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### Research Paper

## Developmental Aspects among Children with Intellectual Disability in Covid-19 Pandemic

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### Abstract

The corona virus lockdown has affected the education and learning of not only regular children but also that of the children with special needs. All the children whether normal or special they are restricted to their home throughout the day and nights for months together and will be in same condition for the unknown period of time. The present study is taken up to find out the emerging issues and management of children with intellectual disability in COVID-19 pandemic. In this study purposive sampling technique was used to select the sample. An open ended questionnaire was developed and interview method was used to collect the data. Most of the children (78%) perform all daily living activities as and when they want to do it. Total (86%) of the children with intellectual disability forgot learnt skills behaviour during lockdown due to COVID-19 pandemic. Study also reveals that (83%) of children with intellectual disability remains irritated at home in this lockdown. Further result also shows that total (68%) and (63%) of children with intellectual disability take part in academic activities with their siblings and parents respectively. This indicates that systematic involvement of families' members may reduce the issues of children with intellectual disability in the lockdown due to COVID-19 pandemic.

## **Introduction**

The Corona virus or COVID-19 pandemic spread around the world has brought the world to a standstill condition. The corona virus lockdown has affected the education and learning of not only regular children but also that of the children with special needs. All the children whether normal or special they are restricted to their home throughout the day and nights for months together and will be in same condition for the unknown period of time. People are worried and schools are shut in this period, which has a huge impact on the children with special needs. The situation is very dire, the impact of the pandemic and the lockdown on children with intellectual disability need to be understood and acted upon accordingly. The conditions of marginalized section of children that is children with special need particularly children with intellectual disability who are going to be most affected by the lockdown. In this situation all the people feeling more anxious than usual. They may be worried about accessing food and services, going to work, enduring self-isolation, or catching COVID-19. The situation is more difficult for the families having children with intellectual disability. In addition to above they have to manage their child at home throughout the day and night in the odd conditions they have due to corona pandemic. Such anxiety is normal but some of the people may be more resilient to changes in their routines and the general uncertainty the world is experiencing.

## **Significance of the Study**

Participation and involvement of people with intellectual disability in a structure way make their useful and productive engagements which ultimately boost their confidence and motivation. Scientific and systemic approach is required to engage children with intellectual disability in various activities. In the lockdown condition people with intellectual disability are restricted in the house with their family members. They may not have active structure involvement in the various activities in their daily routine like school. In this situation if the family members do not actively involved with them then they may remains isolated and idle at home. This may leads to involvement of children with intellectual disability in various inappropriate activities which leads to develop issue behaviors. Thus the management of the children with intellectual disability becomes more difficult for their families. As this lockdown situation may go for an unknown period. Therefore it is important to study the emerging issues of children with intellectual disability which will help the schools, special

educators, professionals and the policy makers to come up with the appropriate and suitable solution to overcome the situation.

### Objectives of the Study

- ❖ To analyze the emerging issues and management related to skills behaviour of children with intellectual disability in COVID-19 pandemic.
- ❖ To analyze the emerging issues and management related to problem behaviour of children with intellectual disability in COVID-19 pandemic.

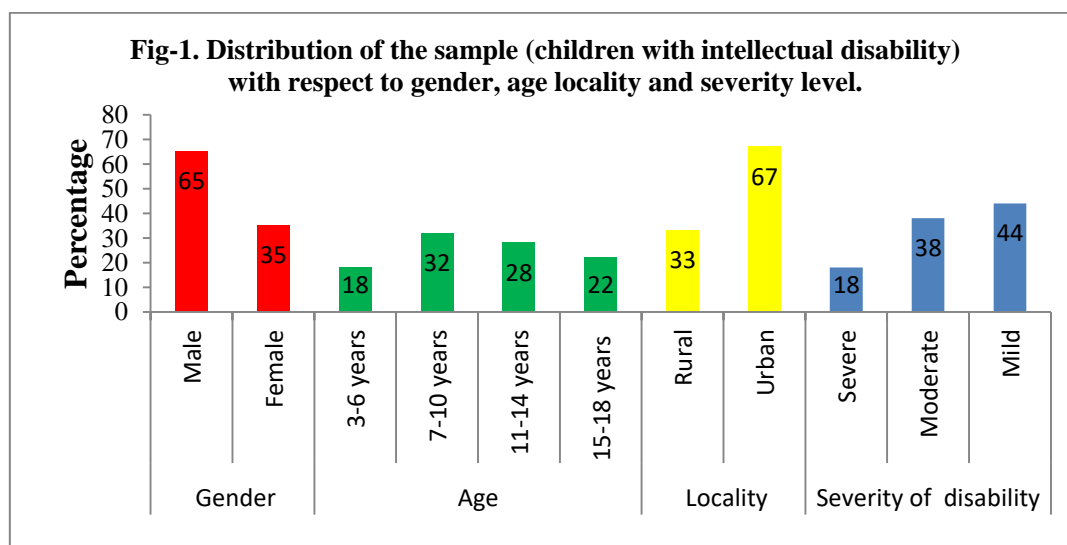
### Methodology

In this present study the descriptive method is used to find out the emerging issues and management of children with intellectual disability in lockdown due to COVID-19 pandemic.

### Sample and Sampling Technique

Purposive sampling technique used to select the sample. Total hundred parents whose children are intellectually disabled contacted to collect the data. It includes either mother or father of the child. Sample includes those parents whose children are enrolled in special schools. The sample represents the parents of children with intellectual disability in Uttar Pradesh India. All the children with intellectual disability were attending special school. The distributions of sample (children with intellectual disability) with respect to their gender, age, locality and severity level are presented in figure-1.

**Fig-1: Distribution of sample with respect to gender, age, locality and severity level.**



**Tool**

The researcher has developed an interview schedule which consists of three parts: Part I includes profile of the parents such as name, gender, age, educational qualification, occupation, income and residential localities. Part-II includes profile of the special child such as name, age, gender, severity level of the intellectual disability and other associated issues. Part -III consists of total eighteen open ended questionnaire to elicit the information from the parents of children with intellectual disability.

**Validity**

The items in the developed interview schedule were framed keeping in view the objectives of the study. The tool consists of eighteen questions related to the skill and issue behavior areas. Content validity is established in the selection of items by taking consensus of twenty two professionals, who are working in the field of special education. Item wise analysis revealed an agreement of 90-100% for inclusion items as appropriate in the interview schedule among the eighteen twenty two professionals, thereby establishing the validity of the interview schedule.

**Data Collection**

Researcher took prior appointment from each parent on phone call. On scheduled time researcher calls each parent and administered the tool to each respondent. Before administering the tool close rapport was built with the respondents by talking and discussing about the child and the various issues related to child. The researcher explained the purpose of the study and ensured that the responses would be kept strictly confidential and will be used for research purpose only. The data was collected by using the validated interview schedule formulated by the researcher for the purpose of the study. The responses were elicited by asking questions by the researcher and the responses for each of the questions were recorded. The researcher also explained the items in the other language such as Hindi where ever required. The responses for each of the questions yielded varied responses from parents.

### Response Coding

The open ended questions yielded varied responses from the parents for each of the formulated questions. Similar responses were clustered into a single common response and analysis was done.

**Table-1. Emerging issues and management related to skills behaviour. N=100**

Sl. No.	Responses	Yes		No.	
		n	%	n	%
	Skill behaviour				
1.	Wake of on time.	16	16	84	84
2.	Does all daily living activities on time.	22	22	78	78
3.	Goes to bed on time.	19	19	81	81
4.	Perform daily activities without reminder.	12	12	88	88
5.	Perform limited self-help skills.	46	46	54	54
6.	Took interest in academic activities.	26	26	74	74
7.	Involved in academic activities with siblings.	68	68	32	32
8.	Involved in academic activities with Parents.	63	63	37	37
9.	Forgetting learnt skill behaviour	86	86	14	14

Multiple responses admissible

Table-1 indicates participation of children with intellectual disability in the daily living activities and in skill behaviour. Majority of the children with intellectual disability that is (84%) wake up late in the morning and total (81%) goes bed late in the night. Only (22%) of the children does all daily living activities on the time remaining (78%) does as and when they wants to do it. Table also reflects that only (12%) of the children perform daily activities without reminder whereas (88%) of children perform daily activities with repeated reminder. Total (74%) of the children with intellectual disability do not take interest in academic activities however total (68%) and (63%) of children with intellectual disability take part in academic activities with their siblings and parents respectively. Table indicate that total (86%) of the children with intellectual disability forgot learnt skills behaviour.

**Table-2. Emerging issues and management related to Problem behaviour. N=100**

Sl. No.	Responses	Yes		No.	
		n	%	n	%
1.	Remains idle	33	33	67	67
2.	Feel restlessness.	79	79	21	21
3.	Always irritated.	83	83	17	17
4.	Peer jealousy and quarrel.	74	74	26	26
5.	Have emotional issues.	67	67	33	33
6.	Does hyperactivity,	69	69	31	31
7.	Indulge in unwanted activities.	82	82	18	18
8.	Shows impulsive behavior.	63	63	37	37

Multiple responses admissible

Table-2 shows issues behaviour of children with intellectual disability. Majority of the children with intellectual disability that is (67%) remains idle. Total (79%) children feel restlessness. Majority of the children with intellectual disability that is (83%) remains irritated and total (74%) shows jealousy with their peer and most of the time quarrel with them. Table also reflects that total (67%) of the children show emotional issues whereas (69%) shows hyper activity. Total (82%) of the children with intellectual disability involve in unwanted behaviour and total (63%) shows impulsive behaviour.

## Results

Result of the study indicates that majority of children with intellectual disability forgot learnt skills behaviours and at the same time they also develop other problem behaviours. Majority (84%) of the persons with intellectual disability wakes up late in the morning and total (81%) goes bed late in the night. Total (78%) of the children does all daily living activities as and when they want to do it. Most of the children (88%) perform their daily activities with repeated reminder. Total (74%) of the children with intellectual disability do not take interest in academic activities. Finding indicate that total (86%) of the children with

intellectual disability forgot learnt skills behaviour. Total (67%) children with intellectual disability remains idle and total (79%) children feel restlessness. Majority of the children with intellectual disability that is (83%) remains irritated and total (74%) shows jealousy with their peer and most of the time quarrel with them. Majority of the children with intellectual disability that is (67%) show emotional issues whereas (69%) shows hyper activity. Total (82%) of the children with intellectual disability involve in unwanted behaviour and total (63%) shows impulsive behaviour. The study reveals that total (68%) and (63%) of children with intellectual disability take part in academic activities with their siblings and parents respectively. This indicate that systematic involvement of sibling, parents and families, members with children with intellectual disability may reduce their emerging issues during lockdown due to COVID-19 pandemic.

### Conclusion

The findings of the study provide a foundation for an improved understanding of the emerging issues of children with Intellectual disability in lockdown due to COVID-19. Children with intellectual disability are more likely to have mental health condition than the general population. As per the various research studies around forty percent of children with intellectual disability experiencing mental health issues such as depression and anxiety at any point of time. Structure and routines can reduce anxiety particularly for people with intellectual disability but at a time when structure and routine is quickly changing, this can have a big effect on emotional and mental wellbeing of people with intellectual disability.

Therefore, every effort must be made to help children with intellectual disability to involve in structure and routines so that their issues will reduces. Special educators, practitioners, professionals and families need to work closely to meet the needs of children with intellectual disability in lockdown due to COVID-19 pandemic. This will help children with intellectual disability to have an opportunity to experience meaningful, enjoyable and satisfying lives.

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