



OPERATING PROCEDURES

INTELLECTUAL DISABILITY

BISHOP CISD

178902

Template update May 2020

Legal Framework: INTELLECTUAL DISABILITY

[Related Resources](#)

Broad Category: EVALUATION

PROCEDURES:

- Evaluation personnel follow the Texas state guidelines for determining eligibility for an intellectual disability.
- Cognitive and adaptive behavior assessments:
 - For children age 2.9- 5 years, the Kaufman ABC-II NU, WPPSI-IV, or SB Early Childhood are most commonly used to evaluate a young child with intellectual disability. If the child's cognitive functioning or behavior is too limited to allow for such a measure, documentation of attempts to administer formal assessments must be made and reported in the Full Initial and Individual Evaluation. Then, a developmental profile such, DAYC2 , DP3, Battelle, or Ages and Stages Questionnaire-3 (ASQ3) could be used to describe the child's functioning. The Vineland Adaptive Behavior Scale-III and/or the Adaptive Behavior Assessment System-III are two options to use to gather the adaptive behavior information.
 - For children age 6 and older the use of KABC-II NU, WISC-V, (or WAIS-IV as age appropriate) or SB5, WJ-IV are most commonly used for this age group. If the child's cognitive functioning is too severe to allow for such a measure, documentation of attempts to administer formal assessments must be made and reported In the Full Initial and Individual Evaluation. For evaluations of adaptive behavior, the Vineland Adaptive Behavior Inventory Interview-III, the Adaptive Behavior Inventory (ABI), the Adaptive Behavior Assessment System-III (ABAS), or the Scales of Independent Behavior-R (SBI-R) are the most commonly used to tests for initial referrals.
- Adaptive behavior scales are provided to parents and teachers to complete. If a parent or teacher requires assistance for completion, assistance is provided through a meeting or interview.
- For reevaluations, the ARD committee will complete a REED to plan the evaluation. Best practice includes a minimum of two cohesive evaluations to be completed prior



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to the review of existing evaluation data as a substitute for formal/informal assessment. If further assessment is needed, Bishop CISD will provide notice of FIE and obtain written consent for the evaluation.

- Evaluation instruments must not be culturally or racially discriminatory and must be administered in accordance with standardized procedures in order to prevent inappropriate evaluations for specific cultural groups. A variety of evaluation instruments and strategies are utilized to gather relevant functional and developmental information about the student, including information provided by the parent.

STAFF RESPONSIBLE:

District Level: Director of Special Education

Campus Level: Evaluation personnel

TIMELINES FOR IDENTIFYING DISABILITY CONDITIONS:

- Initial evaluations
- Reevaluations

EVIDENCE OF PRACTICE:

- Forms or checklists used
- Training artifacts (sign-in sheets, agendas, etc.)
- List of qualified evaluators with appropriate licenses and certifications
- Copies of evaluations