# CRITERIA FOR DISABILITY CATEGORY

### **INTELLECTUAL DISABILITY**

### Form ER-1-ID (Rev. 06/2023)

Date form completed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_LEA\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ WISEid\_\_\_\_\_\_\_\_\_\_\_ LEA’s Student ID \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Initial evaluation or considering new disability category *(must complete all sections)*

Reevaluating category for continuing identification *(sections I - III optional, must complete section IV)\**

This form is provided to assist individualized education program (IEP) teams as one part of a comprehensive special education evaluation to document if a student meets the disability category criteria under [Chapter 115, Wis. Stats](https://docs.legis.wisconsin.gov/statutes/statutes/115)., and [PI 11.36, Wis. Admin. Code](https://docs.legis.wisconsin.gov/code/admin_code/pi/11/36). The IEP team should complete this form to document whether or not the student meets the disability category criteria or if reevaluating, the student’s disability continues to adversely affect the student’s educational performance. Attach the criteria form to the Evaluation Report, DPI sample form ER-1, that includes additional information to determine special education eligibility.

Intellectual disability means 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. [PI 11.36 (1), Wis. Admin. Code](https://docs.legis.wisconsin.gov/document/administrativecode/PI%2011.36(1)). Refer to [Forms Guide](https://dpi.wi.gov/sped/laws-procedures-bulletins/procedures/sample/forms) for more information.

Criteria\* for the disability category of intellectual disability can be documented as follows:

## SECTION I. INTELLECTUAL FUNCTIONING

Yes  No 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. More than one intelligence test may be used to produce a comprehensive result. *Explain or reference data or evidence:*

## SECTION II. ADAPTIVE FUNCTIONING

Yes  No 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 student's age, in at least one of the following:

Conceptual Skills. *Explain or reference data or evidence:*

Social Adaptive Skills. *Explain or reference data or evidence:*

Practical Adaptive Skills. *Explain or reference data or evidence:*

An overall composite score on a standardized measure of conceptual, social, and practical skills. *Explain or reference data or evidence:*

## SECTION III. EDUCATIONAL PERFORMANCE

*One yes/no question must be checked yes.*

Yes  No 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 **both** of the following areas:

Language Development and Communication. *Explain or reference data or evidence:*

Cognition and General Knowledge. *Explain or reference data or evidence:*

**OR**

Yes  No 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 **all** of the following areas.

Written language. *Explain or reference data or evidence:*

Reading. *Explain or reference data or evidence:*

Mathematics. *Explain or reference data or evidence:*

**OR**

Yes  No 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. *Explain or reference data or evidence:*

## SECTION IV. DISABILITY CATEGORY CRITERIA DETERMINATION

Initial evaluation or considering new disability category

Yes  No 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** (all sections above must be checked yes)**.** 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).

Reevaluating category for continuing identification\*

Yes  No The student was previously found eligible for special education, having met 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 (document the need for specially designed instruction on the ER-1). *Explain or reference data or evidence:*

*\** A student previously found eligible for special education, having met the disability category criteria for intellectual disability, is not required to meet initial identification criteria upon reevaluation.