (redacted) evaluation report, redacted individualized client program, Completed and signed IWBMC-CE Supervised Observation forms that demonstrate fulfillment of the required hours needed for recertification.

The competency areas associated with IWBMC certification ensure that certificants have knowledge of central nervous system dysfunctions, sequential and working memory, Trauma-Informed Care, learning styles (including the impact of hemispheric dominance and relational learning), proactive and reactive therapeutic strategies for individuals with social-relational challenges, fluid learning, and the impact of physiology on therapeutic outcomes. Certificants serving in Evaluator roles have also demonstrated knowledge in a wide variety of evaluation processes and metrics analysis. Ongoing research in these areas provides updated information that certificants must incorporate to stay current in the field and provide quality services to the population that the IWBMC serves.

2. Field-related Requirement: CEUs must be earned from training and/or independent reading.
  - Activities: Either of the following activities (alone or in combination) meet this requirement: 1) successful completion of approved remote or live-interface training(s), 2) completion of approved reading materials.
  - Acceptable Evidence:
    - 1) Program-specific certificate and/or instructor assurance (in writing) demonstrating participation and completion of training courses, including the course name, date of attendance, and verification that the certificant attended the entire course.
    - 2) A three to five-hundred-word essay summarizing key concepts from independent reading material.

In order to remain aligned with all components of the IWBMC and to ensure that the competencies associated with the interconnectedness of those components are consistently included in the implementation of the Model, certificants are required to engage in personal development activities that link to the IWBMC aspects of Social Structure, Spirit and Will, as well as all competencies related to neuroanatomy. In particular, both Evaluators and Providers must demonstrate a continued understanding of human beings' standard flight, fight, or freeze responses and how facilitating a trusting and safe environment where providers approach clients with compassion and acceptance mitigates the stress response, thus opening the pathway for learning, growth, and an optimal evaluation process. In addition, part of the NCBC Code of Ethics requires all certificants to "Remain aware of personal values and biases and how they may influence professional decisions." Certificants' ongoing self-assessment and continued personal growth result in greater self-awareness, resilience, and better relationship-building skills, allowing them to create the optimum environment for the population served.

3. Personal Development: CEUs must be earned by participating in personal development activities.
  - Activities: Either of the following activities (alone or in combination) meet this requirement: 1) successful completion of approved remote or live-interface training(s), 2) completion of approved reading materials.
  - Acceptable Evidence:
    - 1) Program-specific certificate and/or instructor assurance (in writing) demonstrating participation and completion of training courses, including the course name, date of attendance, and verification that the certificant attended the entire course.
    - 2) A three to five-hundred-word essay summarizing key concepts from independent reading material.

## **Approved Recertification Activities for Field-related and Personal Development Requirements**

Approved training courses and reading materials are listed on the NCBC website. The recertification area (Field-related or Personal Development) is noted for each activity, and the number of Continuing Education Units is provided. Approved training courses and reading materials are updated regularly. If a certificant wishes to participate in training programs or select reading materials that are not currently on the approved list but may align with the requirements of IWBMC Evaluator recertification, they may contact the NCBC Board and request a content review. The NCBC Board will review the course or reading materials and consult with subject matter experts to determine if the training aligns with the IWBMC in any of the areas noted above. If the suggested activities align, they may be added to the approved list, along with the CEUs provided by the course creators. If the Board determines that a proposed training program or reading selection relates significantly to the IWBMC but continuing education units are not provided, the NCBC Board of Directors will review the training program or selected reading material and consider time commitment, learning outcomes, educational format, and current industry standards to determine if CEUs may be calculated and added to the activities. Certificants requesting a content review will be notified of the Board's decision within fifteen (15) business days.

### **Recertification Process**

It is highly recommended that all materials (application, CEU evidence, and renewal fee) be submitted to the NCBC Board at least four weeks before the certification expiration date. Materials may be submitted in person, by postal mail, or online. Certificants are solely responsible for submitting materials promptly with regard to certification expiration dates.

Once received, the NCBC Board will review all materials, including the application, evidence, and renewal fee, to ensure all components are complete and aligned with the abovementioned requirements. If all materials are complete, verified, and meet requirements, the NCBC board will issue a new certificate with an updated renewal date within fifteen (15) days of receiving the recertification materials. A letter indicating that all requirements have been met and the new (updated) certificate will be provided to the certificant through postal mail and/or e-mail.

If the recertification materials are reviewed and deemed incomplete and/or do not meet the requirements noted above, the NCBC Board will contact the certificant within ten days of receiving the materials. The certificant will be advised of any and all components that do not meet requirements, and the Board will issue a First Request that the certificant provide the items necessary to continue with the recertification process.

If the certificant provides the requested information and the NCBC Board has a reasonable period to process recertification within thirty (30) days of the current certificate's expiration, the Board will proceed with processing the recertification. If the certificant submits incomplete materials after the First Request, the Board will submit a Second Request clarifying the materials necessary to process recertification. If the certificant provides the requested information, and the NCBC Board has a reasonable time period to process recertification within thirty (30) days of the current certificate's expiration, the Board will move forward with the recertification process.

If the certificant does not respond to the First or Second Requests or provides incomplete information a third time, the Board will notify the certificant that the materials provided do not meet recertification requirements and that the NCBC Board will not initiate the recertification process.

It is the certificant's responsibility to ensure that all required materials for recertification are completed and that enough time is provided to the Board to process the recertification prior to the expiration date noted on the current certificate. Prior to submitting items necessary for recertification, it is highly recommended that certificants review the above requirements to be sure all items are included. The following are common examples of factors that will result in requests for additional items and delay the recertification process:

- CEU evidence does not clearly demonstrate participation and/or completion in training and/or independent reading.
- Evidence provided for CEU requirements needs to be completed and/or in alignment with the descriptions of acceptable evidence.

- The renewal fee is unpaid.
- The application is not included or is incomplete.

### **Expired IWBMC Evaluator Credentials**

For certifications that have expired for thirty (30) days or less, an individual may reinstate his or her certificate by meeting all of the required recertification components and paying both the recertification fee and an additional reinstatement fee. Recertification materials will not be accepted if a certification has expired for more than thirty (30) days. To reinstate expired credentials for more than thirty (30) days, certificants must meet the eligibility requirements for initial certification and re-take the certification examination. In such cases, no extra fees will be required besides the initial certification examination fee.

### **Application Appeals**

Any adverse eligibility or recertification decision, including, but not limited to, a denial of a certification application, recertification application, or other application, may be submitted to the NCBC for review. IWBMC Evaluator requirements, deadlines, procedures, and fees may not be appealed. Do not submit an appeal to request information about a denied application; certificants will receive detailed information (i.e., reasons for the denial and steps that need to be taken to correct any deficiencies) at the time of the denial.

#### How to Appeal

The candidate or certificant must complete the NCBC Eligibility Appeal Form, which can be downloaded via the NCBC website: <http://www.iwbmc.org>, within seven (7) days of being informed that the application was denied. Once submitted, the Eligibility Appeal Form will be reviewed by the Executive Director, who will collaborate with the NCBC Board if needed. The candidate or certificant may be contacted for additional information regarding the appeal. The NCBC will make a decision to grant or deny the appeal within thirty (30) days of submission. Candidates will be notified about the outcome of their appeal within fourteen (14) days of the NCBC's final decision.

Electronic appeal forms must be sent to the attention of the Executive Director of the NCBC. The Executive Director's e-mail can be located in the "About Us" section of the NCBC website. The physical address of the NCBC is 407 Hardscrabble Rd. Roswell, GA 30075.