

Resources

National Association for Down's Syndrome
P.O. Box 4542
Oak Brook, IL 60522
(630) 325-9112
<http://www.nads.org/>

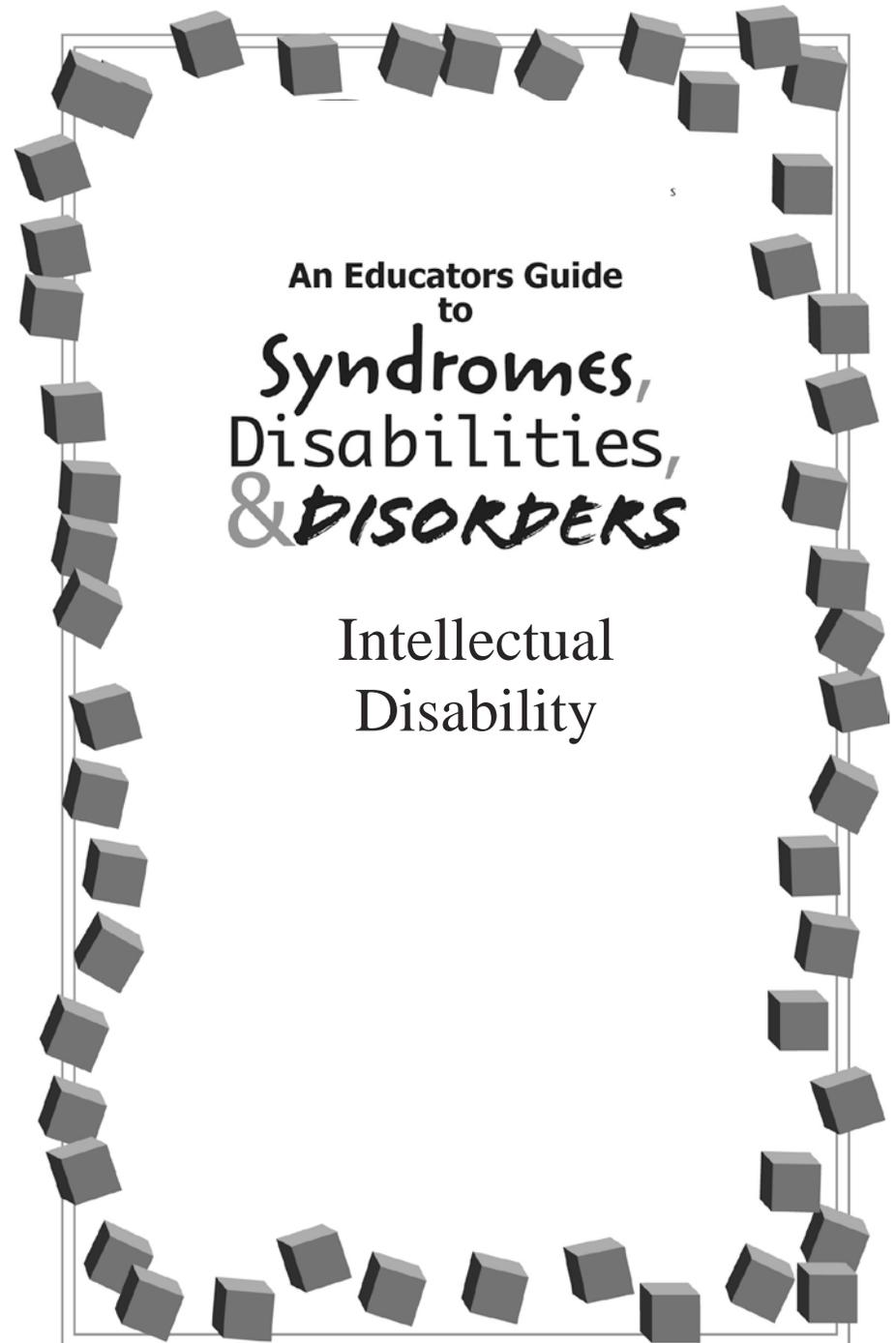
The Arc
(a national organization on mental retardation)
<http://www.thearc.org/NetCommunity/Page.aspx?pid=183&srcid=-2>
National Information Center on Children and Youth with Disabilities (NICHCY)
NICHCY provides information on disabilities and disability-related issues for families, teachers, and other professionals. NICHCY has a fact sheet about mental retardation that includes general information on topics such as diagnosis and causes as well as tips for parents and teachers. NICHCY staff will also give information and referrals over the phone (800-695-0285) or by email (nichcy@aed.org).
[In English: [General Information about Mental Retardation](#)]
[En Español: [El Retraso Mental](#)]

MEDLINEplus: Developmental Disabilities

MEDLINEplus is an online service of the National Library of Medicine. MEDLINEplus is designed to link you to information on specific health topics, including developmental disabilities. Information about mental retardation is included on the Developmental Disabilities page. MEDLINEplus brings together information from many sources and is updated every day. This page includes information on the latest news, general overviews, clinical trials, coping, diagnosis and symptoms, research, specific conditions, law and policy, organizations, children, seniors. Some materials are in Spanish.
[In English: [MEDLINEplus Health Information: Developmental Disabilities](#)]
[En Español: [MEDLINEplus Información de Salud: Discapacidad de Desarrollo](#)]

National Center on Birth Defects and Developmental Disabilities (NCBDDD) Publications

NCBDDD staff have written many scientific articles on mental retardation. These articles examine such topics as how common mental retardation is, and factors such as low birth weight or smoking during pregnancy that increase the risk that a child will have mental retardation. You can see a list of these papers (starting in 1990) by using the keyword search on the NCBDDD publications Web page. Choose "mental retardation" in the keyword box on the search page. You can choose whether you want the list to be sorted by author or by date. You can also choose to have the list appear with or without graphics. Click on the Submit button. You will see a list of papers that are about mental retardation. The list will include the complete reference for each paper and a link to an abstract of the paper or to the full text, when available. [\[Go to NCBDDD publications keyword search page\]](#)



Symptoms or Behaviors

A child with Intellectual Disability has an IQ below 70 (100 is normal) as well as problems in personal independence and social functioning (adaptive behavior). This retardation has levels-mild, moderate and severe/profound. These levels may provide an idea of the types of instruction and support that will be needed.

A student with an Intellectual Disability may:

- Require more time to learn a task
- Show lower academic achievement than peers in all academic areas
- Mature more slowly
- Behave less maturely than his or her peers

Instructional Strategies and Classroom Accommodations

- Make instruction and practice more concrete and personally relevant by relating them to tasks and experiences the child understands
- Provide additional or another type of practice on skills
- Repeat instructions or activity descriptions; keep directions simple.
- Allow longer time for a response from the student.
- For a student with more mild Intellectual Disabilities, provide more curricular type of modifications or adaptations, such as reducing number of lesson or activity goals/objectives and using parallel materials (materials on the same topic, but at lower reading levels).
- Break tasks into smaller parts; teach in smaller steps.
- Show the student how to do something—don't just tell.

- If classroom duties and responsibilities are rotated among all the students (delivering lunch count, erasing the chalkboard, etc), do not rotate them for this student.
- For a student with more moderate to severe Intellectual Disabilities, provide a great number of modifications and even alternative goals and activities when the regular classroom instruction is not appropriate.
- Incorporate IEP goals
- Be clear on classroom rules and expectations, and repeat them often.
- Use a good bit of drill and practice.
- Offer instruction and support in the area of social skills and peer interaction. Many of these students will not automatically pick up on nonverbal cues and will need appropriate actions and reactions modeled or directly instructed. An example might be that playfully hitting a classmate is not the best way to show friendship, whereas waiting in line to use the slide is the right way to do it.
- Basically, remember that below-age or poor social skills are a part of the disability, so instead of entertaining negative thoughts, offer support and instruction.
- Finally, provide support only when the student needs it! Encourage the student to be as independent as possible.