



SPECIAL EDUCATION GUIDANCE

ER-1-HD Criteria for Disability Category: Intellectual Disability

This form should be used when the IEP team is considering if a student meets criteria for the disability category of intellectual disability as defined under [PI 11.36\(1\), Wis. Admin. Code](#). IEP teams use this form to explain or reference data or evidence considered and the disability category determination. This form is used in conjunction with the Evaluation Report (ER-1) as part of a comprehensive special education evaluation.

The intent of the form is to guide and document the IEP team's discussion as it considers criteria for intellectual disability. The form also serves as documentation for a compliance review.

For more information on how to identify a student with an intellectual disability, go to the [intellectual disability webpage](#) at the Wisconsin Department of Public Instruction.

FORM CONTENT	CLARIFICATION/EXPLANATION
Date form completed	Enter the date of the IEP team meeting for when the IEP team determined if the student met the disability category criteria for intellectual disability.
Initial Evaluation	Check "initial evaluation" if the student was not previously found to meet the disability category criteria for intellectual disability. The IEP team must complete all sections of this form.
Reevaluation	Check "reevaluation" if the student was previously found to meet the disability category criteria for intellectual disability.

	<p>A student is not required to meet initial criteria during a reevaluation for this category, but the disability must continue to have an adverse effect on education performance in order to be considered for specially designed instruction. It is recommended that the IEP team consider all sections on this form, but only Section IV is required.</p>
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FORM CONTENT	CLARIFICATION/EXPLANATION
<p><u>Section I.</u> Intellectual Functioning</p>	<p>Must be checked "yes."</p> <p>More than one intelligence test may be used to produce a comprehensive result.</p>
<p>The student has a standard score of 2 or more standard deviations below the mean on at least one individually administered intelligence test that takes into account the student's mode of communication and is developed to assess intellectual functioning using this mode.</p>	<p>Assessment must be completed by a qualified examiner as outlined noted by in the publisher of the assessment.</p> <p>Explain or reference data by listing the assessment name and the scores from assessments or any other scores that are relevant to showing 2 standard deviations below the mean.</p>

FORM CONTENT	CLARIFICATION/EXPLANATION
<p><u>Section II.</u> Adaptive Functioning</p>	<p>At least one must be checked in order to mark "yes."</p>
<p>The student has significant limitations 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 that include interviews of the parents, tests, and observations of the student in adaptive behavior which are relevant to the</p>	<p>Explain or reference data by listing the assessment name and the composite scores of each domain or any other scores that are relevant to showing 2 standard deviations below the mean.</p> <p>Note: An overall composite score or a composite score from of the three domains must be used. Do not use only a scaled score from individual subtests</p>

<p>student's age, in at least one of the following:</p> <p>Conceptual Skills (Explain or reference data or evidence)</p> <p>Social Adaptive Skills (Explain or reference data or evidence)</p> <p>Practical Adaptive Skills (Explain or reference data or evidence)</p> <p>An overall composite score on a standardized measure of conceptual, social, and practical skills</p>	<p>Adaptive behavior should be evaluated using multiple respondents who know the student being assessed and have the opportunity to observe the student on a daily or weekly basis in a variety of settings over an extended period of time.</p> <p>There may be times when a professional trained in the assessment may need to do a formal interview to gain the information needed.</p>
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FORM CONTENT	CLARIFICATION/EXPLANATION
<p><u>Section III.</u> Educational Performance</p>	<p>One yes/no question must be checked "yes."</p>
<p>The student 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 each of the following areas:</p> <p>Language Development and Communication</p> <p>Cognition and General Knowledge</p>	<p>Language Development And Communication:</p> <p>This refers to students developing the ability to understand and convey meaning through language. Language development is reflected in students' progress toward acquiring skills in the areas of listening and understanding, speaking and communicating, and early literacy. Language development occurs in the context of relationships, encompasses all forms of communication, both verbal and nonverbal, and moves students along the continuum of early literacy.</p> <p>Students learn to communicate in a variety of ways, such as using symbols; combining their oral language, pictures, print, and play into a coherent mixed medium, and creating and communicating meaning through both nonverbal and verbal language.</p>

<p>Cognition And General Knowledge</p>	<p>The components of cognition and general knowledge focus on the student’s ability to acquire, organize, and use information in increasingly complex ways to satisfy that curiosity. Primary components include mathematics and logical thinking, scientific thinking, and problem-solving.</p> <p>Students acquire knowledge by linking prior experiences to new learning situations. As a student applies and extends prior knowledge to new experiences, the student refines concepts or forms new ones. Cognition is a fluid process by which students use thinking skills to conceptually develop a construct of the world, thus enabling active learning. General knowledge is a product of cognition, which expands and grows through learning and self-expression.</p> <p>Explain or reference data by listing the assessment name or type and the composite scores or each developmental area.</p>
<p>The student is age 6 to 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 each of the following areas:</p> <p>Written language Reading Mathematics OR Reliable and valid assessment results are not possible due to functioning level or age (for ages 3 to 5 or 6 to 21), and a standardized developmental scale or body of evidence including informal measures was used.</p>	<p>For each academic area, explain or reference data by listing the assessment name or type as well as and the composite scores for each academic achievement area.</p> <p>Use full composite scores for each subject area rather than scores from individual subtests. Refer to the assessment’s manual to determine which subtests are needed to determine a composite score for each subject area.</p>

FORM CONTENT	CLARIFICATION/EXPLANATION
<p>Section IV. Disability Category Criteria Determination</p>	<p>Check "yes" if all sections above are checked "yes."</p>
<p>Initial Evaluation: The documentation of the criteria above demonstrates significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills and manifested during the developmental period that adversely affects the student's educational performance. The student meets the disability category criteria for intellectual disability.</p>	<p>A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to be eligible for special education. Document the need for specially designed instruction on the ER-1 form.</p>
<p>Reevaluation: The student was previously found eligible as meeting the disability category criteria for intellectual disability and continues to have a disability that adversely affects the student's educational performance. A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to continue to be eligible for special education.</p>	<p>A student who previously met criteria for the disability category of intellectual disability is not required to meet initial identification criteria upon reevaluation.</p> <p>Explain or reference data or evidence that shows the student's disability adversely affects the student's educational performance.</p> <p>A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to be eligible for special education. Document the need for specially designed instruction on the ER-1 form.</p>



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