

# INTRODUCTION

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Mental retardation implies an intellectual deficit that causes incompetence in the performance of social roles and in the performance of age appropriate tasks (*Stein and Susser, 1992*).

According to the Diagnostic and statistical manual of mental disorders, fourth edition (**DSM IV, R**), four levels of mental deficiency are defined; mild, moderate, severe and profound. Adaptive behavior as well as intelligence test score are taken into consideration in assessing the grade of defect. The estimated prevalence of mental retardation at any one time is about 1% of the population (*American Psychiatric Association, 1994*).

The estimated prevalence of mental retardation in Egyptian regular primary schools was 8.7% (*El-Hamady, 1998*). The problem of those children arouses as a result of their maladjustment to the surrounding environment. Also, these children are rejected and unwanted.

That calls for protective and supportive services to be administered to those mentally retarded children in a trial to maintain the incapacitated child's physical, social and mental well being. Specialized school placement is one of the best educational resources for the child as it helps parents to accept their bad situation as well as it helps in improving the quality of life of mentally retarded children (*Polnay and Hull, 1987*).