### Conceptual, Social and Practical Abilities Based on Level of IDD

<table>
<thead>
<tr>
<th>Level</th>
<th>Conceptual Domain (learning, abstract thinking, planning, flexibility, memory, strategizing, academic skills)</th>
<th>Social Domain (language, communication, social skills)</th>
<th>Practical Domain (personal care, employment, health care and legal, recreation, transportation, shopping, money management)</th>
</tr>
</thead>
</table>
| Mild | • There may be no obvious conceptual difference in early childhood  
• Difficulties learning academic skills  
• Impaired executive functioning, abstract thinking, short term memory  
• Concrete approach to problem solving | • Immature in social interactions  
• Communication, conversation, and language are concrete  
• Difficulty regulating emotions and behavior  
• Impaired social judgment and limited understanding of social risks  
• Develops friendships and romantic relations in adulthood | • May function independently in personal care  
• Needs support in complex daily living tasks  
• May live semi-independently with support in money management, transportation, organization of household tasks  
• Competitive or supported employment  
• Support needed for health care decisions and childcare |
| Moderate | • Throughout development, conceptual skills behind those of peers  
• Academic skills develop slowly and are limited compared to peers  
• Adult academic skills at elementary level.  
• Support needed for conceptual tasks of day-to-day life | • Marked difference from peers in social and communicative behavior across development  
• Spoken language used, but much less complex than peers  
• Capacity for successful friendships and romantic relations in adulthood.  
• Social judgment and decision making are limited  
• Significant social and communicative support needed in work settings | • Can learn to care for personal needs but may need extended period of teaching  
• May need reminders, schedules life-long  
• Employment with considerable support to manage social expectations and job complexities  
• Require support for scheduling, transportation, health issues, and money management  
• Typically require additional support and learning opportunities over extended period of time |
| Severe | • Attainment of conceptual skills is limited  
• Little understanding of written language or math/money concepts  
• Need extensive support for problem solving throughout life | • Spoken language is limited  
• Speech may be single words and phrases  
• Language is focused on here and now  
• Relationships with family and familiar others are a source of comfort and help | • Require support for all activities of daily living  
• Needs significant support in making decisions about well-being of self or others  
• Long-term teaching and support required for participation in home, recreation, and work |
| Profound | • Conceptual skills generally involve physical world rather than symbolic processes  
• May use objects in goal-directed ways  
• Visual spatial skills such as sorting, and matching may be acquired  
• Co-occurring motor and sensory impairments may also affect ability to use objects in a functional way | • Limited understanding of symbolic communication  
• May understand simple instructions and gestures  
• Expresses desires through nonverbal, non-symbolic communication.  
• Enjoys relationships with well-known family members and familiar others | • Dependent on others for all aspects of daily physical care, health, and safety  
• May assist with simple work tasks at home  
• Simple actions with objects may be basis of involvement in vocational activities  
• Recreational and leisure often involve sensory activities – music, walks outside, water activities – with support from others  
• Co-occurring motor and sensory impairments may be barriers to participation |