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East St. Louis Area Joint Agreement
School Districts 188 & 189
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ELIGIBILITY CRITERIA FOR INTELLECTUAL DISABILITY

“INTELLECTUAL DISABILITY” DEFINITION

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 education performance.

RECOMMENDED ELIGIBILITY CRITERIA

Significant delay [two or more standard deviations +/- Standard Error or Measure (SEM)] in intellectual functioning without reference to classification levels, existing concurrently with related limitation in two or more of the following applicable skill areas: communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure and work. Intellectual Disability manifests before the age of 18.

A psychological evaluation must be conducted and a recommendation for eligibility must be made by a school psychologist for any child who is suspected of or determined to have an Intellectual Disability

(23 Illinois Administrative Code, Section 226.135)

A. COGNITIVE

1. Significant sub average intellectual functioning: an IQ of 70 +/- SEM or below on an individually administered intelligence test. Given a score higher than 70, using the SEM, written justification should be provided, or additional measures demonstrating significant sub average intellectual functioning should be administered;
2. Intellectual Disability may be used when there is strong presumption of sub average intellectual functioning, i.e., due to limitations or significant impairments where the student is unable to participate in the standardized testing process.

B. ADAPTIVE BEHAVIOR

1. Adaptive behavior refers to the effectiveness with which individuals meet the standards of personal independence and social responsibility expected of individuals of their age and cultural group. Deficits in adaptive behavior are evaluated according to developmental age;
2. Significant deficits of global adaptive behavior: scores of 70 +/- SEM or below on an individually administered adaptive behavior rating scale. Given a score higher than 70, using the SEM, written justification should be provided, or additional measures demonstrating significant sub average adaptive behavior should be administered. Adaptive behavior scales from both the home and school when age appropriate and/or available;
3. When the global adaptive behavior score is above 70 SEM, deficits in adaptive behavior can be defined as limitations in **two or more** adaptive behavior skill areas: communication, self-care, home living, social skills, community use, self-direction, health and safety, functioning academics, leisure, and vocational. These deficits should still reflect deficits in the range of two standard deviations below the norm taking into account the SEM. When a score higher than 70 is obtained using the SEM, written justification should be provided, or additional measures demonstrating significant sub average adaptive behavior should be administered.

ADVERSE EDUCATIONAL EFFECT

The impairment must have a direct and adverse effect on the child's ability to make adequate educational progress without special education and related services.

EXCLUSIONARY CRITERIA

1. The student's evaluation results can best be explained by another eligibility category (e.g. Autism, Multiple Disabilities, etc.);
2. The child's functional levels can best be explained by environmental, cultural or economic influences, or a lack of programming or history of inconsistent programming;
3. The disability does not adversely affect educational performance.

EXIT CRITERIA

1. The student no longer meets the district criteria;
2. The student's disability no longer demonstrates an adverse effect on educational performance;
3. The student has demonstrated adequate functioning over a period of time (nine weeks) in a general education classroom with minimally invasive (monitor and/or consult) special education services;
4. The student has demonstrated adequate functioning with general education supports only.
5. The student completes the school year in which he/she reaches the day before the age of 22 years.