03.04.06 Developmental Cognitive Disability (DCD)

Before you begin...

The information included in the check boxes below was taken from a state rule. Consult <u>MN Rule_3525.1333</u> for complete details on the requirements of this disability category.

Definition

"Developmental cognitive disability" (DCD) means 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. DCD does not include conditions primarily due to a sensory or physical impairment, traumatic brain injury, autism spectrum disorders, severe multiple impairments, cultural influences, or inconsistent educational programming.

Disability Category Criteria

Based on information in the Evaluation Report and the student file, the student **must meet the requirements in boxes 1 and2 below.** Determinations must be made by a multidisciplinary team and supported by information collected from multiple settings and sources and represent a significant difference from peers. The "Eligibility Determination" must have one of the buttons selected for the checklist to be considered complete.

1. Adaptive Behavior						
The student demonstrates below average adaptive behavior in school and home and if appropriate, community environments.						
A composite score at or below the fifteenth percentile on a nationally normed, technically adequate measure of adaptive behavior:						
Adaptive behavior test						
AND						
Documentation of needs and the level of support required in at least FOUR of the seven adaptive behavior domains below must be documented across multiple environments						
Adaptive Behavior Domain Home School Community Needs Level of Support						

	Daily Living & Independent Living Skills Social & Interpersonal Skills Communication Skills Academic Skills Recreation and Leisure Skills Community Participation Skills							
	Work and Work-Related Skills			□ AND				
Is □	Is supported by BOTH of the following:							

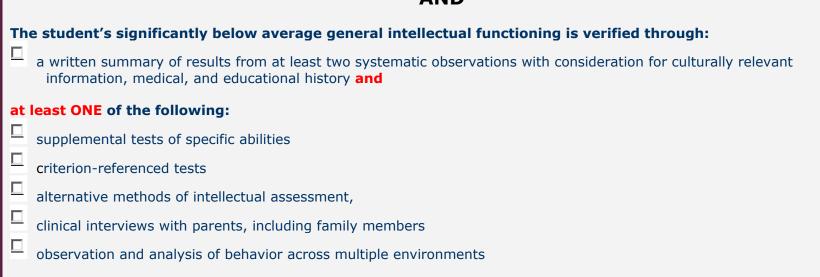
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Other sources of documentation may include checklists, classroom or work samples, interviews, criterion referenced measures, educational history, medical history, or pupil self-report.

2. General Intellectual Functioning

The student demonstrates significantly below average general intellectual functioning that is measured by an individually administered, nationally normed test of intellectual ability.						
Mild to moderate	2 Standard Deviations (+ or - 1 SEM)					
Severe-profound	3 Standard Deviations (+ or - 1 SEM)					
Intellectual Ability Test:	Full Scale Score: SD:					

AND



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Eligibility Determination

To determine eligibility, one of the following MUST be checked.

- The documentation supports the team decision that the student is eligible.
- The documentation supports the team decision that the student is ineligible.
- The documentation does not support the team decision that the student is eligible.