Mental Retardation/Intellectual Disability

Presented to you by: Deana Strantz and Char Glassley
What is MR/ID

• The term Mental Retardation is so “2000 and late”

• Intellectual disability is a term that is more sensitive and it carries a less negative connotation.

• Mental Retardation/Intellectual Disability
  – MR/ID
What is MR/ID

• [http://www.youtube.com/watch?v=x9cKYVt6olE](http://www.youtube.com/watch?v=x9cKYVt6olE)

• Take out a sheet of paper. Write down one question you have about people living with MR/ID.
Definition

• .9% of school population
  – 85% of those are labeled “mild” to “moderate”
  – AAIDD says...
    • “A disability characterized by significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills. This disability originates before age 18.”
Characteristics

- **Intellectual and Cognitive Functioning**
  - Function below peers in related areas
  - Memory, attention, thinking, problem-solving

- **Social and Adaptive Behavior**
  - Socially immature
  - Easily frustrated
  - *External locus of control*
  - *Outerdirectness*
Characteristics

• Language
  – Difficulty with abstract language
  – Receptive and expressive language is a problem

• Academic Skills
  – Difficulty with basic skills
    • Reading, writing, math
  – Require repetition and concrete, meaningful examples
Causes of MR/ID

The book adds that, “The recent research into the heritability of different traits, and other types of chromosomal abnormalities has added to the knowledge base surrounding causes of some types of intellectual disabilities. Medical tests can detect the presence of some genetic abnormalities.”
Levels and Classification
Observable Traits

• Down Syndrome
  – Head is smaller than normal and flatter in back
  – As infants, the soft spot is larger and takes longer to close
  – Neck may appear shorter
  – Hands are smaller and fingers are shorter than normal
  – Eyes slant upward and ears are small
  – Face appears flat, small nose with flat bridge
  – Thin straight hair
  – Small mouth
Observable Traits

• Fragile X Syndrome
  – Elongated faces
  – Bridge of noise of often flattened
  – Poor coordination
  – Mitral valve prolapse is common
    • Vascular heart disease
Modify Instruction

- Modifications for LD students also apply here!
- Prioritize objectives
- Adapt materials
  - Reduce reading, writing, language requirements
- Adapt instruction
- Communicate with families
- Adapt evaluation
- Use specialized curriculum where necessary
  - Domestic and vocational skills
What About You?

• Get into groups of two, paired with someone else in your content area!

• Discuss:
  – How will you adapt your classroom for students with MR/ID? (Bloom’s: Application)
Poverty and MR/ID

• What are some ways that poverty and MR/ID might be connected? (Bloom’s: Analyzing)
Poverty and MR/ID

• Measured in 2003 dollars, the average lifetime cost of a person with MR/ID is a little over $1,000,000!
  – According to the Center for Disease Control and Prevention
How to get involved?

• Pen Pals and visits
• Special Olympics
• Volunteer at children’s homes
• Get involved in legislative campaigns
• Be your students advocate!

– National Down Syndrome Society
– Arc of the United States
“...However, because of their learning limitations, certain teaching and coaching strategies are more successful than others. Specifically, demonstration, physical prompt, and manipulation of body parts are preferred to verbal instruction. Tasks to be learned should be divided into small meaningful steps, presented sequentially and then practiced in total with as little change in the order as possible. Feedback about an athlete's performance should be immediate and specific. Comments such as "you kept your eyes on the ball" are more meaningful and helpful than saying "good shot."

— Special Olympics coaching guide
Sharing is Caring Time!
1. MR/ID results in developmental delays and a below normal IQ.

2. Down Syndrome and Fragile X Syndrome are the two most common forms of mental retardation

3. Early diagnosis and intervention provide greatest support for child and parents

4. Individuals with mild mental retardation can lead productive, independent lives outside the family home

5. Allowing the child to interact with their children is very beneficial in the development of social and language skills.

6. A team of parents and professionals working together can determine the least restrictive environment for the child, An IEP will define the appropriate placement, learning accommodations, and goals for the child.
   - This book has a whole section dedicated to MR/ID children. We used two of their main points. We used it to help explain physical differences that one might notice in these children. We also used their “Points to Ponder” to end the PowerPoint. That section really helps sum up the main points of our presentation.

   - This is our classroom textbook. We used this book in a variety of ways. We used the book’s definition to explain what MR/ID is. We also used it to supplement causes of MR/ID. Finally, we used it’s examples of characteristics as well.

   - This handout is something that our peers will take with them and we hope they will keep it. It gives a great overview of MR/ID. It lists some of the causes and the financial implications. Another thing it has is how to contact the organization should they have any other questions. We will use this as a short summary of our presentation that our peers can keep forever.
   
   We’ve been talking a lot in class about how students with exceptional learners are affected by poverty. This shows how much it costs to live with MR/ID. This was one of the few sites that laid out how much having a child with this disability can cost. We think it is helpful for future teachers to understand the financial implications families will incur. It just further reinforces the idea the poverty adversely affects these students.

   
   The coaching guide for the Special Olympics offered a really unique perspective on how to work with children suffering from intellectual disabilities. It expresses that they really enjoy tactile learning. It also show the best way to talk to them. Even though this is to be used for the Special Olympics is definitely still applies to the classroom. We think out classmates will really benefit from hearing it.
Bibliography

   http://www.youtube.com/watch?v=x9cKYVt6oIE
   - This video offers a new way to look at the information. It also is a great example of how we as teachers will play a great role in these students’ lives. It lists different ways to work with these children. It also makes it known that people with MR/ID can go on to lead productive lives. We will use this as a way to introduce the presentation.

   - This is an online medical library and it provided some very to-the-point charts. We think it is always helpful to provide visuals whenever possible and so the charts we found there will be incredibly helpful. The first chart lays out the causes of MR/ID very well. The second one explains how these students are categorized into different levels. It even lays out how much we can expect from these kids as our students.