

Chapter V

Summary and Conclusion

‘Coming together is the beginning, staying together is progress, work together is success’

- *Henry Ford*

This chapter presents the summary of the investigation, conclusions, implications limitations and recommendations. It also includes the scope for future research.

Disability is a condition of the body or mind that makes it more difficult for the person to do certain activities and interact with world (*National Centre on Birth Defects and Developmental Disabilities-Centre for Disease Control and Prevention 2020*). A heterogeneous group of conditions involving permanent non-progressive central motor dysfunction that affect muscle tone, posture and movement is termed as cerebral palsy (Barkoudah and Glader, 2019). Intellectual Disability is defined as a reduced ability to understand new or complex information, learn and apply new skills. ID leads to the inability to cope independently. This condition begins before adulthood with a lasting effect on development (World health organization, 2019).

Behaviour modification is a form of psychotherapy used to modify maladaptive behaviour patterns. The term self-esteem refers to worth, respect and acceptance of self. It is either low or high. Adolescents with disabilities are affected by the physical and psychological changes. Peer acceptance and relationships are essential for social and emotional development. Parents lay the groundwork for healthy and positive self-esteem by caring for their adolescents, giving him or her lots of love, cuddles and smiles. A calm and understanding teacher fosters self-confidence in the adolescents by being patient, approachable and trustworthy.

The study entitled, ‘Effect of Psychosocial Intervention through Parents and Teachers Support among Adolescents with Cerebral Palsy and Intellectual Disability’ aims to explore the impact of the intervention on Behaviour and Self-Esteem.

Objectives

- To identify the predominant learning style among adolescents with cerebral palsy co-morbid intellectual disability through assessment.
- To assess the level of Behavioural Issues and Self-Esteem among adolescents with cerebral palsy co-morbid intellectual disability through parents and teachers assessment.
- To design a psychosocial intervention based on the learning style of adolescents with cerebral palsy co-morbid intellectual disability to manage their Behavioural Issues and improve their Self-Esteem through parents and teachers support.
- To assess the pre-post and follow-up effect of the psychosocial intervention on Behavioural Issues and Self-Esteem among adolescents through parents and teachers assessment.

Method

Informal experimental research: before and after without control design was adopted, with the experimental group as the study sample. They were parents, teachers and adolescents. The dependent variables Behavioural Issues and Self-Esteem were assessed during the pre-test phase, followed by the implementation of the psychosocial intervention on the selected sample. The module was designed incorporating the learning styles visual, auditory and kinaesthetic. The study comprised of 30 adolescents, 19 boys and 11 girls using convenient sampling. They were within the age group of 12-18 years. The pattern of communication was Bilingual-English and Tamil. The effect of the psychosocial intervention on adolescents was obtained from their parents and teachers through pre, post and follow-up assessments. Though the focus was to bring about an improvement in the adolescents, the assessments and effect of the intervention was taken from their parents (n=30) and teachers (n=13) as they play an essential role in their wards progress.

Tools used

- The Case History Schedule- Researcher (2015).
- Test of Non-Verbal Intelligence Brown, Sherbenou and Johnsen, (2010).
- Swassing-Barbie Modality Test Barbe and Raymond Swassing, (1979).

- The Developmental Behaviour Checklist (Parent and Teacher versions) Enfield and Tonge (2002)
- Rosenberg's Self-esteem Scale Rosenberg (1965).

Intervention

The psychosocial intervention module resulted in a positive outcome. Each module focused to address the Behavioural Issues and improve Self-Esteem. The intervention was split into sessions for clarity and workability. The topics covered were Anxiety Management, Behaviour Modification, Social Skills Development, Self-Esteem Building and Personality Development. The modes of execution were through games, activities, audio-visual aids, group discussions, introspection, demonstration and reinforcement.

Adolescents are at risk for developing anxiety that adversely impact involvement at home, school and community. Anxiety contributes to social isolation with a possibility of experiencing loneliness, listlessness and behaviour issues leading to poor communication and interaction. Deep breathing exercise is a conscious activity with focused thought. The adolescents felt energized and refreshed by practicing deep breathing exercise reducing their muscle tension.

Behaviour modification techniques were taught using the ABC model (Antecedent, Behaviour and Consequence). Parents, teachers and adolescents were educated on effective tools and techniques to create positive behaviours. The goal was to create healthy systems within the family structure and classroom environment. In the present study, behaviour modification intervention eliminated undesirable behaviours and increased acceptable behaviour. It reduced aggressive impulses in adolescents. Adolescents often experience difficulty in learning social skills. This, in turn, results in social isolation limiting the development of language and communication. Social skills were taught in a kinesthetic manner, mostly in groups. In the present investigation, social skills training helped in improving the adolescent's ability to function in everyday social situations.

An adolescent struggle because his or her self-esteem is affected by the challenges. The self-esteem intervention has helped the parents to gain clarity on the issues leading to reduced self-confidence. They helped their adolescents to cope realizing their unique capabilities, strengths and giftedness.

Personality Development activities planned and executed for the parents, teachers and adolescents creating an atmosphere of enjoyment and peace. It helped in reducing emotional feelings and physiological arousal. The aim was to train the primary caretakers to handle and discipline their adolescents appropriately. Teacher workshops focused on classroom management. Finally, Individual Counselling was an opportunity for the sample to communicate and express their feelings openly. They were able to feel ease after each session.

Analysis

The comparison of the pre, post and follow-up stages was analyzed using the Repeated-Measures One-Way Analysis of Variance (ANOVA), performing pair-wise comparison of the within-group condition, using the Sidak Method of the post hoc analysis. The results were illustrated using line graphs to pictorially represent the changes that happened during the different phases. Statistical analysis was done using the Statistical Package for Social Sciences, Version 20.0.

Conclusion

From the key findings of the study, it is appropriate to arrive at a reasonable conclusion regarding the effectiveness of the psychosocial intervention on adolescents with cerebral palsy and intellectual disability.

- The perception of parents and teachers revealed that Behaviour Modification intervention was useful in reducing the Disruptive and Self-Absorbed behaviour in adolescents.
- The perception of parents and teachers revealed that the Social Skills Development intervention was useful in reducing the Communication Disturbance and improving Social Relations in adolescents.
- The perception of parents and teachers revealed that Anxiety Management was effective in reducing the Anxiety of adolescents.

- The perception of parents revealed that Psycho Education was effective in improving the Self-Esteem of their adolescents.

The psychosocial intervention in this study has proved its effectiveness in the management of Behaviour Issues and improving Self-Esteem in adolescents with cerebral palsy and intellectual disability. There was a remarkable reduction from both parents and teachers perceptions.

Implications

This study intended to develop a psychosocial approach using six different modules based on the psychological, social and behavioural aspects of the sample. It was designed for the Indian culture with significance in the areas of disabilities and rehabilitation.

1. The Behaviour Modification intervention has helped the adolescents to replace the negative behaviours with positive ones.
2. Social Skills Development Training has helped adolescents to improve their social skills.
3. The Anxiety Management has helped the adolescents to balance their emotions which stabilized their physical movement.
4. Psycho education has helped adolescents to improve their Self-Esteem.
5. The Personality Development Training has helped the sample in coping with the day to day difficulties.
6. The results of this study have opened a window for psychologist and other mental health professionals in understanding the efficacy and importance of tailor-made interventions in managing various problems of the disabled population.
7. The interventions not only gave a better effect in managing the behaviour and increasing the self-esteem but also long-term sustenance was observed in the follow-up phase.
8. The present study supports and clarifies earlier clinical reviews that suggested psychosocial intervention for better outcomes.

Limitations

1. The study included only two disabilities, particularly cerebral palsy co-morbid intellectual disability.
2. The samples included only mild and moderate intellectual disability.

3. The geographical area of the samples was restricted only to Tamil Nadu, particularly Chennai city.
4. The sample size is small (n=30)

Recommendations

1. Psychosocial intervention can be recommended for other disabilities.
2. This intervention can be recommended for young adults with disabilities.
3. The role of this intervention in improving self-esteem, social skills, reducing behaviour issues and enhancing emotional stability can be explored further.
4. This intervention can be used in a larger sample.
5. This intervention package can be modified based on the requirements for future research.
6. This intervention can be used for both clinical and normal population.