

Accommodations

Use technology to assist in projecting ideas.

Use simple and uncomplicated sentences.

Try to reduce as many distractions as possible.

Use stress reduction aids (doodling, ipads)

Give extra time for tests or assignments.

Give information piece by piece.

Have a visual schedule, timer, and cues.

Seat the student close to the teachers desk.

Spread course material over a longer period of time.

Provide counseling or tutoring.

Modifications

Most students with MID will be on an IEP.

* It is very important to keep this modified curriculum in mind

May need to use behaviour contracts.

May also need to teach or address social, emotional, life, organization, and self-advocacy skills,

* The student may need to be involved in a function skills program.



References and Resources

"Mild Intellectual Disabilities- Resource Kit". (2012). Retrieved from <http://inclusivemid.blogspot.ca/>
"Mild Intellectual Disability". Retrieved from <http://midrk.weebly.com/differentiated-instructions.html>

Ontario Teacher's Federation. "Mild Intellectual Disability". Retrieved from <http://www.teachspeced.ca/mild-intellectual-disability>

Omran, Ahmed. "MID – Mild Intellectual Disability" (2014). Retrieved from <http://www.aomran.com/MID/MID.pdf>

The Ontario Curriculum Unit Planner: Special Education Companion (2002). Retrieved from <http://www.oafccd.com/documents/SpecialEducationCompanion2002.pdf>

Special Education: A Guide for Educators (2001). Retrieved from <http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/specdhandbooke.pdf>

Special Education. (n.d.). Retrieved from <https://www.bced.gov.bc.ca/specialied/sid/>

Video

<https://www.youtube.com/watch?v=C3RWbLI4bUK>

Mild Intellectual Disability(MID) Developmental Disability(DD)

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Key Characteristics of 36m MID and DD

Mild Intellectual Disability

Ability to work within a regular classroom setting, but with the added support of a modified curriculum and resources.

Being incapable of working within a regular classroom setting even with added support due to "slow intellectual development."

Have the ability to be economically self-sufficient, to be independent and social and is capable of learning academically.

Developmental Disability

Will not benefit from a regular classroom setting as they have slow intellectual development.

Will benefit from a special education classroom that has modifications put in place to address their intellectual development.

Do not have the same capacity for economic self-sufficiency, independence, social interactions or academic learning as those with MID.

Indicators in the classroom

Cognitive Development:

2-4 years behind in cognitive development (may include math, language, short attention spans, memory, and speech development delays).

Social Relationship:

May display behavioural problems and obsessive/compulsive behaviours.

May not understand verbal/non verbal cues, or understand figurative vs literal language.

Have difficulty following rules and routines.

Every day skills:

May be clumsy and use simple language.

Little organizational skills.

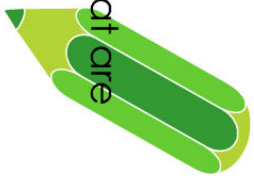
Require reminders about hygiene. (washing hands, brushing teeth, etc.)

Weak confidence:

Easily frustrated and require encouragement to improve self esteem.

Require a lot of support to try new things and take risks in learning.

Assessment Strategies



- * Create assessments that are based on the students strengths
- * Observation is key.
- * Create concrete assignments on related topics.
- * Give opportunities for oral exams or interviews instead of written tests.
- * Provide specific templates and rubrics for assignments.

Differentiated Instruction

- * Repeat instructions frequently.
- * Keep rules and routines consistent.
- * Use a buddy system for peer interaction.
- * Give opportunities to express creativity.
- * Use direct instruction (oral and visual) and provide support.
- * Provide skeleton worksheets or worksheet with key words highlighted/in bold.
- * Minimize the number of transitions in a day.
- * Have hands on activities.
- * Provide reference sheets for tests.
- * Reinforce positive behaviour.
- * Step by step instructions.