\*Tracked changes version follows the clean copy

**Clean Copy**

581-015-2155

Intellectual Disability

(1) Definition of Intellectual Disability: For Early Childhood and School Age special education, “Intellectual Disability” means significantly subaverage general intellectual functioning, and includes a student whose intelligence test score is two or more standard deviations below the norm on a standardized individual intelligence test, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, and that adversely affects a child's educational performance.

(2) Comprehensive Evaluation: If a child is suspected of having an intellectual disability, a comprehensive evaluation for Early Childhood or School Age Special Education services must be conducted, including the following:

(a) Intelligence test. An individually administered standardized intelligence test meeting the reliability and validity standards of the American Psychological Association and administered by a licensed school psychologist, a psychologist licensed by the State Board of Psychological Examiners, or other individual assigned by a school district who has the training and experience to administer and interpret individually administered intelligence tests;

(b) Adaptive behavior scale. The administration of a valid adaptive behavior scale;

(c) Medical examination. If medical information is needed, documentation of a medical examination as defined in OAR 581-015-2000 describing relevant medical issues or any sensory or physical factors that may be affecting the child's educational performance;

(d) Developmental history. A developmental history of the child;

(e) Other:

(A) Any additional assessments necessary to determine the impact of the suspected disability:

(i) On the child's educational performance for a school-age child; or

(ii) On the child's developmental progress for a preschool child; and

(B) Any additional evaluations or assessments necessary to identify the child's educational needs.

(3) Eligibility Criteria: To be eligible as a child with an intellectual disability for Early Childhood or School Age Special Education services, the child must meet all of the following minimum criteria:

(a) The child's intelligence test score is 2 or more standard deviations below the mean;

(b) The child has deficits in adaptive behavior coexistent with the child's impairment in intellectual functioning;

(c) The child's developmental level or educational achievement is significantly below age or grade norms; and

(d) The child's developmental or educational problems are not primarily the result of sensory disabilities or other physical factors.

(4) Eligibility Determination: For a child to be eligible for Early Childhood or School Age Special Education services as a child with an intellectual disability, the eligibility team must also determine that:

(a) The child has an intellectual disability as defined in this rule; and

(b) The child is eligible for services in accordance with Early Childhood special education (OAR 581-015-2795) or School Age special education (OAR 581-015-2120).

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