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Social Skills of Children With Intellectual Disability Attending Home-Based Program and Children Attending Regular Special Schools- A Comparative Study

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Abstract

The goal of this research was to find out how well children with intellectual disabilities do in terms of social skills. A survey of 150 children aged 5 to 10 years was conducted in the twin towns of Ujjain and Indore (75 at home and 75 in special schools). The researcher created an SSRS (Social Skill Rating Scale). Attachment, Interaction, Cooperation, Self-Management, and Social Play comprised the six domains of the SSRS. Mean, SD, and t-test were calculated. According to the study's results, there is a considerable gap between children in special schools and those in home-based programs in the development of social skills. Both groups of children had a high level of accomplishment in the Interaction domain, but a low level of achievement in the Initiation area. According to the study's results, youngsters in home-based programmers need to have their social skills strengthened. To teach effective academics, community life, and vocational training, children with mental disabilities need to learn social skills first. For this reason, teachers and parents of children with mental impairment should emphasise social skills as part of the school curriculum.

Keywords: *Intellectual disability; Home-based program; Regular Special Schools; social skills.*

1. Introduction

Students' full engagement in the school community has been one of education's most pressing concerns over the last several decades (Ainscow, Dyson, & Weiner, 2013). By "inclusion," we mean the ongoing efforts to eliminate any form of social exclusion faced by students with special educational needs (SEN), and more specifically, the educational options and teaching methods that aim to remove any barriers preventing these students from participating in any type of educational activity whatsoever. Students with special educational needs (SEN), such as those with intellectual disabilities (ID), have been placed in the same classrooms as students without SEN in many countries because they believe that the lack of inclusive techniques does not agree with educational equality.

The educational inclusion of children with disabilities is directly influenced by a variety of factors. To develop inclusive procedures, researchers look at how teachers' attitudes toward its implementation can be modified by examining their own beliefs (Nitzan& Roth, 2014; Avramidis& Norwich, 2002; McNally, Cole & Waugh, 2001), how typically developing students behave toward their peers with SEN (Soulis et al., 2016), and how educational systems, school development, and student behavior can all be examined. Many children with special needs are those who have developmental delays or disruptions that need specialised treatment to enhance their abilities. It was discovered via research conducted at various special schools (SLB) in Makassar that the traditional technique of delivering

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materials by instructors resulted in an unpleasant situation, such that pupils' enthusiasm for studying a specific topic was extremely low. Children with severe needs, on the other hand, have the potential for remarkable intelligence. Vocational abilities are one of their potentials. PKPLK centres (as partners) manage vocational education at the SLB Nigeria Pembina Tk.1 South Sulawesi Province PKPLK centres. By creating learning tools that use ICT and multimedia, the author hopes to boost the interest of SLB students in school subjects.

All students, including deaf children and those with special needs, may benefit from skill education programs. Academic and non-academic life skills are both addressed in the curriculum. In line with the goals of Indonesia's current education system, which expects students to have both academic and non-academic abilities to participate in the job market? Children with disabilities have difficulty retaining knowledge. In order to overcome this obstacle, children with special needs should be taught skills tailored to their unique interests and abilities to compete with their peers when they leave school and return to their communities or join the workforce in the future.

2. Literature review

Maria Drossinou-Korea (2017). Students' full engagement in the school community has become one of education's most pressing concerns during the last several decades. It is also noted in the worldwide scientific bibliographies that students with intellectual disabilities (ID) may integrate socially at school. It's not always possible to reap the social advantages of inclusive education. Many studies have shown that individuals with special needs can't simply be placed in a regular school because their social skills aren't up to par. Using a Targeted, Individual, Structured, Integrated Program for Kids with Special Educational Needs as our starting point, we'll look at how schools might better accommodate students with disabilities (TISIPfSENs). We'll be focusing on the development of their social skills as one of their educational areas in the community. Students with intellectual disabilities should be prioritised for participation in the school community, according to the findings, because of the importance placed on therapies that help them develop social skills.

Dr. ArunaKarra (2013). The goal of this research was to find out how well children with intellectual disabilities do in terms of social skills. A survey of 150 children aged 5 to 10 years was conducted in the twin towns of Ujjain and Indore (75 at home and 75 in special schools). The researcher created an SSRS (Social Skill Rating Scale). Attachment, Interaction, Cooperation, Self-Management, and Social Play comprised the six domains of the SSRS. Mean, SD, and t-test were calculated. According to the study's results, there is a considerable gap between children in special schools and those in home-based programs in the development of social skills. Both groups of children had a high level of accomplishment in the Interaction domain, but a low level of achievement in the Initiation area. According to the study's results, youngsters in home-based programs need to have their social skills strengthened. To teach effective academics, community life, and vocational training, children with mental disabilities need to learn social skills first. For this reason, teachers and parents of children with mental impairment should emphasise social skills as part of the school curriculum.

Verena Hofmann (2021). Language problems are common in children and adolescents with intellectual disability (ID). Students in this research were predicted to benefit from increased social engagement with their classmates because of interactional theories of language learning. Poor language abilities, on the other hand, have been linked to a lower level of social inclusion, according to a previous study. Because of this data set, we tested our assumptions by analysing a sample of 1125 kids (aged 4 to 19 years old) in 16 Swiss special needs schools. It was determined by the number of peers a kid had regular interaction with at school, as reported by teachers. A student's ability to express themselves verbally and nonverbally was evaluated by their language teachers. In a cross-lagged multilevel model, increased numbers of social interactions at the beginning of the school year were linked to an increase in both spoken and non-spoken language abilities. However, greater social connections later in the school year were not predicted by improved verbal and nonverbal language abilities at the beginning of the school year. The data support the hypothesis that kids in special needs schools' benefit from stronger social interactions in terms of their language development.

OLADIMEJI, O. O. (2022). Developing social skills is a challenge for students with intellectual disabilities (PwID). They have a hard time establishing and maintaining healthy social connections. Prior research has concentrated on improving the academic abilities of people with intellectual disabilities, with little attention paid to improving their functioning abilities. As a result, this research examined the impact of a Graphic Organiser (GO) technique on the development of social skills in people with intellectual disabilities. Three distinct schools were chosen for the purpose of this study. Thirty-six students with a Screening score of 20 to 55 were accepted. Thirteen participants were randomly allocated to the GOS (13), while the other thirteen participants were randomised to the control (13). Students were assessed using the Slosson Intelligent Test (r=.95) and the Pupils Social Development Checklist (r=.80)... Analysis of covariance and Scheffe post-hoc tests at the.05 level of significance were used to examine the data. Developing social skills was significantly influenced by therapy (F=12.200, p.05, 2=.347). GOS participants had the highest mean score (33.37) compared to control participants (27.40). The use of graphic organisers helped PwID develop social skills. Because of this, it is recommended that the method be used while teaching PwID.

Singal, N.(2016). Since 2000, significant changes in educational policies and techniques in India and Pakistan have been examined in connection with the education of children with disabilities, as shown in this article. As a response to a particular set of questions, it examines how national policies and programs have responded to the needs of children with disabilities, as well as their present educational level. Analyses of government policies, numerous program papers, and empirical research results are all used in the writing of this article. There are two key areas of focus for future work related to education for children with disabilities, which are discussed in the last section.

3. Research methodology

The current research is a descriptive one. Surveys were utilised to obtain data from students in the home-based program and those in traditional special schools.

Participants

The participants in this research are youngsters between the ages of 5 and 10 with mild and moderate mental impairment. Samples were taken from special schools in Ujjain and Indore, two cities in the state of Madhya Pradesh. It is estimated that 150 children will be studied in this research, 75 of whom will attend a home-based program and 75 of whom will attend special traditional schools. The research did not include children with intellectual disability who also had disorders like cerebral palsy, autism, or sensory impairment. The researcher chose convenience sampling as a strategy because it makes use of easily accessible groups or people.

Instrument

Children with mental impairment may be evaluated using the Social Skills Rating Scale (SSRS), which was created by the researcher. Always (2), Sometimes (1), and Never (0) are the three options on the 3-point Social Skills grading scale (0). The scale was scored using a cumulative methodology. This is one of six domains in the SSRS, each of which has twenty items: Attachment, Interaction, Initiation, Cooperation, Self-Management, and Social Play. It was determined that the SSRS was reliable and valid, and a final checklist of 79 items was drawn up.

Procedure

Before beginning the study, the researcher secured approval from the school administrators. Before completing the survey, parents were told of the purpose of the research. There were 150 participants in the SSRS test. Each participant was given the scale individually by the researcher, and data was gathered by way of observation and inquiries to the parents.

Data Analysis

The information obtained was put through its paces with the use of statistical tests. The mean, standard deviation and independent t-test were used to compare the respondents' social skill levels. A discussion of the findings follows.

Table–1: Comparison of Social skills between children attending home-based programs and children attending regular special schools

Type of Service	Number	Mean	SD	t-value
Home-Based (HB)	75	87.08	39.5	t = 3.2 df = 148 p <0.01
Special School (SP)	75	105.3	28.9	

It's easy to see the difference between students who attend home-based programmers and those who attend special schools by looking at Table 1. The difference between the mean social skills accomplishment scores at home-based programmers and special schools is statistically significant (p0.05), according to the research. Results show that social skills are more highly developed in students attending special schools. A few variables, including the classroom atmosphere, instructors, and peers' influence, may be to blame. As a child's first social group outside of their immediate family, school has a significant impact on their social development, whether they have impairments. The instructor works as a facilitator by providing activities that encourage children to engage with one another. Children learn to work in groups in school, where they practice teamwork skills, including sharing, taking turns, and working together. Children with impairments benefit socially from classroom engagement, according to studies by Rosenthal (1996) and Lee and Odom (1996). Instead of a classroom, students study in their own homes via self-paced online courses. Home visits by the special educator or regular centre trips by the parents allow the child's education to take place. The program aims to assist the students in becoming self-sufficient in their daily lives and in their academic pursuits. There is little contact between children in a home-based program due to the personalised nature of education. In addition, parents may not be able to create a nurturing atmosphere for their children's social development. Thus, it may be deduced that a child's school environment improves their social skills and flexibility, resulting in more positive actions.

Further comparison in social skills achievement was made with respect to domains.

Table–2: Comparison of mean achievement scores in social skills – Domain-wise

Domain	**Type of service**	**Mean**	**SD**	**t -value**	**Significance**
	HB	**21.5**	**7.4**	**t = 1.9**	**p< 0.05**

Attachment	**SP**	**23.5**	**5.1**	**df =148**	
Interaction	**HB**	**30.9**	**15.0**	**t = 3.1**	**p<0.01**
	SP	**38.1**	**12.5**	**df = 148**	
Initiation	**HB**	**5.5**	**3.2**	**t = 2.1**	**p< 0.05**
	SP	**6.6**	**2.6**	**df = 148**	
Cooperation	**HB**	**7.5**	**5.6**	**t = 3.2**	**p<0.01**
	SP	**10.2**	**4.7**	**df = 148**	
Self management	**HB**	**12.4**	**6.0**	**t = 2.0**	**p<0.05**
	SP	**14.2**	**4.3**	**df = 148**	
Social Play	**HB**	**9.2**	**6.3**	**t = 3.3**	**p<0.01**
				df = 148	

Table 2 compares the levels of social skill development between children in a home-based program and those in a special education setting, broken down by domain. Social abilities in each category are examined to discover whether there are any differences between the two groups. Children in special schools outperformed those in home-based programs across the board, according to the study's findings. It was shown that, despite differences in social skill attainment, both groups scored well and poorly on the Interaction and Initiation domains, respectively. The ability to interact with others is critical to one's ability to operate in society. Nonverbal or verbal communication may be involved.

Playing in groups, whether at school, home, or in the neighborhood, allows children to engage with one another. It is widely accepted that children's social contacts have a substantial influence on their development according to theories from Mead to Freud, Bowlby to Erikson, Piaget to Kohlberg. Rubin et al. (1998) found similar results, stating that a child's capacity to connect with people successfully and build meaningful relationships is an important part of their early childhood social development. It is common for schools to hold events such as sports tournaments and art shows. There are a wide variety of benefits to participating in these programs, including the opportunity to share and collaborate as well as the chance to engage socially with others. Both Saarani and Howes (1987) have noted that

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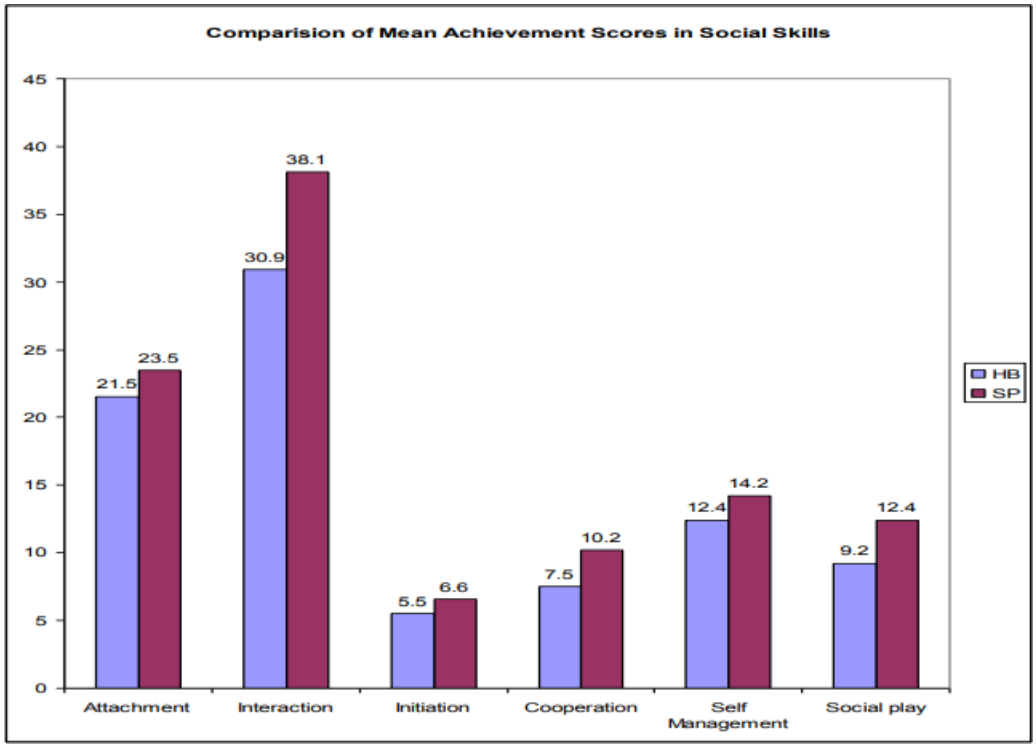
involvement in interaction involves the capacity to participate in play with others, coordinate one's activities effectively throughout the course of social contact, as well as to demonstrate good behaviours toward their peers.

Fig- 1 Comparison of mean achievement of social skills of children in home-based programs and children in regular special schools with respect to domains



According to the findings of this research, children in special schools have better social skills than those in programmers run at home. Because of the pleasant school atmosphere, children are more likely to develop social skills. Children engage with one another whether they are in a traditional school or a special one. When compared to the home setting, peer contact is quite high. Teachers and professionals in home-based programmes should create an atmosphere that encourages children to socialise with one another. Teaching small groups of youngsters in a central location should be encouraged. Children acquire social skills better in groups, according to research. Several community-based rehabilitation organisations in India aim to educate mentally retarded children. There should be emphasis on providing group training and organising activities that allow children and their parents to interact in a social setting. This will inspire parents to become more involved in their children's entire development. Teaching social skills in home-based programs necessitates the planning of activities. Much more must be done, even if teachers and parents are aware of the importance of social skills. To this purpose, instructors must be well-versed in a wide range of social-emotional issues, as well as receive instruction in effective intervention and management strategies (Leffert&Siperstein, 2000). It is necessary to get education on how to include social skills in the curriculum, as well as instruction on the best techniques to teach these abilities. Early childhood programmers should thus concentrate on fostering children's ability to interact with others from an early age.

4. Conclusion

People with intellectual disabilities have seen improvements in their quality of life because of educational programs that have adapted to the ever-shifting paradigm of education. More people are concerned about the quality and quantity

of educational programs for children with mental disabilities in recent years. More professionals in special education are taking notice of the needs and talents of these youngsters. There will be more service alternatives for children with mental impairment because of this. Children with mental retardation's social skills are shown to be influenced by a variety of factors, including those found in the family, school, and community. People's lives are better off when they are in surroundings that encourage growth and development. As a result, they are more likely to engage in social activities and interact with other people. Children with mental impairment, especially throughout adolescence, are profoundly affected by social skills as one of the elements of adaptive behaviour. When it comes to children with intellectual disability, there is a great desire from both teachers and parents to work together, regardless of their educational service alternatives (special school, home-based CBR or integrated school) to maximise their potential.

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