

DISORDERS OF INTELLECTUAL DEVELOPMENT

TABLE C: BEHAVIOURAL INDICATORS OF ADAPTIVE BEHAVIOUR

CHILDHOOD AND ADOLESCENCE (6 to 18 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 18 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 will need some help to sustain their attention for 30–minute period. • Most can follow 3-step instructions. • Most will acquire sufficient communication skills to use pronouns, possessives and regular tenses, as well as be able to ask “wh” question (e.g., who, what, where, when or why). 	<ul style="list-style-type: none"> • Some may have more concrete understanding of social situations and may need supports understanding some types of humor (i.e., teasing others), making plans and knowing to let others know about these plans as needed, control their emotions when faced with disappointment, knowing to avoid dangerous activities or situations that may not be in their best interest (e.g., taken advantage of or exploited). 	<ul style="list-style-type: none"> • Most will learn to perform independently most dressing, toileting, and eating skills. • Most will learn to independently manage activities of daily living such as brushing teeth, bathing and showering. • Most will need some support getting around the community and being safe (e.g., although they will know to stay to

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	<ul style="list-style-type: none"> Many will need support to tell a narrative story or to give someone simple directions. They also need assistance to explain their ideas using multiple examples, detail short-term goals and steps to achieve them, stay on the topic in group conversations and move from one topic to another. <p><i>Literacy</i></p> <ul style="list-style-type: none"> Most will have reading and writing skills that are limited to approximately up to that expected of someone who has attended 3 or 4 years of primary/elementary school. 	<ul style="list-style-type: none"> Some may need some supports initiating conversation, organizing social activities with others or talking about shared interests with peers/friends. Some may need substantial support to talk about personal things, emotions, or understanding social cues. Most are able to play outdoor sports or other social games in groups although they need help to play games with more complex rules (e.g., board games). 	<p>the side of routes with car traffic) may continue to need support to check for traffic before crossing a street.</p> <ul style="list-style-type: none"> Many may be vulnerable to being taken advantage of in social situations. May continue to need some supports for telling time, identifying correct day/dates on calendar, making and checking the correct change at the store, being independent with basic health-maintaining behaviours. If available, many can learn to use computers and cell phones for school and play. Will learn basic work skills at nearly the same pace as their same-age peers but will require greater repetition and structure for mastery.
<p>MODERATE</p>	<ul style="list-style-type: none"> Most need help to perform skills such as following instructions containing “if-then” as well as sustaining their attention to listen to a story for at least a 15-minute period. Most can say at least 100 words, use negatives, use simple sentences and state their first and last name and their locality / place of residence. Some may need help using pronouns, possessives, or past tense verbs. Some may need supports telling basic parts of a story or asking “wh” questions (e.g., when, where, why, who, etc.). 	<ul style="list-style-type: none"> Some may need support expressing their emotions or concerns, knowing when others might need their help, showing emotions appropriate to the situation / context, or knowing what others like or want. Most need considerable help initiating a conversation, waiting for the appropriate moment to speak, meeting friends and going on social outings or talking about shared interests with others. Most will need help following rules when playing simple games or going out with friends. Some will need support when changing routines and transitioning between activities/places. 	<ul style="list-style-type: none"> Most can learn to feed themselves, use the toilet, and dress (including putting shoes / footwear on correct feet). Most will often continue to need supports to attain independence for bathing and showering, brushing teeth, selecting appropriate clothing, being independent and safe in the home and community. Most will continue to have difficulty using a knife to cut food, use the cooking appliances safely, use household products safely, and do household chores. Most will not acquire the understanding of taking care of their health.

TABLE C: BEHAVIOURAL INDICATORS OF ADAPTIVE BEHAVIOUR, CHILDHOOD AND ADOLESCENCE

	<ul style="list-style-type: none"> • Most will not learn complex conversation skills (i.e., express their ideas in abstract manner or in more than one way). <p><i>Literacy</i></p> <ul style="list-style-type: none"> • Most will have reading and writing skills that will be limited to approximately up to that expected of someone who has attended 2 years of primary/elementary school. • May need support with reading simple stories, writing simple sentences, and writing more than 20 words from memory. • Most will be able to say the names of a few animals, fruits, and foods prepared in the home. 	<ul style="list-style-type: none"> • Some will need support in behaving appropriately in accordance to social situations and knowing what to do in social situations involving strangers. • Most individuals will not be able to share with others about their past day's events/activities, will need supports managing conflicts or challenging social interactions and recognizing/avoiding dangerous social situations. 	<ul style="list-style-type: none"> • Most will learn basic work skills but later than same-age peers.
<p>SEVERE</p>	<ul style="list-style-type: none"> • Most will be able to independently make simple one-word requests, use first names of familiar individuals and name at least 10 familiar objects. • Some may need help following instructions and will not be able to use pronouns, possessives, regular past tenses, or state their age. • With help, some may be able to ask “wh” questions (e.g., when, why, what, where, etc.), use at least 100 recognizable words, use negatives, and relate their experiences in simple sentences. <p><i>Literacy</i></p> <ul style="list-style-type: none"> • Most will have reading and writing skills that will be limited to identifying some letters of the alphabet. • Most will be able to count up to 5. 	<ul style="list-style-type: none"> • Some may need support demonstrating friend-seeking behavior, or engaging in reciprocal social interactions. • Most need help expressing their emotions or showing empathy. • Most will not know that they should offer help to others without cues or prompting, show appropriate emotions in social situations, engage in conversations or query others about their interests. • Most need support to play cooperatively. • Most need help with transitions - changing from one activity to another or an unexpected change in routine. • With considerable help, some might be able to start/end a conversation appropriately, say “please” and “thank you” when appropriate • Most will have difficulty following social rules as well as rules associated with games such as turn- 	<ul style="list-style-type: none"> • Most can learn to independently put on and take off clothing, feed themselves with hand or a spoon, and use the toilet. • They will often continue to need supports to attain independence for putting shoes or other footwear on the correct feet, buttoning and fastening clothing, bathing and showering. • Most individuals will not learn the rules and safe behaviours in the home and community, doing household chores or checking for correct change when purchasing items. • Some will learn basic work skills but later than same-age peers.

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		taking or sharing toys. Most will be unable to participate in social or other games with complex rules.	
PROFOUND	<ul style="list-style-type: none"> • Most will have basic communication skills such as orienting their eye gaze and turning their head to locate a sound, responding to their name, getting a parent/caregiver’s attention, expressing their needs, and demonstrating an understanding of the meaning of yes and no. • With significant supports, some will be able to wave “good-bye”, use their parent/caregiver’s name, and point to objects to express their preferences. • Most indicate when there are hungry or wet by making a vocalization or crying, smile, and make sounds to indicate they are happy/sad. • Some may not be able to effectively use communication to get the attention of others in their environment. <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 need some help to perform basic social skills such as showing interest and affection for persons familiar to them, engage in social interactions, or discriminate between acquaintances. • Some can perform certain social skills such as imitation, showing interest in peers, or empathy. • For some, transitioning between social contexts and activities will elicit negative reactions if not done with supports. • Most will not be able to engage in cooperative social play and will need a lot of help modulating their behavior to different social cues. 	<ul style="list-style-type: none"> • Most will need exceptional supports with basic hygiene and washing, picking up after themselves, clearing their place at the kitchen table, being safe in the kitchen, and using hot water. • Most will be unable to learn to prepare foods or assist in the kitchen, use simple household devices (e.g., switches, stoves, microwave). • Most individuals will not learn rules and safe behaviours in the home and community. • Most will require a lot of supervision to remain on task and be engaged in basic vocational or pre-vocational skills.