Intellectual Disabilities Worksheet

Name: _____   School: _____   Meeting date _____

Student ID: _____   D.O.B.: _____   Age: _____   Grade: _____

In application of the Virginia Department of Education's Regulations Governing Special Education Programs for Children with Disabilities in Virginia, this worksheet may assist the eligibility group in applying criteria for students who are being considered for eligibility under the category of Intellectual Disability. A diagnosis included in a report from a medical professional is not sufficient to make an eligibility determination. After consideration of data from multiple sources, review the definition, consider the items below, and note any additional information. Attach this worksheet to the Eligibility Summary Form and include any necessary documentation.

STEP 1.
☐

> DEFINITION: "Intellectual disability" means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

STEP 2.
☐ True
☐ False

> Significantly impaired intellectual and adaptive behavior functioning (must be present concurrently):
>
> ☐ Significantly impaired intellectual functioning: At least 2.0 standard deviations below the mean, on an individually administered, standardized measure of intellectual functioning with consideration given to the standard error of measurement for the assessment.
> Standardized instrument used: _____   Score/Results:_____
>
> ☐ Significantly impaired adaptive behavior: At least 2.0 standard deviations below the mean on an individual standardized instrument of adaptive behavior.
>   The following skills represent the three areas of adaptive behavior:
>   Conceptual Skills - language and literacy, money, time, and number concepts;
>   Social Skills - interpersonal skills, social responsibility, self-esteem, gullibility, social problem solving, and
>   the ability to follow rules, obey laws, and avoid being victimized;
>   Practical Skills – activities of daily living, occupational skills, healthcare, travel/transportation,
>   schedules/routines, safety, use of money, use of the telephone.
> Standardized instrument used: _____   Score/Results:_____
>
> ☐ There is a developmental history (birth through 18) that indicates significant impairment in intellectual functioning and a current demonstration of a significant impairment is present. Age at Identification:_____

AND

STEP 3.
☐ True
☐ False

> There is documentation of an adverse effect on educational performance due to the documented characteristics of an intellectual disability.
> List and/or describe:

AND

STEP 4.
☐ True
☐ False

> Due to the intellectual disability, the student needs specially designed instruction.
> List and/or describe: