

**HOUSE . . . . . No. 3527**

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**The Commonwealth of Massachusetts**

PRESENTED BY:

***Daniel B. Winslow***

*To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts in General Court assembled:*

The undersigned legislators and/or citizens respectfully petition for the adoption of the accompanying bill:

An Act to Adopt a Definition of Intellectual Disability Consistent with the American Association of Intellectual and Developmental Disabilities.

PETITION OF:

NAME:	DISTRICT/ADDRESS:	DATE ADDED:
<i>Daniel B. Winslow</i>	<i>9th Norfolk</i>	<i>1/24/2011</i>

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By Mr. Winslow of Norfolk, a petition (subject to Joint Rule 12) (accompanied by bill, House, No. [BILL NUMBER]) of Daniel Winslow, relative to the definition of intellectual disability . [Children, Families and Persons with Disabilities].

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**The Commonwealth of Massachusetts**

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**In the Year Two Thousand Eleven**  
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An Act to Adopt a Definition of Intellectual Disability Consistent with the American Association of Intellectual and Developmental Disabilities.

*Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:*

1           Section 1 of Chapter 123B of the General Laws is hereby amended by striking out the  
2 definition of “Person with an intellectual disability” as amended by Section 41 of Chapter 239 of  
3 the acts of 2010, and inserting in place thereof the following:-

4           “Person with an intellectual disability”, a person who has an intellectual disability,  
5 consistent with the 11th Edition (2010) definition of the American Association on Intellectual  
6 and Developmental Disabilities, characterized by significant limitations in both intellectual  
7 functioning and adaptive behavior as expressed in conceptual, social and practical adaptive  
8 skills. This disability begins before age 18. The following five assumptions are essential to the  
9 application of this definition: (1) limitations in present functioning must be considered within the  
10 context of community environments typical of the individual’s age, peers, and culture; (2) valid  
11 assessment considers cultural and linguistic diversity as well as differences in communication,  
12 sensory, motor and behavioral factors; (3) within an individual, limitations often coexist with

13 strengths; (4) an important purpose of describing limitations is to develop a profile of needed  
14 supports; and (5) with appropriate personalized supports over a sustained period, the life  
15 functioning of the person with an intellectual disability generally will improve. A person who  
16 has an intellectual disability may be considered to be mentally ill, provided further, that no  
17 person with an intellectual disability shall be considered to be mentally ill solely by reason of the  
18 person's intellectual disability.”