
A Relation between Special and Inclusive School Children on Accomplishment of Sociable Skills of Children with Intellectual Disabilities

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Abstract: *This is research work is an attempt to find out relation between Special and Inclusive School Children on Accomplishment of Sociable Skills of Children with Intellectual Disabilities was conducted. Survey method was carried out for the collection of data. The size of the sample was 150 children with Intellectual disabled (75 attending Special School and 75, attending Inclusive schools.) residing in Gondia district of Maharashtra. Sociable skills rating scales (Christina P,2014) was used by the researcher to measure the Accomplishment of Sociable skills. Data were analyzed by using descriptive statistical technique like mean, SD and t –test. The findings of the study indicated that there was no significant difference in the Accomplishment of Sociable skills of children in Special School compared to Inclusive schools. No significant relationship was found between Sociable skills Accomplishment and age, gender and type of family of children with Intellectual disabled. Further comparison of Accomplishment of Sociable skills indicated a higher Accomplishment in attachment domain and a low Accomplishment in Initiation domain in both the groups of children.*

Key Words: Intellectual disabled, Accomplishment, Sociable Skills, Special and Inclusive School

INTRODUCTION

Sociable skills are complex abilities one needs to adjust to changing Sociable demands. They depend on the specific Sociable context

.Sociable skills are the skills needed to interact adaptively in our cultural environment. According to Earledge and Milburn (1980), Sociable skills are defined as those Sociable, interpersonal and task related behaviors that produce positive consequences in the school classroom setting. Sociable skills are described as those skills such as greeting others, gives smiles, interact with others, and share toys, turn taking, and follow simple rules of the game. Sociable skills and the ability to get along with others are just an important to the handicapped students as they are the non-handicapped student .In fact, these Sociable skills are even more critical to the person who is handicapped because the handicapped are often compared with the norm and must compete for grades, Sociable status and employment. The importance of Sociable competence and related personality features has been stressed for individuals who have Intellectual disabled or other developmental disabilities. Children with Intellectual disabled differ in their physical abilities, communication skills and Sociable backgrounds and above all in their intellectual capabilities. These factors in one way or the other way affects their Sociable interaction and ultimately determine their Sociable adaptation level. Due to their deficits in adaptive behavior the children with Intellectual disabled are less Socialized. Sociable skills impairments are usually reflected in at least one of the three areas, including the level of a child's Sociable interaction skills, the development and stability of peer relationships and friendships, and a child's ability to process Sociable and Residential School.

The level of Sociable mal adjustment may be related to the severity of cognitive impairment, co-occurring Psychiatric conditions and the differences in behavioral phenotype associated with specific etiologies. Individuals with Intellectual disabled have been classified by the degree of intellectual impairment as mildly, moderately severely or profoundly mentally retarded. Sociable skills deficits of children with mild Intellectual disabled may be very subtle, and inter personal behavior may appear similar to that of normally developing children. One of the early findings is that children with Intellectual disabled initiate fewer Sociable interactions and demonstrate fewer responses to peers than do normally developing children (Guralnick & Weinhouse).

Children with Intellectual disabled show little developmental change in peer interactions (Beckman & Kohl, 1987; Lieber, Beckman, & Strong, 1993). However, increases in the amount of Sociable behavior over time were found in children with mild, but not severe, Intellectual disabled (Guralnick & Weinhouse, 1984). Heron and Harris (2001) suggests that for many students with special needs, the development of appropriate Sociable skills improve their chances of gaining Sociable acceptance and succeeding when they are included.

The aim of the study is to find out relation between Special and Inclusive School Children on Accomplishment of Sociable Skills of Children with Intellectual Disabilities. Which will help to understand the training for children with Intellectual disabled should be started very early in life. The family, the relatives, neighbors, friends and the society at large are responsible for the Sociable skill Training of the persons with Intellectual disabled.

OBJECTIVES OF THE STUDY:

I. To compare the Accomplishment of Sociable skills among children with Intellectual disabled

attending regular special schools and children attending Inclusive schools.

ii. To find out the relationship between Accomplishment of Sociable skills with age, gender, level of retardation and type of family of children attending regular special schools.

iii. To find out the relationship between Accomplishment of Sociable skills with age, gender, level of retardation and type of family of children attending Inclusive schools.

HYPOTHESIS OF THE STUDY:

- There is no significant difference in the Accomplishment of Sociable skills of children with Intellectual disabled attending Special School and children attending inclusive schools.
- There is no significant difference between the Accomplishments of Sociable skills with respect to age, gender, type of family and level of retardation of children with Intellectual disabled attending regular special schools.
- There is no significant difference between the Accomplishments of Sociable skills with respect to age, gender, type of family and level of retardation of children with Intellectual disabled attending Inclusive schools.

METHODOLOGY

Research design: Survey method was used

Sample: The sample consisted of 150 children in whom 75 children with Intellectual disabled are from regular special schools and 75 children from Inclusive schools. Characteristic of the sample were children with mild and moderate Intellectual disabled with age ranging from 7-18 years. The sample was drawn from Inclusive schools and regular Special School situated in Gondia district of Maharashtra. Sampling Techniques: Non probability; Convenience sampling technique was used.

Tool: The Sociable skills rating scales SSRS (Christina P,2014) was used for assessing the Accomplishment of Sociable skills. The SSRS is a frequency rating scale. The tool has reliability coefficient of 0.98. There are six domains in the SSRS Checklist. They are attachment domain, Interaction domain, Initiation domain, Co-operation domain, Self-management domain and Sociable play domain. The SSRS consists of Part A and Part B. The first part (Part A) of SSRS contains the demographic details of the children with Intellectual disabled .It includes the details of child’s age, gender, Level of retardation, type of school/and number of siblings. Part B of the SSRS consists of six domains –The attachment domain consists of 15 items, Interaction domain consists of 29 items, Initiation consists of 5 items, Co-operation domain consists of 12 items, self management consists of 11 items and Sociable play domain consists of 10 items. The Sociable Skill rating scale is a three point rating scale – Always (2), Sometimes (1), and Never (0) always.

Procedure: The researcher personally contacted the special schools authorities’ .The scope and purpose of study was explained to them and their permission was sought for collecting data from students, teachers and care takers. The researcher collected information by direct observation and information provided by teachers and care takers.

Data Analysis: The collected data was analyses with respect to a number of background variables. The following statistical techniques were used for this purpose. Computation of arithmetic mean, Computation of SD and Computation of t-test

RESULTS AND DISCUSSIONS:

In the present study to find out relation between Special and Inclusive School Children on Accomplishment of Sociable Skills of Children with Intellectual Disabilities .Data were analyzed by using descriptive statistical technique like mean, SD and t –test. In result and discussion and only significant result has been shown in table and figure followed by the formulated null hypothesis .All the result and discussion are given below.

Table1: Relating Accomplishment of Sociable skills among children attending Special School and children attending Inclusive schools.

Type of service	N	Mean	SD	t-value	Df
Regular special Schools	75	158.3	42.8	2.95	98
Inclusive Schools	75	161.9	39.5		

p>0.05

Table -1 shows the mean scores in Sociable skills Accomplishment among children attending Special School and children attending Inclusive schools. The mean scores of Accomplishment in Sociable skills for regular special school is

158.3and Inclusive school is 161.9, the t-value is 2.95.The obtained t-value is lesser than the table value which indicates that no significant difference was found in Sociable skills Accomplishment among children attending

Special School and children attending Inclusive schools. Therefore the findings are in accordance

with hypothesis.

Figure.1. Figure showing the relating Accomplishment of Sociable skills among children attending regular special schools and children attending Inclusive schools

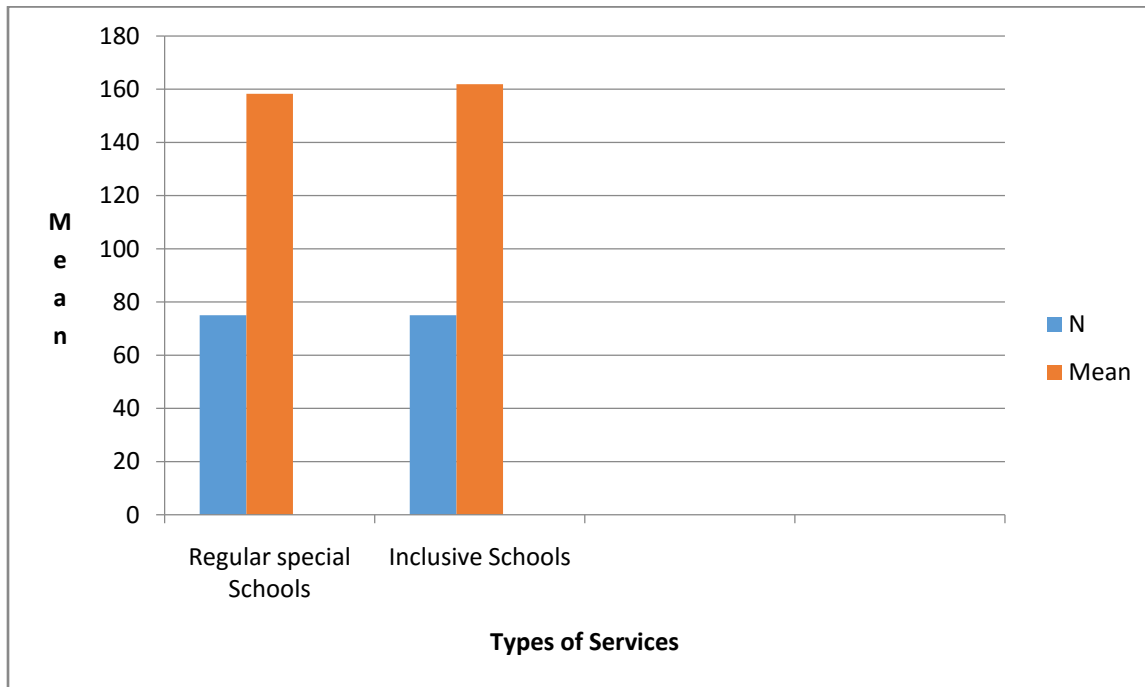


Figure-1 shows that the mean Accomplishment scores in Sociable skills are high in children who are attending Inclusive schools. The mean score of the children attending Special School are 133.2 and for Inclusive schools are 136.7. There is slight difference in the mean scores. The result of the study shows that there is no significant difference in the Accomplishment of Sociable skills in children attending Inclusive schools and children attending regular special schools. The

results of the study support the findings as stated by Bronfenbrenner (1986) that the family is the most influential context of the development of Sociable emotional development in children in early childhood. There for we can say that there is no significant difference between the Accomplishments of Sociable skills with respect to age, gender and type of family of children with Intellectual disabled.

Table1.1 : Relating Accomplishment of Sociable skills among children attending Special School and children attending Inclusive schools gender wise

Type of service	N - 75		Mean		SD	t-value	Df
	M	F	M	F			
Regular special Schools	35	40	75.2	83.1	42.8	2.95	98
Inclusive Schools	28	47	65.56	96.34	39.5		

Table and figure -1.1 shows the mean scores in Sociable skills Accomplishment among children attending Special School and children attending Inclusive schools. The mean scores of Accomplishment in Sociable skills for regular special school male is 75.3 and female is 83.1 and Inclusive school male is 65.56 and female is 96.34, the t-value is 2.95. The obtained t-value is

lesser than the table value which indicates that no significant difference was found in Sociable skills Accomplishment among children attending Special School and children attending Inclusive schools. Therefore the findings are in accordance with hypothesis.

Figure.1.1. Figure showing the relating Accomplishment of Sociable skills among children attending regular special schools and children attending Inclusive schools gender wise.

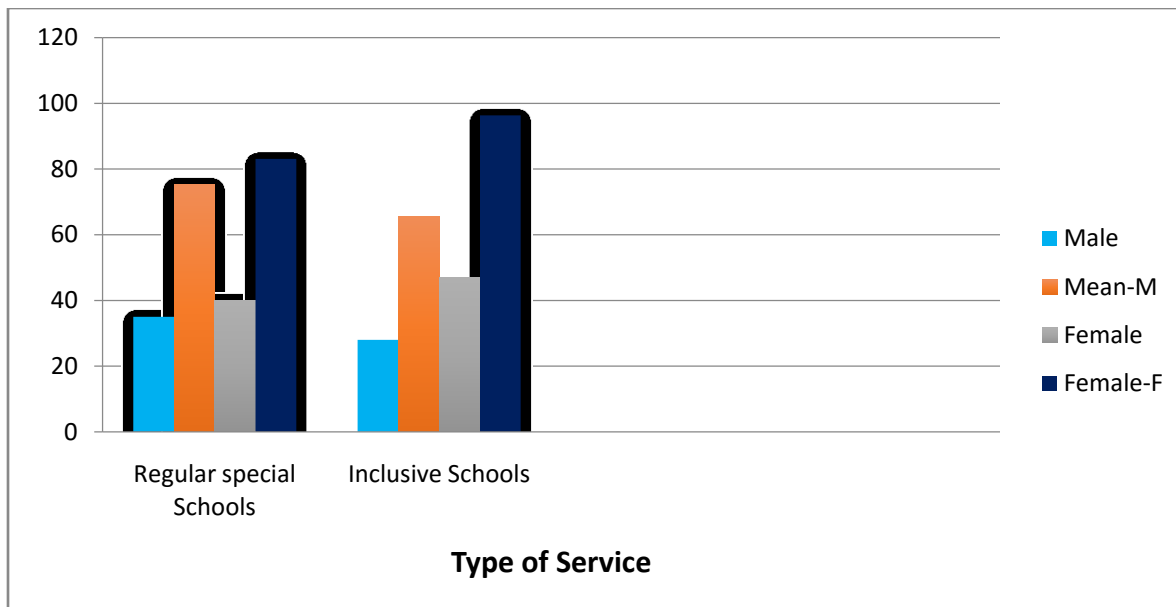


Table: 2 Mean Accomplishment scores in Sociable skills of children with Intellectual disabled with respect to level of retardation.

Sl.No	Level Retardation	N	Mean	SD	T-value	Df
1	Mild	83	184.78	26.99	4.84	98
2	Moderate	67	130.16	21.32		

**P<0.01

The above table shows the mean, SD, and t-value of Sociable skills of children with Intellectual disabled with respect to their level of retardation. The t-value is 4.84 with 98 degree of freedom. The calculated t-value is higher than the table value. Therefore there is a significant difference in the Accomplishment of Sociable skills among children with Intellectual disabled with respect to level of retardation. Children with mild

Intellectual disabled have higher ability to understand and act accordingly than children with moderate Intellectual disabled. Results support the findings as stated by Matson et al (2000) who stressed that significant differences were observed in Sociable skills of children with mild Intellectual disabled and moderate Intellectual disabled.

Figure 2: Accomplishment scores on Sociable skills of children with Intellectual disabled with level of retardation

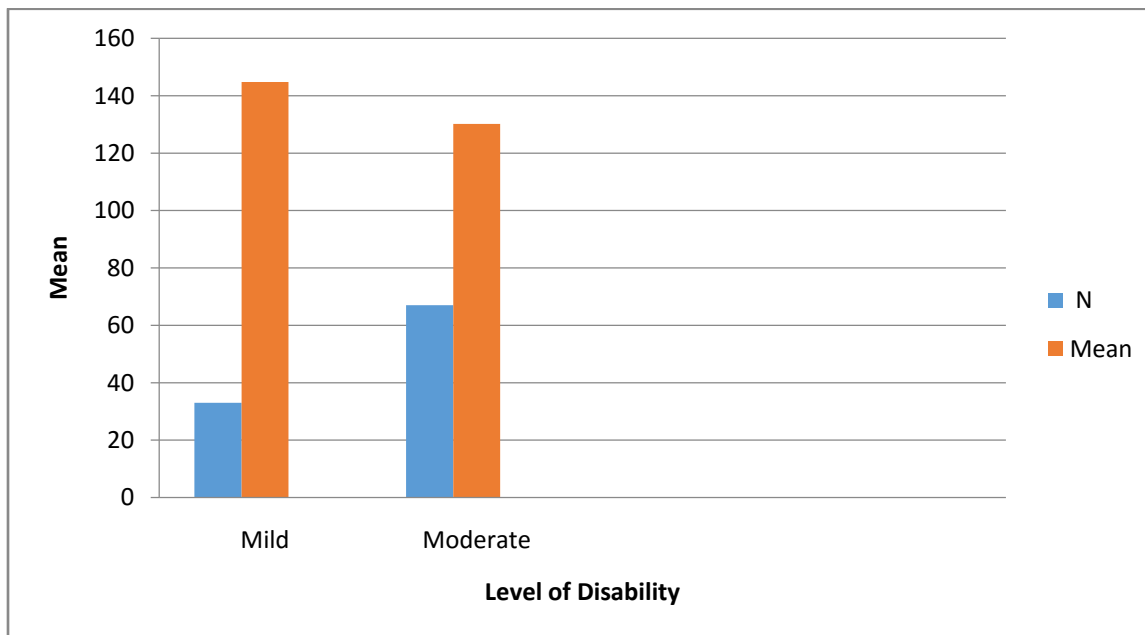


Figure 2 shows the Accomplishment scores on Sociable skills of children with Intellectual disabled with respect to level of retardation. The mean score of children with mild Intellectual

disabled is 184.78 and children with moderate Intellectual disabled is 130.16. The figure shows the level of retardation is a factor for influencing the Sociable skills development of children with

Intellectual disabled. Children with mild Intellectual disabled have higher ability to understand and act accordingly than children with moderate Intellectual disabled. Children with mild disability has IQ range 50-70. Mild children can achieve academic and Sociable skills like other children. The results support the findings as stated by Matson et al (2000) who stressed that

significant differences were observed in Sociable skills of children with mild Intellectual disabled and moderate Intellectual disabled. Therefore we can say that there is no significant difference between the Accomplishments of Sociable skills with respect to level of retardation of children with Intellectual disabled.

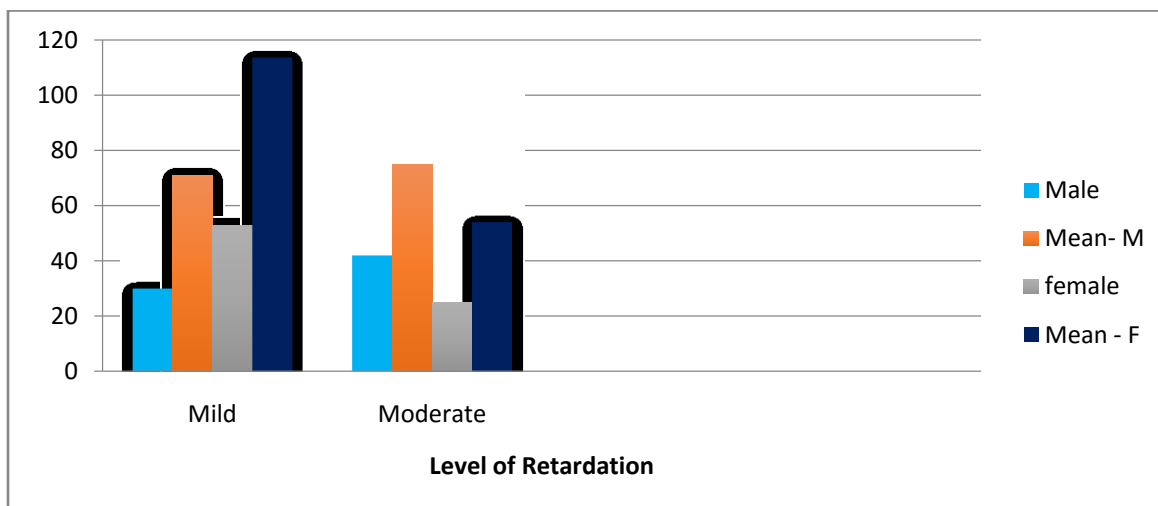
Table: 2.1 Mean Accomplishment scores in Sociable skills of children with Intellectual disabled with respect to level of retardation gender wise.

Sl.No	Level Retardation	N -150		Mean		SD	T-value	Df
		M	F	M	F			
1	Mild	30	53	71.11	113.67	26.99	4.84	98
2	Moderate	42	25	75.10	54.06	21.32		

Table and figure 2.1 shows the mean scores in Sociable skills Accomplishment among children attending Special School and children attending Inclusive schools with respect to level of retardation gender wise. The mean scores of Accomplishment in Sociable skills for level of retardation Mild male is 71.11 and female is 113.67 and moderate male is 75.10 and female is

54.06, the t-value is 2.95. The obtained t-value is lesser than the table value which indicates that no significant difference was found in Sociable skills Accomplishment among children attending Special School and children attending Inclusive schools. Therefore the findings are in accordance with hypothesis.

Figure 2.1: Accomplishment scores on Sociable skills of children with Intellectual disabled with level of retardation gender wise.



CONCLUSION:

The present study has revealed that there is no difference in the Accomplishment of Sociable skills among children with Intellectual disabled attending Special School and children attending Inclusive schools. This may be due to the positive environment in schools which foster Sociable skills in children. Peer interaction is high in both schools.

There are many reasons for increasing Sociable skills. It may be due to the relation between peers and other children, their neighbors, parents etc. But over protection of parents and others may lead to decrease in Sociable skills. Others positive attitude towards the children also will result in increase of Sociable skills. The present study will help to understand the level of Sociable skills of children studying in day care and Inclusive schools.

Education Implication: The present study findings will help the teachers and professionals, in planning and developing a Sociable specific curriculum. Further the results will give directions to parents and teachers to focus on Sociable skill development in children along with other academic activities.

LIMITATION AND FURTHER DIRECTION: The results cannot be generalized as the sample is not representative of whole population. Further research needs to be done in a layer sample from different part of the country.

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