**A Special Petal - Literature - Extended Bridging Task - Sources**

Source material:

1. <http://simple.wikipedia.org/wiki/Intellectual_disability>

**Intellectual disability** is a permanent condition. There are different definitions of what is considered an intellectual [disability](http://simple.wikipedia.org/wiki/Disability). In general, these definitions consider two main factors:

* The affected person has a low score on [intelligence tests](http://simple.wikipedia.org/wiki/IQ)
* Those affected have problems interacting with others, or with their environment

The cause of such an illness usually lies in childhood, or in [genetic](http://simple.wikipedia.org/wiki/Genetic) disorders. Intellectual disability is different from [dementia](http://simple.wikipedia.org/wiki/Dementia). In dementia, people forget things, and they lose skills they once had. People with an intellectual disability never learn those skills.

There is currently no cure. Those affected can learn to cope and do many things, if they get enough support and are taught well. There are no specific drugs that can be taken to treat the condition. Many people with an intellectual disability have other health problems, for which they will be given specific drugs. As an example, [autistic](http://simple.wikipedia.org/wiki/Autism) children with developmental delay may use anti-psychotics or mood stabilizers to help with behavior. Giving drugs to intellectually disabled people needs to be monitored; side-effects often occur, and are wrongly diagnosed as problems with behaviour or as psychiatric problems.

## **Society**

People with intellectual disability are often treated badly by people without disabilities. Their abusers are often people who are supposed to care for them. The [dignity](http://simple.wikipedia.org/wiki/Dignity) and [human rights](http://simple.wikipedia.org/wiki/Human_rights) of people with intellectual disability are protected by the [Convention on the Rights of Persons with Disabilities](http://simple.wikipedia.org/wiki/Convention_on_the_Rights_of_Persons_with_Disabilities) as well as other [disabilities](http://simple.wikipedia.org/wiki/Disability) and equally like other persons without disabilities.

1. <http://www.mamashealth.com/grief/mentally.asp>

# Caring for a Mentally Challenged Child

Caring for a mentally challenged child can be difficult and challenging to say the least. The average I.Q. of an average child is believed to be 100 while children who are mentally challenged have an I.Q. that falls somewhere between the range of 70 to 84.

**Causes of mental deficiencies**

It is believed that hereditary plays the strongest role in arresting a child’s mental development while a variety of environmental factors can also contribute to it. The most common factors include brain damage, an infection that occurred during pregnancy, RH incompatibility, taking drugs while pregnant and malnutrition. Regardless of the cause, simple tasks such as eating, toilet training and even learning to walk properly can be difficult for the mentally challenged child. It is important to have plenty of love, tolerance, patience, and empathy when dealing with such a child.

**Special schools for learning**

The earlier in a child’s life that the mental problem is detected the better it is for everyone concerned. There are many special schools as well as child guidance centers that provide the necessary [environment](http://www.mamashealth.com/mental/peerpressure.asp) for your child to grow and learn in. These environments not only help the child when it comes to education but also in developing social skills. It also gives them the opportunity to spend time and get to become friends with other mentally challenged children. If a parent shuns these special learning facilities studies have shown that this can lead to greater problems for the mentally challenged child in terms of emotional as well as social difficulties.

**Coping for parents**

It is important for parents to come to terms with the situation as soon as they can. Some people need counseling to help them do so. Instead of searching for a way to “cure” your child, accept the child for who he is and find ways to help him realize his full potential to the best of his abilities. Professional help is a necessity for a child who is mentally challenged in any way, whether the problem be mild, moderate, or severe.

**Skills that are taught and learned**

Special schools teach mentally challenged children the skills they need to grow and learn in the world. The tasks the child is given are geared towards his mental growth in as far as he is able to learn, expand and grow. For example, sensory training and perceptual knowledge are taught to mentally challenged children and these are stressed to a great extent and practices many times over. Children are also given tasks in schools that help them to become as independent as they possibly can be. The training allows mentally challenged children a sense of accomplishment and helps to build their sense of self into a positive one.

Parents and other family members as well as friends should do their part at home to teach the mentally challenged child and to stress love, understanding and the close ties of family. Children with mental challenges need all of the love, encouragement, and support that they can possibly get.

1. <http://www.wikihow.com/Communicate-with-a-Mentally-Challenged-Person>

# How to Communicate with a Mentally Challenged Person

# Maintain a calm, low volume. Speaking louder doesn't make you more understandable.

# When determining "age-appropriateness" of your words, remember that you must know the "mental age" of your listener, not his or her "calendar age." Remember: they are just mentally challenged, not a person with a limited vocabulary such as a five-year-old.

# Do not cover or hide your mouth because listeners will want to watch you as you pronounce your words. This helps them figure out what you are saying in many cases.

# Do not mimic how the mentally challenged speaker pronounces words, in a misguided presumption that he or she will "understand" if you speak like he or she does. This does not make you easier to understand. It will confuse your listener and may give the wrong impression about your sensitivity to his or her handicap.

# Avoid running words together. For example, don't say "Do-ya wanna eat-a pizza?". One of the biggest challenges for listeners is knowing where one word ends and the next one begins. Give them a small pause between words if they seem to be struggling.

# Ask questions along the way. Have you tried this? Do you ever feel angry or happy like that? I picked strawberry flavor, what is your favorite flavor? It helps a person with an intelligence handicap to understand by connecting your experience to their life.

# Try not to care that they have a mental disability. It really helps your friendship with them.

# Patience is the key.

# Don't lose your temper. If you do, reassure them that it is unrelated to him/her, and maybe even explain why you're upset.

# The most important thing to remember is to treat a person with a disability with respect and compassion. They are not inferior to you; they have feelings just like you and can feel a superior or unsympathetic tone. He's had plenty of experience with it.

# The person you are talking to isn't stupid, s/he has to cope with challenges you will never comprehend. S/he is challenged in their ability to function the same way as you. This person is different, but never deserving of ridicule.

# Be aware that you must listen and observe the person you are speaking to. In most cases communicating with a person with a disability is very much like learning how to understand an accent. Be ready to adjust your communication style in a respectful way when necessary.

1. <http://work.chron.com/places-mentally-handicapped-people-work-1326.html>

# Places for Mentally Handicapped People to Work by Gail Sessoms, Demand Media

# The mentally handicapped, or those who have developmental or intellectual disabilities, are often underemployed or unemployed, according to The ARC. The mentally handicapped want and need meaningful work that pays a living wage. However, employment opportunities are limited. Community organizations, especially those that work with the developmentally disabled, help prepare clients for employment and provide job search and placement assistance. These organizations also work with employers to create jobs for handicapped people. Special workplaces and some regular employers offer entry-level, low-skill jobs for mentally handicapped individuals.

## **Sheltered Workplaces**

Sheltered employment assists workers who have difficulty working in regular, competitive environments. The sheltered workplace, which might be a vocational program, is a segregated environment where workers, such as the mentally handicapped, are supervised by employees trained to meet their needs. Some sheltered employment takes place in workshops, activity centers and day treatment centers. Although sheltered workplaces are giving way to community-based and -supported employment, segregated workplaces remain in place for clients who need the supportive and protective environment. Sheltered workplaces, including copy centers or packing facilities, often focus on simple product assembly or the performance of a few easy tasks, such as bulk mailing.

## **Special Industries**

Community organizations create production centers or special industries to provide work for mentally handicapped workers. These industries often are one part of comprehensive employment programs for people with disabilities. For instance, Work Inc., a Boston organization, operates several production centers where the mentally handicapped make products and provide fee-based services. Some special industries provide commercial services to businesses, while others provide cleaning or landscaping. Industrial services can include production, packaging and distribution.

## **Supported Employment Sites**

Supported employment programs develop job opportunities with employers throughout the community. The program develops jobs with local employers and matches mentally handicapped clients with the jobs. Professional staff provides one-on-one attention to the needs of the client and the employer. Client services include assessment, help identifying career interests, job training and skills development. Supported employment professionals monitor client progress and performance on the job and provide job coaching and long-term support services. Job placement sites include grocery stores and government agencies. For instance, the Work Inc. program in Boston places mentally disabled clients in facility management jobs at the John F. Kennedy Library.

## **Local Businesses**

Grocery stores, garden centers and small businesses hire people with developmental disabilities. Some do so because they want to help, while others need good, motivated employees. Some businesses work with supportive employment programs, but some businesses hire mentally handicapped workers without the involvement of these programs.

1. <http://www.dol.gov/odep/pubs/fact/comucate.htm>

**Communicating With and About People with Disabilities**

The Americans with Disabilities Act, other laws and the efforts of many disability organizations have made strides in improving accessibility in buildings, increasing access to education, opening employment opportunities and developing realistic portrayals of persons with disabilities in television programming and motion pictures. Where progress is still needed is in communication and interaction with people with disabilities. Individuals are sometimes concerned that they will say the wrong thing, so they say nothing at all—thus further segregating people with disabilities. Listed here are some suggestions on how to relate to and communicate with and about people with disabilities.

**Words**

Positive language empowers. When writing or speaking about people with disabilities, it is important to put the person first. Group designations such as "the blind," "the retarded" or "the disabled" are inappropriate because they do not reflect the individuality, equality or dignity of people with disabilities. Further, words like "normal person" imply that the person with a disability isn't normal, whereas "person without a disability" is descriptive but not negative. The accompanying chart shows examples of positive and negative phrases.

|  |  |
| --- | --- |
| **Affirmative Phrases** | **Negative Phrases** |
| person with an intellectual, cognitive, developmental disability | retarded; mentally defective |
| person who is successful, productive | has overcome his/her disability; is courageous (when it implies the person has courage because of having a disability) |

### Actions

Etiquette considered appropriate when interacting with people with disabilities is based primarily on respect and courtesy. Outlined below are tips to help you in communicating with persons with disabilities.

**General Tips for Communicating with People with Disabilities**

* When introduced to a person with a disability, it is appropriate to offer to shake hands.
* If you offer assistance, wait until the offer is accepted. Then listen to or ask for instructions.
* Treat adults as adults. Address people who have disabilities by their first names only when extending the same familiarity to all others.
* Relax. Don't be embarrassed if you happen to use common expressions such as "See you later," or "Did you hear about that?" that seem to relate to a person's disability.
* Don't be afraid to ask questions when you're unsure of what to do.

**Remember**

* Relax.
* Treat the individual with dignity, respect and courtesy.
* Listen to the individual.
* Offer assistance but do not insist or be offended if your offer is not accepted.

6) **http://en.beitissie.org.il/about/our-programs/**

**Educational and Therapeutic Services**Beit Issie Shapiro is a pioneer organization whose innovative therapies are used as models throughout Israel and worldwide. Our dedicated professional team cares for each child individually while reaching out and supporting families in an atmosphere of warmth, love and respect.

* [Early Intervention Center – Ra’anana and Kalansua](http://en.beitissie.org.il/?page_id=949)
* [Special Education School](http://en.beitissie.org.il/?page_id=1558)
* [Community Child Development Center](http://en.beitissie.org.il/?page_id=914)
* [Snoezelen Multi-Sensory Environment](http://en.beitissie.org.il/?page_id=923)
* [Dental Clinic](http://en.beitissie.org.il/?page_id=920)
* [Hydrotherapy Center](http://en.beitissie.org.il/?page_id=910)
* [Sport and Recreation Center](http://en.beitissie.org.il/?page_id=927)
* [Family Therapy Center](http://en.beitissie.org.il/?page_id=1563)
* [Dual Diagnosis Center](http://en.beitissie.org.il/?page_id=1567)
* Social Club for Adults with Intellectual Disabilities

**Changing Attitudes in the Community and Influencing Policy**Beit Issie Shapiro is a driving force behind real and lasting social change, ensuring full participation in society for children and adults with disabilities. We raise public awareness and advocate for legislation to ensure access and inclusion of people with disabilities.

* [Park Chaverim – the first accessible and inclusive playground in Israel](http://en.beitissie.org.il/?page_id=900)
* [National Self Advocacy Program](http://en.beitissie.org.il/about/national-self-advocacy-program/)
* [Chen Youth Leadership Program](http://en.beitissie.org.il/?page_id=1571)
* [Family Advancement Center, Kalansua](http://en.beitissie.org.il/?page_id=1574)
* Family Support Services in the North and South
* [Legislation and Advocacy](http://en.beitissie.org.il/?page_id=965)
* [Volunteer Program](http://en.beitissie.org.il/?page_id=1581)

**Developing and disseminating knowledge through research and training through The Trump International Institute for Continuing Education**Beit Issie Shapiro is a center of excellence for professional training in the field of developmental disabilities. We train professionals and undertake research in Israel and abroad. Our Special University empowers young adults with severe learning difficulties to achieve their full potential.

* [Research and Evaluation Unit](http://en.beitissie.org.il/test-the-trump-institute-post/)
* [Training](http://en.beitissie.org.il/training/)
* [Inclusive University](http://en.beitissie.org.il/inclusive-university/)
* Professional Library
* [Academic and professional collaboration with universities in Israel and globally](http://en.beitissie.org.il/innovation-exchange/global-professional-collaboration/)

## <http://akimisrael.com/>

## **Welcome to Akim**

There are **12,000** intellectually disabled children and **22,000** intellectually disabled adults living in Israel today.  Limitations in mental functioning and in abilities to care for themselves make this a highly vulnerable group in need of a wide range of long-term assistance.

The families of these children, 134,000 in all, are in need of help too.  They face a daunting task when caring for an intellectually disabled  child.  The birth of an intellectually disabled child can be deeply distressing to families. These families need expert emotional support during the initial phases of first grasping and then accepting this life-altering event. They need guidance as to how to best deal with and educate their child, they need to be educated about the services and financial assistance that are available from the government, and they need long-term emotional and psychological support.

In response to these realities, AKIM was founded in 1951 as a national organization by the parents of intellectually disabled children who decided to take control of their children’s lives and promote their quality of life.  Today that organization – AKIM- is the largest and most comprehensive provider of programs and services for the intellectually disabled  in Israel.

With headquarters in Tel-Aviv, AKIM has an extensive network of 64 branches throughout Israel.  These 64 branches are operated by parents of the intellectually disabled, 2000 volunteers and 300 professionals.

AKIM’s services range from a vigorous advocacy program advancing the rights of the intellectually disabled, to kindergartens and nurseries, after-school activities, group homes, job training, recreational programs and special “holidays” for adults, as well as support and education for parents.  Self-advocacy, whose guiding principle is to allow the intellectually disabled individual to make decisions about his or her life, is stressed as well.  These services are free for all those who need them even if they can not afford to pay.

AKIM serves a wide population: 19 social clubs for 2000 adults, 59 sheltered workshops for 2500 adults, summer camps for 2000 teen-agers and young adults, 24 group homes for 600 people, and 14 apartments in regular buildings with an average of 6 residents each