

Effect of intervention on shoelace tying and buttoning of shirt skill of mentally retarded children

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ABSTRACT

The present study was undertaken with specific objective to study the Impact of intervention on shoelace tying and buttoning of shirt skill of mentally retarded children. A total sample of 30 mentally retarded children was selected purposively from the Village Saliana, block of Panchrukhi of Kanga district in the state of Himachal Pradesh. It was found that significant improvement in shoelace tying and buttoning of shirt skill due to intervention. Hence the impact of intervention was found significant regarding shoelace tying and buttoning of shirt skill of mentally challenged children.

INTRODUCTION

Epidemiological studies in India also indicate that 2-3 per cent of children in India suffer from mental retardation according to Mental Retardation in India, the report of the First All India Conference on Mental Retardation (1966) and Kuppaswamy (1968). According to Madhav (2001) the prevalence of mental retardation was observed to have a national rate of 4.2 per 1000 population. The prevalence of mental disability was found to be 2.3 per cent in rural community of Karnataka (Kumar *et al.*, 2008). Mental retardation is a term used when a person has certain limitations in mental functioning and in skills such as communicating, taking care of him or herself and social skills. These limitations

will cause a child to learn and develop more slowly than a typical child. Children with mental retardation may take longer to learn to speak, walk, and take care of their personal needs such as dressing or eating. They are likely to have trouble learning in school. They will learn, but it will take them longer and there may be some things they cannot learn. The performance and behavior of a normal person or even a mentally retarded person is never dependent only on his or her intellectual capacity, but on many other factors like emotional maturity, education, training and the social and cultural environment. Parenting of a child with mental retardation is not an easy job, as the presence of mentally retarded child in the family leads to greater burden on the family (Peshawaria *et al.*, 1995). As the child grows, the physical

demands placed on parents may increase. The time and physical energy required for positioning, toileting, bathing, eating and dressing may place an additional burden on parents and other family members. Parents face many problems related to social, marital, and psychological problems. If the parents do not have adequate knowledge regarding mental retardation then they may face even more problems because the state of knowledge of parents and society, in the field of mental retardation also influence the way in which mentally handicapped persons are treated by family and society. The interaction of family with a mentally retarded member will depend to a great extent on the severity of the condition. The present study reconsiders these concerns by focusing on the effect of intervention on shoelace tying and buttoning of shirt skill of mentally retarded children.

The data were collected from selected Community Development block of Panchrukhi of Kanga District in the state of Himachal Pradesh. Village Saliana was purposively selected as the Institution for Mentally Challenged is situated here. A total sample of 30 mentally retarded children was selected. A standardized scale on Family Needs (Peshawaria and Venkatesan, 1992) was used. Open-ended interviews were conducted which focused on the personal experiences of parents with MR in regard to the challenges and needs they faced as parents. These interviews were recorded, transcribed and analyzed.

The results obtained from the present investigation as well as relevant discussion have been summarized under following heads :

Effect of intervention on Shoelace tying by respondents :

The impact of intervention on shoe lace tying skills

of mentally retarded children was evaluated by using paired t-test for shoelace tying. Table 1 shows the effect of intervention on shoelace tying skills of respondents.

The data presented in table shows the effect of intervention on shoelace tying skills of mentally retarded children. There was a significant improvement in shoelace tying skills due to intervention. The present study was supported by Matson *et al.* (1990) study on teaching self-help skills to autistic and mentally retarded children. Three autistic, mentally retarded girls were taught various adaptive behaviors using a multiple baseline design. Skills taught were shoe lace tying, hair combing, tooth brushing, putting on pants, shirts and socks, and eating and drinking. Training included modeling, verbal instructions, prompting, and edible and social reinforcement. Treatment procedures involved the whole-task method of teaching self-help skills. The study revealed that autistic and mentally retarded children responded to adaptive behavior by teaching them self help skills. The autistic mentally retarded children once taught self help skills were able to tie the shoe laces independently.

Effect of intervention on buttoning of shirts skills of respondents :

The impact of intervention on buttoning of shirts skills of mentally retarded children was evaluated by using paired t-test. Table 2 shows the effect of intervention on buttoning of shirts skills of respondents.

The data presented in table presents improvement in buttoning of shirts skills of mentally retarded children, due to intervention. There was a significant improvement in buttoning of shirts skills due to intervention. Similar findings by Matson *et al.* (1990) who conducted study on teaching self help skills to autistic and mentally retarded children. The study revealed that autistic and

Table 1 : Effect of intervention on shoelace tying skills of respondents

Shoelace tying					
Pre intervention mean	Standard deviation	Post intervention mean	Standard deviation	Standard error of difference of means	t- value
1.4333	.8976	0.5333	.5713	.1943	4.6328*

*indicates signification of value at P=0.05, NS=Non-significant

Table 2 : Effect of intervention on buttoning of shirts skills of respondents

Buttoning of shirts					
Pre intervention mean	Standard deviation	Post intervention mean	Standard deviation	Standard error of difference of means	t- value
1.1667	.8743	.2000	.4842	.1825	5.2977*

*indicates signification of value at P=0.05, NS=Non-significant

mentally retarded children responded to adaptive behaviour by teaching them self-help skills. The autistic mentally retarded children once taught self help skills were able to button and unbutton the shirt independently.

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