Operational 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

Students identified with an Intellectual Disability will meet the following:

1. The student’s cognitive ability, as measured by an individually administered, standardized measure of intellectual functioning, falls at least two standard deviations below the mean (i.e., IQ is less than or equal to 70) with consideration given to the standard error of measurement.

2. The student displays a deficit in at least one area of adaptive behavior, as determined by a composite score on a standardized instrument of adaptive behavior, which is at least two standard deviations or more below the mean (i.e., standard score is less than or equal to 70) with consideration given to the standard error of measurement. These areas of adaptive behavior typically include communication, socialization, daily living skills, and motor development.

3. The child’s developmental history indicates significant impairment in intellectual functioning and a current demonstration of significant impairment is present.

4. The delays are evidenced during the developmental period (i.e., prior to 18 years of age).

5. The student has been provided scientific, researched-based interventions, appropriate for his/her age or grade level, and the student has not demonstrated acquisition of skills that have been taught.

6. There is an adverse effect on the child’s educational performance due to one or more documented characteristics of an intellectual disability.

7. The following exclusionary factors should be ruled out as the primary cause for deficits in cognitive ability and adaptive behavior: auditory or visual acuity deficits; learning disability; emotional disability; and environmental, cultural, or economic disadvantage.