

Eligibility Criteria: Intellectual Disability

Student's Name: _____

Date: ____/____/____

School: _____

Intellectual Disability refers to the existence of significantly sub-average general intellectual functioning concurrent with equivalent deficits in adaptive behavior, which were manifest during the developmental period and which adversely affect the child's educational performance. Students in this category must score at or below 2 (or more) standard deviations below the mean on both an individually administered intelligence test and on a measure of adaptive behavior.

In order to be eligible, one response per each section below must be answered "yes."

1. Significantly subaverage intellectual functioning?

Below 2 standard deviations (< 70):

Yes

No

Below 3 standard deviations (< 55):

Yes

No

Below 4 standard deviations (< 40):

Yes

No

2. Significantly impaired adaptive behavior, at least 2.0 standard deviations below the means or greater on an individualized instrument of adaptive behavior.

The following skills represent the three areas of adaptive behavior:

Conceptual Skills - language and literacy, money, time, and number concepts; and self-direction

Yes No

Social Skills - interpersonal skills, social responsibility, self-esteem, gullibility, social problem solving and the ability to follow rules, obey laws, and avoid being victimized

Yes No

Practical Skills - activities of daily living, occupational skills, healthcare, travel/transportation, schedules/routines, safety, use of money, use of the telephone

Yes No

3. Developmental history indicates significant impairment in intellectual functioning and a current demonstration of significant impairment is present?

Yes No

For identification as a student with a disability and subsequently eligible for special education and related services all answers to the following questions must be "yes."

1. Does the student have a qualifying disability as defined by the **Regulations Governing Special Education Programs for Children with Disabilities in Virginia (July 2009)** and as defined by this criteria checklist?

Yes No

2. If the student is defined as disabled by application of this criteria, is it also the conclusion of the eligibility group that the disability has an adverse effect on the student's developmental progress?

3. In addition, is it the conclusion of the eligibility group that, given evidence of a qualifying disability and of an adverse effect on developmental progress, the student requires specially designed instruction (special education) to address identified concerns?