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"THE IMPACT OF HANDLE ON BEHAVIOURAL SKILLS OF CHILDREN WITH INTELLECTUAL DISABILITIES OF SIRSA DISTRICT".

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ABSTRACT

This study concerned in order to examine whether there is difference between behaviour skills od children with intellectual disabilities who participate in HANDLE (Holistic Approach to Neuro-Development and Learning Efficiency) activities and those who do not participate.

Method:- this study was conducted with a total number of 10 mild level children with intellectual disabilities between age range of 4 to 12 years old (05 Boys and 05 Girls) using control group pre test and post test experimental design. 10 weeks HANDLE activity program was applied to the children in special school environment. The data were collected by researcher through **Behavioural Assessment Scale for Indian Children Intellectual Disability (BASIC-ID) part-ii)**

Findings: when the behavioural skills of children with intellectual disabilities in the post test were evaluated, significant improvement were found in positive behaviour skills of children with intellectual disabilities after applied 10 weeks HANDLE approach.

Key words: HANDLE, Behavioural Skills, Intellectual Disability

INTRODUCTION

HANDLE

HANDLE is an approach to neuro-developmental irregularities that is simple, non-invasive, empowering, non-drug. It is an approach designed to enhance neurological systems that are causing learning or life difficulties.

"HANDLE® (Holistic Approach to Neuro-Development and Learning Efficiency), combines an understanding of the nervous system and the interplay between mind, body and environment to help the brain systematically change itself. It's designed to enhance neurological systems that are contributing to learning or life difficulties gently and without judgment. HANDLE gets to the root of what some might consider problematic behaviors by listening and observing. Once the client is clearly understood, a home-based program is designed to meet the unique needs of the individual and is monitored over several months.

Based in the philosophy of Gentle Enhancement®, a belief that slow, steady, supportive practice over time provides the best results, the HANDLE® program helps enhance the functioning of the brain and body through a compassionate approach that taps into the body's natural ability to reorganize and improve itself.

Every individual is unique, so HANDLE® is not a one size fits all approach. In fact it is a philosophy that is rooted in acknowledging, validating and working with each individual's differences."*

The Speech Playroom provides some HANDLE and Reflex Integration activities as part of the therapeutic process. The choice of appropriate activities is made through observation during the sessions. However, if a more intensive assessment is indicated, a HANDLE Screening or full Assessment is available.

"In an Assessment or Screening, HANDLE providers collect information by moving the client through a series of tasks while carefully observing what is needed to accomplish them. In some cases there may be a less structured, more interactive model of play and interaction. Extensive history is obtained through a written questionnaire and interview.

During the Presentation of findings the client is given information about what the provider learned that might explain why some things are more challenging for him/her. The client is led through a customized set of simple activities to do at home that take from ten to thirty minutes a day.

The activities provide organized, repetitive, rhythmic movement and/or input to the brain and body that change the way they function. The client/family learns that symptoms and behaviors are the body's way of communicating stress and overload. The client/family gain insight into how to recognize and reduce or prevent stress and overload."

Screenings are appropriate for groups that would like a large number of people seen in a short time and may be an appropriate option for clients who would like to learn some activities to get started and to determine if a HANDLE program will work for the family/individual before committing to a full Assessment.

An Assessment is appropriate for those with more severe diagnoses such as ADD/HD, sensory integration disorders; "behavioral problems" that seriously interfere with the individual's functioning in daily life, and require a more in depth investigation into the root causes for these behaviors and attentional priorities.

Intellectual Disability

Intellectual Disability: The term intellectual disability is increasingly being used instead of mental retardation. Terminology for what is now referred to as intellectual disability has varied historically. Over the last 200 years, terms have included idiocy, feeblemindedness, mental deficiency, mental disability, mental handicap, and mental sub normality (Goody, 2005; Mercer, 1992; Schroeder et al., 2002; Stanton, 2001; Trent, 1994; Wright & Dig by, 1996).

NEED OF THE STUDY

It is a shocking and alarming fact that approximately 2.5 to 3% of the total population are intellectually impaired which in most cases it is a lifelong condition. Children with intellectual disability at homes are lifelong pain for parents. Proper handling and treatment can make them to live self sufficiently.

Children who are intellectually disabled normally function at low level; their intellectual level and span of attention are below average. Hence, they face difficulties in understanding and learning conceptual skills. Children with intellectual disability have significant difficulties in maintaining attention while performing activities. It is very difficult for them to retain their attention for few minutes. To increase the span of attention of such children and to facilitate their learning, participation in clay modelling will be of immense help. Therefore, the researcher has proposed to find out the impact of clay modeling activities in increasing the span of attention of children with intellectual disability.

OPERATIONAL DEFINITIONS

HANDLE: - “

HANDLE is a gentle, powerful, respectful, non-invasive and non-drug approach to enhancing all forms of learning, both in children and adults.

HANDLE stands for Holistic Approach to Neuro-Development and Learning Efficiency. It addresses the underlying causes of a wide range of Neuro-developmental disorders, learning disabilities and functional disorders. HANDLE offers the tools for clients and caregivers to interact in a non-invasive, gentle, respectful and nonjudgmental way. It is a very effective, systemic approach that does not use drugs, and helps discover the client’s abilities.

Behavioural Skills :-

Behavioral Skills consist of both skill and problem behavior patterns, each playing a significant role in shaping individuals' interactions and experiences. Here's an overview of these behavioral patterns as categorized by Part A & B of the Behavior Assessment Scale for persons with Intellectual Disability (BASICMR):

Intellectual disability

Intellectual disability is a disability characterized by significant limitations both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behavior, which covers a range of everyday social and practical skills. This disability originates before the age of 18.

REVIEW OF LITERATURE

Manshi, Choudhry, D., Kumari, A., & Gulati, P. (2023). Down syndrome, the most common congenital chromosomal disorder, often leads to limited attention span and motor skills in affected individuals. Despite its prevalence, there is a lack of studies comparing the attention span of children with Down syndrome to that of healthy children in the same age group. This study aimed to fill this gap by examining the attention span of Down syndrome children and comparing it to that of healthy peers. Using a cross-sectional comparative research design, 20 subjects aged 8-14 years were conveniently sampled, including 10 with Down syndrome and 10 healthy children. Attention span was measured using the Stroop color and word test, and the data were analyzed using independent t-tests.

The results revealed a significant difference in attention span between children with Down syndrome and their healthy counterparts. Specifically, children with Down syndrome exhibited lower attention spans compared to healthy children of the same age group. This suggests the need for targeted attention training interventions for children with Down syndrome to support their cognitive development.

Rikken-Evers, M., Smith, K. D., &Sterkenburg, P. (2021). Effect of the use of an iPad on the attention span of a child with Smith Magenis Syndrome. This single case study aimed to assess the effectiveness of iPad use on attention span compared to manual tasks. An AB design with baseline and intervention phases was employed. Results showed a 45% decrease in distractions and an 8% improvement in effective working time with iPad use. Observers noted higher enjoyment with iPad tasks. This suggests that iPad use may improve attention span and engagement for children with intellectual disabilities. Further research is warranted.

Kashoo, F. Z., & Ahmad, M. (2019). Effect of sensory integration on attention span among children with infantile hemiplegia. Objective: The study aimed to investigate the impact of sensory integration on attention span in children with infantile hemiplegia (IH). Methods: A quasi-experimental design with a control group was employed. Seventeen children with left-sided IH, aged 12–15 years, were recruited from a Rehabilitation Centre. They were randomly assigned to either the experimental (n = 9) or control group (n = 8). The experimental group received 10 sessions of sensory integration training, while the control group underwent conventional physical therapy. Attention span was assessed using the Stroop color-word test, and data were analyzed using multivariate analysis of covariance. Results: The analysis revealed a significant difference in attention span ($P > 0.0001$) between the experimental and control groups. Sensory integration had a positive effect on attention among children with left IH, with improved and sustained scores observed after a 4-month follow-up. Conclusion: Sensory integration practice enhanced attention span in children with left-sided IH, highlighting its potential as a therapeutic intervention for improving cognitive function in this population.

OBJECTIVES OF THE STUDY

1. To study the impact of HANDLEon Behavioural Skills of children with moderate intellectual disability.
2. To measure the entry behavioural skills of the samples by conducting pre-test.
3. To implement treatment of HANDLE ling with the samples.
4. To measure the impact of treatment by conducting post-test.
5. To compare the pre test and post test scores of samples to find out the impact of treatment.

HYPOTHESIS

1. There is no significant impact of HANDLE on Behavioural skills of children with moderate intellectual disability of Sirsa District.
2. There is no significant difference in result of pre test and post test scores of the study.
3. There is no significant difference in age of children with moderate intellectual disability in behavioural skills of Sirsa District.
4. There is no significant difference in gender of children with moderate intellectual disability in behavioural skills of Sirsa District.

SCOPE OF THE STUDY

1. The study will be useful for the special educators to implement HANDLE in schools to manage problem behavioural skills of children with intellectual disability.
2. The study will help the experts and policy makers to find out the positive behavioural skills by implementing HANDLE for the children with intellectual disability.
3. This study will be helpful for another researcher who intend to research in this topic.
4. To identify increase the positive behaviour skill of children with intellectual disability by implementing HANDLE as part of curriculum.

LIMITATIONS OF THE STUDY

- Owing to lack of time and resources the study was confined to only one school.
- The size of sample is limited to ten children.
- Sufficient related literature not available to support this study.
- Availability of standardized and appropriate tool to measure the behavioural skills of children with IDs is limited to BASIC-MR alone.

METHODOLOGY:-In this research experimental method using quasi experimental design was used.

POPULATION:all the intellectual disabled children in special school of Sirsa District constituted the population of the study.

SAMPLE :-The investigator selected moderate intellectual disabled 10 children in which 5 girls and 5 boys of age group of 4-12 years with moderate intellectual disability functional ability using convenient method of sample.

Tool used :- in this research – investigator BASIC-MR part-II tool designed to measure the Behavioural skills by NIMH.

ANALYSIS AND INTERPRETATION OF DATA

The results of the study ""**The Impact of HANDLE on Behavioural Skills of Children with Intellectual Disabilities of Sirsa District"**are discussed in this chapter**.** In this chapter the collected data's are tabulated, analyzed and interpreted in two main sections:

Section-A Differential analysis

Section-B Individual Performance Analysis

MAJOR FINDINGS OF THE STUDY

In this chapter the investigator has discussed about the statement of the study, objective of the study, hypothesis, methodology, finding and implications.

STATEMENT OF THE STUDY

"The Impact of HANDLE on Behavioural Skills of Children with Intellectual Disabilities of Sirsa District".

FINDINGS OF THE STUDY :-

From the investigation the following findings emerged:

1**. Findings from differential analysis**

- There is a significant difference between pre test and post test score at 1% level in behavioural skills.
- There is a significant difference among the boys in pre and post test score at 5% level in behavioural skills.
- There is a significant difference among the girl in pre and post test score at 5% level in behavioural skills.

2. **Findings from individual performance analysis in all cards Number Cards**

1. Subject A scored an average of 60.61% in pretest, but after giving the treatment through HANDLE her average positive behaviour has been increased to 80.29%.
2. Subject-B scored an average of 59.10% in pre-test but after giving treatment through HANDLE her average positive behaviour increased to 76.06%.
3. The performance of Subject-C was poor that is 47.25% as compared the other girls but after HANDLE her average positive behaviour increased to 73.34%.
4. Subject-D performance was 53.34% in pre-test but after getting treatment through HANDLE his average positive behaviour increased to 70.38%.
5. Subject-E performance in pretest was 53.39% but after getting treatment through HANDLE his average positive behaviour skills performance level improved to 70.32%.
6. The performance of Subject-F was 53.88% in pretest but after getting treatment through HANDLE his positive behaviour performance level increased to 80.30%

Recommendation for Further Research

1. Studies can be done in future on the same topic with large sample size.
2. Studies can be done on the basis of the severity of condition of children with intellectual disabilities.
3. Studies can be extended to various schools. Since the present study focused upon only one school.
4. In future, studies can be conducted for children with other disabilities too for improving behavoural skills.
5. Further studies can be extended to normal children for improving the positive behaviour through HANDLE.

CONCLUSION:

The investigator through the study has attempted to bring into light the **"The Impact of HANDLE on Behavioural Skills of Children with Intellectual Disabilities of Sirsa District"**at JCD Rehabilitation Center for Persons with Disabilities. The findings of the research reveal that there is considerable improvement in the behavioural skills of children after the treatment using HANDLE. In addition to the increase positive behavioural skill remarkable increased in motor ability of the child is also noted. Further this treatment can be extended in academic areas too for improvement in this area. When research in this area is done at macro level with large sample size, HANDLE can be included in the curriculum for children with intellectual disabilities for their betterment.

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