

The following slides provide guidance on the eligibility category, definition, and criteria for “child with a Intellectual Disabilities” in Colorado public schools.

The majority of these slides may also be found within the Comprehensive Overview Training PowerPoint, which provides guidance on every eligibility category. This ppt has additional slides on this eligibility category.

If these slides are used as a self-standing training tool, it is recommended that they be supplemented with the posted slides specific to the HB11-1277 Overview, which can be found at: http://www.cde.state.co.us/cdesped/Training_ECEAEligibility.asp

The HB11-1277 Overview slides will detail the history and timelines of implementation of the new eligibility categories, definitions, and criteria.

Together We Can

Vision

All students in Colorado will become educated and productive citizens capable of succeeding in a globally competitive workforce.

Mission

The mission of CDE is to shape, support, and safeguard a statewide education system that prepares all students for success in a globally competitive world.

Intellectual Disabilities

- The following slides have been vetted internally within the Colorado Department of Education for training purposes of the definition and eligibility criteria for Intellectual Disabilities.
- If you make any changes to these slides, please acknowledge that they are different from this vetted product and may no longer represent the viewpoint of the CDE.

Eligibility Checklist for Intellectual Disabilities

- It is recommended that the following training slides be used in conjunction with the Eligibility Checklist for a Child with Intellectual Disabilities, which can be found at:

http://www.cde.state.co.us/cdesped/IEP_Forms.asp

INTELLECTUAL DISABILITY

Intellectual Disability

(formerly Significant Limited Intellectual Capacity)

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If there are any questions about the definition and eligibility criteria for Intellectual Disabilities, please be in contact with Gina Quintana at quintana_g@cde.state.co.us or (303) 866-6605.

If there are any questions about whether a specific child meets the established criteria for Intellectual Disabilities, please be in contact with the administrative unit's Special Education Director.

Intellectual Disability

- **Name change from Significant Limited to Intellectual Capacity to Intellectual Disability**



- **Alignment with IDEA**

IDEA changed from Mental Retardation to Intellectual Disability in 2010 as a result of P.L. 111-256 known as Rosa's Law

2.08 (4) 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.

2.08 (4) (a) Criteria for Intellectual Disability preventing the child from receiving reasonable educational benefit from regular education shall include:

2.08 (4) (a) (i) A full scale score of 2.0 or more standard deviations below the mean on individually administered measures of cognition.

2.08 (4) (a) (ii) 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.

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The next three slides include the exact wording of a Child with an Intellectual Disability eligibility criteria that are in the current *Rules for the Administration of the Exceptional Children's Educational Act 1 CCR 301-8*

behavior is significantly below the culturally imposed expectations of personal and social responsibility This body of evidence shall include results from each of the following:

2.08 (4) (a) (ii) (A) A full scale score of 2.0 or more standard deviations below the mean on a standard or nationally normed assessment of adaptive behavior;

2.08 (4) (a) (ii) (B) Interview of parents; and

2.08 (4) (a) (ii) (C) 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.

2.08 (4) (b) 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 student's functioning level.

Learning Characteristics of Students Identified with an Intellectual Disability

May exhibit:

- Difficulties in communicating efficiently and effectively that effect self-determination, behavior, social interactions and participation in multiple learning environments.
- Uneven learning patterns in all domains including cognition, communication, socialization and self-help.
- Multiple disabling conditions concurrently with an intellectual disability, including physical disabilities, sensory challenges, and medical needs, that impact health, stamina and engagement in learning tasks.

Learning Characteristics of Students Identified with an Intellectual Disability

- Motor impairments, in addition to cognitive/developmental delay, that makes participation in routine tasks challenging.
- Difficulty learning new tasks, maintaining new skills and generalizing skills to new environments.
- Difficulty demonstrating problem solving skills when new skills or information is presented in a traditional academic curriculum.
- Individualized methods of accessing information in alternative ways (tactile, visual, auditory, and multi-sensory).

To Be Eligible as a Child with an Intellectual Disability

To be eligible as a child with an Intellectual Disability, there must be evidence of criteria in *each* of the following areas:

- Cognitive, *and*
- Adaptive Skills, *and*
- Academic



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Note:

No single area, by itself, will qualify a student for this eligibility category. Evidence must be provided in each of the three areas proving that the student has met the criteria.

Important to Note:

- **No single area, by itself, will qualify a student for this eligibility category.**
- **Evidence must be provided in each of the three areas proving that the student has met the criteria.**



To Be Eligible as a Child with an Intellectual Disability

Cognitive Criteria:

- A full scale score of **2.0 or more** standard deviations below the mean on individually administered measures of cognition; **and** (This is a change to the definition. Originally, the cut-off range was “more than 2.0 standard deviations.”)
- This is typically an IQ score of 70 or below.
- A student’s IQ profile is fairly flat when there is an ID.
- If the student is 70+, taking into account the SEM, look at the rest of the profile before making the determination. (Do they meet the criteria under ID in adaptive behavior AND academics?)

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The current definition includes a student who has a full scale score of 2.0 standard deviations. Previously, if they were at 2.0, they would not qualify for services under intellectual disability. This change will assist teams with identification of students who are in the border line range of intellectual disability. This criteria aligns with the DSM-IV-TR.

Remember, this score, in and of itself does not deem a student eligible for this category.

SEM – standard error of measurement

Assessments

- The assessments on the slides titled “Assessments” are examples of tools that are being used by various school districts throughout Colorado.
- The assessments are not endorsed nor mandated by the Colorado Department of Education.

Cognitive Assessments - Verbal

- **Wechsler Intelligence Scale for Children®-Fourth Edition** (WISC) – identifies key cognitive strengths and weaknesses related to learning disabilities, executive function, attention disorders, TBI, intellectual disabilities and giftedness. (ages 6:0 -16:11)
- **Wechsler Preschool and Primary Scale of Intelligence™ - Third Edition** (WPPSI)– places strong emphasis on developmentally appropriate, child-friendly features and includes new working memory measures down to age 2 ½. (ages 2:6-7:3)

Cognitive Assessments - Verbal

- **Kaufman Assessment Battery for Children, Second Edition** – assessment that offers a cultural fairness by minimizing verbal instructions and responses. (ages 3-18)
- **Differential Ability Scales** (DAS) – uses a profile analysis to be able to identify the child’s strengths and needs, so the appropriate IEP goals, intervention strategies, and progress monitoring can be developed. (ages 2:6 – 17:11)

Cognitive Assessments - Nonverbal

- **Leiter International Performance Scale-Revised (Leiter-R)** – offers a completely nonverbal measure of intelligence ideal for use with those who have intellectual abilities, non-English speaking, hearing impaired, speech impaired, or autism spectrum disorders. (ages 2-20)
- **Comprehensive Test of Nonverbal Intelligence, Second Edition (CTONI-2)** – a nonverbal assessment that measures general intelligence of children and adults who performance on traditional tests might be adversely affected by subtle or overt impairments involving language or motor abilities. (ages 6:0 – 89:11)

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Cognitive Assessments - Nonverbal

- **Universal Nonverbal Intelligence Test™ (UNIT™)** – an equitable assessment of general intelligence, measured nonverbally. (ages 5:0-17:11)
- **Raven’s Progressive Matrices** – non-verbal measure of mental ability-minimizing the impact of language skills and cultural bias. Coloured Progressive Matrices (ages 5-11), Standard Progressive Matrices (ages 6-16), and Advanced Progressive Matrices (ages 12 – up and above average IQ)

Criteria for Selecting a Cognitive Assessment

- Normed within the past 10 years.
- Meet psychometric standards for validity and reliability.
- Culturally and linguistically appropriate for population.

To Be Eligible as a Child with an Intellectual Disability

Adaptive Skills Criteria:

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 of 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*
- *An 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.*

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Words in purple and italicized indicate where changes have been made from the previous criteria (prior to HB11-1277)

Adaptive Skills Criteria

- **A discrepancy must occur in two or more domains related to adaptive behavior in more than one educational setting.**
 - The discrepancy must be consistent across educational settings.
 - Sometimes students may perform a skill in one setting and not another, for many reasons.
 - Caution: pay careful attention to any discrepancy in communication when the student is an English Language Learner.

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For the student who is an English Language Learner, there may be a discrepancy in communication. The team may want to look at other domains and not base this decision solely on this domain.

Adaptive Skills Criteria

- A face-to-face interview of the parents or caregivers using a formal adaptive behavior assessment rating scale must be completed by an individual who is trained to administer such an instrument.



Adaptive Skills Assessments

- **Scales of Independent Behavior-Revised** SIB-R – comprehensive, norm-referenced assessment of adaptive and maladaptive behavior (ages Infancy-80+)
- **Vineland Adaptive Behavior Scales, Second Edition** (Vineland-II) – a measure of personal and social skills needed for everyday living. (ages birth-90+)
- **Adaptive Behavior Assessment System® - Second Edition** - ABAS®-Second Edition – a complete assessment of adaptive skills functioning. Assess all 10 specific adaptive skills areas specified in the DSM-IV. (ages 0-89)

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Adaptive Skills Assessments

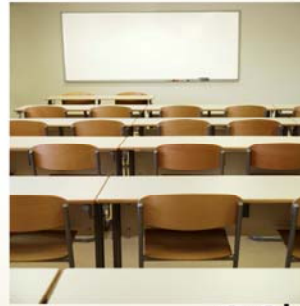
- **Diagnostic Adaptive Behavior Scale** – newly released (2013) and provides a comprehensive standardized assessment of adaptive behavior. (ages 4-21)
- **Adaptive Behavior Evaluation Scale-Revised-Second Edition-(ABES-R2)** – provides a measure of adaptive behaviors which are necessary for success in both educational and home settings and are not measured by academic skills testing. (ages 4-12)

Adaptive Skills Assessment

- An observation of the student's adaptive behavior in more than one *educational* setting.

Examples include, but are not limited to:

- Classroom
- Cafeteria
- Library
- Playground
- Computer Lab



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Adaptive Skills Domains

- **Conceptual**
 - Communication Skills
 - Functional Skills
 - Self-Direction
- **Social**
 - Social Skills
 - Leisure Skills
- **Practical**
 - Self-Care
 - Home or School Living
 - Community Use
 - Work
 - Health and Safety

For a student who is an English Language Learner, careful consideration must be given to the communication skills domain.

Academic Achievement

- **2.08 (4) (b)** 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 student's functioning level.



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Academic Assessments

- **Woodcock – Johnson® III Normative Update (NU) Complete** – measures general intellectual ability, specific cognitive abilities, oral language, and academic achievement. (ages 2-90+)
- **Test of Early Mathematics Ability (TEMA 3)** – measures mathematic performance of children between the ages of 3-8 and is also useful with older children who have learning problems in mathematics.

Academic Assessments

- **Test of Early Reading Ability (TERA-3)** – measures reading ability of young children ages 3:6-8:6.
- **Test of Written Language – Fourth Edition (TOWL-4)** – assess the conventional, linguistic, and conceptual aspects of students’ writing. (ages 9:0-17:11)
- **Body of Evidence**

Body of Evidence

- **Teams should attempt to administer a formal achievement assessment on students who are able to respond to the items.**
- **The body of evidence should be utilized only for students who, because of their functioning level, cannot access the assessment.**
- **Examples of items for the body of evidence may include, but not limited to: criterion-referenced assessments, student work that compares them to their peers, developmental skills checklists, anecdotal records and observations focused on academic achievement.**

Cultural Considerations

- **Awareness of the student's culture and the unique views regarding the functioning levels and skills of a child at a certain age.**
- **Non-biased assessment isn't a particular test or instrument, but rather gathering information through a problem solving process.**
- **Assessment should be conducted in the student's expressive/receptive mode. (e.g., language, alternative communication system, etc.)**

Familial Considerations

- Families are active members of their child's educational team.
- Teams should be sensitive and respectful of the emotional nature and impact of sharing this type of information.
- Teams should discuss all concerns with parents so that certain eligibility categories are not a "surprise."
- Family history is an important component of this process.

Specially Designed Instruction

- **“Specially Designed Instruction”** *means adapting, as appropriate to the needs of an eligible child, the content, methodology or delivery of instruction* to address the *child's unique needs resulting from the disability* and *ensuring the child's access to the general curriculum* so that he or she can meet the educational standards that apply to all children within jurisdiction of the public agency. 34 CFR 300.39 (b)(3).
- It involves providing instruction that is different from that provided to children without disabilities, based upon the eligible child's unique needs.

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To qualify as a child with a disability, there must be evidence that the child cannot receive reasonable educational benefit from general education without specially designed instruction.

(ID): The Child Cannot Receive REB from General Education

- 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 of informal measures when it is determined that reliable and valid assessments are not possible due to the student's functioning level.*

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Reasonable Educational Benefit = REB

To qualify as a child with Intellectual Disabilities, there must be evidence that the child cannot receive reasonable educational benefit from general education without specially designed instruction.

Previously, the definition read “more than 2.0 standard deviations.” It now includes 2.0 or more.

The body of evidence was included to assist teams with students who, by virtue of their disability and/or functioning level, and after all attempts to assess are exhausted. The data that are collected should reflect the students’ needs and current academic functioning level.

Body of evidence may include: progress monitoring data, CBM’s, summative or formative assessment data, student work, developmental skills checklists, teacher observations, teacher anecdotal records focused on academic achievement.

To Be Eligible as ID, the Child Should Meet All Four Conditions

1. **Must have a quantified intellectual disability.**
2. **Must have a quantified deficit in adaptive skills.**
3. **Educational performance must be adversely affected by the condition.**
4. **The condition must create a need for specially designed instruction.**

Thank You!

