

## Intellectual Disability (ID)

The determination of intellectual disability must be made through the use of professional judgment, including consideration of multiple information/data sources, including statewide assessment results, MTSS/Rtl progress monitoring data, anecdotal reports and formal evaluation scores (e.g., IQ, adaptive behavior, achievement, cognitive function/processing, etc.), to support eligibility determination.

### Definition

A student with an intellectual disability is one who has been determined to meet the criteria for an intellectual disability (significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance)

A student with an intellectual disability is one who

- Has been determined to have significantly sub-average intellectual functioning, as measured by a standardized, individually administered test of cognitive ability in which the overall test score is at least two standard deviations below the mean, when taking into consideration the standard error of measurement AND
- Concurrently exhibits deficits in at least two of the following areas of adaptive behavior:
  - Communication
  - Self-care
  - Home living
  - Social/interpersonal skills
  - Use of community resources
  - Self-direction
  - Functional academic skills
  - Work
  - Leisure
  - Health Safety

If non-standardized procedures are used to administer a standardized test or developmental scale due to severe sensory impairment (e.g., visual impairment), another severe physical disability, language/communication differences, the adaptations and implications for test interpretation should be documented. In this instance, normed scores should not be reported.

For very young students, students with severe disabilities or students with severe sensory impairments, a developmental scale may be administered in lieu of an intelligence test. The student's performance must be within the intellectual disability range on the developmental scale.

Some measures of intellectual ability result in a composite or global score rather than individual verbal and performance scores. When such a measure is used, the evaluator must ensure that both verbal and performance skills are measured and documented.

An adaptive behavior scale, such as the Adaptive Behavior Inventory for Children, the Vineland Adaptive Behavior Scales or Scales of Independent Behavior, must be administered.

### **Required Eligibility Forms**

- FIE (including present levels of academic achievement and functional performance, if appropriate)
- Evaluation report for Intellectual Disability

**NOTE:** The evaluation professional must consult the appropriate test manual to determine the Standard Error of Measurement (SEM) for the student. The SEM should not be confused with the confidence interval.

### **ARD/IEP Requirements**

Follow standard ARD Committee procedures; no specific supplements required.