

int. = intellectual
dis = disability

①

Appendix C: Intellectual barriers

Intelligence = ability to handle + apply abstract concepts

- see connections + master new content
- adapt to new circumstances

Use IQ test to test intelligence.

Criticism of IQ testing:

- cant predict future functioning
- not valid cos Σ from diff. backgrounds are disadvantaged
- environmental influences

Intellectual disability: • subnormal level of intellectual functioning
• inability to adapt
• problems manifest b4 age of 18

People who have had a stroke .∴ not intellectually disabled

Classification system

mildly intellectually disabled - IQ 50/55 to about 70
moderately " " - IQ 35/40 " " 50/55
severely " " - IQ 20/25 " " 35/40
profoundly " " IQ below 20/25.

In education use a diff. system:

Mildly disabled - learners master basic academics but slower
• comp. first 6-8 yrs of schooling in special class

Moderately + seriously - nonacademic subjects in separate schools

Profoundly - remain at home or stay in institutions.

NOW no discrimination

Causes of int. dis.

Mildly disabled [largest no.]

- genetic factors
- environmental circumstances - malnutrition, medical services, parents...

Severely + profoundly disabled

Syndrome - no. of symptoms that appear together + are indications of a organic or physical condition e.g sore eyes, rash.

Profound:

- Chromosomal abnormalities e.g Down syndrome, Turners (girls) or Klinefelters (boys)
- Genetic abnormalities e.g Tay-Sachs.
- Prenatal, perinatal + postnatal factors.
- Brain, skull or spinal chord e.g craniosostenosis (premature closure of structures betw. cranial bones), hydrocephalus (fluid within cranial vault) or microcephaly (abnormal smallness of head).

Characteristics of int. dis.

Developmental


- general - same as everyone else but slower pace. ↑ as they grow older.
- cognitive - development is slow, level reached is below normal + specific deficits.
- lang. - vocab limited + lacking in variety.
 - sent. construction is simple + stereotyped
 - understanding of high-level lang is low
 - common voice errors
- perceptual - less precise + more superficial
 - don't see diff. easily
 - learn more easily by seeing
- motor - dev. milestones reached later + learners appear clumsy
 - diff. in mastering intricate skills
- affective - anxious + tense
 - cant assess situations
 - learn not to trust own efforts + .° depend on others

Learning characteristics

Learn at a slower pace

- motivation - lacking cos often experience failure
- attention - brief attention span + distractable. Lose interest quickly
- conceptualisation - due to poor perception. Think concretely
- memory - problems with short term memory. * have to see something more than once to remember. Also only cope with small amounts of info
- Transfer - difficult

Guidelines for the specialised handling of learners

- curriculum suited to child
- \div assignments into smaller units so the child could do it step by step
- short term memory - frequent repetition
- learner must experience \heartsuit + acceptance
- Praise child for each small section of task completed
- Use external means of motivation to motivate e.g. \star
- Be consistent about rules, class organisation
- Use association to make things easier
- Don't expect learners to  similarities + diff.
- Give learners time.

Indicators of possible int. prob.

- developmental backlog
- doesn't understand instruction - repeat
- doesn't follow stories without pics
- diff. to learn songs
- needs more time than others
- struggles with abstract concepts
- plays with younger kids
- left out of games
- clumsy