

**ARLINGTON PUBLIC SCHOOLS  
BASIS FOR ELIGIBILITY DETERMINATION**

<b>Name:</b>	<b>School:</b>	
<b>ID#:</b>	<b>DOB:</b>	<b>Date of Eligibility:</b>

**INTELLECTUAL DISABILITY**

**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.

**CRITERIA**

A child with an intellectual disability who requires special education and related services will meet ALL of the following criteria. In interpreting the evaluation data, the committee must document and carefully consider information from a variety of sources. For each criterion indicate **Yes** or **No** and provide additional information where indicated.

**Yes**    **No**   **1. Intellectual Functioning**

The child has significantly impaired intellectual functioning, which is two or more standard deviations below the mean with consideration given to the standard error of measurement for the assessment on an individually administered, standardized measure of intellectual functioning.

*Specify level of current general intellectual functioning:*

**Yes**    **No**   **2. Adaptive Behavior**

The child has, concurrently, impaired adaptive behavior as determined by a composite score on an individual standardized instrument of adaptive behavior that measures two standard deviations or more below the mean for either (a) one of the three types of adaptive behavior: conceptual, practical, or social or (b) an overall score on a standardized measure of conceptual, practical and social skills.

*(Check all that apply):*

- Conceptual,
- Practical,
- Social, or
- Overall adaptive behavior

**Yes**    **No**   **3. Developmental History**

Developmental history that indicates significant impairment in intellectual functioning and a current demonstration of significant impairment is present.

*Comment:*

**Yes**    **No**   **4. Educational Impact**

The disability adversely affects the child's educational performance. *Document the areas where the disability and not other factors negatively impacts a child's academic and/or functional performance as compared to average same-aged students.*

*Describe the impacted academic/functional performance:*

Yes  No **5. Observation**

The committee considered the relevant behavior noted during the classroom observation and the relationship of that behavior to the child's academic functioning. *Note relevant behavior, if any:*

Yes  No **6. Medical Findings**

The committee considered educationally relevant medical findings if any. *Note educationally relevant medical findings, if any:*

**7. Exclusionary Factors**

Yes  No

**A.** Lack of appropriate instruction in reading including the essential components of reading instruction (phonemic awareness; phonics; vocabulary development; reading fluency, including oral reading skills; and reading comprehension strategies) has been ruled out as the determinant factor in the eligibility decision.

Yes  No

**B.** Lack of appropriate instruction in math has been ruled out as the determinant factor in the eligibility decision.

Yes  No

**C.** Limited English proficiency has been ruled out as the determinant factor in the eligibility decision.

Yes  No **8. Need for Special Education**

Specially designed instruction means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from their disability and 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 APS. Specify/Describe:

**ELIGIBILITY DETERMINATION**

- The disability criteria for **intellectual disability** have been met and the child needs special education and related services.
- The disability criteria for **intellectual disability** have NOT been met.