Chapter 7
Teaching Students with Intellectual Disabilities

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Bellwork

WORD SEARCH
SLOs

• Discuss the basic concepts of intellectual disabilities (ID).

• Identify common characteristics of students with ID and their educational implications.

• Describe the effective inclusive practices.

• Discuss classroom adaptations for students with ID.
Norms

1. Respect others
2. Participate
3. Have fun!
Warm-Up

BRAINSTORM

What comes to mind when you hear “intellectual disability”?
Basic Concepts

• **mild intellectual disabilities**: Most commonly used for people with ID who have higher IQs.

• **developmental disabilities**: An umbrella term, it is used to refer to programs for adults and used by professional organizations.

• **developmental delay**: Children who have experienced delay, or are at risk for likely experiencing delay in the future.
Definition

Three concepts are central to AAIDD’s definitions:

- **Intellectual functioning**
  - Cognitive abilities
  - IQ range of 70 to 75

- **Adaptive behavior**
  - The standards of maturation, learning, personal independence, and/or social responsibility that are expected at his/her age level and cultural group. (page 227, Table 7.1)

- **Development period**
  - The period between conception and 18 years of age
Classification

- Mild
- Moderate
- Severe
- Profound

- EMR (educable mentally retarded)
  - Mild

- TMR (trainable mentally retarded)
  - Moderate/Severe

**supports**: Resources and strategies that aim to promote the development, education, interests, and personal well-being of a person and that enhance individual functioning. (page 230, Figure 7.1)
Activity

Dance Off

Take three minutes to study page 233, Table 7.3

The Carlton

The Chris Tucker

Gangnam Style
A level of functioning significantly below what is considered to be “average.”
• Trisomy 21
• IQ range from severe retardation to nonretarded
• Wide variance in learning characteristics
• Classic physical signs
• Most common chromosomal anomaly
• Elements of poverty

• Can be related to mild disabilities

• Commonly associated with school failure

ENVIRONMENTAL OR PSYCHOSOCIAL DISADVANTAGE
FETAL ALCOHOL SYNDROME

- Caused by drinking alcohol during pregnancy
- Related to toxic effects of alcohol
- Associated with varying degrees of disability
- May be accompanied by facial and other malformations and behavioral disturbances
- Among the three most common biologically based causes of retardation
FR_G_L_ X SYNRD_M_

- Genetic disorder related to gene on X chromosome
- Most often transmitted from mother to son
- Frequently associated with ID in males and LD in females
- May be accompanied by variant patterns of behavior, social skills difficulties, and language impairment
• Multiple causes

• Disruption in appropriate flow of cerebrospinal fluid on the brain

• Previously associated with enlarged head and brain damage

• Controlled by the implantation of the shunt
PHENYLKETONURIA

• Autosomal recessive genetic disorder

• Associated with metabolic problems in processing high-protein foods

• Can be controlled via restrictive diets implemented at birth
• Chromosomal error: autosomal type

• Associated with biological compulsion to excessive eating

• Obesity as a common secondary trait to ID
T_Y-S_CHS

• Autosomal recessive genetic disorder
• Highest risk for Ashkenazic Jewish people
• Associated with severe ID and early mortality
• No known cure
• Prevention through genetic screening
Characteristics

Difficulties with the following:
(pages 234-5, Table 7.4)

- Attention
- Challenges with metacognition
- Possible memory problems
- Difficulty with generalizing knowledge and skills
- Motivational considerations
- Cognitive development
- Language development delays
- Limited academic development and skills
- Significant need for social skills development
- Adaptive behavior difficulties
Think-Pair-Share

What are some educational implications for managing some of the potential difficulties students with ID have? (pages 234-5, Table 7.4)
Effective Inclusive Practices

Challenges for General Education

Four primary goals:

• Employment
• Independence and self-sufficiency
• Life skills competence
• Successful school and community involvement

Promoting Inclusive Practices

• Provide necessary and appropriate supports
  ➢ Personal
  ➢ Natural
  ➢ Services
  ➢ Technical

• Welcoming and involving students with ID in the general education classroom
Classroom Adaptations

- Curricular adaptations
- Universal Design for Learning (UDL)
- Other instructional adaptations
  - Ensure attention to relevant task demands.
  - Teach ways to learn content while learning content itself.
  - Focus on content that is meaningful to students.
  - Provide training that crosses multiple learning and environmental contexts.
  - Other opportunities for active involvement in the learning process.
Wrap-Up

Jeopardy