VIDEO

We are more alike than different!

http://www.youtube.com/watch?v=-cA3t1HW1Ow&feature=player_detailpage
MYTH OR FACT?

• Professionals agree about the definition of intellectual disabilities.
  • Myth-Disagreements exist with definition, classification, and terminology.

• Intellectually disabled individuals can be competitive in seeking employment
  • Fact

• Once diagnosed as intellectually disabled, a person retains this classification for life.
  • Myth- With educational programming, some persons can improve to the point that they are no longer intellectually disabled.

• Intellectual disability is defined by how a person scores on an IQ tests.
  • Myth- Two criteria (1) low intellectual functioning, (2) low adaptive skills

• It is appropriate to introduce vocational content to students with intellectual disabilities in the elementary school.
  • Fact

• In most cases, it's easy to identify the cause of intellectual disability.
  • Myth- Although technologies have increased, it is hard to identify intellectual disabilities, especially mild cases.
The current American Association on Intellectual and Developmental Disabilities definition reads: “[Intellectual Disability] is a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills.”
DEFINITION BREAKDOWN

• **Definition is based on two principles:**
  • Intellectual Disability involves problems in adaptive behavior, not intellectual functioning
  • Persons with intellectual disabilities can improve

• **Adaptive Behavior**
  • The social and practical intelligence used in people’s everyday lives
CLASSIFICATION

• Most Schools classify students with intellectual disabilities according to the severity of their condition.

• Most commonly used classifying method used is the American Psychological Association’s classifications of:
  • Mild (IQ of about 50 to 70)
  • Moderate (IQ of about 35 to 50)
  • Severe (IQ of about 20 to 35)
  • Profound (IQ below about 20)
PREVALENCE

- Average (mean) IQ test score > 100
- Theoretically 2.27% of population will fall 2 standard deviations from mean.
- Actual prevalence indicates 1%
- Discrepancy between individuals who have IQ score around 70
CAUSES

• Most common way of categorizing causes of intellectual disabilities is according to the time when cause occurs:
  • Prenatal (before birth)
  • Perinatal (at the time of birth)
  • Postnatal (after birth)

• Prenatal causes include chromosomal disorders, inborn errors of metabolism, developmental disorders affecting brain formation and environmental influences.

• Perinatal causes include anoxia (lack of oxygen), low birth weight, and infections such as syphilis and herpes simplex.

• Postnatal causes include those that are biologically of psychologically based.
  • Traumatic Brain Injury and Meningitis
METHODS OF IDENTIFYING

- Individual IQ tests are used to assess intelligence.
  - Note: IQ tests scores can change, The younger the child, the less valid the results are, and life success in not based on IQ scoring.
- Adaptive behavior measures usually involve a parent, teacher, or other professionals answering questions related to the person’s independence and daily living skills.
CHARACTERISTICS

Areas of problem for Intellectually Disabled

- Attention
- Memory
- Language
- Self-regulation
- Motivation
- Social development
EDUCATIONAL CONSIDERATIONS

• Less severe cases (IQ range of 70-50)
  • Teacher emphasizes academic skills

• More severe cases (IQ range of 50-20)
  • Teacher emphasizes self help, community living, and vocational skills

• Effective teaching methods include
  • Systematic instruction:
    • Instructional prompts
    • Consequences of performance

• Even though special education classes tend to be the norm, increased numbers of students are being placed in integrated settings
ASSESSMENT

- Curriculum-based measurement
- Observations/self reports
- Accommodations
  - Scheduling (extended test time)
  - Presentation format (reading directions)
  - Response format (allowing the student to dictate responses)
ADULTHOOD CONSIDERATIONS

• Self-Determination has become a major guiding principle in educating persons with intellectual disabilities.

• Transitioning Programs
  • Community survival skills (managing money, using public transportation, and maintaining living environments.
  • Employment
    • Sheltered workshops
    • Supported competitive employment
10 THINGS TEACHERS SHOULD REMEMBER

• AAIDD defines intellectual disability as “a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills.”

• Intellectual Disability can be classified by anyone with IQ of 70 or below.

• Schools classify Mild (IQ of 50-70), Moderate (IQ of 35-50), Severe (IQ of 20 to 35), and Profound (IQ below 20).

• Three causes: Prenatal, Perinatal, Postnatal

• Two Methods of Identification: Individual IQ tests and Adaptive Behavior Observations

• Characteristics include problems with attention, memory, language, self regulation, motivation, and social development.

• Less severe cases teacher emphasizes academic instruction, more severe cases teacher focuses on self-help, community living, vocational skills

• Accommodations for students with intellectual disabilities include modifications in scheduling, Presentation format, and Response format

• The faster a child receives intervention, that better success later in life.

• Individuals with Intellectual Disabilities can improve!
REFERANCES

