

# Making a Determination of Intellectual Disability: The Right, The Wrong, and The Ugly

**Friday, Nov 10, 2017**

**Early-Bird Deadline: Oct 27, 2017**

Canad Inns Polo Park  
1405 St. Matthews Ave.

## Presenter



Marc J. Tassé, PhD is the Director of The Ohio State University Nisonger Center, a University Center for Excellence in Developmental Disabilities and a Professor in the Departments of Psychology and Psychiatry. He is also a licensed psychologist. Marc has more than 25 years of experience in conducting research and providing clinical services in the field of intellectual disability (ID), autism

spectrum disorder (ASD), and other related neurodevelopmental disabilities (DD). He has been a PI/co-PI on more than a dozen grant-funded projects, including funding from federal, state, foundations and other sources. His publications include more than 130 articles in peer-reviewed journals, book chapters, and books in the area of intellectual and developmental disabilities. He also has co-authored several published standardized tests, including scales assessing adaptive behavior, problem behavior, and support needs. He is the senior author of the Diagnostic Adaptive Behavior Scale, which is expected to be published in Fall of 2017. He has given 240+ scientific and professional presentations related to ID, ASD, and related neurodevelopmental disabilities. Marc is a Fellow of the American Association on Intellectual and Developmental Disabilities (AAIDD), American Psychological Association (APA), and International Association for the Scientific Study of Intellectual and Developmental Disabilities (IASSIDD). He also consults and testifies in capital cases involving the determination of intellectual disability. Marc is a Past-President of the American Association on Intellectual and Developmental Disabilities.

## Learning Objectives

**At the end of this course, the attendee should be able to:**

- recall with specific details the diagnostic criteria for intellectual disability;
- identify the recent changes in the DSM as they relate to the diagnosis of intellectual disability;
- recall the properties of standardized assessment instruments that are considered “gold standard” for the assessment of intellectual functioning and adaptive behavior;
- identify the importance of having multiple sources of information, and identify the potential sources for critical collateral information needed, in the evaluation of adaptive behavior;
- assess for potential bias in effort of the assessed person as well as informant bias during their evaluation.

## Program Schedule

**8:00 – Registration & Breakfast**

**9:00 – Workshop begins**

**10:30 – Break**

**12:00 – Luncheon (served on-site)**

**13:00 – Workshop continues**

**14:30 – Break**

**16:00 – Concluding remarks**