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EDG 532

Chapter 8 Questions

- 1) In chart form, compare/contrast: Down Syndrome, Fragile X, and Prader-Willi Syndrome. (Define, Intellectual ability, typical behaviors, needed supports)

	<b>Down Syndrome</b>	<b>Fragile X</b>	<b>Prader-Willi Syndrome</b>
<b>Definition</b>	Generic disorder when an extra chromosome is present in the 21st chromosome pair. Individuals with Down syndrome are usually short in stature, have straight hair and slanting eyelids, and may have hearing disabilities or heart conditions.	Transmitted from mother, a mutation in one of the genes in the X chromosome. Also known as Martin-Bell syndrome.	An inherited mental retardation caused by varying mutations on chromosome 15.
<b>Comparisons</b>	Occurs across genders and ethnicities. Poor Muscle Tone, upwardly-slanted eyes, small ears, large tongue- can have vision and hearing impairments. Half of these individuals would also have heart defects, respiratory and thyroid conditions.	Physical traits are long faces and large ears. Generally healthy but born with poor muscle tone.	Occurs across genders and ethnicities.
<b>Intellectual Ability</b>	Mild to moderate intellectual disability.	Males and females both have intellectual ability, more severe in males.	Mild to moderate intellectual disability.
<b>Typical Behaviors</b>	Issues with being physically fit.	Genetically healthy. Can have characteristics similar to ADHD or autism- over stimulated, distractibility, and repetition in behavior.	Happy in early childhood, can evolve into stubborn behavior as they enter school and have difficulty with changing routines. Also noted food disorder and high food intake.
<b>Needed Supports</b>	Might have hearing or vision difficulties as well as heart conditions. Support could be Para educator or a peer buddy.	May also exhibit anxiety and depression as they can have issues with social skills.	Support is needed with control and behavioral intervention.

- 2) What is metacognition and why do students who are intellectually challenged have such a difficult time with this facet of cognitive function?

Metacognition is the ability of being aware of one's thinking and how one thinks. It is difficult for students with intellectual disabilities to process their metacognition because they rely on known routines. These students rely on set structures and are usually

successful in their routine schedules. It becomes difficult for students who are intellectually challenged to have changes occur in their routine or an interruption to what they are accustomed to as it causes them confusion and duress.

3) What is task analysis? Complete a task analysis for tooth brushing.

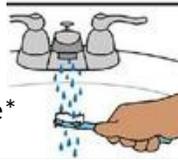
Task analysis is a method to systematically teach routines, activities and assignments. A task analysis is used to first break down instruction into steps, having students connect or chain together the steps. Steps can be taught by having students first learn the process; this is called forward chaining. The backward chain is an advanced method to teach instruction by gradually removing the final steps till the student can memorize the process of an instruction.

\*How to Brush Your Teeth\*

1. Squeeze a marble-sized amount of toothpaste onto a clean toothbrush.

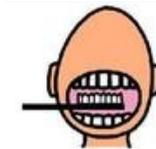


2. Place brush and toothpaste under running water long enough to get the brush bristles wet.

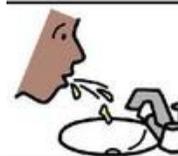


\*During brushing, it is very important NOT to swallow toothpaste\*

3. Gently brush your teeth using back and forth motion.
4. Alternate with brushing in an up and down motion.
5. Spit into sink as needed. Do NOT swallow any toothpaste.
6. Gently brush your tongue.



7. Spit the toothpaste from your mouth into the sink.



8. Rinse with water or mouthwash to remove any leftover toothpaste from your mouth into the sink.



\*SMILE, Great job!\*