

Intellectual Disability

Assessment Documentation

School District _____
 Student _____

School _____
 Date of Birth ___/___/___

Grade _____
 Age _____

1. Definition		
<ul style="list-style-type: none"> ▪ significantly impaired intellectual functioning, existing concurrently with adaptive behavior deficits and manifested during the child's developmental period that adversely affect his/her educational performance 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Evaluation Procedures		
<ul style="list-style-type: none"> • significantly impaired intellectual functioning, which is ≥ 2 standard deviations below the mean on an individually administered, standardized measure of intelligence 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> ○ intelligence test instrument(s) selected that are sensitive to cultural, linguistic, or sensory factors 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> ○ test interpretation that takes into account SEM 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • adaptive home behavior composite score or at least one domain score in areas associated with conceptual, social, or practical adaptive functioning ≥ 2 standard deviations below mean of an individually administered, standardized instrument 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • additional documentation with systematic observations, impressions, developmental history obtained for home adaptive behavior 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • significantly impaired adaptive behavior determined by systematic observations in the child's educational setting, which compares and addresses age-appropriate adaptive behaviors for the child's chronological age 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • additional adaptive school behavior composite score or at least one domain score in areas associated with conceptual, social, or practical adaptive functioning ≥ 2 standard deviations below the mean of an individually administered, standardized instrument 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • systematic documented observations by an appropriate specialist, which compare the child's adaptive behaviors with other children of his/her chronological age group 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • When discrepancies occur in adaptive ratings between settings (i.e., home and community/school), a systematic documented observation by an assessment specialist is needed to help provide clinical judgment in regards to adaptive functioning. Observations include areas of conceptual, social, and practical adaptive functioning 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • intelligence and adaptive behavior evaluation results interpretation addresses and makes a determination that the student's performance on the test is not due to the following factors and is not the primary reason for significantly impaired scores on measures of intelligence or adaptive behavior: 		
<ul style="list-style-type: none"> ○ limited English proficiency 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> ○ cultural background and differences 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> ○ medical conditions that impact school performance 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> ○ socioeconomic status 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> ○ communication, sensory, or motor abilities 	<input type="checkbox"/> Yes	<input type="checkbox"/> No

