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GRT **IMPACT OF BEHAVIOUR MODIFICATION AMONG
MENTALLY RETARDED CHILDREN - AN
INTERVENTIONAL APPROACH**

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Abstract:- A study on Impact of Behaviour Modification among Mentally Retarded Children - An Interventional Approach was carried out among 30 mentally retarded children where 8 from integrated and 22 from special schools where education programmes catering for the needs of the mentally retarded children was followed at Coimbatore district. Purposive sampling method was used to select the sample. Experimental method was followed and the results revealed that giving intervention by means of training the behavior modification techniques to the mentally retarded children helps in reducing their abnormal behaviours to the great extent.

Keywords: Mental Retardation – Behaviour Modification – Intervention – Abnormal Behaviours.

INTRODUCTION:-

Mental retardation is a challenge to human race. Many times, children with mental retardation show behaviour that are considered as problematic because of the harm or inconvenience they cause for others or to the child himself.

Normally 59-60% of the mentally retarded are reported to have problem behaviour. However, one has to bear in mind that children with normal intelligence also show problem behaviour. In fact, to some extent, exhibition of problem behaviour is a normal developmental phenomenon.

The behaviour problems of the mentally retarded children were arranged from simple to complex depending on the frequency of occurrence of each problem or allied aspects. Some of the behaviour problems are listed below:

Rocks the body
Inattentive
Grinds teeth
Nose picking
Cries excessively

And it goes on based on the age, gender, and level of retardation of the person.

NEED AND IMPORTANCE OF THE STUDY:

Zigler et al, (2001) assessed personality traits of mental retardation with E-Z personality questionnaire and confirmed the negative reaction tendency, effectance motivation, expectancy of success and outer directedness.

Rutter et al (1976) did a comparative study, to find out the behavior problems existing in school going children. The result revealed that behavior disturbances are reported 4 to 5 times more in mentally retarded persons as compared to normal persons.

Mortimore et al., (1983) carried out a study on a group of children who were attending special schools. He found out that the behaviour problems interfere in the educational process of mentally retarded children. The study also reveals that behaviour problems hinder the learning process of mentally retarded children, especially of small children with maximum deviation in attention and concentration areas.

Research in this area will bring in front of identification interventional activities to surmount the behaviour problems exhibited by mentally retarded children. Studies of this type will provide a clear view about the extent and the degree and frequency of behaviour occurrence and the behaviour modifications required to meet the learning requirements of these children. Hence, the study is the need of this hour. The present study is an attempt in this direction.

OBJECTIVES:

- 1.To identify the mentally retarded children with behavioural problems.
- 2.To develop a checklist to identify the manifestation of behaviour problems.
- 3.To identify the common behaviour problems seen among mentally retarded children.
- 4.To compare the manifestation of behaviour problems before and after intervention.

HYPOTHESES:

- There is no significant difference in mean behaviour problems before and after intervention in respect to girls having mental retardation.
- There is no significant difference in mean behaviour problems before and after intervention in respect to boys having mental retardation.

METHODOLOGY:

The investigator conducted the experimental study at special schools and integrated schools, where education programmes catering for the needs of the mentally retarded children was followed in Coimbatore.

SAMPLE SELECTED FOR THE STUDY:

The investigator used purposive sampling technique to select the sample. The sample chosen for the study consisted of 30 mental retarded pupils. The investigator identified 22 from the special schools, 8 from the integrated schools as mentally retarded children.

VARIABLES:

The independent variables such as Gender, Age group, level of retardation and type of schooling were selected for the study.

The Dependent variables of the study consisted of behavior problems that occurred among mentally retarded children and remedial measures in terms of training the behavior modification techniques.

TOOL:

1) Personal Data Bank:

Personal data bank was used to collect personal information such as age, gender, level of retardation and type of schooling of the selected sample.

2) Behaviour Identification Schedule:

The checklist contains two subdivisions where the first comprised of 10 behaviors related to oneself, starting from simple behavior problem of thumb sucking, leading to head banging. The second subdivision consisted of 10 behaviors towards others, which ranged from pinching others, spitting on others to biting others.

These statements were given to subject experts for jury opinion and with request to point out 'ambiguity', 'repetitions' and 'inaccuracies' if any. Based on their suggestions, all the statements were edited, reviewed and arranged.

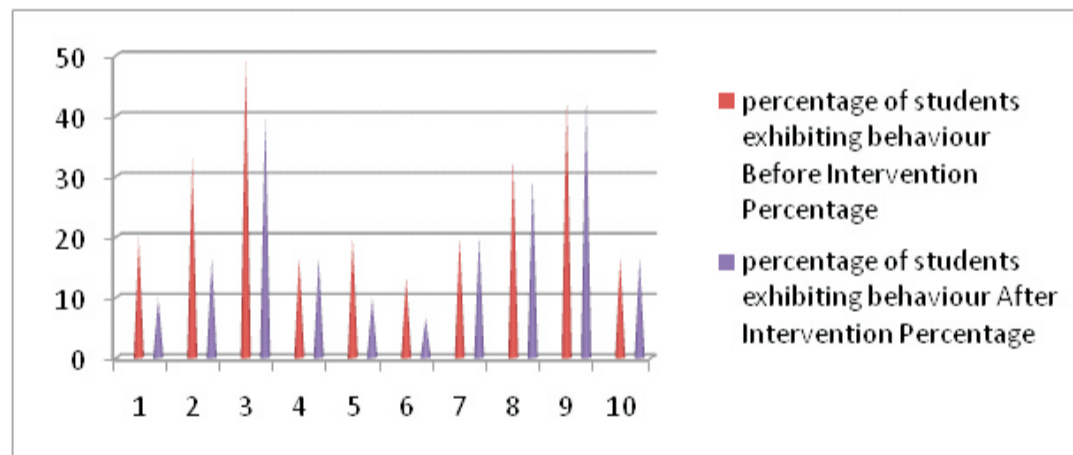
The data after collection was processed and analyzed in accordance with the outline laid down for the purpose at the time of developing research plan and depicted as follows:

1. Behaviour in oneself

S.No.	Statements	No. and percentage of students exhibiting behaviour			
		Before		After	
		Yes	Percentage	No	Percentage
1	Thumb sucking	6	20	3	10
2	Nail biting	10	33.3	5	16.6
3	Rocking body	15	50	12	40
4	Screaming yelling	5	16.6	5	16.6
5	Nose picking	6	20	3	10
6	Grinds teeth	4	13.3	2	6.6
7	Biting self	6	20	6	20
8	Scratching /rubbing self	10	33.3	9	30
9	Laughing to self /giggling	13	43.3	13	43.3
10	Bangs head	5	16.6	5	16.6

The table reveals that, the behaviour problem of thumb sucking was reduced from 20% to 10% after intervention. On the other hand, nail biting was reduced from 33% to 16%. The behaviour problem of grinding teeth was reduced from 13% to 6%. Nose picking was found to be reduced from 20% to 10%.

In general most of the behaviour problems reduced significantly. However the higher order of behaviour problems such as biting self, scratching self/rubbing self, laughing self and head banging was not found to be modified even after intervention. This indicates, it needs longer period of intervention.



Behaviour Problems manifested in Oneself before and after Intervention

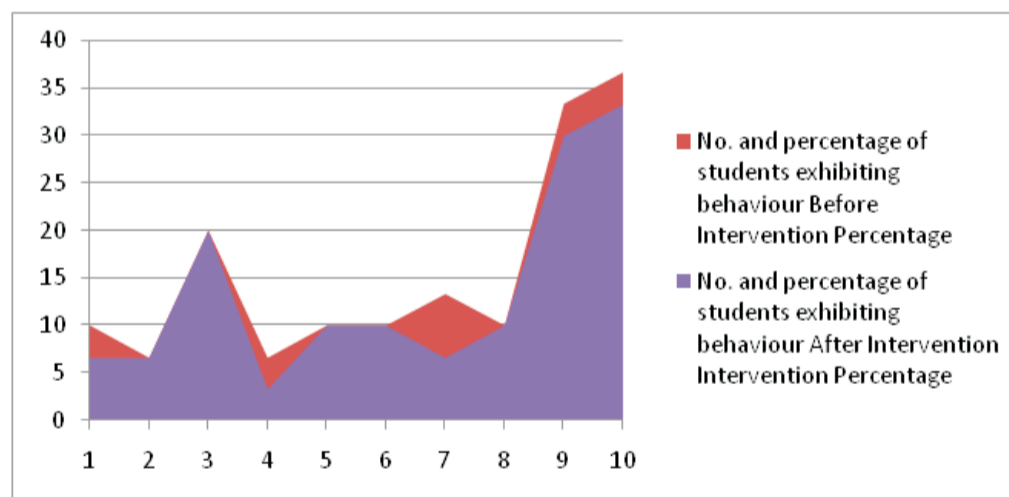
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|----------------------|-------------------------------|
| 1. Thumb sucking | 6. Grinds teeth |
| 2. Nail biting | 7. Biting self |
| 3. Rocking body | 8. Scratching /rubbing self |
| 4. Screaming yelling | 9. Laughing to self /giggling |
| 5. Nose picking | 10. Bangs head |

2. Behaviour problems towards others

S.No.	Statements	No. and percentage of students exhibiting behaviour			
		Behaviour Exhibited		After	
		Yes	Percentage	No	Percentage
1	Pinching others	3	10	2	6.6
2	Spitting on others	2	6.6	2	6.6
3	Mimics words /gestures	6	20	6	20
4	Pulls hair, ear and body parts of others	2	6.6	1	3.3
5	Uses vulgar language	3	10	3	10
6	Kisses, hugs and licks people unnecessarily	3	10	3	10
7	Makes loud noise when others are working	4	13.3	2	6.6
8	Biting others	3	10	3	10
9	Pushes others	10	33.3	9	30
10	Pulls objects from others	11	36.6	10	33.3

The table reveals the behaviour problems manifested towards others, the behaviour problem of pushing others was reduced from 33% to 30% after intervention. On the other hand, the behaviour of making loud noise when others are working was reduced from 13% to 6%. The behaviour problem of pulling hair, ear and body parts of others was reduced from 6% to 3%. The behaviour problem of pulling object from others was found to be reduced from 36% to 33%.

In general most of the behaviour problems was reduced significantly. However, the higher order of behaviour problems such as biting others, using vulgar language, spitting on others was not found to be modified even after intervention. This reflects that it need longer period of individual intervention.



Behaviour Problems manifested towards others before and after Intervention

- 1. Pinching others
- 2. Spitting on others
- 3. Mimics words /gestures
- 4. Pulls hair, ear and body parts of others
- 5. Uses vulgar language
- 6. Kisses, hugs and licks people unnecessarily
- 7. Makes loud noise when others are working
- 8. Biting others
- 9. Pushes others
- 10. Pulls objects from others

3. Comparison of Behaviour Problems of Mentally Retarded Girls Before And After Intervention

S.No	Behaviour problems	Girls (N=10)				t value
		Before intervention		After intervention		
		Mean	S.D	Mean	S.D	
		7.73	4.22	7.36	4.06	2.39*

***Significant at 0.05 level**

From the table, it is evident that the correlated t value is 2.39 with the df=9, for the behaviour of girls with mental retardation is significant at 0.05 level. In the light of this, the null hypothesis stated that “there is no significant difference in mean behaviour problems before and after intervention in respect to girls having mental retardation” is rejected. It may therefore be said that intervention helped in improving the behaviour of girls having mental retardation.

4. Comparison Of Behaviour Problems Of Mentally Retarded Boys Before And After Intervention

S.No	Behaviour problems	Boys (N=20)				t value
		Before intervention		After intervention		
		Mean	S.D	Mean	S.D	
		4.55	2.91	3.55	2.39	4.60**

**** Significant at 0.01 level**

From the table, it is evident that the correlated t value is 4.60 with the df=19, for the behaviour of boys with mental retardation is significant at 0.01 level. In the light of this, the null hypothesis stated that “there is no significant difference in mean behaviour problems before and after intervention in respect to boys having mental retardation” is rejected. It may therefore be said that intervention helped in improving the behaviour of boys having mental retardation.

RESULTS AND DISCUSSION:

- 1) The post scores 't' = 2.39 of intervention on the behavior problems of girls were significantly higher. Hence intervention was found to be efficacies in improving the behavior of mentally retarded girls.
- 2) The test 't' = 4.60 reveals a significant difference on the behavior problems of boys after intervention. Hence it is concluded that the intervention enhanced the behavior of mentally retarded boys.
- 3) In general most of behavior problems manifested with in oneself and manifested towards others were reduced significantly.
- 4) The behavior problem of grinding teeth was reduced from 13% to 6% after intervention.
- 5) The higher order of behavior problems were not found to be modified even after intervention, which necessitates the intervention for longer period.
- 6) The obvious behavior problem of making loud noise was reduced from 13% to 6% after intervention.

CONCLUSION:

The care and concern for individuals having disabilities have been a component of Indian heritage from time immemorial. As far as Education of Children with Special Needs is concerned, education should be a mandatory to bring in change in the individuals with special needs. This study had attempted to bring awareness among the people who work for the disabled that would ensure to bring out the maximum potentials of the mentally retarded.

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