

## 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 [MN Rule 3525.1333](#) 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 and 2 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

Composite Score Percentile

**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

<input type="checkbox"/>	Daily Living & Independent Living Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	Social & Interpersonal Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	Academic Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	Recreation and Leisure Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	Community Participation Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	Work and Work-Related Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

**AND**

**Is supported by BOTH of the following:**

- a systematic observation
- parent input

**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

**The student's significantly below average general intellectual functioning is verified through:**

- a written summary of results from at least two systematic observations with consideration for culturally relevant information, medical, and educational history **and**

**at least ONE of the following:**

- supplemental tests of specific abilities
- criterion-referenced tests
- alternative methods of intellectual assessment,
- clinical interviews with parents, including family members
- observation and analysis of behavior across multiple environments

Save

## 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.