A mentally retarded person is slow, or lacking in the development of mental functioning when compared to those of his age level. Therefore, for instance a 10 year old mentally retarded child may exhibit behavior like that of a 3 or 4 year old child depending on his level of retardation. This apparently is not except of his age and so he is perceived as different from others. Their retardation becomes visible during their schooling. Though they are not able to avail of a proper education, they are trained in writing, reading and the main mathematical principles. They can become independent if they get proper training. Trainable: The children of 25 to 50 I.Q range come under this category. Training adults with moderate and severe mental retardation in a vocational skill using a simultaneous prompting procedure. Article. Sep 2000. Employed behavior interruption strategies to teach 4 27–37 yr olds with moderate to severe developmental disabilities to use explicit requests for objects within 4 to 7 familiar behavior chains (activities) and assessed the extent to which Ss used explicit requests for nontrained objects within the context of those behavior chains and ones not encountered in the training session. Twenty-four students with mild mental retardation aged 10-15 were selected for this study. Participants were divided into two groups, with and without mnemonics, matched for age, sex, and number of years with the classroom teacher. Research to Practice in Mental Retardation, Volume 2: Education and Training. Creator. Mittler, Peter. Bibliographic Citation. Baltimore, MD: University Park Press, 1977. 432 p. URI. Find in a Library http://hdl.handle.net/10822/775223. Date. Education and Training in Mental Retardation, 27, 230–240. Google Scholar. Anderson, N.B., & Brady, M.P. (1993). Improving motor responses in students with severe disabilities using adult instruction and peer social interactions. Education and Training in Mental Retardation, 28, 47–56. Google Scholar. Ayres, B.J., Meyer, L.H., Erevelles, N., Park-Lee, S. (1994). Easy for you to say: Teacher perspectives on implementing most promising practices. Using the Milieu approach to increase spontaneous communication book use across environments by an adolescent with autism. Augmentative and Alternative Communication, 9, 259–272. CrossRef Google Scholar. Harchik, A.E., Sherman, J.A., & Sheldon, J.B. (1992);