

Vermilion Association for Special Education

Intellectual Disability Entrance Criteria

State Definition

The child exhibits significantly sub-average general intelligence functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

Cooperative Definition

Intellectual disability refers to significantly below average general intellectual functioning existing concurrently with deficits in academic achievement and adaptive behavior, and manifested during the developmental period.

Cooperative Eligibility Criteria

STEP 1: Identification of Disability

To be identified as having a disability of Intellectual Disability, the following criteria must be met:

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|--|---|--|--|--|--|---|-------------------------------|--------------------------------------|----------------------------------|---|--|------------------------------------|
| Y | N | Documentation of significantly delayed intellectual functioning (2.0 standard deviations or more below the mean; for initial Intellectual Disability referral, two measures of cognitive ability must have been attempted by a school psychologist) | | | | | | | | | | |
| Y | N | Documentation of significant deficits in academic achievement | | | | | | | | | | |
| Y | N | Evidence of deficits in two or more areas of adaptive behavior: | | | | | | | | | | |
| | | <table border="0"><tr><td>☐ Communication</td><td>☐ Health and safety</td></tr><tr><td>☐ Social skills</td><td>☐ Functional academics</td></tr><tr><td>☐ Work</td><td>☐ Home living</td></tr><tr><td>☐ Leisure</td><td>☐ Self-direction</td></tr><tr><td>☐ Community use</td><td>☐ Self-care</td></tr></table> | ☐ Communication | ☐ Health and safety | ☐ Social skills | ☐ Functional academics | ☐ Work | ☐ Home living | ☐ Leisure | ☐ Self-direction | ☐ Community use | ☐ Self-care |
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| ☐ Leisure | ☐ Self-direction | | | | | | | | | | | |
| ☐ Community use | ☐ Self-care | | | | | | | | | | | |

STEP 2: Determination of Adverse Effect on Educational Performance

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| Y | N | Documentation of adverse effect on educational performance |
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STEP 3: Determination of Need for Special Education Services

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| Y | N | The student requires specialized instruction to address educational needs. |
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STEP 4: Eligibility

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| Y | N | The student is entitled to special education services. |
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DEFINITIONS AND EXAMPLES

Significant delay in intellectual functioning

Significant delay refers to performance that is approximately two or more standard deviations below the population mean on individually administered standardized intelligence tests. These intelligence tests should measure, as far as possible, general cognitive ability, rather than one limited facet of ability such as receptive vocabulary or spatial-analytic skills only. Although a student with a mental impairment may show a preferred learning mode or a relative strength in one or more processing areas, the overall cognitive profile suggests relatively evenly developed skill levels.

Deficits in academic achievement

The student is achieving below grade and age expectancies in the areas of reading decoding, reading comprehension, math computation, math reasoning, and written expression. Skill levels tend to be relatively the same across all areas. Skill levels are in the same range as the student's intellectual abilities.

Adaptive behavior

Adaptive behavior refers to the effectiveness with which individuals meet the standards of personal independence and social responsibility expected of individuals of their age and cultural group. Adaptive levels, based on a standardized assessment, are in the same range as the student's intellectual and academic abilities.

Evaluation Requirements for Initial Eligibility for Intellectual Disability Services

Initial evaluation should consider the following:

DOMAIN	RELEVANT		EXISTING INFORMATION ABOUT THE CHILD	ADDITIONAL EVALUATION PROCEDURES TO CONSIDER	SOURCES FROM WHICH DATA WILL BE OBTAINED
	Yes	No			
Academic Achievement Current or past academic achievement data pertinent to current educational performance.				*Review of data of academic skills (district assessment, state assessment, classroom performance products) - Teacher interviews - Student interviews - Play-based assessment - Standardized achievement testing (WIAT, KTEA, Bracken, YCAT, WJ) - Curriculum-based measurement (STAR, AIMSweb, DIBELS, FISH)	School Psychologist
Functional Performance Current or past functional performance data pertinent to current functional performance.				*Adaptive behavior assessments (Vineland-II, ABAS-II, DP-3) - Record review (grades, attendance, discipline, special education records, early intervention reports, etc.) - Teacher interview - Parent interview - Student interview - Observation in multiple environments - Functional behavior assessment - Transition assessments - Play-based assessment - Independent functioning assessment (FISH) - Executive functioning assessment - Attention/concentration assessment - Behavior rating scales	School Social Worker, School Psychologist
Cognitive Functioning Data regarding cognitive ability, how the child takes in information, understands information and expresses information.				*Standardized cognitive testing (verbal, nonverbal, or play-based assessment, WISC, WPPSI, WAIS, WNV, DAS, WJ, SB, C-TONI) to assess thinking/cognitive integration skills - Review of records	School Psychologist
Communication Status Information regarding communicative abilities (language, articulation, voice, fluency) affecting educational performance.				- Teacher interview - Observations - Pragmatic language assessment (Test of Pragmatic Language, 2nd Edition, CASL, Functional Communication Profile, Rossetti) - Receptive/expressive language assessment (CASL, CEFL, Clinical Evaluation of Language Fundamentals, 5th Edition, E0WPVT, Functional Communication Profile, OWLS, PPVT-4, PLS, TELD, TOLD, Test of Auditory Comprehension of Language, 4th Edition, Test of Semantic Skills, Primary, Rossetti) - Play-based assessment - Assistive technology assessment (Test of Aided Communication Symbol Performance)	Speech/Language Pathologist
Health Current or past medical difficulties affecting educational performance.				*Parent interview to obtain health history, including current health status (diagnosis, medications, therapies) - Medical review - Medical consultation with outside providers	School Nurse, School Social Worker

Evaluation Requirements for Initial Eligibility for Intellectual Disability Services

Initial evaluation should consider the following:

Hearing/Vision Auditory/visual problems that would interfere with testing or education performance. Dates and results of last hearing/visual test.				• *Vision screening • *Hearing screening • Audiological evaluation if needed	School Nurse, Audiologist, Visual Impairment Instructor, Deaf/Hard of Hearing Instructor
Motor/Sensory Abilities Fine and gross motor coordination difficulties, functional mobility, or strength and endurance issues affecting educational performance.				• Teacher interview • Parent interview • School observation • Consultation with outside providers • Motor assessment (fine and gross motor) • Sensory assessment (Sensory Profile) • Play-based assessment • Assistive technology assessment	Occupational Therapist, Physical Therapist
Social/Emotional Status Information regarding how the environment affects educational performance (life history, adaptive behavior, independent function, personal and social responsibility, cultural background).				• *Social Developmental Study • *Adaptive behavior assessments (Vineland, ABAS-II, DP-3) • Record review (grades, attendance, discipline) • Teacher interview • Parent interview • Student interview • Consultation with outside providers • Observation in multiple environments • Play-based assessment • Behavior rating scales	School Social Worker, School Psychologist