



SCHOOLS RESOURCING AND SUPPORT DIRECTORATE DISABILITY RESOURCING Eligibility Requirements

INTELLECTUAL DISABILITY

Eligibility for Individual Disability Allocation considers the Diagnostic and Statistical Manual of Mental Disorders – 5th edition (DSM-5, American Psychiatric Association, 2014) Intellectual Developmental Disorder Diagnostic criteria and the current Department of Education Standards for the Determination of Intellectual Disability.

It is critical to note, however, that a diagnosis of Intellectual Disability in itself may not be sufficient to meet eligibility required for an individual disability allocation.

ELIGIBILITY

A Student must demonstrate:

- Significant impairments in 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 of the following domains across multiple environments, such as home, school, community and work:

Domain	Includes
Conceptual	Functional academic skills Self-direction (e.g. planning, strategising, goal setting) Communication
Social	Social / interpersonal Safety (e.g. understanding of risk; gullibility) Leisure
Practical	Self-care Home living Use of community resources Work Health

- Onset before age 18 years.
- Significantly sub-average intellectual functioning: an IQ of below 70 on an individually administered IQ test.
- Evidence that academic achievement and progress is limited in comparison to age expectations.

While an Intellectual Disability is considered a permanent condition, eligibility may only be extended to the end of Year 12 after two separate assessments meet criteria for diagnosis. Assessments should be conducted more than two years but no greater than three years apart.

EVIDENCE

1. A diagnostic report which shows:
 - results and interpretations of standardised/norm referenced assessments;

- a summary of individual scaled scores and composite and standard scores; (percentile rank or ranges will not be accepted)
- assessment of adaptive functioning using both clinical evaluation and standardised assessment individualised measures;
- consideration of the suitability of the instruments used, taking into account language, cultural background, learning opportunities, disabilities, motivation and cooperation. Interpretation of results must include consideration of these factors;
- all assessments have been completed within a reasonable time period (no greater than 3 months); and
- only two consecutive assessments of cognitive functioning will be considered unless all other previous assessments can be shown to be invalid.

Where the culture or language 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* will be considered for eligibility (e.g. inability to assess). Schools should refer to the School Psychology Service for further information or clarification.

Reports must be recent enough for a valid determination to be made, generally considered to be a period of no more than three years.

2. A verification of eligibility for individual disability allocation form detailing the current severity level – mild, moderate, severe, or profound – signed by the Lead School Psychologist.
3. As relevant, the acknowledgement of an external agency diagnosis form signed by the Lead School Psychologist must accompany external agency reports.

Privacy and Confidentiality

The Department of Education is committed to protecting privacy, integrity of information obtained and confidentiality. All personal information must be obtained by lawful and fair means with the knowledge and consent of the person to whom it relates. Persons must be told why personal information is being collated and whether it may be accessible to any third party. This includes parents of students who are under 18 years of age.

The Department of Education respects the right to privacy. All information submitted to Schools Resourcing for an application of resources is confidential, in accordance with all relevant State and Federal legislation. All relevant statutory provisions and common law obligations will be adhered to.

Parents or carers are directed to contact local school staff for further information.