

Lesson One – Defining Intellectual Disability

Lesson Overview

In this lesson, participants will receive a brief overview of the history of intellectual disabilities and a basic definition of the term. Participants will begin to understand how developmental disabilities are defined by specific characteristics.

Lesson Objectives

After completing this lesson, participants will be able to:

- Define intellectual disability (ID) and developmental disabilities
- Understand how they are diagnosed
- Identify the symptoms of ID
- Identify common examples of developmental disabilities
- Understand person-centered language

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	• <i>What is an Intellectual Disability?</i> Handout • <i>Intellectual Disability Pre-Self-Test</i>	1. Print/photocopy <i>What is an Intellectual Disability?</i> (one per group of 3-4 participants) 2. Print/photocopy <i>Intellectual Disability Pre-Self-Test</i> (one per person)	10 minutes
LEARN	• <i>Defining Intellectual Disability</i> slide presentation • <i>Defining Intellectual Disability Notes Page</i>	1. Prepare <i>Defining Intellectual Disability</i> slide presentation for viewing 2. Print/photocopy <i>Intellectual Disability Note Page</i> (one per person)	45 minutes
REVIEW	• <i>Intellectual Disability Closing Activity</i> • <i>Intellectual Disability Closing Activity – Answer Key</i> • <i>Intellectual Disability Closing Quiz</i> • <i>Intellectual Disability Close Quiz – Answer Key</i> • <i>Intellectual Disability Post Self-Test</i>	1. Print/photocopy <i>ID Closing Activity, Closing Quiz and Post Self-Test</i> documents (one per person)	15 minutes

Lesson One – Defining Intellectual Disability

FOCUS: Defining Intellectual Disability

10 minutes

Purpose:

This activity will provide to participants the definition of intellectual disability (ID) and the vital information they must know before caring for patients with ID conditions.

Materials:

- *What is an Intellectual Disability?* handout
- *Intellectual Disability Pre-Self-Test*

Facilitation Steps:

1. Break participants into small groups of 3-4. Ask participants to define what they think an intellectual disability is. They are allowed no use of external resources (i.e. phones, laptops, etc.)
2. Give each group the *What is an Intellectual Disability?* handout (one per group).
3. Give each group five minutes to come up with a definition, which will be submitted on the handout. Do not require the handout to be turned back in unless preferred, as this is just a group check-in before being given the definition of an intellectual disability. Set this aside for now.
4. Give each participant the *Intellectual Disability Pre-Self-Test*. Allow 2-3 minutes to complete it and return it to the instructor. This will help instructors better understand what participants know or need to know about intellectual disabilities.

Name: _____ Class: _____

What is an Intellectual Disability?

In groups of 3-4, please develop a collective answer for the following question:

What is an Intellectual Disability? Consider what you may have seen in school, movies, communities, etc.
Please do not use your cell phones to research the definition.

Please note that you are not required to turn this in. This is simply a starting point for your learning.

Name: _____ Class: _____

Intellectual Disability Pre-Self-Test

Please rate the following questions on a 1-5 scale.

1=disagree 2=somewhat disagree 3=neutral 4=somewhat agree 5=agree

1. I know what an intellectual disability (ID) is

1 2 3 4 5

2. I know what a developmental disability (DD) is

1 2 3 4 5

3. I know what person-centeredness and person-centered language is

1 2 3 4 5

4. I know about the signs, symptoms, and causes of intellectual disabilities

1 2 3 4 5

5. I know about the common experiences of people with ID/DD

1 2 3 4 5

6. I am familiar with the history of people with ID/DD

1 2 3 4 5