



## INTELLECTUAL DISABILITY

Eligibility will be considered in line with the:

- Diagnostic and Statistical Manual of Mental Disorders – 5<sup>th</sup> edition (DSM-5, American Psychiatric Association, 2014) Intellectual Disability diagnostic criteria; and,
- Department of Education's *School Psychology Service Professional Practice Guidelines- Assessment and Reporting of Intellectual and Adaptive Functioning*.

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

**Diagnosticians:** Typically, a psychologist registered with the Psychology Board of Australia.

### Eligibility Requirements

1. A recent diagnostic assessment report, ideally not more than 3 years old, containing a diagnosis of Intellectual Disability, signed by a psychologist registered with the Psychology Board of Australia that includes:
  - a) 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.
  - b) 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 is required (percentile rank or ranges will not be accepted)

### **AND**

2. A completed *Verification of Eligibility for Individual Disability Allocation* form signed by the school psychologist and the Lead School Psychologist.

### Please Note

- Assessment reports completed by psychologists external to the Department require review and verification by the Lead School Psychologist.
- Where the functioning of a student renders standardised assessment tools invalid, results and interpretations from alternative assessment procedures may be considered for eligibility. Schools should refer to the School Psychology Service for further information or clarification.



## INTELLECTUAL DISABILITY CONT.

### Continued Eligibility

- Eligibility is typically provided until the end of schooling after two consecutive separate assessments meet criteria for resourcing. Assessments should be conducted more than two years but no greater than three years apart
- From 1 August 2018, eligibility for an Individual Disability Allocation under the ID category will be provided until the end of schooling for **new first** diagnoses on the basis of one ID diagnosis for students with a moderate, severe or profound severity level and full scale IQ score of 55 or below.

### Pre-existing or Comorbid diagnosis

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

### Automatic eligibility

Conditions which receive automatic eligibility under Intellectual Disability:

- Down Syndrome (but not Mosaic Down Syndrome)
- Wolf-Hirsch horn
- Rett syndrome
- Kabuki Syndrome

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.