

## ANALYSIS AMONG CHILDREN WITH MENTALLY RETARDATION AND LEARNING DISABLED IN RELATION TO THEIR ADAPTIVE BEHAVIOUR

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### ABSTRACT

The mentally retarded people who were ignored until now, recently drew public attention due to evolution of human rights awareness in the society. The ordinary people as well as the Government began to recognize their social status and their needs. Later, the public concern doubled on the operation of criminal justice system to see whether the mentally retarded is fairly treated in the system or not. Many people believed that the efforts undertaken for retarded persons were only a tip of the iceberg, to say the least. Such problem should be resolved not only because this is unfair for the mentally retarded, but more important, the equality and justice which are essential elements of the society should be restored in order to regain the public confidence in the legal system.

**KEY WORDS:** Mentally, society

### INTRODUCTION

An average five years old for example, would be expected to have adaptive Behaviour similar to that of other five years old. So on the basis of adaptive Behaviour I want study about of learning disabled students and mentally disabled students because being a part of this society they feel very isolated from the society and some time they do not their convey their message one person to another person that time this adaptive Behaviour works as a tool they through their adaptive Behaviour they express feelings that what they want to say and what they want from this society.

### MENTAL RETARDATION

Mental retardation (MR) is a generalized disorder appearing before adulthood, characterized by significantly impaired cognitive functioning and deficits in two or more adaptive Behaviours. It has historically been defined as an Intelligence Quotient score under 70. Once focused almost entirely on cognition, the definition now includes both a component relating to mental functioning and one relating to individuals' functional skills in their environment. As a result, a person with a below-average intelligence quotient (BAIQ) may not be considered mentally retarded. Syndromic mental retardation is intellectual deficits associated with other medical and Behavioural signs and symptoms. Non-syndromic mental retardation refers to intellectual deficits that appear without other abnormalities.

### ADAPTIVE BEHAVIOUR

Adaptive Behaviour includes the age-appropriate Behaviours necessary for people to live independently and to function safely and appropriately in daily life. Adaptive Behaviours include real life skills such as grooming, dressing, safety, safe food handling, school rules, ability to work, money management, cleaning, making friends, social skills, and personal responsibility. Adaptive Behaviour assessments are used in evaluation of students with learning disabilities to determine what Behaviour strengths and weaknesses should be addressed to improve the learner's possibility for success in school and life. It is not uncommon for learning disabled students to require specially designed instruction to learn adaptive Behaviours.

### NEED AND SIGNIFICANCE OF THE STUDY

It is well known that India is a democratic country and all natives have equal right of education but this is the misfortune of this great developing country that still we are not moving in the right path, our society is divided in to many groups. According to their mental and physical health. Somehow some

groups are not mentally and physically fit to survive in this society, they need support and empathy being a human I am very empathized with them .If ever I get a chance I would like to join a welfare group .So that I can help them and try to give more and more time and provide special education to them. From my point , being differentially cnullenged is not a curse but we all should take it as cnullenge and give our 100% to take this feeling out of the society. The plan to be executed for the upliftment of such a group as I feel is to train them according as per their capabilities and skills, keeping in view that the training should be not only practical to enable them to survive in the society with the self esteem but also some vocational types of training to be added with this. Overall it should be a compact type of programme. Human beings as they are supreme creation of the almighty always aspire to keep up their moral, self esteem even if they are physically cnullenged. Differently able is better term for such group as they are unable to do things like the normal people then they are certainly specific in some or other field of life .As for the normal children their area taste, skill and talent is to be found out by their teachers and then that particular skill is to sharpened. Unlike this the mentally cnullenged ones it's not that easy or simple to find out the area of interest and skill to develop or strength that It'll unitarily need a lot of patience and time to work out. I have studied various review of literature related to the children with disabled like Harper Moore 1995, Teking Efter 2003, Hooper 2004, Dondard 2005 and Maher 2007 but I could not found any effective research in this field that's why I have selected this topic.

**RESULT AND DISCUSSION**

**TABLE 1.1**

**COMPARISON BETWEEN CHILDREN WITH MENTALLY RETARDATION AND LEARNING DISABLED IN RELATION TO THEIR ADAPTIVE BEHAVIOUR.**

Special Children	N	Mean	SD	SE	Df	t-value
MR	10	1083	53.11	16.01	18	**2.93
LD	10	1151.54	50.57	15.24		

\*\*significant difference at .01 level of significance

**INTERPRETATION:**

Table No. 1.1 shows that Mean (1083) and SD (53.11) of the children with MR and Counter part of the first group children with LD Mean found Mean score (1151.54) and SD (50.57) and calculated value of 't' is 2.93 which is greater than table value of 't' 1.96 (0.05) 2.58 (0.01) level of significance. It means  $H_01$  "There is no significance difference between children with Mentally Retardation and Learning Disabled in relation to their Adaptive Behaviour", has been rejected at both level. I can say there has some difference between children with MR and LD in relation to their adaptive bheaviour. In other words children with LD have better adaptive behavior than children with MR.

**TABLE 1.2**

**COMPARISON BETWEEN CHILDREN WITH MENTALLY RETARDATION AND LEARNING DISABLED IN RELATION TO THEIR MOTOR.**

Special Children	N	Mean	SD	SE	Df	t-value
MR	10	146.45	20.21	6.09	18	**3.44
LD	10	175.54	17.55	5.29		

\*\*significant difference at .01 level of significance

**INTERPRETATION:**

Table No. 1.2 gives that Mean (146.45) and SD (20.21) of children with Mentally Retardation and Mean (175.54) and SD (17.55) of children with Learning Disabled, and the calculated value of 't' is 3.44 which is greater than the table value of 't'.

This indicates  $H_02$  "There is no significance difference between children with Mentally Retardation and Learning Disabled in relation to their Motor" has been rejected at both level of significance (0.05 and 0.01).

I can say there has some difference between children with MR and LD in relation to their Motor. In other words children with LD have better Motor than children with MR.

**TABLE 1.3**

**COMPARISON BETWEEN CHILDREN WITH MENTALLY RETARDATION AND LEARNING DISABLED IN RELATION TO THEIR ACTIVITIES OF DAILY LIVING ADL**

Special Children	N	Mean	SD	SE	Df	t-value
MR	10	157.09	21.78	6.56	18	*1.78
LD	10	172.72	11.62	1.41		

\* Not significant difference at both level.

**INTERPRETATION:**

Table No. 1.3 gives that Mean (157.09) and SD (21.78) of the children with MR and Mean score (172.72) and SD (11.62) of the children with LD and calculated value of 't' is 1.78, which is smaller than t-table value.

It means H<sub>03</sub> "There is no significance difference between children with Mentally Retardation and Learning Disabled in relation to their Activities of daily living" has been accepted at both level.

I can say that there has no difference between children with MR and LD in relation to their ADL. In other words children with LD have better ADL than children with Mentally Retardation.

**TABLE 1.4**

**COMPARISON BETWEEN CHILDREN WITH MENTALLY RETARDATION AND LEARNING DISABLED IN RELATION TO THEIR LANGUAGE.**

Special Children	N	Mean	SD	SE	Df	t-value
MR	10	152.27	20.40	6.15	18	*0.15
LD	10	153.45	12.94	3.90		

\* Not significant difference at both level.

**INTERPRETATION:**

Table No. 1.4 shows that Mean (152.27), and SD (20.40) of the children with MR and counter part of the first group children with LD Mean found, Mean score (153.45) and SD (12.94) and calculated value of 't' is 0.15 which is smaller than 1.96 (0.05) 2.58 (0.01) level of significance.

It means H<sub>04</sub> "There is no significance difference between children with Mentally Retardation and Learning Disabled in relation to their Language", has been accepted at both level.

I can say there has no difference between children with MR and LD in relation to their Language. In other words children with LD have better Language than children with MR.

**TABLE 1.5**

**COMPARISON BETWEEN CHILDREN WITH MENTALLY RETARDATION AND LEARNING DISABLED IN RELATION TO THEIR READING-WRITING.**

Special Children	N	Mean	SD	SE	Df	t-value
MR	10	161.63	17.57	5.29	18	*0.18
LD	10	159.90	22.33	6.73		

\* Not significant difference at both level.

**INTERPRETATION:**

Table No. 1.5 shows Mean (161.63) and SD (17.57) of the children with MR and Mean (159.90), SD (22.33) of the children with LD and calculated value of 't' is 0.18 which is smaller than table value of 't' 1.96 (0.05), 2.58 (0.01) level of significance.

It means H<sub>05</sub> "There is no significance difference between children with Mentally Retardation and Learning Disabled in relation to their Reading Writing", has been accepted at both level.

I can say there has no difference between children with MR and LD in relation to their Reading Writing.

In other Words children with MR have better Reading Writing than children with LD.

**TABLE 1.6**

**COMPARISON BETWEEN CHILDREN WITH MENTALLY RETARDATION AND LEARNING DISABLED IN RELATION TO THEIR NUMBERS-TIME**

Special Children	N	Mean	SD	SE	Df	t-value
MR	10	150.72	21.28	7.32	18	*0.37
LD	10	151.27	17.05	5.14		

\* Not significant difference at both level.

**INTERPRETATION:**

Table No. 1.6 gives that Mean (150.72) and SD (21.28) of the children with MR and Counter Part of the first group children with LD Mean found, Mean score (151.27) and SD (17.05) and calculated value of 't' is 0.37 which is smaller than table value of 't' 1.96 (0.01) 2.58 (0.05) level of significance.

It means  $H_{06}$  "There is no significance difference between children with Mentally Retardation and Learning Disabled in relation to their Number Time" has been accepted at both level.

I can say there has no significance difference between children with MR and LD in relation to their Numbers Time.

In other words children with LD have better numbers Time than children with MR.

**TABLE 1.7**

**COMPARISON BETWEEN CHILDREN WITH MENTALLY RETARDATION AND LEARNING DISABLED IN RELATION TO THEIR DOMESTIC SOCIAL**

Special Children	N	Mean	SD	SE	Df	t-value
MR	10	159.72	27.77	8.37	18	*0.85
LD	10	167.90	11.63	3.50		

\* Not significant difference at both level.

**INTERPRETATION:**

Table No. 1.7 shows Mean (159.72) and SD (27.77) of the children with MR and Mean (167.90) and SD (11.63) of the children with LD and calculate value of 't' is 0.85 which is smaller than table value of 't' 1.96 (0.05), 2.58 (0.01) level of significance.

It means  $H_{07}$  "There is no significance difference between children with Mentally Retardation and Learning Disabled in relation to their Domestic Social" has been accepted at both level.

I can say there has no difference between children with MR and LD in relation to their Domestic Social.

In other words children with LD have better Domestic social than children with MR.

**TABLE 1.8**

**COMPARISON BETWEEN CHILDREN WITH MENTALLY RETARDATION AND LEARNING DISABLED IN RELATION TO THEIR PRE-VOCATIONAL MONEY.**

Special Children	N	Mean	SD	SE	Df	t-value
MR	10	155.09	20.27	6.11	18	*1.48
LD	10	167.72	16.30	1.91		

\* Not significant difference at both level.

**INTERPRETATION:**

Table No. 1.8 shows Mean (155.09) and SD (167.72) of the children with MR and Mean score (167.72) and SD (16.30) of the children with Ld and calculated value of 't' is 1.48 which is smaller than 't' table value 1.96 (0.05), 2.58 (0.01) level of significance.

It means  $H_0$  "There is no significance difference between children with Mentally Retardation and Learning Disabled in relation to their Pre-Vocational Money". has been accepted at both level. I can say there has no difference between children with MR and LD in relation to their Pre-Vocational Money. In other words children with LD have more Pre-vocational money than children with MR.

### **SUGGESTIONS**

Research is a continuous process and there is no end to it. Keeping in view this fact in the mind of the following suggestion can be offered:

1. The present work is confined to young children at junior level, covering a few schools of NCR Region.
2. In this regard to specific Learning Disability more specific samples like mathematical Disability, Reading Disability and writing Disability are required to be focused on.
3. Present study is conducted on below 14 years only. Elder children or adolescents can also be taken for further researchers.
4. Level of aspiration in relation to physically handicapped children and adults can also be taken in consideration for the further studies.
5. More variables can be taken from the field of Educational and Social Psychology to study relation of that variable to children with LD MR and Physically handicapped.

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