



BEHAVIOURAL DEVELOPMENTAL ASPECTS AMONG CHILDREN WITH INTELLECTUAL DISABILITY

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Abstract

Behavioural development is considered as product of maturation and learning. It always follows the same order and related to one another. That means if one developmental aspect is not achieved by the individual then the other development aspects get delayed or may not achieved by the individual which may occurs because of the one or the many reasons. The delay development mainly observed among the persons with disabilities, particularly in the persons with intellectual disability. In this present study the descriptive method is used to find out the developmental aspects among children with mild and moderate intellectual disability. Purposive sampling method was used to select the sample. Behavioural Assessment Scale for Indian Children wit (Mental Retardation) used to collect the data. Descriptive and inferential statistics used to analyze the data. The findings of the study revealed that there are differences among the development of children with mild and moderate intellectual disability.

(Key words: behavioural, development aspects, intellectual disability)

Introduction

Development is an ongoing complex process which takes place in the life of every human being. After conception change occurs continuously. The rate of growth among the persons with disability particularly in among the persons with intellectual disability is delayed. The rate of growth and development of an individual is affected by the various internal and external factors of the

individual. Some of the important factors include heredity, nutrition, socio economic condition, learning, learning environment, cognitive capacity and so on. Among all these the cognitive capacity is very important. Children with intellectual disability have various cognitive capacity based on which they are categories as mild, moderate, severe and profound.

Need and Significance of the study

Majority of the children with intellectual disability falls under the mild and moderate categories. Their learning is affected by various factors along with their cognitive capacity. The present study focuses to investigating the behavioural developmental aspects among the children with mild and moderate intellectual disability. This study will help to understand the developmental aspects of children with mild and moderate intellectual disability. This study will also help parents, teachers and other professional to plan and provide appropriate opportunity for their maximum growth and behavioural development.

Statement of the problem

To study the behavioural developmental aspects among the children with mild and moderate intellectual disability living with their family.

Objectives

1. To assess the behavioural developmental aspect among the children with mild and moderate intellectual disability living with their family.
2. To compare the behavioural developmental aspects of the children with mild and moderate intellectual disability living with their family.

Hypotheses

1. There will be no significant difference in the behavioural developmental aspects between the children with mild and moderate intellectual disability living with their family.

Methodology

In this present study the descriptive method is used to find out the developmental aspects among the children with mild and moderate intellectual disability.

Sample and sampling technique

Purposive sampling technique was used to select the sample, which consists of total sixty children with intellectual disability. It includes school going children with mild and moderate intellectual disability. The sample represents the children with intellectual disability of Uttar Pradesh.

Tool

The tool, include three parts (Part-I, Part-II and Part-III). Part-I and Part –II are developed by the researcher in order to collect demographic information of the sample. Part-I include

profile of children with intellectual disability. Part-II includes profile of parents of children with intellectual disability. Part-III is Behavioural Assessment Scales for Indian Children with Mental Retardation (BASIC –MR) Part-A developed by Dr. Reeta Peshawaria and S. Venkatesan. Tool consists of seven broad areas which have all together two hundred and eighty items. In this present study all together five areas were taken for the study. The total numbers of items in these five areas are mentioned below in table-1

Table-1-Total number of item in each domain of Part-A

Sl. No.	Domain	No. of Items
1.	Activities of Daily Living (ADL).	40
2.	Language.	40
3.	Reading –Writing.	40
4.	Number-Time.	40
5.	Domestic-Social.	40
	Total	200

Validity and reliability

Construct validity of BASIC-MR Part-A was also measured for the differences between the mean scores on pre and post levels. The scores were found to be statistically significant ($P = < 0.001$). In addition to this face validity of BASIC-MR Part-A, obtained from the teacher trainees was found to be high.

Scoring of BASIC-MR (Part-A)

Each and every children with intellectual disability shows different levels of performance at each and every items in the BASIC-MR (Part-A). Since there are six possible levels of performance therefore under six levels each item scored. The score were given 0 to 5 for different level performance that are mentioned in the table-2.

Table-2- Scoring of BASIC-MR (Part-A)

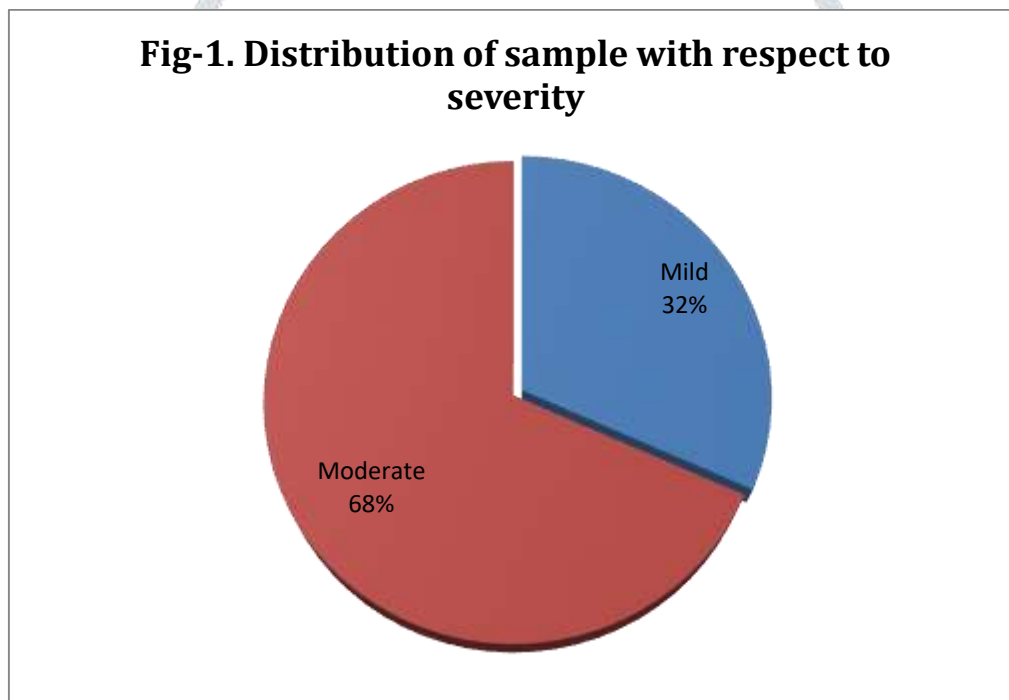
Sl. No.	Levels of performance	Score
1.	Independently	5
2.	Cluing	4
3.	Verbal prompting	3
4.	Physical prompting,	2
5.	Totally dependent	1
6.	Not applicable respectively	0

Administration of the tool

Researcher took prior permission and appointment from the concerned authorities and parents. They were ensured that the data would be kept strictly confidential and will be used only for research purposes. The researcher also explained the purpose of the study. Researcher met with each and every child along with their parents or teachers / care takers and administered the tool to each child. Before administering the tool close rapport was built with the respondents by interacting with them and then assessment of child was done. Information also collected from their parent or teachers / care takers.

Distribution of the sample with respect to independent variables

The detail distribution of the sample with respect to severity shown in fig-1.



The fig-1 represents the distribution of sample with respect to severity level of the disability. The data were presented in term of percentage in the above figure.

Distribution of sample with respect to the developmental aspects

The collected data were analyzed with respect to the developmental aspects of the children with intellectual disability living with their family and the results were tabulated in the table (Table-3). Based on developmental aspects it is categorize as Below Average development, Average development and Above Average development.

Table-3 Distribution of sample with respect to developmental aspects

Attitude	Number	Percentage
68.01 - 96.93 (Below Average)	11	18.33
96.94-125.87 (Average)	28	46.67
125.88 & above (Above Average)	21	35.00
Total	60	100.0

The study scale used for collecting data has minimum score of 0 and maximum score of 1000. Since the mean of the mean score is ranges from 68 to 154. All the score considered as development and it is statistically categorize into three category that Below Average development which mean score range from 68.01 - 96.93; Average development which mean score range from 96.94-125.87 and Above Average development whose mean score range from 125.88 & above.

The table-3 shows that no sample show that out of the total sample 11 (18.33 %) shows Below Average development; 28 (46.67%) shows Average development and 21 (35.00%) shows Above Average development. The table also a show that maximum number 28 (46.67%) shows Average development and only very small sample 11 (18.33%) shows Below Average development.

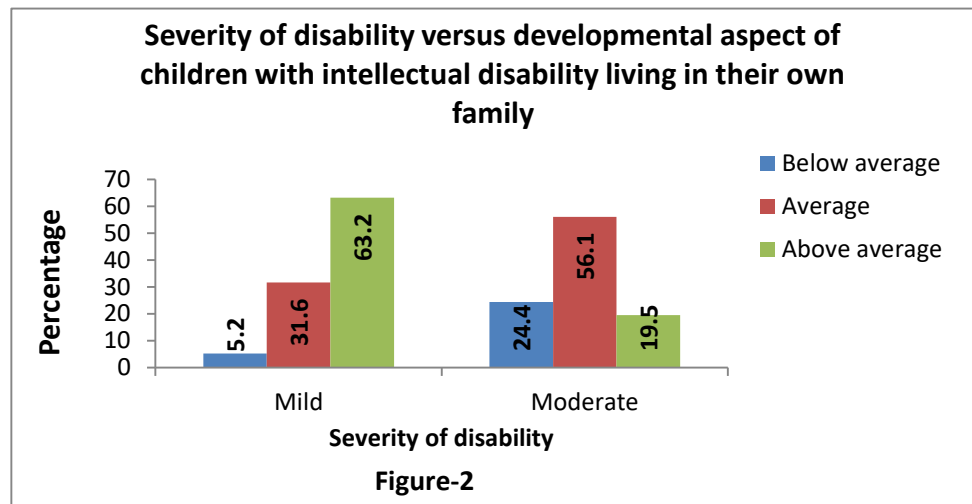
Severity of disability versus developmental aspect of children with mild and moderate intellectual disability living in their own family

The collected data were analyzed by using the percentage and chi-square statistical technique with respect to severity of disability of the sample and their developmental aspect. The result presented below in the table -4 and also in graphical form.

Table-4. Severity of disability versus developmental aspect of children with mild and moderate intellectual disability living in their own family

Severity of disability		Scale score			Total
		Below Average	Average	Above Average	
Mild	Number	1	6	12	19
	Percentage	5.2%	31.6%	63.2%	100.0%
Moderate	Number	10	23	8	41
	Percentage	24.4%	56.1%	19.5%	100.0%

Total	Number	11	29	20	60
	Percentage	18.3%	48.4%	33.3%	100.0%



The table -3 and Figure-2 shows that out of 60 samples 19 are mild and the remaining 41 are moderate. Out of the 19 samples who are mild, 1 (5.2 %) shows below average development; 6(31.6%) shows average development and the remaining 12(63.2%) shows above average development. The second group consists of 41 samples those are moderate. Out of these 41 samples, 10 (24.4%) shows below average development; 23 (56.1%) shows average development and 8 (19.5%) shows above average development.

To study the relationship between severity level of samples and their developmental aspect, the following null hypothesis is formulated.

“There will be no significant difference between severity of disability and developmental aspect of the samples.

Table -2 Chi-Square Value

Sl.No	Name of the Items	Value
1.	Calculated Value	11.66
2.	Table Value at 0.01 Level	9.21
3.	Degree of Freedom	2

To understand whether the observed difference in the developmental aspect of different group is significant or not, the chi-square statistical technique applied. From the result as indicated in the table 2, it is clear that the calculated value (11.66) is higher than the table value (9.21) at 0.01 levels of significance and at 2 degrees of freedom. This shows that statistically it is highly significant. Thus null

hypothesis is rejected. That means statistically there is difference in developmental aspects of children with mild and moderate intellectual disability.

Result

The result of the study clearly indicates that majority (63.2%) of children with mild intellectual disabilities showed above average development where as only (19.5 %) of moderate category of children with intellectual disability showed above average development. On the other hand majority (56.1%) of children with moderate intellectual disability showed average development where as only (31.6%) of children with mild intellectual disability showed average development. Below average development of children with moderate intellectual disability is also higher than that of the children with mild intellectual disability. The difference in development of mild and moderate children with intellectual disability is may be because of the differences in their cognitive capacity.

Conclusion

The findings of the study reveal that behavioural developmental aspects of children with mild intellectual disability are higher than that of the children with moderate intellectual disability. There is highly significant difference between the development of children with mild and moderate intellectual disability living with their family. Thus it is important for the parents, professionals and the other stakeholders to give emphasis on proper planning, implementation and to use educational technologies in order to facilitate the learning of children with moderate intellectual disability showed average development

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