DEVELOPMENT OF VOCATIONAL SKILLS (PACKING) IN MILD INTELLECTUALLY IMPAIRED CHILDREN

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ABSTRACT

The present study deals with the analysis of the data. The sample taken was a purposive sample to develop the packing skills through vocational training. The subjects taken was mild intellectually challenged students of Dashrath Manovikas Sansthan Sikar Rajasthan. The qualitative & quantitative analysis & interpretation of data were done on the basis of objectives of the research. It can be concluded that the overall skills (like gross motor, fine motor, social interaction, pre-vocational and task related skills are developed in the intellectually impaired child and the achievement of the child is near of 70% It can be also said that the social behavior in the intellectually impaired child is develop as well as vocational behaviors. It is observed that vocational training make the mentally retarded child self-dependent.

KEYWORDS: Vocational Skills, Intellectual Disability.

INTRODUCTION:

Mental retarded or handicapped children are characterized by low intelligence in comparison with normal children, and there are various degrees of retardation. In the beginning of this century Alfred Binet, who was assigned this problem by the then Ministry of Education in France suggested a method of grading mental retardation. Binet introduced the concept of mental age based are of normal intelligence and they have a mental level approximating that age, which mental level could be termed as their “mental age”. If some child falls short in his performance of certain tasks, from the performance of the majority of the children of his age, he was said to have a lower mental age. People with less than average mental ability are called mentally retarded. Such people have difficulty in changing their way of functioning appropriate to the various situations in everyday life. The term ‘mental retardation’, ‘mental deficiency’, ‘mental handicap’, and ‘mental sub-normality’ refer to the same condition. The terms used in the past such as amentia, idiocy, feeble minded, moron, imbecile and oligophrenia are now outdated. Mental Retardation is one of the conditions, found most difficult to define, since many a time the persons affected may not have a conspicuous symptom. They are either identified and or diagnosed incorrectly. Historically, the persons affected by mental retardation have experienced varied treatments ranging from abandoning them (in early years) to providing them (present day) equal opportunities and rights like non-disabled persons. The definitions have undergone changes based on the trend of the day.  

In this unit, we will see how historically the concept of mental retardation has undergone changes influencing the definitions; the various definitions also will be discussed. Mental Retardation is a condition in which there is delay or deficiency in the development of motor, cognitive, social and language functions. This is the commonest form of development disability. In many ways, mental retardation is also representative of developmental disabilities in general, in its causation, nature, and care.  

As noted earlier, mental retardation is a condition in which there is a significantly sub-average mental development from birth or early childhood. Most people with mental retardation have the condition from birth. In a small number, the condition may occur following damage to the brain in later childhood. This could, for example, follow an episode of ‘brain fever’. Mental Retardation is described as “significantly sub-average functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.”

METHODOLOGY:

Statement of Problem:

On the basis of various reviews of literatures the following problem is formulated: “Development of Vocational skills (packing) in intellectually impaired children through training. This study is to develop managing skills for packing machine in the subjects for the purpose of vocational training.

Variables:

Independent Variable: Independent variables are those variables which manipulated by investigator directly by the selection. In this research independent variable are Vocational training skills.

Dependent Variable: The dependent variables are measured in an experiment; any change in behavioural dimension is also dependent variable. Dependent variable of the study consisted level of achievement in vocational skills and change in work behaviour of intellectually impaired children.

Hypothesis:

The following hypothesis is formulated for parents investigation work:

1. There will be significant difference between the average score of pre and post test for gross-motor skills & fine motor skills.
2. There will be significant difference between the average score of pre and post test for social skills.

RESEARCH DESIGN TABLE:

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SAMPLING TECHNIQUES USED:

From different sampling techniques the investigators referred purposive sampling procedure for selection of the sample for the present study. P purposive sampling method in which investigator selected the sample intentionally from his choice. This is the reason why purposive sampling is considered as the best technique of selecting representative sample.

Data Gathering Procedure:

For the purpose of this study the collection of data was gathered in eight parts that is the pre-evaluation was taken in four continuous days. The training of 30 days was given for enhancing the skills after pre-evaluations. The intervention post-evaluation was taken after the treatment. A withdrawal of 15 days was given. After withdrawal one post-test was evaluated. A treatment of 10 days of training was given to the subjects. After this training period the investigator conducted the final post-test and evaluates the mean values for all areas.

RESULTS AND INTERPRETATION:

Table & figure – 1 Showing the Mean Scores of all Pre & Post Test Sessions for Gross & Fine Motor Skills

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It can be concluded that the overall skills (like gross motor, fine motor, social interaction, pre-vocational and task related skills) are developed in the intellectually impaired child and the achievement of the child is near of 80%. It can be also said that the social behaviour in the intellectually impaired child is develop as well as in peer group and society member towards the subject.

DISCUSSION & CONCLUSION:

On the basis of researcher’s experience and findings it could be said that individualized Vocational Training Programmed, demonstration (method) encouragement and motivation, correction, error analysis and supportive supervision helps in building-up and enlarge the proper and required skill in persons with intellectual impairment.

Result all categories the enhancement was found. Differences as the subjects are good in all sub skills area mind prior knowledge of all sub skills. The techniques of vocational skill training were adopted to help the subjects learn more effective and efficiently with his both mental and physical ability. Reinforcement were given at appropriate places and levels to boost up the motivation of the subjects. Techniques like Modeling, Shaping, Chaining and various prompts like physical, verbal, gestural prompts were also beneficial for edify the vocational skills while training.

A level of social interaction was also increased after the treatments given to the subjects these skills not only development self-confidence in the subjects but in vocational skills is also a prerequisite before giving vocational training. Subjects showed no remarkable changes in post test in pre-vocational skills & task related skill. The following researches are also supported by the above research work and its conclusion:

This was a field experiment study in which before and after design used. This design was used to know the significant effect of training on the subject. To know the level of the subject four continuous evaluations was conducted. These evaluations show the effects of the environment exposure on the effectiveness of the skills on subject. This evaluation also helps in know and control the extraneous variable on the efficiency of the working skills in the subject. A treatment of thirty days was given to the subject. After the treatment, two post test evaluations were taken to evaluate the level of achievement in the various categories of the skills and the effects of environmental exposure on the subject. A withdrawal of fifteen days was also given to know the difference. Withdrawal from the treatment showed effect on the working skills as the withdrawal was given; there was a decline in the effectiveness and work behavior in the subject. To remove this effect a treatment of 10 days was given to subject. After the treatment subject was assessed to know the significance of treatment and training in the working behavior and effectiveness of the subject. It was also revealed that techniques of vocational skills like application of reinforcement, modeling and prompts were useful for enhancing achievements in the level of skills. It is concluded on the basis of this investigation that such type of systematic training or individualized Vocational Training Programme boost up rehabilitation and main-streaming process for the persons with intellectual impairment. They get rehabilitation opportunities through such type of Individualized Vocational Training Programme and make them a reproductive and contributory of society. It was observed that the vocational independence has made the attitudinal change of family members as well as in peer group and society member towards the subject.

It can be concluded that the vocational training makes enable subjects (intellectually impaired children) to use these learned skills and their daily life as well as at work place.

REFERENCES: