



COLLEGE COMMITTEE ON DISABILITY ISSUES

COMITE COLLEGIAL EN BESOINS PARTICULIERS

MID & the DSM-5

DISABILITY or “NOT OTHERWISE QUALIFIED”?

MAY 13, 2014

BILL FORD, PH.D., C. PSYCH

educational 
CONNECTIONS

BIZARRO

By Dan Piraro





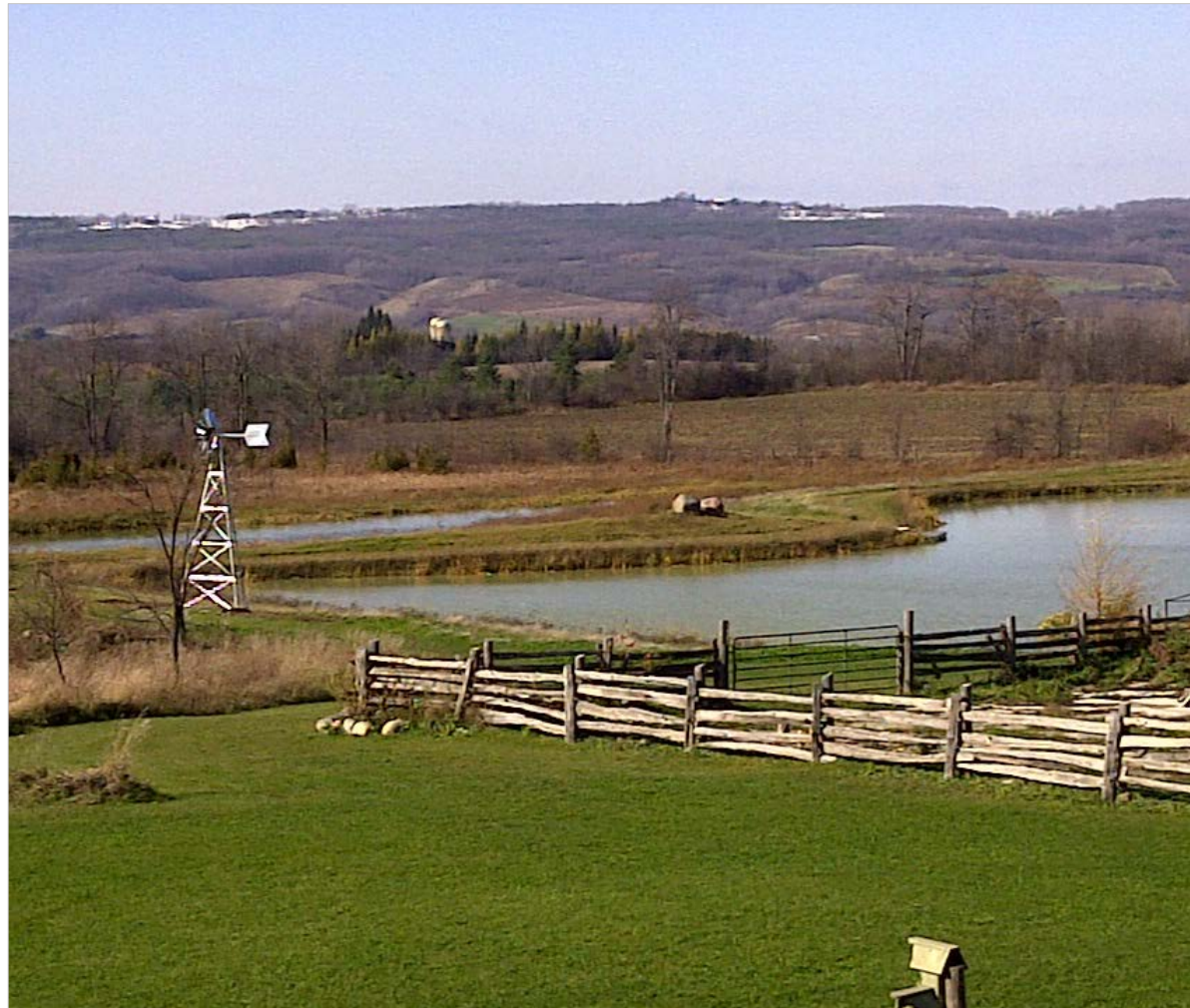
*"They may be your grades, but they're the
return on my investment."*



*"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.”











COLLEGE COMMITTEE ON DISABILITY ISSUES

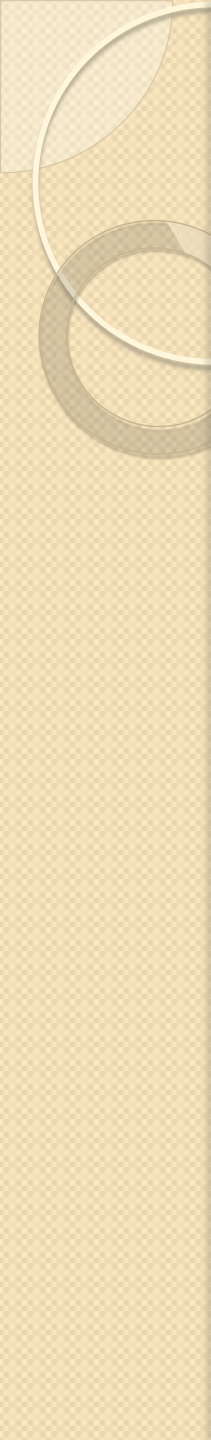
COMITE COLLEGIAL EN BESOINS PARTICULIERS

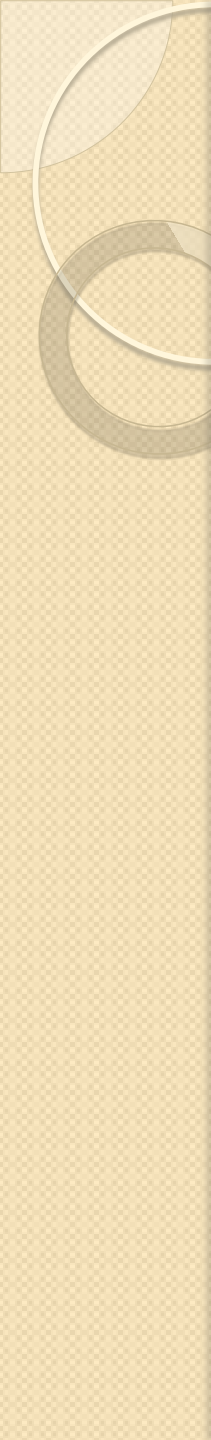
Goal: To address the question:

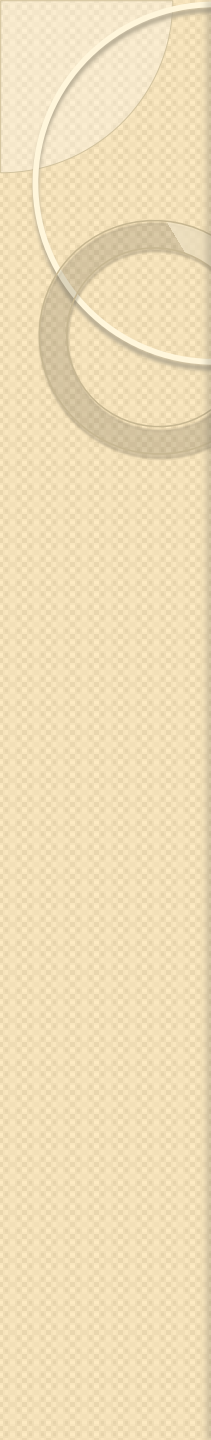
Is MID a Diagnosable Disability?

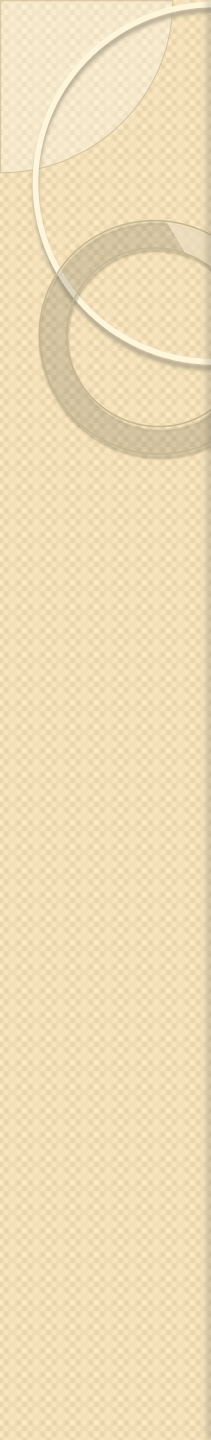
What is the background to this Question?

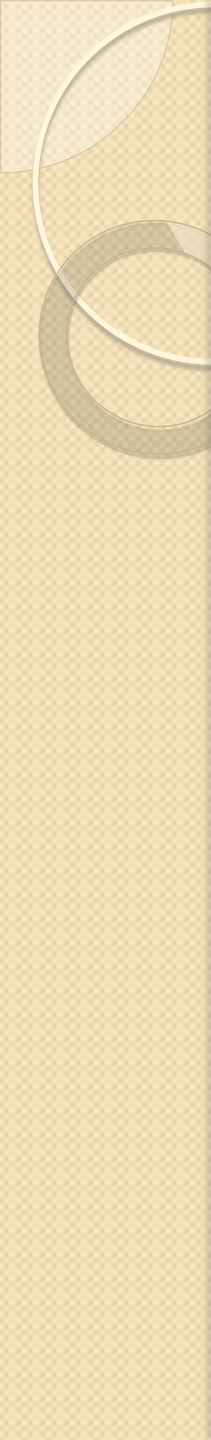
- Proportionally, Ontario has one of the largest **College enrolments** worldwide
- College is viewed by some students as a **ticket to success** – by others as an **alternative to unemployment** - PSE is viewed as an educational **necessity**
- Consequently, students are now entering PSE who would not 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)]

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- 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.

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- 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*”.

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- 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

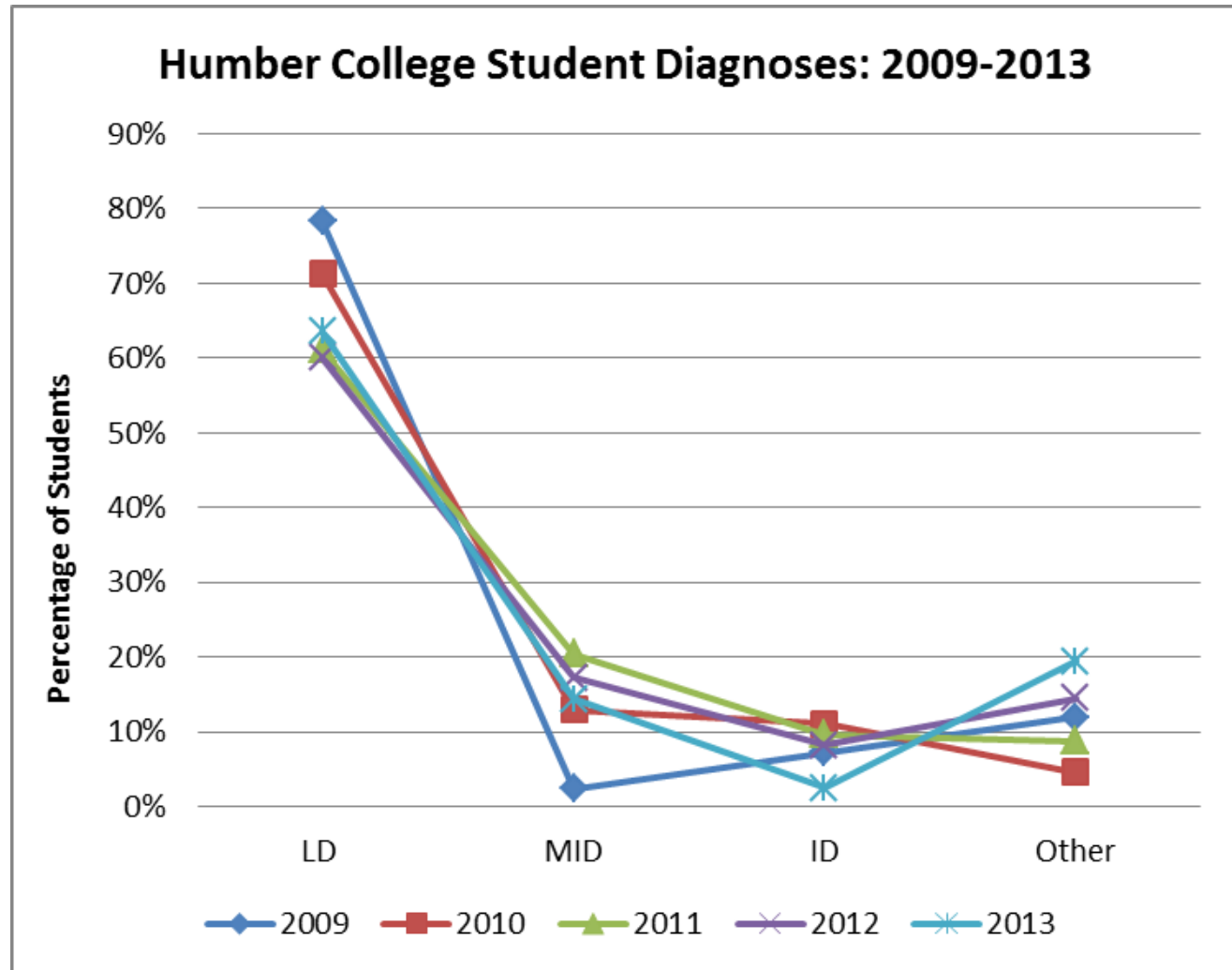
What is Ability? What is Disability?

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



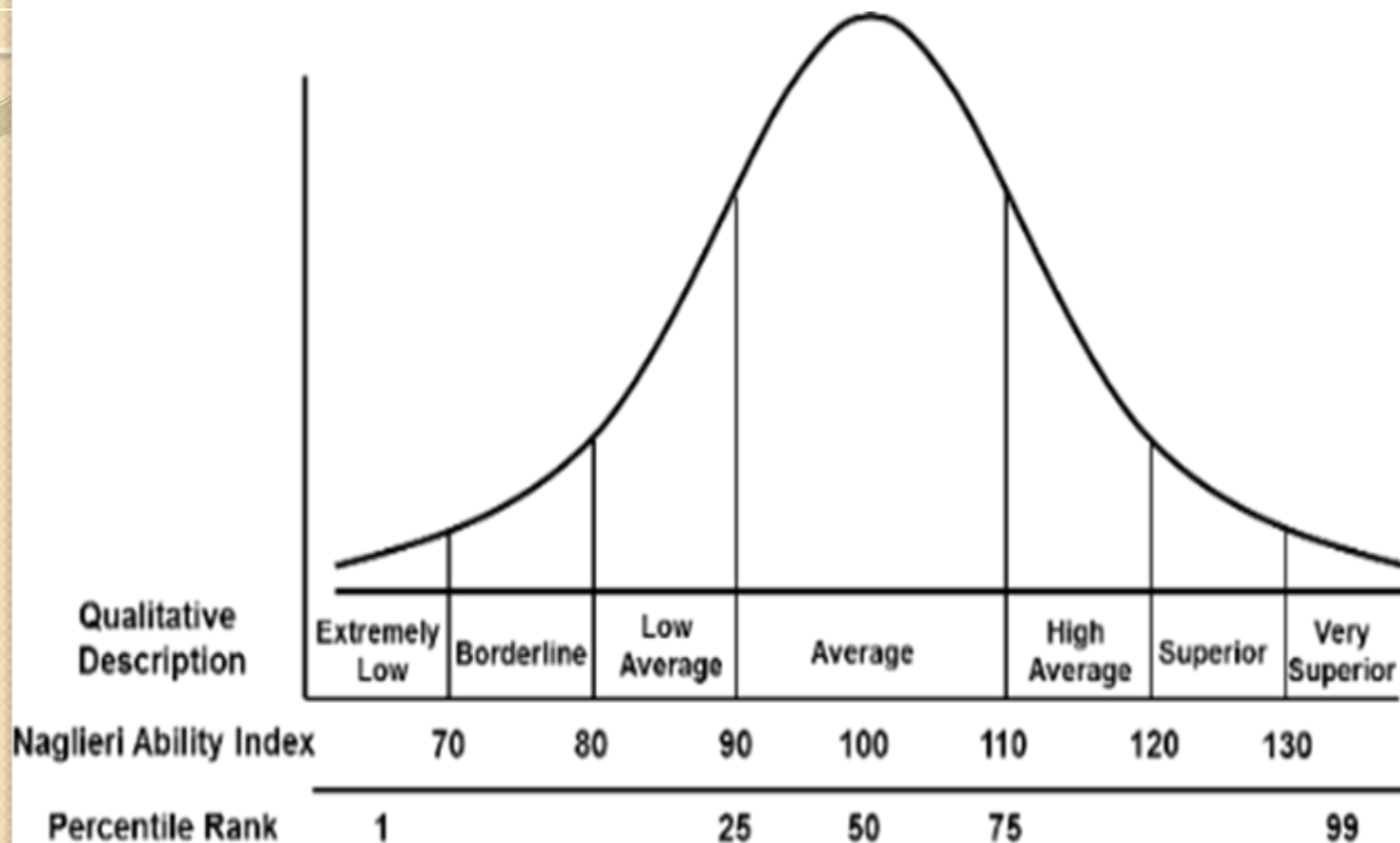
What is Ability? What is Disability?

IQ - Range of Ability or Disability?

- Ranges of Ability %
- LD 75%
- ID 2%
- BIF + MID 23%

What is Ability? What is Disability?

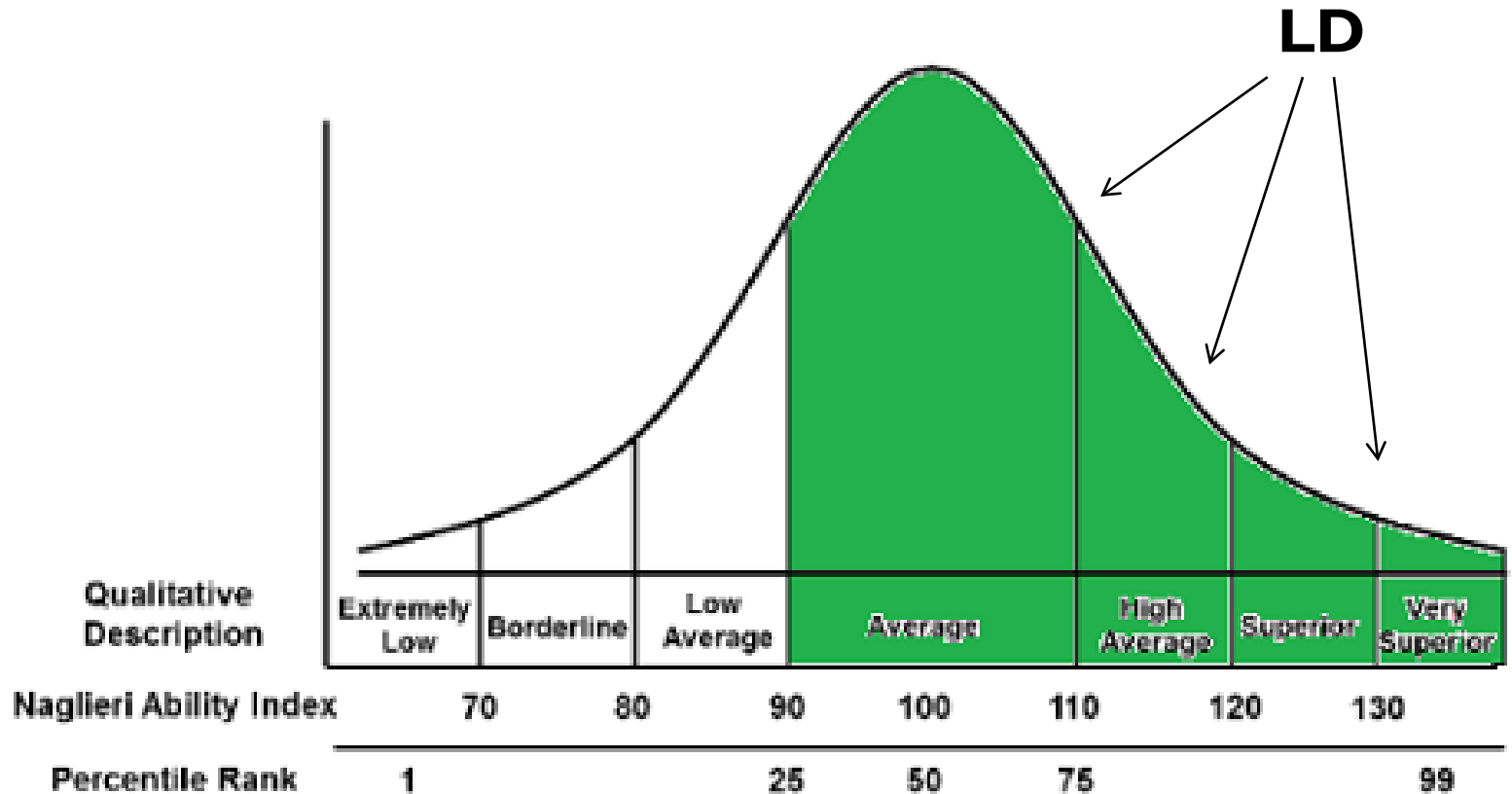
IQ - Range of Ability



What is Ability? What is Disability?

LD - Range of Ability

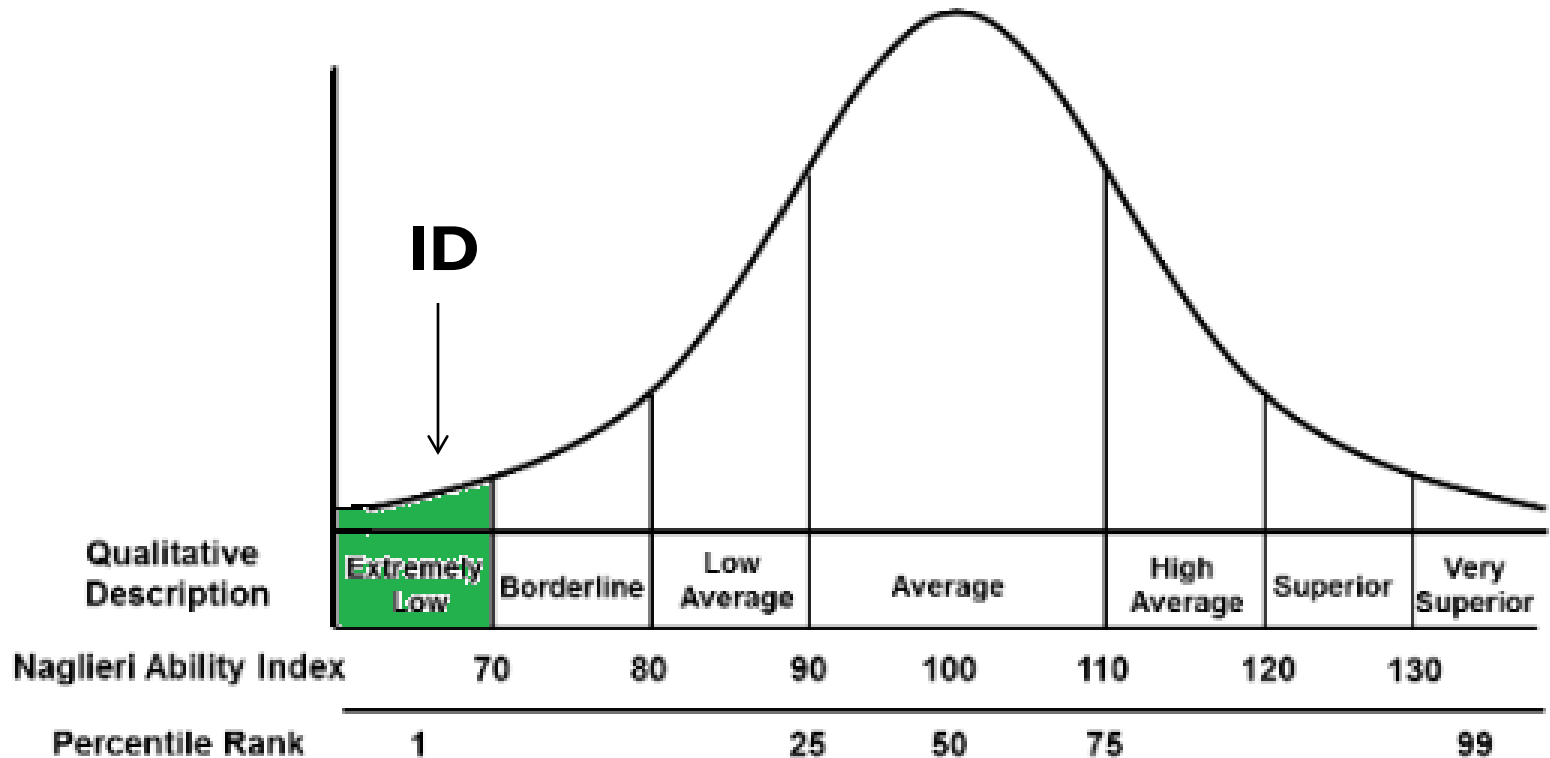
Otherwise Qualified



What is Ability? What is Disability?

ID - Range of Ability

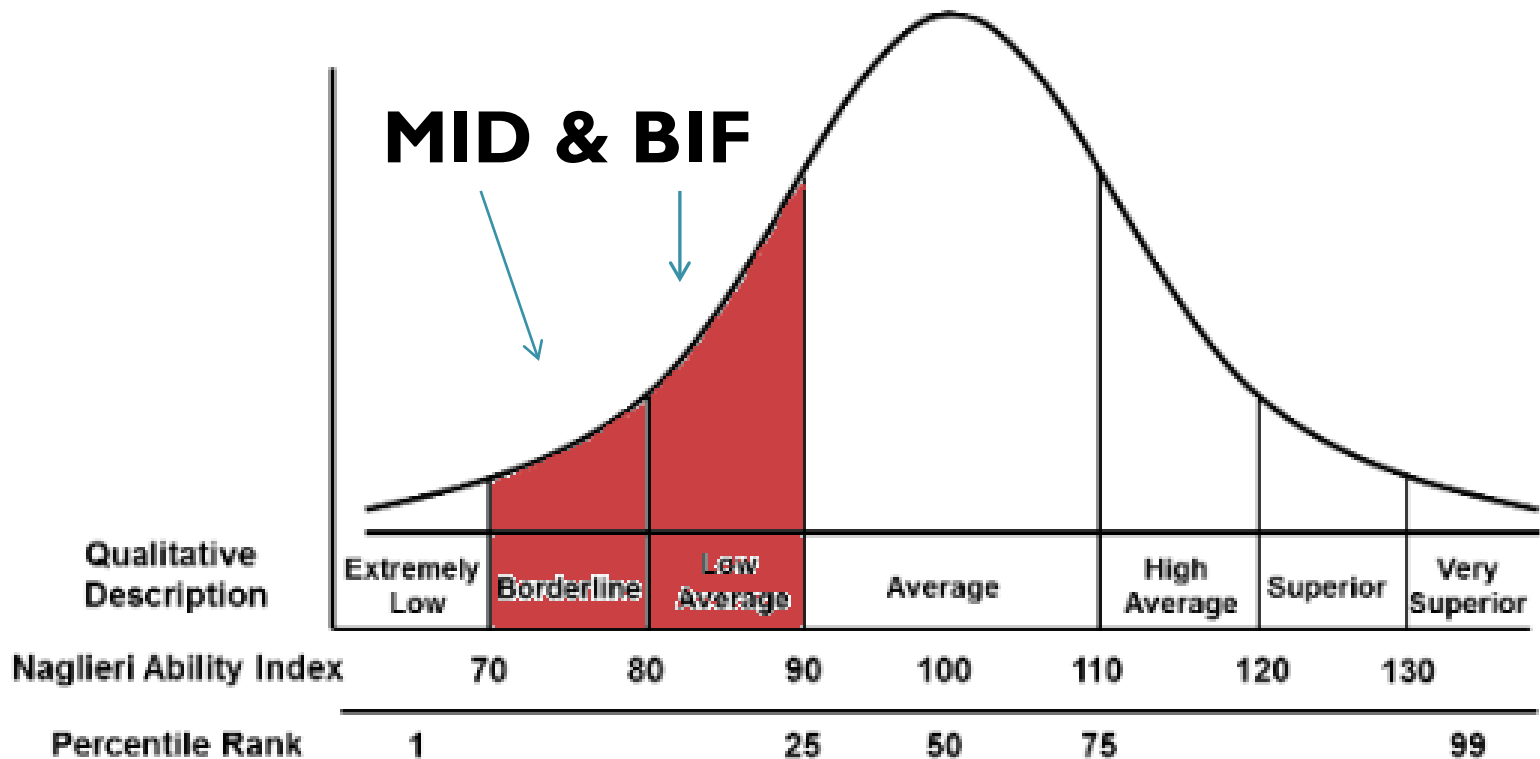
Otherwise Qualified



What is Ability? What is Disability?

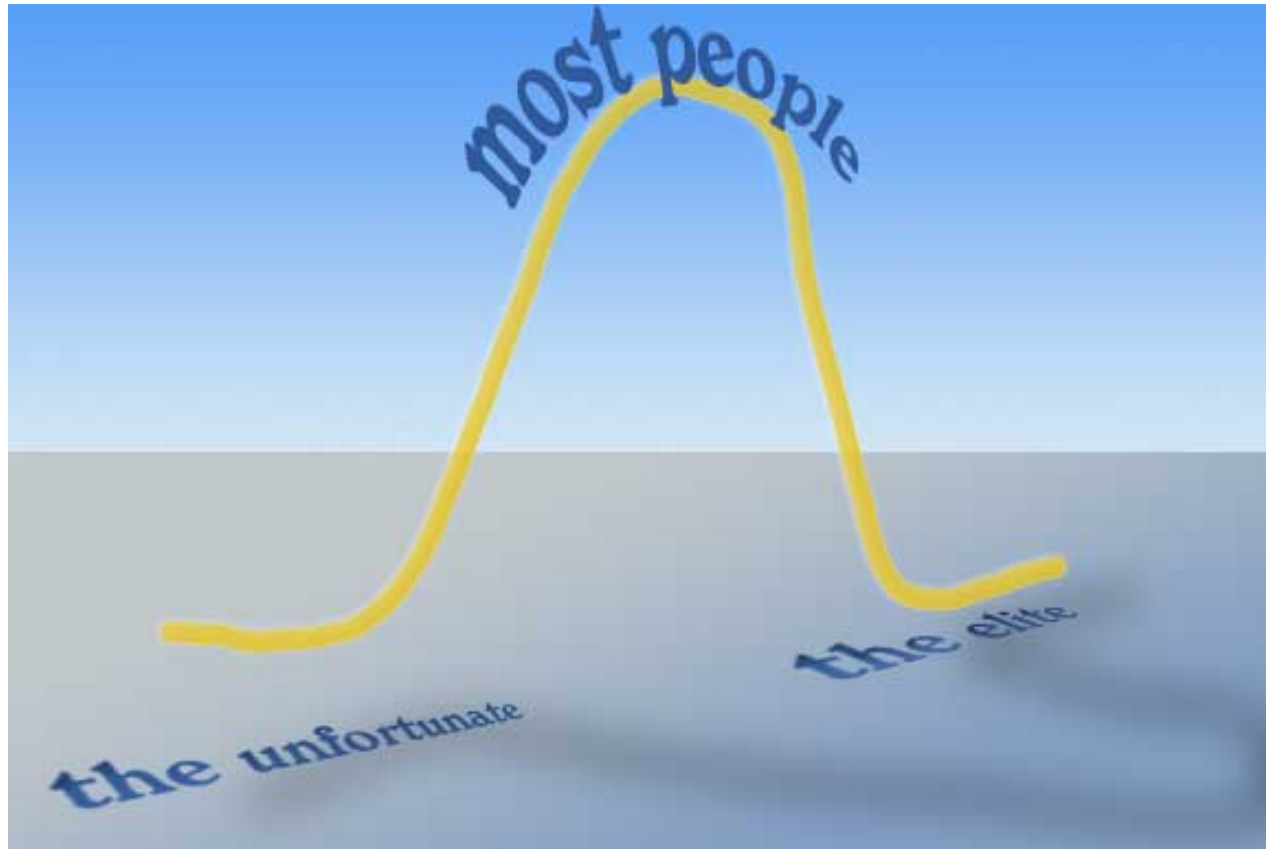
BIF + MID - Range of Ability

Not Otherwise Qualified



What is Ability? What is Disability?

Perceptions of Ability



What is Ability? What is Disability?

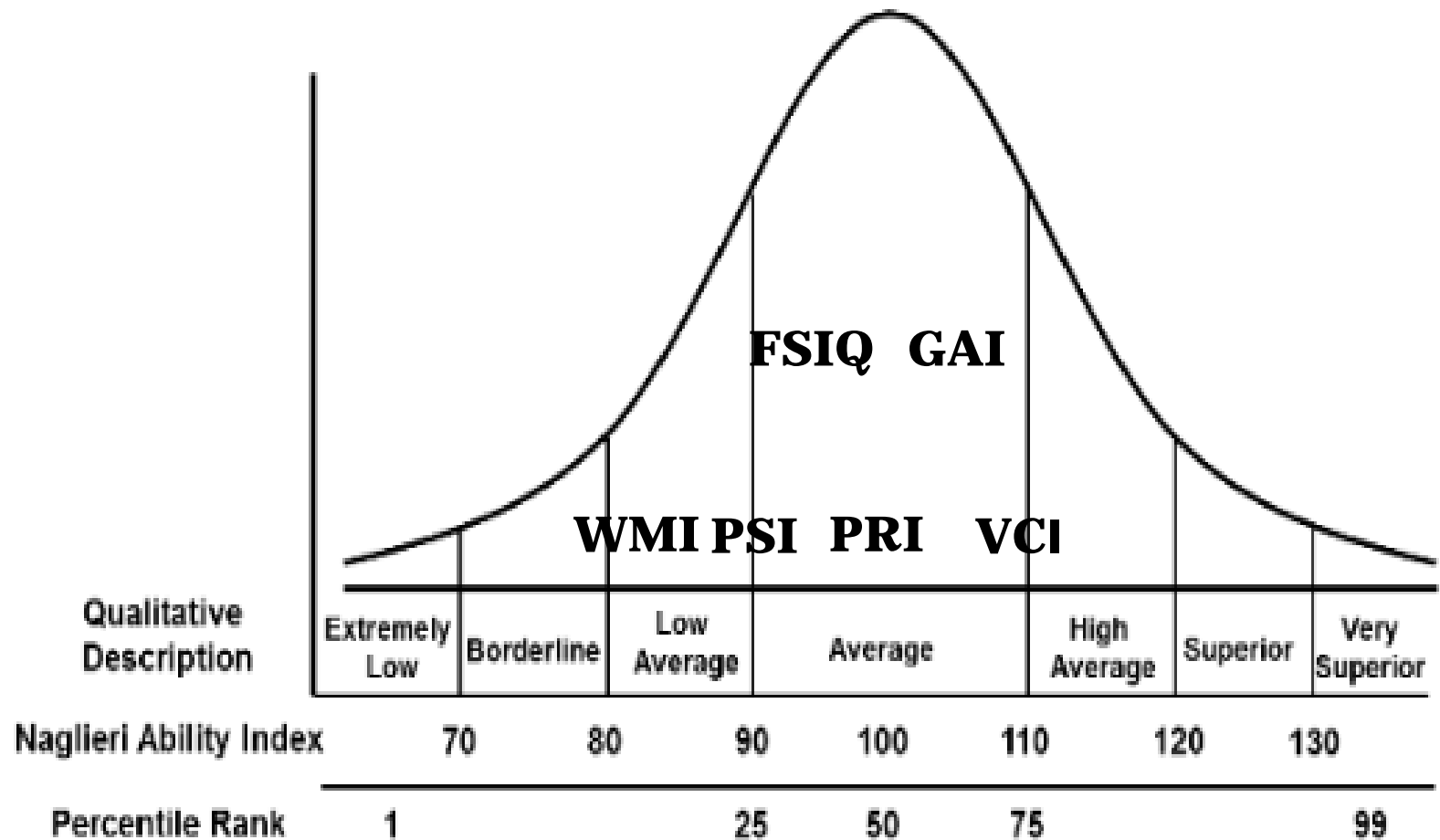
Determining Ability *and* Disability

Psychoeducational Assessment

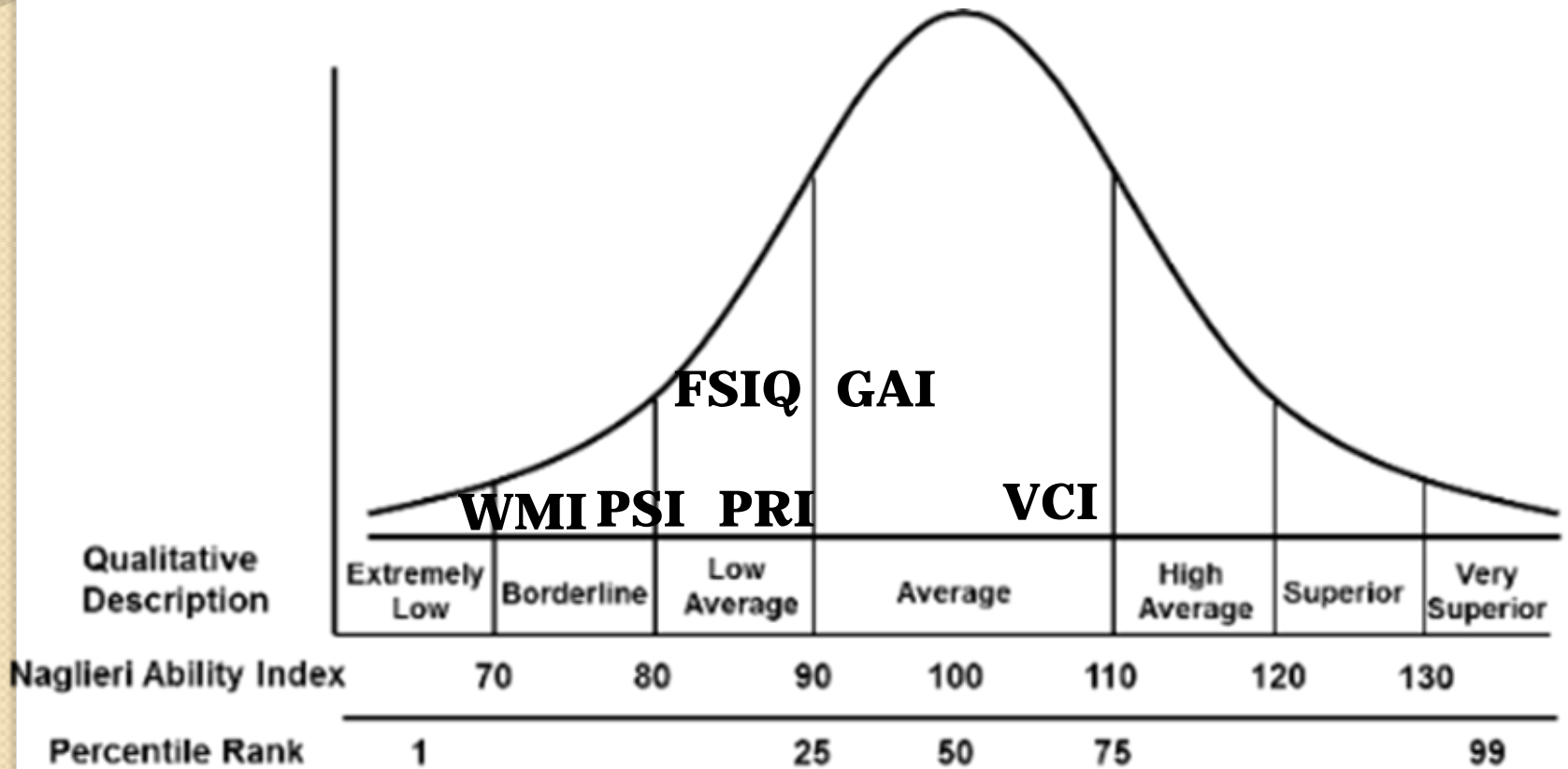
1. WAIS-IV revisions (*e.g., FSIQ vs. GAI*)
2. Performance Factors (*i.e., False Positives and Negatives*)
3. Response Style Factors (*i.e., False Negatives*)

WAIS-IV Revisions: FSIQ vs. GAI

Classic LD



WAIS-IV Revisions: FSIQ vs. GAI LD or BIF?



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

IQ Range	Degree	Percentage
50/55 to 70	Mild Educable	85%
35/40 to 50/55	Moderate Trainable	10%
20/25 to 35/40	Severe	3 to 4%
below 20/25	Profound	1 to 2%

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 2nd Percentile) & Adaptive Scale
 - **Specifiers**
 - Based on Adaptive Scale – *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!





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Thank you!

Questions