

MILD INTELLECTUAL DISABILITY

Intellectual disabilities refers to significantly sub-average general intellectual functioning which exists concurrently with deficits in adaptive that adversely affect educational performance and is manifested during the developmental period. A student with mild intellectual disabilities exhibits intellectual functioning ranging between an upper limit of approximately 70 to a lower limit of approximately 55 and deficits in adaptive behavior.

Instructional Method / Delivery	Accommodations
Discussion / Questioning	<ul style="list-style-type: none"> • Prepare the child with several reminders before calling on him/her. • Give directions in a mode other than solely auditory. • Demonstrate/model/act out instructions. • Break lessons into smaller segments; use hands on activities and concrete learning to supplement discussion.
Independent Worksheets	<ul style="list-style-type: none"> • Rewrite directions at a more appropriate reading level. • Limit the number of problems on a page. • Worksheets should be visually simple, without lots of extra drawings or crowded problems. • Cover sections of worksheets or cut sheets and give students only one section at a time.
Assessments	<ul style="list-style-type: none"> • Collaborate with special educators to rewrite the tests for students (shorter sentences, simpler vocabulary, easier to read format). • Suggestions: Avoid handwritten tests, give word banks, & enlarge print. • Provide choice in the method students will use to demonstrate their knowledge of the concepts. • Alter the time limits for tests; if necessary break the testing into segments, testing over many days.
Centers	<ul style="list-style-type: none"> • Tape-records directions or have peers deliver directions. • Have in place a clear road map for the child to follow. Sequence of steps precisely given to him. • Change steps w/in the center, eliminating multi-level tasks when needed. • Place self-checking and self-rewarding activities after each step to motivate the student.
Projects	<ul style="list-style-type: none"> • Provide a sample of the finished product before beginning an activity. • Give written and/or picture instructions of the steps to be followed to complete the task. • Have a list of items to complete on the desk. • Have students come in early to go over the day plan for the project in a quiet, uninterrupted setting.
Reports	<ul style="list-style-type: none"> • Develop a print outline of the main points the child should cover in the report, with blanks to be filled in as he finds the information in the reference materials. • Allow students to dictate responses. • Provide a scribe. • Encourage the child to use assistive technology to work on his report.

