

DISORDERS OF INTELLECTUAL DEVELOPMENT

TABLE D: BEHAVIOURAL INDICATORS OF ADAPTIVE BEHAVIOUR

ADULTHOOD (18+ year of age)

The behavioural indicators below are intended to be used as guidelines to assist the clinician in determining the level of severity of the Disorder of Intellectual Development either as a complement to or when properly normed, standardized tests are unavailable or inappropriate given the individual’s cultural and linguistic background. Use of these indicators is predicated on the clinician’s knowledge of and experience with typically developing individuals or comparable age. The behavioural indicators of intellectual functioning and adaptive behaviour functioning for each severity level are what are typically expected to be mastered by the individual as an adult. Please consult the Clinical Descriptions and Diagnostic Guidelines for Disorders of Intellectual Development and if applicable, Autism Spectrum Disorder, for guidance on how to determine the severity level.

| SEVERITY LEVEL | <i>Conceptual</i> | <i>Social</i> | <i>Practical</i> |
|-----------------------|---|--|---|
| | <i>Reasoning, planning, organizing, reading, writing, memory, symbolic/internal representation, communication skills</i> | <i>Interpersonal competency (e.g., relationships), social judgment, emotion regulation</i> | <i>Self-care, recreation, employment (including domestic chores), health and safety, transportation</i> |
| MILD | <ul style="list-style-type: none"> • Most will master listening and communication skills, although some may need help to stay on topic in group conversations, move from one topic to another, express ideas in more than one way or states complete home address. • Most will probably not be able to give complex directions and describe long-term goals. <p><i>Literacy</i></p> | <ul style="list-style-type: none"> • Most can independently meet others for the purpose of making new friends, can participate in social outings on a regular basis, and talk about personal feelings. • Most can independently initiate a conversation and talk about shared interests with others. | <ul style="list-style-type: none"> • Most will be independent in household chores, being safe around the home, and using the telephone and TV; some will learn operating the gas or electric stove. • Most will often continue to need some supports to attain independence with more complex domestic skills (e.g., small household repairs), comparative shopping for consumer products, following a healthy diet and being engaged in health |

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| | <ul style="list-style-type: none"> • Most can read and understand material up to that expected of someone who has attended 3 or 4 years of primary/elementary school and will master some writing skills, although they may have difficulty writing reports and long essays. | <ul style="list-style-type: none"> • Most can understand social cues and are able to regulate their conversation based on their interpretation of other people’s feelings. • Most are able to play complex social games and team sports, although may need supports with understanding the rules. • Most can learn to weigh the possible consequences of their actions before making a decision in familiar situations but not in new or complex situations, and know right from wrong. • Most need help recognizing when a situation or relationship might pose dangers or someone might be manipulating them for their own gain. • Most can initiate planning of a social activity with others. Some can be engaged in an intimate relationship, whereas others might need more supports to do so. | <p>promoting behaviours, caring for themselves when sick or knowing what to do when they are sick/ill.</p> <ul style="list-style-type: none"> • Many can learn to live and work independently, work at a part-time or full-time job with competitive wages – support at work will depend on the level of complexity of the work and may fluctuate with life transitions. • Some can learn to drive a motor vehicle or a bicycle, manage simple aspects of a bank account, prepare simple meals, and if available, use a computer or other digital devices. Many will learn to use public transport with minimal help. • Most will continue to need supports with more complex banking needs, paying bills, driving in busy roads, and parenting skills. |
| <p>MODERATE</p> | <ul style="list-style-type: none"> • Most will need a lot of support to be able to attend to various tasks for more than a 15-minute period as well as following instructions or directions from memory (i.e., with a 5–minute delay). • Most will master the following communication skills: simple descriptions, using “wh” questions (e.g., what, when, why, where, etc.) or relating their experiences using simple sentences. • With help, most are able to follow 3-step instructions. | <ul style="list-style-type: none"> • Some will need help learning how to share interests or engaging in perspective taking. • Some may need supports initiating conversations and introducing themselves to unfamiliar people. • Most need significant supports engaging in regular social activities, planning social activities with others, understanding social cues, and knowing what are appropriate/inappropriate conversation topics. • Most will need significant supports engaging in social activities requiring transportation. | <ul style="list-style-type: none"> • Some will learn to master dressing (may need some help selecting appropriate clothing to wear for weather), washing, eating and toileting needs. • Most are able to be safe around the home, use the telephone, use the basic features of a TV and use simple appliances / household articles (e.g., switches, stoves, microwave). • Some may continue to need supports with bathing and showering, using more complex household appliances (e.g., stove) safely, meal preparation, or using cleaning products safely. |

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| | <ul style="list-style-type: none"> • Most will continue frequently needing help with using language containing past tenses and describing their experiences in detail. • Most will not learn more complex conversation skills (e.g., expressing ideas in more than one way). <p><i>Literacy</i></p> <ul style="list-style-type: none"> • Most will acquire some reading and writing skills such as: letters of the alphabet, writing at least three simple words from an example, and writing their own first and last name. They will need significant supports to write simple sentences or read simple stories at about that expected of someone who has attended 2 years of primary/elementary school. | <ul style="list-style-type: none"> • Most are unable to be engaged in more social or other games with complex rules (e.g., board games). • Most will need help providing socially polite responses such as “please”, “thank you”. • Most are unable to recognize when a social situation might pose some danger to them (e.g., potential for abuse or exploitation). | <ul style="list-style-type: none"> • Many will understand the function of money but struggle with making change, budgeting and making purchases without being told what to buy. • Most will need supports being safe in the community and living independently. They will need substantial supports for employment – finding and keeping a job. • Most will not likely be able to travel independently to new places, have a developed concept of time sufficient to tell time independently and know when they are late. |
| <p>SEVERE</p> | <ul style="list-style-type: none"> • Will often need life-long supports to recall and comply with instructions given 5 minutes prior, sustain their attention to a story for a 15-minute period. Most are able to listen and attend to a story for a period of at least 5 minutes. • Most can make sounds or gestures to get the attention of individuals in their environment and can make their needs known. • They may need help using simple phrases, describing objects and relating their experiences to others, speaks at least 100 recognizable words, using negatives, possessives and pronouns, and asking “wh” questions. <p><i>Literacy</i></p> <ul style="list-style-type: none"> • Reading and writing skills will be limited to: identifying some letters of the alphabet, | <ul style="list-style-type: none"> • All will need help in social situations, showing and expressing their emotions in an appropriate manner, and engaging in a reciprocal conversation with others. • Most can play simple social games such as catching and throwing a ball, but may need help choosing friends to play with. They need considerable help to play symbolically, follow the rules while playing games such as turn-taking or sharing toys. • Most will need help with transition - changing from one activity to the next or an unexpected change in routine. • Most will not spontaneously use polite forms such as “please”, “excuse me”, “thank you”, etc. or respectful / customary ways of addressing others. They will need significant support starting, maintaining and ending conversations with others. | <ul style="list-style-type: none"> • Most will need some supports for even basic personal hygiene, domestic skills, home and community skills. • Most will be able to drink independently from a cup and learn to use basic utensils for eating. Some may continue to need supports getting dressed. • Many may learn independent toileting if provided an established routine. Most will be unable to care for their own belongings, perform household chores independently, cooking, or care for their health. • Most will need substantial supports to travel independently, plan and do shopping and banking of any sort. |

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| | <p>copying simple words from an example and attempt to write their name.</p> | <ul style="list-style-type: none"> • Most do not recognize when a social situation might pose a danger to them (e.g., potential for abuse or exploitation) or discern dangers potentially associated with strangers. | <ul style="list-style-type: none"> • Most will require significant supports to be engaged in paid employment. |
| <p>PROFOUND</p> | <ul style="list-style-type: none"> • Most are able to turn their head and eye gaze toward sounds in their environment and respond to their name when called. • Most will use sounds and gestures to get parent/caregiver’s attention, express their wants, and some will have the understanding of the meaning of yes and no. Some are able with prompting to wave good-bye, use their parent’s/caregiver’s name /customary ways of addressing others, and point to objects to express their preferences. • Most will cry or make vocalizations when hungry or wet, smile, and make sounds of pleasure. • Most are not able to follow instructions or story being told. • Most will have only rudimentary knowledge of moving around within their house. <p><i>Literacy</i></p> <ul style="list-style-type: none"> • Most will not learn to read or write. | <ul style="list-style-type: none"> • Most will not spontaneously show interest in peers or unfamiliar individuals. • With significant supports, most are able to imitate simple actions/behaviors or show concern for others. • Most will not engage in reciprocal/back-and-forth conversation. • Most will not spontaneously use polite forms such as “please”, “excuse me”, “thank you”, etc. • Most are unable to anticipate changes in routines. Social interactions with others will be very basic and limited to essential wants and needs. • Most are unable to recognize when a social situation might pose some danger to them (e.g., potential for abuse or exploitation). | <ul style="list-style-type: none"> • Most will need supports performing even the most basic self-care, eating, washing, and domestic skills. • Some may learn independent toileting during the day but nighttime continence will be more difficult. • Most will have difficulty picking out appropriate clothing and zipping and snapping clothes. • Most will need supervision and supports for bathing, including safely adjusting water temperature and washing/drying. • Most will be unable to independently clean or care for their living environment, including clothing and meal preparation. • All will need substantial supports with health matters, being safe in the home and community, learning the concept of days of the week and time of day. • Most will be extremely limited in their vocational skills and engagement in employment activities will necessitate structure and supports. |