



Mental Retardation - Moderate

General Description of Population

Students who qualify for special education services in the area of mentally retarded-moderate demonstrate a significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior manifested during the developmental period, which adversely affects their educational performance. Mentally retarded-moderate students function cognitively at approximately 3 to 4/12 standard deviations below the mean (average intelligence).

Common Characteristics

- Learning level is $\frac{1}{3}$ to $\frac{1}{2}$ of chronicle age
- Understanding of concepts seems to be more concrete
- Immature social skills (tend to model immediate peer group)
- Delayed fine and gross motor skills
- Distractible
- Respond best to one-to-two step directions
- Visual perception difficulty
- Poor retention skills
- Require consistent program structure
- Delays in expressive and receptive language
- Some students have seizure disorders
- Auditory processing delays
- Some students may have difficulties with vision and/or hearing
- Impulsive

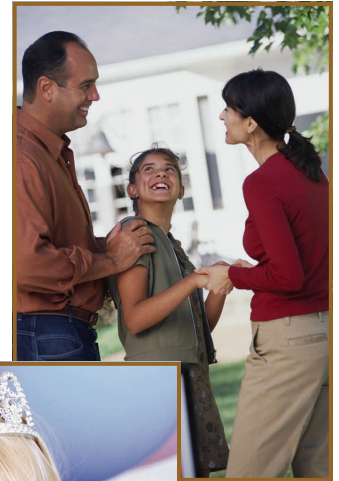
Instructional Strategies

- Require demonstrated vs. verbal directions
- Use of multi sensory approaches (tactile, verbal, and auditory materials)
- Facilitates work in small groups for specific objectives
- Use manipulative materials
- Base curriculum on functional life skills
- Break down objectives into small parts
- Use repetition and drill often for maximum retention
- Partial participation in large group activities
- Skills are learned best when practiced in concrete situations frequently

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Behavioral Strategies

- Be consistent
- Use consequences for both appropriate and inappropriate behavior
- Utilize various approaches to build self esteem
- Use of reinforcers (behavior modification)
- Students should be expected to follow the rules and behavioral expectations of their general education peer group
- Work with parents on home/school behavioral expectations and standards
- Recognize the importance of peer modeling
- Utilize a circle of friends to reinforce and support positive behaviors
- Use common sense and general principles when working with these students



THE PATH PROJECT

Partners Resource Network
1090 Longfellow Drive, Suite B
Beaumont, TX 77706

Phone: 409-898-4684
Toll Free: 800-866-4726
Fax: 409-898-4869
Email: partnersresource@sbcglobal.net
Website: www.PartnersTx.org

