

REGISTRATION FORM FOR ATHLETES WITH AN INTELLECTUAL DISABILITY

This form is to be completed for athletes with an intellectual disability seeking a Paralympics New Zealand (PNZ) class for sport. On returning this form to PNZ a class will be allocated to the athlete.

This form is based on the International Paralympic Committee (IPC) requirements for athletes with an intellectual disability. The accuracy of this classification form is extremely important, as the athlete's class will be subject to IPC certification at future events.

FORM GUIDELINES

- **Sections 1, 2 and 3 must be completed by the athlete / parent / guardian / caregiver.**
- **Sections 4 must be completed by TWO qualified, independent professionals. Professionals who complete this portion of the form must:**
 - (a) be recognised as experts in this field within New Zealand, and**
 - (b) have documentation suitable for verifying that the athlete has an intellectual disability.**
- The assessor should ensure that the form is completed fully and include as much detail as needed to substantiate that the athlete has been duly qualified as having an intellectual disability. If the form is not completed satisfactorily the form will be returned to the sender.
- The contents of this form are confidential to PNZ.
- Athletes with a physical disability must complete a PNZ Provisional Classification Test Sheet (contact PNZ for details).
- Athletes with a visual disability must complete a PNZ Blindness Classification Form (contact PNZ for details).

ELIGIBILITY CRITERIA FOR PNZ, IPC AND INAS-FID COMPETITION

1. Persons who are currently receiving and/or have received services (e.g. education, training, social services, financial assistance) that require a diagnosis of intellectual disability, as defined by the World Health Organisation (WHO) and recognised professional organisations (e.g. IHC, Special Olympics Foundation, etc.).
2. Persons who are currently participating and/or have participated in employment training or other services contingent upon having an intellectual disability.

3. Persons who by reason of an intellectual disability are eligible for:
- Financial support: social security benefit, pension, grant, allowance.
 - Special Education: open, mainstream, integrated, inclusive, or special.
 - Special Employment: open, supported, or sheltered.
 - Other Specialised Services: in education, accommodation, employment guardianship, respite, counselling, diagnosis, and/or social support.

An athlete must be the minimum age eligible for international competitions as mandated by the International Governing Body of Sport (e.g. IAAF, FINA, FIBA, ITTF or FIFA).

NB: Lack of stimulation, education, or social deprivation, while possible causes of intellectual disability, are not recognised as criteria for inclusion in PNZ, IPC and INAS-FID competitions. Inclusion in these levels of competition is contingent upon a diagnosis of intellectual disability and/or suitability for services/supports that require such a diagnosis.

CRITERIA FOR INTELLECTUAL DISABILITY

The definition of intellectual disability used by INAS-FID is internationally recognised by the United Nations World Health Organisation (WHO) and other professional organisations (e.g., AAMR, IASSID).

According to this definition, the criteria for intellectual disability include three major elements, all of which must be present. These criteria are:

1. **Intellectual functioning** that is significantly below average. To meet this standard, a person's IQ score must be within or below the range of 70-75.
2. **Adaptive** behaviour that is significantly impaired in two or more areas (communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academics, work, leisure, health, and safety). Marked impairment in two or more of these areas alters the effectiveness or degree to which an individual meets the standards of personal independence and social responsibility expected.
3. Intellectual disability must be evident during the **developmental** period. This is generally considered to be from conception to 18 years of age.

HOW DO WE ARRIVE AT AN IQ SCORE ?

The definition of intellectual disability relates to a statistical interpretation of "normal" intellectual functioning. If we took the IQ scores of every person in the population and organised them along a continuum, the average score would be 100 points. If the scores were distributed equally, there would be 15 points between each score (i.e., standard deviation). For a person to be described as having "substantially sub-average" intellectual functioning, his/her score would have to be two standard deviations (15+15=30) less than the average—which produces a score of 70 (100-

30=70). The range of acceptable IQ scores (70-75) used in the criteria of intellectual disability reflects the possibility of systematic measurement error. In psychometric testing, which the assessment of IQ involves, it is generally accepted that repeated testing may produce scores that vary by as much as 5 points.

It is imperative to recognise, that assessment of IQ alone, is not sufficient for a diagnosis of intellectual disability—but must be present along with deficits in **two or more** adaptive behaviour areas (e.g., communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academics, work, leisure, health, and safety) (AAMR, 1992, American Psychological Association, 1994); and be evident during the developmental period (by age 18).

EXPLANATION OF TERMS

Special Education: Any specialised form of education that may be provided because the person has an intellectual disability. This may include attendance at a special school that caters to students with intellectual disabilities or provisions made within mainstream, integrated or inclusive school settings.

Special Accommodation: Any specialised living arrangement (e.g., special home or institution) provided because the person has an intellectual disability, and/or any assistance provided to enable living within the general community.

Special Employment: Any employment scheme (supported, open, sheltered, special payment to employers) specifically established for people with an intellectual disability.

Special Protection: Any government controlled system designed to provide for the care and/or protection of individuals with an intellectual disability. In some countries, special protective services are provided by State guardians, public trustees, or other public authorities.

Respite Care: Any service that provides families, caregivers and/or guardians with relief (rest, respite) from the responsibilities of caring for the person with an intellectual disability. Respite may be provided in a wide range of ways (e.g., out of home placement for the individual, in-home "day care") and can vary from a few hours per day to several weeks in duration.

Financial support: Any form of payment provided on the basis that an individual has an intellectual disability (e.g., disability pension, social support payment). Financial aid may be paid directly to the individual with an intellectual disability, caregivers, and/or the individual/group responsible for the person's care.

SECTION 1 – ATHLETE DETAILS

Name: _____

Address: _____

Suburb: _____

City: _____ Postcode: _____

Home Phone: () _____ Work Phone: () _____

Fax: () _____ Mobile: () _____

Email: _____

Male Female Date of Birth _____

SECTION 2 – PARENT/GUARDIAN DETAILS

Name: _____

Address: _____

Suburb: _____

City: _____ Postcode: _____

Home Phone: () _____ Work Phone: () _____

Fax: () _____ Mobile: () _____

Email: _____

Relationship: _____

SECTION 4 – PROFESSIONAL STATEMENTS

I certify that the athlete named is, in my professional opinion, a person with an intellectual disability.

Name(print):	Name(print):
Signature:	Signature:
Address:	Address:
Qualifications:	Qualifications:
List of Attached Documents:	List of Attached Documents:

Describe the methods used for assessments and testing (include, if possible, the specific details regarding the outcomes of the assessment, eg. IQ score, adaptive behaviour ratings). Please attach typed explanation.

Provide any additional information and/or documentation by which you judged the athlete to have an intellectual disability. Please attach typed explanation. _

Please return this form to
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