

Template update May 2020

Legal Framework: INTELLECTUAL DISABILITY

Related Resources

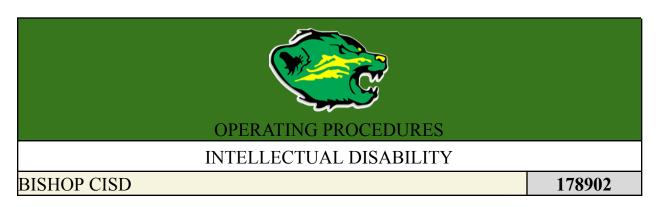
Broad Category: EVALUATION

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 Questionaire-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.
 - o 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

Operating Procedures INTELLECTUAL DISABILITY
Date Issued/Revised: 08.2016/08.2020 Page 1 of 2



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