



COGNITIVE DISABILITIES

Definition and Eligibility Criteria January 2010



Why Are We Here?

- **To provide information on the definition of Cognitive Disabilities.**
- **To provide information on eligibility criteria for Cognitive Disabilities.**

DEFINITION

- **Cognitive disability means:**
- **significantly sub-average intellectual functioning**
- **that exists concurrently with deficits in adaptive behavior**
- **and that adversely affects educational performance.**



Assumptions

- **“Limitations in present functioning must be considered within the context of community environments typical of the individual’s age peers and culture.”**



Assumptions

- **“Valid assessment considers cultural and linguistic diversity as well as differences in communication, sensory, motor and behavioral factors.”**



Assumptions

- **“Within an individual, limitations often coexist with strengths.”**



Assumptions

- **“An important purpose of describing limitations is to develop a profile of needed supports.”**



Assumptions

“With appropriate supports over a sustained period, the life functioning of the person with CD will generally improve.”



Eligibility Criteria

The IEP team may identify a child as having a cognitive disability if the child meets the criteria specified in PI 11.36 (1) (b) with regards to;

- **Intellectual Functioning**
- **Adaptive Behavior**
- **Academic Functioning**



Intellectual Functioning

- **The child has a standard score of 2 or more standard deviations below the mean on a least one individually administered intelligence test developed to assess intellectual functioning.**



Intellectual Functioning

When evaluating a child, the child has;

- **A standard score between 1 and 2 standard deviations below the mean on at least one individually administered intelligence test**
- **The child has been documented as having a cognitive disability in the past**
- **The child's condition is expected to last indefinitely**



Intellectual Functioning - Evaluation Tools

- **Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV)**
- **Stanford-Binet Intelligence Scales-Fifth Edition (SB5)**
- **Kaufman Assessment Battery for Children-Second Edition (KABC-II)**
- **Woodcock-Johnson III Tests of Cognitive Abilities (WJ-III)**
- **Differential Abilities Scales-II (DAS-II)**
- **Naglieri Nonverbal Ability Test-Second Edition**
- **Comprehensive Test of Nonverbal Intelligence, 2nd Edition (CTONI-2)**



Adaptive Behavior

The child has deficits in adaptive behavior:

- **As demonstrated by a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures**
- **As measured by comprehensive, individual assessments**



Adaptive Behavior

- **Assessments include interviews of the parents, tests, and observations of the child in adaptive behavior which are relevant to the child's age**



Adaptive Behavior

Adaptive Behavior to be assessed includes;

- **Communication (relevant for ages 3-21)**
- **Self-care (relevant for ages 3-21)**
- **Home-living skills (relevant for ages 6-21)**



Adaptive Behavior

- **Social skills (relevant for ages 3-21)**
- **Appropriate use of resources in the community (relevant for ages 6-21)**



Adaptive Behavior

- **Self-direction (relevant for ages 6-21)**
- **Health and Safety (relevant for ages 6-21)**
- **Applying academic skills in life (relevant for ages 6-21)**



Adaptive Behavior

- **Leisure (relevant for ages 6-21)**
- **Work (relevant for ages 14-21)**

Adaptive Behavior Rating Scales

- **AAMR Adaptive Behavior Scale- School Edition (ABS-S:2)**
- **Vineland Adaptive Behavior Scales, Second Edition (Vineland-II)**
- **Scales of Independent Behavior-Revised (SIB-R)**
- **Adaptive Behavior Evaluation Scale –Revised Second Edition (ABES-R2)**
- **Adaptive Behavior Assessment System-Second Edition (ABAS-Second Edition)**



Academic Functioning

- **The child is age 3 through 5 and has a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments in at least 2 of the following areas:**



Academic Functioning

- **Academic readiness**
- **Comprehension of language or communication**
- **Motor skills**



Academic Readiness – Evaluation Tools

- **Battelle Developmental Inventory (BDI-2)**
- **Developmental Assessment of Young Children (DAYC)**
- **Learning Accomplishment Profile (LAP-3)**
- **Mullen Scales of Early Learning: AGS Edition**



Comprehension of Language or Communication - Evaluation Tools

- **Preschool language Scale-Revised (PLS-3)**
- **DAYC**
- **BDI-2**
- **LAP-3**



Motor Skills – Evaluation Tools

- **Peabody Developmental Motor Scales**
- **DAYC**
- **BDI-2**
- **LAP-3**



Academic Functioning

- **The child is age 6 through 21 and has a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments, in;**
- **general information**



Academic Functioning

- **And at least 2 of the following areas:**
- **Written language**
- **Reading**
- **Mathematics**



Academic Functioning - Evaluation Tools

- **Woodcock Johnson III NU-Tests of Achievement (WJIII NU)**
- **Peabody Individual Achievement Test-Revised/NU (PIAT – R/NU)**
- **Kaufman Test of Educational Achievement, Second Edition (KTEA-II)**
- **Key Math3 Diagnostic Assessment**
- **Woodcock Reading Mastery Tests-Revised/NU norms (WRMT-R/NU)**

Note

- **Cognitive disabilities typically manifest before age 18**
- **An etiology should be determined when possible, so that the IEP team can use this information for program planning**



Need for Special Education [PI 11.35 (3)]

- **“Disability” means impairment and need for special education**
- **Not automatic**



Need for Special Education

The IEP team shall identify all of the following:

- **Needs that cannot be met in regular education as structured**



Need for Special Education

Modifications, if any, in regular education, such as;

- **Adaptation of content**
- **Adaptation of methodology**
- **Adaptation of delivery of instruction**



Need for Special Education

Modifications, if any, in regular education, that allow the child:

- **To access general education curriculum**
- **To meet the educational standards that apply to all.**



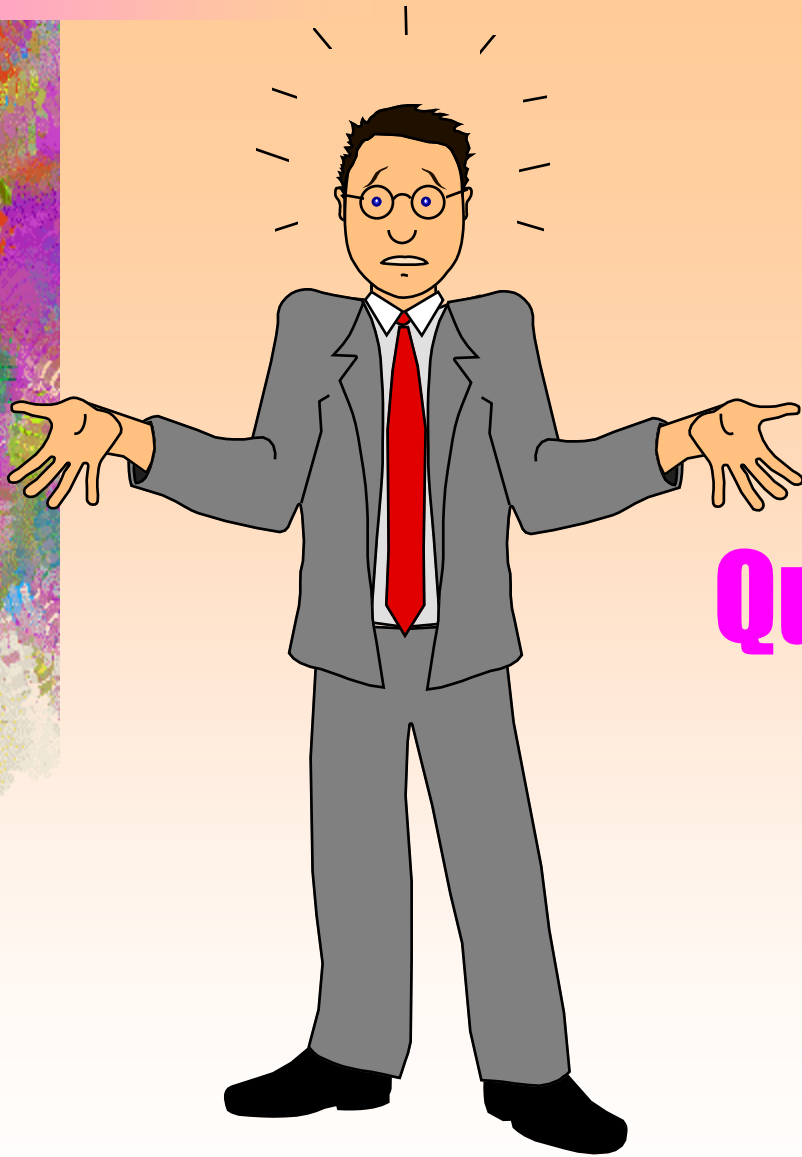
Need for Special Education

Additions or modifications, if any, not provided in general curriculum, including:

- **Replacement content**
- **Expanded core curriculum**
- **Other supports**

Resources

- **American Association on Intellectual and Developmental Disabilities 2010, Intellectual Disability: Definition, Classification, and Systems of Supports, Washington D.C.**
- **American Association on Mental Retardation (1992) (2002), Mental Retardation: Definition, Classification, and Systems of Supports, Washington D.C.**



Questions