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BEHAVIOUR MANIFESTATION AMONG M.R. CHILDREN WITH VISUAL PROBLEM- AN INTERVENTION APPROACH

□ Dr. K. Sambath Rani*

R. Revathi**

ABSTRACT

Behaviour in any muscular, glandular or electrical activity of an organism. In this study Behaviour manifestation among MR children with visual problems was studied and an intervention approach was carried out using an appropriate techniques. An experimental method was followed with 30 pupils as samples belonging to the Age group of 1-20 years. The result revealed that the higher order to behaviour problems such as spitting on others .bitting self, laughing to self and head banging was found to be modified even after intervention. On the other hand the behaviour problem of grinding teeth, nose picking and pulling hair was reduced considerably'

Behaviour is an aspect of an organism's functioning, including overt behaviour, though emotion and physiological activity. The term behaviour includes overt behaviour (visible) and covert behaviour (private or internal). The overt behaviour can be readily observed whereas covert behaviour cannot be observed by the others.

In life, we perform so many activities, we sit, stand, chew, appreciate, swallow respect, fear, like and dislike. All these are some of the examples of the activities we perform in our daily life. "Some of our activities are directly observable while some are not directly observable.". In other words, some activities can be directly seen, while some activities cannot be directly seen, as they are abstract and can be interpreted. For example, the activity "Happy" cannot be seen directly. It can be only interpreted through behaviours, such as, smiles and laugh. Such behaviour aspects are considered and if they

All types of problem behaviours were defined as behavioural deficits (lack of adaptive behaviour) and behavioural excess (presence of maladaptive behaviour), some of these behavioural deficits and behavioural excess are possessed by visually impaired children. The

occurrence of these behaviours among Mentally retarded children with visual problems create a negative impact in the environment.

In such cases specific behaviour modification procedures and techniques are used in schools, workplaces and in home settings to overcome behaviour problems and to establish more desirable behaviour. Behaviour modification techniques are most commonly implemented among Mentally Retarded Children. These modification procedures help in successful reintegration into the community and return to activities of choice.

REVIEW AND RELATED LITERATURE:

Isralowik et al., examined the visual problems among people with mental retardation. Visual impairment being a debilitating conditions affecting emotional and physical functioning of an individual. The study was based on interviews and eye ophthalmologic screening of 106 people with moderate level of mental retardation, ranging from 19 to 62 years. Finally, the findings showed that 3% of those interviewed were recalled again for eye examination, yet 24 percent reported to have visual problems.

Castane, et al(1993) investigated the visual problems in people with severe mental handicap, Nine severely mentally retarded were studied using objective and subjective optometric tests. The result showed that the incidence of visual problems in people with mental handicaps is very high, visual problems, were compensated by optical methods. Finally the subjects exhibited a general change in behaviour.

Mc.Culloch et al(1996) conducted a study among sixty three residents, to analyse the incidence of visual problems among MR. adults and their capability to communicate their visual difficulties. The objective assessments, ophthalmoscope and retinoscopy were used to test the visual activity and visual fields suggested that these subjects were generally good, except the profoundly disabled group. The result concluded that there was a high prevalence of visual impairment refractive errors, squint and other ocular conditions. It was found to be common among severe and profoundly disabled groups because of optic nerve or optical dysfunction.

THE OBJECTIVE OF THE STUDY ARE

1. To identify the mentally retarded children with various visual problems.
2. To develop a checklist to identify the manifestation of behaviour problems
3. To identify the common behaviour problems seen among mentally retarded children with visual problems.
4. To compare the manifestation of behaviour problems before and after intervention.

METHODOLOGY

Four special schools and four integrated schools located in Coimbatore city catering to the needs of the mentally retarded children were identified to conduct the study. Purposive sampling method was adopted and the sample comprised 30 pupils. The mentally retarded children studying in these schools were considered, based on the teacher's response. Twenty four mentally retarded children with visual problems were selected from special schools and 6 of them were selected from integrated schools. The samples were selected depending on their Gender, Age, and level of Retardation.

Case profile developed by the investigator elicited information on the family background, educational qualification and economic status of the

parents of the selected samples. A checklist as developed to identify the behaviour problems that prevail among Mentally Retarded Children with visual problems with "yes" or "No" options.

The checklist consisted of 25 items distributed in three subdivisions based on behaviours in oneself, behaviours towards others and visual behaviours. The first subdivision comprised of 10 behaviours related to oneself, starting from simple behaviour problem of thumb sucking, leading to head banging. The second subdivision consisted of 10 behaviors towards others, which ranged from pinching others, spitting on others to biting others. The third subdivision comprised of five visual behaviors like poking eyes, occlude one eye during reading etc.

The investigator gathered relevant information about the student's behaviours from the teachers. Each student was observed for a particular period of time to find out the occurrence of the behaviour as mentioned in the checklists.

A pilot study has been conducted to find out the suitability of test items for the investigation. Three Mentally Retarded Children with visual problems were taken for the pilot study. Based on their responses to the checklists, certain items have been modified, included and deleted. The modified tool was used to identify the behaviour problems among mentally retarded children with visual problems.

RESULTS AND DISCUSSIONS

The purpose of the study is to find out the behaviours manifested among Mentally retarded Children with visual problems and modify them through intervention techniques. Behaviour problems manifested among Mentally Retarded Children with visual problems are discussed under the following headings.

Behaviour problems manifested among Mentally Retarded with Visual Problems in oneself before and after intervention.

S.No	Statements Behaviour exhibited	No. and percentage of students exhibiting Behaviour			
		Before Intervention		After Intervention	
1.	Thumb sucking	6	20	3	10
2.	Nail biting	10	33.3	5	16.6
3.	Rocking body	15	50	12	40
4.	Screaming Yelling	5	16.6	5	16.6
5.	Nose picking	6	20	6	20
6.	Grinds teeth	4	13.3	2	6.6
7.	Biting self	6	20	6	20
8.	Scratching/rubbing self	10	33.3	9	30
9.	Laughing to self/gigging	13	43.3	13	43.3
10.	Bangs head	5	16.6	5	16.6

behaviour problems manifested within oneself. The behaviour problem of thumb sucking was reduced after 20% to 10% after intervention. On the other hand, nail biting was reduced from 33% to 16%. The behaviour problem of grinding teeth was reduced from 7% to 6%. Nose picking was found to be reduced from 10%. In general most of the behaviour problems were reduced significantly. However the higher order of behaviour problems such as biting self, scratching self/scratching others, laughing self and head banging was not found to be modified even after intervention. This study reflects that it needs longer period of intervention.

Table 2. Behaviour problems manifested among Mentally Retarded with Visual Problems towards others Before and After interventions

Statements	No. and percentage of students exhibiting behaviour			
	Before intervention		After intervention	
Behaviour Exhibited	Yes	Percentage	No	Percentage
Pinching others	3	10	2	6.6
Spitting on others	2	6.6	2	6.6
Mimics words/gestures	6	20	6	20
Pulls hair, ear and body parts of others	2	6.6	1	3.3
Uses vulgar language	3	10	3	10
Kisses, hugs and licks people unnecessarily	3	10	3	10
Makes loud noise when others are working	4	13.3	2	6.6
Biting others	3	10	3	10
Pushes others	10	33.3	9	30
Pulls objects from others	11	36.6	10	33.3

Regarding the behaviour problems manifested towards others, the behaviour problem of pushing others was reduced from 33% to 30% after intervention. On the other hand, the behaviour of making loud noise when others are working was reduced from 13% to 6%. The behaviour problem of pulling hair, ear and body parts from others was reduced from 7% to 3%. The behaviour problem of pulling object from others was found to be reduced from 36% to 33%. In general most of the behaviour problems were reduced significantly. However, the higher order of behaviour problems such as biting others, using vulgar language, spitting on others was not found to be modified even after intervention. This study reflects that it needs longer period of individual based intervention.

Table 3. Visual Behaviour Problems Manifested among Mentally Retarded Children Before and After intervention.

Visual Behaviour	No. and percentage of students exhibiting behaviour			
	Yes	Percentage	No	Percentage
1. Flicking eyes	5	30	9	54
2. Pocking eyes	6	20	4	13.3
3. Unusual head movements	8	26.6	8	26.6
4. Holding things near to eyes	23	76.6	21	70
5. Occlude one eye during reading	7	33	1	3.3

With regard to problem related to visual behaviour, the behaviour problems of pocking eyes was reduced from 20% to 13%. On the other hand, the behaviour of holding things near to eyes was reduced from 77% to 70%. However, the higher order of visual behaviour problems such as flicking eyes, unusual head movements, occlude one eye during reading was not found to be modified even after intervention. This projects that it needs individual based consistent intervention.

Conclusion

As far as Education of children with special needs is concerned, education should be a mandatory to bring in change in the individuals with special needs. This study has stamped to bring awareness among the people who work for the disabled that would ensure to bring out the maximum potentials of the mentally retarded with visual problems. Various screening and diagnostic procedures are carried out to identify the behaviour among mentally retarded children with visual problems and necessary interventions were provided.

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