For the purposes of this item, "below average" means:

**Item B:**

The students must display significantly below average general intellectual functioning. This is measured by an individually administered norm reference test. The test assesses intellectual ability.

**Item A:**

The student must display below average adaptive behaviors. The student will be observed on their behaviors in school, home, and community environments.

**Eligibility and Criteria:**

Students’ eligibility will be determined by a team of individuals who will assess the student. The student will be eligible for services is he/she meets the criteria in items A and B.

**Big Idea:**

Developmental Cognitive Disability (also known as Intellectual Disability)

For the purposes of this item, “significantly below average general intellectual functioning” means:

 **#1**

Composite score at or below the 15th percentile on a nationally normed, technically adequate measure of adaptive behavior.

**Definition:**

**“**A condition resulting in significantly below average intellectual functioning and concurrent deficits in adaptive behavior that adversely affects educational performance and requires special education and related services.” (The Office of the Revisor of Statues, 2007)

 **#1**

Mild-moderate range: two standard deviations below the mean, plus or minus one standard error of measurement

Daily living and independent living skills.

**#2:**

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

Work and work-related skills

Social and interpersonal skills

“Significantly below average general intellectual functioning must be verified through a written summary of results from at least two systematic observations.”

 **#2**

Severe-profound range: three standard deviations below the mean, plus or minus one standard error of measurement.

Community participation skills

Communication skills

Academic skills

Recreation and leisure skills