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A STUDY OF EFFECTIVENESS OF METHODS USED FOR MODIFICATION OF PROBLEM BEHAVIOUR OF MENTALLY CHALLENGED CHILDREN



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Short Profile

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ABSTRACT:

In the present study the researcher has attempted to study the effectiveness of methods used for modification of problem behaviour of mentally challenged children. The investigation was carried out on 15 mentally challenged children of Awwa Asha School, Ambala Cantt. The investigation was done by using Mehta et al 's methods for modifications of problem behaviour in mentally challenged children. The findings of the study show that these method are very useful for mentally challenged children.

KEYWORDS

Modification , Mentally Challenged Children , psychologists .

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1. INTRODUCTION :

A person is considered to be mentally challenged if his mental retardation refers to sub average general intellectual function, which originates during the development period and is associated with impairment in adaptive behaviour.

The word "Mentally Challenged" is used for all those children who are unable to work in the school, society and the house.

According to Tredgold (1937) Mental deficiency is a state of incomplete mental development of such a kind and degree that the individual is incapable of adapting himself to the normal environment of his fellows in such a way as to maintain an existence independently of supervision, control or external supports.

Problem behaviour is defined as the degree with which the individual meets the standard of personal independence and social responsibility expected of his age and culture group.

The mentally challenged children often have maladjusted behaviour. He is not liked by other children of his group. He can be better socially adjusted and can earn the respect admiration attention and friendship of society if he learns to behave in socially acceptable manner and cooperates with other.

SIGNIFICANCE OF THE STUDY

The study of problems of mentally challenged children has developed greatly in recent years and their treatment is often a matter of concern not only for specialists but educationist and students of social behaviour and problems should be familiar with some of the main facts. Teachers should at least be able to detect serious cases which should be referred to the psychologists and to discuss the same in the parent teacher meetings. Such problems are increasing in number the commoner types of problems that trouble most of the parents. It is needed only through the gradual education of parents in the training of children that we can hope to reduce substantially the number of problem children.

In the modern changing scenario, life has become quite complex. It is even more difficult for the mentally challenged individuals to cope with the challenges of life. This gives rise to many problems of behaviour such as adjustment, anxiety, insecurity feeling, temper tantrums, over activity, specific fears and shyness, lying, over sensitivity, hyperactivity, jealousy etc.

Methods used for modification of problems behaviour for such children can make a difference in the adjustment level and the quality of life in the day to day routine of these children. The present methods used for modification of problem behaviour of mentally challenged children has great significance in understanding and solving the problems of mentally challenges children. Therefore the researcher got interested in this problem.

Types of Modification Methods for Problem Behaviour of Mentally Challenged Children

According to Mehta et al (1991) the following are the methods for modifications of problem behaviour in mentally challenged children.

1. Time Out Method :- Record to unwanted behaviour by noting down what happened before, during and after the behaviour.

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2.The Restraint Method :- This is a variation of the time out method. It can be used when it is not feasible to remove the child or the situation from one another.

3.The Over Correction Method :- This method is for older children and the children whose level of mental handicap is mild. This method can be used to reduce aggressive behaviour.

4.The Response Cost Method :- This method too is used with older children and whose level of mental handicap is mild. It can be used to change a large variety of behaviour which the child realizes are wrong.

OBJECTIVES

The study was designed with following objectives in mind.

1. To study the problem behaviour in mentally challenged children
2. To study the methods used for modification of problem behaviour in mentally challenged children.
- 3.To know the difference in the level of intensity of problem behaviour among mentally challenged children after having used methods for modifications of problem behaviour.
- 4 .To know the difference in the level of frequency of problem behaviour among mentally challenged children after having used methods for modifications of problem behaviour.
- 5.To know the effects of different methods used for modifications of problem behaviour in mentally challenged children.

Hypothesis

The following hypothesis were framed for the study

- 1.There is a significant difference in the level of intensity of problem behaviour of mentally challenged children after having used method for modification of problem behaviour.
- 2.There is a significant difference in the level of frequency of problem behaviour of mentally challenged children after having used method for modification of problem behaviour.
- 3.Modifications methods have an effect on frequency and intensity of problem behaviour in mentally challenged children.

Sample

The sample of present study consists of 15 mentally challenged children of Awwa Asha School, Ambala Cantt. through random sampling technique.

Tools

Following tools were used to collect the data

1. Check list of problem behaviour by Mehta et al (1991).
2. Check list of methods for modifications of problem behaviour by Mehta et al (1991).
3. Self prepared questionnaire for collection of demographic data.

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Design of the Study

Experimental method of investigation was used to access the effectiveness of methods used for modification of problem behaviour in mentally challenged children.

Data Collection Procedure

Pre-Test: The pre test was done on both the experimental and control groups. The groups were subjected to measurement of frequency and intensity of problem behaviour and were administered test as mentioned under the heading of Tools. Scores were collected for further analysis.

Treatment: Treatment was administered only to the experimental groups. (Group A and Group B), using two different methods of treatment. The treatment included educating parents to use modification methods of problem behaviour.

The behaviour of children was checked on daily basis in terms of frequency and intensity and corrected. The treatment was given for 40 to 45 minutes everyday for 30 days.

Post-Test: The post test was also taken for experimental (Group A and Group B) as well as control group. The groups were again be subjected to measurement of variable chosen for study with the help of same tools used earlier. Scores for all the variables of study were collected for analysis for each subject.

Statistical Techniques Used

The data was analyzed by calculating mean standard deviation of pretest and post test scores of frequency and intensity of different groups to test the hypothesis. T-test was applied to see the significance of difference between the mean of pre test and post test scores of frequency and intensity of problem behavior in mentally challenged children.

FINDINGS AND CONCLUSIONS

In the light of finding of the present study the following major conclusions have been drawn.

1. There was a significant difference in the level of intensity of problem behaviour of mentally challenged children after having used methods for modification of problem behaviour .
2. There was a significant difference in the level of frequency of problem behaviour of mentally children after having used methods for modification of problem behaviour.
3. Modification methods had an effect on frequency and intensity of mentally challenged children.

Educational Implications

It is true that the mentally challenged children fail to make progress at school. But it is difficult to know why they fail to do so. Mental retardation affects the physical, educational, social, vocational and emotional development in all fields. We have evidential proof that mentally challenged children tend to

fail in an ordinary school. So these children should be kept in well equipped hospital cum school. Capable nurses and doctors should be appointed for them. These children cannot do their daily chores and need to live in such institutes.

The difficulties in identification of problem children are as difficult as the classification of the causes leading to problem of behaviour in children as they emerge from different aspect of behaviour and personality as displayed at home, in the school, in society and in the neighbourhood by the children.

Very often parents fail to understand their children and prefer to keep the mentally retarded children at home. But they have to develop a right and positive attitude for bringing them up. If parents suspect that a particular child is mentally retarded, they should get him medically checked up first. If possible they should take the child to the guidance of psychological centre to ascertain the degree of mental retardation. After confirmation, they must face the problem courageously and with determination. They should not blame anybody or curse their fate for their child. Parents should know that the child needs basic security and he can have it through love and affection. Sometimes, certain neighbours are so unsympathetic that they become responsible for increasing the stress on the family. However, they should be a little cautious in dealing with such types of children. In some developed countries, baby sitters are prepared to deal with all possible dispositions of mentally retarded children and they relieve the parents to go out together occasionally. In a developing country like India, it is only a dream. The family member of mentally retarded child must see that their child is not bullied or teased by other children.

The special schools are considered very practical and more beneficial than residential schools. The child goes to school for fixed time only and he makes social progress too. The division of class in these schools is on the basis requirement level of ability and age separately.

Arrangement for special classes should be made where proper education and training facilities are available. A separate homogeneous class system is more effective. It becomes easier for the teacher to modulate the curriculum, and educational materials according to the needs of the child and the child progress accordingly.

The children of retarded levels cannot take normal education. Only children having an I.Q of 50-75 can pass the primary class. Children of 25-50 I.Q can learn to read and write only with very great effort otherwise, they can be given training in unskilled work. The I.Q of less than 25 renders children totally dependent. So only the children of the first two groups can get education.

These children require specially trained teachers with consideration for their main specialties, commensurate with their speed of development, which is generally very slow. It is, therefore, necessary that the teacher should have thorough knowledge of child psychology and the various teaching methods and techniques.

The focus of their teaching and training should be to prepare the mentally challenged children for self help. They are given sensory training so that they can guess the difference in situations and things by touching, perceiving, smelling, tasting and hearing them. It is rather difficult to give training of any vocational skill to them to develop economic usefulness. Yet by getting training in household work, they can utilize their time and energy.

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