MR questions

1. In today’s society, supported living placements for individuals with mental retardation that maximize independence are not always available. Identify some of the decisions that parents must make when deciding what future residential options might be for their child as he/she nears adulthood.

Children in their teen age can be transferred to an “individualized education” or “special skills” training programs performed at specially created schools established to meet special children needs. Children there are taught not only how to perform every day skills like making food, cooking and eating, distinguishing and reading alphabets and digits, but also communicate with others and prepare to enter the adults world where they can become useful members of the society. The received the ground to build their self-esteem and confidence. Parents also play not the last part in here because family support is much appreciated and welcome when the child with mental retardation is near he/she adulthood. Schools and special facilities differ in the level of training and the severity of mental retardation of the child. Children with mildly retarded might be using and asking for less help and are ready to live on their own or complete different tasks. And on the other hand, children with moderate retarded might need to stay in the supervised community and live all their lives under strict control and protection, without any hope to get living on their own.

2. As more and more diverse cultures intertwine within American society, discuss the role of the educator within the dual system of general education and separate special education, and the disparity of ethnic/cultural minorities being over-represented in special education classes and under-represented in the teaching profession.

 Well, I think that individuals with mental retardation are more vulnerable and demand more attention and special treatment than ordinary children. Teachers also should or better say are ought to have strict positive and caregiving attitude to these children with mental retardation. This demands backbreaking efforts like in physical form as in mental preparation of the teacher. Not all teachers are ready to take responsibility to teach special children and the financial side of the problem does not look very inviting. Like one superhero said, - “With Great Power Comes Great Responsibility”. And knowledge is power. We need more schools for children with mental retardation with the support from the government. And these schools need to prepare their students for something special. I think that if children who have mildly retarded they eventually, if properly trained, may become teachers for the children with the same level of the disease and cover the gap with the educators within the dual system of general education and separate special education, and the disparity of ethnic/cultural minorities being over-represented in special education classes and under-represented in the teaching profession.