

511 IAC 7-41-3 Cognitive Disability

A cognitive disability:

- (1) is manifested during the developmental period;
- (2) is characterized by significant limitations in cognitive functioning;
- (3) is demonstrated through limitations in adaptive behavior; and
- (4) adversely affects educational performance.

A student with a mild cognitive disability has cognitive functioning that generally:

- (1) falls two (2) standard deviations below the mean; and
- (2) manifests delays in adaptive behavior consistent with the mild cognitive disability.

A student with a moderate cognitive disability has cognitive functioning that generally:

- (1) falls three (3) standard deviations below the mean; and
- (2) manifests delays in adaptive behavior consistent with the moderate cognitive disability.

A student with a severe cognitive disability has cognitive functioning that generally:

- (1) falls four (4) or more standard deviations below the mean; and
- (2) manifests delays in adaptive behavior consistent with the severe cognitive disability.

Eligibility for special education as a student with a cognitive disability shall be determined by the student's CCC. This determination shall be based on the multidisciplinary team's educational evaluation report which includes the following:

(1) An assessment of the following:

(A) Cognitive ability and functioning that must include at least one (1) of the following:

- (i) An individually administered norm-referenced assessment.
- (ii) If adequate information cannot be obtained via an individually administered norm-referenced assessment, a criterion-referenced assessment that:
 - (AA) has been designed or may be adapted or modified for use with students who have a cognitive disability; and
 - (BB) is administered by a professional or team of professionals with knowledge of assessment strategies appropriate for the student.

(B) Current academic achievement as defined at 511 IAC 7-32-2.

(C) Functional skills or adaptive behavior across various environments from multiple sources.

(2) A social and developmental history that may include, but is not limited to, the following:

- (A) Communication skills.
- (B) Social interaction skills.
- (C) Motor skills.
- (D) Responses to sensory experiences.
- (E) Relevant family and environmental information.

(3) Any other assessments and information, collected prior to referral or during the educational evaluation, necessary to:

- (A) determine eligibility for special education and related services; and
- (B) inform the student's CCC of the student's special education and related services needs.