

INTELLECTUAL DISABILITY  
BASIS FOR ELIGIBILITY DETERMINATION



Student Name: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Date: \_\_\_\_\_  
 Date Of Birth: \_\_\_\_\_ Home Address: \_\_\_\_\_  
 Student No.: \_\_\_\_\_ State Student ID: \_\_\_\_\_

Age	Gender	Grade	Home School	Attending School
Ethnicity		Primary Language - Date Determined		Home Language - Date Determined
Parent/Guardian Name			Cell	Name
Address			Work Phone	Address
			Emergency Phone	Emergency Phone

INTELLECTUAL DISABILITY

DEFINITION:

"Intellectual disability" means 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.

CRITERIA:

After consideration of data from multiple sources, review the definition, consider the items below, and note any additional information. Attach this worksheet to the Special Education Committee (SEC-R) Review and include any necessary documentation. Complete all steps.

A child with an intellectual disability who requires special education and related services will meet ALL of the following criteria.

- Yes  No Step 1  
Team reviewed the IDEA definition of Intellectual Disabilities.
- Yes  No Step 2  
Significantly impaired intellectual and adaptive behavior functioning (must be present concurrently):
- Yes  No 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/result:
- Yes  No Significantly impaired adaptive behavior: At least 2.0 standard deviations below the mean on an individual standardized instrument of adaptive behavior.
  - Standardized instrument used:
  - Score/result:

Name	Organization Name	Date of Birth	Student Number	Document Date
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Yes  No 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:

Yes  No 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:

Yes  No Step 4  
Due to the intellectual disability, the student needs specially designed instruction.  
Specially designed instruction" is defined in Virginia regulations as "adapting, as appropriate to the needs of an eligible child under this chapter, the content, methodology, or delivery of instruction: (34 CFR 300.39(b)(3))  
1. To address the unique needs of the child that result from the child's disability; and  
2. To ensure access of the child to the general curriculum, so that the child can meet the educational standards that apply to all children within the jurisdiction of the local educational agency". List and/or describe:

**ELIGIBILITY DETERMINATION**

- The disability criteria for intellectual disability have been met, and the child needs special education (and related services, if applicable).
- The disability criteria for intellectual disability have NOT been met.