

Diagnosing Intellectual Disability

Diagnostic and Statistical Manual 5th Edition

Intellectual Disability (Intellectual Developmental Disorder) is a disorder with onset during the developmental period that includes both intellectual and adaptive functioning deficits in *conceptual, social, and practical* domains. The following three criteria must be met:

Criterion A: Intellectual Functions – IQ of Less than 70

A. Deficits in intellectual functions, such as reasoning, problem-solving, planning, abstract thinking, judgment, academic learning and learning from experience, and practical understanding confirmed by both clinical assessment and individualized, standardized intelligence testing.

- Criterion A refers to intellectual functions ... intellectual functioning is typically measured with individually administered and psychometrically valid, comprehensive, culturally appropriate, psychometrically sound tests of intelligence.
- two standard deviations or more below the population mean, including a margin of measurement error (generally 5 points) a score of 65 – 75 (70 ± 5)

Criterion B: Adaptive Functions – ONE of the three domains is less than 70

B. Deficits in adaptive functioning that result in failure to meet developmental and sociocultural standards for personal independence and social responsibility. Without ongoing support, the adaptive deficits limit functioning in one or more activities of daily life, such as communication, social participation, and independent living, and across multiple environments, such as home, school, work, and recreation.

- Criterion B – adaptive functioning involves adaptive reasoning, in three domains: conceptual, social, and practical. ... criterion B is met when at least ONE domain of adaptive functioning, conceptual, social or practical is sufficiently impaired that ongoing support is needed....
- Adaptive functioning is assessed using both clinical evaluation and individualized, culturally appropriate, psychometrically sound measures. Standardized measures are used with knowledgeable informants (e.g., parent or other family member, teacher, counselor, care provider) and the individual to the extent possible.

Criterion C: Developmental Period

C. Onset of intellectual and adaptive deficits during the developmental period.

Levels of Intellectual Disability

The various levels of severity are defined on the basis of adaptive functioning, and not IQ scores, because it is adaptive functioning that determines the level of supports required. Moreover, IQ measures are less valid in the lower end of the IQ range.

- Mild
- Moderate
- Severe
- Profound
- Unspecified

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Developmental Disability - Refers to a severe chronic condition that constitutes a lifelong mental or physical impairment, which became apparent during childhood and has hampered an individual's ability to participate in mainstream society, either socially or vocationally. Refer to the Developmental Disabilities Act (Pub.L.106-402) for the legal definition – federal regulations.

North Dakota Century Code

CHAPTER 25-01.2 DEVELOPMENTAL DISABILITY

25-01.2-01. Definitions.

In this chapter, unless the context or subject matter otherwise requires:

3. "Developmental disability" means a severe, chronic disability of an individual which:
 1. Is attributable to a mental or physical impairment or combination of mental and physical impairments including Down syndrome;
 2. Is manifested before the individual attains age twenty-two;
 3. Is likely to continue indefinitely;
 4. Results in substantial functional limitations in three or more of the following areas of major life activity:
 1. (1) Self-care;
 2. (2) Receptive and expressive language;
 3. (3) Learning;
 4. (4) Mobility;
 5. (5) Self-direction;
 6. (6) Capacity for independent living; and
 7. (7) Economic sufficiency; and
 5. Reflects the individual's needs for a combination and sequence of special, interdisciplinary, or generic care, treatment, or other services which are of lifelong or extended duration and are individually planned and coordinated.