

DRAFT 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. 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. Significant limitations in adaptive behavior and intellectual functioning (must be present concurrently):

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; and self-direction

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. 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. Due to the intellectual disability, the student needs specially designed instruction.

