

GUIDE TO DETERMINING STUDENTS WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES

Guide to Determining Students with the Most Significant Cognitive Disabilities

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Introduction

This document provides guidance and support to individualized education program (IEP) teams as they make decisions to determine whether a student is a student with the most significant cognitive disabilities.

Only students with the most significant cognitive disabilities should be participating in the state's alternate academic achievement standards, the Wisconsin Essential Elements. The IEP team, which includes parents as equal partners, is responsible for making this determination. Wisconsin has alternate academic achievement standards in English language arts, mathematics, and science. These standards are K-12 academic standards that are aligned with college and career expectations, include rigorous content, and application. For students to be college and career ready, including students with the most significant cognitive disabilities, educators should include instruction in both academic content, as well as the reading and writing skills needed to demonstrate learning in the other disciplinary areas.

Only students with the most significant cognitive disabilities who are participating in instruction aligned to the Wisconsin Essential Elements are eligible for the state alternate assessment. In Wisconsin, the statewide administered alternate assessment is the Dynamic Learning Map (DLM) Assessment. This assessment is based upon alternate academic achievement standards, the Wisconsin Essential Elements. Under ESSA, the number of students who may take the alternate assessment is limited to no more than 1.0 percent of the total number of all students in the State who are assessed in any of the given subjects areas of English language arts, mathematics or science. This manual should also help districts in completing the verification process if they have exceeded the 1.0 percent participation cap.

This manual provides further guidance to IEP teams on the verification process should their district exceed the participation cap.

Who are Students with the Most Significant Cognitive Disabilities?

The alternate academic achievement standards, the Wisconsin Essential Elements (EE), are designed only for students who have the most significant cognitive disabilities and meet the criteria listed below.

A student must meet all of the following criteria:

- typically characterized as functioning at least two and a half to three standard deviations below the mean in both adaptive behavior and cognitive functioning; **and**
- performs substantially below grade level expectations on the academic content standards for the grade in which they are enrolled, even with the use of adaptations and accommodations; **and**
- requires extensive, direct individualized instruction and substantial supports to achieve measurable gains, across all content areas and settings.

Students who meet the eligibility criteria for alternate academic achievement standards may be classified in any of the disability categories listed in the Individuals with Disabilities Education Act (IDEA), with one exception, as long as there is documentation that the student has a most significant cognitive disability. If a student has qualified as a student with a specific learning disability, the IEP team has determined that the student's learning problems are not primarily the result of an intellectual disability. For this reason, a student who is identified as a student with a specific learning disability would *not* meet the definition of a student with the most significant cognitive disability. Also, while some students determined eligible under the categories of Other Health Impaired, Orthopedic Impairment, and Autism may have concomitant intellectual impairment, often times they do not. Such students would not meet the necessary criteria as a student with the most significant cognitive disabilities.

Criteria Description

Cognitive and Adaptive Functioning

Significant cognitive disability is characterized by scores on verbal or nonverbal assessments of cognition that are at least 2½–3 standard deviations below the mean. Academic deficits or difficulties alone do not indicate that a student has a significant cognitive disability. Further, a significant cognitive disability will be pervasive, affecting student learning across content areas and in social and community settings. Not all students with intellectual disabilities have the most significant cognitive disability. **Students should be carefully considered for the alternate academic achievement standards, the Wisconsin Essential Elements, and they should not automatically be assigned to the alternate assessment based on their identified disability category.** Many students eligible to receive special education services under these categorical labels

are able to participate in general curriculum, when provided with specially designed instruction, as well as any needed related services, supplementary aids and services (e.g. instructional accommodations), and program modifications and supports for school staff. For technical assistance on obtaining a level of cognition for students who may be difficult to assess, please review the [Guidance and Worksheet on Obtaining a Valid Cognitive Abilities Assessment](#) found on the Department of Public Instruction (DPI) Intellectual Disabilities webpage.

Adaptive behavior relates to independence in everyday living skills, including interpersonal and social interactions across multiple settings. To be considered a student with a most significant cognitive disability, students should demonstrate deficits in adaptive behavior with scores that are at least 2½–3 standard deviations below the mean in at least two adaptive skill domains below.

- **Conceptual skills:** receptive and expressive language, reading and writing, money concepts, self-direction.
- **Social skills:** interpersonal, responsibility, self-esteem, follows rules, obeys laws, is not gullible, avoids victimization.
- **Practical skills:** personal activities of daily living such as eating, dressing, mobility and toileting; instrumental activities of daily living such as preparing meals, taking medication, using the telephone, managing money, using transportation and doing housekeeping activities; occupational skills; maintaining a safe environment.

A sample list of adaptive assessment can be found in Appendix E.

Grade Level Expectations

A recent [Dear Colleague Letter](#) from the Office of Special Education stated that, “Ensuring that all children, including children with disabilities, are held to rigorous academic standards and high expectations is a shared responsibility for all of us. To help make certain that children with disabilities are held to high expectations and have meaningful access to a State’s academic content standards, we write to clarify that an individualized education program (IEP) for an eligible child with a disability under the Individuals with Disabilities Education Act (IDEA) must be aligned with the State’s academic content standards for the grade in which the child is enrolled. Research has demonstrated that children with disabilities who struggle in reading and mathematics can successfully learn grade-level content and make significant academic progress when appropriate instruction, services, and supports are provided. Conversely, low expectations can lead to children with disabilities receiving less challenging instruction that reflects below grade-level content standards, and thereby not learning what they need to succeed at the grade in which they are enrolled”

When an IEP team is discussing whether or not a student is a student with the most significant cognitive disability, the team should review documentation of how the student is currently performing on grade-level academic tasks and the frequency in which it’s been documented. IEP teams should look closely at the students’ present level of academic performance on the IEP and

answer the question, “How does the student currently access and engage with the grade level academic content standards?”

Extensive, Direct Individualized Instruction and Substantial Supports

As IEP teams are discussing whether or not a student should qualify as a student with the most significant cognitive disability, the team should discuss what the school day looks like for the student as well as make sure that the student has a reliable and established communication system. Consider how much time the student spends learning new material, how much time a teacher is re-teaching and pre-teaching, and the level and frequency of prompting the student needs. Students who are identified with a most significant cognitive disabilities are likely to require direct support from adult caretakers in post-secondary settings (e.g. work, daily living) and require assisted living supports. Additionally, the IEP team should consider how often and with what intensity does the student require direct, individualized instruction. Sometimes in instruction, students need additional supports beyond those that are permissible on the statewide assessment. If the student requires the use of assistive technologies (AT) to actively engage and participate meaningfully and productively in daily activities in the home, school, work and community, IEP teams will want to consider information from AT evaluations and ensure that these supports are included in the IEP. The IEP team can also consider what universal tools, supports and accommodation the student has used on district and statewide assessments

IEP Team Considerations

To document that a student is a student with a most significant cognitive disability, the IEP team should review all important information about the student over multiple school years and multiple instructional settings (e.g., school, home, community) and ensure that the student meets all of the participation criteria. Members of the IEP team should have an understanding of the state [grade level academic standards](#) and the alternate academic achievement standards, the [Wisconsin Essential Elements](#). The team should determine which standards would more appropriately capture the student’s performance.

The IEP team should review and discuss multiple sources of information. Some sources that the team may consider reviewing include: psychological evaluation reports, results of individual cognitive ability tests, adaptive behavior skills data, results of individual or group administered achievement assessments, district-wide assessments, individual reading assessments, findings of communication or language proficiency assessments, teacher collected data from classroom observations, progress monitoring data, and IEPs.

The team should consider:

- IEP information including;
 - Current Academic Achievement and Functional Performance,
 - Goals,

- Short-term objectives. Short-term objectives are required for IEPs of students who participate in alternate assessment (Individuals with Disabilities Education Act, 2004 (IDEA) Section 614(d)(1)(A)(i)(I)(cc)).
- Information from the Linking Present Levels, Needs, Goals, and Services Form (I-4).
- Special considerations related to communication or English language learners.
- Description of the student’s curriculum, typical instruction and progress monitoring data. How does this compare to the grade level expectations for all students?
- Teacher collected data and work samples from classroom and community-based instruction, if applicable. There should be evidence that a student receives extensive instruction in functional curriculum and daily living skills.
- Results of district-wide assessments. IDEA requires that students who are unable to participate in district-wide assessments even with appropriate accommodations receive an alternate assessment to the district assessment.
- Results of individual reading assessments.
- Achievement score data from the general assessment, if the student previously participated in the general assessment.
- Information on communication modes from multiple data sources (e.g., classroom, homework, observations of expressive, receptive, written, and pragmatic language) along with standardized scores from norm-referenced tests. Review descriptions of adaptations or modifications that have been used to assist the student with communication.
- Results of English language proficiency assessments if the student is also classified as an English Learner (EL).

The IEP team cannot make their determination of whether the student has a most significant cognitive disability, solely on any of the following exclusionary factors:

- A disability category or label
- Poor attendance or extended absences
- Native language/social/cultural or economic difference
- Expected poor performance on the general education assessment
- Academic and other services student receives
- Educational environment or instructional setting
- Percent of time receiving special education
- English Learner (EL) status
- Low reading level/achievement level
- Anticipated student’s disruptive behavior
- Impact of student scores on accountability system
- Administrator decision
- Anticipated emotional distress
- Need for accommodations (e.g., assistive technology/augmentative and alternative communication) to participate in assessment process

Participation in Alternate Assessment

Only students with the most significant cognitive disabilities should be participating in the alternate assessment, and no student should take the alternate assessment unless they are also participating in the alternate academic achievement standards, the Wisconsin Essential Elements. The IEP team, which includes parents as equal partners, is responsible for making this determination.

The Every Student Succeeds Act (ESSA) has made significant changes regarding student participation rates in the alternate assessment. In Wisconsin, the statewide administered alternate assessment is the Dynamic Learning Map (DLM) Assessment. This assessment is based upon alternate academic achievement standards, the Wisconsin Essential Elements. Under ESSA, the number of students who may take the alternate assessment is limited to no more than 1.0 percent of the total number of all students in the State who are assessed in any of the given subjects areas of English language arts, mathematics or science.

ESSA further requires that a school district exceeding the 1.0 percent cap in any subject must submit a verification to the department, and the department must provide appropriate guidance to that district. Previously, there was no cap on participation rates. Rather, the 1.0 percent cap was placed on the percentage of proficient scores that could be counted for federal accountability purposes.

Diploma Requirements

The IEP team should be aware that participation in alternate academic achievement standards and alternate assessment means that the student is participating in a curriculum that *may* not lead to a high school diploma. Districts throughout Wisconsin have varying policies for determining whether a student is eligible for a diploma or a certificate of attendance or participation. IEP teams should be aware of their district policy and make sure parents are fully informed of implications of participating in curriculum aligned to alternate achievement standards and alternate assessments.

Under 300.160, IEP teams must inform parents on the difference between assessments based on grade-level academic achievement standards and those based on alternate academic achievement standards and how participating in alternate assessment may delay or otherwise affect the student from completing the requirements for a regular high school diploma. ESSA also states that a student participating in the alternate assessment cannot be precluded from attempting to complete the requirements for a regular high school diploma. Sample IEP Form I-7A included in Appendices A, includes parent notification as part of the participation guidelines for participating in the alternate assessment.

The Verification Process

Due to [ESSA](#) 200.6(c) and changes regarding student participation rates in the alternate assessment the department has developed a process by which districts can provide additional information to the DPI, explaining their need to exceed the 1.0 percent cap if necessary. This assumes that districts can provide additional information addressing all of the assurances further explained below.

Identification of a Student with the Most Significant Cognitive Disabilities

IEP teams have correctly identified students with the most significant cognitive disability 200.6(D)(1). IEP teams should use the statewide guidance for students with the most significant cognitive disabilities. Districts should:

- Review their data to ensure that decisions are being made consistently across all buildings and grade levels within the district.
- Review their alternate assessment data to see if there are high percentages of students in disability categories one would not expect to take the alternate assessment (e.g. specific learning disabilities, emotional behavioral disability, etc.).
- Review accessibility features for all students to ensure that all students have appropriate access to features on statewide tests.

95% Participation Rate

The district has measured the achievement of, at least 95% of all students, including students with disabilities in tested grades. 200.6(c)(4)(ii)(B). When calculating a district's participation rate, the department considers only the grade levels that are factored into federal accountability (3-8 and 11) in the subject areas of English language arts, mathematics and science. Calculations are applied to the district level, not to school level. In addition, the data includes any students sent outside of your district for services but for whom you are still accountable. Students who are parentally opted out of assessment are not included in the 1% participation calculations as they are considered 'not tested' for accountability purposes. Parent opt-outs; however, count against the district's' required 95% participation rate.

Academic Standards

Students who will be participating in an alternate assessment are included in alternate curriculum aligned to the alternate academic achievement standards. 200.6(d)(1). The [DPI Sample IEP Form I-4: Linking Present Levels, Needs, Goals, and Services Form](#) asks the IEP team to determine whether the student is in the general education curriculum (the same curriculum as for students without disabilities) or the curriculum aligned with alternate achievement standards. Unless a student is expected to take alternate assessments aligned with alternate achievement standards, the student is full time in the general education curriculum. If the student participates in curriculum aligned with alternate achievement standards, benchmarks or short-term objectives must be included with the

measurable annual goals. Only students with the most significant cognitive disabilities should be participating in the alternate academic achievement standards.

Inform Parents

Parents are informed of their child's participation in an alternate assessment and implications of participating. 200.6(d). When IEP teams are making the determination about whether a student has the most significant cognitive disabilities, they should utilize [Sample IEP Form I-7A Participation Guidelines for the Alternate Assessment](#). This form includes a statement that the IEP team has discussed implications of participating in the alternate assessment and possible implications for graduation. Please also refer to the section of this guide on Alternate Assessment and Diploma Requirements.

Disproportionality-

Address any disproportionality in the percentage of students in any subgroup taking the alternate assessment. 200.6(c)(4)(iii)(B). Districts need to assure that they have reviewed their student participation data for the alternate assessment and have disaggregated the data by race, economically disadvantaged as well as language status as required under section 1111(c) (2) (A), (B), or (D). The district will need to address any disproportionality found in their data and develop a plan that includes professional development for staff who are making decisions at IEP meetings about students with the most significant cognitive disabilities.

Technical Assistance

If a district exceeds the 1.0 percent participation cap in any subject, they must submit the Verification Form mentioned previously and provide professional development to their district on the definition of students with the most significant cognitive disabilities. In addition, they should review [Sample IEP Form I-7A Participation Guidelines for the Alternate Assessment](#). If a district continues to exceed the 1.0 percent participation cap in subsequent years, they may be asked to submit a plan to the department describing how they will improve the implementation of its guidelines in the alternate assessment.

Appendices

Worksheets and checklists designed to assist teams in collecting and reviewing evidence to determine if the student will participate full-time in general education curriculum aligned with the general education standards that apply to all students, or for preschoolers, in age-appropriate activities aligned with early learning standards and for participation in general assessments or alternate assessment, if appropriate for an individual student may be found in the appendices.

Appendix A: [Sample IEP Form I7-A Participation Guidelines for Alternate Assessment](#)

Appendix B: [Documenting and Determining Participation in General Education Curriculum Aligned to General Education Standards](#). This is an optional worksheets for IEP teams to help determine if the student should be using the Essential Elements or the state standards. Decisions regarding how students will participate in state and district-wide testing must be made annually. If an IEP team uses the worksheet or checklist it is recommended that a copy be maintained with the notes from the meeting as documentation required by IDEA Section 614 (d)(1)(A)(VI)(bb).

Appendix C: Verification Form

Appendix D: Additional Resources

Appendix E: Examples of Adaptive Behavior Assessments

Appendix F: Glossary

Appendix A: Sample IEP Form I7-A Participation Guidelines for Alternate Assessment

PARTICIPATION GUIDELINES FOR ALTERNATE ASSESSMENT

Form I-7-A (Rev. 05/2017)

Name of Student _____

IEP teams are responsible for deciding whether students with disabilities will participate in general education assessments with or without testing accommodations, or in the alternate assessment with or without accommodations.¹ In a given year, a student must participate in either all general education assessments or all alternate assessments, not parts of both.

Participation Criterion	Participation Criterion Descriptors	Agree (Yes) or Disagree (No)?
1. The student has a most significant cognitive disability.	<p>In order to define a student as having a most significant cognitive disability, the IEP team must review student records and agree:</p> <ul style="list-style-type: none"> The student typically characterized as functioning at least two and a half to three standard deviations below the mean in both adaptive behavior <u>and</u> cognitive functioning; <u>and</u> The student performs substantially below grade level expectations on the academic content standards for the grade in which they are enrolled, even with the use of adaptations and accommodations; <u>and</u> The student requires extensive, direct individualized instruction and substantial supports to achieve measurable gains, across all content areas and settings. 	Yes / No
2. The student is instructed using the alternate achievement standards across all content areas.	Goals listed in the IEP for this student are linked to the enrolled grade level alternate achievement standards and address knowledge and skills that are appropriate and challenging for this student.	Yes / No
3. Parent notification	<p>The parent(s) and LEA have discussed:</p> <ul style="list-style-type: none"> The differences between the alternate achievement standards and academic content standards for the grade in which the child is enrolled, <u>and</u> That the student's achievement will be measured based on alternate achievement standards, <u>and</u> How the student's participation in alternate standards and assessment(s) may delay or otherwise affect the student from completing the requirements for a regular high school diploma. 	Yes / No
The IEP team agrees that all three of the criteria describe the student, and determined the student must participate in alternate assessment(s).		Yes / No

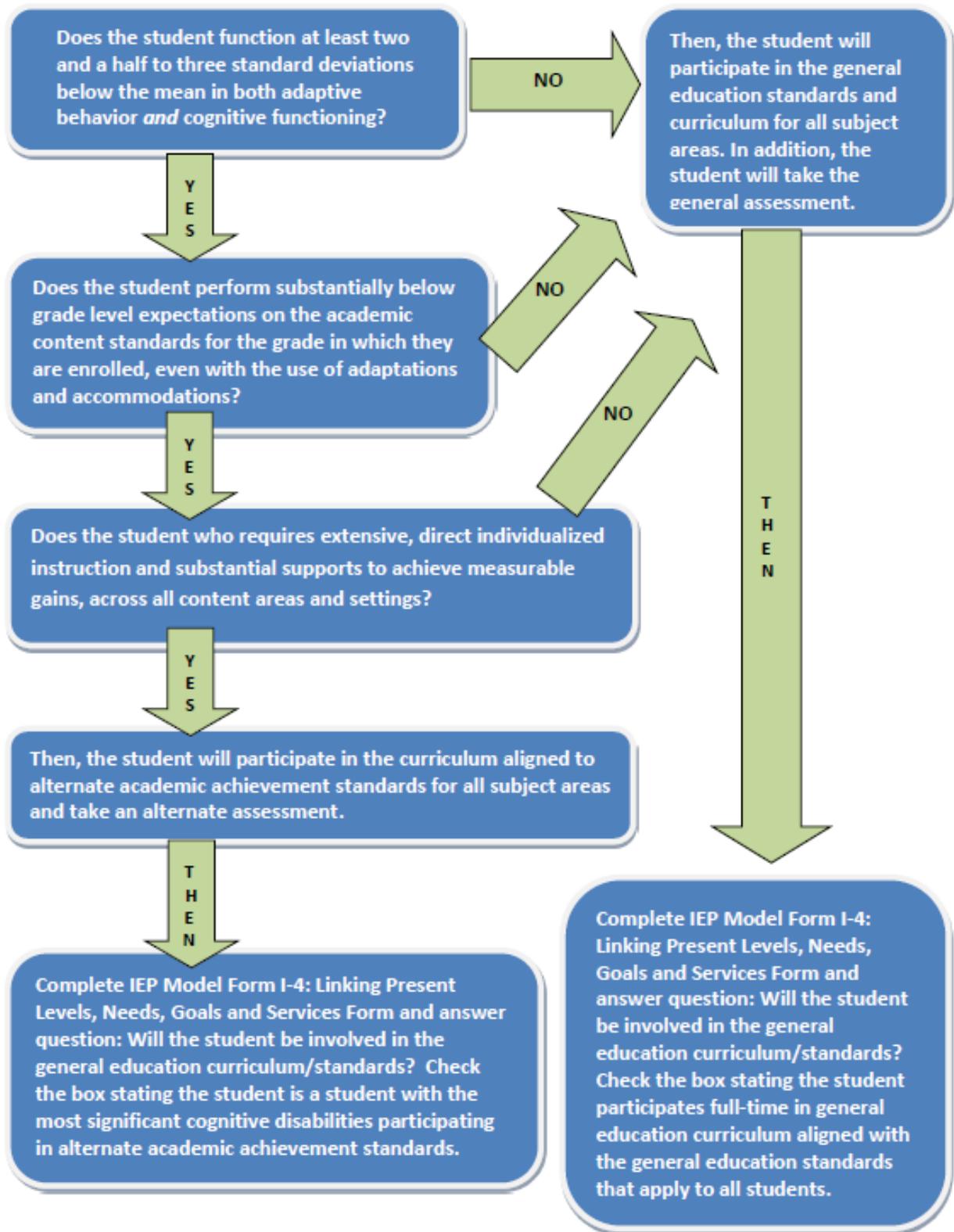
Decisions for determining participation in the alternate assessment must not be based solely on any of the following:

- A disability category or label
- Poor attendance or extended absences
- Native language/social/cultural or economic difference
- Expected poor performance on the general education assessment
- Academic and other services student receives
- Educational environment or instructional setting
- Percent of time receiving special education
- English Learner (EL) status
- Low reading level/achievement level
- Anticipated student's disruptive behavior
- Impact of student scores on accountability system
- Administrator decision
- Anticipated emotional distress
- Need for accommodations (e.g., assistive technology/Augmentative and Alternative Communication) to participate in assessment

¹Academic content standards for the grade in which the child is enrolled and general education assessments reflect the Wisconsin Academic Standards. Alternate achievement standards and assessments reflect the Wisconsin Essential Elements. Students who are English Learners are required to participate in an annual English language proficiency assessment.

Appendix B: Determining Participation in General Education Curriculum Aligned to General Education Standards

Guidance for Determining if a student has the most significant cognitive disability. Model Form: Individualized Education Program: Linking Present Level, Needs, Goals and Services Form (I-4)



Appendix C: Verification Form



Wisconsin Department of Public Instruction
DISTRICT VERIFICATION FOR ONE PERCENT CAP
ALTERNATE ASSESSMENT
STUDENTS WITH THE MOST SIGNIFICANT
COGNITIVE DISABILITIES
 PI-9580-AA (Rev. 10-17)

INSTRUCTIONS: Complete and return to:
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
ATTN: Heike Saynisch
DIVISION FOR LEARNING SUPPORT
SPECIAL EDUCATION TEAM
PO BOX 7841
MADISON, WI 53707-7841

Collection of this information is a requirement of Every Student Succeeds Act (ESSA)—34 CFR 200(c)(2).

This verification is required by federal law to be submitted to the Department of Public Instruction when a district has exceeded the one percent cap that limits the number of participants in an alternate assessment for students with the most significant cognitive disabilities.

Explanation for Verification Form

34 CFR 200.13(c)(i) requires an LEA to submit information justifying the need to assess more than 1.0 percent of its assessed students in any subject using an alternate assessment. This information is required to be made publicly available provided it does not reveal any identifiable information. The term, "the most significant cognitive disability" is not limited to the Wisconsin impairment category, "Intellectual Disabilities" but rather refers to the state guidance, outlined below.

- typically characterized as functioning at least two and a half to three standard deviations below the mean in both adaptive behavior and cognitive functioning; **and**
- performs substantially below grade level expectations on the academic content standards for the grade in which they are enrolled, even with the use of adaptations and accommodations; **and**
- requires extensive, direct individualized instruction and substantial supports to achieve measurable gains, across all content areas and settings.

I. GENERAL INFORMATION		
School District	Mailing Address Street, City, State, Zip	
District Administrator <i>First and Last Name</i>	E-Mail Address	Telephone Area/No.

II. ASSURANCES
<p>The LEA must submit assurances for each of the following five items:</p> <p><input type="checkbox"/> 1. Individualized Education Program (IEP) teams have correctly identified students with the most significant cognitive disability.</p> <p><input type="checkbox"/> 2. The district has measured the achievement of at least 95 percent of all students, including students with disabilities in tested grades.</p> <p><input type="checkbox"/> 3. Students who will be participating in an alternate assessment are included in alternate curriculum aligned to the alternate academic achievement standards, the Wisconsin Essential Elements</p> <p><input type="checkbox"/> 4. Parents are informed of their child's participation in an alternate assessment and implications of participating. (CCEE parent brochure)</p> <p><input type="checkbox"/> 5. Any disproportionality in the percentage of students in any subgroup taking the alternate assessment is appropriate following district review.</p>

III. SIGNATURE		
<p>I CERTIFY that the information provided is true and correct to the best of my knowledge.</p>		
<table border="1"> <tr> <td>Signature of School District Administrator ➤</td> <td>Date Signed <i>Mo./Day/Yr.</i></td> </tr> </table>	Signature of School District Administrator ➤	Date Signed <i>Mo./Day/Yr.</i>
Signature of School District Administrator ➤	Date Signed <i>Mo./Day/Yr.</i>	

IV. NARRATIVE
<p><i>Briefly explain the LEA circumstances and how your district provides professional development for IEP teams making participation decisions.</i></p> <p>Our district incidence rate of students with the most significant cognitive disabilities exceeds one percent of all students in the grades assessed due to the reason(s) below. <i>Explanation:</i></p>

FOR DPI USE		
<p><input type="checkbox"/> Reviewed by DPI.</p> <p><input type="checkbox"/> Additional information necessary to complete review.</p>		
<table border="1"> <tr> <td>Signature of Designated DPI Representative ➤</td> <td>Date Signed <i>Mo./Day/Yr.</i></td> </tr> </table>	Signature of Designated DPI Representative ➤	Date Signed <i>Mo./Day/Yr.</i>
Signature of Designated DPI Representative ➤	Date Signed <i>Mo./Day/Yr.</i>	

Appendix D: Additional Resources

<https://dpi.wi.gov/sped/program/students-most-significant-cognitive-disabilities>

<https://dpi.wi.gov/sped/topics/essential-elements>

<http://dynamiclearningmaps.org/wisconsin>

<https://dpi.wi.gov/osa-oea>

Appendix E: Examples of Adaptive Behavior Assessments

Name/Author/Publisher	Format	Age	Who administers	Description
AAMR Adaptive Behavior Scale – School Edition (ABS-S:2) 1993	Individual 3 rd person interview	3-18 years	Special Educator School Psychologist	<p>Provides information about personal independence and social skills. It reveals areas of functioning where special program planning is indicated.</p> <p>NOTE: AAIDD's Diagnostic Adaptive Behavior Scale (DABS) is under development. It will provide a comprehensive standardized assessment of adaptive behavior. Designed for use with individuals from 4 to 21 years old.</p>
Adaptive Behavior Assessment System – Second Edition (ABAS-Second Edition); Pearson 2015	Individual Rating/ Checklist	0-89 years	Special Educator School Psychologist	<p>The Adaptive Behavior Assessment System – Second Edition (ABAS-II; 2003a) is a revision and downward extension of Harrison and Oakland's Adaptive Behavior Assessment System (2000). The purpose of the ABAS-II is to provide a reliable, valid, comprehensive, norm-based measure of adaptive behavior skills for children and adults from birth to age 89 years. In addition to including two new Infant/Preschool forms, the ABAS-II provides domain scores (Conceptual, Social, and Practical) consistent with current American Association of Mental Retardation recommendations (Harrison & Oakland, 2003b).</p> <p>http://www.pearsonassess.com/pai/</p>

Appendix E: Examples of Adaptive Behavior Assessments

Name/Author/Publisher	Format	Age	Who administers	Description
<p>Adaptive Behavior Evaluation Scale – Third Edition (ABES-3); Hawthorne Educational Services Inc 2006</p>	<p>Individual, direct behavioral observations</p>	<p>4-12 years</p>	<p>Special Educator School Psychologist Social Worker</p>	<p>The Adaptive Behavior Evaluation Scale-Revised Second Edition (ABES-3) provides a measure of those adaptive behaviors which are necessary for success in both an educational and home setting and are not measured by academic skills testing. The (ABES-3) assesses 10 areas of adaptive skills grouped under the three adaptive behavior domains defined in the <i>10th AAMR Definition of Mental Retardation</i> (AAMR, 2002): Conceptual, Social, and Practical Skills. The ABES-3 provides norms based on age and grade for males and females. https://www.hawthorne-ed.com/pages/adaptive%20behavior/ab1.html</p>
<p>Scales of Independent Behavior – Revised (SIB-R); Riverside Publishing 1996</p>	<p>Individual</p>	<p>Birth to 80+ years</p>	<p>Special Educator School Psychologist</p>	<p>Comprehensive, norm-referenced assessment of adaptive and maladaptive behavior. Provides a comprehensive assessment of 14 areas of adaptive behavior and 8 areas of problem behavior. Administration times: 45–60 minutes for Full Scale; 15–20 minutes for Short Form or Early Development Form. The new Individual Plan Recommendation (IPR) form, included with each response booklet, is used to plan and track a person’s support and service needs and goals. A version is also available for use with the visually impaired. http://www.riverpub.com/products/sibr/index.html</p>

Appendix E: Examples of Adaptive Behavior Assessments

Name/Author/Publisher	Format	Age	Who administers	Description
<p>Vineland Adaptive Behavior Scales, Third Edition (Vineland-3); Pearson Publishing 2016</p>	<p>Survey Interview</p> <p>Parent/ Caregiver Rating</p> <p>Expanded Interview</p> <p>Teacher Rating</p>	<p>Birth to adult</p>	<p>School Psychologist Social Worker</p>	<p>All <i>Vineland-3</i> forms aid in diagnosing and classifying intellectual and developmental disabilities and other disorders, such as autism, Aspergers Syndrome, and developmental delays. The scales of the Vineland 3 were organized within a three domain structure: Communication, Daily Living, and Socialization. This structure corresponds to the three broad domains of adaptive functioning by the American Association of Intellectual and Developmental Disabilities: Conceptual, Practical, and Social. In addition, <i>Vineland-3</i> offers a Motor Skills Domain and an optional Maladaptive Behavior Index to provide more in-depth information.</p> <p>https://www.pearsonclinical.com/psychology/products/100001622/vineland-adaptive-behavior-scales-third-edition--vineland-3.html</p>

Appendix F: Glossary

ACC: Augmentative and alternative communication (ACC) includes all forms of communication (other than speech) that are used to express thought, needs, wants, and ideas (The American Speech-Language-Hearing Association, 2017)

Accommodations: Accommodation are changes made in the way materials are being presented or in the way the student demonstrates learning, as well as changes in setting, timing, and scheduling, with the expectation that the child will reach the standard set for all students.

Adaptive Behavior: The collection of conceptual, social, and practical skills that all people learn in order to function in their daily lives. (American Association of Intellectual and Developmental Disabilities, 2017).

Assistive Technology (AT): Assistive technology (AT) device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with disability. The term does not include a medical device that is surgically implanted, or the replacement of that device. (Individuals with Disabilities Education Act, 2004)

Dynamic Learning Maps® (DLM): The Dynamic Learning Maps® Alternate Assessment System Consortium is made up of a collection of state departments of education developing and using the Dynamic Learning Maps Alternate Assessment System for students with the most significant cognitive disabilities.

English Learner (EL): English Learners are students whose primary or home language is other than English who need special language assistance in order to effectively participate in instructional programs.

ELA-English language arts

Every Student Succeeds Act (ESSA): The **Every Student Succeeds Act (ESSA)** is a US law passed in December 2015 that governs the United States [K–12 public education](#) policy.^[1] The law replaced its predecessor, the [No Child Left Behind Act \(NCLB\)](#), and modified but did not eliminate provisions relating to the periodic [standardized tests](#) given to students.^{[2][3]} Like the No Child Left Behind Act, ESSA is a reauthorization of the 1965 [Elementary and Secondary Education Act](#), which established the federal government's expanded role in public education.

Essential Elements (EE): EEs are Wisconsin's Alternate Academic Achievement standards in ELA, mathematics and science. These grade-level-specific expectations are for students with the most significant cognitive disabilities and describe what they should know and be able to do. EEs are related to college- and career-readiness standards for students in the general population.

Individualized Education Plan (IEP): An individualized education program (IEP) is a plan that identifies a student's educational needs, contains learning goals based on the student's needs, and describes the services a student will receive in order to progress towards learning goals.

Intellectual Disability: 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 child's educational performance.