

# INTELLECTUAL DISABILITIES

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## INTRODUCTION

Intellectual disabilities can affect a person's life tremendously. Being said, there are also ways to prevent some disabilities as well as ways to help people with intellectual disabilities using interventions. It is important for counselors and any other related mental health professionals to be advocates for individuals with intellectual disabilities. Intellectual disabilities can also affect a person's academic, social/emotional, and behavior. Counselors also have to recognize a person's needs to provide them the best services and strategies to help that specific disabilities.

### Key Characteristics:

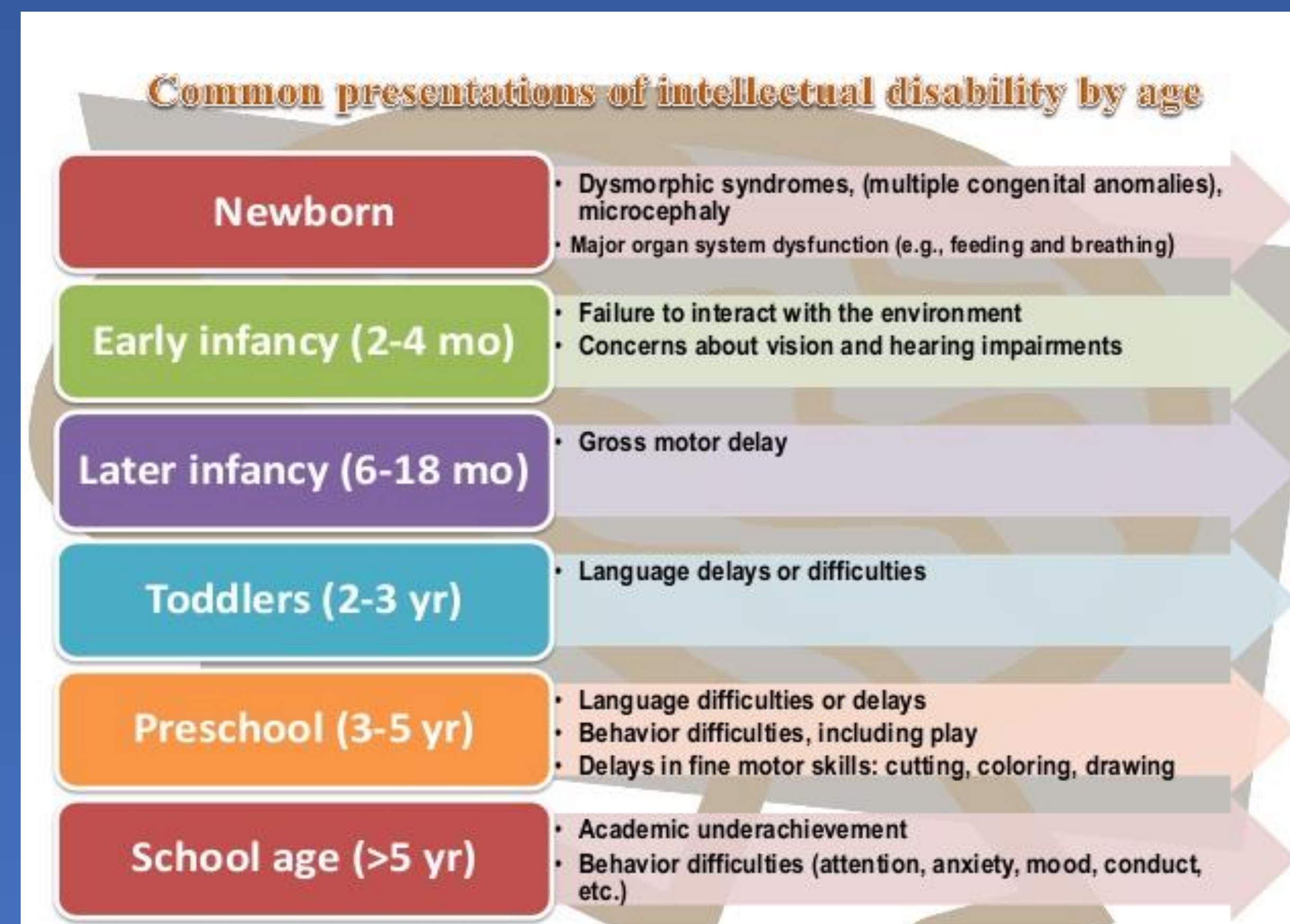
- Characterized by someone having an IQ below 70 as well as significant difficulty with daily living such as self-care, safety, communication, and socialization

- A group of disorders that have in common deficits of adaptive and intellectual function and an age of onset before maturity is reached.

- May be caused by a genetic condition, problems during pregnancy or birth, health problems or illness, or environmental factors

## BACKGROUND

- ID replaced the term mental retardation in 2010
- Rosa's Law
- Intellectual disabilities affect approximately 1% of the population and are characterized by significantly impaired intellectual and adaptive skills with onset before adulthood (Vereenoghe et al., 2018).
- Intellectual functioning
- Adaptive functioning
- Behavior



## COMMON ID

- Down Syndrome
- Fragile X Syndrome
- Fetal Alcohol Spectrum Disorder
- Prader-Willi Syndrome



## Resources & References

- Meyer, L. H., Eichinger, J., & Park-Lee, J. (1987). Svalidation of program quality indicators in educational services for students with severe disabilities. *The Journal of the Association for Persons with Severe Handicaps*, 12, 251-263. doi:10.1177/154079698701200401
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- Sabaratham, M., & Thakker, Y. (2003). Fragile X Syndrome. *Psychiatry*, 2(8). The Importance of Early Intervention. (2019, April 2).
- Vereenoghe, L., Flynn, S., Hastings, R. P., Adams, D., Chauhan, U., Cooper, S. A., Gore, N., Hatton, C., Hood, K., Jahoda, A., Langdon, P. E., McNamara, R., Oliver, C., Roy, A., Totsika, V., & Waite, J. (2018). Interventions for mental health problems in children and adults with severe intellectual disabilities: a systematic review. *BMJ open*, 8(6), e021911. ht
- Wicks-Nelson, R., & Israel, A. C. (2017). *Abnormal child and adolescent psychology: Dsm-5 update (8th ed.)*. New York: Routledge.
- Included references cited on poster. Many more upon request.**

## PREVENTION

- Recent research on brain development reminds us that "earlier IS better" when teaching young children (The Importance of Early Intervention, 2019).
- The provision of early intervention programs that focus on at-risk infants and preschoolers is an important selective prevention effort for cognitive and other deficits (Wicks-Nelson & Israel, 2017).
- Reichow et al., (2019) presented research which suggest that beginning reading interventions probably improve phonologic awareness, word reading, and language skills (moderate-quality evidence) and may improve decoding skills and oral reading fluency (low-quality evidence).
- An unusual amount of attention must be given to the intellectual and psychological needs of the youth, and often to physical needs as well (Wicks-Nelson & Israel, 2017).

## INTERVENTION

- Intervention can be varied as academic classes in reading or arithmetic, programs to teach self-help or social skills, interventions for communication problems, physical therapy, efforts to reduce maladaptive behaviors, medication to reduce seizures or hyperactivity, and psychotherapy (Wicks-Nelson & Israel, 2017).
- IEPs and Behavior Intervention Plans (BIP) may be used to implement ways to meet specific needs of a child with a disability.
- Meyer, Eichinger, and Park-Lee (1987) had a survey of experts that identified five best practices for educating students with severe disabilities: inclusion, home-school collaboration, staff development, data-based instruction, and the criterion of ultimate functioning (preparing students for their current and future environments).