

# INTELLECTUAL DISABILITY

ALIEF MONTESSORI COMMUNITY SCHOOL

101815

Template update May 2020

Legal Framework: INTELLECTUAL DISABILITY

[Related Resources](#)

Broad Category: EVALUATION

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## POLICIES AND PROCEDURES:

### Multidisciplinary Team

When evaluating for suspected Intellectual Disability (ID), the trained multidisciplinary team (MDT) includes a group of qualified professionals that collect or review evaluation data in connection with the determination of the child's eligibility. This group should include, but is not limited to, the Educational Diagnostician and the child's regular teacher or classroom teacher of the child's age. Should special circumstances arise, MDT will include necessary specialized professionals such as the need for a bilingual examiner.

### Evaluation Procedures

Just like all FIEs in this charter school, when evaluating for suspected Intellectual Disability, the Educational Diagnostician determines the degree of evaluation required. Prior to selecting evaluation instruments, the student's language proficiency is considered (either informally or via formal Language Dominance evaluation). Subsequently, chosen evaluation instruments must not be culturally or racially discriminatory and must be administered in accordance with standardized procedures to prevent inappropriate evaluations for certain cultural groups. A variety of evaluation instruments and strategies are used to gather relevant functional and developmental information about the student, including information provided by the parent.

All data is reviewed, interpreted, and compiled into a Full Individual Initial Evaluation (FIIIE) report. Each FIE includes consideration of the student's functioning in the following areas: communication, physical/health, motor abilities, emotional/behavioral functioning, sociological status, cognitive and adaptive behavior functioning, academic performance, and need for assistive technology.

### Initial Evaluation

An initial evaluation for suspected Intellectual Disability includes consideration of medical history, developmental milestones, formal observations, formal standardized assessment of cognitive ability and Adaptive behavior assessment in at least two of the following areas: communication, self-care, home living, social/ interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, health, and safety. An initial evaluation for suspected Intellectual Disability includes a psycho-educational evaluation, which includes a variety of data sources to determine the student's present levels of cognitive and academic performance, as well as formal adaptive behavior assessments. An initial evaluation for

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suspected Intellectual Disability should include formal assessment to address a global cognitive processing measure, as well as formal adaptive behavior scales. All academic and/or developmental areas should be addressed with age-appropriate formal assessment. Adaptive behavior measures should be collected from the parent/guardian, as well as a general education teacher of the child (if applicable).

### Re-Evaluation

A re-evaluation for a student with established eligibility of Intellectual Disability (ID) will include the same professional roles (multidisciplinary team members) that participate in the initial evaluation, with the addition of any other professional that provides services to the student (such as occupational therapy provider or Speech Language Pathologist). To determine the nature and scope of the re-evaluation, the multidisciplinary team will conduct a review of existing evaluation data (REED) and accordingly propose assessment that will assist the ARDc in making decisions regarding the student's placement and programming. Formal assessment, either for eligibility or for present level purposes, should occur at a minimum every 6 years.

### STAFF RESPONSIBLE:

**District Level:** Special Education Director, Diagnostician

**Campus Level:** Administrators, Campus Referral Committee, Teachers, Parents

### TIMELINES FOR IDENTIFYING DISABILITY CONDITIONS:

Legal Framework

Child-Centered Special Education Process

### EVIDENCE OF PRACTICE:

- Forms or checklists used
- Training artifacts (sign-in sheets, agendas, etc.)
- List of qualified evaluators with appropriate licenses and certifications
- Copies of evaluations