

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



An assessment consists of



Interviews with the child/adolescent



A review of their developmental history



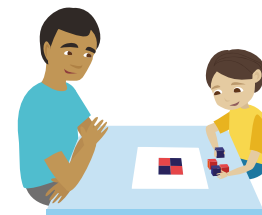
Interviews with the parents



Medical examinations



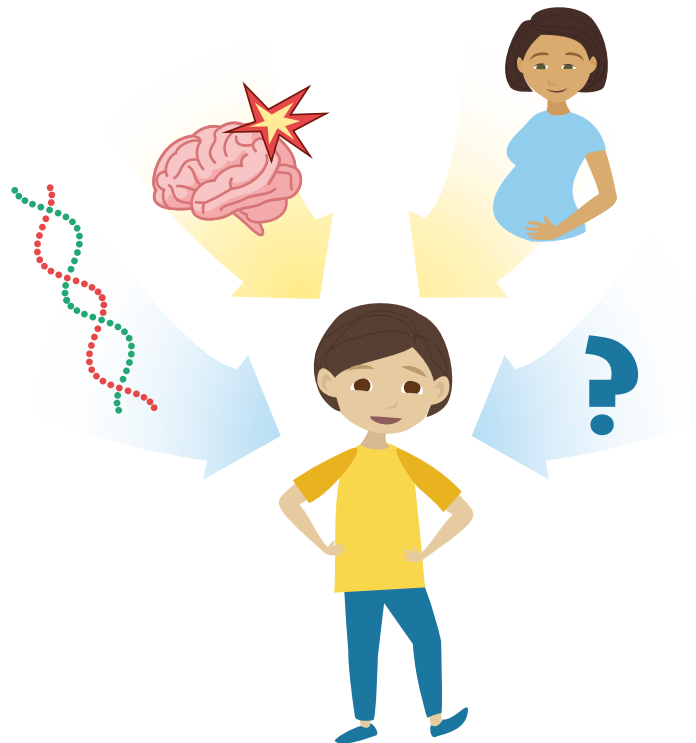
Information from the kindergarten or school



Tests conducted by a psychologist

What causes intellectual disabilities?

- Genetic factors
- Injuries
- Disease
- Unknown causes



Each person is unique

Everyone has their own personality, strengths, challenges and needs



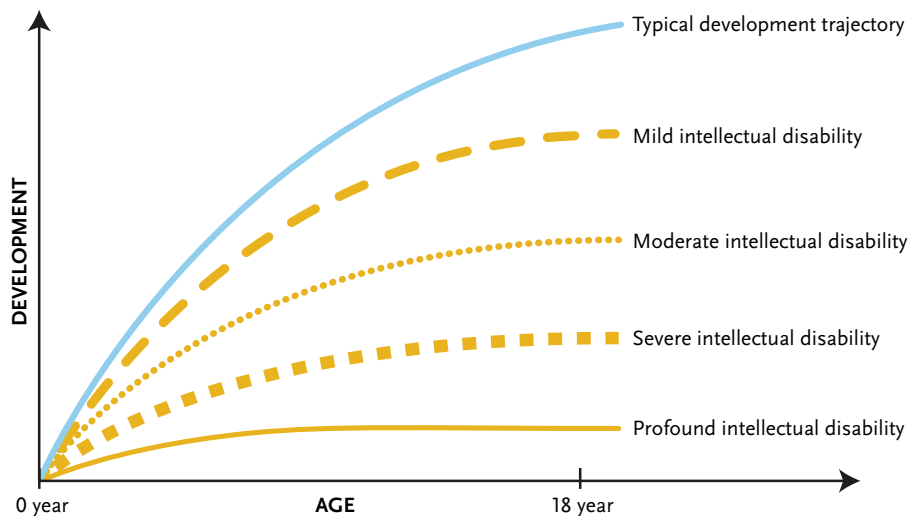
Development

- 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



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



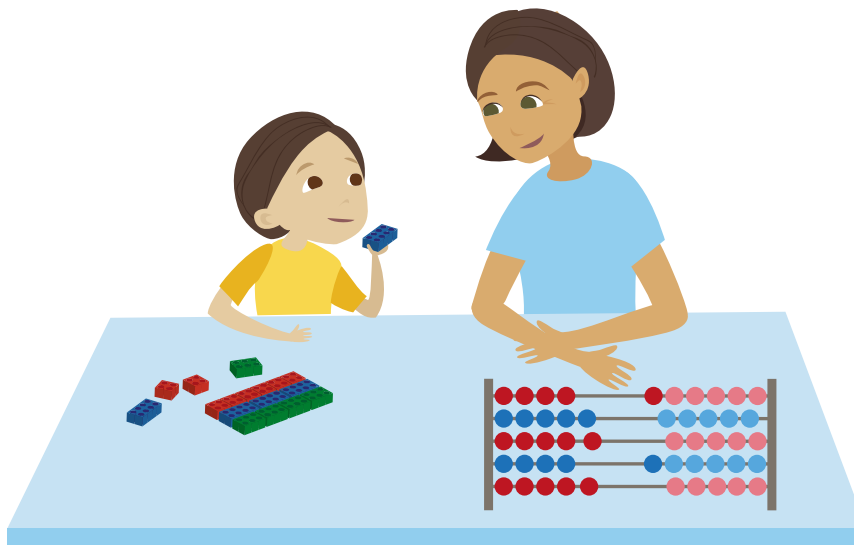
Life-long condition

- 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



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

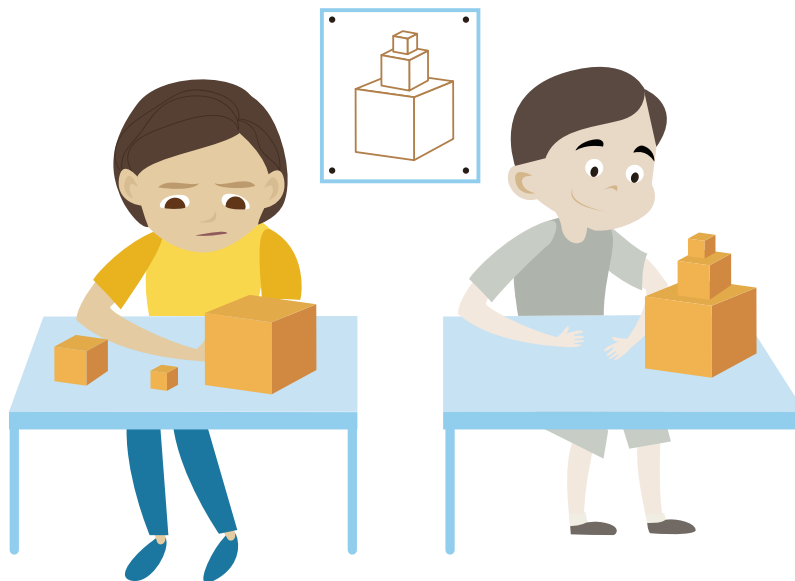
May have difficulty

- 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



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



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



Social skills

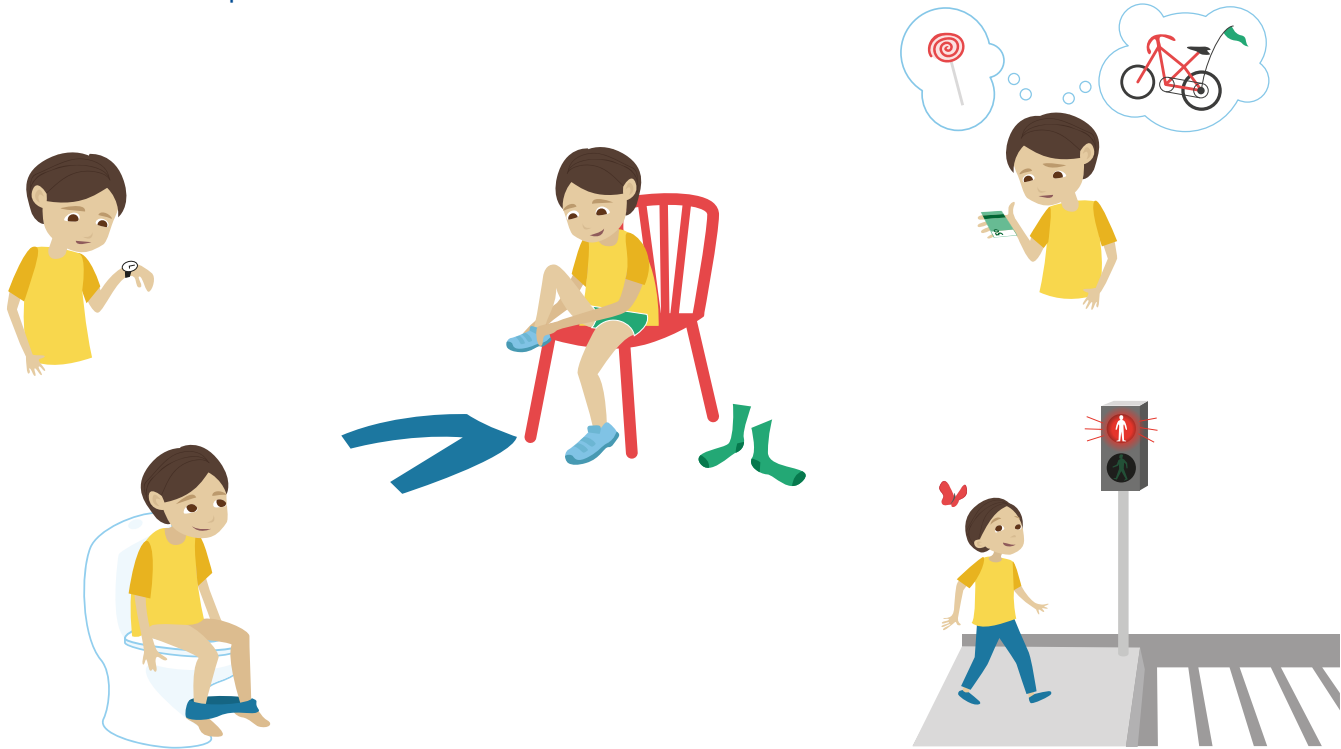
May have difficulties

- 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



Emotions

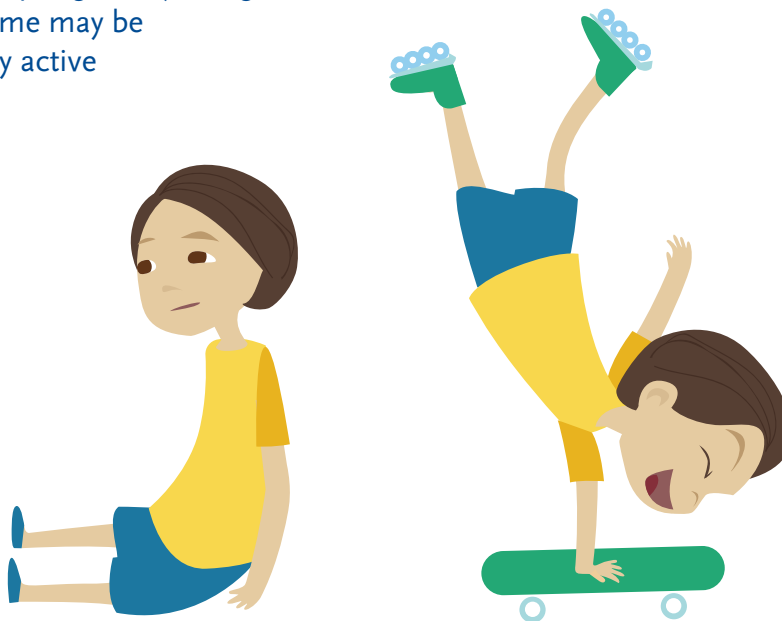
Some find it difficult to recognise, identify and regulate emotions



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



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Learning

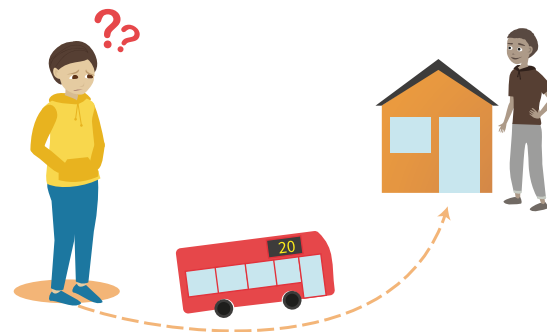
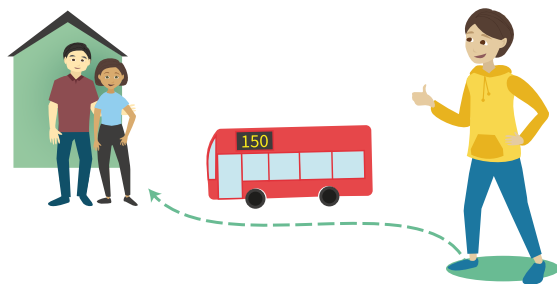
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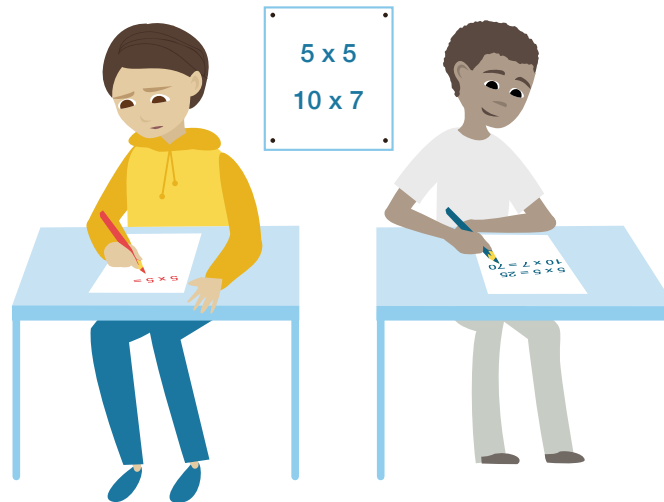
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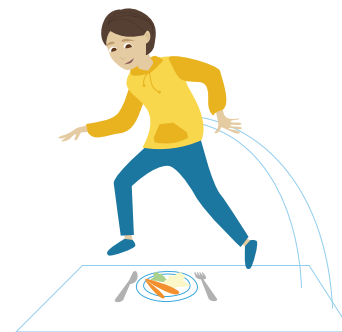
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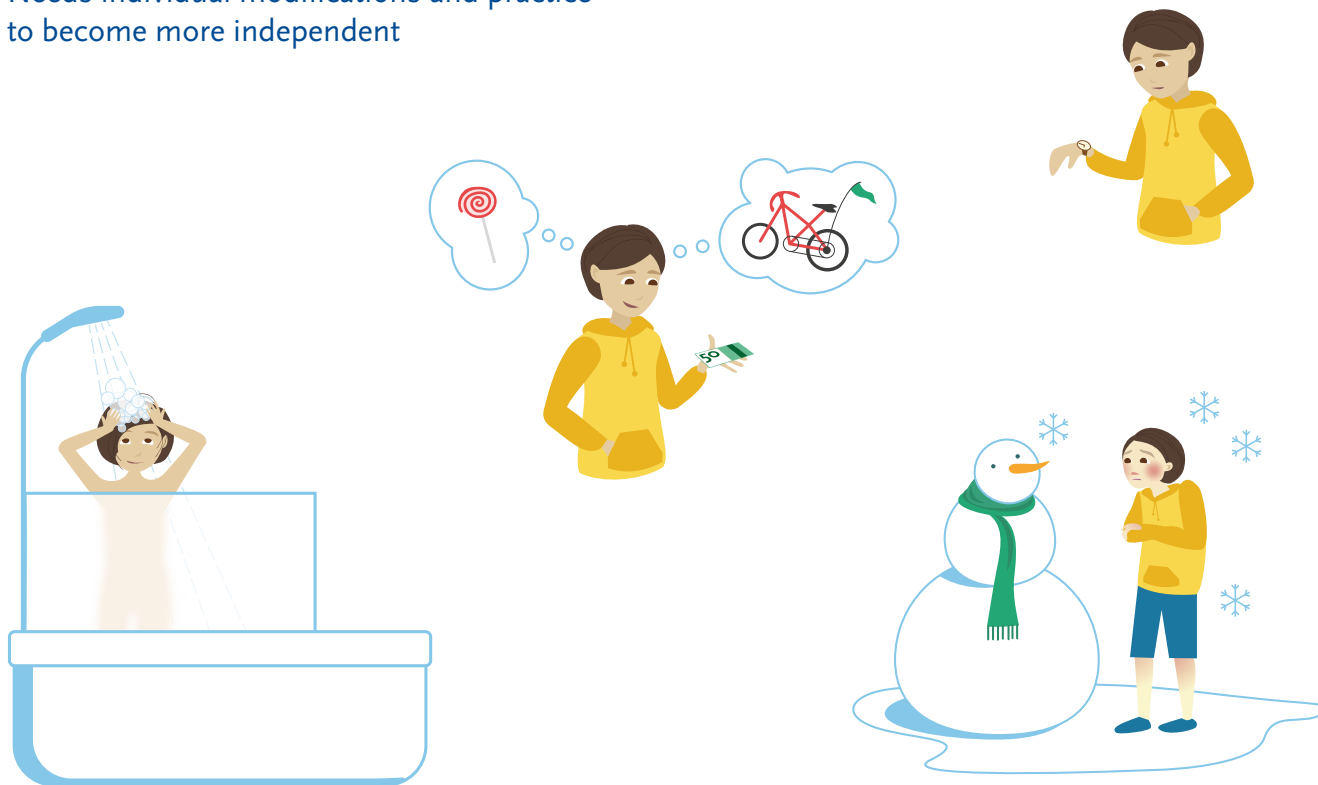
May have difficulties

- 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



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