

What is an intellectual disability?



Assessment

An assessment consists of



Interviews with the child/adolescent



A review of their developmental history



Interviews with the parents



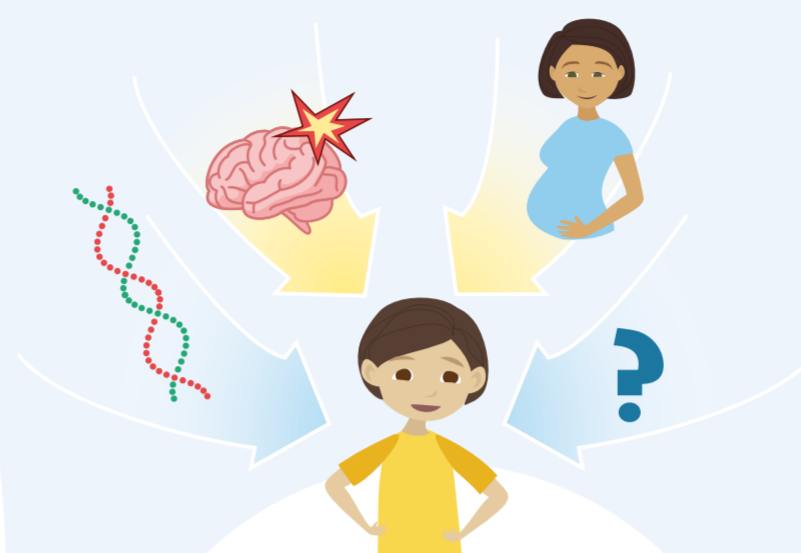
Medical examinations



Information from the kindergarten or school



Tests conducted by a psychologist



What causes intellectual disabilities?

- Genetic factors
- Injuries
- Disease
- Unknown causes

Why perform an assessment?

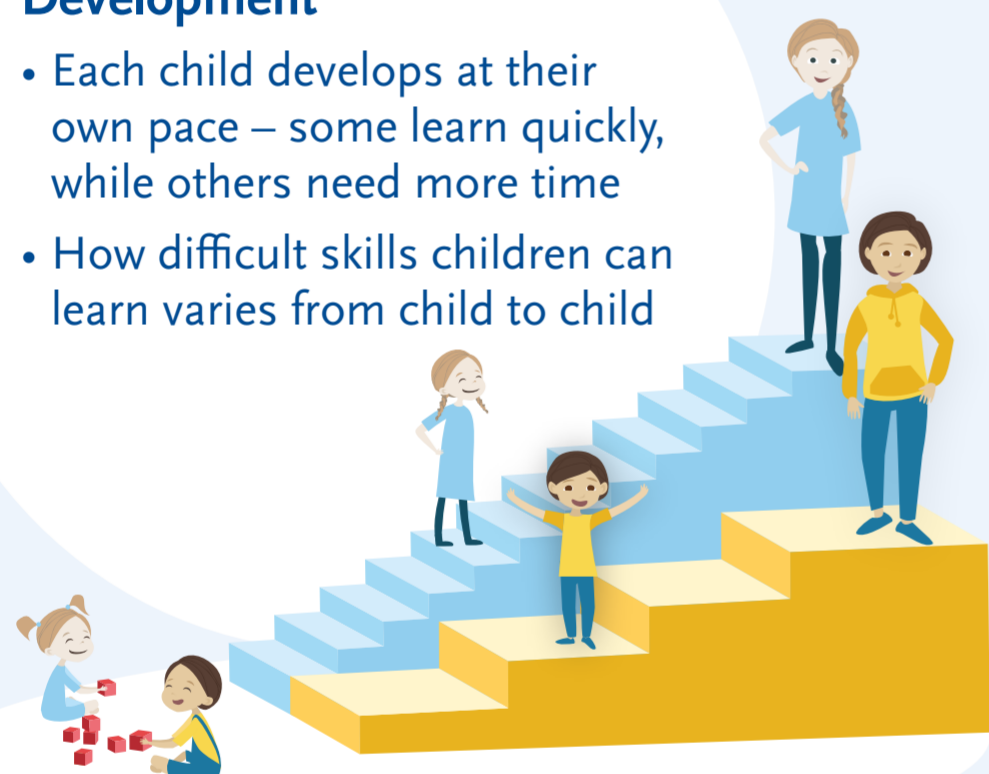
To determine

- the child's strengths and challenges
- the type of support the child may need
- whether the child has an intellectual disability

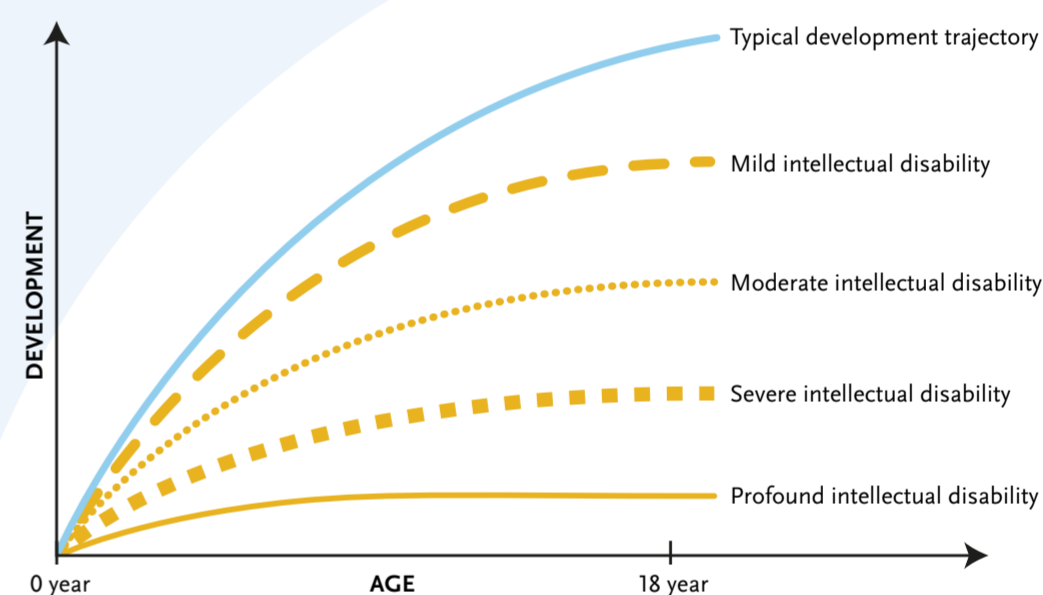
Individual differences

Development

- Each child develops at their own pace – some learn quickly, while others need more time
- How difficult skills children can learn varies from child to child



Each person is unique
Everyone has their own personality, strengths, challenges and needs



Level of intellectual disability

- Intellectual disabilities are classified from mild to profound
- The need for assistance depends on the severity of intellectual disability, and whether the individual has other diagnoses or additional challenges

Adolescence and adulthood

Many people have questions about the future

- education
- work
- leisure time
- friends
- relationships
- self-determination
- personal economy
- housing
- health
- driving license
- sexuality
- having children



The future



Life-long condition

- An intellectual disability is a life-long condition
- It is not a disease and will not go away like a virus
- An intellectual disability may not be visible
- Appropriate assistance and services are important to ensure a good and active life

CHILDREN

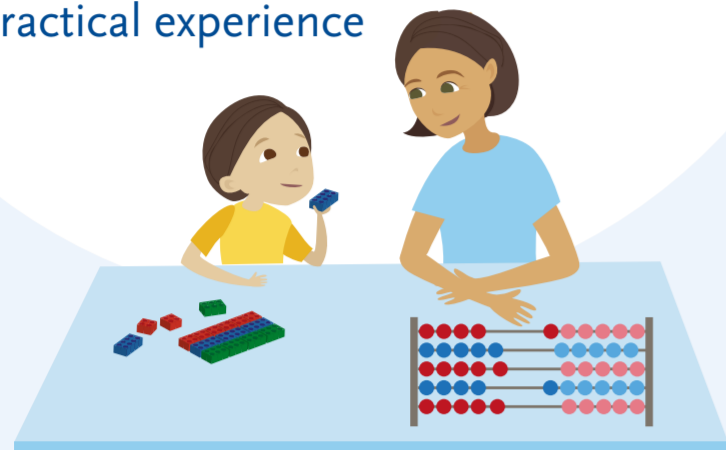
What is an intellectual disability?

Information about common characteristics

Learning, thinking and understanding

Learning

- Tasks must be developmentally appropriate
- Needs more time to complete tasks
- Learns more effectively by completing tasks several times
- Learns more easily through practical experience



Thinking and problem solving

May have difficulty

- using what they learned in a new way or in a new situation
- planning and completing a task
- understanding what cannot be seen or touched

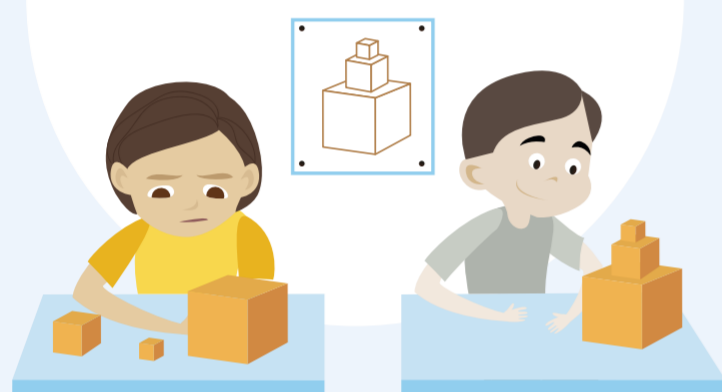


Language

- Needs more time to express themselves
- Communicates using simple words
- Speaks in short sentences
- Difficulty understanding others when they use long sentences and difficult words
- Difficulty understanding others when they say one thing but mean something else – like “skipping dinner”
- Some may need to use pictures, sign language or other forms of communication

Tempo

Needs more time to think, learn and do things



Attention

May have trouble

- working on the same task over time
- focusing on several things at once
- attending to more than one message at a time



Social skills and independence

Social skills

May have difficulties

- understanding how to play with others
- understanding and learning the rules of play
- making and keeping friends
- setting boundaries to avoid being deceived or exploited



Independence

Needs individual modifications and practice to become more independent



Other challenges

Emotions

Some find it difficult to recognise, identify and regulate emotions



Difficulties regulating emotions and levels of activity may lead to behavioural challenges and/or mental health disorders

Activity levels

Some have difficulties adapting or adjusting their level of activity – some may be either very passive or very active



ADOLESCENTS

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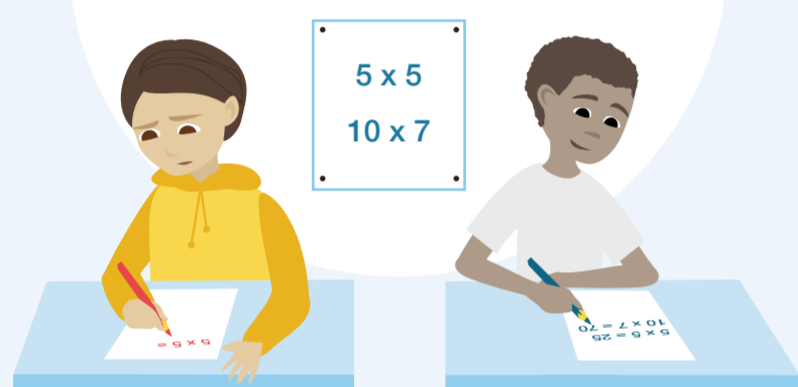


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Attention

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Social skills and independence

Social skills

May have difficulties

- understanding social rules and interpreting social signals
- making and keeping friends
- knowing what is okay to talk about and share with others
- setting boundaries to avoid being deceived or exploited



Independence

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