

Study of Social Adjustment of Children with Intellectual Disability

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ABSTRACT

Intellectual disability, historically referred to as mental retardation, is characterized by significant limitations in adaptive behavior that begin prior to the age of 18 and exist after the context of community environments and measurement limitations are considered. The current study is aimed to study social adjustment of children with intellectual disability. The objectives of the study were to assess the social maturity of IDC and to assess the effect of intervention programmed on social maturity. The sample consisted of 300 IDC with mild and moderate disability, attending special schools in Lucknow and Barabanki City, in the chronological age between 6-9 and 9-14 years. Results revealed that intervention program is effective in enhancing capabilities in social sphere of children having intellectual disabilities.

Keywords: Intellectual disability, social maturity, intervention programmed.

INTRODUCTION

Intellectual disability, historically referred to as mental retardation, is characterized by significant limitations in adaptive behavior that begin prior to the age of 18 and exist after the context of community environments and measurement limitations are considered (Schlock *et al.*, 2007). As defined by the American Academy of Child and Adolescents Psychiatry (AACAP), adaptive behavior covers a range of everyday social skills, community use, self-direction, health and safety, functional academics, leisure, and work. This categorization sub-classifies intellectual disability according to the intensity and nature of needed supports. In addition, it emphasizes the need for detailed assessment in all relevant domains, including psychological and emotional functioning (AACAP, 1999). The impact of intellectual disability can range from mild impairment (e.g., a child can engage in meaningful conversation and carry out simple occupational skills) to profound impairment (e.g., a child is completely dependent on others for personal care and has minimal verbal abilities).

Since the intellectually challenged cannot receive complete formal education they should at least be trained in daily living skills, daily personal care routines, social skills, academic skills; of which encompasses the psychosocial development which is the prerequisite for developing an identity and pave for an independent living of their own.

Objective

The objectives of the study were: To assess the social maturity of IDC to assess the effect of intervention programmed on social maturity.

Methodology

The sample consisted of 300 IDC with mild and moderate disability, attending special schools in Lakhnow and Barabanki City, in the chronological age between 6-9 and 9-14 years.

Purposive sampling technique was used to identify the samples for the present study. The children who have been identified as IDC (at the time of admission to the special schools) were selected based on the tests conducted by the Psychologists/Psychiatrists using Binet-Kamat test, Vineland Social Maturity Scale and Seguin Form board Test from the selected schools for the study (by referring the records maintained by the schools authorities). Further, the parents and teachers of the IDC were also interviewed to assess the social maturity.

The methodology used for the present study was a pre-test, post-test method with an intervention programmed. The intervention programmed was introduced through different techniques such as story-telling, role-play, puzzles, pictures, activities, rhymes, sequence cards so as to reinforce the concepts taught. Special educational strategies like prompting (physical prompting, verbal prompting, modeling, cuing, fading) etc, and differential reinforcement techniques were used. Adaptation by Dr. J. Bharat Raj was used to assess the social maturity.

RESULTS AND DISCUSSION

Table 1: Social Maturity Pre and Post Intervention in 6-9yrs Children.

	Intervention				Significance level
	Pre (n=140)		Post (n=140)		
VSMS	Mean	Std. Deviation	Mean	Std. Deviation	
Social maturity	64.90	7.94	81.83	4.95	P<0.001**

**** Strongly significant**

Table 1 depicts the mean scores of pre and post-test assessment on the social maturity aspect of IDC. The pre-test mean scores of the DC of experimental group is 64.90 (SD-7.94), whereas in the post-test the it has shown a significant improvement with mean scores being 81.83 (SD-4.95) which was statistically strongly significant (P=<0.001**).

Table 2: Social Maturity Pre and Post Intervention 9-11 Yrs Children.

	Intervention				Significance level
	Pre (n=160)		Post (n=160)		
VSMS	Mean	Std. Deviation	Mean	Std. Deviation	
Social maturity	67.80	8.84	85.83	5.95	P<0.01*

Table 2 depicts the mean scores of pre and post-test assessment on the social maturity aspect of IDC of both. The pre-test mean scores of the DC of is 67.80 (8.84), whereas in the post-test the it has shown a significant improvement with mean scores being 85.83 (SD-5.95) which was statistically strongly significant (P=<0.001**).

Table 3: Social Maturity in Pre and Post Intervention Sessions in Male Intellectual Disability Children.

	Intervention				Significance level
	Pre (n=190)		Post (n=190)		
VSMS	Mean	Std. Deviation	Mean	Std. Deviation	
Social maturity	3.26	3.28	22.61	7.34	P<0.001*

Table 4: Social Maturity in Pre and Post Intervention Sessions in Female Children Having Intellectual Disability

	Intervention				Significance level
	Pre (n=110)		Post (n=110)		
VSMS	Mean	Std. Deviation	Mean	Std. Deviation	
Social maturity	2.12	1.69	18.29	6.23	P<0.001*

Table 3 and 4 reveals the mean scores of social maturity of ID boys and ID girls of both pre and post-test. The data clearly shows that the ID boys have higher mean scores of 22.61 (SD-7.34) when compared to the ID girls i.e. 18.29 (SD-6.23).

Further it can be observed that ID boys have higher mean scores of 22.61 (SD-7.34) post- test in comparison to the ID boys pre -test with mean scores are 3.26 (SD-3.28). The difference in mean scores is depicted with the P value being strongly significant ($P < 0.001^{**}$). ID girls mean scores of 18.29 (SD-6.23) post-test when compared to that of ID girls pre- test i.e. 2.12 (SD-1.69), the P value being ($P < 0.001^{**}$) strongly significant. It can be concluded from the above data obtained, that ID boys have acquired better social skills than the ID girls.

Table-5: Effect of Intervention on Social Maturity in Children with Mild Intellectual Disability

VSMS	Intervention (n=158)				Significance level
	Pre		Post		
	Mean	Std. Deviation	Mean	Std. Deviation	
Social Maturity	2.78	2.75	20.78	7.14	$P < 0.001^{**}$

Table 5 depicts the influence of intervention programme on the social maturity aspects among mild IDC. The mean scores of mild IDC found to be 20.78 (SD-7.14) after intervention and pre-intervention it was 2.78 (SD-2.75). The difference in mean scores was depicted with P value ($P < 0.001^{**}$) being highly significant which confirms that the social maturity of mild IDC with intervention program.

Table 6: Effect of Intervention on Social Maturity in Children with Moderate Intellectual Disability

VSMS	Intervention (n=142)				Significance level
	Pre		Post		
	Mean	Std. Deviation	Mean	Std. Deviation	
Social Maturity	4.78	3.75	25.78	6.14	$P < 0.001^{**}$

Table 6 depicts the influence of intervention programme on the social maturity aspects among moderate IDC. The mean scores of moderate IDC found to be 25.78 (SD-6.14) after intervention and pre-intervention it was 4.78 (SD-3.75). The difference in mean scores was depicted with P value ($P < 0.001^{**}$) being highly significant which confirms that the social maturity of moderate IDC with intervention program.

CONCLUSION

The present study concluded that intervention program is effective in enhancing capabilities in social sphere of children having intellectual disabilities.

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