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| DEVELOPMENT OF CHILDREN WITH MR AGES 6-12 Y/O | **PHYSICAL DEVELOPMENT** | **COGNITIVE DEVELOPMENT** | **SOCIAL & EMOTIONAL DEVELOPMENT** | **COMMUNICATION & LANGUAGE DEVELOPMENT** |
| • Slower physical Development  (e.g., toilet training, walking) and are likely to have some forms of associated physical problems.  • General clumsiness  • Lack of coordination and of gross and fine motor skills  • Can perform simple self-care  • According to some studies, children with MR are 2-4 years behind in most motor skills.  • Due to the delays in gross and fine motor skills children with MR are having difficulty performing daily living task such as dressing, bathing, toileting, climbing and stepping up and down the stairs, jumping, running, skipping, marching, dancing, and hopping. | • Lag significantly behind grade-level peers in developing academic skills.  • Delayed in learning to read and learning basic math skills  • However, can develop basic literacy skills and functional mathematics skills.  • Problem with attention span  *(orienting a task, selective attention, and sustaining attention to a task)*  • Has difficulty remembering information  • Difficulty with spatial relationships Many cannot copy a geometrical design or put a puzzle together.  • There may be problems in interpreting common facial expressions, such as frowns, grimaces, looks of annoyance, and therefore, inappropriate responses.  • Often do not get to places on time because, in addition to confusion about right and left directionality and poor concepts of time, they get lost.  • Assembling a pencil sharpener, vacuum cleaner, or luggage rack can be a major challenge.  • Memory deficiencies interfere with learning rote material such as days of the week, months of the year, and times tables.  • Basic facts are hard to remember and there is a lack in knowledge of general information. | • Difficulty understanding the content of verbal interactions and understanding expectations (e.g., when to listen, when and how to respond)  • Inability to read social cues and interact successfully in conversations  • Lack of affiliation in school activities  • Low social status  • Negative self-concept  • Difficulty distinguishing between acceptable and unacceptable standards of behavior  • Immature personal behavior Inappropriate or  • Emotional disturbance  • Want to develop their skills to the best of their abilities  • They want to go to school, play, and feel support from loving families and good friends.  • Many failures and frustrations throughout the school years result in feelings of inadequacy  • Lack of confidence  • Less ability to understand cause/effect relationships  ● Can learn some  practical skills for daily living  ● Can live independently  to a certain extent in familiar environment and with proper support  ● tend to ridicule his inabilities | • Delayed in language development, that has a negative influence on academic achievement.  • Poor readers  • Significantly delayed in general oral language skills, have difficulty comprehending what they have read because of weak verbal skills in areas such as vocabulary.  • Difficulty discriminating among similar sounding phonemes, blending sounds into words, and associating sounds with their letter counterparts.  • A common finding is a history of language delays or impairment resulting in smaller vocabularies  • Less use of and understanding of complex sentences, mispronunciations, incorrect word usage, poor organization of thought  • Narrower range of meanings for words.  • Can acquire basic  communication skills |