Legal Name of Child	DOB	State Child ID (SASID)	Date

DETERMINATION OF ELIGIBILITY: INTELLECTUAL DISABILITY

Definition: A child with an Intellectual Disability shall have reduced general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which prevents the child from receiving reasonable educational benefit from general education. **ECEA 2.08(4)**

The team has addressed each of the following statements and has determined: IDEA 34 C.F.R. §§ 300.304(c)(6) and 300.306(b); ECEA 2.08(4)

☐ Yes ☐ No 1. The evaluation is sufficiently comprehensive to appropriately identify all of the child's special education and related services needs, whether or not commonly linked to the disability category. (Answer must be "yes" in order for the child to be eligible for services.)

☐ Yes ☐ No 2. The child ***can*** receive reasonable educational benefit from general education alone. (Answer must be "no" in order for the child to be eligible for services.)

3. The child's performance: (All answers below must be "is not" in order for the child to be eligible for services.)
   - ☐ ***is*** ☐ ***is not*** due to a lack of appropriate instruction in reading, including the essential components of reading instruction
   - ☐ ***is*** ☐ ***is not*** due to a lack of appropriate instruction in math; and
   - ☐ ***is*** ☐ ***is not*** due to limited English proficiency.

To be eligible as a child with an Intellectual Disability, there must be evidence of each of the following criteria*:* ECEA 2.08(4)(a)

☐ Yes ☐ No A full scale score of 2.0 or more standard deviations below the mean on individually administered measures of cognition; **and**

☐ Yes ☐ No A comprehensive adaptive skills assessment based on a body of evidence that reflects the child's social, linguistic and cultural background. The level of independent adaptive behavior is significantly below the culturally imposed expectations of personal and social responsibility.

The body of evidence shall include results from each the following:

- ☐ A full scale score of 2.0 or more standard deviations below the mean on a standard or nationally normed assessment of adaptive behavior; **and**
- ☐ Interview of parents; **and**
- ☐ Observations of the child's adaptive behavior that must occur in more than one educational setting. A discrepancy must occur in two or more domains related to adaptive behavior in more than one educational setting.

An Intellectual Disability, as described above, prevents the child from receiving reasonable educational benefit from general education, as evidenced by the following criterion: 2.08(4)(b)

☐ Yes ☐ No A deficiency in academic achievement, either as indicated by scores 2.0 or more standard deviations below the mean in formal measures of language, reading, and math, or a body of evidence on informal measures when it is determined that reliable and valid assessment results are not possible due to the child's functioning level.

None of the above 2.08 (4) (a) and (b) indicators by themselves shall be sufficient criterion for determination of an Intellectual Disability. All three indicators shall be evident for the determination of this disability.

☐ Yes ☐ No **The child has a disability as defined in the State Rules for the Administration of the Exceptional Children's Educational Act and is eligible for special education.**

Multidisciplinary Team Members IDEA 34 C.F.R. § 300.306(a)(1) and 300.308; ECEA 4.02(6)(b)	**Title**

☐ A copy of the evaluation report(s) and the eligibility statement has been provided to the parent(s). **IDEA 34 C.F.R. § 300.306(a)(2)**