MID & the DSM-5

DISABILITY or “NOT OTHERWISE QUALIFIED”?

MAY 13, 2014

BILL FORD, PH.D., C. PSYCH
Good evening, Mr. Butterfield. I'm Timmy McFarland's attorney.

- And his father!

Right.
“They may be your grades, but they’re the return on my investment.”
“I don’t have to be smart, because someday I’ll just hire lots of smart people to work for me.”
“Unfortunately, all evidence of your son’s intelligence is purely anecdotal.”
Goal: To address the question:

Is MID a Diagnosable Disability?
What is the background to this Question?

- Proportionally, Ontario has one of the largest **College enrolments** worldwide.

- College is viewed by some students as a **ticket to success** – by others as an **alternative to unemployment** - PSE is viewed as an educational necessity.

- Consequently, students are now entering PSE who would not have done so historically – we have a **diverse** student population.
● Some students have been **formally assessed**, IPRC’d, received remedial accommodations under an IEP – others have been **promoted**, or have received **modifications** throughout their schooling experience.

● The terms **Learning Challenges**, **Learning Disabilities** and **Learning Disorders** have been used, and continue to be used interchangeably, to describe individual learning differences by professionals, parents and by the students themselves.
There is inconsistency between Psychologists and between School Boards in their assessment, documentation and special education practices.

Regardless, students who declare a schooling history characterized by learning challenges are eligible for short term accommodations [AHEAD document]
Eligibility for funding for **long term accommodations**, however, requires a formal Psychoeducational Assessment indicating the **diagnosis** of a permanent disability.

As funding sources do not view MID (and BIF) as diagnoses, these students are “Not Otherwise Qualified” for **long term accommodations**.

However, the provision of **long term accommodations** to students presenting with MID varies widely between Colleges in Ontario.
Moreover, current assessment practices are
- generally inconsistent
- largely disconnected from students’ career choices and program standards; or,
- make blanket recommendations for accommodations or base them on funding eligibility.

Despite this inconsistency, Disability Counselors are expected “to promote and provide quality leadership in the development and delivery of support services to students with disabilities”.
• The determination of and provision of Services for students presenting with MID and BIF is currently a Twilight Zone in which the distinctions between *Inability, Ability and Disability* are unclear.

• Perhaps today’s question should be re-framed as:

  What is Ability?  What is Disability?
What is Ability? What is Disability?

- How are Ability and Disability Defined?
- Tracking Ability & Disability: College Stats
- IQ - Range of Ability or Disability?
- Determining Ability & Disability
  - Psychoeducational Assessment:
- Determining Diagnosis
  - DSM-IV vs. DSM-5
What is Ability? What is Disability? How are they Defined?

- MID *
  - A learning disorder
  - An ability to profit
  - An inability to profit
  - A potential for academic learning (and adaptability)

* Ministry of Colleges and Universities of Ontario
What is Ability? What is Disability? How are they Defined?

- Disability *
  - A mental impairment
  - A developmental disability
  - A learning disability
  - Dysfunction in language
  - A mental disorder
  - An Injury

* Ontario Human Rights Commission
What is Ability? What is Disability? How are they Defined?

• Permanent Disability *
  ◦ A functional limitation
  ◦ A mental impairment
  ◦ Restricts ability to perform daily activities in PSE
  ◦ Life long

* OSAP
What is Ability? What is Disability? How are they Defined?

- **LD** *
  - Clinically significant discrepancy in psych processes
  - Average Abilities
  - Unexpected low academic achievement
  - Evidence learning difficulties relate to psych deficits
  - No other explanations (ID, cultural, motivation, experience, etc.)

- **BIF? An Inability, Ability or Disability?**

- *Learning Disabilities Association of Ontario*
What is Ability? What is Disability?

College Statistics: Ability and Disability

- College Students who graduated in 2013: 65%
- College Students with LD (2007): 4.8%
- LD College Students served by OSD (2007): 40.8%
- LD Students who graduated in 2013: ?
- MID Students who graduated in 2013: ?
- MID Students who graduated in 2008: 25% *

* based on Queens’ Survey
What is Ability? What is Disability? Tracking Ability & Disability: College Statistics

- Studies measuring success of students with LDs are not consistent in the way they define “success” or how they measure it.

- Success has been measured as graduation rates, drop-out rates, and the relation between the use of learning supports and improvements in GPA.

- Moreover, given the variation in selection criteria and method of measuring results, statistics on postsecondary students with LDs are difficult to compare.
What is Ability? What is Disability? Tracking Diagnoses: Five year trend

Humber College Student Diagnoses: 2009-2013

Percentage of Students

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>LD</td>
<td></td>
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<tr>
<td>MID</td>
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<tr>
<td>ID</td>
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<tr>
<td>Other</td>
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What is Ability? What is Disability? IQ - Range of Ability or Disability?

- Ranges of Ability %
  - LD 75%
  - ID 2%
  - BIF + MID 23%
What is Ability? What is Disability?
IQ - Range of Ability
What is Ability? What is Disability? LD - Range of Ability

Otherwise Qualified

LD
What is Ability? What is Disability?
ID - Range of Ability

Otherwise Qualified

ID

<table>
<thead>
<tr>
<th>Qualitative Description</th>
<th>Naglieri Ability Index</th>
</tr>
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<tbody>
<tr>
<td>Extremely Low</td>
<td>70</td>
</tr>
<tr>
<td>Low</td>
<td>80</td>
</tr>
<tr>
<td>Average</td>
<td>90</td>
</tr>
<tr>
<td>High Average</td>
<td>100</td>
</tr>
<tr>
<td>Superior</td>
<td>110</td>
</tr>
<tr>
<td>Very Superior</td>
<td>120</td>
</tr>
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</table>

Percentile Rank

1  25  50  75  99
What is Ability? What is Disability?

BIF + MID - Range of Ability

Not Otherwise Qualified

MID & BIF
What is Ability?  What is Disability?
Perceptions of Ability
What is Ability? What is Disability?
Determining Ability and Disability

Psychoeducational Assessment

1. WAIS-IV revisions (e.g., FSIQ vs. GAI)

2. Performance Factors (i.e., False Positives and Negatives)

3. Response Style Factors (i.e., False Negatives)
WAIS-IV Revisions: FSIQ vs. GAI
Classic LD

FSIQ  GAI
WMI  PSI  PRI  VCI

Qualitative Description

Extremely Low | Borderline | Low Average | Average | High Average | Superior | Very Superior
Naglieri Ability Index

| 70 | 80 | 90 | 100 | 110 | 120 | 130 |
Percentile Rank

| 1 | 25 | 50 | 75 | 99 |
WAIS-IV Revisions: FSIQ vs. GAI
LD or BIF?

![Diagram showing FSIQ, GAI, WMI, PSI, PRI, VCI.]
What is Ability?  What is Disability?  
Determining Ability and Disability

Performance Factors (i.e., *False Positives and Negatives*)
- Comprehension & Information
- Abstract Reasoning (verbal vs. visual)
- Working Memory
- Rote Memorization Stance
- Contextual Supported Memory

Response Style Factors (i.e., *False Negatives*)
- Arithmetic “DK”: Arithmetic & Information
- Learned helplessness - Impact of ‘modifications’
- Anxiety & Time pressure
What is Ability? What is Disability?
Determining Diagnosis:
DSM-IV vs. DSM-5

- Diagnostic Criteria for MR / ID
- Diagnostic Criteria for LD / SLD
- Diagnostic Criteria for MID & BIF
What is Ability? What is Disability? Determining Diagnosis: DSM-IV

- Diagnostic Criteria for MR / ID
  - Based solely on IQ – 2% and below

<table>
<thead>
<tr>
<th>IQ Range</th>
<th>Degree</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>50/55 to 70</td>
<td>Mild Educable</td>
<td>85%</td>
</tr>
<tr>
<td>35/40 to 50/55</td>
<td>Moderate Trainable</td>
<td>10%</td>
</tr>
<tr>
<td>20/25 to 35/40</td>
<td>Severe</td>
<td>3 to 4%</td>
</tr>
<tr>
<td>below 20/25</td>
<td>Profound</td>
<td>1 to 2%</td>
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</tbody>
</table>
What is Ability? What is Disability? Determining Diagnosis: DSM-IV

- Diagnostic Criteria for LD

  - IQ within the Average Range

  - Aptitude/Achievement Discrepancy of more than 2 Standard deviations between IQ and Academic skills or 1 to 2 Standard deviations if there is a cognitive processing deficit

  - Impact must be substantial and interfere significantly with academic achievement
What is Ability? What is Disability? Determining Diagnosis: DSM-IV

- Diagnostic Criteria for MID & BIF
  - None: MID and BIF are not diagnostic categories in the DSM-IV
  - V62.89 Borderline Intellectual Functioning (IQ 71 to 84) is not a disorder
What is Ability? What is Disability? Determining Diagnosis: DSM-5

- Diagnostic Criteria for ID
  - Two Criteria
    - IQ (Below 2\textsuperscript{nd} Percentile) & Adaptive Scale
  - Specifiers
    - Based on Adaptive Scale – \textit{not IQ}
    - Mild/Moderate/Severe/Profound
What is Ability? What is Disability?
Determining Diagnosis: DSM-5

- Diagnostic Criteria for MID & BIF

  - MID is considered an Intellectual Disorder
    - Determined by Adaptive Scale
    - DSM-5 317 (F70) Intellectual Disorder Mild

  - BIF is *not* a diagnosable Disorder
    - Borderline + Low Average = range of Ability
What is Ability? What is Disability? Determining Diagnosis: DSM-5

- Diagnostic Criteria for SLD
  - Four Criteria
  - A. Difficulties learning and using academic skills
  - B. Affected academic skills are substantially and quantifiably below those expected for the individual’s chronological age – thresholds largely arbitrary – 1.5 SD within academic domain
  - C. Difficulties must begin during school-age years and/or become manifest when older (e.g., timed tests, excessive workload)
  - *And there’s one more!*
What is Ability? What is Disability? Determining Diagnosis: DSM-5

- Diagnostic Criteria for SLD
  - D. “Learning Difficulties are not better accounted for by *Intellectual Disabilities* or other physical social, educational or cultural factors. More specifically, Specific Learning Disorder affects learning in individuals who otherwise *demonstrate normal levels of intellectual functioning (generally estimated by an IQ score of greater than about 70)*
  - Students presenting within the MID / BIF range of Ability are now potentially diagnosable
Disability exists within all Ranges of Ability

**Administrative and Funding Implications**

- Increased demands for Record keeping, Monitoring and Statistics
- Increased requirements for Evidence-based Determinants of success
- Establish eligibility criteria for specific accommodations
- Increased monitoring of student use of Accommodations

- Eligibility criteria and standards for some Programs will be defined and operationalized
- Diagnostic Assessments will incorporate Program Standards
- A more objective, effective & pragmatic assessment process will be developed

- Who are the Gate Keepers? What is the role of Disability Counselor?
It will take time to work out the bugs!
Thank you!

Questions