

DOWNLOAD PDF ART PROJECTS FOR THE MENTALLY RETARDED CHILD

Chapter 1 : Activities for Mentally Challenged Adults | Healthfully

Mentally handicapped children still enjoy art activities and crafts just like any other child. However, these children may need to help with certain aspects of the craft due to their impairment. Choose simple crafts that you think the children might enjoy.

Mental retardation is not a disease. Mental retardation is also not a type of mental illness, like depression. There is no cure for mental retardation. However, most children with mental retardation can learn to do many things. It just takes them more time and effort than other children.

Diagnosis Making: Mental retardation is diagnosed by looking at two main things. Intellectual functioning, or IQ, is usually measured by a test called an IQ test. The average score is 100. People scoring below 70 to 75 are thought to have mental retardation. To measure adaptive behavior, professionals look at what a child can do in comparison to other children of his or her age. Certain skills are important to adaptive behavior. As many as 3 out of every 100 children in the country have mental retardation.

Characteristics: There are many signs of mental retardation. When they are children, their limitations may not be obvious. They may not even be diagnosed as having mental retardation until they get to school. As they become adults, many people with mild retardation can live independently. Other people may not even consider them as having mental retardation. These people will have more difficulty in school, at home, and in the community. A person with more severe retardation will need more intensive support his or her entire life. Every child with mental retardation is able to learn, develop, and grow. With help, all children with mental retardation can live a satisfying life.

Difficulties with education and training: A child with mental retardation can do well in school but is likely to need individualized help. Early intervention is provided to children in the age group 3 to 6 years. Many children with ID require modification in teaching methodology. Professionals and parents need to work on adaptive skills to be independent in community. For eligible school-aged children including preschoolers, special education and related services are made available through the school system. Children with moderate disability IQ is always obvious within the first years of life. They will encounter difficulty in play, in school, at home, and in the community. Sometimes they require special schooling to become functioning members of society. Some of these skills include:

Interpretation of the IQ scores The DSM-IV classification system continues to describe those with mental retardation in terms of degrees of severity that reflect the measured level of intellectual functioning. In early childhood mild disability IQ may not be obvious, and may not be diagnosed until they begin school. Even when poor academic performance is recognized, it may take expert assessment to distinguish mild mental retardation from learning disability or behavior problems. As they become adults, many people can live independently and may be considered by others in their community as "slow" rather than "retarded". Children with severe disability IQ, less than 50 will need more intensive support and supervision his or her entire life. The limitations of cognitive function will cause a child to learn and develop more slowly than a typical child. Children may take longer to learn to walk, speak, and take care of their personal needs. They may have trouble learning in school. They require more repetition, and there may be some things they cannot learn also. Children may take longer to learn to speak, walk, and take care of their personal needs such as dressing or eating. They will have trouble learning in school. Learning will take them longer, require more repetition, and there may be some things they cannot learn. The extent of the limits of learning is a function of the severity of the disability. Nevertheless, virtually every child is able to learn, develop, and grow to some extent if proper guidance and opportunity is provided. Currently, there is no "cure" for an established intellectual disability, though with appropriate guidance, support and teaching, most individuals can learn to do many things. Many people with Intellectual disabilities can have so many medical complications which require medications.

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Chapter 2 : What Are Signs Of Mental Retardation In Children? - Ask Deb

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For many years now, Hrithik has not been going to school because he is unable to cope with the academic demands made there. While other children begin to talk around the age of 1, Hrithik did not begin using words till he was about 4 yrs old. Even now, he uses a limited number of words to make very short sentences. He communicates more through signs and gestures. He is unable to button his shirts and requires help to bathe and eat. His parents worry about him constantly. They cannot understand why Hrithik is like this when his two siblings are perfectly normal. They have gone to many temples and conducted countless rites and rituals and pray to God every single day to make him well. They wonder if God has cursed them in some way to make them suffer so. On the advice of a friend, they finally go to a psychiatrist seeking some answers. He tells them their child is mentally retarded and that there is no cure for this condition. They refuse to believe him. They get second and third opinions, try homeopathy and ayurveda and nothing works. They feel helpless and despairing and do not know who to go to for help. What is Mental Retardation? The World Health Organization defines it as a condition of arrested or incomplete development of the mind which is characterized by impairment in motor and social skills and language ability. The degree of impairment varies from one child to another and also depends on the degree of mental retardation. However, as caregivers to this child, the family members the parents, siblings, grandparents or other relatives go through a significant amount of stress and anguish themselves in the process of raising such a child. Challenges the Families face:

Acceptance – When a doctor gives the parents the news that their child is mentally retarded and will never be completely normal, it is too painful for most parents to face. They might go from one hospital to another, try alternative forms of medicine or look to religion for a miracle. But mental retardation is not a disease and there are no medicines to cure it. As hard as it is to accept, once parents realize that their child is mentally retarded and will always remain so, their expectations of the child will readjust accordingly. They can move on to taking the necessary steps to help the child make the most of his potential by going addressing his special needs through special education, vocational training etc.

Self-blame – The parents wonder if they did something wrong, during the course of the pregnancy or after birth, while taking care of the child. They wonder if God is punishing them for their sins.

Stigma – Many parents might feel that a mentally retarded child is something to be ashamed of and cannot be allowed out of the house. Neighbours, relatives or others might make cruel remarks about the child and parents might feel isolated and without support. The sense of helplessness comes both from a lack of understanding about mental retardation and a lack of information about the resources available for mentally retarded individuals. It might also arise from insensitive handling of the case by the mental health professional, who might not have enough time to talk to each family at length about their experience.

Behavior problems – Many parents find it difficult to handle behavior problems like screaming, crying, inability to concentrate, aggressiveness, stubbornness etc that a child with mental retardation might have. For parents, especially mothers, who have to take care of household tasks and work apart from taking care of the child, patience can wear thin.

Unrealistic expectations – Many times, parents of mentally retarded children are dissatisfied with the slow progress their child is making in learning new things. They push harder to force the child to learn quicker and try to be on par with other children.

Worry about the future – One of the main concerns of parents with mentally retarded children is about how their children will be taken care of when they die. They feel that no one else can take care of their child with same love and care that they have and they are scared about how their child will manage to survive in the world. Due to the extra tasks that have to be done to take care of the child, parents feel overworked, stressed out and unhappy. The marital relationship can become strained if the parents have different approaches in dealing with the child or if one parent has to take care of the child all the time. Sometimes, mothers might feel they are not getting enough

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support from their husband in taking care of the child. Fathers might feel that the mothers are unnecessarily worried and overprotective of the child. Other family members can complicate matters depending on how they react to the child. All these reactions that a family experiences are completely normal. It takes time, support and accurate information to understand and accept what their child is. Even after coming to terms with the fact that mental retardation is incurable, it is very difficult to give up hope that someday something will make their child normal. This hope is what might keep most parents going. As long as this hope does not lead to demanding too much of the child, it is perfectly ok. There are professionals like psychiatrists, clinical psychologists, occupational therapists and counsellors who can help you if you are going through a similar experience. For more information on special education schools and vocational training centre, you can contact the National Institute of Mental Handicap, Secunderabad or visit their website. For further information or counselling for the families of mentally retarded individuals, contact us at talkitover.

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Chapter 3 : Mental Retardation causes, Diagnosis and Treatment in India by Institute for Child Development

Art Projects for the Mentally Disabled. Mentally disabled individuals develop at a slower rate than typically developing individuals. People who are mentally disabled.

Join our team If you would like to be a part of the PARC Team and are willing to commit to making a difference in the lives of persons with intellectual and developmental disabilities, we welcome you to apply for this amazing opportunity today! The teachers and staff are great! Love the on-site therapy and everything they have to offer. Wonderful experience for me and the kids. The facility here is world class as are the people. If you get a chance stop by and purchase some art work. The funds go to a great cause and the artists are fantastic. Please help support this great cause, that recognizes the talent and artistry of exceptional people of the Tampa Bay area! Working with the clients is very rewarding! It is wonderful to be a part of it with them and to know you can make a difference in their lives! I have been employed for nearly 19 years and look forward to coming in to work every day! Former Employee Indeed Review Excellent learning place for persons with disabilities to enjoy. Google Review Been volunteering at this fabulous facility for a year. It has been a learning experience. Been meeting uplifting and inspirational people. The people I work with live the mission every day. Facebook Review The people who participate at PARC are amazing, talented people who are always willing to give you a high five, handshake or a hug! Staff are so friendly and knowledgeable and help bring awareness into the community. They ask give free tours to anyone interested! Yelp Review Working with individuals with physical and mentally developmental challenges can is very rewarding. Challenges arise everyday during my typical workday but you are given the tools and knowledge to overcome.

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Chapter 4 : Art Activities to Do With Mentally Retarded Children | eHow

Claire Hernandez texas12step Art Projects Mentally Retarded Child Art Projects Mentally Retarded Child Summary: Art Projects Mentally Retarded Child by Claire Hernandez Download Ebooks Pdf uploaded on October 21

However, these children may need to help with certain aspects of the craft due to their impairment. Choose simple crafts that you think the children might enjoy. Art activities that are too challenging may only frustrated the child. The goal is to help them enjoy creative expression through art. Many handicapped children can still participate in craft projects that preschoolers enjoy. Every child is an individual and some kids can do more than others. Video of the Day Sticker Collage A sticker collage is a simple craft for an adult, but a mentally handicapped child might find this craft exciting. Buy large colorful card stock paper and sticker packs. Help the children make their own sticker collages by placing stickers on the paper. You can help them make shapes using stickers or just place the stickers in random places. This craft encourages them to create something and use their hands which is beneficial for their hand-eye coordination. Painting Painting is another craft that mentally handicapped children can usually do on their own. Buy non-toxic paint and white paper. Lay newspaper or other paper down on a table to protect the surface because some children might make quite a mess. You can control the mess by only giving them a small amount of a paint at a time. This craft may not work well for all handicapped children. Help the children make shapes, landscapes and other designs. Teach them about different colors and stimulate their brains by showing them pictures of landscapes or other objects that they can paint. Pressed Flower Leaf and Nature Collage Go the craft store and buy pressed flowers and colorful card stock paper. Help the children collect fall leaves, small sticks and rocks. Show the children how to glue each item on their paper to create shapes or designs. The kids can also glue these objects randomly on the page. The idea is to encourage them to create something from nature. Handicapped children will enjoy feeling the various textures of rocks, sticks and dry leaves from outdoors. The pressed flowers add a bit of color to their work as well.

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Chapter 5 : Art Projects for the Mentally Disabled | eHow

Forty-two art activities are suggested for use with mentally handicapped children. These include miscellaneous activities as well as activities appropriate to the four seasons of the year. For each activity, materials, instructional level, procedure, and variations are specified. In addition.

Signs and symptoms A historical image of a person with intellectual disability Intellectual disability ID begins during childhood and involves deficits in mental abilities, social skills, and core activities of daily living ADLs when compared to same-aged peers. Some of the early signs can include: People with mild ID are capable of learning reading and mathematics skills to approximately the level of a typical child aged nine to twelve. They can learn self-care and practical skills, such as cooking or using the local mass transit system. As individuals with intellectual disability reach adulthood, many learn to live independently and maintain gainful employment. Speech delays are particularly common signs of moderate ID. People with moderate intellectual disability need considerable supports in school, at home, and in the community in order to fully participate. While their academic potential is limited, they can learn simple health and safety skills and to participate in simple activities. As adults, they may live with their parents, in a supportive group home , or even semi-independently with significant supportive services to help them, for example, manage their finances. As adults, they may work in a sheltered workshop. They may learn some ADLs, but an intellectual disability is considered severe or profound when individuals are unable to independently care for themselves without ongoing significant assistance from a caregiver throughout adulthood. X-linked intellectual disability Down syndrome is the most common genetic cause of intellectual disability. Among children, the cause of intellectual disability is unknown for one-third to one-half of cases. Examples of such accidents are development of an extra chromosome 18 trisomy 18 and Down syndrome , which is the most common genetic cause. The most common are: Sometimes disability is caused by abnormal genes inherited from parents, errors when genes combine, or other reasons. The most prevalent genetic conditions include Down syndrome , Klinefelter syndrome , Fragile X syndrome common among boys , neurofibromatosis , congenital hypothyroidism , Williams syndrome , phenylketonuria PKU , and Praderâ€”Willi syndrome. Intellectual disability can result when the fetus does not develop properly. A pregnant person who drinks alcohol see fetal alcohol spectrum disorder or gets an infection like rubella during pregnancy may also have a baby with intellectual disability. If a baby has problems during labor and birth, such as not getting enough oxygen , he or she may have developmental disability due to brain damage. Exposure to certain types of disease or toxins. Diseases like whooping cough , measles , or meningitis can cause intellectual disability if medical care is delayed or inadequate. Exposure to poisons like lead or mercury may also affect mental ability. Iodine deficiency also causes goiter , an enlargement of the thyroid gland. More common than full-fledged cretinism , as intellectual disability caused by severe iodine deficiency is called, is mild impairment of intelligence. Certain areas of the world due to natural deficiency and governmental inaction are severely affected. Among other nations affected by iodine deficiency, China and Kazakhstan have instituted widespread salt iodization programs, whereas, as of , Russia had not. In general, people with intellectual disability have an IQ below 70, but clinical discretion may be necessary for individuals who have a somewhat higher IQ but severe impairment in adaptive functioning. Until the most recent revision of diagnostic standards, an IQ of 70 or below was a primary factor for intellectual disability diagnosis, and IQ scores were used to categorize degrees of intellectual disability. It encompasses intellectual scores, adaptive functioning scores from an adaptive behavior rating scale based on descriptions of known abilities provided by someone familiar with the person, and also the observations of the assessment examiner who is able to find out directly from the person what he or she can understand, communicate, and such like. IQ assessment must be based on a current test. This enables diagnosis to avoid the pitfall of the Flynn effect , which is a consequence of changes in population IQ test performance changing IQ test norms over time. Distinction from other disabilities Clinically , intellectual

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disability is a subtype of cognitive deficit or disabilities affecting intellectual abilities, which is a broader concept and includes intellectual deficits that are too mild to properly qualify as intellectual disability, or too specific as in specific learning disability, or acquired later in life through acquired brain injuries or neurodegenerative diseases like dementia. Cognitive deficits may appear at any age. Developmental disability is any disability that is due to problems with growth and development. This term encompasses many congenital medical conditions that have no mental or intellectual components, although it, too, is sometimes used as a euphemism for intellectual disability. To assess adaptive behavior, professionals compare the functional abilities of a child to those of other children of similar age. Certain skills are important to adaptive behavior, such as: Daily living skills, such as getting dressed, using the bathroom, and feeding oneself. Communication skills, such as understanding what is said and being able to answer. Social skills with peers, family members, spouses, adults, and others. Management. By most definitions, intellectual disability is more accurately considered a disability rather than a disease. Intellectual disability can be distinguished in many ways from mental illness, such as schizophrenia or depression. Currently, there is no "cure" for an established disability, though with appropriate support and teaching, most individuals can learn to do many things. Causes, such as congenital hypothyroidism, if detected early may be treated to prevent development of an intellectual disability. They include state-run, for-profit, and non-profit, privately run agencies. Within one agency there could be departments that include fully staffed residential homes, day rehabilitation programs that approximate schools, workshops wherein people with disabilities can obtain jobs, programs that assist people with developmental disabilities in obtaining jobs in the community, programs that provide support for people with developmental disabilities who have their own apartments, programs that assist them with raising their children, and many more. There are also many agencies and programs for parents of children with developmental disabilities. Beyond that, there are specific programs that people with developmental disabilities can take part in wherein they learn basic life skills. These "goals" may take a much longer amount of time for them to accomplish, but the ultimate goal is independence. This may be anything from independence in tooth brushing to an independent residence. People with developmental disabilities learn throughout their lives and can obtain many new skills even late in life with the help of their families, caregivers, clinicians and the people who coordinate the efforts of all of these people. There are four broad areas of intervention that allow for active participation from caregivers, community members, clinicians, and of course, the individuals with an intellectual disability. These include psychosocial treatments, behavioral treatments, cognitive-behavioral treatments, and family-oriented strategies. Results indicated that by age 2, the children provided the intervention had higher test scores than control group children, and they remained approximately 5 points higher 10 years after the end of the program. By young adulthood, children from the intervention group had better educational attainment, employment opportunities, and fewer behavioral problems than their control-group counterparts. Typically, one-to-one training is offered in which a therapist uses a shaping procedure in combination with positive reinforcements to help the child pronounce syllables until words are completed. Sometimes involving pictures and visual aids, therapists aim at improving speech capacity so that short sentences about important daily tasks are produced. The first goal of the training is to teach the child to be a strategic thinker through making cognitive connections and plans. Then, the therapist teaches the child to be metastrategic by teaching them to discriminate among different tasks and determine which plan or strategy suits each task. In general, this includes teaching assertiveness skills or behavior management techniques as well as how to ask for help from neighbors, extended family, or day-care staff. Although there is no specific medication for intellectual disability, many people with developmental disabilities have further medical complications and may be prescribed several medications. For example, autistic children with developmental delay may be prescribed antipsychotics or mood stabilizers to help with their behavior. Use of psychotropic medications such as benzodiazepines in people with intellectual disability requires monitoring and vigilance as side effects occur commonly and are often misdiagnosed as behavioral and psychiatric problems. About a quarter of cases are caused by a genetic disorder. Throughout much of human history,

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society was unkind to those with any type of disability, and people with intellectual disability were commonly viewed as burdens on their families. Greek and Roman philosophers, who valued reasoning abilities, disparaged people with intellectual disability as barely human. Until the Enlightenment in Europe, care and asylum was provided by families and the church in monasteries and other religious communities, focusing on the provision of basic physical needs such as food, shelter and clothing. Negative stereotypes were prominent in social attitudes of the time. In the 13th century, England declared people with intellectual disability to be incapable of making decisions or managing their affairs. In the 17th century, Thomas Willis provided the first description of intellectual disability as a disease. According to Willis, the anatomical problems could be either an inborn condition or acquired later in life. In the 18th and 19th centuries, housing and care moved away from families and towards an asylum model. People were placed by, or removed from, their families usually in infancy and housed in large professional institutions, many of which were self-sufficient through the labor of the residents. Some of these institutions provided a very basic level of education such as differentiation between colors and basic word recognition and numeracy, but most continued to focus solely on the provision of basic needs of food, clothing, and shelter. Conditions in such institutions varied widely, but the support provided was generally non-individualized, with aberrant behavior and low levels of economic productivity regarded as a burden to society. Individuals of higher wealth were often able to afford higher degrees of care such as home care or private asylums. Services were provided based on the relative ease to the provider, not based on the needs of the individual. A survey taken in Cape Town, South Africa shows the distribution between different facilities. Out of persons surveyed, 1, were in private dwellings, in jails, and in asylums, with men representing nearly two thirds of the number surveyed. In situations of scarcity of accommodation, preference was given to white men and black men whose insanity threatened white society by disrupting employment relations and the tabooed sexual contact with white women. This led to forced sterilization and prohibition of marriage in most of the developed world and was later used by Adolf Hitler as a rationale for the mass murder of people with intellectual disability during the holocaust. Eugenics was later abandoned as an evil violation of human rights, and the practice of forced sterilization and prohibition from marriage was discontinued by most of the developed world by the mid 20th century. In 1903, Alfred Binet produced the first standardized test for measuring intelligence in children. Their earliest efforts included workshops for special education teachers and daycamps for children with disabilities, all at a time when such training and programs were almost nonexistent. This book posited that society characterizes people with disabilities as deviant, sub-human and burdens of charity, resulting in the adoption of that "deviant" role. Wolfensberger argued that this dehumanization, and the segregated institutions that result from it, ignored the potential productive contributions that all people can make to society. He pushed for a shift in policy and practice that recognized the human needs of those with intellectual disability and provided the same basic human rights as for the rest of the population. The publication of this book may be regarded as the first move towards the widespread adoption of the social model of disability in regard to these types of disabilities, and was the impetus for the development of government strategies for desegregation. Successful lawsuits against governments and an increasing awareness of human rights and self-advocacy also contributed to this process, resulting in the passing in the U.S. From the 1950s to the present, most states have moved towards the elimination of segregated institutions. Normalization and deinstitutionalization are dominant. In most countries, this was essentially complete by the late 1970s, although the debate over whether or not to close institutions persists in some states, including Massachusetts. Some causes of intellectual disability are decreasing, as medical advances, such as vaccination, increase. Other causes are increasing as a proportion of cases, perhaps due to rising maternal age, which is associated with several syndromic forms of intellectual disability. This affects the names of schools, hospitals, societies, government departments, and academic journals. This phenomenon is shared with mental health and motor disabilities, and seen to a lesser degree in sensory disabilities. This means that whatever term is chosen for this condition, it eventually becomes perceived as an insult. The terms mental retardation and mentally retarded were invented in the middle of the 20th century to replace the previous set of terms, which

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included " imbecile " [42] [43] and " moron " [44] and are now considered offensive. By the end of the 20th century, these terms themselves have come to be widely seen as disparaging, politically incorrect , and in need of replacement. In the next revision, the ICD, this term have been replaced by the term "disorders of intellectual development" codes 6A00â€”6A04; 6A Z for the "unspecified" diagnosis code.

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Chapter 6 : 3 Ways to Communicate with a Mentally Challenged Person - wikiHow

Mentally challenged is a broad term for adults who suffer from developmental disabilities that impair their cognitive functioning and behavior, such as autism, dementia or cerebral palsy, to name a few examples.

Posted on by Deb in Health Mental retardation in children is a debilitating condition that is not always easily diagnosed. Part of the problem is that mental retardation may not become apparent for many years, sometime showing up later in life. The condition is also not limited to just one single disorder. It is used to describe a number of problems, diseases, and dysfunctions that cause mental impairment. Mental retardation comes in varying degrees and severity, requiring different treatments on an individual basis. While only a doctor can diagnose and treat mental retardation in children, here is some basic information that you should know. It is not influenced by age, race, or gender. There are many different levels of mental retardation. Mild, Moderate, Severe, and Profound. Children with mild retardation function at half the normal IQ level. They may act and respond slower than a normally functioning person and may even appear normal with no physical abnormalities. Children with severe mental retardation only function at about a fifth of the normal IQ range. They are remarkably slower at all functions and may or may not be capable of normal speech. Severe mental retardation requires some supervision although basic self-care skills can be taught. What Causes Mental Retardation Rarely is the cause for mental retardation ever known. One such cause for mental retardation in a child is genes. Defects can be hereditary and pass from one generation to the next. The human chromosome carries our genes which decides many of our characteristics such as how we look, act, and think. Anything that is out of place such as an abnormal gene, a mutation, or a defect in our chromosome can cause mental retardation. The two most common chromosomal defects that can cause retardation is the X Syndrome and Down's Syndrome. There is an entire list of possible syndromes that can affect a child but again, only a doctor can diagnose which one a child might have. If the mother suffered from any illnesses during the pregnancy or she herself has a case of behavioral problems, then any of these could be the cause. Environmental factors can cause mental retardation as well. These include things like toxins, bacteria, infections, premature births or difficult births, head trauma, poor postnatal nutrition, and postnatal neglect. What Are Some Of The Symptoms Symptoms for mental retardation vary greatly, as does the time frame of when they are likely to appear. In some children with severe retardation, symptoms may be apparent soon after birth or even within the first year or two. In other case, it may take some time before these symptoms appear. The most common symptom is developmental slowness in comparison to other children their age. They will display difficulty in performing tasks and may take longer to learn to walk and talk. Their communication skills may be very limited or they may have trouble expressing themselves. Some children with mental retardation might become easily frustrated and show signs of aggression. Some cases have even shown that mentally impaired children who become frustrated will injure themselves. Other symptoms include an inability to adapt to new situations and learning disabilities in school. They could have trouble remembering things and may have to repeat some tasks numerous times before they remember how. Mentally impaired children, even those with a mild condition, may have trouble with social skills. Physical traits and disfigurements are also a sign. Children diagnosed with Fetal Alcohol Syndrome and Down's Syndrome will have distinctive physical appearances. Poor grades alone are not a sign of mental retardation, though. It is accompanied by other symptoms as well. Additional Disorders Along With Mental Retardation Often children who are diagnosed with mental retardation will suffer from a number of other mental or emotional problems. Studies have shown that mental impairment opens one up to other ailments which further hinders their development and ability to cope with society. This also includes motor and visual impairment. Behavior disorders are very common in retardation cases. Children who are impaired have trouble displaying good behavior as defined by society. They are often prone to tantrums and are likely to injure themselves or someone else. Post Traumatic Stress Disorder is also found later in life with mentally handicapped children. Children with mental retardation often find themselves

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targets to abuse in school from other children. Because they are overly sensitive to their environments and are dependent on others, they are vulnerable to this type of stress. How Is It Diagnosed Only a doctor can properly diagnose a child for mental retardation. If a child is suspected of having a mental illness, their doctor can perform tests to try to determine the cause. A child neurologist can also help by determining if the child suffers from any neurological diseases or disorders. There are three criteria to determine if a child has a form of mental retardation. The first is the child must have an IQ of below 70. The second is that child must have trouble in adaptive behavior such as communication, self-help, and behavior. The third is the child must display these symptoms before they are 18 years of age. What Are Treatments Treatments for mental retardation in children vary depending on the severity. After diagnosis, a doctor may help a family to develop a plan for their child. Schools have special education programs and curriculum so that their child can gain an education. There are numerous family support groups and therapy sessions that a family can attend in order to help their child develop and to help the family in raising a child with special needs. Most of these groups are free of charge and are held by volunteer services. Along with everything else, doctors recommend that the best thing for mentally impaired children is a loving environment and a supportive family.

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Chapter 7 : The Surprising Health Benefits of Arts and Crafts Activities {guest post} - Serenity You

Art Projects for the Mentally Retarded Child - blog.quintoapp.com This bar-code number lets you verify that you're getting exactly the right version or edition of a book. The digit and digit formats both.

People who are mentally disabled experience challenges when faced with complex tasks that require multiple steps. Choose art activities for mentally challenged people that allow them to express themselves. Choose activities based on cognitive level. Provide clear and repeated directions, one step at a time. Art activities give mentally disabled individuals a venue through which to find success. Video of the Day Art Mosaics Encourage mentally handicapped individuals to identify patterns, colors and shapes when making mosaics. Provide each participant with a tray full of 1-inch construction paper squares and triangles in various colors. Give everyone a 9-by inch piece of cardboard to glue the mosaic pieces on with glue sticks. Have each person create a mosaic by gluing down the squares and triangles to form a picture. Each person can choose to create an original piece of art or work from template created ahead of time. Crayon Rubbings Provide tactile sensation and work on gross and fine motor skills in this art lesson. Create interesting crayon rubbings using leaves, fabric, sandpaper, or any other textured item in your classroom. Burlap, plastic netting, acorn tops and flat rocks all make cool designs. Provide each person with a tray of peeled fat crayons, in different colors and several pieces of white paper. Let students experiment with textures by choosing several pieces for their rubbings. Encourage them to tell you how the item feels before they make the crayon rubbing. Demonstrate how to move the crayon across the paper, while holding the paper still with one hand if necessary. For people who have difficulty keeping their paper still, tape it down while they make their rubbings. Painting Emotions Mentally disabled individuals often have a difficult time appropriately identifying and expressing emotion. Build vocabulary related to feelings, and self-awareness by allowing individuals to paint their emotions. Play relaxing music in the background, and provide each person with a large canvas or paper. Talk about different colors and what emotions they evoke. Demonstrate different types of lines and scribbles. Discuss which ones look happy curvy, squiggly and which ones look angry dark, zigzag, jagged. Place small jars of different colored paints in front of each person and allow them to create a piece of art expressing how they feel. Some individuals may prefer to use a brush, while others may want to use their fingers. Clay Art Mentally disabled individuals can benefit from working with clay during art lessons. Work on listening skills and following one-step directions by instructing how to manipulate clay, one step at a time. Demonstrate how to roll clay into a ball, flatten the clay, and how to use rolling pins and cookie cutters with the clay. Demonstrate different clay tools and how ways to manipulate clay. Allow students to create a figurine, clay pot or simple cut out shapes depending on their cognitive abilities and motor skills.

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Chapter 8 : PARC | Turning Disabilities Into Capabilities

National Meeting of Social Workers in Maternal and Child Health Services for Mentally Retarded Children Washington, D.C.

Mentally retarded children at home are a lifelong pain for parents. Proper handling and treatment can make them live self-sufficiently. Mental retardation is a developmental disability that can appear from the very birth of a child. People who are mentally retarded function at an intellectual level that is below average and have difficulties with learning and daily living skills. It is a misconception that mental disabilities are related to gender or race. Conceptual skills like language, social skills like interaction with others and practical skills like self-care are lacking in people classified as mentally retarded. Children labeled as such need special care to overcome social, intellectual and physical disabilities. If you doubt that your child lacks mental abilities, the first thing to be done is to assess to what degree your child is mentally retarded. Once your child is tested as a retarded one, equip yourself with knowledge on mental retardation. Find out the causes, degrees of retardation and how to cope with it. Special care and attention are essential for a mentally retarded child to cope up with people around. The term "mental retardation" is often misunderstood and seen as derogatory. People often think that retardation happens only when the person is below normal intelligence and that a retarded person is unable to learn to care for themselves. However, most children with mental retardation can learn a great deal, and as adults can lead at least partially independent lives. No one other than parents can make significant changes in the lives of retarded children. Give an extra share of love, care and concern to retarded children. Allow the child with mental retardation to stay in the family and take part in community life to learn and pick up himself; even though slowly. Today there are no common training methods for retarded children as each person requires training methods based on the level of retardation and skills to learn. Parents can, with the help of a professional, prepare various training methods for their retarded child. Mental retardation may be complicated by physical and emotional problems. The child may also have difficulty with hearing, sight or speech. It is a less suggestible idea that you separate a retarded child from family. In the presence of loving parents, retardants have doubled chances of picking up fast. When educating your child, prepare a special curriculum tailored to his needs. Involve your mentally challenged child in extracurricular activities to foster social interaction. If your mentally retarded child has a language development disability, try using sign language to communicate. Therefore, more than bookish knowledge, give importance to teaching them day-to-day skills. A retarded child should never feel that he is neglected or avoided in his family. Never shut them in a room for life long. Let them live in touch with the outer world, take them for a walk or shopping. Teach siblings to see the retarded child as their own brother or sister.

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Chapter 9 : Crafts for Mentally Challenged Adults | ThriftyFun

Art Projects for the Mentally Retarded Child (ExLib) by Ellen J. Sussman See more like this Art Lab for Little Kids: 52 Playful Projects for Preschoolers [Lab Series] Schwa Brand New.

It is challenging but not to the extent that it leaves you mentally exhausted, which makes it perfect for de-stressing. It is therefore unlikely to come as a surprise that it possesses a number of health benefits. A study carried out by researchers at the University of Glasgow in concluded that arts and crafts aid emotional well-being to an extent that more active pursuits such as sports cannot, especially amongst old people. Co-author of the study Jacqueline Atkinson states that crafts provide an avenue for people to take part in activities that are both engaging and enjoyable, which can help to reduce stress. She says that certain arts and crafts activities also offer maths and geometry challenges, which help to keep the brain sharp. Treatment for Addiction A report published by the National Center for Biotechnology Information also states that arts and crafts can have a positive influence upon recovering drug addicts. Those seeking help for drug addiction are often placed on arts and crafts programs in order to facilitate their recovery, as non-verbal creative media have been proven to be effective at treating them. The therapeutic power of arts and crafts is well documented. According to Professor Sinnika Pollanen of the University of Eastern Finland, making things by hand can bring about profound changes in emotions, sensory experiences, actions, behaviours and patterns of thought, which means that it can effectively alter the way in which a person perceives the world. She says that one of the main benefits of arts and crafts is that those doing them have complete control over the difficulty level of the tasks that they choose to take on. Research has demonstrated that the goals that people set themselves tend to be the most satisfying for them to achieve, meaning that creating something that you are proud of can improve your levels of mental well-being. Treating Depression President of the International Behavioural Neuroscience Society Professor Kelly Lambert states that taking part in arts and crafts activities can help to stave off depression. She has also previously stated that the effects of arts and crafts are more complex than taking antidepressants and activate multiple brain areas, meaning that they can sometimes be just as effective as prescription medication when it comes to fighting mental illness. Improving Mental Agility A recent article published in Psychologies magazine suggests that the role played by arts and crafts is underestimated. The magazine points out that making things is an accessible means of asserting control within an uncertain environment. The piece includes a quote by a female store manager who says that since she took up arts and crafts activities, she has felt significantly calmer and the fact that she can transform materials into something useful has increased her confidence in her skill at adapting and dealing with things. This is backed up by the results of a study cited in the article that concluded that those who devote time to creative activities experience a growth in mental agility. Final Thoughts It appears that as well as being an enjoyable way to while away the hours, arts and crafts activities can also help to maintain your mental health and improve your adaptability. They can improve your confidence, make you happier in the course of your everyday life and even help to fight against depression and addiction. With this in mind, it is perhaps little wonder artistic and crafts-based pursuits are such popular hobbies. The main benefit of partaking in them is that they are fun to do though. They enable artistically minded people to hone their skills whilst partaking in activities that are both relaxing and rewarding. Everything else is just an added bonus. You can find me sharing kids play ideas, crafts, recipes, reviews, competitions and everyday family life Related.