

DISORDERS OF INTELLECTUAL DEVELOPMENT

TABLE B: BEHAVIOURAL INDICATORS OF ADAPTIVE BEHAVIOUR

EARLY CHILDHOOD (up to 6 years 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. Unless explicitly stated, 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 by 6 years of age. 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 can perform basic listening skills with a 15- minute attention span. Most need help to sustain their attention for 30 minutes. • Most are able to follow simple 2-step instructions. They need help following a 3-step or “if-then” type of instruction. • Most can state their age and name and identify close family members when asked. 	<ul style="list-style-type: none"> • Most can perform independently basic skills related to social interaction such as imitation, showing affection to familiar persons as well as friend-seeking behaviour, expressing emotions, and answering basic questions. • Most will need frequent encouragement and assistance in offering help to others, sharing interests, or perspective taking. They are able to engage in play with others, even with minimal supervision although they will need assistance taking turns, following rules, or sharing. 	<ul style="list-style-type: none"> • Most will learn the majority of basic eating, washing face and hands, toileting, and self-care skills. • Most will acquire independence in dressing (may need help to button/fasten clothes) and nighttime continence. • Most can use simple household devices.

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	<ul style="list-style-type: none"> • Many have a 100-word vocabulary. Most ask “wh” question (who, what, where, why) but most will need help using pronouns and tense verbs. • Most are not able to give a detailed account of their experiences. • Most will understand the simple concepts of time, space, distance and spatial relationships. <p><i>Literacy</i></p> <ul style="list-style-type: none"> • Many will not learn reading/writing skills. If present, reading skills will be limited to identifying some letters of the alphabet. Only some will be able to recognize their own name in print. 	<ul style="list-style-type: none"> • Most are able to demonstrate polite behaviour (saying “please”, “thank you”) although they may need help apologizing, demonstrating appropriate behaviour with strangers, or waiting for the appropriate moment to speak in a social context. • Most will need help to modify their behaviour in accordance to changing social situations or when there is a change in their routines. 	<ul style="list-style-type: none"> • Most will need supports with bathing, using utensils, toileting such as cleaning after passing stools, and brushing teeth. • Most can learn the concept of danger and avoid hot objects. • Most will be able to independently help with simple household chores, but will often need assistance with more complex tasks such as putting away clothes or cleaning up their rooms. • With some assistance, most can learn the concept of money (although will be unable to learn the value of the different denominations, e.g., coins), can count to 10, and follow basic rules around the home. • Will be unable to learn days of the week, learn and remember phone numbers.
<p>MODERATE</p>	<ul style="list-style-type: none"> • Most will independently point to common objects when asked and follow 1-step instructions. Some will need supports to perform basic skills such as following simple 2-step instructions. • Most can state their own name. • Most will have basic communication skills such as: formulating one-word requests, using simple phrases, using other people’s customary ways of addressing (mommy, papa, sister) but will need help with full names. • Most speak at least 50 words and name/point at least 10 objects when asked. 	<ul style="list-style-type: none"> • Most are able to perform independently some of the basic skills related to social interaction, although they might need some help making new friends, answering basic social questions, or expressing their emotions. • Most are able to play with peers and show interest in play/interact with others, but may need more supervision/supports to play cooperatively with others, play symbolically, take turns, follow rules of a game and share objects. • Most will not be able to perform more complex social skills involving inter-personal interactions such as offering help to others, empathy, 	<ul style="list-style-type: none"> • Most can learn the majority of basic eating skills, may need more assistance than their same-age peers with toilet training and dressing themselves (some help needed to button/fasten). • Most will learn to ask to use the toilet, drink from a cup, feed themselves with a spoon, and some may become toilet trained during daytime. Will often need supports with brushing teeth, bathing, and using utensils. • With some supports, most can learn to use simple household devices and carry

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	<ul style="list-style-type: none"> • Most are not able (or will need considerable support) to use past tense verbs, pronouns or “wh” questions. <p><i>Literacy</i></p> <ul style="list-style-type: none"> • Most will not learn reading or writing skills, but know how to use pens and pencils and make marks on a page. 	<p>sharing their interests with others or perspective taking.</p>	<p>out simple chores such as putting away their footwear.</p> <ul style="list-style-type: none"> • Most can learn the concept of danger although some assistance will be needed when using sharp objects (e.g., scissors). • Many will be able to help with very simple household chores such as cleaning fruits and vegetables. • Most will not acquire the understanding of the concept of money and time.
SEVERE	<ul style="list-style-type: none"> • Most can perform independently the most basic skills such as wave good-bye, identify parent/caregiver, point to a desired object and point or gesture to indicate their preference, and understanding the meaning of yes and no. • Most will need supports to point to/identify common objects, follow 1-step instructions, and sustain their attention to listen to a story for at least 5 minutes. • Most will not be able to state their age correctly and will speak less than 50 recognizable words. They may need help formulating 1-word requests and using first names or nicknames of familiar people, naming objects, answering when called upon, and using simple phrases. <p><i>Literacy</i></p> <ul style="list-style-type: none"> • Most will not learn reading and writing skills. 	<ul style="list-style-type: none"> • Most will need help to perform basic social skills such as imitation or showing interest and preferences in social interactions with their peers. • Most are able to show interest when someone else is playful and to play simple games. • Most will need significant supports to play in a cooperative way, play symbolically or seek others for play/leisure activities. • Most will need significant help with transitions - changing from one activity to another or an unexpected change in routine. • Most will need significant help using polite social responses such as “please” and “thank you”. • Most will not be able to engage in turn-taking, following rules or sharing objects. 	<ul style="list-style-type: none"> • Most can learn many of the basic eating skills but will need substantially more assistance than their same-age peers with toilet training, learning to use a cup and spoon, and putting on clothes. • Most can learn to use simple household devices with consistent supports. • Most will have difficulty learning to master many self-care skills, including using the toilet independently. • Most will not be able to learn the concept of danger and will require close supervision in areas such as the kitchen. • Some may learn basic cleaning skills such as washing hands but will consistently need assistance. • Most will not learn the concept of money, time, or numbers.

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<p>PROFOUND</p>	<ul style="list-style-type: none"> • Most will master only the most basic communication skills such as turning their eye gaze and head towards a sound. • They will need prompting to orient towards people in their environment, respond when their name is called, and understand the meaning of yes and no. • They are able to cry when hungry or wet, smile and make sounds of pleasure, but it may be difficult to get their attention. <p><i>Literacy</i></p> <ul style="list-style-type: none"> • They will not learn to read or write. 	<ul style="list-style-type: none"> • Most may be able to perform only the most basic social skills such as smiling, orienting their gaze, looking at others/objects, or showing basic emotions. • Some might be able to perform other basic social skills with considerable support/prompting, such as showing preference for people or objects, imitating simple movements and expressions, or engaging in reciprocal social interactions. • Some can show interest when someone else is playful, but will need considerable support to play simple games. • Will have difficulty adapting to changes and transitions in activity/location. • Most will be unable to follow rules of a social game. 	<ul style="list-style-type: none"> • Most will need help performing even the most basic eating, dressing, drinking, and bathing skills. • Most will be unable to learn to be independent using the toilet, being dry during the day, bathing or washing self at the sink, using a fork and knife. • Most will need constant supervision around potentially dangerous situations in the home and community. • Most will be unable to clean up after themselves; will need help with even basic chores, such as picking up belongings to put away. • Most will not be able to learn to independently use the telephone or other simple devices around the home.
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