

Developmental Cognitive Disabilities: Assessment Planning Requirements

Developmental Cognitive Disability (DCD) is defined as a condition that results in intellectual functioning significantly below average and is associated with concurrent deficits in adaptive behavior that require 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.

	Initial Evaluation	Reevaluation
Intellectual Functioning	<p>Standardized Testing: IS REQUIRED for DCD initial eligibility determination. The test must be an individually administered, nationally normed test of intellectual ability.</p> <p>Observation: TWO systematic observations are required focusing on verification of the student's intellectual functioning.</p> <p>Record Review: A review of the student's history IS REQUIRED and should focus in verification of the student's intellectual functioning. Information which MUST be reviewed is:</p> <ul style="list-style-type: none"> · Educational/Cumulative File · Medical File 	<p>Standardized Testing: The team MUST address the student's intellectual functioning, however administering another standardized IQ test is not always needed. If the student has had at least 3 IQ tests that are all in the same range of functioning, no additional testing is needed. For those students who have been identified in the severe/profound range, additional testing is not necessary.</p> <p>Supporting Data: For continued eligibility, the team must verify that the student demonstrates significantly below average general intellectual functioning. Best practice for reevaluation includes:</p> <ul style="list-style-type: none"> · At least two systematic observations in the learning environment. · Record review of educational and medical file
Academic Performance	<p>Standardized Testing: IS NOT required for DCD initial eligibility determination. Address if there are individual student concerns.</p> <p>Record Review: Best practice includes gathering data regarding the student's current academic skills and performance at school. The data can be collected through a review of records including:</p> <ul style="list-style-type: none"> · Previous testing (e.g., NWEA, MCA, AIMSWeb). · Classroom work samples · Current and previous grades, etc. · Any information needed for educational programming. 	<p>Standardized Testing: IS NOT required for DCD reevaluation eligibility determination. Address if there are individual student concerns.</p> <p>Record Review: Best practice includes gathering data regarding the student's current academic skills and performance at school. The data can be collected through a review of records including:</p> <ul style="list-style-type: none"> · Previous testing (e.g., NWEA, MCA, AIMSWeb). · Classroom work samples · Current and previous grades, etc.

	Initial Evaluation	Reevaluation
Communication Skills	NOT required for DCD initial eligibility determination. Address if there are individual student concerns.	NOT required for DCD reevaluation eligibility determination. Address if there are individual student concerns.
Social/Emotional/Behavioral Skills	NOT required for DCD initial eligibility determination. Address if there are individual student concerns.	NOT required for DCD reevaluation eligibility determination. Address if there are individual student concerns.
Functional Skills	<p>Standardized Testing: IS REQUIRED for DCD initial eligibility determination. The instrument used must be a nationally normed, technically adequate measure of adaptive behavior.</p> <p>Observation: ONE systematic observation IS required, at minimum, which focuses on documenting needs and the student's level of functioning (daily living and independent living skills, social and interpersonal skills, communication skills, academic skills, recreation and leisure skills, community participation skills, and work and work-related skills).</p> <p>Interview: Parent input MUST be included regarding the student's adaptive functioning, and required levels of support for each of the domains of adaptive functioning. An interview is a good way to obtain this information. An interview with school staff can also provide supporting data.</p>	<p>Standardized Testing: The team MUST address the student's functional skills, however administering another standardized test is not always necessary. Readminister standardized testing if there are individual student concerns. If a standardized test is not readministered, the team must review previous results.</p> <p>Supporting Data: For continued eligibility, the team must verify that the student demonstrates significantly below average adaptive behavior, the student's adaptive behavior needs, and required levels of support. Best practice for reevaluation includes:</p> <ul style="list-style-type: none"> · Systematic observation in the learning environment which documents adaptive behavior needs and levels of support. · Interview with parent · Interview with school staff
Motor Ability	NOT required for DCD initial eligibility determination. Address if there are individual student concerns.	NOT required for DCD reevaluation eligibility determination. Address if there are individual student concerns.
Sensory Status	Review and/or update the student's hearing and vision screening information is best practice. Sensory information is NOT required for DCD initial eligibility determination. Address if there are individual student concerns.	Review and/or update the student's hearing and vision screening information. Sensory information is NOT required for DCD reevaluation eligibility determination. Address if there are individual student concerns.
Health/Physical Status	NOT required for DCD initial eligibility determination. Address if there are individual student concerns.	NOT required for DCD reevaluation eligibility determination. Address if there are individual student concerns.
Transition	Transition planning MUST occur by grade 10. If completing transition planning, use at least 2 sources of data.	Transition planning MUST occur by grade 10. If completing transition planning, use at least 2 sources of data.