

DISORDERS OF INTELLECTUAL DEVELOPMENT

TABLE A: BEHAVIOURAL INDICATORS OF INTELLECTUAL FUNCTIONING

Note: The presence or absence of particular behavioural indicators listed in the chart below is not sufficient to assign or defer a diagnosis of Disorder of Intellectual Development. Clinical judgment is a necessary component in determining whether an individual has a Disorder of Intellectual Development, and diagnosis relies on the following key assumptions being met: (1) Limitations in present functioning have been considered within the context of community environments typical of the individual’s age peers and culture; (2) Valid assessment considered cultural and linguistic diversity as well as differences in communication, sensory, motor and behavioural factors; (3) Within an individual, limitations are recognized to often coexist alongside strengths and both were considered during the assessment; (4) Limitations are described, in part, to develop a profile of needed supports; and (5) It is recognized that with appropriate supports over a sustained period, the life functioning of the affected person generally will improve (AAIDD, 2010, p. 1). 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	Early Childhood <i>(Determination of severity should be reassessed after appropriate educational services and supports are provided)</i>	Childhood & Adolescence <i>(Determination of severity should be reassessed after appropriate educational services and supports are provided)</i>	Adulthood <i>(Determination of severity should be reassessed after appropriate educational services and supports are provided)</i>
MILD	<p>By the end of this developmental period:</p> <ul style="list-style-type: none"> • Most will develop language skills and be able to communicate needs. Delays in the acquisition of language skills are typical and once acquired are frequently less developed than typically-developing peers (e.g., more limited vocabulary). • Most can tell or identify their gender and age. • Most can attend to a simple cause-effect relationship. • Most can attend to and follow up to 2-step instructions. 	<p>During this developmental period, there is evidence of the emergence of or presence of the abilities listed below.</p> <ul style="list-style-type: none"> • Most can communicate effectively. • Most can tell or identify their age. • Most can initiate/invite others to participate in an activity. • Most can communicate about past, present and future events. • Most can attend to and follow up to 3-step instructions. • Most can identify different denominations of money (e.g., coins) and count small amounts of money. • Most can cross street intersections safely (look in both directions, wait for traffic to clear before crossing, 	<ul style="list-style-type: none"> • Most can communicate fluently. • Many can tell or identify their birth date. • Most can initiate/invite others to participate in an activity. • Most can communicate about past, present, and future events. • Most can attend to and follow up to 3-step instructions. • Most can identify different denominations of money (e.g., coins) and count money more or less accurately. • Most can orient themselves in the community and learn to travel to new places using different modes of transportation with instruction / training.

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	<ul style="list-style-type: none"> • Most can make one-to-one correspondence or match to sample (e.g., organize or match items according to shape, size, colour). • Most can communicate their immediate future goals (e.g., desired activities for the day). • Most can express their likes and dislikes in relationships (e.g., who they prefer to spend time with), activities, food, and dress. <p><i>Literacy / Numeracy</i></p> <ul style="list-style-type: none"> • Most will develop emergent reading and writing skills. • Most will be able to recognize letters from their name and some can recognize their own name in print. 	<p>obey traffic signals). In contexts without busy intersections, most can follow socially acceptable rules necessary to ensure personal safety.</p> <ul style="list-style-type: none"> • Most can communicate their future goals and participate in their health care. • Most can identify many of their relatives and their relationships. • Most can apply existing abilities in order to build skills for future semi-skilled employment (i.e., involving the performance of routine operations) and in some cases skilled employment (e.g., requiring some independent judgment and responsibility). • Most are naive in anticipating full consequences of actions or recognizing when someone is trying to exploit them. • Some can orient themselves in the community and travel to new places using familiar modes of transportation. <p><i>Literacy / Numeracy</i></p> <ul style="list-style-type: none"> • Most can read sentences with five common words. • Most can count and make simple additions and subtractions. 	<ul style="list-style-type: none"> • Some can learn the road laws and meet requirements to obtain a driver’s license. Travel is mainly restricted to familiar environments. • Most can cross residential street intersections safely (look in both directions, wait for traffic to clear before crossing, obey traffic signals). In contexts without busy intersections, most can follow socially acceptable rules necessary to ensure personal safety. • Most can communicate their decisions about their future goals, health care, and relationships (e.g., who they prefer to spend time with). • Most can apply existing abilities in the context of semi-skilled employment (i.e., involving the performance of routine operations) and in some cases skilled employment (e.g., requiring some independent judgment and responsibility). • Most remain naive in anticipating full consequences of actions or recognizing when someone is trying to exploit them. • Most have difficulty in handling complex situations such as managing bank accounts and long-term money management. <p><i>Literacy / Numeracy</i></p>
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			<ul style="list-style-type: none"> • Most can read and write up to approximately a level expected for someone who has attended 7 to 8 years of schooling (i.e., start of middle school), and read simple material for information and entertainment. • Most can count, understand mathematical concepts, and make simple mathematical calculations.
<p>MODERATE</p>	<ul style="list-style-type: none"> • Most will develop language skills and be able to communicate needs. Delays in the acquisition of language skills are typical and once acquired are often less developed than typically-developing peers (e.g., more limited vocabulary). • Most can follow one-step directions. • Most can self-initiate activities and participate in parallel play. Some develop simple interactive play. • Some can attend to a simple cause-effect relationship. • Most can distinguish between “more” and “less.” • Some can make one-to-one correspondence or match to sample (e.g., organize or match items according to shape, size, colour). 	<ul style="list-style-type: none"> • Most can communicate their needs effectively. • Most can tell or identify their age and gender. • Most can initiate/invite others to participate in an activity. • Most can communicate immediate experiences. • Most can attend to and follow up to 2-step instructions. • Some can cross residential street intersections safely (look in both directions, waiting for traffic to clear before crossing, obey lights and signal signals). In contexts without busy intersections, some can follow socially acceptable rules necessary to ensure personal safety. • Some can go independently to nearby familiar places. 	<ul style="list-style-type: none"> • Most can communicate with reasonable fluency in short sentences. • Most can tell or identify their age. • Most can initiate/invite others to participate in an activity. • Most can communicate immediate experiences. • Most can attend to and follow up to 2-step instructions. • Most can cross residential street intersections safely (look in both directions, wait for traffic to clear before crossing, obey lights and signal signals). In contexts without busy intersections, some can follow socially acceptable rules necessary to ensure personal safety. • Some can travel independently to familiar places. • Most can communicate their preferences about their future goals, health care, and relationships (e.g., who they prefer to

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	<ul style="list-style-type: none"> • Many can express their likes and dislikes in relationships (e.g., who they prefer to spend time with), activities, food, and dress. <p><i>Literacy / Numeracy</i></p> <ul style="list-style-type: none"> • Most can recognize symbols. 	<ul style="list-style-type: none"> • Most can communicate preferences about their future goals when provided with options. • Most can express their likes and dislikes in relationships (e.g., who they prefer to spend time with), activities, food, and dress. • With support, most can apply existing abilities in order to build skills for future semi-skilled employment (i.e., involving the performance of routine operations) • Most are naive in anticipating full consequences of actions or recognizing when someone is trying to exploit them. <p><i>Literacy / Numeracy</i></p> <ul style="list-style-type: none"> • Most will develop emergent reading and writing skills. • Most can recognize their own name in print. • Most can choose correct number of objects • Some can learn to count up to 10. 	<p>spend time with) and will often act in accordance with these preferences.</p> <ul style="list-style-type: none"> • Some can apply existing abilities in the context of semi-skilled employment (i.e., involving the performance of routine operations). • Most remain naive in anticipating full consequences of actions or recognizing when someone is trying to exploit them. <p><i>Literacy / Numeracy</i></p> <ul style="list-style-type: none"> • Most can read sentences with three common words and can achieve a reading and writing level up to that expected of someone who has attended 4 to 5 years of schooling (i.e., several years of primary/elementary school). • Most can choose correct number of objects. • Most can count to 10 and in some cases higher.
<p>SEVERE</p>	<ul style="list-style-type: none"> • Most will develop various simple non-verbal strategies to communicate basic needs. 	<ul style="list-style-type: none"> • Most can use communication strategies to indicate preferences. • Most can self-initiate activities. 	<ul style="list-style-type: none"> • Most can use communication strategies to indicate preferences. • Most can self-initiate activities.

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	<ul style="list-style-type: none"> • Some can self-initiate activities. • Most can attend to and respond to others. • Most can separate one object from a group upon request. • Most can stop an activity upon request. • Most can express their likes and dislikes in relationships (e.g., who they prefer to spend time with), activities, food, and dress when given concrete choices (e.g., with visual aids). <p><i>Literacy / Numeracy</i></p> <ul style="list-style-type: none"> • Most can make rudimentary marks that are pre-cursors to letters on page. 	<ul style="list-style-type: none"> • Most can attend to and recognize familiar pictures. • Most can follow 1-step instructions and stop an activity upon request. • Most can distinguish between “more” and “less.” • Most can separate one object from a group upon request. • Most can differentiate locations and associate meanings (car, kitchen, bathroom, school, doctor’s office, etc.) • Most can express their likes and dislikes in relationships (e.g., who they prefer to spend time with), activities, food, and dress when given concrete choices (e.g., with visual aids). • With support, some may be able to apply existing abilities in order to build skills for future unskilled employment (i.e., involving performing simple duties) or semi-skilled employment (i.e., involving performing routine operations). <p><i>Literacy / Numeracy</i></p> <ul style="list-style-type: none"> • Most can recognize symbols. • Many can recognize own name in print. 	<ul style="list-style-type: none"> • Most can attend to and recognize familiar pictures. • Most can follow 1-step instructions and stop an activity upon request. • Most can distinguish between “more” and “less.” • Most can separate one object from a group upon request. • Most can differentiate locations and associated meanings (car, kitchen, bathroom, school, doctor’s office, etc.) • Most can communicate their preferences about their future goals, health care, and relationships (e.g., who they prefer to spend time with) when given concrete choices (e.g., with visual aids). • Some can apply existing skills to obtain unskilled employment (i.e., involving performing simple duties) or semi-skilled employment (i.e., involving performing routine operations) with appropriate social and visual/verbal supports. <p><i>Literacy / Numeracy</i></p> <ul style="list-style-type: none"> • Most can recognize common pictures (e.g., house, ball, flower). • Many can recognize letters from an alphabet.
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<p>PROFOUND</p>	<ul style="list-style-type: none"> • Many will develop non-verbal strategies to communicate basic needs. • Most can attend to and respond to others. • Most can start or stop activities with prompts and aids. • Many can express their likes and dislikes in relationships (e.g., who they prefer to spend time with), activities, food, and dress when given concrete choices (e.g., with visual aids). <p><i>Literacy / Numeracy</i></p> <ul style="list-style-type: none"> • They will not learn to read or write. 	<ul style="list-style-type: none"> • Most will develop strategies to communicate basic needs and preferences. • Most can recognize familiar people in person and in photographs. • Most can perform very simple tasks with prompts and aids. • Some can separate one object from a group upon request. • Some can differentiate locations and associated meanings (car, kitchen, bathroom, school, doctor’s office, etc.) • Many can express their likes and dislikes in relationships (e.g., who they prefer to spend time with), activities, food, and dress when given concrete choices (e.g., with visual aids). 	<ul style="list-style-type: none"> • Most will develop non-verbal strategies and some utterances /occasional words to communicate basic needs and preferences. • Most can attend to and recognize familiar pictures. • Most can perform very simple tasks with prompts and aids. • Some can separate one object from a group upon request. • Some can differentiate locations and associated meanings (car, kitchen, bathroom, school, doctor’s office, etc.) • Many can communicate their preferences about their future goals, health care, and relationships (e.g., who they prefer to spend time with) when given concrete choices (e.g., with visual aids).
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