

03.04.06 Developmental Cognitive Disability

Student Name: _____ DOB _____

Building: _____ Reviewer Name: _____

Date of Evaluation Report: _____ Eligible: ___ Yes ___ No

Evaluation ⇒ (Must meet initial criteria) Reevaluation ⇒ (Must address criteria components)

Based on information in the Evaluation Report and the student file, the student must meet the requirements in **1 and 2** below. Determinations must be made by a multidisciplinary team, supported by information collected from multiple settings and sources, and represent a significant difference from peers.

1. Adaptive Behavior

_____ The student demonstrates below-average adaptive behavior in school by a composite score at or below the 15th percentile on a nationally normed, technically adequate measure of adaptive behavior.

Adaptive behavior test name _____
Composite Score Percentile _____

_____ The student demonstrates below average adaptive behavior at home by a composite score at or below the 15th percentile on a nationally normed, technically adequate measure of adaptive behavior.

Adaptive behavior test name _____
Composite_Score Percentile _____

AND

Documentation of needs and the level of support required in **a least four of the seven** adaptive behavior domains across multiple environments.

<u>Domain</u>	<u>Home</u>	<u>School</u>	<u>Community</u>	<u>Need(s) & Level of Support Required</u>
daily living and independent living skills	_____	_____	_____	_____
social and interpersonal skills	_____	_____	_____	_____
communication skills	_____	_____	_____	_____
academic skills	_____	_____	_____	_____
recreation and leisure skills	_____	_____	_____	_____
community participation skills	_____	_____	_____	_____
work and work-related skills	_____	_____	_____	_____

AND

For complete information regarding disability criteria requirements, refer to Minnesota Rule 3525.1352

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Is supported by **BOTH** of the following:

_____ A systemic observation

_____ Parent input

Other sources of documentation may include checklists, classroom or work samples, interviews, criterion-referenced measures, educational history, medical history, or pupil self-report.

2. General Intellectual Functioning

The student demonstrates significantly below-average general intellectual functioning as measured by an individually administered, nationally normed test of intellectual ability.

Intellectual Ability Test: _____ Full Scale Score: _____ SD: _____

_____ Mild-moderate range = 2 standard deviations below the mean (+ or – 1 standard error of measurement)

_____ Severe-profound range = 3 standard deviations below the mean (+ or – 1 standard error of measurement)

AND

The student's significantly below-average general intellectual functioning is verified through:

_____ A written summary of results from at least two systematic observations consideration for culturally relevant information, medical and education history **and**

at least one of the following:

- | | |
|---|--|
| <input type="checkbox"/> supplemental tests of specific abilities | <input type="checkbox"/> clinical interviews with family members |
| <input type="checkbox"/> alternative methods of intellectual assessment | <input type="checkbox"/> observation and analysis of behavior across multiple environments |
| <input type="checkbox"/> criterion-referenced tests | |

Note: DCD does not include conditions primarily due to a sensory or physical impairment, traumatic brain injury, autism spectrum disorder, severe multiple impairments, cultural influences, or inconsistent educational programming.

Review of Eligibility Determination

To determine compliance with eligibility determination, one of the following **MUST** be checked.

_____ The documentation supports the team decision.

_____ The documentation does not support the team decision.

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