

Mental Retardation

Unit 3



IDEA

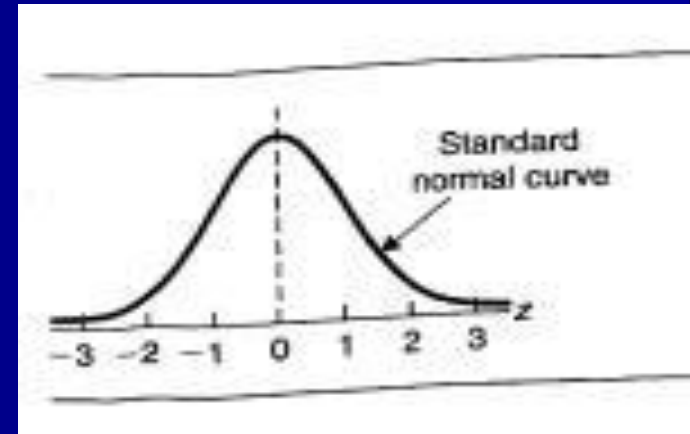
- “Significantly sub-average intellectual functioning existing with deficits in adaptive behavior and manifested during the developmental period (before 18”...

Intellectual Functioning

- What is intelligence?
 - Different definitions and perspectives
 - Can your IQ change?
 - Measured by IQ tests
 - Solve problems, think abstractly, remember important information, generalize, etc.

MR

- At least 2 standard deviations below the mean
- Show normal curve
- IQ of 70 or 75 and below



Mental Functioning

- Mild IQ 50 – 70 or 75
- Moderate IQ 35 – 49
- Severe IQ 20 – 34
- Profound IQ <20

IQ formula

- Traditional formula $IQ = MA/CA \times 100$
- Example: MA of 12, CA of 10, IQ = 120
- Example: MA of 5, CA of 10, IQ = 50

IQ formula *continued*

- Try these:

- MA of 9, CA of 10, IQ = ?

- MA of 7, CA of 12, IQ = ?

Adaptive Behavior

- Skills learned by people in order to function in everyday life

3 Main Categories

- Conceptual
- Social
- practical

Conceptual

- Academic-related skills such as reading, writing, money concepts, and using language



Social

- Interpersonal-related skills such as getting along with others, following rules of society, and being responsible



Practical



- Everyday activities such as eating, dressing, toileting, cooking, and using the telephone



Assessing Adaptive Behavior

- Rating scales or checklists completed by individuals who know the child well
- Compare scores to non MR population
- Does a weakness exist?

Need for Supports

- 3rd component of MR
- A result of impaired intellectual and adaptive behavior skills
- Different levels

Level of Support

- Intermittent – “as needed” basis
- Limited – consistency over time, few staff members, not high cost
- Extensive – regular involvement in some environments, more staff members, greater cost
- Pervasive – constant support and highly intensive support

Examples

- Intermittent – counseling at the beginning of the school year
- Limited – support to students with mild MR in inclusion courses



continued

- Extensive – support to students with moderate MR in inclusion courses
- Pervasive – 24 hr/7day care for medically fragile condition



Characteristics

- Adaptive behavior skills are needed.
 - Focus on self-care
 - Learn social skills with reciprocal relationships

Characteristics *continued*

- Physical Development is delayed.
 - Motor skills lacking
 - Sensory impairment common

Characteristics *continued*

- Health Care Needs are often extensive.
 - Many are medically fragile
 - May need clean and intermittent catheterization, gastrostomy tube feeding, respiratory ventilation, medications
 - Seizures are common

Characteristics *continued*

- Communication is limited.
 - Eye movements
 - Noises
 - Communication boards
 - Sign Language



Causes of MR

- May be classified as:

- < prenatal (before birth)
- < perinatal (during birth process)
- < postnatal (after birth)



Biomedical Causes

■ Examples:

- Fragile X syndrome
- Down Syndrome: extra chromosome
- PKU



Infections and Intoxicants

- Examples:

- Rubella
- Syphilis
- Alcohol consumption
- Lead poisoning
- Drug use
- HIV



Trauma or Physical agent

- Examples:

- Oxygen deprivation
- Accidents
- Child abuse

Psychosocial

- Examples:

- Impoverished environment
- Poor nutrition

Preventative Strategies

- Early prenatal counseling
- Avoid sexually transmitted diseases
- Infant screening
- Proper child nutrition
- Prevent lead poisoning
- Early intervention programs

Prevention Strategies *continued*

- Remove environmental toxins
- Vaccinate children
- Genetic counseling
- Access to health care
- Others



Some Teaching Ideas (mild)

- Accommodations
- Task analysis
- Frequent positive reinforcement
- Visuals



continued

- Frequent review
- Pre teach vocabulary and concepts
- Demonstrations/examples/modeling
- At times, alternative assignment

Some Teaching Ideas (moderate)

- Individualized assignments
- Paraprofessional or assistant or buddy system
- Social skills instruction
- Other therapies, as per IEP



continued

- Structure and consistency
- Functional focus
- Adjusted grading
- Classroom climate of acceptance



To Remember

- MR can be mild, moderate, or severe/profound
- IQ and adaptive behavior must be impaired
- IQ = 2 or more SD below the mean

continued

- The person will require different levels of support
- Many causes are preventable
- Alternative teaching methods may be needed