

41 - 9. Mental retardation

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© SPMM Course 9. Mental retardation ICD-10 specifies 4 degrees of mental retardation but advises that the IQ levels for grading severity of mental retardation be only for guidance and should not be applied rigidly in view of the problems of cross-cultural validity. Instead, the severity must be graded primarily by functioning ability. Degree of mental retardation defined using activities of daily life Profound: a minimal capacity for functioning, needs nursing care; constant aid and supervision required. IQ<20 Severe: Speech minimal; Can talk or learn to communicate. No profit from training in self-help. May contribute partially to self-maintenance under complete supervision later in life; IQ 20-34 Moderate: Profits from training in self-help; can be managed with moderate supervision. IQ 35-49 Mild: Can develop social and communication skills; minimal retardation and can be guided toward social conformity. IQ 50-69 The term 'Mental Retardation' in DSM-IV is now replaced by the term 'Intellectual Disability' in DSM-V. Statement of Special Educational Needs (SEN): In England & Wales, following a statutory assessment by local authority, a 'statement of SEN' will be prepared to set out what special help the child needs, and to consider the views and wishes of the child and their parents. The SEN statements consist of 6 essential parts as outlined below. The local educational board usually arranges for statutory assessments and initially issues a proposed statement, upon which the parents are invited to comment. The final statement has a legally binding effect on the board. It is possible to ask for reassessments to amend the statements.

© SPMM Course •Demographics details •List of reports gathered when preparing the statement
Part 1 Part 1 •Description of nature and complexity of learning difficulties •The needs listed here will determine the care provided by the state. Part 2 Part 2 •List of arrangements and provisions proposed to be offered by the local authority/education board •Must also include monitoring arrangements •The outlined provisions MUST be met by the board Part 3 Part 3 •Details of school placement Part 4 Part 4 •Non-educational (health and social) needs •NOT legally binding on the local authority Part 5 Part 5 •Describes processes in place to meet noneducational needs Part 6 Part 6

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