

## What to expect when a child has Intellectual Disabilities?

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## Objectives:

1. Definition
2. Domain of affected area
3. Pattern of development
4. Individual learning plan – **special learning need for own and child**
5. Adaptive skills

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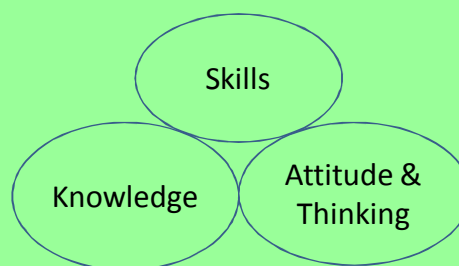
## Learning is a MAJOR Activity in Life Journey



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## Realistic Expectation & Practical Guidance



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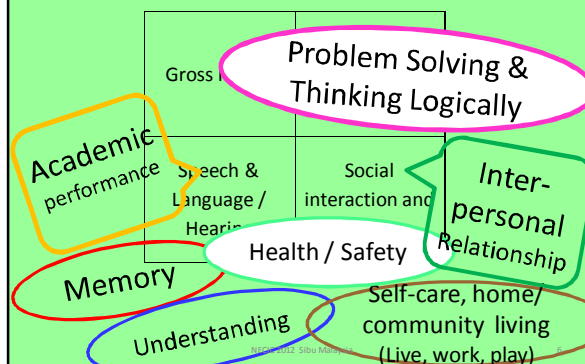
## Definition of Intellectual Disabilities

- American Association of Intellectual and Developmental Disabilities (AAIDD)
- A person has significant limitations in Mental (Cognitive) functioning (IQ < 70-75) and in at least 2 Adaptive skills before 18 y/o
  - Cause the child learn and develop more slowly
  - May be some things they cannot learn

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## Intellectual Disabilities – Growth & Development



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## How to diagnose?

- **Mental ability (Intellectual Functioning):** to learn, think, solve problems and make sense of the world → **IQ test** ?
- **Adaptive skills:** daily living skills, communication skills (conceptual), social skills
- Exclude structural, social / emotional issues

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## Multi-intelligences

1. **Verbal-Linguistic intelligence** ("word smart")
2. **Logical-mathematical intelligence** ("number/reasoning smart")
3. **Visual-Spatial intelligence** ("picture smart")
4. **Bodily-Kinesthetic intelligence** ("body smart")
5. **Musical intelligence** ("music smart")
6. **Interpersonal intelligence** ("people smart")
7. **Intrapersonal intelligence** ("self smart")
8. **Naturalist intelligence** ("nature smart")

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## Terminology of Intellectual Disabilities

- Cognitive Disabilities
- Intellectual Disabilities (Aus)
- Mental Retardation (US)
- Learning Disability (UK)

Severity: mild, moderate, severe

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## What Causes?

1. Genetic conditions
2. Problems during pregnancy
3. Problems at birth
4. Health problems – combination physical and intellectual
5. Idiopathic / Unknown

**1 in 30-100**

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## Pattern & Progress of Development

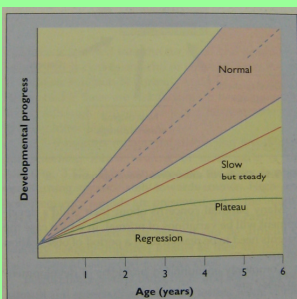


Fig. 3.11 Patterns of abnormal development. These may be slow but steady, plateau or regression.

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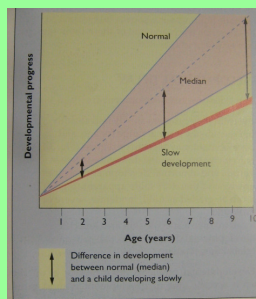


Fig. 3.12 For children with developmental delay, the gap between their abilities and what is normal widens with age.

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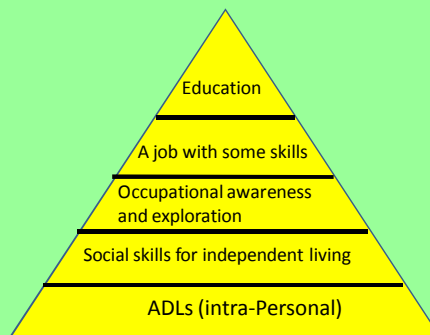
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## Human Right and Child Act

Intellectual Disabilities person  
is  
NO difference from  
normal person



## Individual **Learning** Plan (ILP) – Target



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## Individual **Learning** Plan (ILP) – (1)

- Work together with spouse / family members, parents, school teachers / educators, health staffs, social workers, psychologist etc.... Find out what skills your child is learning at school etc
- Strength and Interest searching (Observe) – outdoors, plants / trees, -- forestry, landscaping, grounds maintenance .....
- **Enjoy and do well**

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## Individual **Learning** Plan (ILP) – (2)

- Identify Weakness
- Not training a all-rounder but specific targeted and interested area to reach full potential
- Difficult to learn new things simultaneously or rapidly – take time and take it stepwise one at a time

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## Individual **Learning** Plan (ILP)

- Give chores: Be as concrete as possible  
→ 4 steps: observe, tell, show with learner guide and learner practice (*visual, hearing, smell/taste, memory & attention, and touch / kinetic use multi-sense to learn*)
- Break new task into steps → teach and learn small step at a time
- Create Opportunities for learning and success

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## Individual **Learning** Plan (ILP)

- Provide assistance and give immediate feedback
- Encourage independence in your child
- Build self-esteem
- Group and individual learning
- Be Patient and Hopeful
- Being loved & praise, not being judged
- Learn from your child, too
- Get **father** involved (father's struggle) – life-long implications for the child *and mother*

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### Adaptive skills (1)

1. Communicating with others
2. Taking care of personal needs
3. Health care & Hygiene -- oral / dental, body & hand
4. Safety care
  - Injury Prevention
  - Danger Awareness – Fire, Water, Road
  - Sex Education & Sexual Abuse (do have sexual feelings) (Female 60-90%, Male 16-30%)
  - Good / Bad touch, against bribes and threats, role-playing, know their friends / contact, notice behaviour changes

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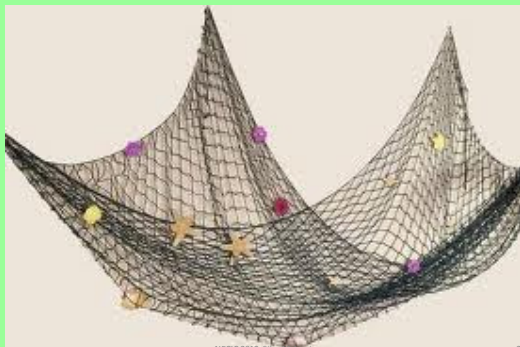
### Adaptive skills (2)

1. Home living (set the table, cleaning the house, cooking )
2. Social skills (manners, knowing the rules of conversation, getting along in a group, playing a game)
3. Reading, writing, listening, speaking and basic math
4. Skills that help them in workplace
5. Transition planning: from school to society

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### Fishing Net Effect of learning process



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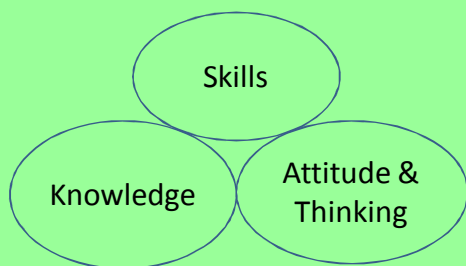
### Questions?



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### Realistic Expectation & Practical Guidance



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