

Educable Mentally Impaired (EMI)

General Description of Population

Students who qualify for special education services in the area of educable mentally impaired demonstrate significantly subaverage general intellectual functioning that exists concurrently with deficits in adaptive behavior, usually manifested during the developmental period, which adversely affects their educational performance. Educable mentally impaired students function cognitively at approximately 2 to 3 standard deviations below the mean (average intelligence).

Common Characteristics

- usually have IQ scores between 55 and 70
- can be taught useful reading and number skills and some academic content
- lack of development in the cognitive domain
- not emotionally impaired but may be immature
- information learned in one setting may not be applied to another
- retention of information taught may be brief
- interaction with environment may not result in the acquisition of new skills
- may have difficulty articulating needs and wants
- change of environment or instructional approach can be difficult for student

Instructional Strategies

- formulate expectations for each student based on abilities
- be concrete and clear in instructions
- use appropriate materials which are motivational and allow for success
- work toward independence
- have a reward system
- reduce distractions
- establish peer assistance program
- utilize group activities
- use multi-sensory approach as much as possible
- encourage self evaluation
- give immediate positive reinforcement
- be sensitive in marking student papers
- give sincere praise

Behavioral Strategies

- provide classroom rules in a clear and understandable manner
- ensure that the student understands the classroom rules and consequences
- ask student to tell you the meaning of the classroom rules and consequences for not following the rules
- model behavior expected
- make expectations clear
- utilize a positive peer support system
- clearly identify the behavior that needs attention with the student
- be firm, fair, and flexible
- be consistent
- use behavioral contracts jointly developed with the student
- establish a positive reward system for the student
- encourage students to make choices
- teach problem solving strategies to the students
- develop a system the student can use to record and monitor his/her own behavior

Support Staff

- School Psychologist
- School Social Worker
- Teacher of Adaptive Physical Education
- Teacher Assistants
- Teacher of Mentally Impaired
- Teacher Consultant for Mentally Impaired