

# **Cognitive Disability**

## **Federal Definition**

Significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

## **State Definition**

The Illinois definition is the same as the federal definition stated above.

## **Diagnostic Criteria**

**Determinant Factors** If the student is not succeeding due to (a) lack of scientifically based practices and programs that contain the essential components of reading, (b) lack of instruction in math, or (c) Limited English Proficiency, the student is not eligible for services under IDEA.

**Exclusionary Criteria** Disability cannot be due to environmental, cultural, or economic disadvantages.

## **Inclusionary Criteria**

- Cognitive ability falls two or more standard deviations below the mean as determined and/or reviewed by a school psychologist
- Adaptive behavior scores are commensurate with cognitive ability
- Indications of early onset of intellectual, language, and or adaptive behavior delays
- Deficits have occurred over an extended period of time and across multiple academic and adaptive areas.

**Adverse Effect** Student's IEP requires individual statement of adverse effect.

Deficits in cognitive functioning and adaptive behavior skills adversely impact acquisition of age appropriate academic, social, communication, vocational, and/or independent living skills.