

# ATHLETE REGISTRATION AND PRIMARY ELIGIBILITY APPLICATION GUIDANCE NOTES

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For para-athletes with  
an intellectual disability

## Introduction

Inas is the International Federation for sport for para-athletes with an intellectual disability.

It is responsible for managing and overseeing the eligibility process for athletes wishing to compete within the intellectual disability classification.

## Eligibility and classification

The eligibility criteria define the minimum impairment to compete as an athlete with an intellectual disability.

The classification criteria ensure that an athlete's impairment is relevant to sport performance on a sport-by-sport basis.

Inas conforms to the IPC Classification Code – the code which governs classification in all Paralympic sport.

There are 3 levels of classification for athletes with an intellectual disability:

### Level 1: Provisional Eligibility Check

Provisional Eligibility has been introduced to promote the growth of Inas' developing sports at an international and national level.

Provisional Eligibility will not permit athletes to enter Inas World and Regional Championships. You should check competition entry information carefully to determine which level of eligibility is required.

### Level 2: Full Primary Eligibility Check

Full eligibility permits entry to Inas Regional and World Championships and is a requirement for sports classification.

### Level 3: Sport-Specific Classification

Sports classification is necessary in Paralympic sports and competition and is managed by the International Federation for the specific sport.

## Defining intellectual disability

The Primary Eligibility Criteria defined by Inas is based upon the American Association on Intellectual and Developmental Disability (AAIDD, 2010) definition of intellectual disability which is consistent with that of the World Health Organisation (WHO, ICD-10 and ICF, 2001), and states:

*"Intellectual Disability is a disability characterised by significant limitation both in intellectual functioning and in adaptive behaviour as expressed in conceptual, social and practical adaptive skills. This disability originates before the age of 18"*

## The primary eligibility criteria

Based upon the AAIDD definition (above), the Inas Primary Eligibility Criteria to compete in intellectual disability sport is:

1. Significant impairment in intellectual functioning. This is defined as 2 standard deviations below the mean, that is, a Full Scale score of 75 or lower.
2. Significant limitations in adaptive behaviour as expressed in conceptual, social, and practical adaptive skills. This is defined as performance that is at least 2 standard deviations below the mean of, either:
  - a. One of the following 3 types of adaptive behaviour: conceptual, social, or practical skills
  - b. An overall score on a standardised measure of conceptual, social and practical skills.
3. Intellectual disability must be evident during the developmental period, which is from conception to 18 years of age

Assessment of Intellectual Functioning must be made using an internationally recognised and professionally administered IQ test recognised by Inas.

Assessment of Adaptive Behaviour must be made using an internationally recognised and professionally administered standardised measure that has been norm-referenced on the general population including people with disabilities or through rigorous and systematic observation and evidence gathering.

**Athletes must meet all 3 elements of the criteria to be eligible for consideration for intellectual disability sport.**

## Athlete assessment & reports (Provisional Eligibility)

Evidence should be submitted which supports a diagnosis of intellectual disability.

Where possible this will be the results of a formal psychological assessment resulting in a diagnosis of intellectual disability, however if this is not available, then the following will be accepted:

- A signed statement by a psychologist or doctor which confirms a diagnosis of intellectual disability
- Proof of attendance at a special school/college for students with an intellectual disability
- Diagnosis by state or government for receipt of support, clearly identifying the support required as resulting from intellectual disability, e.g. ICD-10 diagnosis

## Athlete assessment (Full Eligibility)

A full and detailed athlete assessment should be undertaken by a qualified psychologist to support the diagnosis of intellectual disability as follows:

### i) Significant impairment in intellectual functioning.

Intellectual functioning must be assessed using an internationally recognised and professionally administered IQ test. Inas recognises the most recently standardised variations of:

- Wechsler Intelligence Scales – WISC (ages 6–16) and WAIS (ages 16–90) including regional variations such as HAWIE, S-SAIS and MAWIE. (Note: WASI is not accepted)
- Stanford-Binet (for ages 2+)
- Raven Progressive Matrices (Note: CPM is not accepted)

### ii) Significant Limitations in Adaptive Behaviour

Limitations in adaptive behaviour affect both daily life and the ability to respond to life changes and environmental demands.

Adaptive Behaviour must be assessed using a standardised measure that has been norm-referenced on the general population including people with disabilities e.g. Vineland Adaptive Behaviour Scales, ABAS or AAMR Adaptive Behaviour Scales

In countries where no such validated test exists, assessment may be made by rigorous and systematic clinical observations over a period of time, supplemented by additional evidence from records and those who know the person well.

Assessment and reporting should be made in the areas of communication, self-care, self-direction, social/interpersonal skills and ability to respond to life changes and environmental demands.

### iii) Age of Onset before the age of 18

Age of Onset must be demonstrated by the results of an IQ test conducted before the age of 18, or by a signed declaration from a current psychologist stating clearly the evidence on which the diagnosis is based. This might include relevant education background, family history or previous assessment reports.

## Psychological reports (Full Eligibility)

In the case of both intellectual functioning and adaptive behaviour, the testing psychologist must provide a report (or reports) that:

- Is presented on formal letter-headed paper stating–
  - Psychologists name and qualifications
  - Psychologists membership number and details of professional bodies
  - Address, phone/fax number and email
- Is typed (no hand written reports)
- States when and where the assessment was done (i.e. date, location)
- States the name and version of the IQ test used, the method of assessment of Adaptive Behaviour and why this approach to assessment was chosen.
- Includes general information regarding the athletes background and relevant history
- Particular attention should be paid to cases where there is a large difference between sub-scale IQ scores that may require the full scale IQ to be interpreted differently or invalidate it. Reporting should follow the guidelines set out in the IQ test manual and detailed analysis and comment should be included.
- In the case of Adaptive Behaviour assessment, the report should include a summary and interpretation of scores achieved under each domain (Communication, Self-care, Self-direction, Social/interpersonal skills, Ability to respond to life changes and environmental demands)
- Includes a final diagnosis/statement of Intellectual functioning and Adaptive Behaviour and explains any factors which may have affected the results
- Includes a copy of the original summary sheet/record form of IQ and standardised Adaptive Behaviour assessments showing all scores. These will be similar to the illustrations shown here. Where these sheets are not available, the psychologist should explain why within the report.
- The assessments and reports must be no more than 5 years old



## Report template (Full Eligibility)

A sample report template can be found in Appendix 1 that may be useful when compiling the necessary reports. This should be shared with the psychologist conducting the assessments.

The template is intended as a guide only, and psychologists may prefer to use their own report format.

It is important however that all requested information is presented and the report is tailored to the individual.

## Additional guidance for adaptive behaviour assessments by clinical observation

An assessment of Adaptive Behaviour by clinical observation is only accepted in countries where a standardised test (such as the Vineland or ABAS) is not available.

In such cases, and based on AAIDD (2010), the assessment should:

- Use a wide variety of sources of information (parents/carers, teachers, school records, medical records etc)
- Should assess 'typical behaviour' over a period of time and range of tasks
- Should take account of possible bias
- Should distinguish between Adaptive Behaviour and Problem Behaviour

Assessment should be made in the areas of communication, self-care, self-direction, social/interpersonal skills and ability to respond to life changes and environmental demands.

A more detailed report is needed when assessment has been made by clinical observation than when using a formal assessment tool.

## Completing the application

Page 1 and 2 should be completed by the athletes representative. The form, together with relevant reports should then be sent to your Inas Member Organisation.

Page 3 should be completed by the National Eligibility Officer appointed by the Inas Member Organisation.

Page 4 should be completed by the Inas Member Organisation.

All sections should be completed in full as incomplete applications or those that are not completed properly will be returned causing delays.

Applications will only be accepted from Inas Member Nations.

The form and all accompanying documentation must be completed in English OR AN ENGLISH TRANSLATION SHOULD BE PROVIDED.

## Athlete identification

The application should include a copy of the athletes passport. If this is not available then an alternative photographic identification document (for example a national ID card or student card) clearly showing the athletes photo, name and date of birth should be included.

## The TSAL (Full Eligibility only)

The TSAL (Training and Sport Activity Limitations questionnaire) is an important research tool and is used to inform and develop the system of sports specific classification.

A TSAL must be completed by every athlete applying for a full eligibility check and may only be completed online at [www.inas.org/](http://www.inas.org/)

**DO NOT SEND PAPER COPIES OF THE TSAL**

## Submitting the application

Applications should only be submitted by the Inas member organisation.

We strongly recommend that applications are received by the Secretariat *at least 12 weeks* before a deadline to appear on the Master List.

Applications may only be submitted by email.

1. The application form should be used as normal, and all necessary evidence collected in accordance with these guidelines.
2. When complete, all pages should be scanned and submitted as a single email attachment in .pdf format only. If you do not have .pdf software, a number of freeware versions are available on the internet. Word, .jpeg and other file formats will *not* be accepted.
3. Pages should be scanned in the following order:
  - i. Page 1-4 of the application form
  - ii. Psychological reports
  - iii. Summary sheets from IQ and Adaptive Behaviour reports
  - iv. Photographic ID - eg. passport copy
4. The file should be as small as possible and no larger than 2MB. Please do not use compression software such as .zip or .rar.
5. The filename should be in the structure: 'countrycode\_athletelastname\_athleteinitial', eg. 'AUS\_Smith\_A.pdf' .
6. Please use only 1 email attachment per athlete.
7. Complete the TSAL online at www.inas.org
8. Email applications should be sent to eligibility@inas.org. Please do not send or copy to other Inas email addresses as this will cause delays.

Please do not send paper copies unless requested by the Secretariat.

## Storing and using information

Inas will use the information submitted within the application for the purpose of registering the athlete into the Inas athlete database and determining eligibility to compete as an athlete with an intellectual disability or for conducting related procedures such as protests, appeals and research. It may share information with relevant partners for these purposes.

Research is governed by the policy set out in section 6.2 of the Inas Handbook. All data will be anonymised and follow the Data Protection and Information Handling policy.

For full details of the Inas Data Protection and Information Handling policy, please visit [www.inas.org](http://www.inas.org).

## Further help and assistance

If you have any questions or need help completing the form, then please contact your Inas member organisation (details can be found on the Inas website).

Athletes, parents/carers and psychologists should not contact Inas directly.

Member organisations needing further support should contact the Head of Eligibility at [eligibility@inas.org](mailto:eligibility@inas.org). Please do not send eligibility questions/applications to other Inas email addresses as this will cause delays.

## References

For more information about the definition and assessment of intellectual disability, visit:

- American Association on Intellectual and Developmental Disabilities – [www.aaid.org](http://www.aaid.org)
- Inas Eligibility Policy – [www.inas.org](http://www.inas.org)
- Classification Code – [www.paralympic.org](http://www.paralympic.org)

## Appendix 1 – Report template (this should be used a guide only)

Psychologists Name:

Address:

Email Address:

Phone Number:

Psychologist' s Qualifications:

Membership of Professional Bodies/Membership numbers:

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Athletes Full Name:

Athletes Date of Birth:

Date of Assessment:

Age at Assessment:

### 1. Introduction

*Here the psychologist should explain the purpose of the assessment, a description of the assessment tools and methods used (i.e. which IQ and Adaptive Behaviour assessments were used) and why they have been chosen.*

### 2. Background to the assessment

*Here the psychologist should explain any relevant background to the athlete including education, family background, medical background (if relevant to the assessment) and the results of any previous tests. The aim is to build a general picture of the athlete.*

*The psychologist should also explain the athlete' s attitude towards the assessment, whether they are accompanied by parents/carer etc, and any issues that may affect the outcome of the assessment.*

*We would expect this section to be no shorter than 2 paragraphs.*

### 3. IQ Assessment

*Here the psychologist should explain the results of the assessment commenting specially on each domain. For example, in the WAIS test this would include a summary of Verbal and Performance sub-tests, including scores achieved. The psychologist should explain in detail any significant variation in sub-test scores and the implications for interpretation of the full IQ score, following the instructions in the test manual.*

#### Scores

*We would also expect a summary of the scores achieved. E.g. (using WAIS IV).*

	Standard Score	95% confidence range
Verbal Comprehension		
Perceptual Reasoning		
Working Memory		
Processing Speed		
Full Scale Score:		

*We would expect this section to be no shorter than 5 paragraphs*

## **Adaptive Behaviour**

Here the psychologist should explain how the Adaptive Behaviour assessment was conducted, who was consulted, and then summarise the results of the assessment commenting specifically on each domain.

*If the assessment has been carried out by clinical observation it is important that as much information as possible is provided about the assessment. This should include when, where and for how long the individual was observed, what they were doing and the findings of this observation. This should be supplemented by any available records and interviews with people who know them well such as relatives or carers. The source of such additional evidence should be noted in the report. It usually takes more time to assess an individual by observation than through administering a standardised assessment such as the Vineland.*

Communication – Score achieved or findings:

*The psychologist should provide an interpretation/summary of results/findings in this area*

Daily Living – Score achieved or findings:

*The psychologist should provide an interpretation/summary of results/findings in this area*

Socialisation – Score achieved or findings:

*The psychologist should provide an interpretation/summary of results/findings in this area*

Motor Skills – Score achieved or findings:

*The psychologist should provide an interpretation/summary of results/findings in this area*

Overall Adaptive Behaviour Score/Assessment findings. Score achieved or findings:

*Here the psychologist will provide a final diagnosis of adaptive behaviour*

### **4. Age of Onset**

*If the athlete is aged 18 or over at the time of assessment then the psychologist would explain here what evidence is being submitted from before the age of 18, or will provide a statement explaining what evidence they have based their diagnosis on.*

### **5. Final Diagnosis**

*Here the psychologist will summarise the main findings and will provide a clear final diagnosis. They will also explain whether there are any circumstances that may have affected the test results.*

### **6. Attachments**

*The psychologist will then attach the summary sheets from the IQ and Adaptive Behaviour assessments.*

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Signature of the psychologist

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Date