

Guidelines for the Determination of Eligibility for a Child with an Intellectual Disability or Multiple Disabilities

Colorado Department of Education
Exceptional Student Services Unit
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Working Document

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INTRODUCTION

Over the past 40 years in Colorado, there have been numerous labels for students with an intellectual disability. Prior to the 1990s, students with an intellectual disability were identified as having mental retardation. Most recently, these students were educationally identified with the label of Significant Limited Intellectual Capacity (SLIC). In 2010 with the passage of Rosa’s Law (HB 1481), the term “mental retardation” was removed from federal statutes and regulations and “intellectual disabilities” was inserted. In an attempt to align with Rosa’s Law and the Individuals with Disabilities Education Act (IDEA), the state of Colorado now identifies this population of students with the term Intellectual Disability (I.D.). In the spirit of this law, Colorado has moved to using *People First Language in state law (HB 10-1137)*. Students should be referred to respectfully as *students with an Intellectual Disability*, not *intellectually disabled students*.

A team of stakeholders was gathered in the fall of 2011 to begin to implement the Statutory Changes to the Individuals with Disabilities Education Act (IDEA) through HB11-1277, which “...amend(s) the Exceptional Children’s Education Act (ECEA) to align Colorado’s eligibility categories with corresponding federal terms and requirements and/or terminology used in the field.” The term used for students with mental retardation had been Significant Limited Intellectual Capacity. HB11-1277 has changed this term to *Intellectual Disability*. Other eligible category changes can be found in the document titled: [“Questions and Answers for HB 11 1277: Statutory Changes to Disability Categories.”](#) located on the Colorado Department of Education’s (CDE) website.

Intellectual Disability is not a single, isolated disorder. An intellectual disability originates before the age of 18 and is characterized by significant limitations both in intellectual functioning and in adaptive behavior. Intellectual functioning encompasses limitations in reasoning, learning and

problem solving. Adaptive behavior includes a collection of conceptual, everyday social and practical skills. Identifying a student with an Intellectual Disability requires detailed assessments in all relevant domains. Any assessment should consider the socio-cultural background and native language of the student.

This document has been prepared in an effort to provide IEP teams with information to inform educational teams with the eligibility process of identifying a student with either an Intellectual Disability or Multiple Disabilities. It is a working document and revisions may be made as questions arise or further clarification is required.

DEFINITION – INTELLECTUAL DISABILITY

The Individuals with Disabilities Education Act (Sec. 300.8) states that an intellectual disability “means significantly subaverage functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child’s educational performance.”

According to the ECEA 2.08 (4), a child with an Intellectual Disability “shall have reduced general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which prevents the child from receiving reasonable educational benefit from general education.”

To be eligible as a child with an Intellectual Disability, there must be evidence of **each** of the following criteria:

- (1) A full-scale score of 2.0 or more standard deviations (SD) below the mean on individually administered measures of cognition; **and**
- (2) A comprehensive adaptive skills assessment based on a body of evidence that reflects the child’s social, linguistic and cultural background. The level of independent adaptive behavior is significantly below the culturally imposed expectations of personal and social responsibility. The body of evidence shall include results from each of the following:
 - a. A full-scale score of 2.0 or more SD below the mean on a standard or nationally normed assessment of adaptive behavior;
 - b. An interview of parents; **and**
 - c. Observations of the child’s adaptive behavior that must occur in more than one educational setting. A discrepancy must occur in two or more domains related to adaptive behavior in more than one educational setting.

- (3) An Intellectual Disability as described above, prevents the child from receiving reasonable educational benefit from general education, as evidenced by the following criteria:
- a. A deficiency in academic achievement, either as indicated by scores of 2.0 or more SD below the mean in a formal measure of language, reading, and math, or a body of evidence on informal measures when it is determined that reliable and valid assessment results are not possible due to the student's functioning level.

LEARNING CHARACTERISTICS OF STUDENTS IDENTIFIED WITH AN INTELLECTUAL DISABILITY

The student may exhibit:

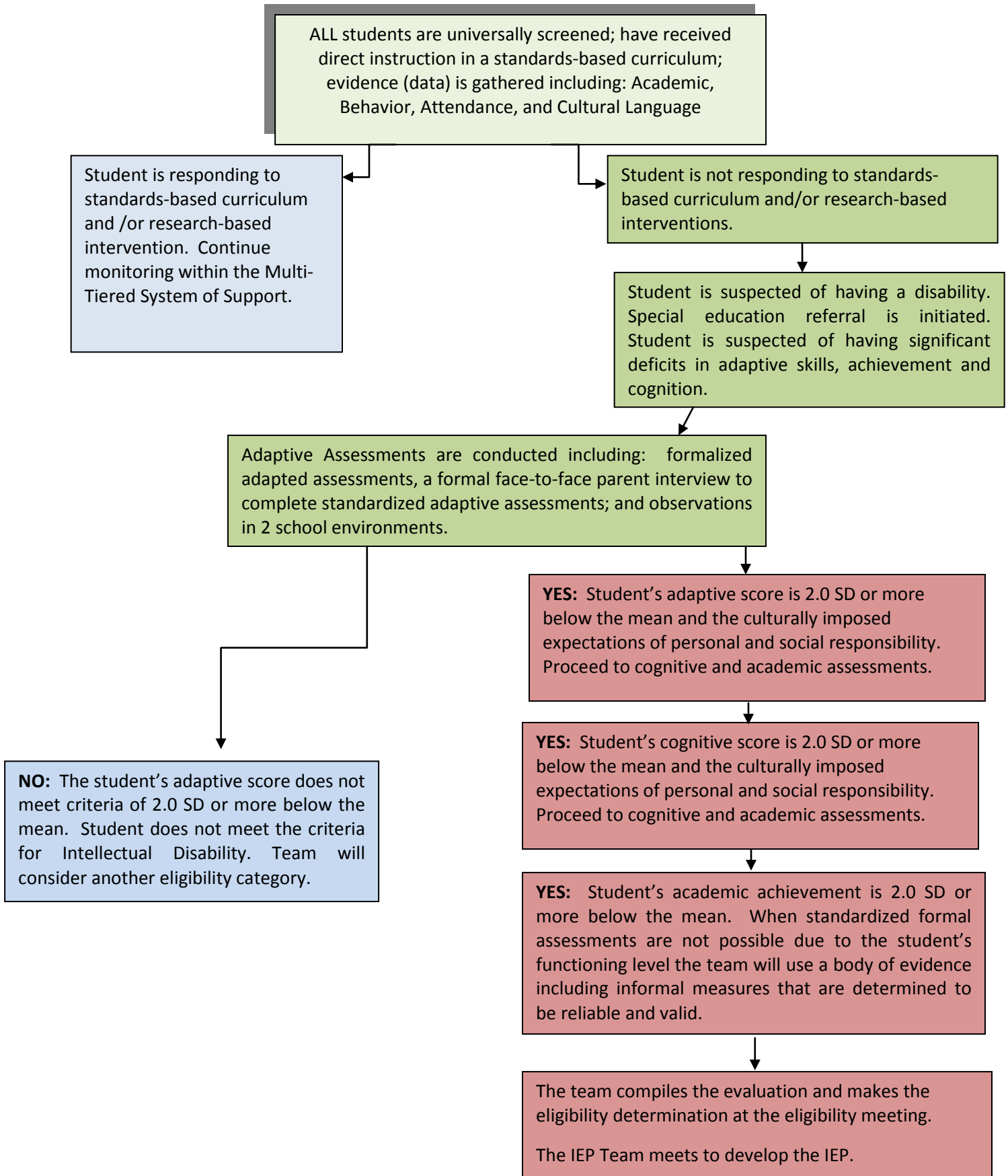
1. Difficulties in communicating efficiently and effectively that effect self-determination, behavior, social interactions and participation in multiple learning environments.
2. Alternate methods of demonstrating his/her abilities and knowledge.
3. Uneven learning patterns in all domains including cognition, communication, socialization and self-help.
4. Multiple disabling conditions that may occur concurrently with an intellectual disability, including physical or orthopedic impairments, and/or sensory impairments/challenges.
5. Medical needs that impact health, stamina and engagement in learning tasks.
6. Difficulty learning new tasks, maintaining new skills, and generalizing skills to new environments.
7. Difficulty demonstrating problem solving skills when new skills or information is presented in a traditional academic curriculum.
8. Individualized methods of accessing information and demonstrating knowledge in alternative ways (tactile, visual, auditory, and multi-sensory).

(Adapted from the Guidance Document: Significant Cognitive Disabilities from the Virginia Department of Education, October 6, 2009.)

CHANGES TO THE DEFINITION - FROM SLIC TO ID

Previous Definition (before October 2012)	Current Definition (after October 2012)
Significant Limited Intellectual Capacity	Intellectual Disability
<p>Definition: A child with Significant Limited Intellectual Capacity shall have reduced general intellectual functioning, which prevents the child from receiving reasonable benefit from general education. Reduced general intellectual capacity shall mean limited functioning or ability, which usually originates in the developmental period and exists concurrently with impairment in adaptive behavior.</p>	<p>Definition: A child with an Intellectual Disability shall have reduced general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which prevent the child from receiving reasonable educational benefit from general education.</p>
<p>Criteria: The student meets ALL of the following: A score of more than 2.0 SD below the mean on individually administered measures of cognition;</p>	<p>Criteria: The student meets ALL of the following: A full-scale score of 2.0 or more SD below the mean on individually administered measures of cognition.</p>
<p>Adaptive Skills: Evidence that the level of independent adaptive behavior is significantly below the culturally imposed expectations of personal and social responsibilities;</p>	<p>Adaptive Skills: A comprehensive adaptive skills assessment based on a body of evidence that reflects the child’s social, linguistic, and cultural background. The level of independent adaptive behavior is significantly below the culturally imposed expectations of personal and social responsibility. <u>The body of evidence shall include results from each of the following;</u></p>
	<ul style="list-style-type: none"> • <u>A full-scale score of 2.0 or more SD below the mean on a standard or nationally normed assessment of adaptive behavior,</u>
	<ul style="list-style-type: none"> • Observations of the child’s adaptive behavior that must occur in more than one education setting. A discrepancy must occur in two or more domains related to adaptive behavior in more than one education setting.
<p>Academic Achievement: A deficiency in academic achievement, as indicated by scores 2.0 SD below the mean in measures of language, reading and math.</p>	<p>Academic Achievement: A deficiency in academic achievement either as indicated by scores <u>2.0 or more</u> SD below the mean in formal measures of language, reading, and math, <u>or a body of evidence of informal measures when it is determined that reliable and valid assessments are not possible due to the student’s functioning level.</u></p>

FLOW CHART FOR THE IDENTIFICATION OF STUDENTS WITH AN INTELLECTUAL DISABILITY



WHAT IS ADAPTIVE BEHAVIOR?

Adaptive behavior refers to the domains and skills that people need to function independently at home, at school, and in the community.

Adaptive behavior skills include:

- Communication: Interacting with others, using expressive and receptive language, writing, and listening, etc.
- Self-Care: Eating, dressing, hygiene, toileting, grooming, etc.
- Home Living: Caring for clothes, housekeeping, performing property maintenance, preparing food, cooking, budgeting, etc.
- Social: Getting along with others, being aware of other people's feelings, forming relationships.
- Motor: Fine motor, gross motor, sensory motor, etc.
- Practical Academics: Literacy and numeracy, etc.
- Community: Accessing the community, transportation, shopping, safety, medical, etc.

Why is adaptive behavior assessed?

The adaptive behavior assessment helps identify specific skills that are strengths, as well as, areas of need to be taught to the student. Acquisition of adaptive behavior skills can impact a person's daily life, level of independence and affect his or her ability to respond to particular situations or to the environment throughout their lives. Adaptive behavior skills are as important to a student's success as are academic skills.

How are adaptive behavior data gathered?

Any assessment of adaptive skills focuses on how well children can function and maintain themselves independently and how well they meet the personal and social demands outlined for them by their cultures. "School psychologists and other assessment personnel must be conscientious about the relevance of the expectations they use as the comparison standard. Even when norm-referenced adaptive measures have been translated, this does not ensure that the items are culturally relevant or appropriate. For instance, young Asian male children may not button their clothing or tie their shoes

because they expect their mothers to do it for them. This is just one example to illustrate that adaptive behaviors are culturally and experientially based. While the results of norm-referenced, standardized adaptive measures might be appropriate for program planning to help the students meet mainstream American expectations, by themselves these data would not be appropriately used to determine if students have an intellectual disability” (National Association of School Psychologists, Communiqué Handout 2010, p. 6).

A limitation in adaptive skills must be assessed to be sure that it is a result of an adaptive behavior rather than the result of sensory, health or physical limitations.

A comprehensive adaptive skills assessment is based on a body of evidence that reflects the child’s social, linguistic and cultural background. The measurement of adaptive behavior typically includes surveys of the child’s behavior and skills in a variety of settings, including his or her classroom, school, home, and neighborhood or community by trained personnel. Because it is not possible for one person to observe a child in all of the key environments, measurement of adaptive behavior should depend on the feedback from a number of people.

Parents have many chances to observe their child in a variety of settings; thus they are usually the best sources of information about adaptive behavior. The most common method for gathering information about a child’s adaptive behavior skills in the home environment is to have a school social worker, school psychologist, guidance counselor, someone who is trained to use the assessment, interview the parent using a formal adaptive behavior assessment rating scale. Adaptive behavior information is also obtained from school personnel who work with the student in order to understand how the child functions in the school environment.

The body of evidence should include results from each of the following:

- A nationally normed assessment of adaptive behavior in school environment and home/community which may include but is not limited to:

- School personnel interview/survey

- Parent Interview

- A structured, face to face parent interview utilizing formal adaptive behavioral assessment by an individual trained to administer such an instrument (Education F. D., 2004)
- In case of linguistic difference provide an interpreter
- In the event of extenuating circumstances where a parent is unavailable, primary care givers who are knowledgeable of the student's adaptive functioning may be interviewed
- Observation(s)
 - Of the student's adaptive behavior that must occur in more than one educational setting (i.e., classroom, play ground, cafeteria, etc.).
 - Should be conducted by a designated member of the Multidisciplinary Team that has been trained in observational methods (methodology), such as a school psychologist or social worker. Someone other than the classroom or special education teacher should conduct the observations in their respective classrooms.
 - Is/are conducted to determine differences in the student's adaptive behavior skills across a variety of environments.

ASSESSMENTS

Please note: Administrative units determine the types of assessments used in evaluation. The suggested assessments identified below are examples of assessments that have proven specificity in evaluating students suspected as having an intellectual disability.

Cognitive - Verbal:

- [Wechsler Intelligence Scale for Children®- Fourth Edition](#) (WISC) – identifies key cognitive strengths and weaknesses related to learning disabilities, executive function, attention disorders, TBI, intellectual disabilities and giftedness. (ages 6:0 -16:11)
- [Wechsler Preschool and Primary Scale of Intelligence™ - Third Edition](#) (WPPSI)– places strong emphasis on developmentally appropriate, child-friendly features and includes new working memory measures down to age 2 ½. (ages 2:6-7:3)
- [Kaufman Assessment Battery for Children - Second Edition](#) – assessment that offers a cultural fairness by minimizing verbal instructions and responses. (ages 3-18)
- [Differential Ability Scales](#) (DAS) – uses a profile analysis to be able to identify the child’s strengths and needs, so the appropriate IEP goals, intervention strategies, and progress monitoring can be developed. (ages 2:6 – 17:11)

Non-Verbal:

- [Leiter International Performance Scale-Revised](#) (Leiter-R) – offers a completely nonverbal measure of intelligence ideal for use with those who have intellectual abilities, non-English speaking, hearing impaired, speech impaired, or autism spectrum disorders. (ages 2-20)
- [Comprehensive Test of Nonverbal Intelligence - Second Edition](#) (CTONI-2) – a nonverbal assessment that measures general intelligence of children and adults whose performance on traditional tests might be adversely affected by subtle or overt impairments involving language or motor abilities. (ages 6:0–89:11)
- [Universal Nonverbal Intelligence Test™](#) (UNIT™) – an equitable assessment of general intelligence, measured nonverbally. (ages 5:0-17:11)
- [Wechsler Nonverbal Scale of Ability](#) (WNV) – a nonverbal measure of ability for anyone and especially designed for culturally and linguistically diverse groups. (ages 4:0-21:11)

Achievement:

- [Woodcock – Johnson®III Normative Update \(NU\) Complete](#) – measures general intellectual ability, specific cognitive abilities, oral language, and academic achievement. (ages 2-90+)
- [Test of Early Mathematics Ability](#) (TEMA 3) – measures mathematic performance of children between the ages of 3-8 and is also useful with older children who have learning problems in mathematics.
- [Test of Early Reading Ability](#) (TERA-3) – measures reading ability of young children. (ages 3:6-8:6)
- [Test of Written Language – Fourth Edition](#) (TOWL-4) – assesses the conventional, linguistic, and conceptual aspects of students’ writing. (ages 9:0-17:11)
- Body of Evidence

Adaptive:

- [Scales of Independent Behavior-Revised](#) (SIB-R) – comprehensive, norm-referenced assessment of adaptive and maladaptive behavior. (ages Infancy-80+)
- [Vineland Adaptive Behavior Scales - Second Edition](#) (Vineland-II) – a measure of personal and social skills needed for everyday living. (ages birth-90+)
- [Adaptive Behavior Assessment System® - Second Edition](#) – (ABAS®-Second Edition) – a complete assessment of adaptive skills functioning. Assesses all 10 specific adaptive skills areas specified in the DSM-IV. (ages 0-89)
- [Diagnostic Adaptive Behavior Scale](#) – newly released (2013) and provides a comprehensive standardized assessment of adaptive behavior. (ages 4-21)
- [Adaptive Behavior Evaluation Scale-Revised - Second Edition](#)- (ABES-R2) – provides a measure of adaptive behaviors which are necessary for success in both educational and home settings and are not measured by academic skills testing. (ages 4-12)

Criteria for selecting cognitive assessments:

1. Have been normed within the past 10 years.
2. Meet psychometric standards for validity and reliability.
3. Are culturally and linguistically appropriate for population.
4. Allow for accommodations to ensure accessibility of testing items for the student who has (a) sensory disability(ies).

Body of Evidence

Teams should attempt to administer a formal achievement assessment on students who are able to respond to the items. The body of evidence should be utilized only for students who, because of their functioning level, cannot access the assessment. Examples of items for the body of evidence may include, but are not limited to: criterion-referenced assessments, student work that compares them to their peers, developmental skills checklists, anecdotal records, and observations focused on academic achievement.

CULTURAL CONSIDERATIONS

To ensure appropriate identification of an individual with an Intellectual Disability, nonbiased assessment procedures should be used. Various cultures may hold unique views regarding the level of functioning and skills expected of children at certain ages. Therefore, school teams must be culturally responsive in identifying a student with an Intellectual Disability. Nonbiased assessment is not a particular test or instrument, but rather a process of gathering information about an individual through a problem solving approach that considers the influence of culture and language.

Evaluation of culturally and linguistically diverse students should be conducted in the student's dominant spoken language or alternative communication system. All student information should be interpreted in the context of school expectations with consideration given to the student's socio-cultural background and the home and neighborhood setting in which he or she is functioning. The use of evaluations printed in the student's native language is preferred. It is more valid and reliable to use an evaluator who is fluent in the student's dominant language than to use an interpreter.

FAMILY CONSIDERATIONS

Families are active members of their child's educational team.

At all stages of this process, teams should be sensitive and respectful of the emotional nature and impact of sharing the assessment findings and other eligibility information with parents.

When a child is having difficulty accessing the general educational curriculum, school teams are required to notify the family to discuss these concerns. Families are expected to participate in discussions when their child is suspected of having a disability. To ensure parent involvement in the special education identification process, staff must provide an explanation of this process and opportunities for meaningful parent participation.

When planning for the initial evaluation or reevaluation, the multi disciplinary team (MDT) must review the existing data on the child. These data should include evaluations and information provided by the child's parents. While there are no specific requirements of what that information should be, the

following are some examples of data about their child that parents and families can supply that will be helpful in planning an appropriate evaluation:

- Family history (consideration given to language and other factors that may inhibit gathering this information; interview format should be adapted accordingly);
- Family dynamics;
- Strengths and needs;
- Assessment of the environment;
- Educational history including access to preschool;
- School attendance;
- Impact of culture on behaviors;
- Student abilities in non-school settings;
- Any other relevant information provided by the family (outside evaluations).

Teams are encouraged to meet with the family to discuss the assessment results as related to cognitive functioning prior to the eligibility meeting. In most situations this will be the school psychologist or another member of the MDT who can interpret the assessment results. As referenced above, families may need time to process the results in order to actively participate in the eligibility meeting.

The fact that a student is experiencing difficulties in school is a strictly confidential matter. Only those individuals directly engaged with the student and his or her education should have access to an individual student's information. The information includes test results, intelligence scores, family background and mental health concerns (Education C. S., Special Education Publications, 2007).

FREQUENTLY ASKED QUESTIONS – INTELLECTUAL DISABILITY

Can I just use a cognitive assessment for eligibility?

No, all three criteria must be met (adaptive, cognitive, and academic) by showing a discrepancy of 2.0 or more SD below the norm.

What if the student is “untestable”?

A comprehensive body of evidence should be collected to demonstrate academic performance. A school psychologist can determine cognitive levels based on previous assessments, review of records and current observations including current levels of performance.

What if the student speaks a language other than English?

Considerations for children speaking a language other than English are both cultural and linguistic. As mentioned, any formal and/or standardized assessments should be conducted in the language most prevalent in the child's life. Additionally, conversations with family and/or community members may give useful age-appropriate comparative information for a culture/language group.

It is important for school personnel to learn about and explore issues of child development, attitudes regarding disability and schools and family involvement related to the particular cultures and ethnicities of students. This knowledge will be beneficial throughout the assessment process and probable placement of and services to the student.

Does documentation of an intellectual disability automatically qualify a student for the Colorado

Alternate Assessment (CoAlt)?

No. Eligibility for taking the CoAlt is determined by the IEP team annually. In order for a student to be considered for the CoAlt, she/he must be receiving daily instruction based on the Extended Evidence Outcomes **AND** be identified with a significant cognitive disability. A [checklist](#) for determining qualification of these is available at:
<http://www.cde.state.co.us/cdesped/AssessmentDisability.asp>.

DEFINITION – MULTIPLE DISABILITIES

The Individuals with Disabilities Education Act (Sec. 300.8) states that “Multiple disabilities means concomitant impairments (such as mental retardation-blindness or mental retardation-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.”

Definition: A child with Multiple Disabilities shall have two or more areas of significant impairment, one of which shall be an Intellectual Disability. The other areas of impairment include: Orthopedic Impairment; Visual Impairment, including Blindness; Hearing Impairment, including Deafness; Speech or Language Impairment; Serious Emotional Disability; Autism Spectrum Disorder; Traumatic Brain Injury; or Other Health Impaired. The combination of such impairments creates a unique condition that is evidenced through a multiplicity of severe educational needs, which prevent the child from receiving reasonable benefit from general education. *(Include determination of eligibility form for each disability considered.)*

To be eligible as a child with Multiple Disabilities, there must be evidence that satisfies all eligibility criteria for intellectual disability AND each other identified area of impairment. Documentation for each identified eligibility category must be included in the student’s IEP.

The multiple disabilities, as described above, prevent the child from receiving reasonable educational benefit from general education, as evidenced by **two or more** of the following criteria:

- Inability to comprehend and utilize instructional information; **and/or**
- Inability to communicate efficiently and effectively; **and/or**
- Inability to demonstrate problem solving skills when such information is presented in a traditional academic curriculum; **and/or**
- Inability to generalize skills consistently.

FREQUENTLY ASKED QUESTIONS – MULTIPLE DISABILITIES

Must a child have an intellectual disability in order to be eligible as a child with Multiple Disabilities?

Yes. One of the eligibility criteria requirements for this category is an identified intellectual disability.

Do all of the eligibility checklists for the areas that a child qualifies, need to be included?

Yes. There must be evidence that the student meets eligibility criteria for intellectual disability and any other eligibility category. Each of these eligibility categories met must have the corresponding Eligibility Checklist(s) included in the student's IEP.

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The Colorado Department of Education, Exceptional Student Services Unit would like to thank the following people for their contributions and guidance provided in the development of this document.

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APPENDIX

Legal Name of Child	DOB	State Child ID (SASID)	Date
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DETERMINATION OF ELIGIBILITY: INTELLECTUAL DISABILITY

Definition: A child with an Intellectual Disability shall have reduced general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which prevents the child from receiving reasonable educational benefit from general education. **ECEA 2.08(4)**

The team has addressed each of the following statements and has determined: **IDEA 34 C.F.R. §§ 300.304(c)(6) and 300.306(b); ECEA 2.08(4)**

Yes No 1. The evaluation is sufficiently comprehensive to appropriately identify all of the child's special education and related services needs, whether or not commonly linked to the disability category. (Answer must be "yes" in order for the child to be eligible for services.)

Yes No 2. The child **can** receive reasonable educational benefit from general education alone. (Answer must be "no" in order for the child to be eligible for services.)

3. The child's performance: (All answers below must be "is not" in order for the child to be eligible for services.)

is **is not** due to a lack of appropriate instruction in reading, including the essential components of reading instruction

is **is not** due to a lack of appropriate instruction in math; and

is **is not** due to limited English proficiency.

To be eligible as a child with an Intellectual Disability, there must be evidence of each of the following criteria: ECEA 2.08(4)(a)

Yes No A full scale score of 2.0 or more standard deviations below the mean on individually administered measures of cognition; **and**

Yes No A comprehensive adaptive skills assessment based on a body of evidence that reflects the child's social, linguistic and cultural background. The level of independent adaptive behavior is significantly below the culturally imposed expectations of personal and social responsibility.

The body of evidence shall include results from each the following:

A full scale score of 2.0 or more standard deviations below the mean on a standard or nationally normed assessment of adaptive behavior; **and**

Interview of parents; **and**

Observations of the child's adaptive behavior that must occur in more than one educational setting. A discrepancy must occur in two or more domains related to adaptive behavior in more than one educational setting.

An Intellectual Disability, as described above, prevents the child from receiving reasonable educational benefit from general education, as evidenced by the following criterion: 2.08(4)(b)

Yes No A deficiency in academic achievement, either as indicated by scores 2.0 or more standard deviations below the mean in formal measures of language, reading, and math, or a body of evidence on informal measures when it is determined that reliable and valid assessment results are not possible due to the child's functioning level.

None of the above 2.08 (4) (a) and (b) indicators by themselves shall be sufficient criterion for determination of an Intellectual Disability. All three indicators shall be evident for the determination of this disability.

Yes No **The child has a disability as defined in the State Rules for the Administration of the Exceptional Children's Educational Act and is eligible for special education.**

Multidisciplinary Team Members IDEA 34 C.F.R. § 300.306(a)(1) and 300.308; ECEA 4.02(6)(b)	Title

A copy of the evaluation report(s) and the eligibility statement has been provided to the parent(s). **IDEA 34 C.F.R. § 300.306(a)(2)**

Legal Name of Child	DOB	State Child ID (SASID)	Date
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DETERMINATION OF ELIGIBILITY: MULTIPLE DISABILITIES

Definition: A child with Multiple Disabilities shall have two or more areas of significant impairment, one of which shall be an Intellectual Disability. The other areas of impairment include: Orthopedic Impairment; Visual Impairment, including Blindness; Hearing Impairment, including Deafness; Speech or Language Impairment; Serious Emotional Disability; Autism Spectrum Disorder; Traumatic Brain Injury; or Other Health Impaired. The combination of such impairments creates a unique condition that is evidenced through a multiplicity of severe educational needs which prevent the child from receiving reasonable benefit from general education. *(Include determination of eligibility form for each disability considered.)* **ECEA 2.08(5)**

The team has addressed each of the following statements and has determined: **IDEA 34 C.F.R. §§ 300.304(c)(6) and 300.306(b); ECEA 2.08(5)**

- Yes No 1. The evaluation is sufficiently comprehensive to appropriately identify all of the child's special education and related services needs, whether or not commonly linked to the disability category. (Answer must be "yes" in order for the child to be eligible for services.)
- Yes No 2. The child **can** receive reasonable educational benefit from general education alone. (Answer must be "no" in order for the child to be eligible for services.)
3. The child's performance: (All answers below must be "is not" in order for the child to be eligible for services.)
- is** **is not** due to a lack of appropriate instruction in reading, including the essential components of reading instruction
- is** **is not** due to a lack of appropriate instruction in math; and
- is** **is not** due to limited English proficiency.

To be eligible as a child with Multiple Disabilities, there must be evidence that satisfies all eligibility criteria for Intellectual Disability **AND** each other identified area of impairment. Documentation for each identified eligibility category must be included. *(check all that apply)* **ECEA 2.08(5)(b)**

- | | | |
|--|------------|---|
| <input type="checkbox"/> Intellectual disability | AND | <input type="checkbox"/> Orthopedic Impairment |
| | | <input type="checkbox"/> Visual Impairment, including Blindness |
| | | <input type="checkbox"/> Hearing Impairment, including Deafness |
| | | <input type="checkbox"/> Speech or Language Impairment |
| | | <input type="checkbox"/> Serious Emotional Disability |
| | | <input type="checkbox"/> Autism Spectrum Disorder |
| | | <input type="checkbox"/> Traumatic Brain Injury |
| | | <input type="checkbox"/> Other Health Impairment |

The Multiple Disabilities, as described above, prevents the child from receiving reasonable educational benefit from general education, as evidenced by two or more of the following criteria: *(check all that apply)*

- Yes No Inability to comprehend and utilize instructional information; **and/or**
- Yes No Inability to communicate efficiently and effectively; **and/or**
- Yes No Inability to demonstrate problem solving skills when such information is presented in a traditional academic curriculum; **and/or**
- Yes No Inability to generalize skills consistently.

Yes No The child has a disability as defined in the State Rules for the Administration of the Exceptional Children's Educational Act and is eligible for special education.

Multidisciplinary Team Members IDEA 34 C.F.R. § 300.306(a)(1); ECEA 4.02(6)(b)	Title

A copy of the evaluation report(s) and the eligibility statement has been provided to the parent(s). **IDEA 34 C.F.R. § 300.306(a)(2)**