

Application Checklist

Student: _____ Date of Birth: _____

School: _____ Age: _____ Grade: _____

Student ID: _____ Meeting Date: _____

INDICATE CURRENT OR PAST SPECIAL EDUCATION ELIGIBILITY

<input type="checkbox"/> Developmental Delay	<input type="checkbox"/> Specific Learning Disability	<input type="checkbox"/> Deaf/Hearing Impaired	<input type="checkbox"/> Traumatic Brain Injury
<input type="checkbox"/> Speech & Language Impairment	<input type="checkbox"/> Other Health Impairment	<input type="checkbox"/> DeafBlind	<input type="checkbox"/> Intellectual Disability
<input type="checkbox"/> Emotional Disability	<input type="checkbox"/> Blind/Visually Impaired	<input type="checkbox"/> Orthopedic Impairment	<input type="checkbox"/> Autism
		<input type="checkbox"/> Multiple Disabilities	<input type="checkbox"/> Initial Evaluation

DIRECTIONS: Teams should complete this checklist for both initial and reevaluation meetings when a student is suspected of having an Intellectual Disability and may require specialized instruction under a disability category of Intellectual Disability or Multiple Disabilities with Intellectual Disability as one of the disability categories.

DEFINITION: A student with an Intellectual Disability is a student with significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period (before age 21), that adversely affects a child’s educational performance (Individual with Disabilities Education Act Sec. 300.8 (c)(6)).

1. Does the student demonstrate “significantly subaverage general intellectual functioning”?

“Significantly subaverage general intellectual functioning” is defined by overall performance on a standardized comprehensive measure(s) of intellectual functioning which is two or more standard deviations below the mean.

When considering standard scores with a mean of 100 and a standard deviation of 15 a score of 65-75 would be considered “significantly subaverage general intellectual functioning”.

Although school teams should not be bound narrowly to the 65-75 overall cognitive score range, the identification of an Intellectual Disability would not be appropriate for students with substantially higher cognitive scores.

Teams should report results from a standardized comprehensive measure(s) of intellectual functioning including an overall composite score or full-scale score and the confidence interval. Additional data such as index scores may be used to clarify intellectual strengths/weaknesses.

Cognitive Assessment Name	Evaluation Date	Scores/Results

2. Does the student demonstrate deficits in adaptive functioning in comparison to his/her age, gender, and socio-culturally matched peers in one or more domain areas (conceptual, social, practical) that are two or more standard deviations below the mean?

Two or more informants, who know the student well, should report: (a) Significant limitations in the level of adaptive functioning (i.e., practical, social and/or conceptual skills), and (b) that these limitations are apparent in both academic and nonacademic settings.

Examples of the domain areas are as follows:

- a. Conceptual (Communication): memory, expressive/receptive language, reading, writing, math reasoning, acquisition of practical knowledge, problem solving, and judgment in novel situations
- b. Social (Socialization): awareness of others' thoughts, feelings, and experiences; empathy; interpersonal communication skills; friendship abilities; and social judgment
- c. Practical (Daily Living): learning and self-management across life settings including personal care, job responsibilities, money management, recreation, self-management of behavior, school, and work task organization

Teams should report an overall adaptive behavior score and individual domain scores. Additional data may be used to clarify adaptive behavior strengths/weaknesses.

Adaptive Assessment Name	Evaluation Date	Scores/ Results

3. Does the student demonstrate deficits in educational performance as shown across multiple formal and informal sources?

Global educational performance scores and specific academic content scores should be reported below. Additional data may be used to clarify academic strengths/weaknesses.

Educational Assessment Name	Evaluation Date	Scores/ Results

4. Characteristics of an Intellectual Disability:

The IEP team should verify that the student demonstrates the following: (ALL criteria MUST be met for Intellectual Disability to be confirmed)

- Is the age of onset before age 21?
Yes No
- Does the student exhibit significantly subaverage intellectual functioning as evidenced by scores that are two or more standard deviations below the mean on a standardized comprehensive measure(s) of intellectual functioning, including the use of adaptations when necessary due to severe physical disability, speech, hearing, or vision impairment?
Yes No
- Does the student exhibit significantly subaverage adaptive functioning as evidenced by scores that are two or more standard deviations below the mean on a comprehensive measure(s) of adaptive functioning?
Yes No
- Does the student demonstrate deficits in educational performance as shown across multiple formal and informal sources?
Yes No

Check each area of adaptive functioning rated as significantly sub-average by one or more raters:

Practical
(Daily Living Skills)

Social Skills
(Socialization)

Conceptual
(Communication Skills)

Please note any special circumstances that may compromise the validity of accurate adaptive skill measurements (e.g., physical limitations).

5. Conclusion of the IEP Team: Are special education services and specialized instruction required under the disability category of Intellectual Disability?

Yes No

What are the educational areas of need?

Signatures

Titles

	Administrator or Designee
	School Psychologist
	Special Educator
	General Education Classroom Teacher
	Parent/Guardian
	Other: _____
	Other: _____
	Other: _____

If this report does NOT reflect a team member's conclusion, the team member must indicate the reason(s) and their conclusion. Parents are not required to submit a separate dissent.

Name: _____

Title: _____

Signature _____

Reason(s) and conclusion:

Copies of dissenting opinions must be placed in the student's Confidential File and uploaded to the online IEP folder.