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First, Do No Harm—An Argument Against Mandatory High-Stakes Testing for Students With Intellectual Disabilities

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Primum non nocere or “First, do no harm” is traditionally associated with the Hippocratic oath that medical doctors take. The premise of this quote is that no matter what end result you are attempting to achieve, whether it be curing a patient or educating a child, your first consideration should be that no harm be done in pursuit of the goal. When this is applied to the special education classroom, mandatory high-stakes testing for students with intellectual disabilities violates this principle on many levels.

According to the American Association on Mental Retardation website, the definition of *mental retardation*, another term for *intellectual disabilities*, is

Individuals with an IQ of 50 to 70 are considered to have mild mental retardation, a category comprising 85% of all individuals with mental retardation. Another 10%, with IQs from 35 to 50, are considered to have moderate mental retardation,...

American Association on Mental Retardation

2005

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Learning problems, Mild intellectual disability, ACADIA test, development abilities. A b s t r a C t. School failure is one of the more complex, more difficult and unfortunately frequent problem that modern school meets. Among the students with intellectual problems, developmental disabilities can occur in the forms of: • Lack of motor control and poor coordination; • Sensory barriers of varying degrees These are students with specific learning disabilities -SLD (students with dyslexia, dysgraphia and dyscalculia) owning development potential which usually allows the typical psychosocial development, but is facing difficulty in timely recognition and treatment of these disabilities (Lester and Kelman, 1997). Here are a collection of effective teaching strategies for students with intellectual disabilities. Read on to learn more about these effective strategies. When we teach children with intellectual disabilities, we need to keep in mind several factors. First of all we need to set goals that are most important for the child. Learning the names of the planets may not be as important as learning about how plants grow. Next we need to make materials and set up the environment so that it supports the child's learning. Finally, we need to use some teaching strategies to teach and motivate the child to learn. Here we explore a few effective teaching strategies for students with intellectual disabilities. Americans first used standardized testing in higher education during the 20th century. First came the SAT, then a few years later the ACT followed. Colleges adopted standardized testing because the exams were believed to provide a standard and consistent evaluation of all students across America. The test is consistently presented and graded; every few months the same test is offered, on the same day at the same time, to students across the nation,

which is meant to create a fair way to evaluate the large mass of students competing for spots in American colleges. However, in 2007 Au Wayne comp JavaScript is disabled for your browser. Some features of this site may not work without it. First, Do No Harm -- an Argument Against Mandatory High-Stakes Testing for Students With Intellectual Disabilities. Creator. Johnson, Leslie. Biotechnology: A High-Stakes Industry in Flux .