

Characteristic Checklist of Students with Mental Retardation

Students with mental retardation may:

- _____ sit up, crawl, or walk later than other students
- _____ learn to talk later, or have trouble speaking,
- _____ find it hard to remember things,
- _____ not understand how to pay for things,
- _____ have trouble understanding social rules,
- _____ have trouble seeing the consequences of their actions,
- _____ have trouble solving problems, and/or
- _____ have trouble thinking logically
- _____ exhibit failure to meet intellectual developmental markers
- _____ exhibit persistence of infantile behavior
- _____ lack curiosity
- _____ have decreased learning ability
- _____ have an inability to meet educational demands of school
- _____ a wide range of abilities, disabilities, strengths, and needs for support.
- _____ language delay and motor development significantly below norms of peers who do not have mental retardation.
- _____ delays in such areas of motor-skill development as mobility, body image, and control of body actions.
- _____ may generally be below norms in height and weight
- _____ may experience more speech problems, and may have a higher incidence of vision and hearing impairment.
- _____ often have problems with attention, perception, memory, problem-solving, and logical thought.

_____ slower in learning how to learn and find it harder to apply what they have learned to new situations or problems. Some professionals explain these patterns by asserting that students with mental retardation have qualitatively different deficits in cognition or memory. Others believe that persons with mental retardation move through the same stages of development as those without retardation, although at a slower rate, reaching lower levels of functioning overall.