

Beattie – Intelligence & Mental Retardation – Transcripts

Everyone in here has some idea about what intelligence is. Understand that intelligence is a lot of different things and can be many things in different situations.

(See what is intelligence slide.)

There are many different interpretations of intelligence and many people disagree about what it is, but one thing we can all agree on is that it exists. We also know that intelligence can change over time and is influenced by their environment. For example kids whose parents read to them nightly will like score high on intelligence tests compared to kids who come from environments that are not as enriched. That's why there are many ways to look at intelligence. Language is a central theme and a central factor to determine what intelligence is. These thoughts that intelligence is influence by time and environment are ideas that have come about in the last 15 years or so. For a long time people believed whatever we were born with is the intelligence and ability we had for life.

How many people remember having an IQ test? Many of you were probably administered one of these tests without even knowing it. Many of you probably took these tests to enter a program for kids who were gifted or to be tested to see if a LD was present. Boring basically says, "intelligence is whatever the tests says it is."

(See slides) Discussing slides.

We infer the person's ability from a test performance. An IQ score of 100 is average and 50% is above and below this score. Following the standard bell curve distribution. 68% percent of people's IQ will fall between the first standard deviations on either side of a score of 100. So to the right of this first standard deviation is considered above average and to the left is considered below average. We will come back to this in a minute.

So we'll look at this score and infer what's going happen to kids. Any IQ looks at how a kid performs at a particular time of a particular day on that particular test. It gives a snapshot of that kid. You could have a bad day and not look quite a intelligent or have a good day and look more intelligent that you actually are. The randomly sampled question could also tend to bias toward your knowledge or not which might also skew the results.

As I said before we'll look at the kids performance on the IQ test and we infer what we think will happen from an academic prospect. If we have a kid with a high IQ he would do well academically and if a kid had a low IQ score we would infer that they might do as well academically.

Over time regardless of the problems that exist the results of a kid's performance on any measure of IQ continues to be the best predictor of school achievement.

The only piece I was s to remember here is never ever should we make any decision about a kid concerning a possible LD using only one test. Results from an IQ test alone should never be used to label a kid as having a LD.

(See Mentally Disabled definition slide)

We're just using this for information. Don't memorize this.

(Reads slide)

Concurrently means not repeatedly but together. The developmental period is essentially after birth and before the age of 18-21. This all means that the kids ability is lower than average, the kids has deficits in adaptive behavior and they also have difficulty in school. This is identified when the kid is in school. This is the definition for NC. In NC we used the terms mentally disabled or mental disabilities. I don't like that terminology but the other option isn't any better. Other states use the terminology mental retarded.

Here are the criteria. These will be important when we look at what to do to identify kids as mentally disabled (MD).

(See identifying students with MD slides)

This is in your book. Be aware of the things that are underlined and highlighted. We will go through these one at a time. These are criteria IDEA uses.

Significantly sub average cognitive functioning. I want us to get the feel for this. Kids who are identified as MD have an IQ score of 75 or below. This is two standard deviations below average. That reduced rate of learning implied academic difficulty.

Adaptive behavior is someone who has difficulty with change or adapting to a new situation. Being able to get on a bus and knowing how much money you are making are generally considered adaptive behaviors. It also looks at how well a person interacts socially.

The developmental period is when a kid is in school. There are many kids with disabilities don't graduate until they are 21 years old. So this applies as long as the kids are in school.

(See classification systems slides)

Really quick, look at these different ways of classifying students with MD. The AAMR uses these criteria in looking at individuals who are MD.

At this level it can be difficult to measure IQ and this information is gathered by testing, and interviewing, and observing.

In NC these terms are constantly under scrutiny because they sound bad and are negative. In NC we talk about a kid with an IQ of 50-75 and consider them having educable mental disabilities. 25-49 are considered trainable. Kids below 25 are considered severe/profound. The term that really bothers me is trainable. That word really bothers me because we are equating this

individual to a dog or something and that really offends me. Hopefully we will be moving away from this in the future.

(See causes of mental retardation slides)

There are over 250 potential causes of MD. That's unbelievable. Of those causes that are actually known, all of them are biological in some way shape or form.

(See causes of mental retardation: three groups slides)

So lets move to this general consideration to a more specific focus. There are typically 3 categories of cause for MD. I think we've used this terminology before.

Prenatal causes are those that occur before birth. Chromosomal syndrome, PKU, and Maternal Alcohol abuse are all examples.

Remember the medical/biological connection within all these causes.

The perinatal causes are those occurring during or immediately after birth such as premature birth.

Postnatal causes are those causes happening after birth. Accidents, head injuries, disease, abuse, neglect , etc are all potential causes.