



“Development of Pen Stand Making Skills through Vocational Training In mild intellectually challenged person”

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Abstract

The aim of present study to investigate the process of pen stand making skills by vocational training in mild intellectually challenged person through development of fine motor skills, gross motor skills, adequate social skills, working qualities of the disabled person and attention power. Methodology- purposive sampling technique is selected for this research, subject is selected as intellectual disable individual. Finding and Conclusion- The results have shown a tremendous change in pre and post evaluation scores. It was hypothesized that as the training goes on there will be significant difference between pre and post test evaluation. 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. It is concluded on the basis of this investigation that such type of systematic training or Individualized Vocational Training Programmed boost up rehabilitation and mainstreaming process for the persons with intellectual impairment. They get rehabilitation opportunities through such type of Individualized Vocational Training Programmed and make them a reproductive and contributory member of society.

Person with disabilities have been there since the time when human beings evolved and stated forming their assemblage. Out of all the types of disabilities, an intellectual disability poses greater challenges than the other types do. Person with intellectual disabilities have a condition of arrested or incomplete development of mind, which is especially characterized by sub-normal intelligence, thus partially or totally restricting the person's ability to perform certain activities in their life. This is owing to impairment in cognitive, emotional or behavioural endowment.

One of the key abilities for human beings to lead an independent life is to take decisions independently, which person with intellectual impairment are, unfortunately, not endowed with. Therefore they have special needs, which basically include activities for daily living (ADL); instrumental activities of daily living (IADL); reading, writing and arithmetic skills; extracurricular activities, namely sports and games, art and cultural activities; social activities,; vocational and employment activities; independent living skills; and community integrations; etc. Every activity of persons with intellectual impairment has a meaning in their life, which they have to acquire through individualized education plan supported by related services. Viz. audiology services, counseling services, early identification and assessment of disabilities in children, medical services, occupational therapy, orientation and mobility services, Parent counseling and training, physical therapy, psychological services, recreation, rehabilitation, school health services, social work services in schools, speech-language pathology services, and transportation.

Intellectual disability is the currently preferred term for the disability historically referred to as mental retardation. "Intellectual disability is a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills. This disability originates before the age of 18". Intellectual abilities- Intellectual abilities include reasoning, planning, problem solving, abstract thought, complex comprehension, learning quickly, and learning from experience. They are assessed by standardized intelligence tests where a person's score is compared to the average of other people who have taken the test. Adaptive behavior- Adaptive behavior is defined as a collection of conceptual, social, and practical skills that have been learned by people in order to function in their everyday lives. Environmental context- Context is the interrelated conditions in which people live their lives. It is based on an environmental perspective with three different levels: i) The immediate social setting, ii) The broader community supports, iii) The overarching patterns of culture and society.

Age of Onset- the AAID defines the age of onset for mental retardation as prior to 18 years. The reason for this is that mental retardation is part of a family of disabilities referred to as developmental disabilities.

Children with intellectual disability may learn to sit up, to crawl, or to walk later than other children, or they may learn to talk later. Rolling over, sitting up, crawling, or walking late, Talking late or having trouble with talking, Slow to master things like toilet training, dressing, and feeding himself or herself, Difficulty remembering things, Inability to connect actions with consequences, Behavior problems such as explosive tantrums. Difficulty with problem-solving or logical thinking both adults and children with intellectual disability. Classification of Intellectual Disability: 1 mild (IQ 50-69), 2 moderate (IQ 35-49), 3 severe (IQ 20-34) and 4 profound (IQ below-20).

New Trends in Special education: Today, greater stress on pre-vocational and vocational trainings and on practical life experiences is given. Supportive services are expected from the family and by the community in special education the need of zero rejection i.e. every child should get some kind of education irrespective of his/her disability. More emphasis is given on early identification and intervention.

Providing quality management by employing qualified educators and use of Educational Technology is among the major trends in special Education.

It was believed that the person with intellectual impairment were not productive as their adaptive were not commensurate with a person of average Intelligence. It was also believed that were not to be brought to the notice of the community, they should be kept within the four walls and all that needed were food, water, clothing and shelter.

However, increase in awareness, development in the service models and advancements in the technology coupled with the strength of the rehabilitation legislation, gradually the persons with intellectual impairment who used to be engaged in sheltered workshops, are now engaged in open employment with either some or no support.

Right based Approach: Due to self-advocacy movement, legislative measures and increasing networks of services people now realize the existence and the special needs of the persons with intellectual impairment. There is however, a need to treat them as a citizen at par with others, which is their constitutional right. The persons with disabilities (Equal Opportunities Protection of Rights and Full participation) Act, 1995 makes it obligatory on our part to provide them with equal opportunity protect their rights and ensure conditions for full participation in the community.

Phases in Vocational Training: **Phase I** – Generic skill training : Assessment of generic skills (cognitive, personal, social communication, functional academics, domestic, safety, motor functioning, work habits and behaviour).

Phase II – Specific Skill Training: During the second phase, the vocational training is extended as per the findings from the individual assessment, family assessment, community assessment and job survey. The client are exposed to varied setting in the workstations to develop the required skills.

Phase III - Independent Skill Function: The clients who satisfy the criterion fixed for phase II in the prescribed content will be given the opportunity to execute the same task without any supervision. They are placed in various workstations and assistance is withdrawn gradually to facilitate the independent skill performance. **Social Issues:** Families of persons with intellectual impairment are found to be stressed, and seek respite. Many a time, their major concern centres on the care and safety of their child and the anxiety of ‘who will look after their child after the parent’s time?’ Though National trust aims to respond to this concern through providing guardianship, a lot more is yet to be done to streamline the process.

Vocational Transition Models: Comprehensive transition from school to work planning and implementation require participation from all relevant school and adult service providers as well as parents and individuals with intellectual impairment. Transition process must include the provision of quality services for all handicapped youth as they prepare to leave school.

STAGE-I: It develops work habit, positive attitude, value towards work and daily living activities. It provides instructions and guidance for establishing and maintaining positive human relationship at home, school and at work. It develops the work skills among the students to be readily integrated physically, socially and economically in to the community.

Stage-II: This stage consists of Community assessment, Vocational Assessment and Individualised Transition Plan: This model insists in identifying the possible jobs when the student reaches the final stage of schooling in consultation with the parents. The transition plan is suggested to be a part of individualized Education Plan. This avoids unnecessary confusion of parents about the Post-school programme of their children with intellectual impairment.

Stage-III: Placing in Actual Job Sites: By the end of the training, as they leave the school, the students are placed in actual sites. It can be in one of the following types of employment. Open employment, Supported Employment, Self or home based employment.

Stage-IV: Support Services: Ongoing support services, which help the new employees to continue on-the-job are given importance in this model. Ongoing support services are: To arrange for extensive vocational training, To observe them at their job sites, To provide additional remediation in academic subject, To teach necessary skills needed to success in career, To liaison with the employer to bring in improvement in the performance, To organize social warming exercises for better acceptability in the work community.

The programmed instructions through training have changed the life of the persons with disabilities. In the area of intellectual impairment, individualized instructions are essential for the vocational skill development and rehabilitation of the intellectually impaired children. The child self-esteem is boosted, when he introduced with knowledge of vocational training (Pen stand Making Skill). The suitable methods like demonstration, task analysis, drill with application of reinforcement in training has helped intellectually impaired persons.

About ice cream stick to pen stand making skills: In the investigation the term pen stand making Skills is used. This is one of the vocational skills. This skill was chose by the investigator because this skill requires less mental ability and more expertise in gross-fine motor skills. These types of skills are beneficial for the persons with intellectual impairment. These skills help intellectually impaired person in inclusion and integrate them as a contributory and productive member of the society.

The objectives of this research are as follows:

- To development of fine motor skills.
- To development of gross motor skills.
- To prepare the adolescent to handle laminating machine properly.
- To develop adequate social skills.
- To acquaint the adolescent the use of laminating machine.
- To enhance appropriate and meaningful work attitude, behavior and skill training.
- To development of eye hand co-ordination.
- To development of attention power.
- To enable the subject to become contributory member of society through vocational skill.
- To promote inclusion of person with mental handicap in the community.
- To develop working qualities of the disabled person.

The following hypotheses are formulated for present investigation work:

1. There will be significant difference between the average score of pre and post test for gross-motor skills.
2. There will be significant difference between the average score of pre and post test for fine –motor skills.
3. There will be significant difference between the average score of pre and post test for social interaction skills.
4. There will be significant difference between the average score of pre and post test for attention.
5. There will be significant difference between the average score of pre and post test for pre-vocational skills.

Rani, U. (2011) finds the need of therapeutic atmosphere conducive to emotional, socio-cultural, physical, and spiritual growth as well as occupational activities that will give the opportunities to learn skills, gain confidence, self-respect and economic gainfulness has to be created. Das, H. (2011) indicated that the vocational rehabilitation and community based vocational rehabilitation for persons with intellectual impairment and associated disabilities is extremely pitiable in our country. Only less than 5% of the adult population with is under any structured model of vocational rehabilitation.

Suresh, A.; Santhanam, T. (2010) identifies the generic skills, work traits and aptitude of people with mild and moderate intellectual impairment from regular and special schools. Further, it explores the relationships between generic skills and aptitudes, as well as work traits and aptitudes schools. They were assessed for generic skills, work traits and aptitude. Analysis of variance (ANOVA), correlation coefficient, and critical ratio between the co-relations were used on the data to test the hypotheses. Rao and Reddy (2002) Most of the special schools are funded by Government of India. Various services are available across these centers. Vocational Training and employment is a major area in the empowerment

of persons with intellectual disabilities. Kirshenbaum A. (1999) Identified that staff's perceived work role, and their needs for support, supervision, and training in the areas of communication, environment adaptation, individual activation and training methods, with regard to learning disabilities and special needs. Gilson, S.F (1998) Reports the result of a 10-year effort to chart the growth of supported employment in areas such as the number and disability profile of participants, consumer outcomes, funding mechanisms, and program expenditures. The costs and outcomes for supported employment and sheltered employment are also compared.

Gliner, J.A.; Sample, P. (1996) Shows statistically significant improvement for those who received the community life options intervention, although the subjective assessments and case study methods revealed change in quality of life among some participants. The discussion focused on the strengths and weaknesses of each method of evaluation and assessment of the impact of the intervention.

Griffin, D.K (et.al.) (1996) indicated that there was a significant relationship between self-esteem and job satisfaction for both groups of subjects. In addition, subject who worked in supported employment reported significantly higher levels of job satisfaction. There was also an interaction between place of residence and place of employment when looking at self-esteem, those who lived in a semi-independent home and worked in supported employment reported the highest levels of self-esteem. These results were discussed in terms of the social validity of supported-employment for persons with mild mental retardation.

Jacobson, J.W. (1996) views treatments with utility. Supported workers were found to evidence lower occurrence of behaviors consistent with psychosocial deficits compared to sheltered workers, but both groups had little access to adjustment services. Literature on psychosocial rehabilitation treatment for psychosocial and social skills deficits in people with mental retardation is treatment technologies are available. However, actual treatment delivery is probably affected by limited resources, training needs of specialized clinicians in developmental services to improve skills in psychosocial rehabilitation procedures, and changing ideologies that discourage implementation of active, rather than exclusively ecological, rehabilitative practices.

Methodology:

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

Dependent variable: 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 behavior of intellectually challenged person.

Design: Single-subject research is experimental rather than correlation or descriptive, and its purpose is to document causal, or functional, relationships between independent and dependent variables. Single-subject research employs within- and between-subjects comparisons to control for major threats to internal

validity and requires systematic replication to enhance external validity. Several critical features define this methodology. Each feature is described in the following sections and organized later in a table of quality indicators that may be used to assess.

An individual study is an acceptable example of single-subject research. Single-subject research methods offer a number of features that make them particularly appropriate for ties special education research. Special education is a field that emphasizes the individual students as the unit of concern, active intervention, and practical procedures that can he used in typical school, home, and community contexts, special education is a problem-solving discipline, in which ongoing research in applied settings is needed.

In this investigation a set independent variable includes Vocational Training. Before-After Design Of research is used to observe the effect of 30 days training. It will be a pre and post design experiment in which child's skill development was assessed regarding the Gross Motor, Fine Motor, Social interaction, Pre-Vocational and ice-cream stick to pen stand making Skills. The average scores of pre & post test sessions will reveal the effect of vocational training.

RESEARCH DESIGN TABLE:

Pre 1	Pre 2	Pre 3	Pre 4		Post 1	Post 2		Post 3		Post 4
				Treatment Post			Withdrawal		TreatmentPost	

Sample: Sampling may be defined as the selection of some part of an aggregate or totally on the basis of which a judgment of inference about the aggregate or totally is made. In other words, it is the processes of obtaining information about an entire population by examine only a part of it.

Sampling techniques: From different sampling techniques the investigators selected purposive sampling procedure for selection of the sample for the present study one male intellectually challenged adult of 28 years of age of mild IQ levels was selected for this study from TEPSE HEPSN CENTRE, Jai Narain Vyasa University, Jodhpur.

Material Required: Ice-cream stick, fevicol, etc.

Measuring tool used: A self-made schedule was formed for the research. In this schedule a set of 30 items were formed and the responses measured in the form of rating scale from 1 to 5 that is lowest to highest from physical prompt, Verbal prompt, Gestural prompt, Occasional cues and independent.

Data gathering procedure: Initially, the problem was selected from the vocational activities, and looking to the level and activity, the subject was selected purposefully; looking to the interest of the subject, his family's interest and his ability and level of performance in pre-vocational activities. Pre-evaluation was taken in four parts that is four continuous days. A questionnaire consisting 40 items was formed. The rating was on the basis of level of performance that is from physical prompts to Independent level and the scores were collected from 0 levels starting from physical prompt to level 5 for Independence.

After pre-test evaluation, training of 30 days was given for enhancing the skills in gross motor, fine motor, social interaction, pre-vocational and the main skill i. e. the lamination skill. The procedure of task analysis was adopted while training different skills to the subject. Techniques of skill training like application of reinforcement at appropriate place and whenever required, prompting, chaining, shaping, modeling, were also applied to help subject to learn specific target skills.

Two post-evaluations were conducted after the treatment of 30 days. A withdrawal of 15 days was given thereafter. After withdrawal, a post-test was conducted. A training of 10 days was accomplished after the withdrawal of 10 days to appraise the overall treatments given to the subject for development of various skills.

Scoring Procedure: A self made schedule was formed for the research. In this schedule a set of 30 items were formed and the responses measured in the form of rating scale from 1 to 5 that is lowest to highest from Physical prompt, Verbal prompt, Gestural prompt Occasional cues and Independent. However, the tool was verified by the various experts but it is yet to be standardized.

Statistical Analysis: Mean difference and percentage of mean calculated for all pre and post test sessions, to find out the significance difference between pretest and post test for all the five categories "t" value is calculated.

Discussion & Conclusion: The results have shown a tremendous change in pre and post evaluation scores. It was hypothesized that as the training goes on there will be significant difference between pre and post test evaluation. In the various categories the enhancement was found. Though in the Gross Motor skill there was no significant difference as the subject was good in gross motor activity and has prior knowledge of gross motor skills. However, in some of the items in gross motor skill has achieved good scores in post level evaluations. Fine motor skills have also scored notable increment in the post level evaluations. Fine motor skills have also scored notable increment in the post evaluation. The techniques of vocational skill training were adopted to help the subject learn more effectively and efficiently with his both mental and physical ability. Reinforcements were given at appropriate places and levels to boost up the motivation of the subject. Techniques like Modeling, Shaping, Chaining and various prompts were also beneficial for the vocational skills while training.

Level of social interaction was also increased after treatments given to the subject. These skills not only give self-confidence in the subject but also help them on their inclusion in the society. Basic knowledge of Pre-vocational skills is also a prerequisite before giving vocational training. Subject has shown remarkable changes in post tests in pre-vocational skills. In vocational skill for pen stand making there is a noteworthy development in the subject's level of performance. The investigation divulges that apposite programmed instructions and training through techniques of vocational skills has given imperative changes in the subject.

In the present research work aim and objective were acquaintance of the subject to use lamination machine was the major aim amongst all. Enhancement of gross motor & fine motor skills through practice method was the also an objective of the research. These skills are the basic requirement for the training of vocational. Adequate social skills are also prerequisites for the persons which helps intellectual impairment in inclusion and to make the subject a contributory member of society. Overall, the development was seen in appropriate and meaningful work attitude, behavior and skill training through the treatment given to the subject. The gross motor skills in the subject, however were already good, though the development was seen in the subject. In pre-vocational and vocational skills the subject has acquired a significant development of the skills through trainings.

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 effect of 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 given to the subject. This treatment will enhance the effectiveness of the skills in the subject. After the treatment, two post test evaluations were taken to evaluate the level of achievements 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 Programmed boost up rehabilitation and mainstreaming process for the persons with intellectual impairment. They get rehabilitation opportunities through such type of Individualized Vocational Training Programmed and make them a reproductive and contributory member 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.

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.

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