



Livingston County Special Services Unit

Eligibility Guidelines for the Determination of Intellectual Disability

Name: _____

Date: _____

DEFINITION

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.

The student would be considered eligible for services under the category of intellectual disability if the collected data and/or evaluation met the following criteria.

CRITERIA

- Evidence of performance on standardized measures of intelligence and adaptive behaviors that is two standard deviations or more below the mean **MUST BE PRESENT**
- Significant amount of repetition, concrete examples, redirection, and explicit teacher guidance is required to accomplish tasks **MUST BE PRESENT**
- Deficits have occurred over an extended period of time and across a number of academic or adaptive areas
- Rate and level of learning is significantly less than peers despite reasonable general education interventions
- Limitations in adaptive skill areas: communication, self-care, home living, social skills, community use, self-direction, health, safety, functional academics, leisure and work
- Significantly delayed general academic achievement
- Adaptive behavior deficits noted from an early age
- Resources necessary to improve or maintain learning are beyond those available in general education curriculum
- Exposure/experience does not alleviate limitations in adaptive skills
- Instructional level requires tasks significantly different from content and skills of general curriculum
- Cognitive concerns are not the result of: lack of appropriate instruction, lack of English proficiency, lack of learning experiences, ethnic or cultural differences, or vision/hearing impairment

DECISION PROCESS

- | | | |
|---|------------|-----------|
| 1. Has the criteria been substantiated by convergent data: | YES | NO |
| 2. Has the criteria been measured against identified standards or benchmarks? | YES | NO |
| 3. Has the information been obtained from multiple sources? | YES | NO |
| 4. Does a majority of the criteria support eligibility? | YES | NO |

ALL FOUR QUESTIONS MUST BE ANSWERED YES TO SUPPORT THE TEAM’S ELIGIBILITY DECISION

YES NO