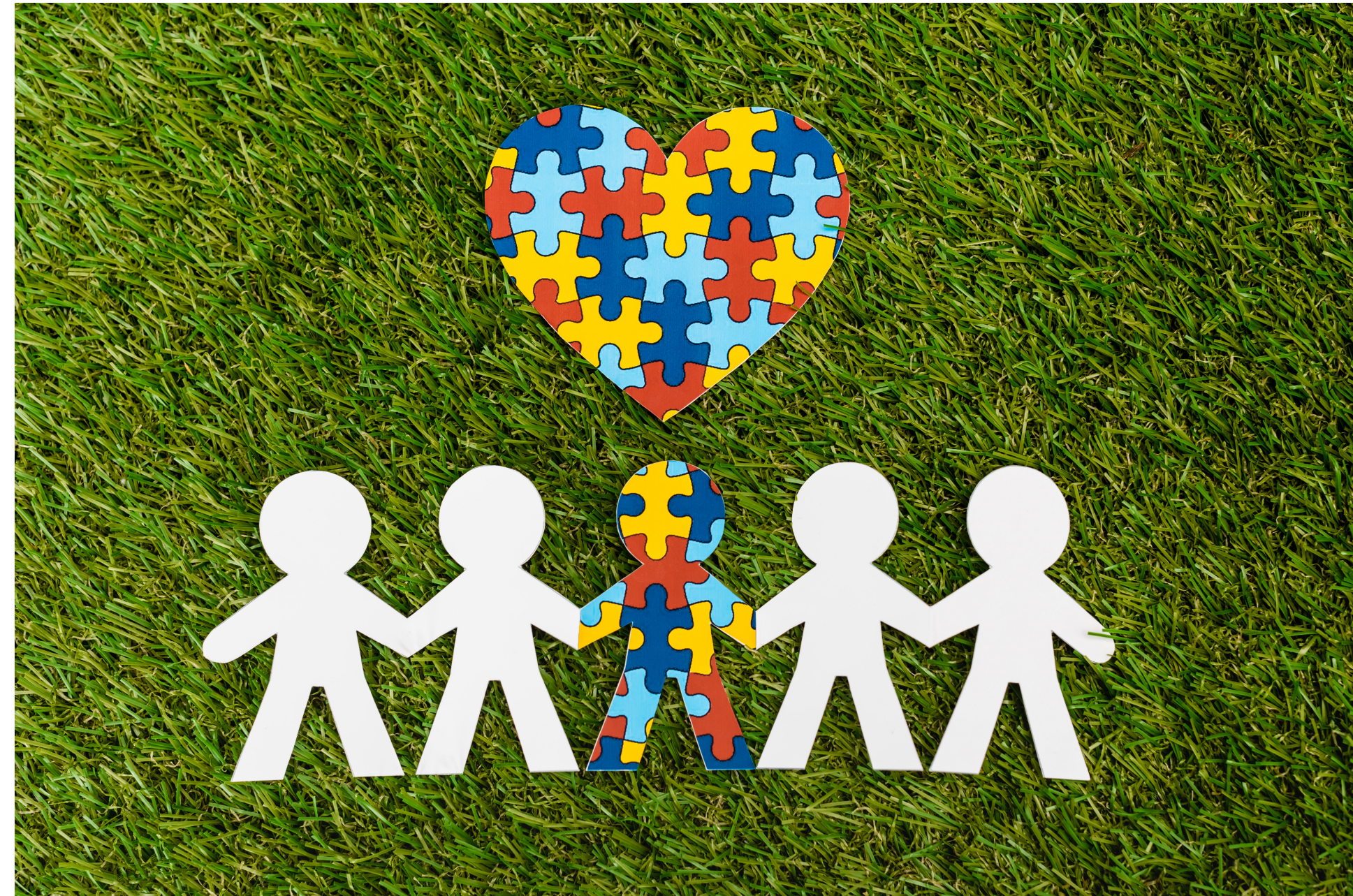


Intellectual Disability

Causes & Interventions
for Parents and
Professionals

Geetha Gopi

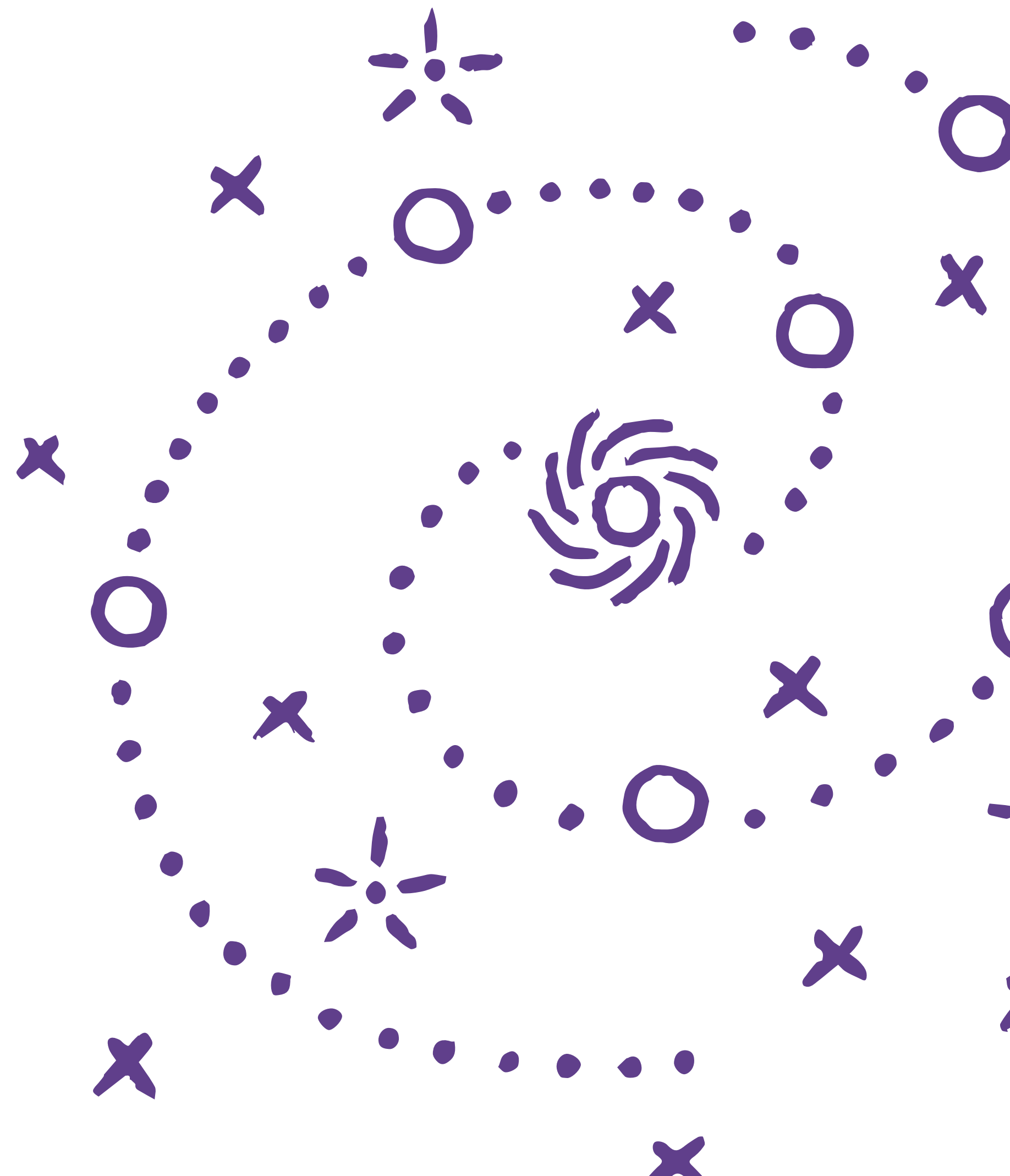
Rehabilitation Practitioner & Psychologist,
Director - Sashaktikaran Trust





All carers of children with special needs, you are the center of our universe.

Our mission is to make things easier for you.





Every child wants to thrive.
Technology could help a lot,
but without the carers,
technology is insufficient.



No one should have to
do this alone.

We bring a community
and other resources
to enable the best
chance of the child's
true potential.





Importance of Early Identification of Academic Challenges

[VIEW FULL PLAYLIST](#)



Early Intervention for Children with Down Syndrome

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What should Parents and Teachers know about...

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Surprising factors that affect Academic Performance:...

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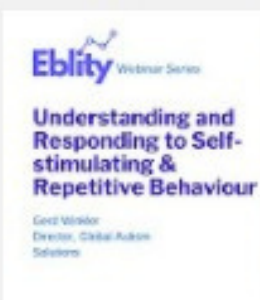
Helping your child to succeed: The Role of Self-Regulation

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Increasing Positive Behaviours through Effective Parenting

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Understanding and Responding to Self-Stimulating Repetitive...

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Recognising Academic and Related Difficulties

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Why my child cannot study well? - Managing Behavioural...

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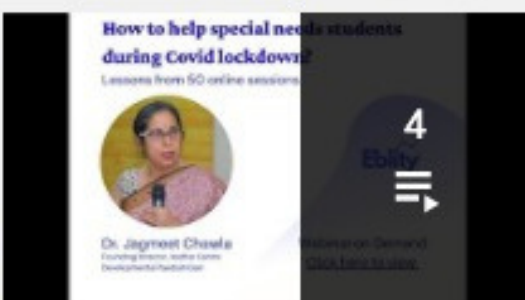
Impact of Positive Reinforcements on Children wit...

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Home Activities for Special Needs Children

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How to help kids with special needs during COVID?


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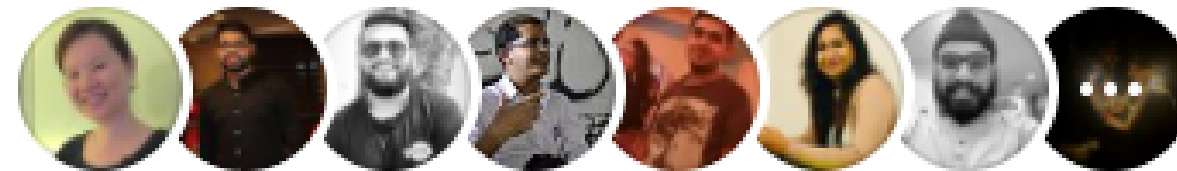


About

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 Eblity is a collaborative platform that focuses on the education of children with special needs and slow learners. We believe neither technology nor the educator alone is sufficient, both are essential.

 1,780 people like this, including 11 of your friends



 2,075 people follow this

 <http://www.eblity.com/>

Geetha has over 30 years of experience in helping children with special needs. Presently, she is working as Director of Professional Development & Programs at The Sashaktikaran Trust, Cochin.

For more than 15 years she has worked in international schools following an American curriculum for inclusive settings primarily. Intensive work in curriculum development and adaptations, behavior management, coordinating and promoting best educational practices using UDL principles among staff and parent counseling have been important aspects of her work experience.

In 2017, she also launched Early Academic Series for you, a Teacher's kit for teaching early English language skills and basic Mathematics based on Universal Design of Learning.



Geetha Gopi. N

**Rehabilitation Practitioner & Psychologist,
Director - Sashaktikaran Trust**

UNDERSTANDING INTELLECTUAL DISABILITY

GEETHA GOPI. N

BMR (NIMH), M.A. PSY., PGD IN CC&CP(UK), CTCD(UK)

RESEARCH SCHOLAR IN SLD



DIRECTOR OF PROGRAMS
THE SASHAKTIKARAN TRUST, COCHIN

KEY TAKEAWAYS

- Definition
- Causative Factors
- Diagnosis & Classification
- Associated Conditions
- Intervention



INTELLECTUAL DISABILITY

DSM-5 (2013) defines intellectual disabilities as :

- neurodevelopmental disorders with onset in **childhood or the developmental years (0-18 years)**
- characterized by intellectual deficits- **reasoning, problem solving, planning, abstract thinking, judgment, academic learning and learning from experience**
- as well as deficits in adaptive behaviour that **adversely affect conceptual, social and practical areas of living.**

CAUSATIVE FACTORS

- Causes may be prenatal, natal or postnatal.
- Affects about 1-3% of general population; specific reason seen in only 25% of cases.
- Risk factors are related to the causes.

INFECTIONS

Encephalitis
Meningitis

CHROMOSOMAL ABNORMALITIES

Down's Syndrome
Fragile X

METABOLIC / NUTRITIONAL

Hyperbilirubinemia
Malnutrition

TOXINS/TRAUMA

Alcohol/drug abuse
Head injury

ENVIRONMENTAL

Pesticides
Tobacco smoke

UNEXPLAINED

No specific reason seen
or found

DIAGNOSING ID

- Case History- medical, developmental, school, etc.
- Intellectual functioning and mental abilities are measured by **IQ tests**.
The tests used to measure IQ must be standardized and culturally appropriate.
- Deficits in adaptive behaviour are measured using standardized, culturally appropriate **adaptive behaviour scales**, results denoted as **SQ**.
- In a person with ID, usually there is a high correlation between IQ and SQ.
- DSM 5 lays greater emphasis on **adaptive behaviour functioning**.

ADAPTIVE FUNCTIONING

Includes various skills are needed for daily living such as :

- **Communication:** It involves the ability to understand others, and to express one's self through words or actions.
- **Social skills:** This refers to the ability to interact effectively with others. It include the ability to understand and comply with social rules, customs, and standards of public behavior.

ADAPTIVE FUNCTIONING

- **Personal independence at home or in community settings:** This refers to the ability to take care of yourself. It includes :
 - ADL/self-care skills
 - the ability to safely complete day-to-day tasks such as cooking, washing, etc. without guidance
 - routine activities performed in the community such as shopping for groceries, accessing public transportation, etc.
- **School or work functioning-** the ability to learn new knowledge and skills and be able to apply this information in a practical situations without excessive direction or guidance. Includes the ability to conform to the social standards at work or school

CLASSIFICATION OF ID

- **Mild (IQ 50-69)** - can live independently with minimum levels of support; would require intermittent support during transition stages
- **Moderate (IQ 36-49)** - independent levels can be achieved through moderate levels of support (group homes); would require limited support in daily situations
- **Severe (IQ 20-35)** - requires daily assistance with self-care and safety supervision; would require extensive support for daily activities
- **Profound (IQ Below 20)** - requires 24 hour care; would require pervasive support for every aspect of daily living

* In young children, where IQ cannot be assessed, the term **Global Developmental Delay (GDD)** is used. Developmental scales are used to assess developmental delay.

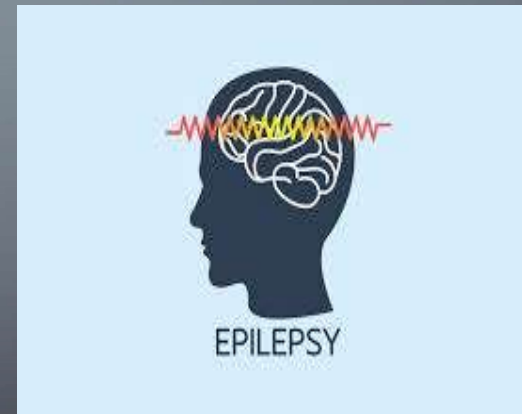
ASSOCIATED CONDITIONS

CEREBRAL PALSY – difficulty with motor control and movement.



ASSOCIATED CONDITIONS

- SEIZURES/EPILEPSY- commonly called fits; recurrence causes brain damage.



ASSOCIATED CONDITIONS

AUTISM SPECTRUM DISORDER :

- Communication problems
- Poor social skills, eye contact
- Sensory issues
- Inappropriate expression of emotions, appears indifferent, etc.

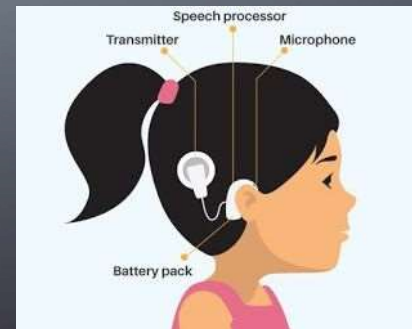


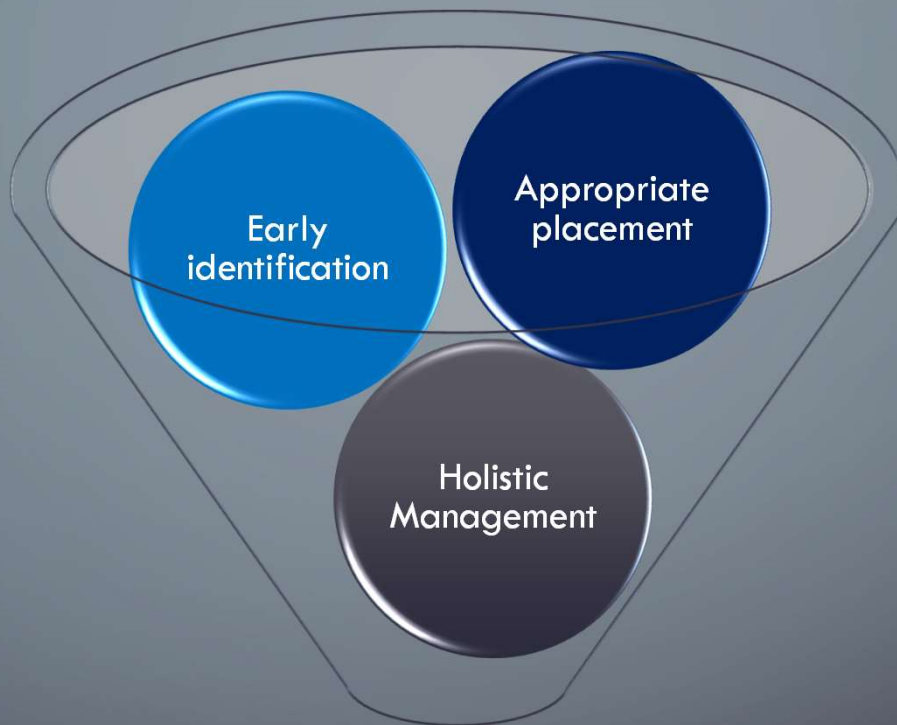
ASSOCIATED CONDITIONS

- VISUAL IMPAIRMENT



- HEARING IMPAIRMENT





**EFFECTIVE
INTERVENTION**

INTERVENTION

Special Education

Parent Counselling

Social skills & Life skills training

Sensory Integration Training

Therapy –Speech, OT, PT

Medical intervention, Assistive Technology

Accommodations & Modifications

ACADEMIC POSSIBILITIES

RTE Act and RPwD Act- many children with ID (especially mild to moderate levels of ID) are being **included in regular schools**.

- Special education support- they manage to **learn key primary level academic skills**.
- Make way -for **functional academics** as curricular concepts get more abstract and difficult.
- Ensure **smooth transition** -functionality of all skills taught helps move seamlessly from a school to a prevocational/vocational setting.

FUNCTIONAL SKILL DEVELOPMENT

- **LANGUAGE / LITERACY**

- **Speaking/Listening** : Converse with people; be able to follow directions, orders in a time-bound manner. Social behaviors relating to these skills.- taking phone calls, messages, calling up when sick, etc.
- **Functional reading** : recognize words/signs in public places, products, reading names/numbers on buses, etc.
- **Writing** : Signing, writing up a personal information sheet such as filling up an application form etc.

FUNCTIONAL SKILL DEVELOPMENT

- **MATHS** : Commercial maths- money handling, time management, budgeting, keeping accounts; concept of banking, timing of public transport system etc.
- **EVS** : General knowledge of the environment living in; basic safety skills(personal safety in public facilities); basic first aid.

FUNCTIONAL SKILL DEVELOPMENT

- **DOMESTIC SKILLS** : Cooking, cleaning, housekeeping, use of household gadgets/appliances, etc.
- **HOBBIES** : As per interest and aptitude- cooking, stitching, making models, music, dance, horticulture, arts and crafts, yoga, etc.

TOOLS FOR ASSESSMENT/PROGRAMME PLANNING

- Madras Developmental Programming System (MDPS by Vijay Human Services)
- Behavioural Assessment Scales for Indian Children (BASIC –MR by NIEPID*)
- Functional Assessment Checklist for Programming (FACP by NIEPID)
- Behavioural Assessment Scale for Adult Living (BASAL by NIEPID)
- Vocational Assessment Programming System (VAPS by NIEPID)

* NIEPID- National Institute for Empowerment of Persons with Intellectual Disabilities, Secunderabad, India.



THANK YOU