

INTELLECTUAL DISABILITY

A diagnosis of Intellectual Disability in itself may not be sufficient to meet eligibility required for an individual disability allocation.

Eligibility for funding considers the Diagnostic and Statistical Manual of Mental Disorders – 5th edition (DSM-5, American Psychiatric Association, 2014) Intellectual Disability diagnostic criteria and the School Psychology Service Standards for the Determination of Intellectual Disability.

EVIDENCE

The following evidence is required to be submitted in order for Disability Services and Support to confirm eligibility for funding:

1. A diagnostic report which includes:

An assessment of adaptive functioning using both clinical evaluation and standardised assessment that demonstrates significant impairment in the student's present adaptive functioning (i.e. the person's effectiveness in meeting the standards expected for his or her age by his or her cultural group). Significant impairment is defined as two standard deviations below the mean on a standardised, culturally relevant assessment in at least one domain across multiple environments, such as home, school, community and work.

Confirmation the onset of the condition occurred before 18 years of age

Results and interpretations of standardised/norm referenced assessments that demonstrate a significant sub-average intellectual functioning- an IQ of 69 or below on an individually administered appropriate IQ test. A summary of individual scaled scores and composite and standard scores are required (percentile rank or ranges will not be accepted)

Evidence that academic achievement and progress is limited in comparison to age expectations.

Demonstrated evidence that the consideration of the suitability of the instruments used has taken into account; language, cultural background, learning opportunities, disabilities, motivation and cooperation. The interpretation of results must also consider these factors

all assessments have been completed within a reasonable period of time (no greater than six months)

2. A *Verification of Eligibility for Individual Disability Allocation* Form detailing the current severity level, mild, moderate, severe, or profound, signed by a school psychologist and the Lead School Psychologist.

While an Intellectual Disability is considered a permanent condition, eligibility may only be extended to the end of Year 12 after two consecutive separate assessments meet criteria for resourcing. Assessments should be conducted more than two years but no greater than three years apart. Reports must be recent enough for a valid determination to be made; generally considered to be a period of no more than three years.

Please note:

For students with a pre-existing diagnosis or condition (e.g. Autism Spectrum Disorder, Severe Mental Disorder) additional cognitive assessments may assist in educational planning, however, it may not necessarily determine the eligibility group.

As relevant, the acknowledgement of an external agency diagnosis form signed by the Lead School Psychologist must accompany external agency reports.

Where the functioning of a student renders standardised assessment tools invalid, results and interpretations from alternative assessment procedures consistent with those outlined in the *Standards for Schools Psychologists* may be considered for eligibility. Schools should refer to the School Psychology Service for further information or clarification.

Conditions which receive automatic eligibility under Intellectual Disability:

- Down Syndrome (but not Mosaic Down Syndrome)
- Wolf-Hirsch horn

No assessment is required for students diagnosed with these conditions. Once the supporting documentation has been received, eligibility will continue until the end of schooling.