

BEHAVIOURAL APPROACH IN TEACHING MENTALLY RETARDED CHILDREN

A MANUAL FOR TEACHERS

Authors

Reeta Peshawaria

S. Venkatesan



NATIONAL INSTITUTE FOR THE MENTALLY HANDICAPPED

(Ministry of Social Justice and Empowerment, Government of India)

MANOVIKAS NAGAR,

SECUNDERABAD - 500 004 - A.P. INDIA

BEHAVIOURAL APPROACH IN TEACHING MENTALLY RETARDED CHILDREN

A MANUAL FOR TEACHERS

REETA PESHAWARIA

S.VENKATESAN



NATIONAL INSTITUTE FOR THE MENTALLY HANDICAPPED

(Ministry of Social Justice and Empowerment, Government of India)

MANOVIKAS NAGAR,

SECUNDERABAD - 500 009. A.P. INDIA.

Copyright © 1992
National Institute for the Mentally Handicapped
Secunderabad - 500 009.

First Published in 1992 with financial assistance from UNICEF

Reprint-1994 (NIMH)

Reprint-1999 (NIMH)

Artist : N. Karunakar

IMPORTANT

Any part or full of this publication may be reproduced in any form including translation into Hindi or any regional language with written permission from NIMH for the purpose of teaching, training and research without making profit out of it.

PROJECT TEAM

Reeta Peshawaria
K.N. Ojha
S.Venkatesan
Beenapani Mohapatra
M.P. Anuradha

Principal Investigator
Co Investigator
Research Officer
Research Assistant
Research Assistant

EXPERT PROJECT ADVISORY COMMITTEE MEMBERS

Dr. H.P. Mishra
Addl. Professor,
Dept. of Clinical Psychology,
NIMHANS, Bangalore.

Chairperson

Dr. N.K. Jangira
Professor,
Dept. of Teacher Education,
NCERT, New Delhi.

Member

Dr. S.S. Kaushik
Reader,
Dept. of Psychology,
Banaras Hindu University,
Varnasi.

Member

Prof. P. Jeyachandran
Principal,
Vijay Human Services,
Madras.

Member

NIMH REPRESENTATIVES

Dr. D.K. Menon
Director
Dr. T. Madhavan
Asst. Prof. in Psychiatry

Dr. Saroj Arya
Asst. Prof. in Clinical Psychology

Dr. Jayanthi Narayan,
Asst. Prof in Special Education
Mr. T.A. Subba Rao,
Lecturer in Speech Pathology & Audiology

CONTENTS

			Page
		Foreword	ii
		Preface	iv
		Acknowledgement	v
		About the Manual	vii
SECTION	I	NATURE OF MENTAL HANDICAP	1
Chapter	1	Concept of Mental Handicap	2
SECTION	II	ASSESSMENT AND PROGRAMMING	16
Chapter	2	Behaviours in Children with Mental Handicap	17
Chapter	3	Behavioural Assessment	44
Chapter	4	Behavioural Objectives	55
SECTION	III	BEHAVIOURAL METHODS IN TEACHING MENTALLY HANDICAPPED CHILDREN	73
Chapter	5	Rewards	74
Chapter	6	Task Analysis	104
Chapter	7	Other Behavioural Techniques in Teaching Skill Behaviours	114
SECTION	IV	BEHAVIOURAL METHODS IN MANAGING PROBLEM BEHAVIOURS	143
Chapter	8	Identifying and Analysing Problem Behaviours	144
Chapter	9	Behavioural Techniques in Managing Problem Behaviours	172
SECTION	V	OTHER RELATED ISSUES	200
Chapter	10	Involving Parents in Training	201
Chapter	11	Working in Teams	210
Chapter	12	Ethical Issues	216
		<i>Appendix I Specimen of Skill Behaviour Profile</i>	<i>225</i>
		<i>Appendix II Specimen of Problem Behaviour Profile</i>	<i>227</i>
		<i>Appendix III Specimen of Report Card</i>	<i>229</i>
		<i>Appendix IV Rewards Preference Checklist</i>	<i>237</i>
		<i>Appendix V Worksheet for Behaviour Management Programme</i>	<i>243</i>
		<i>Appendix VI Crossword Puzzle</i>	<i>255</i>
		<i>Appendix VII Suggested Readings</i>	<i>258</i>
		<i>Appendix VIII Other NIMH Publications</i>	<i>259</i>
		<i>Appendix IX Feedback Form</i>	<i>261</i>

FOREWORD

The National Institute for the Mentally Handicapped was established in 1984, and became operational in 1985. Since its inception, the Institute has laid emphasis on field operational research, rather than on basic or academic research. During the first three years, the Institute developed materials for creation of awareness, screening instruments for early identification of children with mental retardation and training manuals for community based rehabilitation services. During the second phase, the Institute developed materials for use by parents.

During the third phase, the focus has been primarily on enhancing skills of classroom teachers working in special schools. This became necessary, as it was observed that usually in special schools working under voluntary organisations, twenty per cent of the staff are trained, while the remaining eighty percent of the staff are untrained. It should be our endeavour to train all the staff so as to clear the backlog of untrained teachers. One of the ways is to get these untrained teachers trained in that they undergo formal one academic year training leading to Diploma in Mental Retardation. However, it is observed that many untrained teachers are unable to undergo this training due to their family and personal circumstances, hence the need for such manuals, which can provide them on the job training. It is with this aim in mind that the Institute took up series of projects to enhance knowledge and skills of untrained teachers by developing reading materials with work exercises for them coupled with short term courses.

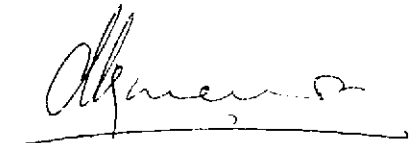
The objective of the UNICEF funded project on "Application of Behaviour Modification Techniques in Children with Mental Handicap" has been to develop a manual for teachers using behaviourally based methods which could be applied in the classroom setting for learning new skills as well as for decreasing problematic behaviours. Also, as part of this project "Behavioural Assessment Scales for Indian Children with Mental Retardation (BASIC-MR)" has been developed and printed as a separate book.

The Project team headed by Smt. Reeta Peshawaria, Lecturer in Clinical Psychology, has systematically conducted baseline studies in the target population, following which, components to be included in the manual were finalised by experts. Field trials were conducted at three centres wherein evaluation of the manual was carried out by studying actual use of the manual by the classroom teachers. Feedback was obtained from the teachers about their experiences in the use of the manual. After receiving the training, the classroom teachers used the manual for a period of about three months. The follow-up evaluation after the use of the manual for three months showed significant gains made by the mentally handicapped students using the systematic training procedures given

in the manual. The results show that the manual can be implemented by an average classroom teacher and records can be maintained.

The funds for developing and printing of the manual were made available by UNICEF. However, a small token charge per copy has been kept towards distribution cost. It is hoped that the trained as well as untrained teachers will find the material useful in their day to day classroom teaching. Suggestions and comments are welcome.

Date : 14.02.1992
Place: Secunderabad



DR. D.K.MENON
Director, NIMH

PREFACE

Behavioural technology has contributed immensely in the training of mentally handicapped persons. Available research evidence stands testimony to the fact that all mentally handicapped children, irrespective of their age, sex, severity or type or setting, i.e., whether school, home or work can be taught a great deal more, provided systematic methods for training are used.

Our experience of conducting training workshops at NIMH and other parts of the country for teachers and parents in the application of behavioural technology with the mentally handicapped children have been quite encouraging. Hence, we decided to write a manual for teachers in the use of behaviourally based methods for teaching good or desirable behaviours and also decreasing bad or undesirable behaviours in the mentally handicapped children.

Though this manual is specially written to serve as a guide for teachers, it can be used by other trainers, such as, parents, therapists, assistant teachers, etc., involved in the training of mentally handicapped children.

In the West, quite a few manuals are now available to help teachers sharpen their skills by using various behaviourally based methods. But, these manuals meet the needs of Western population of teachers, parents or aides of mentally handicapped children. Further their content, form, style of presentation, case illustrations, etc., are all not typically representative of the teacher experiences in our cultural background.

A need was felt to develop a manual describing the application of various behaviourally based methods which could be successfully used by teachers for training mentally handicapped children especially in our own Indian school settings. Also, it was felt that the manual needs to be written keeping in mind the uniqueness of Indian experiences with mentally handicapped children within our own socio-cultural settings.

Many times the training of mentally handicapped children is focussed only on teaching new skills or only on the management of inappropriate behaviours. However, both, teaching skill behaviours or managing problem behaviours are very much inter-related. Poor teaching practices could lead to problem behaviours and good teaching practices could prevent behaviour problems. Hence, we thought of writing a manual wherein both these issues are dealt with together. The manual aims at strengthening the teachers skills in the use of scientific methods to manage problem behaviours on one to one basis or in classroom-group settings.



REETA PESHAWARIA

Principal Investigator of the Project

ACKNOWLEDGEMENTS

It took three years to write, field test and print the materials developed under this project which includes "Behavioural Approach in Teaching Mentally Retarded Children; A Manual for Teachers" and "Behavioural Assessment Scales for Indian Children with Mental Retardation (BASIC-MR)". In the course of it many well meaning persons/professionals have helped. But for the very fact that I could decide to take up this project and consider it useful is due to the contributions made for many years in shaping my ideas by my teachers from the Departments of Clinical Psychology at Central Institute of Psychiatry, Ranchi, National Institute of Mental Health and Neurosciences, Bangalore, Maudsley Hospital, London and professionals who have significantly contributed in the field of behavioural technology. To them all, I owe my deep sense of gratitude and to the mentally retarded children and their families, working with whom only, I could gain experience.

I gratefully acknowledge the financial assistance provided by UNICEF to develop this manual. The encouragement, guidance, support and significant suggestions provided by Dr.D.K.Menon, Director, NIMH during the project is noteworthy and the authors feel indebted for it.

The contributions made by members of the expert Project Advisory Committee is highly appreciated including Prof. Haripad Mishra, Prof. N.K.Jangira, Prof. P.Jeyachanderan, Dr.Sandhya Singh Kaushik. The expert suggestions that flowed from each one of them have helped us in giving shape to this manual. The comments and feedback given by the professionals working in the field helped us to critically evaluate our work and improve upon our earlier drafts. For this, thanks are especially due to Prof. S.K. Verma, Mrs. Rukmini Krishnaswamy, Mr. K.N. Ojha, Mr. S.P.K. Jena, Mrs. Sangeeta Gupta, Dr. Jayanthi Narayan, Dr. T. Madhavan, Dr. Saroj Arya, Ms. V. Sheilaja Reddi, Mr. T.A. Subba Rao, Ms. Thressia Kutty and Ms. Vijaya laxmi Myreddi.

I would like to thank the dedicated and most skillful efforts made by all the members of the project team which includes Mr. S. Venkatesan, Research Officer, Ms. Beenapani Mohapatra and Ms. M.P. Anuradha, Research Assistants. Working with all of them was a wonderful and useful experience. The contributions made by the Co-Investigator, Mr. K.N. Ojha, Assistant Professor in Clinical Psychology, NIMH (RTC), New Delhi especially in taking up the responsibility of the materials developed under the project to be translated in Hindi was a big relief.

Having developed the script of the manual it needed an expert hand as that of an artist, Mr.Karunakar, who drew suitable illustrations in order to make the manual look more meaningful. We would like to thank Mr.Karunakar for his wonderful art work and also for bearing with our obsessions.

Field testing of the manual seemed to us as one of the biggest tasks. The extremely cooperative attitude of the Heads of the Institutions /special schools as also, the positive attitude and unconditional support provided by the teachers/staff of these schools has been very encouraging for us. These include, the Head and Staff of Manochaitanya, School for the Mentally Retarded Children, (PAMENCAP), Secunderabad, Model School for the Mentally Deficient Children, Kasturba Niketan, Lajpatnagar, New Delhi; Okhla Centre, Okhla Marg, New Delhi and Sweekar, Rehabilitation Institute for the Disabled, Secunderabad. The open attitude and excellence with which Mrs. Sangeeta Gupta, Research Officer, at NIMH (RTC), Delhi involved herself with the project team during the field testing and conduct of the workshop for teachers at Okhla Centre is highly appreciated.

I would like to thank Dr.Ralph Scheer, Director, Community Assessment for the Retarded, California, USA, for providing an useful review on the training manual

The help provided by Mr. B. Surya Prakasam, Statistical Assistant, NIMH, in computer assisted analysis of the project data obtained during field testing is gratefully acknowledged.

Mr.V. Shankar Kumar, Stenographer, NIMH, worked sometimes during odd hours to catch up with the project work. We thank him for his untiring efforts. The prompt support always provided by the Administrative Section and Accounts Section is greatly valued.



REETA PESHAWARIA
Principal Investigator

ABOUT THE MANUAL

The manual "Behavioural Approach In Teaching Mentally Retarded Children" is specifically written keeping in mind the needs of the teachers working with mentally retarded children in school settings. Though teachers, who have not undergone any professional training course for teaching mentally handicapped children are likely to benefit more from this manual, even trained teachers may find it an useful guide. This manual can be also helpful to many other trainers working in the field, such as, Multipurpose Rehabilitation Workers (MRWs), Speech Pathologists, Physiotherapists, Occupational Therapists, Psychologists, Psychiatrists, parents of mentally retarded children, etc.

We have tried to write the manual in very simple English. The manual is also translated in Hindi. Illustrations, relevant work exercises, case studies have been included in the Manual in order to facilitate the teachers to follow the text. Record sheets have been also included in the manual to be used by teachers.

The authors have intentionally avoided writing the manual in a cook-book recipe form. Instead, attempts have been made to transfer the behavioural technology to teachers in such a way that it helps them to independently develop individualised behavioural programmes suited to the specific needs of each child with mental handicap.

For the optimum benefit of the teachers, work exercises have been included at the end of each chapter. The teachers are expected to complete these exercises before going on to the next chapter. Ideally, it is recommended that the teachers undergo a minimum five days training course in the application of behavioural technology with the mentally handicapped children from behavioural experts working in the field.

The manual has been divided into five sections:

Section One discusses the nature of mental handicap, including prevalence, causes and management aspects.

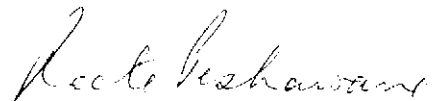
Section Two is devoted to assessment and programming. It includes three chapters on behaviours in children with mental handicap, behavioural assessment and behavioural objectives.

Section Three discusses the behavioural methods in teaching mentally retarded. This section also has three chapters, which include, rewards, task analysis, and use of other behavioural techniques for teaching skill behaviours.

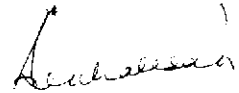
Section Four highlights the behavioural methods in managing problem behaviour. This section includes two chapters on identifying and analysing problem behaviours and behavioural techniques in managing problem behaviours.

Section Five consists of three chapters devoted to other related issues in the care and management of children with mental handicap. There is a chapter each on involving parents in training, working in teams and on ethical issues.

Each chapter in the manual is preceded by objectives and ends with a summary. We hope that the manual will prove its utility for all the meticulous care and planning that has gone into its preparation. The authors would appreciate if the users pass on their comments and experiences after using the methods described in the manual, by filling in the *Feedback Form* appended at the end of the Manual.



REETA PESLIAWARIA



S. VENKATESAN

SECTION I

NATURE OF MENTAL HANDICAP

The major concern of this manual is to focus on behavioural approaches in teaching children with mental handicap. Hence, it was felt necessary to clarify doubts related to the concept and nature of mental handicap. Some of the teachers may find this section informative, while it may serve as a review for others.

Chapter One gives information on nature, prevention, causation and management of mentally retarded children.

The teacher is expected to complete the work exercises given at the end of this chapter before going on to the next chapter.

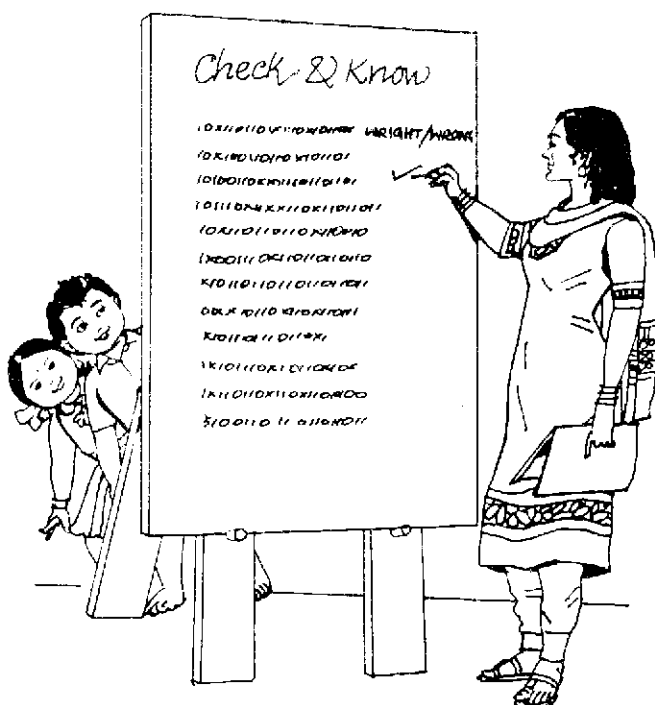
CHAPTER ONE

Concept Of Mental Handicap

On completion of this chapter, the teacher will be able to answer the following questions:

- 1. What is mental handicap?*
- 2. What is the nature and prevalence of mental handicap?*
- 3. What are the causes of mental handicap?*
- 4. What are the main approaches in the management of mentally handicapped children?*

This section consists of several statements related to the nature of mental handicap, along with a "Check & Know". Read each statement and its explanation carefully.



1. Mental retardation is also called as mental handicap.

Right: Mental retardation is also called as mental handicap or mental disability. In this manual, the terms 'mental retardation' and mental handicap are used interchangeably. Earlier, mental handicap was also called as mental deficiency, mental sub-normality, amentia, idiocy, feeble-mindedness, moron, imbecility, oligophrenia, etc. These terms are now no longer in use.

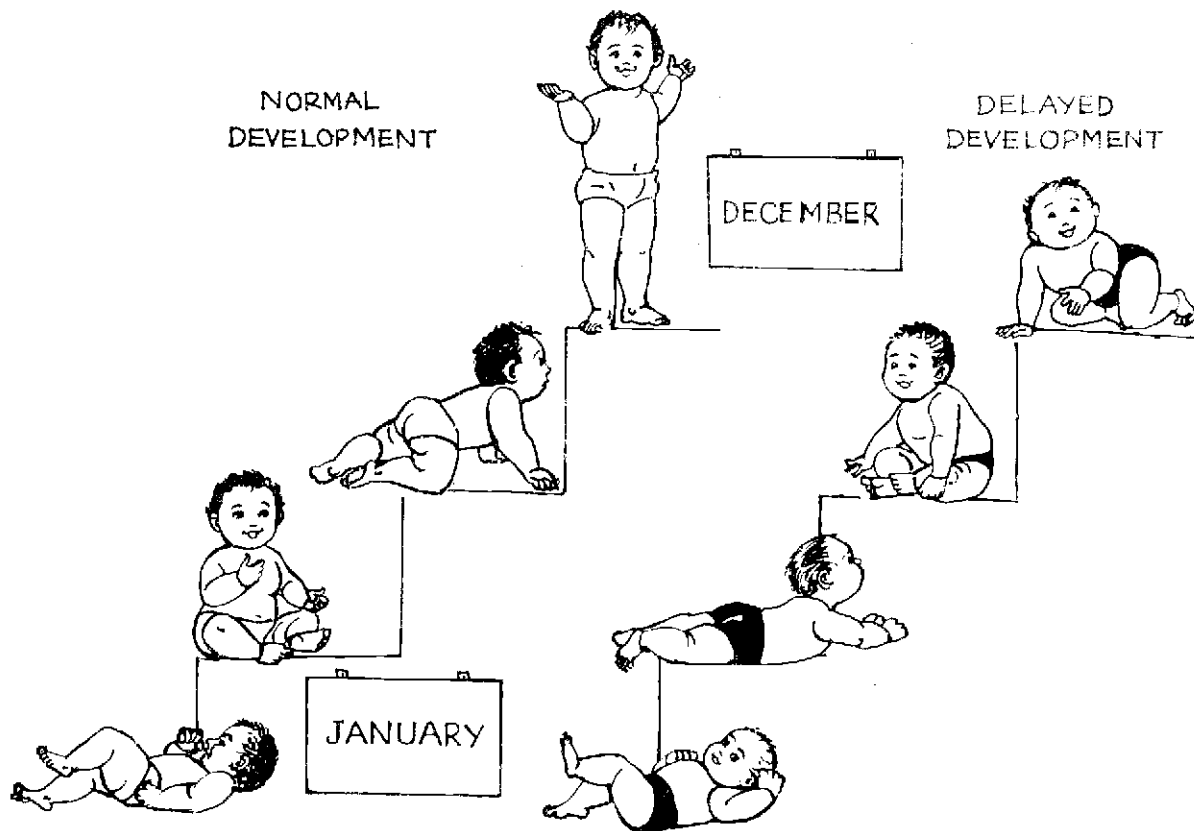
Mental retardation is also called as mental handicap.

2. Mental handicap is mental illness.

Wrong: Mental retardation is different from mental illness. Mental retardation is a condition which generally leads to a handicap whereas mental illness is a disease. Mentally retarded children are slow in learning and development. Their mental age or mental development is below their actual age. For example, a seven year old mentally handicapped child may act, talk

and behave like a three year old "normal" child. Thus, he may show a developmental delay of four years. On the other hand, mentally ill persons do not show any developmental delay. They may show disturbed sleep, disturbances in behaviour, such as, being extremely moody, sleepless, withdrawn, seeing or hearing things which others do not see or hear, reduced appetite, etc. In rare circumstances, however, a mentally retarded child can also have a mental illness.

*Mental retardation
is NOT mental
illness.*



3. One can become mentally handicapped at any time in one's life.

Wrong: Often, mental retardation is present at birth. Occasionally, it can be acquired sometime before the end of the developmental period which is considered as eighteen years. Therefore, by definition none can become mentally retarded after crossing the developmental period of eighteen years.

*Mental retardation
can occur any time
before eighteen
years of age.*

-
4. **The main difference between the mentally handicapped and the normal person is that the person with mental handicap has a small mind, while the normal person has a broad mind.**

Wrong: It is not the size of mind which differentiates the mentally retarded from normal children. Rather, it is the level of intelligence which differentiates mentally retarded from normal children. All human beings have a general capacity to adjust and perform in ways which are needed and acceptable in a given situation. This is called as intelligence. Some have more intelligence, while others have less of it. The intelligence of a person is measured in the form of an Intelligence Quotient (IQ) using standardised psychological tests. When such intelligence tests are administered on normal children, they score an average IQ of 90 or more whereas, children with mental handicap score below an IQ of 70 on standardised psychological tests, besides showing deficits in adaptive behaviour.

There is no relationship between mind and mental retardation.

5. **About two to three percent of the population in our country are mentally handicapped.**

Right: To date no National Survey has been conducted to find out how many mentally retarded children are there in our country. However, several sample surveys carried out in many parts of India from time to time show that there are about two crores of children with mental handicap.

Mental retardation is seen in 2 to 3 percent of the general population.

6. **All mentally handicapped children are similar.**

Wrong: There are different levels of mental handicap depending on the way in which they are classified. Based on intelligence quotients and measures of adaptive behaviour, as assessed on standardised psychological tests, mentally retarded children are classified into four different levels. Adaptive behaviour describes the degree of social competence in an individual to adjust to various exigencies in life.

Levels	IQ Range
Mild mental retardation	50-69
Moderate mental retardation	35-49
Severe mental retardation	20-34
Profound mental retardation	Below 20

Teachers classify mental retardation in a different way. Their classification is based on the extent of educational expectations for such children. According to them, children who have to be totally taken care of by others are called “custodial” mentally retarded. Those children who can be trained in semi-skilled or unskilled jobs are called “trainable” mentally retarded. Those children who can be educated in basic functional literacy are called “educable” mentally retarded.

Mentally handicapped children have different levels of intelligence and adaptive behaviour.

7. Mentally handicapped children are slow in their growth and development.

Right: All children grow and develop in an orderly step-by-step way. A child rolls over before he learns to sit, stand, walk and run. He learns to say ‘pa-pa’, ‘ma-ma’ before uttering single words, two word phrases and sentences. In a normal child, all these activities are achieved at appropriate and expected age ranges. For example, generally children sit by 6 to 8 months walk by 12 to 16 months, speak a word by 12 months, etc. Comparatively, mentally handicapped children take longer to sit, stand, walk or talk. Occasionally a child may begin to develop at the same speed of a normal child. But, in between, if the child suffers brain damage, he may slow down or even slide back in his development and may become mentally handicapped.

Growth and development is slow in mentally retarded children.

8. Some children may have epilepsy/fits or associated conditions like visual handicap, hearing handicap, etc., along with mental handicap.

Right: About 40 percent of the mentally handicapped children are known to have epilepsy/fits. There are

different types of epilepsy. Fits are more common in severely and profoundly mentally retarded children. If the teacher comes across a mentally handicapped child having a fit in school or classroom, it is important to seek medical advice immediately.

Occasionally, mentally retarded children may also have psychiatric disturbances, such as, extreme mood changes for no obvious reason, or hearing voices or seeing things when nothing actually exists, disturbed sleep and appetite, etc. It requires a specialist to correctly diagnose and treat these disturbances.

Mentally retarded children can have associated conditions, such as, fits, hearing, visual or physical handicap.

Some mentally handicapped children may also have, in addition, a hearing loss (hearing handicap), or visual impairment (visual handicap) or physical handicap. They are described as children with multiple handicaps.

9. **It is in the hands of parents to produce a normal child or a mentally handicapped child.**

Wrong: Parents are generally blamed for giving birth to a mentally handicapped child. This causes immense guilt and feelings of shame in many parents. It is important to understand that mental handicap can occur in any child due to causes that at times may not be directly under the control of parents. For example, there may be genetic factors or chromosomal abnormalities which can be passed on from one generation to another. However, parents can get themselves examined and counselled before planning to have a child regarding the chances of giving birth to a mentally handicapped child.

Any child can become mentally retarded owing to causes which may not be directly under the control of parents.

10. **Some times evil spirits influence normal children with a weak mind and make them mentally handicapped.**

Wrong: This belief has done more harm than good to mentally handicapped children. Many of them have been physically beaten or branded by black magicians, mantrawadis, ojhas or quacks claiming to drive away evil spirits. These are dangerous practices and should be stopped.

Black magicians and mantrawadis can do more harm to mentally handicapped children.

-
11. **Mental handicap can be caused due to effect of eclipse at the time of pregnancy or birth of a child.**

Wrong: There is no demonstrated evidence to show that astronomical events like solar or lunar eclipse, either during pregnancy, or at the time of birth, can cause mental handicap.

Solar/Lunar eclipse does NOT cause mental handicap.

12. **At a young age if a person suffers major failures, frustrations and disappointments in life, such as, in marriage, work or studies, he can become mentally handicapped.**

Wrong: Major failures, frustrations and disappointments in life such as in marriage, work or studies can precipitate a mental illness, not mental handicap. However, these factors can effect indirectly. For example, a pregnant mother who remains sad may not eat properly which may then effect the growth of the baby.

Major failures, frustrations and dissapointments in life cannot lead to mental handicap.

13. **Mental handicap is due to fate and there is no way one can prevent it.**

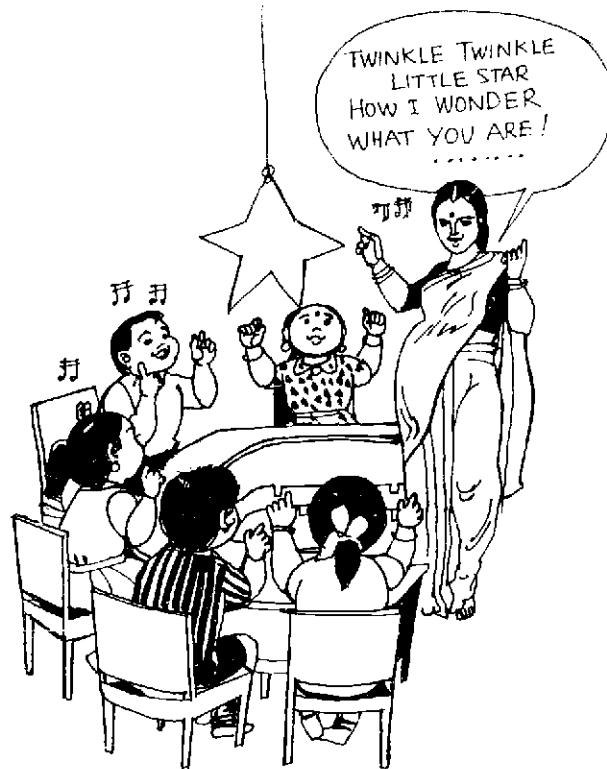
Wrong: Many cases of mental handicap can be prevented by extending proper care during pregnancy, such as, regular balanced diet, frequent medical check ups, etc. Added precautions maybe taken to see that the delivery takes place in a clean and safe place, preferably, a hospital, wherein all facilities are available for the mother and child which prevent them from accidents, injuries, infections, etc.

To a large extent mental retardation can be prevented.

14. **If a woman teaches mentally handicapped children during her pregnancy, she will give birth to a mentally handicapped child.**

Wrong: Mental handicap is not an infectious disease. There is no harm in interacting with mentally handicapped children at anytime in one's life or even during pregnancy.

Pregnant women can continue to teach mentally handicapped children.



15. Mental handicap is curable.

Wrong: Mental retardation is not a disease to be cured. It is a condition or handicap that has to be helped by training or habilitation. When a person develops sickness, there can be medicines to cure it. But if a person loses a limb in an accident there can be no medicines to grow a new limb. Similarly one cannot cure mental handicap with medicines, tonics, shock treatments or hypnotism. Also there can be no operations or surgeries to increase memory or intelligence. Mentally handicapped children require teaching and training using scientific methods to become self-dependent and useful citizens.

Mentally retarded children require training.

-
16. It is a waste of time to teach activities like eating, dressing, bathing, etc., to the mentally handicapped person as it would save a lot of time and energy if we do all these things for them.

Wrong: All mentally handicapped children irrespective of the intellectual levels can be trained. The aim of teaching/training is to make them self sufficient. Mentally handicapped children should be trained depending upon their needs in various skills. It is never a waste of time to train them to look after their own needs.

Mentally handicapped children need to be trained to look after their basic needs.

17. If a pregnant woman consumes alcohol, she can have plumpy healthy baby.

Wrong: Alcohol does not contain any vitamins, proteins, carbohydrates or fats. The continuous use of alcohol drains away all the nutrients from the body. It is especially dangerous for the pregnant woman to consume alcohol as her body will lose all the nourishments that are needed for the proper growth of her baby. And without proper nourishment, the baby may suffer a brain damage. The consumption of alcohol by a pregnant woman may lead to a condition called as "Foetal Alcohol Syndrome", which leads to the birth of a mentally handicapped child.

Pregnant women should NOT consume alcohol.

18. During pregnancy if a woman develops complications such as high fever it can damage the brain of the developing baby and cause mental handicap.

Right: Infections in the mother especially during the first three months of pregnancy can cause brain damage. Some of the infections in the mother that can affect the child in the womb are German measles, Herpes, Syphilis, Tuberculosis, etc. Other factors during pregnancy that can cause mental retardation are fits, exposure to x-rays, accidents or falls during pregnancy, unnecessary medicines taken without consulting doctors, etc.

Factors, such as, illness or accidents during pregnancy can cause mental retardation.

19. Malnutrition can cause mental handicap.

Right: If a pregnant woman does not take an adequately balanced diet, it leads to malnutrition which can damage the brain of the developing baby. Also, poor nutrition in the early years of the child's life, can cause permanent brain damage and lead to mental handicap.

Eating an adequate and balanced diet by the pregnant women is essential for normal growth and development of the baby.

20. Sometimes accidents during birth can damage the child's brain and lead to mental handicap.

Right: Accidents or complications to the new born during delivery can damage the brain. For example, delayed or prolonged labour, wrong use of forceps, excessive bleeding, child being unable to breathe immediately after birth, coiling of the umbilical cord around the neck of the new born, etc., are some events at birth which can damage the brain and thus cause mental handicap.

Complications during delivery or at birth can cause mental retardation.

21. Illness in a child before eighteen years of age can cause mental retardation.

Right: In case a child develops very high fever or infection, meets with accidents, or has fits before the age of 18 years, which damages the brain, it can lead to mental retardation.

Illness after birth can cause mental retardation.

22. It is important to keep the mind of the mentally handicapped person busy no matter what kind of activity he is engaged in.

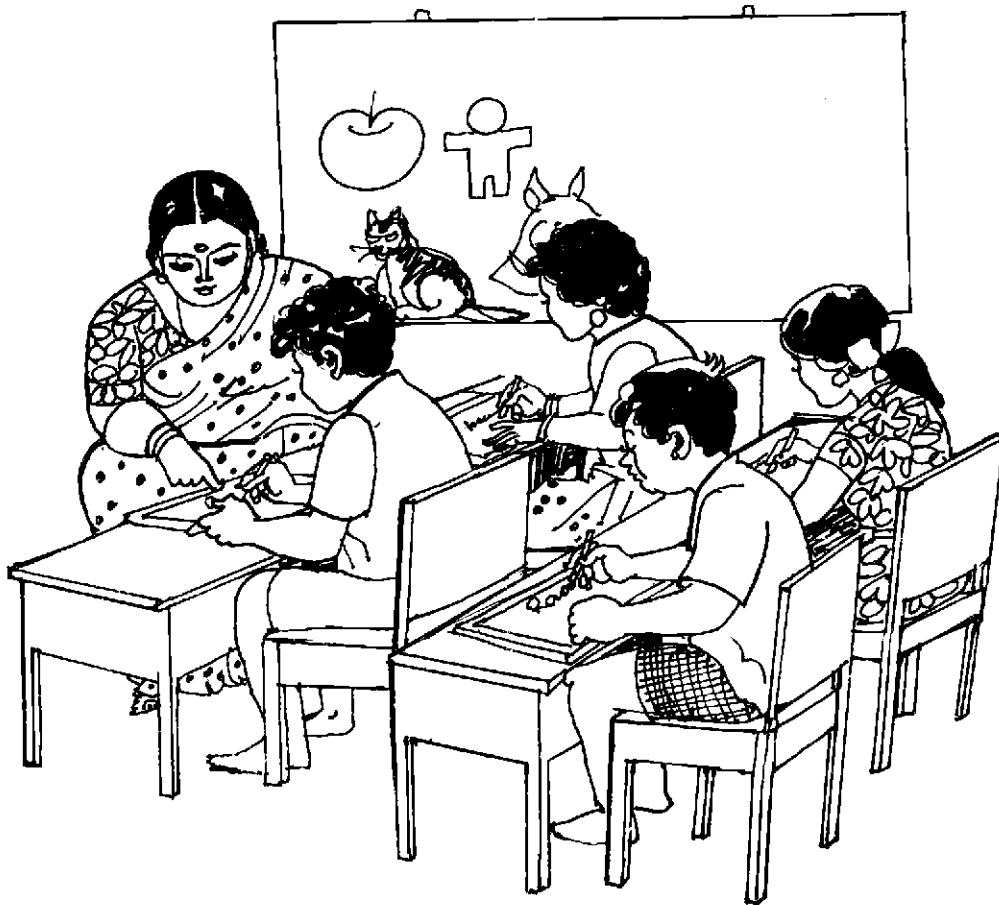
Wrong: It is important to keep the mentally handicapped person busy. But, it is not true that they should be just kept busy with any kind of available activity. Each and every activity that is to be taught should be need-based and systematically planned or programmed in a step by step manner. Also, there are special procedures to be followed in deciding what to teach or how to teach them.

Teaching and training of mentally handicapped children should be carried out in a scientific and systematic way.

23. All mentally handicapped children can be taught the same activity in the same way.

Wrong: Each mentally retarded child is different from the other. What one person can or cannot do will vary from what another can or cannot do. Therefore, teaching or training programmes for the mentally handicapped should be planned after conducting assessment of the needs of each child. The teacher should decide what to teach and how to teach depending on the needs of each child.

Needs of each mentally handicapped child is different which should be kept in mind while planning and conducting training.



-
24. **All mentally handicapped children show behaviour problems like temper tantrums, beating others, head banging, etc., because of their mental handicap.**

Wrong: Like some “normal” children, only some mentally handicapped children may show problem behaviours like temper tantrums, head banging, nail biting, beating others, etc. It is not true that all mentally handicapped children have behaviour problems, nor it is true that behaviour problems occur in children due to mental handicap.

Some mentally handicapped children may have behaviour problems.

25. **The best way to manage behaviour problems in mentally handicapped children is by talking to them in a calm, loving and affectionate manner.**

Wrong: Only showing love and affection is not enough to manage behaviour problems in mentally handicapped children. Something more is needed. There are several special techniques to increase desirable behaviours and decrease or eliminate undesirable problem behaviours. These special techniques are effective and useful with both “normal” as well as with mentally handicapped children. The teacher should be equipped with these special techniques to manage behaviour problems.

Behaviour problems should be managed systematically using scientific methods.

WORK EXERCISE I

Read each statement carefully and mark a tick against the correct choice, whether it is "right" or "wrong":

- | | |
|--|--------------------|
| 1. Mental retardation is mental illness | Right/Wrong |
| 2. The main difference between the mentally retarded and the normal person is that the person with mental retardation has a small mind, while the normal person has a broad mind. | Right/Wrong |
| 3. Mental retardation can be caused due to eclipse at the time of pregnancy or birth of a child. | Right/Wrong |
| 4. Mental retardation is due to fate and there is no way one can prevent it. | Right/Wrong |
| 5. If a woman teaches mentally retarded persons during her pregnancy, she will give birth to mentally retarded child. | Right/Wrong |
| 6. Mental retardation is curable. | Right/Wrong |
| 7. It is a waste of time to teach activities like dressing, bathing, eating, etc., to the mentally retarded person as it would save a lot of time and energy if we do all these things for them. | Right/Wrong |
| 8. Illness in a child before 18 years can cause mental retardation. | Right/Wrong |
| 9. All mentally handicapped children can be taught the same activity in the same way. | Right/Wrong |
| 10. All mentally retarded children show behaviour problems like temper tantrums, beating others, head banging, etc., because of their mental retardation. | Right/Wrong |

WORK EXERCISE I
KEY

- | | | | | |
|-----------------|-----------------|-----------------|-----------------|------------------|
| <i>1. Wrong</i> | <i>2. Wrong</i> | <i>3. Wrong</i> | <i>4. Wrong</i> | <i>5. Wrong</i> |
| <i>6. Wrong</i> | <i>7. Wrong</i> | <i>8. Right</i> | <i>9. Wrong</i> | <i>10. Wrong</i> |

SECTION II

BEHAVIOURAL ASSESSMENT AND PROGRAMMING

Accurate behavioural assessment of each mentally handicapped child is essential for appropriate programme planning. Whether a child is taught on a one to one basis, or in a group setting, the teacher has to decide on "What to teach" a child or group of children.

No two mentally handicapped children are alike. Each child has his own strengths/skills and needs/deficits. It is the teacher's task to obtain detailed information on what the child can do or cannot do. The teaching and training of every mentally handicapped child must begin at his/her level or needs.

Chapter Two explains about observable and measurable behaviours. It also elaborates on the classification of behaviours and how behaviours are learned in mentally handicapped children.

The focus of *Chapter Three* is on the need and procedure of behavioural assessment. This chapter also introduces a behavioural assessment tool: "Behavioural Assessment Scale for Indian Children with Mental Retardation" (BASIC-MR). A separate book listing the details of its administration and scoring has been developed as part of the project.

Chapter Four helps the teacher to initiate a training programme for the mentally handicapped children. It emphasises the need and procedure of selecting long term/annual goals and short term goals/behavioural objectives.

The teacher is expected to complete the work exercises given at the end of each chapter before going on to the next chapter.

CHAPTER TWO

Behaviours in Children with Mental Handicap

On completion of this chapter the teacher will be able to answer the following questions:

- 1. What is behaviour?*
- 2. How are behaviours classified in children with mental handicap?*
- 3. How are behaviours acquired in children with mental handicap?*

WHAT IS BEHAVIOUR?

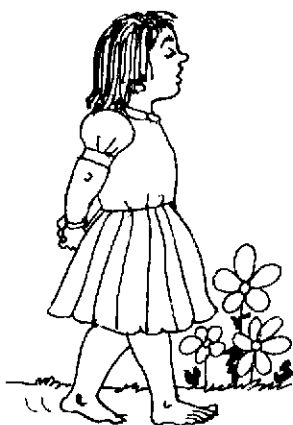
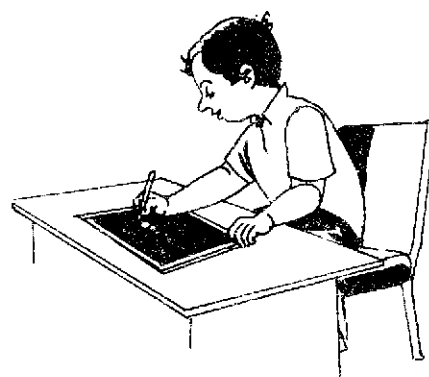
In our daily lives we perform so many activities.

We sit, stand, chew, cry, comb, appreciate, swallow, respect, fear, like, dislike, etc. All these are 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 only be interpreted. For example, the activity “happy” cannot be seen directly. It can be only interpreted through behaviours, such as, smiles, laughs, etc.

Examples:

Observable Activities	Non Observable Activities
Sits	Happy
Walks	Respects
Combs	Dislikes
Writes	Likes



Some of our activities are directly **measurable**, while some are not directly measurable. In other words, some activities can be directly counted or numbered. We can say how many times or how long a given activity has occurred. If any activity can be directly counted or numbered, then it is measurable.

*All behaviours are
observable and
measurable activities*

In the above given examples, one can measure as “sits five times”, “stands three times”, “combs ten times” or “chews five minutes”, etc. However, it is not possible to directly measure the examples given under “non observable activities”. Thus, behaviours are observable and measurable activities.

CLASSIFICATION OF BEHAVIOURS IN CHILDREN WITH MENTAL HANDICAP

All behaviours in children with mental handicap can be divided into two categories:

- a) Skill Behaviours
- b) Problem Behaviours.

Skill Behaviours

All mentally handicapped children show deficits in some skill behaviours. This means that they perform poorly on certain tasks which normal children of their own age can do easily. What a given mentally handicapped child can do or cannot do depends on various factors such as severity of mental retardation, opportunity provided for training, associated conditions, etc. For the convenience of easy understanding, the various skill behaviours can be broadly classified into the following categories or domains:

i) **Motor:**

Examples: Runs, skips, jumps, walks up and down stairs, rides a bicycle, unscrews a bottle lid, pours liquid from one container to another without spilling, etc.



ii) **Activities of daily living:** This includes,

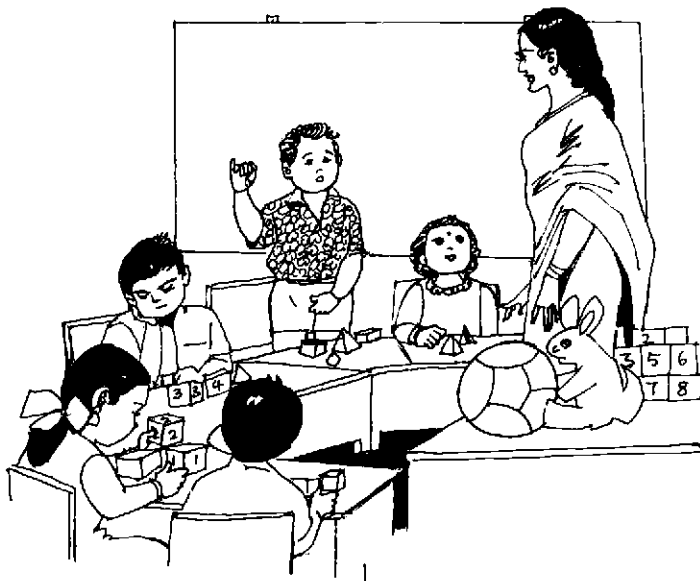
a) **Eating:**

Examples: Drinks from cup or glass, eats with own hands, mixes rice on own, etc.



b) Toileting:

Examples: Indicates toilet needs, washes self after toilet use, etc.



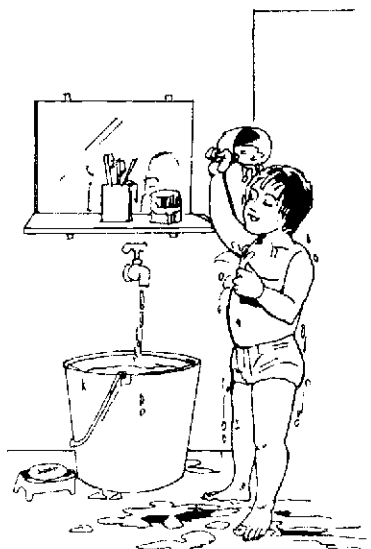
c) Brushing:

Examples: Brushes teeth, spits paste, rinses mouth, etc.



d) Bathing:

Examples: Pours water on self, washes face with soap, applies soap on body, etc.



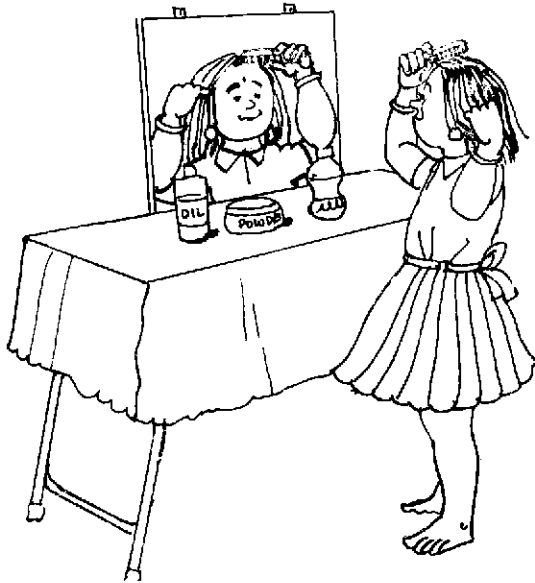
e) Dressing:

Examples: Undresses on own, puts on shirt, buttons, unbuttons, etc.



f) Grooming:

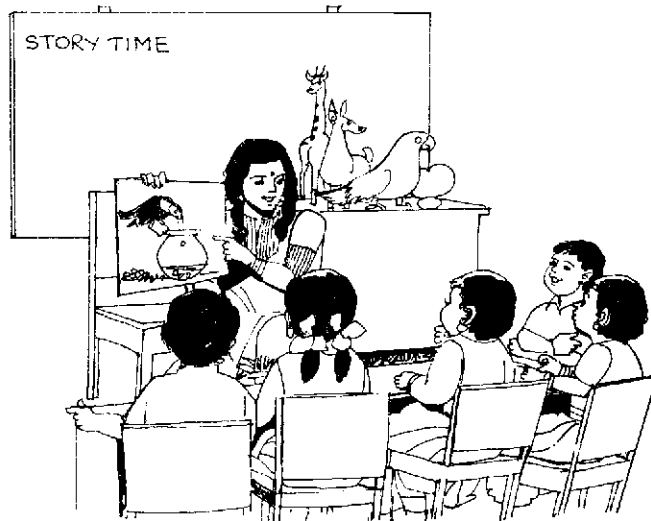
Examples: Applies powder, combs hair, clips nails, etc.



iii) **Language:** This includes,

a) Receptive language:

Examples: Points to pictures in a book, arranges pictures after listening to a story. etc.



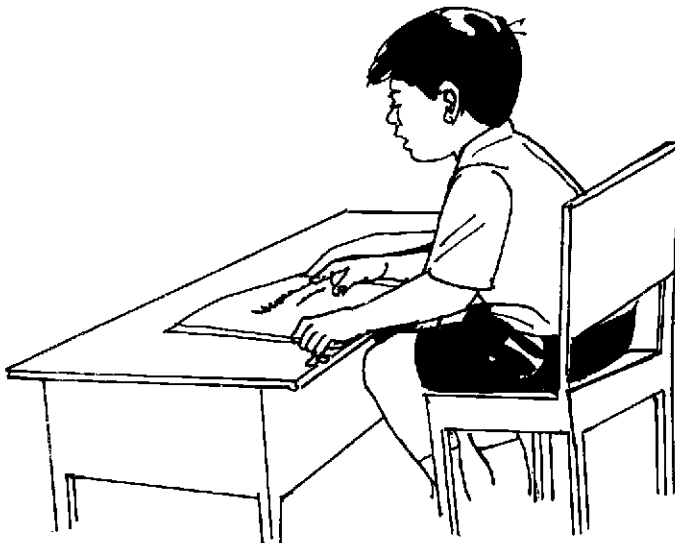
b) Expressive language :

Examples: Uses two word phrases, names common objects in use, etc.



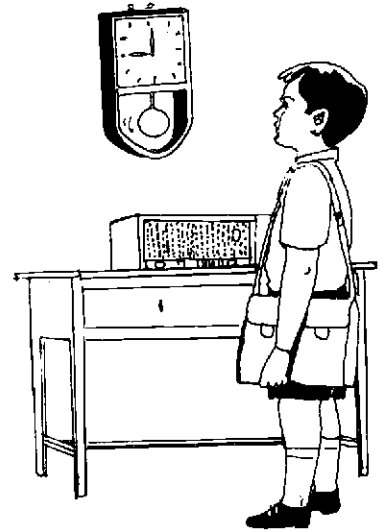
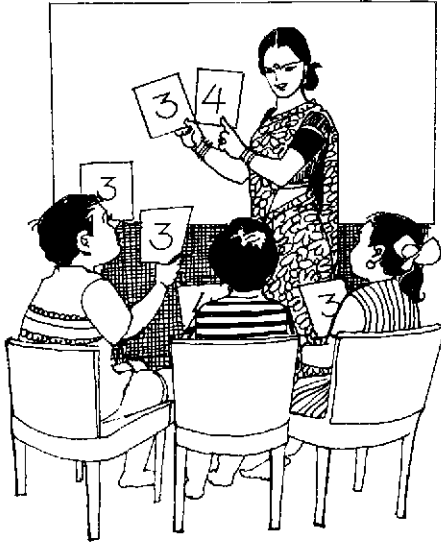
iv) **Reading and Writing:**

Examples: Reads sight words, reads own name, scribbles with pencil or chalk, writes own name, writes address, etc.



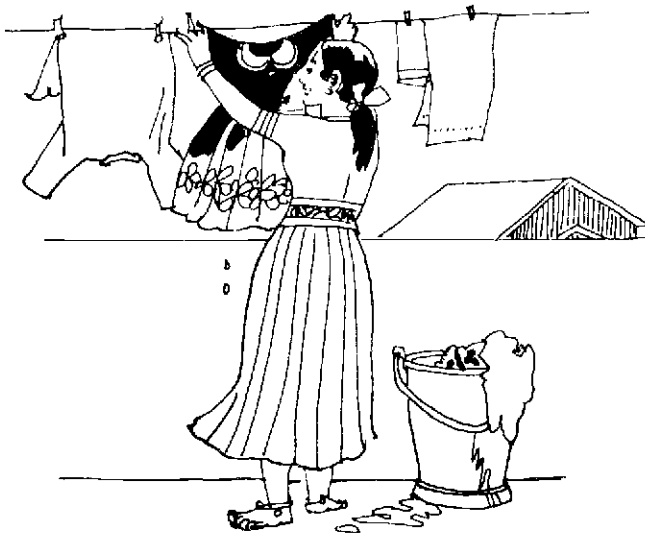
v) Number and Time:

Examples: Rote counts till five, counts five objects meaningfully, adds single digit numbers, names or identifies numbers on the clock; names, identifies day, date and months of year, etc.



vi) Domestic and Social :

Examples: Washes utensils, dries clothes, greets guests with a 'namaste', or 'adaab', says 'please' or 'thank you', etc.



vii) **Prevocational and Money :**

Examples: Does simple embroidery work, uses screw-driver, recognises values of coins, adds or transacts money, etc



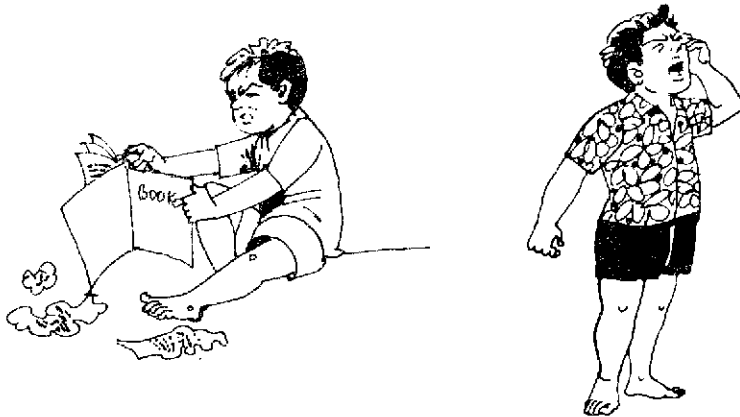
Problem Behaviours

Many times, children with mental handicap show behaviours that are considered as problematic because of the harm or inconvenience they cause others, or to the child himself. The presence of problem behaviours in children puts great strain on teachers. Besides, they may interfere with learning in the school/classroom settings. These problem behaviours could be due to a number of reasons. From a behavioural point of view, it may be due to lack of communication skills, cognitive skills or problem solving skills, etc. It may also be due to wrong handling by people in the environment of the child.

For the convenience of easy understanding, the various problem behaviours can be broadly classified into the following categories or domains:

i) **Violent and destructive behaviours:**

Examples: Tears books, breaks things, throws objects, etc.



ii) **Temper tantrums:**

Examples: Rolls on the floor, screams, cries excessively, etc.

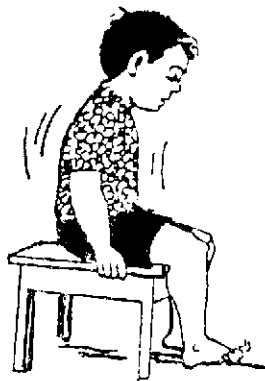
iii) **Misbehaviour with others:**

Examples: Pulls objects from others, spits on others, etc.



iv) **Self injurious behaviours:**

Examples: Bangs head, scratches self, pulls own hair, bites self, peels skin/wounds, etc.



v) **Repetitive behaviours :**

Examples: Rocks body, nods head, shakes parts of the body repeatedly, etc.

vi) **Odd behaviours:**

Examples: Smiles, laughs or talks to self without reason, collects rubbish, etc.



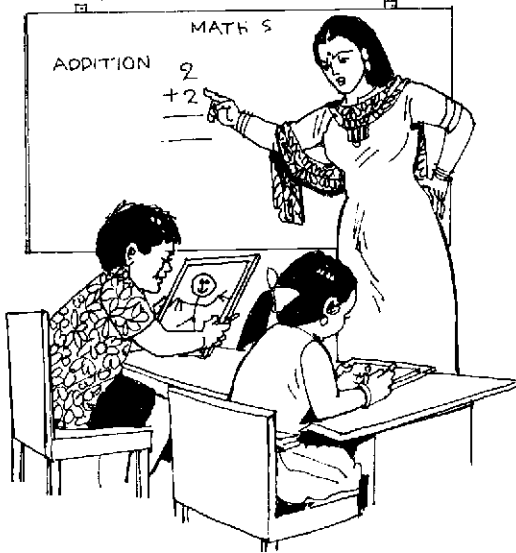
vii) **Hyperactivity:**

Examples: Does not sit at one place for required time, does not complete task at hand, etc.



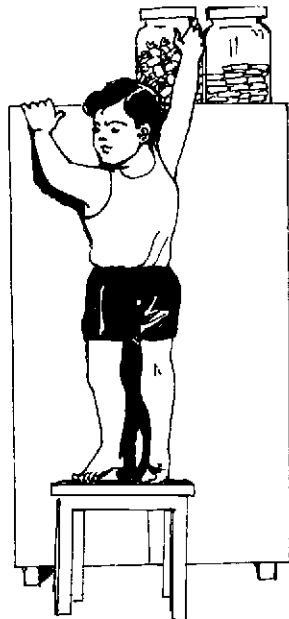
viii) Rebellious behaviours:

Examples: Refuses to obey commands, does opposite of what is requested, etc.



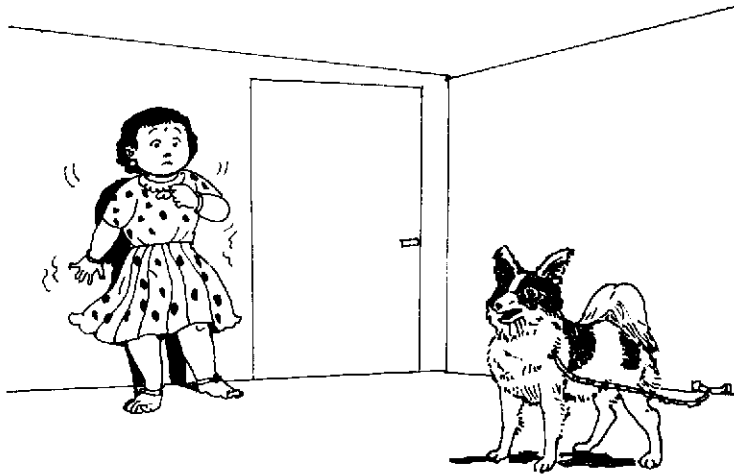
ix) Antisocial behaviours:

Examples: Steals, cheats in games, lies or twists the truth, blames others, etc.



x) **Fears:**

Examples: Fear of places, persons, animals or objects, etc.



Thus, behaviours of children with mental handicap can be classified into various categories or domains of skill behaviours and problem behaviours respectively.

HOW ARE BEHAVIOURS ACQUIRED?

As we have seen, the term “behaviour” refers to only observable and measurable activities. The present manual is not interested in behaviours which are not observable or measurable, such as anger, sadness, thinking, etc.

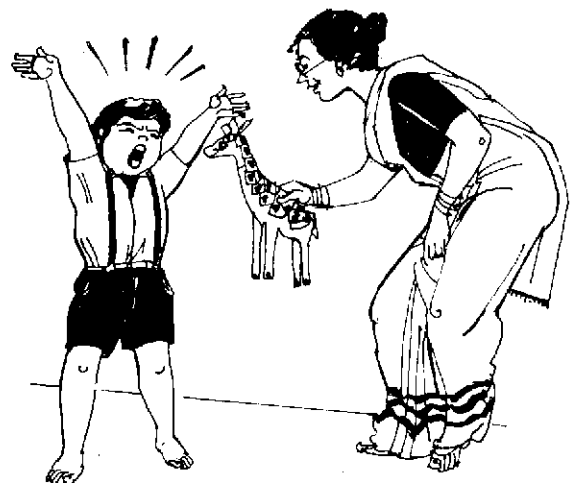
When we talk of acquiring behaviours, we are only referring to the learning of observable and measurable behaviours.

Example :

Sunita is a eight year old child with mental handicap. Whenever she correctly points to a picture and names, “Banana”, her teacher gives a pat on her back and says, “Good”. Sunita likes being patted and praised by her teacher. Sunita learns to name “Banana” from a picture to get her teacher's pat and praise.

Example :

Amit, another child with mental handicap, cries and shouts at the top of his voice. His teacher gives him a toy to quieten him. Amit likes toys. Amit learns to cry and shout at the top of his voice to get toys.



As seen in the above examples, behaviours in children are learned. Both skill behaviours as well as problem behaviours are learned.

Behaviours in children are learned

Sunita learns to name "Banana" because her behaviour is followed everytime by a pleasant consequence-the teacher's pat and praise.

Amit learns to cry and shout at the top of his voice because his behaviour is followed everytime by a pleasant consequence-the toys.

Behaviours followed by pleasant consequences are learned

So, it can be understood that behaviours which are followed by pleasant consequences tend to be repeated and thus learnt.

Example :

Kamala is a nine year old mentally retarded child. Whenever the teacher asks Kamala to count the blocks, she throws them away. Kamala dislikes doing number work. Then the teacher gives Kamala some toys to play with instead. In this case, we can see that Kamala has learned to throw the blocks in order to avoid the unpleasant consequence of working on something she dislikes.

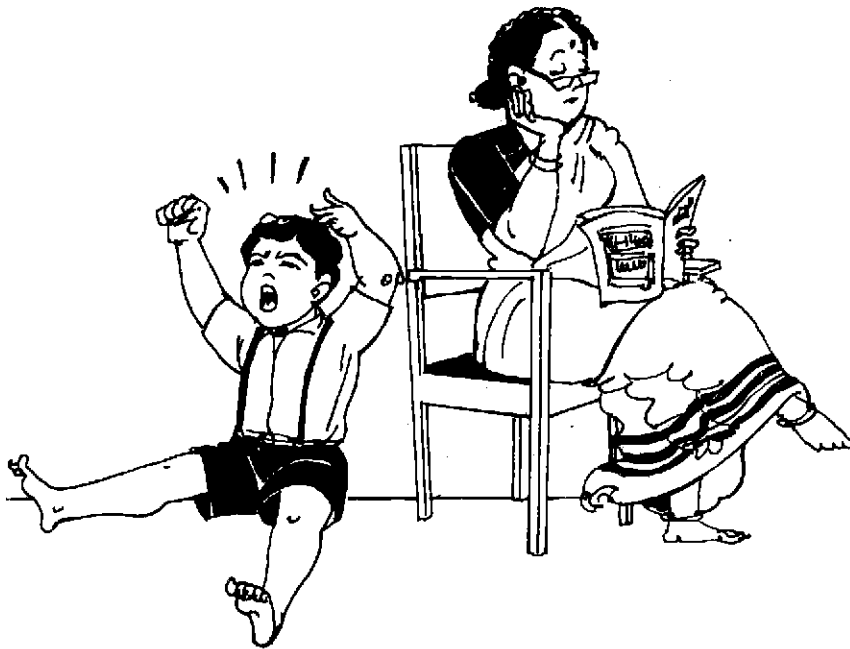
Sometimes, even good behaviours can be learned to avoid unpleasant consequences. For example, we wear a sweater to avoid cold, carry an umbrella to avoid rain, put on a cooler to avoid heat, study in order to avoid punishment from the teacher, etc.



Behaviours can be learned to avoid unpleasant consequences

Behaviours in children can be learned to avoid the unpleasant consequences.

We saw that Amit has learned to cry and shout at the top of his voice to get toys. The teacher wants to change this problem behaviour. She stops giving Amit toys whenever he cries. Instead she begins to ignore Amit everytime he cries and shouts at the top of his voice. When Amit is calm and quiet, his teacher then gives him toys. Soon Amit learns to stay calm and quiet to get toys. Thus, Amit **unlearns a problem behaviour** he had learned earlier.



Similarly, Kamala has learned to throw the block materials in order to avoid the unpleasant consequence of working on something she does not like to do. Her teacher wants to change this problem behaviour. The teacher decides that everytime Kamala throws the blocks, immediately, she is made to pick up the thrown things and continue with the activity. She does not allow her to escape doing the task. The teacher also makes sure that Kamala is not given

toys when she throws the blocks. Instead she is given only when she completes the task given by the teacher. Thus, Kamala **unlearns the problem behaviour** of throwing things in the classroom, which she had learned earlier.

Most behaviours of
children can be
unlearned

Thus, any learned behaviour in children can be changed or unlearned.



Amit unlearns his crying and shouting behaviours when this behaviour is followed everytime by an unpleasant consequence-his teacher not giving him toys and ignoring him. Kamala unlearns or stops throwing the blocks in class when this behaviour is followed every time by an unpleasant consequence-the tedious work of picking up the thrown things and also being forced to complete the task with no escape from work.

Thus, behaviours which are followed by some unpleasant consequences tend not to be repeated and are thus unlearned.

In short, behaviours are unlearned or changed as a result of unpleasant consequences of that behaviour.

Behaviours followed by unpleasant consequences are unlearned

Raghu, a twelve year old boy with mental handicap, pulls or pushes other children during play at school. This is a problem behaviour which his teacher wants to change. The teacher knows that Raghu loves to play with other children. He loves to participate in all the games played at school. The teacher decides that when Raghu pulls or pushes a child, he would be made to stand outside the play field for five minutes, from where he can only watch the other children at play and he himself cannot play.



Raghu unlearns the pulling/pushing behaviours, when this behaviour is followed everytime by the loss of a pleasant consequence-not being allowed to play for few minutes.



Thus, behaviours which are followed by the loss of some pleasant consequences tend not to be repeated and thus unlearned.

In short, behaviours are unlearned or changed as a result of loss of some pleasant consequences of that behaviour.

There are many special techniques to enable children to learn or unlearn behaviours. There are also specific ways to ensure that behaviour learned in one situation or with one person is maintained in various other situations or with other persons.

**Behaviours followed
by removal of pleasant
consequences are
unlearned**

SUMMARY

- i) Most behaviours of children are learned
- ii) Both skill behaviours as well as problem behaviours are learned.
- iii) Behaviours followed by pleasant consequences are repeated/learned.
- iv) Behaviours can be learned to avoid unpleasant consequences.
- v) Any learned behaviour in children can also be changed or unlearned.
- vi) Behaviours followed by unpleasant consequences are unlearned.
- vii) Behaviours can be unlearned if they are followed by the loss of pleasant consequence

WORK EXERCISE II

I. Given below are a list of activities that all of us perform in our daily lives. Some of these activities are directly observable and measurable while others are not. Mark (/) to indicate activities that are directly observable and measurable, and mark (x) to indicate activities that are not directly observable and measurable.

- | | |
|--|--|
| <p>_____ 1. brushes</p> <p>_____ 2. enjoys</p> <p>_____ 3. understands</p> <p>_____ 4. has ideas of</p> <p>_____ 5. draws</p> <p>_____ 6. points to</p> <p>_____ 7. cries</p> <p>_____ 8. looks at</p> <p>_____ 9. eats</p> <p>_____ 10. writes</p> <p>_____ 11. knows</p> <p>_____ 12. pulls</p> <p>_____ 13. beats</p> <p>_____ 14. runs</p> <p>_____ 15. listens</p> <p>_____ 16. opens</p> | <p>_____ 17. dances</p> <p>_____ 18. lifts</p> <p>_____ 19. smiles</p> <p>_____ 20. holds</p> <p>_____ 21. cares</p> <p>_____ 22. has ability to</p> <p>_____ 23. jumps</p> <p>_____ 24. walks</p> <p>_____ 25. talks</p> <p>_____ 26. stacks</p> <p>_____ 27. is aware of</p> <p>_____ 28. pushes</p> <p>_____ 29. fears</p> <p>_____ 30. drinks</p> <p>_____ 31. imagines</p> <p>_____ 32. rides</p> |
|--|--|

II. Given below are a list of statements that describe activities of persons. Read them carefully and mark (/) against such statements which describe an observable and measurable activity, and mark (x) against such statements which do not describe an observable and measurable activity.

- _____ 1. Suresh pours water into a glass.
- _____ 2. Rani combs her hair.
- _____ 3. Mini knows to count from one to ten.
- _____ 4. Radha obeys her teacher.

-
- _____ 5. Ramu dislikes music lessons.
 - _____ 6. Sandeep claps hands.
 - _____ 7. Rekha bangs her head on the floor.
 - _____ 8. Ravi climbs over benches in class.
 - _____ 9. Padma throws the doll.
 - _____ 10. Geeta acts stupid in front of guests.
 - _____ 11. Anuradha is overactive in class.
 - _____ 12. Rashid takes ten minutes to start any assignment in class.
 - _____ 13. Sridhar is always getting into trouble with the classmates.
 - _____ 14. Akram is lazy.
 - _____ 15. Rahul throws a temper tantrum when he is at home.
 - _____ 16. Ashok jumps from one table to another during the interval hours.
 - _____ 17. Raju opens his tiffin box during class hours.
 - _____ 18. Srikanth is always lost in his own world when other children are busy playing at school.
 - _____ 19. Majid is selfish and spoiled.
 - _____ 20. Sashi rocks from one side to another.

III. Classify the following into different categories /domains of skill behaviour:

1. Swallows edibles. ()
 2. Jumps rope. ()
 3. Says nursery rhymes. ()
 4. Scrubs floor. ()
 5. Writes address. ()
 6. Walks across 6 foot balance beam. ()
 7. Knows traffic rules. ()
 8. Reads own name. ()
 9. Goes about home town freely. ()
 10. Signals for toilet. ()
-

IV. Classify the following into different categories /domains of problem behaviour.

- | | |
|---------------------------------|-----|
| 1. Pulls hair | () |
| 2. Cries excessively | () |
| 3. Sucks thumb | () |
| 4. Jumps over tables and chairs | () |
| 5. Bites self | () |
| 6. Talks to self | () |
| 7. Steals | () |
| 8. Afraid of dog | () |
| 9. Wanders from school | () |
| 10. Eats from others tiffin. | () |

V. Given below are statements followed by five alternative answers. Tick the correct answer.

1. Most behaviours in children are acquired :
 - a) at birth.
 - b) due to heredity factors.
 - c) due to fate.
 - d) by learning.
 - e) all of the above.

2. When Amar refuses to copy his name, the teacher gives him a toy to play with. What will happen to Amar's copying behaviour?
 - a) Amar will soon learn to play with the toy.
 - b) After one or two times that Amar is allowed to play with the toy, he will learn to copy his name.
 - c) Amar will soon learn to refuse copying his name in order to get toys.
 - d) Amar will never learn to copy his name.
 - e) None of the above.

3. Ravi does not enjoy sitting in the class as much as he likes roaming around. When in class, he pulls things from other children in the class. So the teacher sends him out of the class. What will happen to Ravi's behaviour of pulling things?
 - a) Ravi will soon learn to stop pulling things from other children.
 - b) Ravi will learn to sit quietly at one place out of fear that he will be sent out of class.
 - c) Ravi will only learn to pull things from others more than before.
 - d) The teacher can get rid of Ravi's misbehaviour by sending him out of the class.
 - e) None of the above.

-
4. When behaviours have been acquired by a child,
- a) They can be never changed.
 - b) They can be changed.
 - c) They can be changed, but only temporarily.
 - d) Only some behaviours can be changed.
 - e) None of the above.
5. Radha dislikes being scolded by the teacher in front of her classmates. Whenever Radha refuses to attend on embroidery work, the teacher scolds her. What will happen to Radha's embroidery work?
- a) Radha will start attending on embroidery work.
 - b) Radha will never learn to attend on embroidery work.
 - c) Radha will start crying.
 - d) The classmates will make fun of Radha.
 - e) None of the above.
- 6) All the children in the class enjoy listening to music from a taperecorder. Vidhya, one of the students, meddles with the taperecorder in the class. Vidhya is sent out of the music class for that hour by the teacher. What will happen to Vidhya's meddling behaviour?
- a) Vidhya will learn to meddle with the taperecorder much more than before.
 - b) Children will learn to listen music peacefully.
 - c) The taperecorder may get spoiled.
 - d) Vidhya will learn to stop meddling with the taperecorder.
 - e) None of the above.

WORK EXERCISE II
KEY

- I. 1. *Right* 2. *Wrong* 3. *Wrong* 4. *Wrong* 5. *Right*
6. *Right* 7. *Right* 8. *Right* 9. *Right* 10. *Right*
11. *Wrong* 12. *Right* 13. *Right* 14. *Right* 15. *Wrong*
16. *Right* 17. *Right* 18. *Right* 19. *Right* 20. *Right*
21. *Wrong* 22. *Wrong* 23. *Right* 24. *Right* 25. *Right*
26. *Right* 27. *Wrong* 28. *Right* 29. *Right* 30. *Right*
31. *Wrong* 32. *Right*

- II. 1. *Right* 2. *Right* 3. *Wrong* 4. *Wrong* 5. *Wrong*
6. *Right* 7. *Right* 8. *Right* 9. *Right* 10. *Wrong*
11. *Wrong* 12. *Right* 13. *Wrong* 14. *Wrong* 15. *Wrong*
16. *Right* 17. *Right* 18. *Wrong* 19. *Wrong* 20. *Right*

- III. 1. *ADL-Eating* 2. *Motor* 3. *Receptive Language*
4. *Domestic* 5. *Writing* 6. *Motor*
7. *Social* 8. *Reading* 9. *Social*
10. *ADL-Toileting*

- IV. 1. *Violent and destructive* 2. *Temper Tantrum* 3. *Repetitive*
4. *Hyperactive* 5. *Self injurious behaviour* 6. *Odd behaviour*
7. *Anti-social* 8. *Fears* 9. *Rebellious*
10. *Misbehaves with others*

- V. 1. *d* 2. *c* 3. *c* 4. *b* 5. *a* 6. *d*

CHAPTER THREE

Behavioural Assessment

On completion of this chapter, the teacher will be able to answer the following questions:

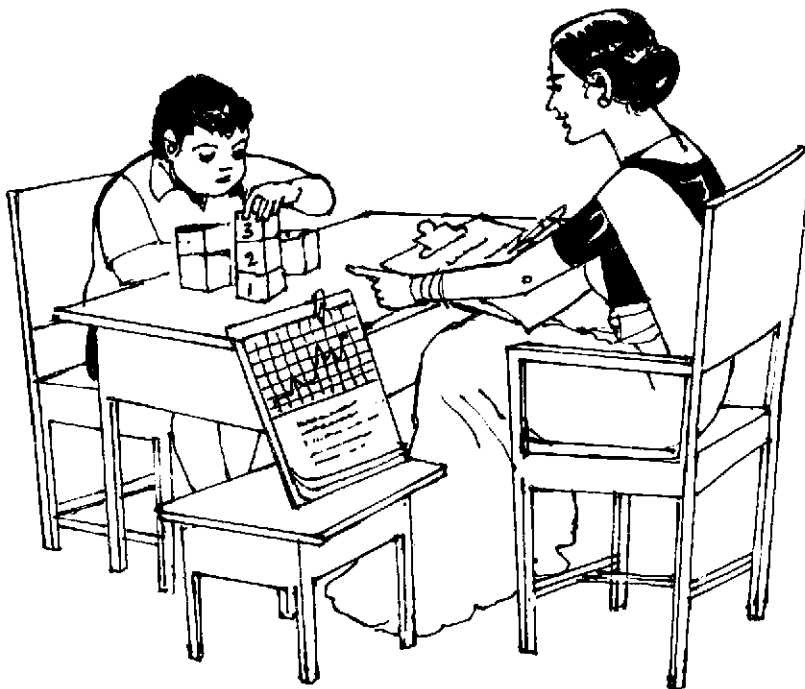
- 1. What is behavioural assessment?*
- 2. Why do behavioural assessment?*
- 3. How to do behavioural assessment?*

WHAT IS BEHAVIOURAL ASSESSMENT?

A detailed behavioural assessment is essential before deciding what to teach a child with mental handicap. Behavioural assessment involves gathering information in a most objective way using objective tools regarding what a child can do and cannot do. In other words, behavioural assessment is a continuous process of acquiring information about:

- (a) the current level of skill behaviours; and,
- (b) the current problem behaviours in a child.

This information is useful in programming and training the mentally handicapped child.



WHY DO BEHAVIOURAL ASSESSMENT?

The teacher must do a detailed behavioural assessment separately for each child with mental handicap. Though behavioural assessment is a continuous process, there are three occasions when it is essential and should be done in detail.

-
1. Before starting the teaching or training programme.
This is called as **baseline assessment**, which is done once at the beginning of each year.
 2. During the teaching or training programme. These are called as **quarterly assessments**, which are done once in every three months.
 3. At the end of the teaching or training programme.
This is called as **programme evaluation**, which is done at the end of each year.

A detailed behavioural assessment helps the teacher to know:

1. The specific skill behaviours already present in the child;
2. The specific skill behaviours not present in the child;
3. The specific skill behaviours that are to be targetted for teaching or training the child;
4. The prerequisite skills needed to teach the newly targetted skill behaviours for the child;
5. The types of problem behaviours present in the child;
6. The specific problem behaviours that are to be targetted for teaching or training the child;
7. Whether the teaching programme or the programme of behaviour change is effective on a given child as compared with other children, or within the same child at two different times.

HOW TO DO BEHAVIOURAL ASSESSMENT?

The behavioural assessment of children with mental handicap can be done in many ways, such as, interviewing, use of direct observation techniques, behaviour checklists or rating scales, etc. In actuality, a combination of all these techniques may be required for the assessment of a child. It is not necessary that the teacher must complete the behavioural assessment of a child in one session.

Usually, several sessions may be required to get complete information about a child. Further, behavioural assessments can be carried out by engaging the child across the table or by means of a direct observation of the child in his or her own natural settings.

The various assessment tools currently available for use with the mentally handicapped children in our country are listed in the Table below alongwith the addresses for procuring them.

SUMMARY OF EXISTING ASSESSMENT TOOLS FOR MENTALLY RETARDED CHILDREN IN INDIA*

Assessment Tool	Address/Reference
Madras Developmental Programming System (MDPS)	Principal, Vijay Human Services, 6, Laxmipuram Street, Royapettah, Madras: 600 014.
Assessment of the Mentally Retarded Individuals for Grouping and Teaching	Department of Special Education, National Institute for the Mentally Handicapped, Manovikasnagar, Bowenpally, Secunderabad: 500 011.
Functional Assessment Tools	Research Division, National Society of Equal Opportunities for the Handicapped (NASEOH), Postal Colony Road, Chembur, Bombay: 400 001.
Curriculum Guidelines for Schools for Children with Mental Retardation	Administrative Director, Jai Vakeel School for Children in Need of Special Care, Sewri Hills, Sewri Road, Bombay: 400 033.
Problem Behaviour Checklist	Peshawaria, R. (1989). "Problem Behaviour Checklist". In J. Narayan and D.K. Menon. "Organisation of Special Schools for Mentally Retarded Children". Secunderabad: NIMH.
Maladaptive Behaviour Checklist	Department of Clinical Psychology, National Institute for the Mentally Handicapped, Manovikasnagar, Bowenpally, Secunderabad: 500 011. Cont'd

Assessment Tool	Address/Reference
Problem Behaviour Checklist	Arya, S., Peshawaria, R., Naidu, S., and Venkatesan, S. (1990). "Problem Behaviour Checklist" In Peshawaria, R. "Managing Behaviour Problems in Children: A Guide for Parents". New Delhi: Vikas Publishing House Private Limited.
Behaviour Disorder Checklist	Dr. H.P. Mishra, Additional Professor, Department of Clinical Psychology, NIMHANS, Hosur Road, Bangalore: 560 029.
Adaptive Behaviour Scale (Indian Revision)	Gunthey, R.K., and Upadhyaya, S. (1982). "Adaptive Behaviour in Retarded and Non retarded Children". Indian Journal of Clinical Psychology. 9. 163.

- * A detailed review of existing assessment tools for use with mentally handicapped children in our country is available in the book "Behavioural Assessment Scales for Indian Children with Mental Retardation" (BASIC-MR) developed and published as part of the BM Project.

A REVIEW OF EXISTING BEHAVIOUR ASSESSMENT TOOLS FOR MENTALLY HANDICAPPED PERSONS AND THE NEED FOR DEVELOPING THE "BEHAVIOURAL ASSESSMENT SCALES FOR INDIAN CHILDREN WITH MENTAL RETARDATION" (BASIC-MR)

A review of existing behaviour assessment scales/checklists available for use with mentally handicapped persons in our country shows the following difficulties:

1. Most of these tools/checklists do not elicit complete and comprehensive information of the current level of, both, skill behaviours as well as problem behaviours.

-
1. Most of these tools/checklists do not elicit complete and comprehensive information of the current level of, both, skill behaviours as well as problem behaviours.
 2. Some of the items included in these tools/checklists are not behaviourally worded. In other words, all the items need to be written in clearly observable and measurable terms.
 3. Some of the scales fail to provide objective and clear instructions on administration of each item.
 4. Some of these scales or checklists lack material-kit (or even guidelines for preparation of such a kit) to be used while making objective behavioural assessments of each child with mental handicap.
 5. Most of the existing behaviour assessment tools lack quantitative measures of observed performance.
 6. Many of the existing assessment tools do not have a glossary to give clear instructions on administration of each item.
 7. All the existing assessment tools lack record forms/ booklets for maintaining a chart of the performance of each child over time.

Keeping the above mentioned difficulties and problems existing in many of the currently available behaviour assessment tools in our country, an attempt has been made to develop the "Behavioural Assessment Scales for Indian Children with Mental Retardation" (BASIC-MR) exclusively to meet the requirement of the project.

Behavioural Assessment Scales for Indian Children with Mental Retardation (BASIC-MR)

The Behavioural Assessment Scales for Indian Children with Mental Retardation (BASIC-MR) has been designed to elicit systematic information on the current level of behaviours in children with mental handicap.

This information includes,

- a) **Part A:** Assessment of current skill behaviours in the child; and,
- b) **Part B:** Assessment of current problem behaviours in the child.

The BASIC-MR is designed in two parts. The Part A deals with assessment of current skill behaviours, and Part B assesses current problem behaviours in a child with mental handicap.

The BASIC-MR, Part A, consists of 280 items distributed equally over seven domains, viz., motor, activities of daily living, language, reading-writing, number-time, domestic-social and prevocational-money respectively. Each domain has 40 items. Each item is *written in behavioural terms* to avoid confusion in understanding and administering them.

Further, a *glossary* clarifies the meanings of certain difficult items with appropriate examples. There is a specific *quantitative scoring procedure* in the use of the Scale. Besides, *record forms, profile sheets*, etc., are also included in the scale (Appendix One). There is a provision for periodic assessment of each child for every quarter or three months; and also, to calculate percentage of gains during each period on this scale. A *report card* can be prepared for each child on the basis of his/her scores on the BASIC-MR, Part A (Appendix Two). The scales are standardized and also field tested on a select population of mentally handicapped children in our country.

The part B of the BASIC-MR consists of seventy five items grouped under ten broad domains, viz., violent and destructive behaviours, temper tantrums, misbehaviour with others, self injurious behaviours, repetitive behaviours, odd behaviours, hyperactivity, rebellious behaviours, anti social behaviours and fears respectively. The number of items within each domain varies. Each item is written in clearly observable and measurable terms.

The administration of this part of the scale is based on direct observation of each child with mental handicap. The scoring for each item is done along a three point rating scale, viz., never (0), occasionally (1) and frequently (2). Thus, each child may get a *Cumulative Problem Behaviour Score* ranging anywhere between zero to one hundred and fifty, which can be converted into cumulative percentages and graphic profiles (Appendix Three). The Part B of the BASIC-MR is to be administered on each child for every quarter as also once in every year. As in the case of the BASIC-MR, Part A, a *report card* can be prepared for each child on the basis of his/her scores on the BASIC-MR, Part B too (Appendix Two). The BASIC-MR, Part B, has also been standardised and field tested.

For further details on the development and standardisation of the scales, procedures of administration, scoring and interpretation of the scores, etc., pertaining to BASIC-MR, kindly refer to the book "*Behavioural Assessment Scales for Indian children with Mental Retardation*" (BASIC-MR) or contact:

Reeta Pesbawaria,
Principal Investigator (BM Project),
Department of Clinical Psychology,
National Institute for the Mentally Handicapped,
Manovikas Nagar, Bowenpally,
Secunderabad - 500 011.

SUMMARY

- i) Behavioural assessment of each child with mental handicap is an important prelude to decide what to teach in the school or classroom settings;
- ii) Behavioural assessment is a continuous process of acquiring information about the current skill behaviours as well as problem behaviours in a child with mental handicap;
- iii) There are many advantages or uses in carrying out a behavioural assessment of each child with mental handicap; It helps in listing the specific skill and problem behaviours present or not present in a given child, skills and problem behaviours to be targeted for a given child, and also, to evaluate the teaching programme;
- iv) There are many ways of conducting a behavioural assessment, such as, by means of an interview, direct observation, use of behavioural checklists, etc.
- v) The BASIC-MR is a newly developed and standardised behavioural assessment tool to elicit objective and complete information about behaviours of mentally handicapped children, including, skill behaviours and problem behaviours.

WORK EXERCISE III

I. Fill in the blanks:

1. The continuous process of acquiring information about (a) the current level of skill behaviours; and, (b) problem behaviours in a child with mental handicap is called as _____
2. There are atleast three important occasions when the teacher must acquire complete information about the behaviours in a child with mental handicap. They are _____ , _____ and _____ respectively
3. The two types of goals, which a teacher should decide before starting any teaching programme for mentally handicapped children are _____ and _____

II. Given below are statements followed by five alternate answers. Tick the correct answer.

1. The best way to help a child with mental handicap is by
 - a) Teaching or training behaviours.
 - b) Showing only love and affection.
 - c) Medicines to cure the handicap.
 - d) Operations or surgeries to cure the handicap.
 - e) All of the above.
2. For the purpose of teaching/training a mentally handicapped child, the most important information required to be obtained is
 - a) The cause of the child's mental handicap.
 - b) What the child could or could not do during his childhood.
 - c) What the child can or cannot do at present.
 - d) Family details about any other person with mental handicap.
 - e) None of the above.
3. In order to discover the various behaviours present currently in a child with mental handicap, the teacher can
 - a) Interview parents/caretakers.
 - b) Observe the child directly.
 - c) Provide an opportunity for the child to show his behaviours.
 - d) Use a Behavioural Assessment Checklist/Tests.
 - e) All of the above.

WORK EXERCISE III
KEY

- | | | | |
|------------|----------------------|---|--|
| <i>I.</i> | <i>1. Assessment</i> | <i>2. Baseline assessment</i>
<i>Quarterly assessments</i>
<i>Annual/program evaluation</i> | <i>3. Long term goals</i>
<i>Short term goals</i> |
| <i>II.</i> | <i>1. a</i> | <i>2. c</i> | <i>3. e</i> |

CHAPTER FOUR

Behavioural Objectives

On completion of this chapter, the teacher will be able to answer the following questions :

- 1. What is a long term goal?*
- 2. What is a short term goal or behavioural objective?*
- 3. How to select behavioural objectives for teaching an individual child?*
- 4. How to write behavioural objectives?*
- 5. How to select behavioural objectives for group teaching?*

GOALS FOR TEACHING

We have seen that behavioural assessment provides a detailed information about the current skills in a child, i.e., what a child can do and what he cannot do. After obtaining this information, the next task for the teacher is to decide **what to teach the child**. In other words, the teacher must set goals and objectives for teaching. This chapter will help the teacher to know more about the procedure of selecting and writing goals for teaching children with mental handicap.

Before starting to teach, the teacher must decide upon two types of goals. They are,

- a) Long term goals
- b) Short term goals

WHAT IS LONG TERM GOAL?

Long term goals are sequences of instructions which the teacher plans to carry out with the child during the academic year. They represent what a teacher expects a given child to achieve within an academic year. Long term goals are also called as *annual goals* because they may change for each child at the end of every academic year.

SELECTION OF LONG TERM GOALS

The following points are to be kept in mind while selecting and framing the long term goals:

1. The past achievements of the child over a long period of time, say, a year or so.
2. The present level of performance of the child.
3. The practicality or functionality of attaining the chosen long term goal, which helps the child in his daily living.
4. The relatedness of the chosen long term goal to the priority needs of the child.
5. The required time and resources available with the teacher to enable the child to reach the targetted long term goals within a year.

[Note: The above mentioned points are elaborated in detail as guidelines for selecting short term goals/behavioural objectives]

WHAT IS SHORT TERM GOAL?

Short term goals are mainly the break up of the long term goals into smaller units of behaviour so that specific strategies can be worked out to meet these goals within a specified period of time. *Short term goals are also called behavioural objectives.* The annual goals are to be achieved in one year whereas short term goals or behavioural objectives are to be achieved in two or three months time. Hence, *long term goals for a given child change annually whereas short term goals change quarterly.* The following examples will clarify the difference between long term goals (annual goals) and short term goals (behavioural objectives).

Amar is a sixteen year old child with mental handicap. The teacher administered the Behavioural Assessment Scale for Indian Children with Mental Retardation (BASIC-MR) to assess what he can or cannot do. After behavioural assessment, the teacher decides on the following annual goals for Amar.

1. Self-help Skills
2. Reading-Writing Skills
3. Number-Time Skills

The short terms goals chosen for Amar within the framework of these long term goals were:

1. Self Help Skills:
 - a. Wearing of slippers
2. Reading Writing Skills:
 - a. Matching objects to a picture
 - b. Drawing a square
3. Number Time Skills:
 - a. Writes numbers 1-5

The exact number of annual goals and/or short term goals which the teacher can select for any given child depends on the current ability of the child as well as the time or resources available with the teacher.

HOW TO SELECT SHORT TERM GOALS/ BEHAVIOURAL OBJECTIVES?

The following points are to be kept in mind while selecting and framing the short term goals or behavioural objectives:

1. **Select a behavioural objective which is appropriate to the ability, age, needs, social background and current level of functioning of the child.** For example, it would be appropriate to teach elementary shopping skills only if the child shows current ability to deal with numbers. A teacher cannot ignore toilet training for a child and go ahead to teach him only reading-writing skills.

Similarly, it is appropriate to teach tying shoe laces to a child who habitually wears shoes. Otherwise, it will be a waste of time and energy for the teacher as well as the child. In the same way, the selected behavioural objective should be appropriate to the chronological age of the child. For example, it is inappropriate to teach older girls activities like building blocks, threading beads, etc., when more age appropriate activities such as stacking utensils in the kitchen or stringing a bead necklace can be introduced for such children. It is important for teachers to keep away from the cultural or sex bias and go ahead to teach all activities to children as per their needs. Boys can be taught to wash clothes, mop floors, cook and serve food, etc., as girls can be taught to ride a bicycle, make purchases, etc.

2. **Select a behavioural objective which is functionally relevant and useful in the daily life of the mentally handicapped child.** Many times mentally handicapped children are taught several non-functional tasks assuming that it will facilitate the acquisition of "generic skills". For example, children have been taught to thread beads to increase their eye hand co-ordination, or build blocks to develop their motor dexterity, etc. In recent times, the utility of teaching such generic tasks is being increasingly questioned. If teachers decide to take up such activities, they

should be included as leisure time activities. However, repeating the same activities again and again, even after the child has learnt it, serves no purpose. The emphasis should be on selecting tasks which are frequently required to be performed in the home, school or community of the child. Sometimes a task may be rarely needed, but it may be of high importance to learn as they are functionally relevant tasks. For example, applying medicine on a cut/wound can be such an activity.

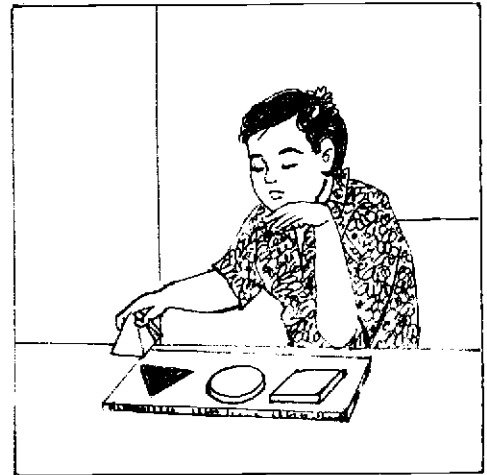
Besides, the teacher must plan for generalisation/transfer of activities or tasks taught in the school or classroom setting to other natural settings. Otherwise, teaching or learning the activities over and over again will become tedious for the teacher as well as the child. Plan all the teaching activities to simulate near natural settings that are part of the child's everyday life and facilitate easy generalisation.



Examples of functional tasks:

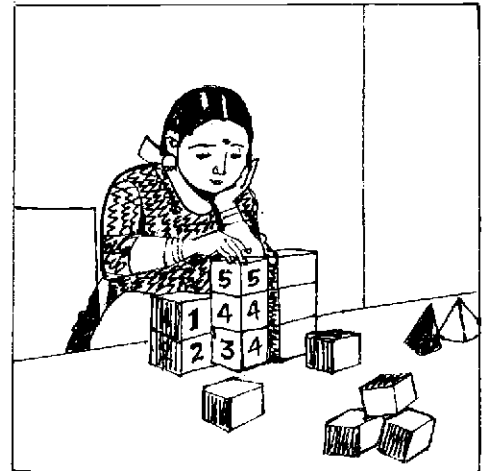
- * *Applies medicine and ties bandage on a cut or wound.*
- * *Washes, peels and cuts vegetables or fruits.*
- * *Discriminates ripe from raw or damaged fruits/vegetables on the basis of colour, texture and appearance.*
- * *Identifies a measure of salt for cooking.*
- * *Plants seeds four inches apart.*
- * *Names vegetables/fruits.*





Examples of non-functional tasks:

- * *Names wild plants/flowers/animals.*
- * *Stacks three blocks.*
- * *Places five round pegs on a peg board.*
- * *Completes a three form board.*
- * *Completes a puzzle.*
- * *Strings wooden beads.*



-
3. **Select a behavioural objective which is achievable within a specific period of time (i.e., two to three months).** For example, if 'toilet training' is chosen as a behavioural objective, it may take months or even more to achieve this target in a mentally handicapped child. On the other hand, if the objective is clearly specified as "the child will indicate toilet needs at least eight out of every ten times after three months", it would become an achievable target.
 4. **Select a behavioural objective, preferably from those domains in which the child shows greater skill deficits.** During behavioural assessment, the teacher can determine the specific needs/deficits in the child. These identified needs or deficits in skill behaviours can be targetted as behavioural objectives for the child. This does not mean that the teacher can ignore all the other areas in which the child does not show much deficits. In fact, all the domains of behaviour as described in most assessment tools are inter-related. For example, when you teach a motor skill such as 'cuts with scissors', it also affects learning in the academic skill of recognising various shapes.
 5. **Select a behavioural objective which would enable targetting skill behaviours that come earlier in life than the ones that come later in life.** The behaviours of all children follow the same pattern of development. For example, children utter single words before they speak in sentences. They learn to walk before they begin to run. The teacher should be broadly aware of the sequence of steps in child development.
 6. **Select a behavioural objective for which the child has the necessary prerequisites.** In order to learn any new behaviour, the child must have some pre-requirements. For example, the child should be able to pay attention to the tasks at hand, look and listen to instructions, imitate actions, stay with the task long enough to learn it, etc. If the child does not have these pre-requisites, the teacher must first train the child in these requirements.
-

-
7. **Select a behavioural objective for teaching a child so that the selected tasks increase the opportunity of the child to interact more with non-handicapped people.** For example, shopping skills, purchase at a post office, etc.

HOW TO WRITE BEHAVIOURAL OBJECTIVES

We have seen that behavioural objectives or short term goals are written statements describing what is to be taught to a child within a specific time, i.e., 2-3 months. The guidelines to be followed for selection of behavioural objectives are also explained. After selecting a behavioural objective for teaching, it must be written in a particular way. A well written behavioural objective should have the following four components.

1. It should be written in specific, clear and observable terms;
2. It should be written in measurable terms by specifying the criterion of expected performance;
3. It should specify the conditions in which the behaviours are to occur; and,
4. It should stipulate the duration by which the behavioural objectives are to be achieved.

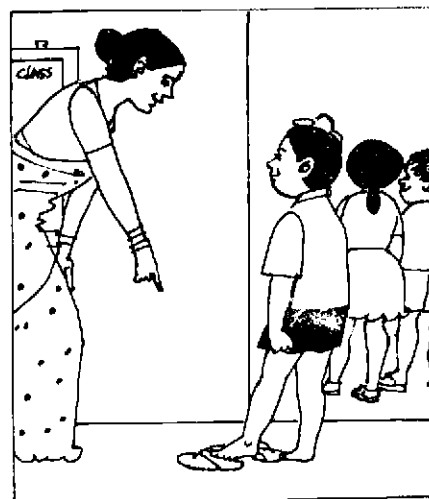
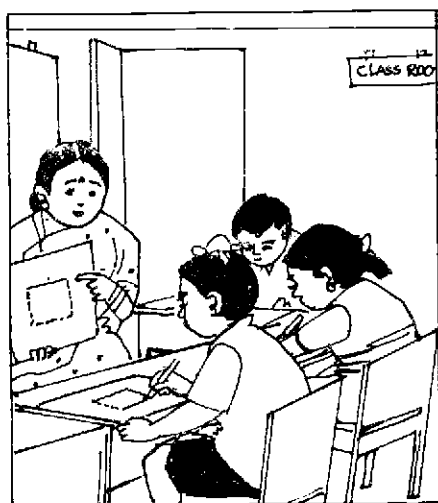
We have seen the example of sixteen year old Amar, where the teacher had decided on three annual goals. By following the guidelines for selection and writing of short term goals, the teacher wrote the following behavioural objectives for Amar:

Name of the child	:	<i>Amar</i>	
Long term goal/Annual goal	:	<i>Self-Help Skills</i>	
Current level	:	<i>Amar wears slippers, but not correctly.</i>	
Date	:	<i>12.3.92</i>	
Behavioural objective/Short term goal	:		
Conditions	Behaviour	Criterion	Duration
Self Help Skills			
<i>When asked verbally by the teacher</i>	<i>Amar will wear slippers correctly on his left and right feet</i>	<i>atleast 3 out of 5 times</i>	<i>on or before two weeks from now</i>

Name of the child	:	<i>Amar</i>	
Long term goal/Annual goal	:	<i>Reading-Writing Skills</i>	
Current Level	:	<i>Amar matches object to object correctly.</i>	
Date	:	<i>12.3.92</i>	
Behavioural objective/Short term goal	:		
Conditions	Behaviour	Criterion	Duration
Reading-Writing Skills			
<i>When asked,</i>	<i>Amar will match atleast 3 out of 5 objects correctly against a picture shown by teacher</i>	<i>four out of five times</i>	<i>in ten days</i>

Name of the child	:	<i>Amar</i>		
Long term goal/Annual goal	:	<i>Reading-Writing Skills</i>		
Current Level	:	<i>Amar copies a circle correctly.</i>		
Date	:	<i>12.3.92</i>		
Behavioural objective/Short term goal	:			

Conditions	Behaviour	Criterion	Duration
Reading-Writing Skills			
<i>When shown the picture of square</i>	<i>Amar will draw a square</i>	<i>in one out of three attempts</i>	<i>in fifteen days</i>



Name of the child	:	<i>Amar</i>	
Long term goal/Annual goal	:	<i>Number-Time Skills</i>	
Current Level	:	<i>Amar says numbers orally from 1 to 10 correctly.</i>	
Date	:	<i>12.3.92</i>	
Behavioural objective/Short term goal	:		
Conditions	Behaviour	Criterion	Duration
Number-Time Skills			
<i>When held by hand and made to write,</i>	<i>Amar will write one to five numbers</i>	<i>in ten minutes</i>	<i>on or before one month</i>

SELECTING BEHAVIOURAL OBJECTIVES FOR GROUP TEACHING

In special schools, teaching and training can be carried out on a one to one basis (one teacher teaches one student) or in a group situation (one teacher teaches a group of 7-8 mentally handicapped children). The teacher must keep in mind that each child may be functioning at a different level. Many mentally handicapped children learn better in a group situation from peers, rather than on a one to one basis with the teacher. Further, there are many behaviours which can be taught better in a group situation.

While teaching children in groups, children with more or less same levels of functioning can be grouped together and common behavioural objectives can be evolved by the teacher for the group/class. Suppose a teacher decides to teach numbers. The teacher may observe that children in the group vary in their number skills. Some children rote recite numbers, others are able to sort numbers, and/or still others can identify and name numbers respectively. The teacher can arrange the class room in such a way that seven to eight children with all these varying levels of performance are grouped together. The group must have some

children, who are a step higher on the skill behaviour, and others who are few steps below the skill behaviour. This arrangement helps the child at the lower step to learn from his peer at the higher step in the skill behaviour. Also, this provides a rewarding experience to the child at higher level, who is practising and strengthening the skills that he has already learnt. Thus, the child who identifies and names numbers, can facilitate as peer model for the child, who is beginning to match or sort numbers. Besides, these



groupings will stimulate positive social interaction amongst the children. *However, the teacher must conduct the group in such a way that all children benefit from training.*

GUIDELINES IN THE SELECTION OF BEHAV- IOURAL OBJECTIVES FOR GROUP TEACHING

1. Select behavioural objectives which are appropriate to the varying needs, levels, ages and social background of children within that group.

-
2. Select behavioural objectives which are functionally relevant and useful in the daily lives of the mentally retarded children included in the group.
 3. Select a behavioural objective for group teaching which can be commonly shared by all the children in that group.
 4. Avoid inclusion of too many children within the group. However, there are no hard and fast rules to this. The size of a group depends on the nature of the selected behavioural objective, and the resources available with the teacher. However, an ideal size for the group should not exceed seven or eight mentally retarded students.

SUMMARY

- i) After behavioural assessment, the teacher must decide the long term and short term goals or behavioural objectives for each child with mental handicap.
- ii) The selection of long term goals and short term goals or behavioural objectives should be based on certain criteria, such as, appropriateness to the ability, age, needs, social background and current level of functioning of the child; functional relevance of the chosen target to the child; achievability of the chosen behavioural objectives; areas wherein the child shows pre requisites etc.
- iii) The behavioural objectives should be written according to set criteria, viz., in clear, observable, and measureable terms by specifying the conditions, criterion and duration for achieving the target behaviours.
- iv) The teacher must follow certain guide lines like selecting behavioural objectives which are appropriate to the varying needs, levels, ages, and social backgrounds of children within that group; functionally relevant and commonally shared by most children in the group.

WORK EXERCISE IV

1. Differentiate between “functional” and “non-functional” tasks from the following. Mark ‘F’ if it is functional and ‘NF’ if it is non-functional:

- | | |
|---|--------------------------|
| 1. Washes clothes | () |
| 2. Names three colour objects | () |
| 3. Copies alphabets A to Z | () |
| 4. Recognizes values of coins | () |
| 5. Uses pronouns “I”, “Me”, “You”, etc. | () |
| 6. Mops floor | () |
| 7. Buttons clothing on button-frame | () |
| 8. Writes numbers 1 to 100 | () |
| 9. Identifies sight words | () |
| 10. Copies words from a ABC Book | () |
| 11. Names three shapes | () |
| 12. Uses conjunctions like “and”, “but”, “if”, etc. | () |
| 13. Reads his own name | () |
| 14. Completes a puzzle | () |
| 15. Builds tower of three blocks | () |

II. Given below are a list of behavioural objectives. Read them carefully and mark against the components whether present (P) or absent (A) in a given behavioural objective:

Statement	Conditions	Behaviour	Criterion	Duration
1. Sridhar will crawl a distance of five feet or more.				
2. When instructed Kala will thread three one inch beads to a string before Saturday.				
3. When held with hand, Kamal will thread a medium sized needle in three out of five attempts.				
4. When told Karim will take off his shirt eight out of ten times on or before October 15.				
5. Srinath will flush toilet after use on or before twenty days from now.				
6. Pradeep will learn to tie shoe laces in three minutes.				
7. By following verbal instructions, Gopi will paste ten envelopes in five minutes within ten days.				
8. Hari will arrange pictures after listening to a story.				
9. Manohar will rote count one to ten without errors in fifty trials.				
10. On questioning, Ajay will tell his date of birth on or before the end of this month.				
11. Sanjay will draw circles when given a pen and paper.				
12. When asked "show me red", Salim will indicate red seven out of ten times in fifty trials from now.				
13. When held by hand and made to write, Anita will circle all alphabets in two minutes on or before three weeks from today.				

WORK EXERCISE IV
KEY

- | | | | | | |
|----|-------|--------|-------|--------|--------|
| I. | 1. F | 2. F | 3. NF | 4. F | 5. NF |
| | 6. F | 7. NF | 8. NF | 9. F | 10. NF |
| | 11. F | 12. NF | 13. F | 14. NF | 15. NF |

II.

	Statement	Conditions	Behaviour	Criterion	Duration
1.	Sridhar will crawl a distance of fivefeet or more.	<i>A</i>	<i>P</i>	<i>P</i>	<i>A</i>
2.	When instructed Kala will thread three one inch beads to a string before Saturday.	<i>P</i>	<i>P</i>	<i>A</i>	<i>P</i>
3.	When held with hand, Kamal will thread a medium sized needle in three out of five attempts.	<i>P</i>	<i>P</i>	<i>P</i>	<i>A</i>
4.	When told Karim will take off his shirt eight out of ten times on or before October 15.	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>
5.	Srinath will flush toilet after use onor before twenty days from now.	<i>A</i>	<i>P</i>	<i>A</i>	<i>P</i>
6.	Pradeep will learn to tie shoe laces in three minutes.	<i>A</i>	<i>P</i>	<i>A</i>	<i>P</i>
7.	By following verbal instructions, Gopi will paste ten envelopes in five minutes within ten days.	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>
8.	Hari will arrange pictures after listening to a story.	<i>A</i>	<i>P</i>	<i>A</i>	<i>A</i>
9.	Manohar will rote count one to ten without errors in fifty trials.	<i>A</i>	<i>P</i>	<i>P</i>	<i>A</i>
10.	On questioning, Ajay will tell his date of birth on or before the end of this month.	<i>P</i>	<i>P</i>	<i>A</i>	<i>P</i>
11.	Sanjay will draw circles when given a pen and paper.	<i>P</i>	<i>P</i>	<i>A</i>	<i>A</i>
12.	When asked "show me red", Salim will indicate red seven out of ten times in fifty trials from now.	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>
13.	When held by hand and made to write, Anita will circle all alpha-bets in two minutes on or before three weeks from today.				

NOTE: 'P' indicates Present and 'A' indicates Absent.

SECTION III

BEHAVIOURAL METHODS IN TEACHING MENTALLY HANDICAPPED CHILDREN

After knowing what to teach, it becomes important to know "How to teach". Owing to their poor learning ability, mentally handicapped children pose problems to teachers. However, it is well understood that they are capable of learning a lot of skills if scientific methods of teaching are used.

In mentally handicapped children, the lack of biological structures or sensory mechanisms may inhibit them from acquiring various behaviours. Besides, they may fail to learn because of non-stimulating environments, few rewarding experiences for the efforts that they make, ineffective ways of teaching or use of excessively punitive methods in teaching.

This section deals with the various behavioural methods of teaching these children in a more structured and step by step way. The methods included are applicable for making learning enjoyable for children with mental handicap on one to one basis as well as in group/classroom settings.

Chapter Five helps the teacher to learn about effective use of rewards with mentally handicapped children.

Chapter Six deals with task analysis.

Chapter Seven elaborates on the effective use of behavioural methods such as, shaping, chaining, prompting, modelling and fading. It also explains about arranging adequate facilities for classroom teaching and planning generalisation.

The teacher is expected to complete the work exercises given at the end of each chapter before going on to the next chapter.

CHAPTER FIVE

Rewards

On completion of this chapter, the teacher will be able to answer the following questions:

1. *What is a reward?*
2. *What type of rewards can be used with mentally handicapped children?*
3. *How to select rewards ?*
4. *What are the rules to follow while giving rewards to mentally handicapped children?*
5. *What are the techniques of using rewards in group settings?*

USE OF REWARDS WITH MENTALLY HANDICAPPED CHILDREN

At times mentally handicapped children do make attempts to learn on their own. But, unfortunately, often their efforts do not result in success and pleasure in doing things on their own. Often, their efforts lead to failures and disappointments. Since their efforts do not lead to pleasurable consequences, the chances of their making future efforts to learn get reduced. As a result, this may not facilitate learning new skills or activities. This chapter will give you details about how, when, where to use rewards skillfully and effectively when training or teaching children with mental handicap. It will help teachers to make teaching more pleasurable for mentally handicapped children and help them to learn faster by enhancing their participation in the training programmes.



WHAT IS A REWARD?

When people behave, something happens after their behaviour.

Examples :

BEHAVIOUR	REWARD
1. Shashi writes the alphabets	the teacher praises her
2. Ravi recites a rhyme	the children clap their hands.
3. Shyama colours the picture book	the teacher writes good for Shyama in her picture book.
4. Arun cleans the black board daily for one week.	the teacher makes him monitor of his class for the next week

In all these examples, the behaviour is followed by some event. If people like the event that follows the behaviour they are more likely to behave in the same way in future.

The event that happens after a behaviour which makes that behaviour to occur again in future is called "reward".

Whether we are aware of it or not, all our behaviours which we tend to repeat are followed by rewards. If a particular behaviour is not followed by rewards we would not perform that behaviour again. **Rewards are important means of changing behaviours in children.**

A reward for the child is something that he/she likes or feels good about. It is not always something which you, as a teacher, think the child should like. A reward increases the occurrence of the behaviour it follows

TYPES OF REWARDS

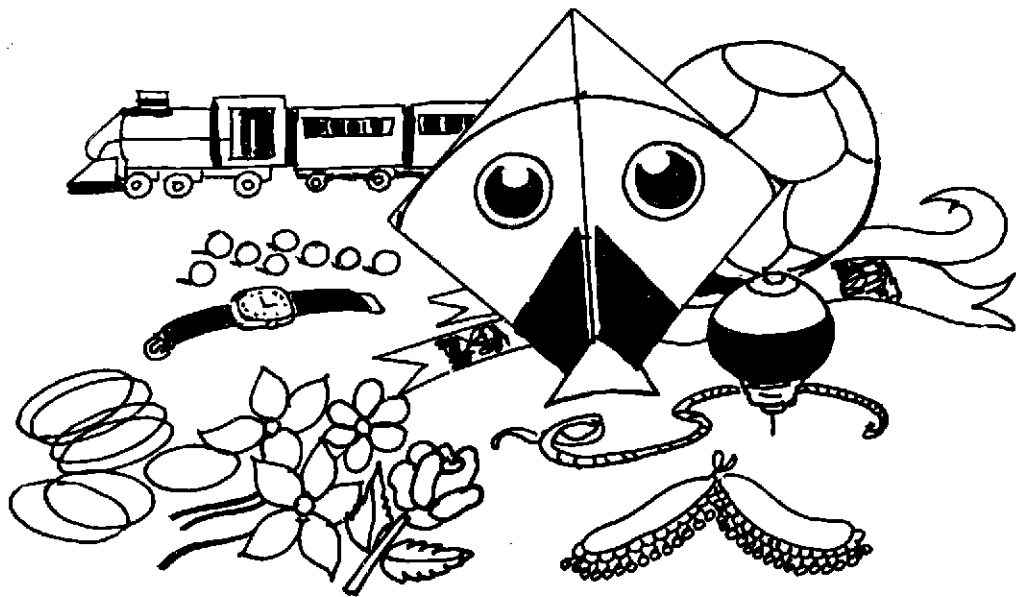
Many things or events can act as rewards for children with mental handicap. Few examples are listed below.

PRIMARY REWARDS	
<i>SOLIDS</i>	<i>LIQUIDS</i>
Banana	Tea
Toffees	Coffee
Chips	Milk
Popcorn	Limca/Orange
Groundnuts	Butter Milk
Gems	Juice



Primary rewards are eatables liked by children.

MATERIAL REWARDS	
Marbles	Flowers
Kite	Bindi
Toy watch	Bangles
Top	Ribbons
Ball	Anklets



Material rewards are things or articles liked by children

SOCIAL REWARDS

VERBAL

"Good!"
"Well done!"
"Excellent!"
"Shabash!"
"Nice!"

NON-VERBAL

Smile
Nod
Hug
Pat
Kiss



Social rewards are verbal praises or signs of appreciation liked by children.

ACTIVITY REWARDS

Listening to music
Watching T.V.
Going out for a stroll
Playing with special toys
Playing with pets
Drawing pictures
Riding tricycle/bicycle
Seeing picture books,
photo albums, etc.



Activity rewards are actions or behaviours
liked to be performed by children.

TOKEN REWARDS

Teachers can devise almost any item with a token value so that children will like them and begin to work for them.

Tick marks in a book
Giving a special badge to wear
Giving a "star"
Giving coins, points.

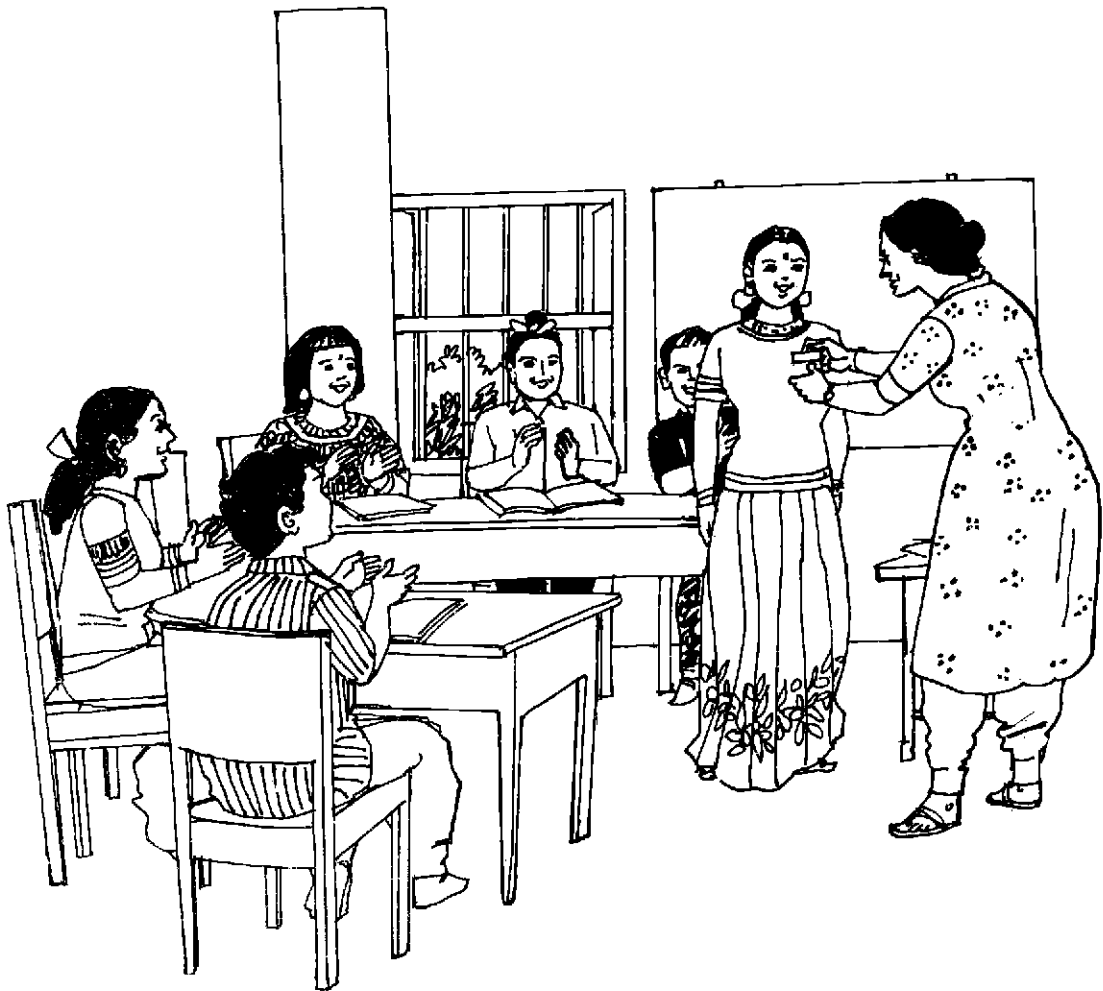
NOTE : A detailed description of how to develop a token economy programme within the school/classroom setting for mentally handicapped children is given under "Group Reward Techniques" at the end of this chapter



Token rewards are items though valueless in their own right, gain value through association with other things. They are given to children following the performance of a desired target behaviour

PRIVILEGES

Making a child monitor of a class.
Making a child captain of the school.
Making a child leader of a group



Privileges are special status/positions, which every child likes to occupy. The procedure of giving these rewards involve placing the child in any status/position which makes him feel important.

HOW TO SELECT REWARDS FOR CHILDREN?

Different persons find different things or events rewarding at different times. Unlike normal children, mentally handicapped children may find very few things or events rewarding. This may be because these children lack the skills to indulge in a wide variety of potentially rewarding activities. Even if some children had these skills, they may not be exposed to many of these rewarding activities. Although difficult, it is important for teachers to discover rewards that work in these children.

Remember to decide which rewards to use with the child/children before starting the actual training programme.

GUIDELINES TO HELP TEACHERS SELECT APPROPRIATE REWARDS FOR TEACHING CHILDREN

1. **Observe the child's behaviour**
Look for appropriate behaviours that the child indulges in most of the times or the activities he demands for again and again, etc.
2. **Ask the child directly**
In case of children who can communicate freely, ask the child for his likes.
3. **Ask parents, caretakers or others who know the child**
Although you may ask others who know the child, remember that a reward liked by the child need not always be the same reward that his parents or caretakers think that he likes.
4. **Use a Reward Preference Checklist (Appendix IV)**
The Reward Preference Checklist lists a number of items which are potential rewards for use with children. The teacher can administer it individually on each child in order to discover the specific items which work as rewards for that child.
5. **Elicit the child's reward history**
Obtain information from parents or earlier teachers on details regarding the events or things the child has previously worked for or demanded from others.
6. **Choose rewards which are easily available and dispensable**
Always select rewards that can be acquired easily and be given easily to the child in the school/classroom settings.

Cont'd.

7. Use reward sampling techniques

When the teacher does not know which reward works best with a given child, place about five or six varieties of reward in front of the child. Observe the child for a few trials and allow him to make his/her own choice of the rewards he/she likes best. You will discover the right rewards for the child.

8. Choose an appropriate reward

The reward must be appropriate to the age, sex, or other individual needs of the child. For example, primary rewards are more useful with children who are younger in age and have lesser ability.

9. Choose a strong reward

The reward must be strong enough to motivate the child to work for it. Wherever necessary, do not hesitate to use primary rewards with children even in the classroom settings.

10. Change of rewards

Rewards are not fixed likes/dislikes in a child. They undergo changes from time to time. A reward that is preferred today by a child may not be liked some other time. Watch out for any changes in the preferences of rewards in children.

HOW TO GIVE REWARDS?

After selecting the right reward, the following rules are to be followed in giving rewards to children. It requires a great deal of practise to give rewards effectively.

1. Reward only desirable behaviours

Before starting to teach, decide which behaviours are to be rewarded, and which are not to be rewarded. Otherwise, you may unknowingly end up rewarding non target behaviours, or undesirable behaviours.

2. Reward clearly

Be clear and specific in your instructions while rewarding behaviours of children. Reward specific behaviours rather than the child per se. For instance, when a child names the fruits correctly, rather than saying "You are great!", or "You are superb!", etc.; the teacher can say, "Very good!" "I liked the way you correctly named the fruit". Your tone and facial expression should convey happiness. Rewarding clearly will help the child understand as to why he/she has been rewarded. It will also help the child to learn the relationship between the specific behaviour and the reward received by him or her. The child will also understand that you accept or reject the behaviour and not the child per se.

Cont'd.

3. Reward immediately

Always reward the child immediately after the desired target behaviour has been performed. The greater the time gap between the reward and the target behaviour, the less will be the effect of the reward. A reward that is delayed is equal to a reward that is not given. It is easy to give social rewards immediately. When you plan to use tokens or material rewards. Keep them ready at hand so that they are given immediately (within 2 or 3 seconds) after the target behaviour is performed by the child.

4. Reward the desirable target behaviour each and every time after it occurs

At the beginning of teaching a new behaviour, reward the child each and every time after that target behaviour has occurred. However, when a behaviour has been sufficiently learnt, the teacher can then reward that particular target behaviour only now and then. In other words, whenever the teacher takes up a new behavioural objective, reward the child every time only till the child has sufficiently learnt that behaviour. The goal of reward system is to get the child to like performing the behaviour and feel good about it.

5. Reward in appropriate amounts

While teaching children, the use of either too little or too much reward by the teacher may prove ineffective in teaching. Identify and use the right quantity of reward that is effective for each child. This may vary with each child or within the same child from time to time. Do not give large amounts of a reward as it would disrupt the teaching process. For example, it is not appropriate to go on praising the child for five minutes when the behaviour of the child required praise only for half a minute. When primary rewards are used, only small amounts should be given which the child can gulp or eat within few seconds. For example, one gulp of fruit juice, one peanut, one fourth piece of chocolate, etc.

6. Combine the use of social rewards along with other types of rewards

Always try and combine the use of social rewards along with other types of rewards. For example, when using primary rewards simultaneously use social rewards too. Gradually, as the child begins to work for social rewards, the primary rewards can be gradually reduced and even eliminated. Social rewards should also be combined with activity rewards, material rewards or privileges.

Cont'd.

7. **Change the rewards**

Children do tend to get fed up with the same reward being given all the time. In such situations, rewards may lose their value. Hence it is important to change them from time to time. For example, if you are using activity rewards such as colouring activity for a particular child; depending upon the child's likes or dislikes, you could give a toy to play and later get him back to colouring.

8. **Fading of rewards** (*Also see chapter 7 on Fading*)

As mentioned in point four, while teaching new behaviours, rewards need to be given continuously. But, as the child acquires the behaviour, these need to be **gradually** removed or faded. One of the reasons why social rewards are always combined with other rewards is that they are more natural and easily available for use. However, when the rewards are removed gradually, the same rewards can be introduced for learning of other new behaviour.

GROUP REWARD TECHNIQUES

Although some children may require teaching on a one to one basis, most mentally handicapped learn better in group situations. Before we look into the special techniques of group rewards, the teacher can use the following procedures to specify the rules for getting rewards in the classroom settings.

1. Specify the rules for getting rewards in a pictorial or written form on the notice board in the class/school.
2. State the rules for getting a reward at the beginning of each period in clear and understandable terms in front of all the children in the class.
3. To make sure that children have understood ask one or all the students to tell/speak out the rules for getting a reward in their own words. If the child knows that the occurrence of a specific target behaviour will get him a reward, he would then work for it. However, in case of children with severe and profound mental handicap, it may be difficult for the teacher to convey the association between the reward and the target behaviour. Such children may need repeated pairing of the target behaviour and the reward before they understand the relationship between the reward and the behaviour. This procedure is called as reward training. In any case, make sure that the child knows what he is being rewarded for.
4. Draw the attention of fellow students, towards those mentally handicapped students who are following the rules and receiving rewards. This will provide a model for other children to imitate. However, no undue comparisons or adverse remarks should be made about students not receiving rewards.

I TOKEN ECONOMY PROGRAMMES IN GROUPS

Token economy programmes are found to be very useful while rewarding children in groups. This procedure involves giving token rewards for appropriate or desirable target behaviours performed by the child. The tokens can be later exchanged for other rewards.

The **advantages of using a Token Economy Programme** in the school/ classroom settings for children are:

1. They are simple and easy to use.
2. They facilitate giving rewards immediately to the child without losing much time.
3. They do not interfere much in the teaching or learning process/activity in the classroom.
4. All children can be put under this programme based on the specific behaviours which the teacher wishes to increase/teach the children or decrease/reduce their problem behaviours.

Steps in Designing a Token Economy Programme

The teacher needs to keep the following points in mind while designing the token economy programme.

1. Identify the Target Behaviour/s

Choose the target behaviour(s) for which the token economy programme is being developed. The targets should be set for each child in the class depending upon what has been decided for each child. Initially, the targets chosen for each child should enable them to achieve easily and earn rewards within one to two days.

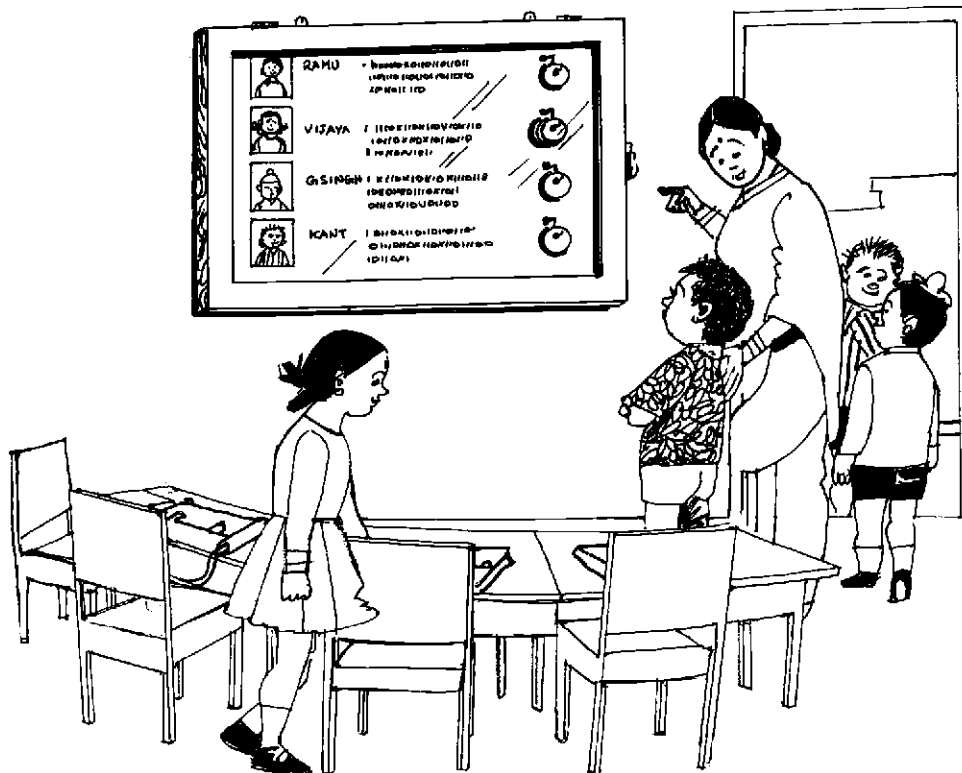
This helps to develop the child's interest in the teaching programme. They also learn the association between the behaviour and the reward quickly. One can choose as many as three to four target behaviours for each child. The decision is in the hands of the teacher.

2. Design the tokens

After the target behaviours have been identified and specified, design specific articles or objects as tokens to be given to the children following their achievement of the target behaviours. Almost any item liked by children can be given a token value so that they begin to work for them. Teachers can themselves prepare tokens out of cardboard, metal scrap or wood, etc., to suit their own requirements in the school or classroom settings. The teacher can design about 200 tokens for a group of 7-8 children in the classroom.

3. Prepare a token economy board

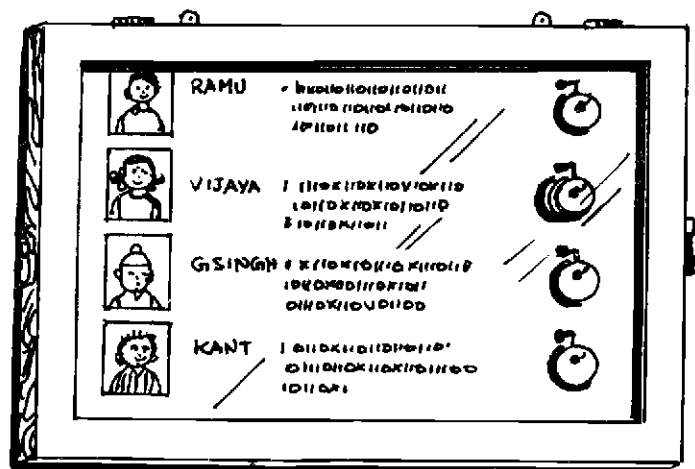
Design a glass framed board with a provision for locking (such as a notice board seen in schools). The board should be large enough to horizontally fit in the names of all the children in the class. Preferably, the photographs against the names of children can be pinned along with the behavioural objectives that they have to achieve.



Make a provision for metal hooks or nails to hang the tokens on it. Make sure the tokens don't fall from the nails/hooks. Hang the Token Economy board in the classroom wall at such a height and in such a position that the children in the class are able to see or read it clearly (See figure).

4. Assign token values for specific target behaviours.

Having decided on the target behaviours for each child and the type of tokens to be used, assign token values for specific target behaviours to be performed by the child.



The number or value of tokens which can be earned for the performance of specific target behaviours should be appropriate to the needs or abilities of the child and the complexity of the task (See table on next page). Even if large number of tokens are placed against a target behaviour that is too difficult for the child to achieve, it makes no sense because he may not be able to achieve it quickly. Suppose the target behaviour for a child, who can hardly sit for two minutes is set as "to sit at one place for one hour" and

the value for this behaviour is kept as 10 tokens. Then, the teacher may have to wait for years to achieve this and may eventually even have to be still dissatisfied. Always target the behaviour for each child according to his abilities and present functioning level before leading him to higher levels. Establish clear rules about the number of tokens a child can earn on the performance of a specified target behaviour. The rules may also specify the number of tokens a child would lose on showing particular undesirable behaviours.

Behaviour that earn tokens	Tokens earned	Behaviour that loose tokens	Tokens lost
Traces alphabet "A"	3	Hits other children	3
Says 'Namaste' to teacher on coming to school.	2	Spits on others	2
Names red colour	3	Snatches things	2
Shares toys with others	2	Eats chalk	3

5. Identify backup rewards and organise a shop

The teacher can organise a shop within the school or in the classroom wherein small items of food, toys, cosmetics, stationary, etc., are displayed for sale. As far as possible, the items displayed for sale in the shop should not be given to children liberally by parents at home. Otherwise, these items may lose their reward value. Select only those items for the shop which are frequently liked by the children in the class. Print the price or attach a price tag along with each item sold in the shop by specifying the actual number of tokens required to exchange for that item. In case of shortage of space, you can even arrange the 'shop' inside one of the shelves of almirah. Keep all the items in the "shop" under the strict supervision of the teacher.



Set apart separate timings when children can exchange the tokens for purchase of the items available in the 'shop'. Keep the shop open for brief periods not exceeding 10-20 minutes in a day towards the end of school hours.

A sample list of exchange values for items is given below:

ITEMS	TOKEN VALUES
Ribbon (1 piece)	3 tokens
Chocolate	1 token
Play toy	2 tokens
(rent charges 10 min.)	
Pencil	6 tokens
Watching kaliedoscope for 5 mts.	2 tokens
Chips (5 pieces)	1 token

6. **Reward tokens for specific target behaviours:**

Before implementing the Token Economy Programme, clearly explain the procedure, rules and regulations to all the children in the class. They should clearly understand which specific target behaviour will fetch them what number of tokens or which specific misbehaviours would make them loose tokens. The rates of exchange of tokens for items sold in the shop should be clear to all the children. Establish clear rules regarding children refusing to pay tokens, or loosing tokens or stealing tokens, etc.

When implementing the Token Economy programme, wait until the child successfully performs the target behaviour. Only after the target behaviour is performed by the child, insert the appropriate number of earned tokens against the child's name on the Token Economy Board. Simultaneously, praise the child for the behaviours he has achieved in the presence of other children in the class. The teacher can decide to hang the token/s on the board or allow the child herself to do so immediately after the performance of the target behaviour. The tokens must be added and kept on the hooks within the Token Economy Board against the child's name. Under no circumstances, the children should be permitted to take home the tokens, or use their own personal money brought from home to buy items from the shop arranged at school for the token economy programme.

Whenever the 'shop' is open or the child wants to exchange his earned tokens with items, it is better that the teacher accompanies the child/children to the shop. The teacher can help in teaching buying and exchanging tokens for items sold in the shop. However, do not influence children in their choice of purchase. Also, leave it to the child's choice whether he wants to exchange all the earned tokens the same day, or whether he wants to save them for a later time. But, be watchful to see that a child does not end up collecting too many tokens.

7. Supplement tokens with other rewards

Always use tokens along with other social rewards, so that children will gradually learn to work for other natural rewards apart from tokens alone.

8. Fading a Token Economy Programme

For children at pre-vocational level, teachers can even teach children to exchange tokens for actual money (i.e., currency notes or coins) and help them learn buying and shopping skills. For example, in the Token Economy Programme given above, the teacher can gradually stop using plastic coins and replace them with actual currency notes/coins. Tokens than can be used for acquiring other target behaviours. The ultimate goal of Token Economy Programme must be to facilitate the behaviours learnt within the school/classroom settings to be used or performed in natural day to day conditions.

II BEHAVIOURAL CONTRACT TECHNIQUES IN GROUPS

Another technique of changing behaviours of children is by getting a “promise” or behavioural contract from children that they will behave in a specific way to earn rewards. Behavioural contracts are used only with those mentally handicapped children, who are able to understand the ‘If-Then’ relationship or the consequences associated with their behaviour.

Examples:

If.....	then.....
1. If Satish pastes twenty envelopes in one hour;	then the teacher will give Satish one rupee.
2. If Menaka reaches school on time daily for one week,	then the teacher will give Menaka permission to watch a movie.
3. If Radhika serves tea to all her classmates at school daily for three days during tea break,	then Radhika will be given a new pair of ear-rings by the teacher.
4. If Sushma does her home assignments daily for five days,	then she will be made class monitor for the next five days.

Behavioural contracts between the teacher and student can be made either in a verbal or written form. A typical format for entering into a written behavioural contract between the teacher and student is given on page 95.

DATE 3-3-92

CONTRACT

This is a contract between Anil
(child's name)
and Archana
(teacher's name). This contract begins
on 4-3-92 (date) and ends on 11-3-92 (date).
It will be reviewed on 12-3-92 (date).

The terms of the agreement are:

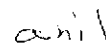
Anil will come to
(child's name)
school regularly for one week

Archana will give him
(teacher's name)
a pencil box.

If Anil fulfills his or her part of the
(child's name)
contract, he will receive the agreed upon reward from the teacher. If
Anil fails to fulfill his part of the contract, the rewards will
(child's name)
not be given.



SIGNATURE OF TEACHER



SIGNATURE OF CHILD

GUIDELINES FOR DEVELOPING BEHAVIOURAL CONTRACTS

1. Specify the target behaviours to be achieved by the contract in clear, observable and measurable terms.
2. Mention the rewards which are to follow the correct or successful performance of the target behaviours in the Behaviour Contract.
3. Specify the consequences of the child's failure to perform the target behaviours in the Behaviour Contract.

III. PEER REWARD TECHNIQUES

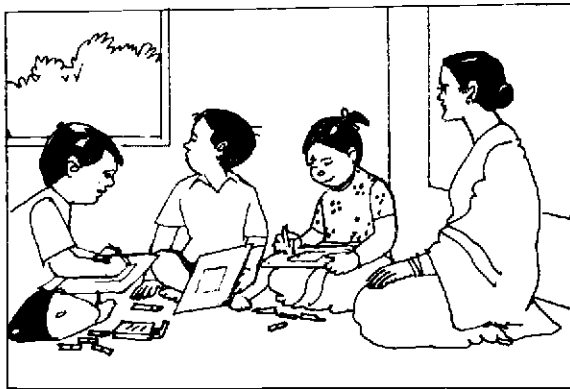
Apart from rewards given by teachers, even the rewards given by peers or classmates have a crucial role in influencing behaviours of children within the school or classroom settings. There are several ways in which peers or classmates could be potential reward givers to each other.

a) Observable reward techniques

Many times children learn to change their behaviours after observing other children getting rewards for an appropriate behaviour in the school or classroom settings.

Example:

The teacher instructs Rakesh, Vikas and Sheela to do the assigned task. While Rakesh and Sheela settle down to do immediately, Vikas sits back to idle away time. The teacher ignores Vikas for a moment. Instead, she turns towards Rakesh and Sheela to praise them for attending to their work every now and then. By observing the two receiving rewards Vikas also begins to do his work and gets rewarded by the teacher. Thus, observational reward techniques work indirectly on a given child after he observes other children getting rewards for an appropriate behaviour.



b) Individual dependent group reward

Another technique of influencing the individual behaviours of a child is to make the child's behaviour responsible for the group to receive or not to receive rewards.

Suppose you discover a common reward liked by all children in a group, such as, visit to a park or listening to a story. You can arrange to give this group reward only on the condition that each child in the group names at least one fruit/animal.

Obviously, this technique puts a lot of pressure on each child to perform the target behaviour so as to win rewards for his whole group. Besides, each child in the group also feels the satisfaction of having contributed his share to the rewards received by his group.

c) Competitive rewards technique

Teachers can introduce classroom situations wherein children are made to compete with one another as groups in a healthy way. Work out specific rewards in the form of tokens or points for appropriate target behaviours performed by individuals within a group. The group that wins may be cheered with social rewards, such as, clapping of hands. Each child in the group will also feel the satisfaction of having contributed or earned rewards for the group.

For instance, teachers can arrange a quiz or sports competition between two teams, or give the same task to be performed by both the groups and giving a prize to the group which finishes first.

Example:

Make two groups of children "A" and "B" comprising of five to six members in each group within the class. It can be so arranged that points are given to each group on the successful performance of a specific target behaviour. This will increase the competitive spirit in children and help them to perform better in group settings.



SUMMARY

- i) Rewards are one of the most powerful agents in teaching mentally handicapped children.
- ii) The event that happens after a behaviour, which makes that behaviour to occur again in future is called "reward".
- iii) The various types of rewards are, primary rewards, activity rewards, material rewards, social rewards, token rewards and privileges.
- iv) The specific guidelines to help teachers to select appropriate rewards for teaching include, observing, asking the child or caretakers, eliciting reward history of the child, etc. Also, rewards must be used in appropriate and strong amounts, depending on the needs of individual or group of children.
- v) The specific rules for rewarding are, clarity, consistency, appropriateness, alongwith a combined use of different types of rewards.
- vi) There are various techniques of using rewards in a classroom or group settings for children with mental handicap, such as, token economy programme, behavioural contract, peer reward techniques which include, observable rewards, individual dependent group rewards and competitive rewards respectively.

WORK EXERCISE V

I. Given below are a list of statements with two options given within the brackets. Read each statement carefully and tick the right word given in the brackets.

1. The event that occurs (before/after) a behaviour which makes that behaviour to occur again in future is called "reward".
2. A reward (increases/decreases) the occurrence of the behaviour it follows.
3. Always reward (desirable/undesirable) behaviours.
4. Rewards that are easy to give (primary/social).
5. Rewards are (needed/not needed) for teaching mentally handicapped children.

II. Classify the following into various types of rewards:

- | | |
|------------------------|----------------------------|
| _____ (1) hair clips | _____ (7) playing in water |
| _____ (2) very good | _____ (8) pen/pencil |
| _____ (3) "keep it up" | _____ (9) photo album |
| _____ (4) icecream | _____ (10) playing marbles |
| _____ (5) stamps | _____ (11) plastic coins |
| _____ (6) bag | _____ (12) pat on the back |

III. Given below are statements followed by five alternative answers. Tick the correct answer.

1. Maya does two digit addition problems correctly, the teacher pats on the back and says, "*Maya! Very Good! I appreciate the way you have correctly solved the problems.*"

In this example, the teacher was following the rule of

- a) Rewarding clearly
- b) Rewarding target behaviour each and every time it occurs
- c) Rewarding in appropriate amounts
- d) None of the above
- e) All of the above

-
2. Satish waters the plants in the school yard and is now chatting with his classmates. The Principal sees that the plants have been watered and praises “*Very Good* | *Satish you have watered the plants!* ” The reward may not work because
- a) It has not been clear
 - b) It has been delayed
 - c) It is not appropriate
 - d) It is not consistent
 - e) None of the above
3. An inexpensive reward which can be given immediately in classroom settings is:
- a) Material
 - b) Activity
 - c) Token
 - d) Primary
 - e) Social
4. Children are pasting cut out pictures in the class. Instead of doing the class work Geeta is looking out of the window. The teacher makes it a point to praise each and every child who is sincerely doing the pasting work. By seeing the other children being praised Geeta also begins to do the pasting work. The type of reward that has worked on Geeta is
- a) Social reward
 - b) Observational reward
 - c) Competitive reward
 - d) Individual dependent reward
 - e) Activity reward

I.	1. <i>After</i>	2. <i>Increases</i>	3. <i>Desirable</i>	4. <i>Social</i>
	5. <i>Needed</i>			
II.	1. <i>Material</i>	2. <i>Social</i>	3. <i>Social</i>	4. <i>Primary</i>
	5. <i>Token</i>	6. <i>Material</i>	7. <i>Activity</i>	8. <i>Material</i>
	9. <i>Material</i>	10. <i>Activity</i>	11. <i>Token</i>	12. <i>Social</i>
III.	1. <i>a</i>	2. <i>b</i>	3. <i>e</i>	4. <i>b</i>

CHAPTER SIX

Task Analysis

On completion of this chapter, the teacher will be able to answer the following questions:

- 1. What is task analysis ?*
- 2. What are the characteristics of task analysis ?*
- 3. What are the steps in task analysis?*

WHAT IS TASK ANALYSIS?

All mentally handicapped children learn easily through small steps. Instead of teaching a behavioural objective as a whole, the teacher can split it into several small steps. Each step can be then taught one at a time, until the child reaches the specified behavioural objective as a whole.

Task analysis is simply the procedure of teaching a behavioural objective in small and simple steps to a child. The procedure of task analysis is especially useful in simplifying teaching activities of daily living and motor skills for children with mental handicap.

HOW TO DECIDE ABOUT THE STEPS FOR TASK ANALYSIS

1. Observe a competent person doing the task and note down the steps involved in performing the task.
2. The teacher can perform the task herself and note down all the steps involved in completing the task.
3. The teacher can think about the steps involved in the task and note them down.
4. The teacher can ask other competent persons and note down the steps.

CHARACTERISTICS OF TASK ANALYSIS

The following are some of the important features in the procedure of task analysis for teaching children with mental handicap:

1. In some ways, task analysis is a process of discovering the correct amount of physical prompts, verbal prompts, or clues necessary at each stage of teaching a behavioural objective for the given child.
2. Since each child is unique, it is not possible that all children will learn a given behavioural objective with the same number or sequence of steps in the task analysis to reach a given behavioural objective. Some children, for example, may require a few steps to

reach the behavioural objective, while others may require more number of steps to learn the same target behaviour. It is important to individualise the task analysis separately for each child depending upon his or her special needs, abilities, and also the selected behavioural objective.

3. Another characteristic feature of task analysis is that it involves broad steps of split up activities in order to reach a behavioural objective. Each step within a task analysis is sequentially linked to one another. The performance of one step in the link will signal the performance for the next step. It is important to note that sometimes a sequence may not be followed too depending on the difficulty level and the needs of each child with mental handicap.

STEPS IN TASK ANALYSIS

The following steps are to be used in developing task analysis for any behavioural objective:

Step 1

Identify the target behaviour or behavioural objective for teaching a child.

Step 2

Break up the behavioural objective into as many small steps as you feel appropriate for the specific child.

Step 3

Try and keep the break up of each step in the task analysis, simple and small enough to attain in short time by the child

Step 4

Arrange the identified steps in the task analysis in a sequential order such that the simple steps are placed before the more difficult ones.

Step 5

Observe or make the child perform the various steps on task analysis and discover the step at which he can perform the specified task. Then, begin teaching the child from that step and gradually move further to train him in the remaining steps until he reaches the target behaviour as a whole.

Two examples of task analysis for a typical behavioural objective is given. (See boxes)

Example One:

Behavioural Objective:

“On instruction, Manoj will put on a shirt correctly eight out of ten times by himself before the end of this month”.

This task is analysed as follows:

Step 1

Manoj will hold the collar of the shirt with left hand.

Step 2

Manoj will insert right hand into right sleeve.

Step 3

Manoj will hold the collar from back and bring it to the left side with left hand.

Step 4

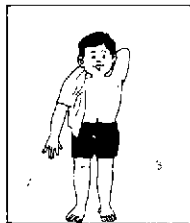
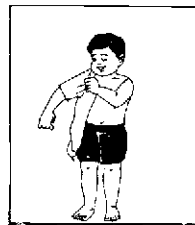
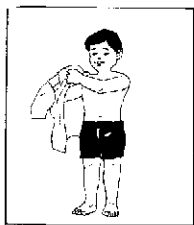
Manoj will hold collar with right hand.

Step 5

Manoj will insert left hand in left sleeve.

Step 6

Manoj will fold the collar.



TASK ANALYSIS FOR PUTTING ON A SHIRT

Example Two :

Behavioural Objective

“Ajay will point to red colour when presented with a series of colours and asked, “Show me the red one”, on five out of five times within a period of fifteen days.”

This behavioural objective can be taught by developing the following task analysis:

Step 1

Ajay will match red colour objects from a group of three to four coloured objects.

Step 2

Ajay will point to red colour correctly when asked, “Show me the red one” - no other colours in the group.

Step 3

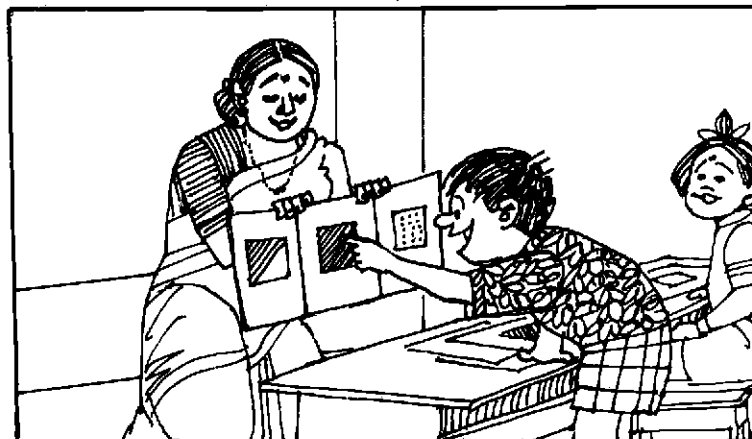
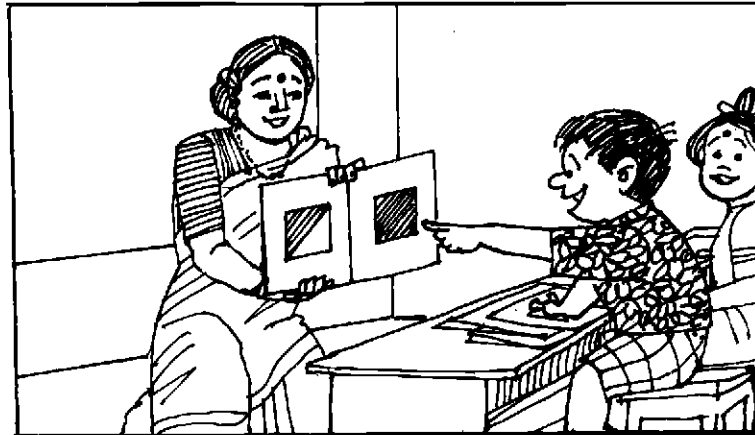
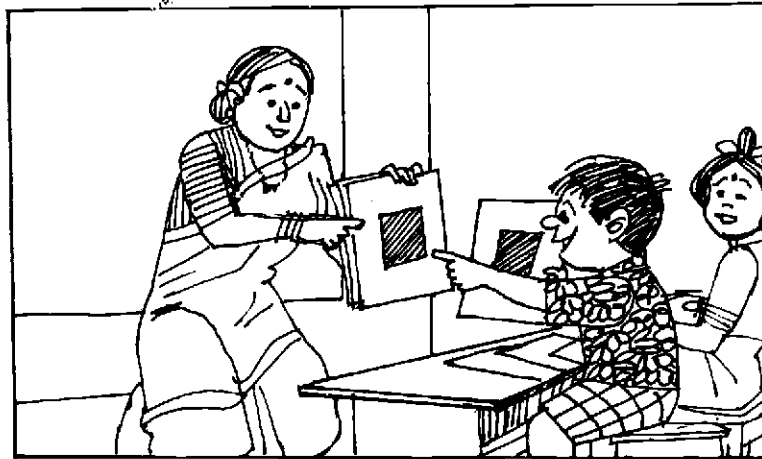
Ajay will point to red colour correctly when asked, “Show me the red one” - from a group of red and green colours, when presented in any order.

Step 4

Ajay will point to red colour correctly when asked, “Show the red one”, from a group of red, green and blue colours when presented in any order.

Step 5

Ajay will point to red colour correctly when asked, “Show me the red one” - from a group of red, green, blue and yellow colours when presented in any order.



TASK ANALYSIS FOR POINTING TO COLOURS

NOTE The designs on the card represent different colours, viz.,  indicates red,  indicates green,  indicates blue respectively.

SUMMARY

- i) Task analysis is the procedure of teaching a behavioural objective in small and simple steps.
- ii) The task analysis for each behavioural objective will vary according to the stated behavioural objective, the needs and severity of each child with mental handicap.
- iii) The specific steps in the task analysis can be worked out by observing or performing the task to be analysed.

WORK EXERCISE VI

I. Given below are statements followed by five alternative answers. Tick the correct answer.

1. The procedure of teaching a child in small and simple steps is called as
 - a) Short term goals
 - b) Long term goals
 - c) Task analysis
 - d) All of the above
 - e) None of the above

2. Which of the following points is not important for teaching a child in small and simple steps
 - a) Identification of the specific activity to be taught.
 - b) Maintaining the same steps for teaching an activity for all children.
 - c) Observe the child performing various steps.
 - d) Breaking up the specific activity into as many small steps as possible to be attained in short time.
 - e) None of the above.

3. Arrange the following steps in a sequential order for teaching mentally retarded child
 - a) By breaking the activity to be taught to the child into small and simple steps.
 - b) By arranging the steps in a sequential order.
 - c) By observing the child perform the various steps.
 - d) By identifying the activity to be taught to the child.

WORK EXERCISE VI
KEY

- I. 1. *c* 2. *b* 3. *d - a - b - c*

CHAPTER SEVEN

Other Behavioural Techniques In Teaching Skill Behaviours

On completion of this chapter, the teacher will be able to answer the following questions:

- 1. What is shaping? What are the guidelines for using shaping?*
- 2. What is prompting? What are the guidelines for using prompting?*
- 3. What is chaining? What are the guidelines for using chaining?*
- 4. What is modelling? What are the guidelines for using modelling?*
- 5. What is fading? What are the guidelines for using fading?*
- 6. What is generalisation? What are the guidelines for planning effective generalisation?*
- 7. What are the basic guidelines for teaching children with mental handicap?*
- 8. What are the aspects to be considered for developing the school/classroom settings for effective teaching ?*
- 9. What are the guidelines for understanding errors in teaching and learning?*

SHAPING

Teachers have to teach behaviours to mentally handicapped children which they might have never performed before.

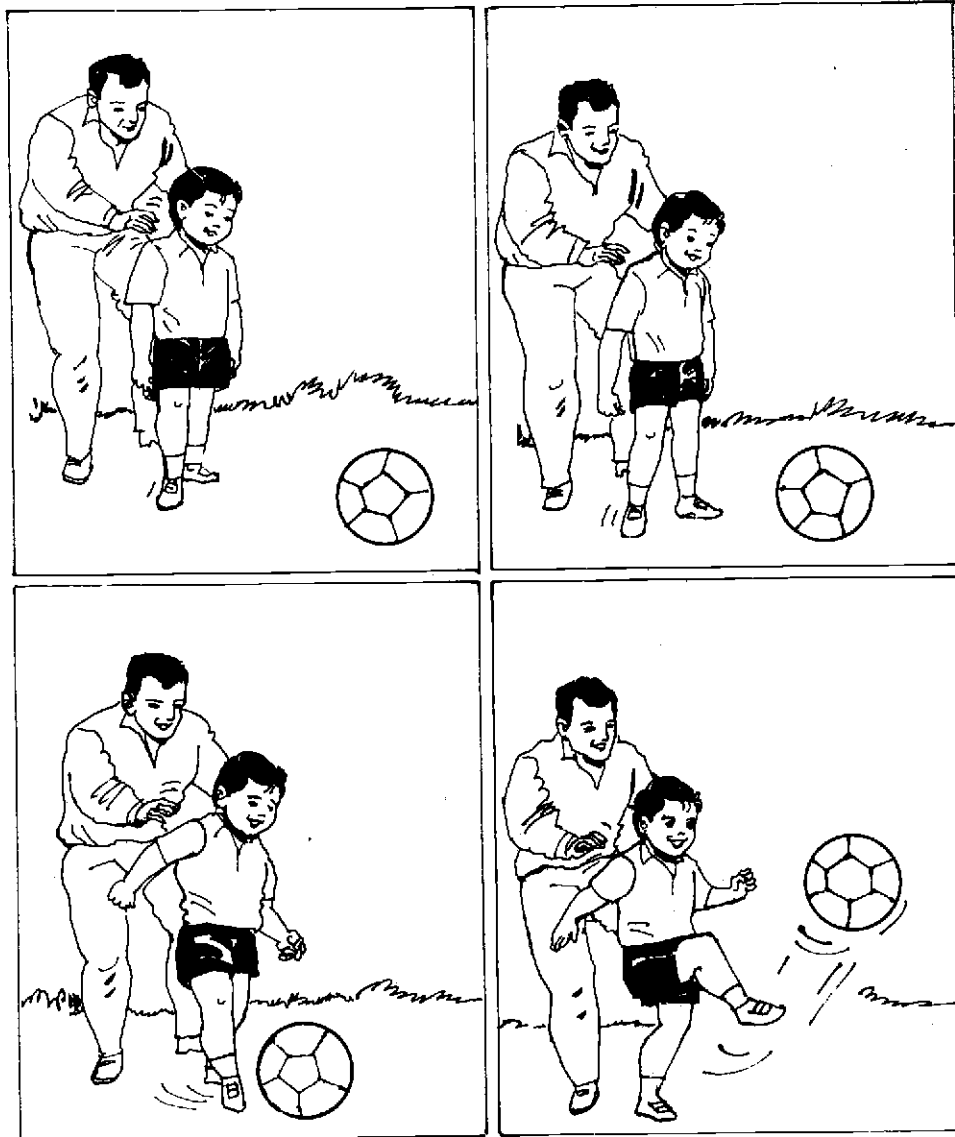
If teachers wait for target behaviours to occur on their own, then they may have to wait for a long time. Most behaviours in mentally handicapped children may occur only after a long time or may not occur at all. Therefore, it is important to start teaching the child in small steps and keep him moving closer to the target behaviour by rewarding even minor changes towards the final behavioural objective.

Use of shaping method in teaching mentally handicapped children prevents frustration in the learner as well as the teacher. Teaching becomes more pleasurable for the child in particular as he is able to earn rewards even for minor success achieved by him.

For example, if a child is unable to say "Water" and the closest sound he can make is "Wa-Wa", then shaping may be used to change "Wa-Wa" through a sequence of steps into "Watah" and finally "Water".

The process of shaping involves the system of giving rewards in a step by step fashion even to minor, but correct approximations of behaviour towards a behavioural objective.

Similarly, to teach a child to kick a ball in the required direction, you may begin rewarding even if the child stands near the ball. Gradually, you can shape the child's behaviour by rewarding at the end of every step, such as, when the child gets closer to the ball pushes the ball with his foot in any direction, kicks the ball in any direction and eventually, kicks the ball in the specified direction.



STEPS IN SHAPING PROCESS

1. Select the target behaviour
2. Select the initial behaviour that the child presenting performs and that resembles the target behaviour in some way
3. Select powerful/strong rewards
4. Reward the initial behaviour till it occurs frequently
5. Reward successive approximations of the target behaviour each time they occur
6. Reward the target behaviour each time it occurs
7. Reward the target behaviour now and then

A step by step illustration of shaping a behaviour "to draw a circle" is given below:

EXAMPLE OF SHAPING PROCESS

1. Choose a behaviour that the child is already doing in some form or other. If your behavioural objective is to teach the child to draw circles and the child is able to hold pencil and scribble on paper then you can use shaping to teach the behaviour.
2. Begin by working with the child at the level he is able to perform and reward him. This will help child to learn that his behaviour leads to reward. For example, when the child scribbles, reward him.
3. In order to teach a small improvement over what the child can already do, you could now teach him to make circular motions.



This is not a perfect circle, but it is at least closer to a circle. Do not reward the child for scribbling any more. Only reward him, when he makes circular movements.

4. When the child has consistently learned to draw circular movements, change it to the next closer step, such as, spirals. Stop rewarding him for circular movements. Reward him now when he draws spirals.



5. When the child has consistently learnt to draw spirals, then take him to the next step which is closer to the objective of drawing a circle. For example, reward him now only for drawing circles even though they are still not perfect circles.



6. Keep working at it until the child reaches the behavioural objective of drawing a circle.



GUIDELINES FOR USING SHAPING TECHNIQUES EFFECTIVELY

1. Always use shaping techniques in combination with other techniques for teaching behaviours, such as rewards, prompting, chaining, modelling, fading.
2. The important feature about using shaping techniques is to build mini steps towards the final target behaviour. Plan the size of the steps carefully. They must be neither so large that the child will fail to reach one step after another, nor must they be so small that a lot of time is wasted by going through unnecessary steps.
3. At any time in the shaping process, be prepared to alter the size or distance between the steps depending on the actual performances of the child.

PROMPTING

Almost everyone requires guidance, instruction, assistance or help while learning an activity or skill. In case of mentally handicapped children, they need more help or assistance than normal persons of their own age.

TYPES OF PROMPT

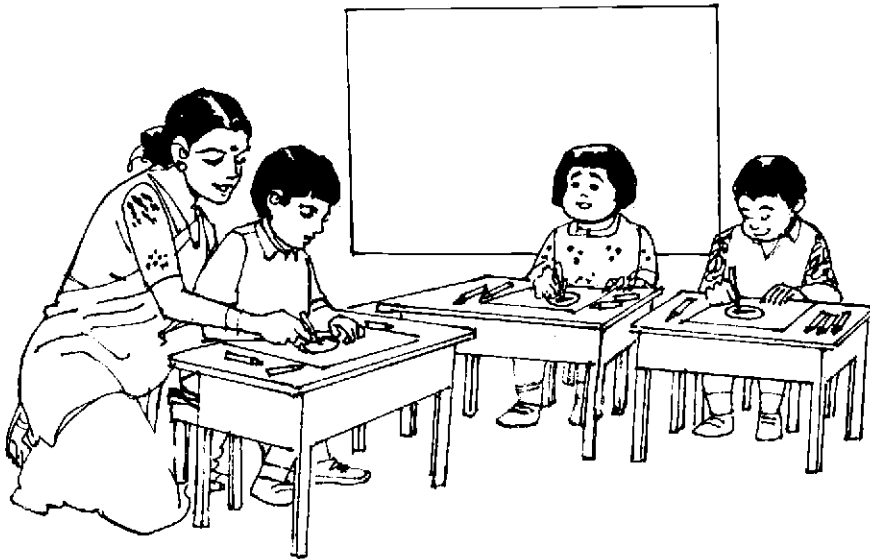
Each child with mental handicap shows different levels of performance for any given behaviour. Based on the current level of performance, there are three broad categories of prompts that can be identified for use in teaching or training these children.

The procedure of giving active assistance to help children to learn a specific target behaviour is called as prompting.

a) PHYSICAL PROMPT

For completing a task some children require complete manual or physical assistance. The teacher may have to initially hold the child's hands, or other body parts to teach him specific behaviours such as buttoning, writing with pencil, skipping, etc.

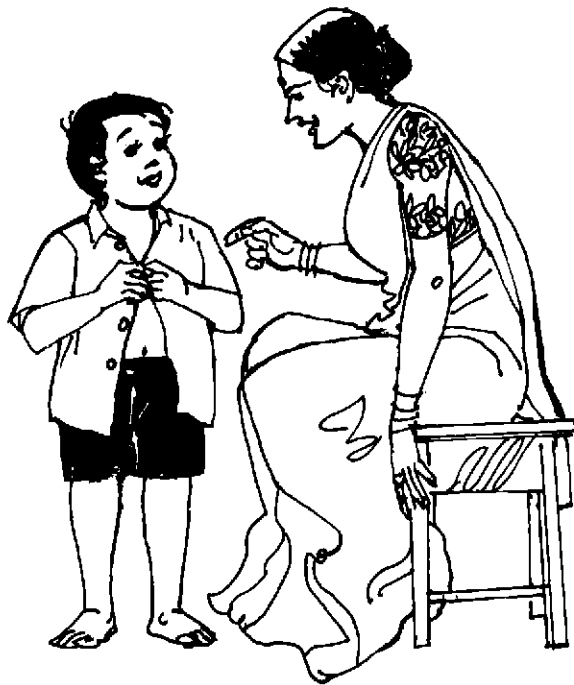
Physical prompts are usually needed at the beginning of teaching a new behaviour. This procedure demands that the teacher is physically very close to the child, in order to provide physical help. Always combine physical prompts with the use of verbal prompts.



b) VERBAL PROMPT

Some children may need only verbal statements describing every step of the behaviour that is required to be performed in order to complete the task.

For example, in teaching unbuttoning, the teacher may have to tell the child, "Hold the button in your hand... Hold the edge of the shirt with your other hand... Pull away the button from the hole..", etc. In this case the teacher is using prompts before the occurrence of every step until it leads to the target behaviour.

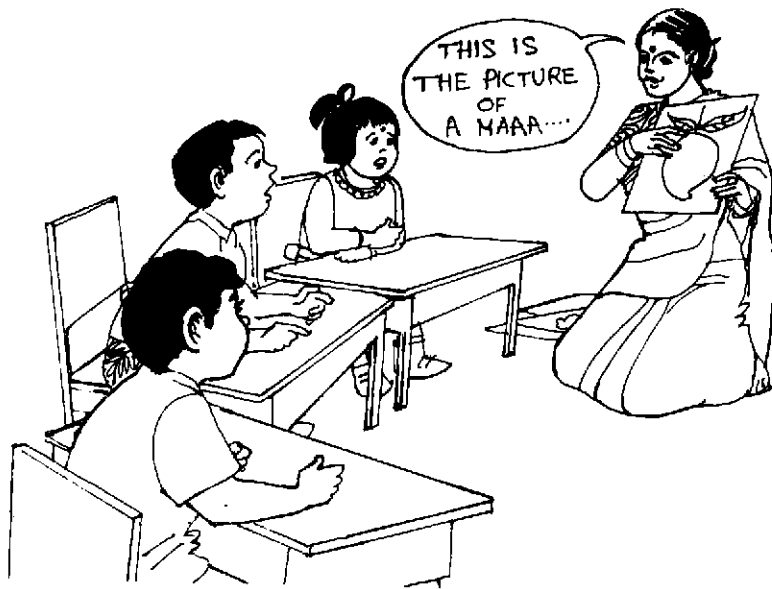


In using verbal prompts, the teacher needs to give verbal instructions. There is no direct physical contact between the child and the teacher during the teaching process. Usually teachers can shift to using verbal prompts after the child has gone through the initial stages of learning the new behaviour with physical prompts.

c) Clueing:

Some children require only verbal hints (example, “open”, “close”, “zip”, “push”, etc.) or gestural clues (example, pointing signals to stop, shaking fore finger to imply “no”, etc.) to help them perform a behaviour.

For example, a child can be taught to name fruits from pictures. After showing the appropriate picture, the teacher may help the child by saying “Man ...” or “pie ...” (meaning to prompt “Mango” or “Pineapple”), and leave it for the child to complete the naming of a fruit.



Sometimes clues can be in the form of reminders or questions. For example, when the child is learning to name a list of five modes of transport and recites only four, the teacher can give a clue, "Remember, How did you come to school this morning?" (Meaning to help the child to say 'scooter' or 'motorcycle'.)

Towards the end of teaching a behaviour, the teacher usually reduces prompts whereby the child conducts the activity independently.

GUIDELINES FOR SELECTING AND USING PROMPTS

1. Make sure to secure the child's attention before giving or using prompts for teaching a behaviour.
2. Always provide prompts only before the child performs the target behaviour.
3. Use prompts only if the child is unable to perform the desired target behaviour in the manner it should be done.
4. Be brief. Always make prompts as short as possible.
5. Select as natural prompts as possible. Which ever type of prompts are used, it should be always in a language that the child can understand. This is more applicable while using verbal and gestural prompts.
6. Select prompts that will quickly lead the child towards independence in acquiring the target behaviours.
7. Wherever necessary combine use of different types of prompts to achieve maximum effectiveness in teaching.
8. Fade prompts as soon as possible. Gradually decrease the use of physical prompts, as the child learns to perform a target behaviour, then verbal prompts and clues in the same order, till the child becomes totally independent.

CHAINING

We have seen that many complex behaviours can be taught to mentally handicapped children, if they are broken down into small and simple steps. These steps can then be sequentially linked with each other to form a chain. When each step is taught separately and sequentially until the whole behaviour is learned, this method is called chaining.

Chaining method can be used in two ways i.e forward chaining and backward chaining. When the last step is taught first and the first step is taught last, it is called as *backward chaining*. When the first step is taught first followed by later steps being taught last, this procedure is called *forward chaining*.

Chaining includes a sequence of steps required to perform a behavioural objective. The steps in the chain must be classified by task analysis.

The steps in the forward chaining and backward chaining are explained for the following behavioural objective of ``puts on elastic nicker''.

FORWARD CHAINING		BACKWARD CHAINING	
Task: Puts on a pant with elastic waist			
Steps	Sub-tasks	Steps	Sub-tasks
1	Holds the nicker by both hands	6	Pulls the nicker up from the hip to the waist
1+2	Holds the nicker with both hands, and puts one leg through.	6+5	Pulls the nicker up from the knee to hip and then to the waist
1+2+3	Holds the nicker and puts through both the legs one after the other	6+5+4	Pulls the nicker upto knee, then to hip and then to the waist.
1+2+3+4	Holds the nicker, puts through the legs, pulls nicker upto knee	6+5+4+3	Puts one leg through pulls the nicker upto knee, then to hip and then to the waist.
1+2+3+4+5	Holds the nicker puts through the legs, pulls upto knee and then to the hip.	6+5+4+3+2	Puts both the legs through, pulls the nicker upto knee, then to hip and then to waist.
1+2+3+4+5+6	Holds the nicker, puts through the legs, pulls upto knee, then to hip and waist.	6+5+4+3+2+1	Holds the nicker with both hands, puts the legs through, pulls it upto knee, then to hip and then to waist.



STEP ONE
(1)



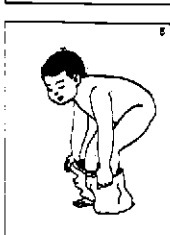
STEP TWO
(1+2)



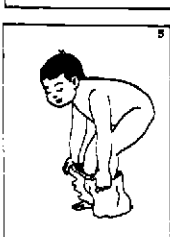
STEP THREE
(1+2+3)



STEP FOUR
(1+2+3+4)



STEP FIVE
(1+2+3+4+5)



STEP SIX
(1+2+3+4+5+6)

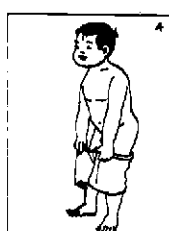
FORWARD CHAINING



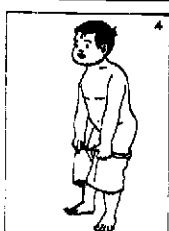
STEP ONE
(6)



STEP TWO
(6+5)



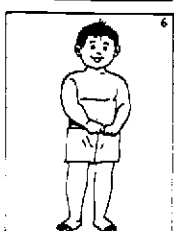
STEP THREE
(6+5+4)



STEP FOUR
(6+5+4+3)



STEP FIVE
(6+5+4+3+2)



STEP SIX
(6+5+4+3+2+1)

BACKWARD CHAINING

GUIDELINES FOR USING CHAINING

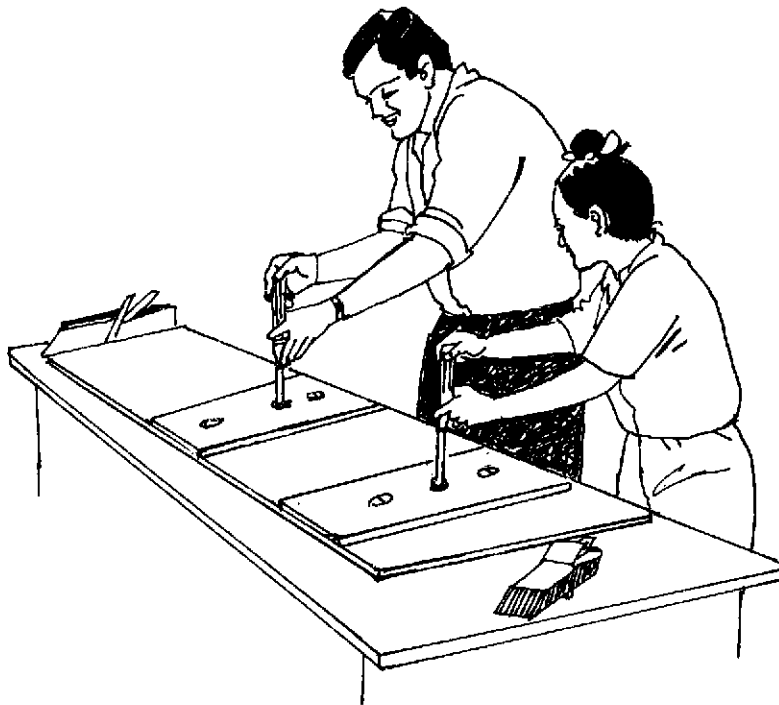
1. Describe each step in the chain that are to be followed so as to reach the target behaviour.
2. Suppose a behavioural objective has been sequenced into five steps, initially begin teaching by establishing a link between the first two steps alone. Then, proceed to link the first two steps with third step. Still later, develop links between the first three and the fourth step until, eventually, you reach the behavioural objective.
3. Use rewards to strengthen the behaviour at each step or link in the chain towards the behavioural objective.
4. Preferably use backward chaining procedures when teaching self help skills to mentally handicapped children.
5. Always teach the child to perform the steps in the order in which they are listed in the chain.
6. Move to the next step in the chain of behaviours only after the child has learned the preceding step in the link of behaviours towards the behavioural objective.

MODELLING AND IMITATION

Either knowingly or unknowingly, most of us acquire many behaviours through modelling and imitation. Children learn many behaviours by observing others deliberately or by chance. They imitate behaviours of persons who are considered important in their view, such as, their favourite teacher, parents, friends, film/TV star, etc. While teaching new behaviours to children, if teachers can use modelling in a systematic manner, it can become an effective way of changing/teaching behaviours within the school/classroom settings.

Begin teaching new behaviours by showing children how to perform that behaviour, and if the child imitates, you are using modelling. Modelling can be used to teach new behaviours or to correct the performance of an already learnt behaviour in the child.

Modelling is a method of teaching by demonstration, wherein the teacher shows how a specific behaviour is to be performed.



Modelling does not mean comparing the performance of two or more children. Many children do not like themselves being compared with other children. It may even lead to negative feelings like jealousy, anger, etc.

Teachers should never use instructions which mean to compare behaviours of children.

Statements that teachers should avoid using,

“Be a good boy, like your friend Rohit!”

“Look at Sarita colouring the picture book. Come on, Anu! Why don't you do the same?”

“Mohan! Can you copy down the numbers silently like Raju?”

Modelling involves creating a situation in which the child naturally observes other children indulging in target behaviours and getting rewards for that behaviour. This will make the child to repeat the same behaviour and earn rewards.

GUIDELINES FOR USING MODELLING TECHNIQUES

1. Make sure to get the child's attention on every detail of the model, possibly, even by using verbal prompts along with it. For example, Teachers can demonstrate the use of a pair of scissors by pointing (gestural prompt) to where the fingers go, how to grip tight or loose, etc.
2. Choose a model that is appropriate for the age, sex for the child. The children generally identify themselves better with the model's which are of their age and sex. The model should be proficient in doing the task for which you are going to use him or her.
3. Provide opportunity for the child to observe the model's behaviour before he can imitate the same. Some children may need a long time or more number of trials to observe the model completely and clearly.
4. Get the model to show the target behaviours clearly in front of the child. Demonstrate each part/step in the target behaviour slowly and clearly enough for the child to model it.
5. If the demonstration involves a series of steps, divide the model's performance into small and convenient parts. Each step or part can be modelled and taught separately until the child learns to perform all the steps.
6. Before beginning to use modelling techniques, ascertain if the child is developmentally and intellectually ready to imitate the model. There may be some behaviours which may not be easily imitated by some children.

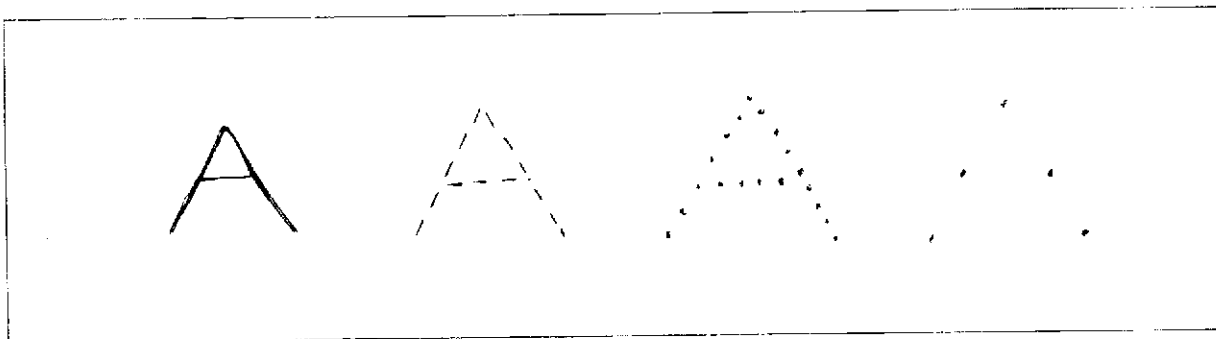
FADING

While using prompts for teaching it is important to gradually decrease the amount of assistance or help being given to the child. The ultimate goal of teaching is to make the child independent in the performance of the specified behavioural objective/s.

In the initial phase of teaching a new behaviour, the teacher may do more and more of the task as the child does less and less of it. However, as a child learns to perform the target behaviour, the teacher must do less and less and allow the child to do more and more of the task by himself.

The process of gradual decrease in the active assistance from teacher towards active or independent performance by the child when teaching specific behaviours is called as fading.

One of the examples for fading visual clues is given below



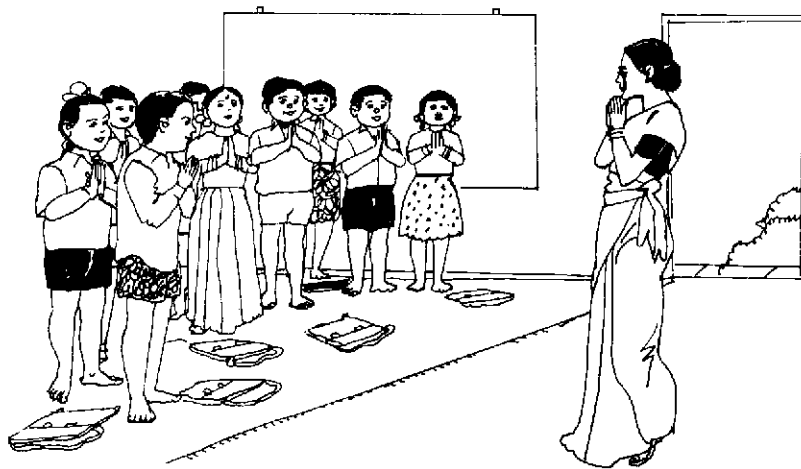
In the given example the child has to trace the alphabet 'A' on the dark line. Then, slowly, the alphabet is faded and finally the child has to write by himself. While teaching new skills, the teacher needs to use rewards continuously, i.e., every time the child completes the task such as, every time the child buttons his shirt with or without help the reward is given. Once the child has learnt the task, the rewards need to be gradually faded. In other words, the child does not receive rewards after completion of the task each time, but only now and then or occasionally.

GENERALISATION OF BEHAVIOURS LEARNT IN SCHOOL OR CLASSROOM SETTINGS

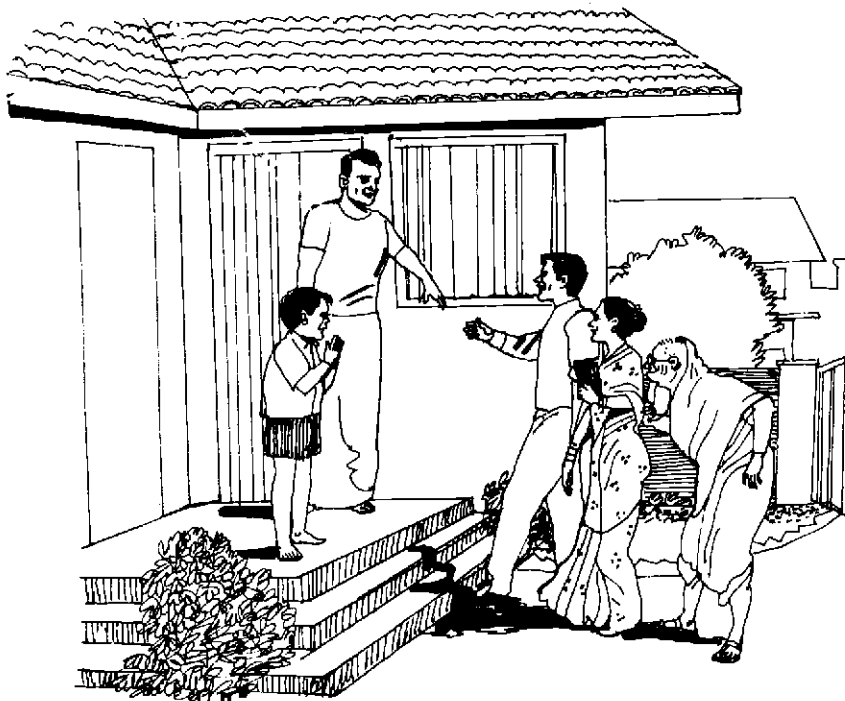
Many times children need to learn behaviours in one setting, and perform them in another setting. For example, a child may learn to greet teachers at school and then has to greet visitors at home too. Similarly, another child may learn to *indicate toilet needs at home and then be required to do the same at school also.*

Indeed, the main purpose of teaching behaviours to mentally handicapped children at school or in the classroom is to make them perform the same behaviours elsewhere and everywhere as and when required. Children learn to read and write at school, so that they can use these skills in the outside world, where they may have to read sign boards or fill application forms, etc. Children learn to identify or name values of coins at school so that they can transact money while shopping, travelling, etc.

The process by which a behaviour learnt in one situation is transferred to be performed in another similar situation is called as generalisation.

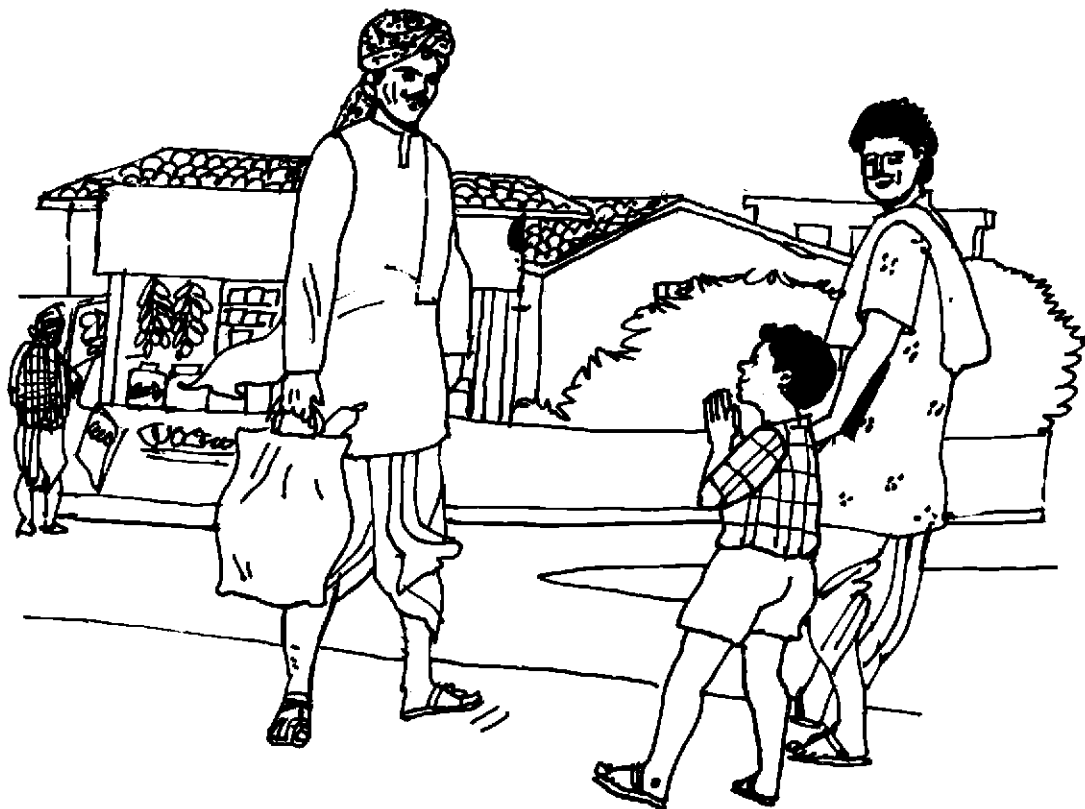


In most normal children, generalisation of behaviours learnt in one setting occur spontaneously or naturally to other settings without any difficulty. However, mentally handicapped children show great difficulty in using behaviours learnt in one situation to another. For example, a child may learn to point/name animals when taken to a zoo or circus, but may not be able to do so from a book.



A mentally handicapped child may learn to perform a particular behaviour activity in the presence of the particular teacher but may not do so in the presence of other teachers or persons. Hence the teacher must plan and programme in such a way that generalisation takes place across persons or situations. Many children may learn to use one type of toilet and when faced with the situation where the style of toilet is different, they may not be able to use it.

Teachers need to keep in mind the possible situations, settings with different persons a particular child may need to perform a given learnt behaviour and teach him accordingly. This will help the child to perform learnt behaviour in all the environments that he is exposed to. It is important for teachers to plan for effective generalisation even before starting to teach a specific behaviour in the school/classroom setting.



GUIDELINES FOR PLANNING AND IMPLEMENTING EFFECTIVE GENERALISATION

1. Teach the specific behavioural objective in as natural settings as possible. Behaviours which are to be performed at home (such as toileting, brushing and bathing) may be best taught at home itself. While teaching children to identify prices of items, it is better to take them to a real shop visit rather than teaching in the classroom. During instruction, choose examples which are as close to the natural requirements for that behaviour.
2. Do not restrict your teaching only to the classroom or school situations. Wherever possible, take the children out to natural settings such as to shops, railway stations, post office, banks, zoos, etc.
3. Even in case specific behaviours are being taught in the classroom/school rather than in their natural settings, try and simulate them near to the actual settings. For example, when teaching students to buy stamps/envelopes from a post office, it is appropriate to use the words involved in the transactions as it would be in the real post office.

GUIDELINES FOR TEACHING CHILDREN WITH MENTAL HANDICAP

Irrespective of the specific behavioural objectives or teaching techniques you may adopt, the following guidelines are helpful for teaching mentally handicapped children

1. Easy to difficult

Always plan and proceed to teach mentally handicapped children from simple to complex tasks. When you start teaching simple steps first, the child is bound to meet success. Success will breed greater success. The child will get interested and motivated to learn more difficult tasks only when he is successful in performing easier tasks. For example, it is easy and simple to learn colour matching than colour naming or count meaningfully than to add or subtract, etc.

2. Familiar to unfamiliar

Always start teaching mentally handicapped children from a step which they know and then proceed to teach the tasks that they do not know. For example, between the two tasks of buttoning and wearing a shirt, if a child knows to wear a shirt, the teacher must start teaching from that step and then gradually lead him to learn buttoning.

Cont'd

3. Concrete to abstract

Most children with mental handicap show difficulty in learning or understanding abstract concepts. It is easy for them to relate and learn actual or concrete events or happenings. For example, it is better to teach additions to a mentally handicapped child initially using concrete objects or fingers before making them to add "mentally".

4. Whole to part (General to specific)

Always introduce concepts or tasks to mentally handicapped children as a whole first and then lead them to their individual parts. For example, when teaching the concept of body parts, start from the whole (general) of the face, ears, eyes, etc., to specific parts like eyelashes, eyelids, eyeball, eyebrows, etc.

**DEVELOPING THE SCHOOL/CLASSROOM
SETTINGS FOR EFFECTIVE TEACHING:**

Many children with mental handicap will improve or learn many behaviours if the trainers can simply provide them a stimulating learning environment.

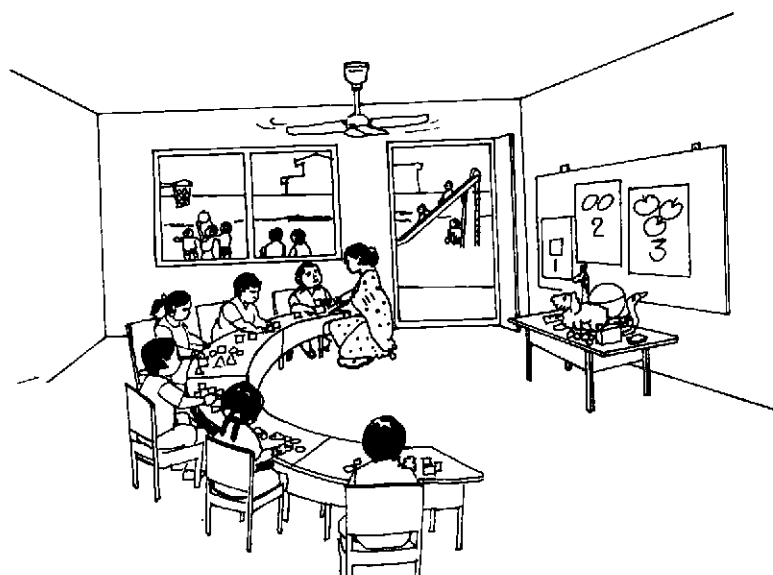
Many times it is due to lack of appropriate opportunities that many of these children appear more incapable than they actually are. Therefore, it is very important that we create a stimulating teaching environment at school as well as in the homes of children with mental handicap.

For creating an effective teaching environment for mentally handicapped children in the school/classroom settings the teacher needs to look into the following aspects.

1. Appropriate physical settings

These include adequate living space, comfortable furniture, appropriate lighting facilities, toilet facilities, toys and play materials, adequate teaching materials, etc. This does not mean that it is necessary to buy expensive articles or eye catching things. A little thought can help teachers to innovate and design low cost indigenous teaching aids suitable to the needs of children. The classroom's physical environment and setting must be given due attention by the teacher. The

tables and chairs or mats or floor arrangement should be arranged in such a way that the teacher can reach easily every student. Care must be taken to avoid display of all the materials like toys or teaching aids in front of the child. They can become an active source of distraction for some children. Also avoid crowding each class with more than 7-8 children per teacher.

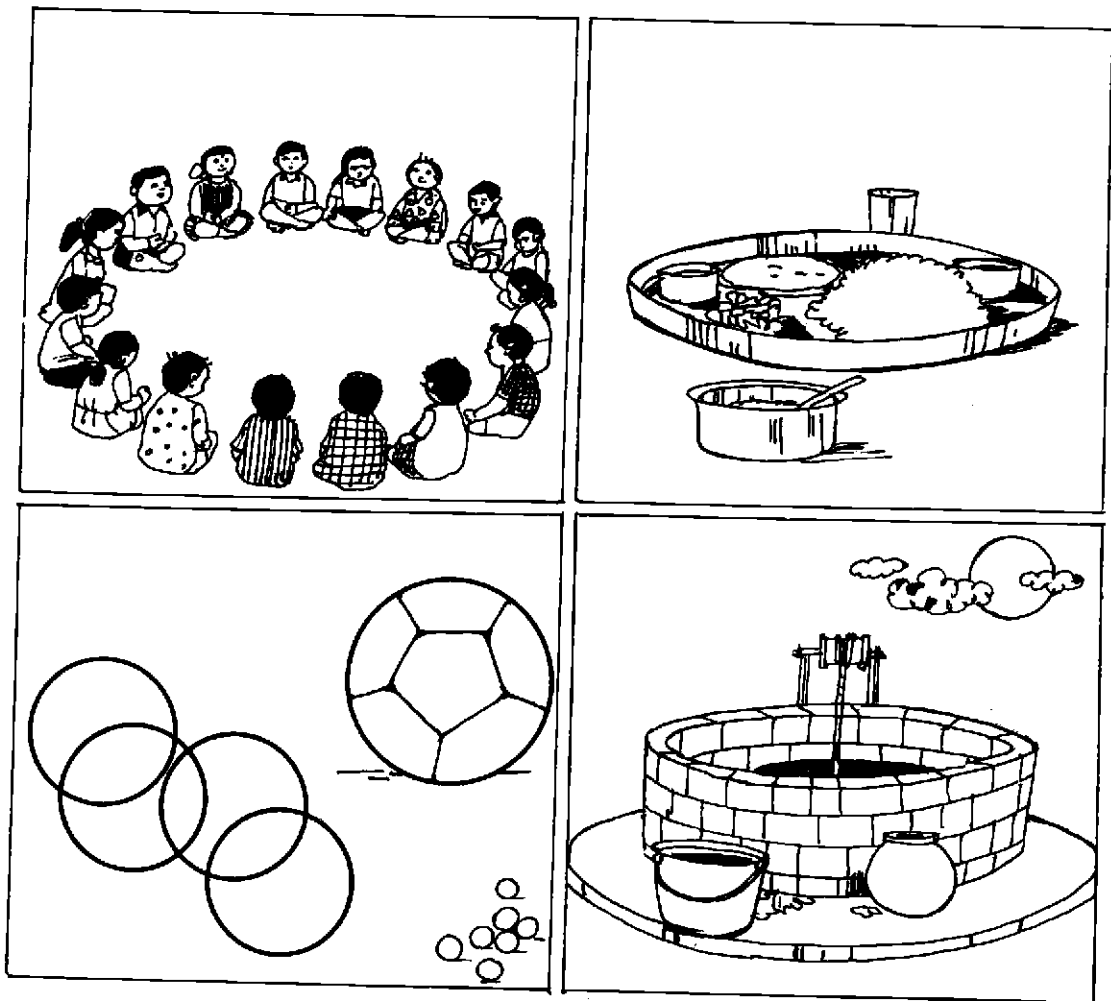


2. Planning a schedule

The children must be constructively kept active and engaged throughout the school hours. This does not however mean that children are left tired or drained out at the end of school hours. Teachers can systematically schedule activities or make a time table of activities for the whole day giving adequate allowances for rest, recreation, change of activity, etc.

3. Provision for multiple opportunities to learn.

With a little planning and systematic work out, teachers can design different activities during the day to teach the same underlying function. For example, when teaching the concept of circle/round, the teacher need not necessarily use paper-pencil methods alone. The same concept can be taught during play by asking children to squat in a circle, or showing toys that go round and round in circles, recite poems which stress the concept of round, etc.



4. Communicating expectations.

The children in the class should know what are the expectations of the teachers about their behaviours. After setting up behavioural objectives, teachers need to communicate either gesturally or verbally, what is expected from each child irrespective of his level of mental retardation. This should be followed as a rule even if you may think that a given child is unable to comprehend or understand. However, be brief and to the point while you communicate with the child. For example, the teacher might say "We are now going to learn about colours. I would like you to tell me". This way the teacher provides an adequate setting for the child to respond and learn.

UNDERSTANDING ERRORS IN TEACHING AND LEARNING

When training is undertaken in a systematic and scientific manner, children make a gradual and steady progress in learning. But, sometimes, errors may occur which may hinder the learning process. Errors may show up in the form of insufficient or incorrect responses to specific target stimuli. The following guidelines will help the teacher to identify and correct the errors that children with mental handicaps commit during the teaching or learning process:

Determine the type and source of error. Errors can occur in children due to, (a) insufficient learning or training in the prerequisite skills to perform a given task; (b) incorrect application of a rule or strategy in the performance of an activity; or (c) non compliance with the teaching or learning process. Sometimes, children commit errors even after completely acquiring or learning a specific activity. Always determine the specific nature or type of error committed by the child during the teaching or learning process, before you use any strategy for error correction.

When you observe an error in the performance of an activity, ***determine whether the child has acquired the necessary prerequisite skills to perform the given task.*** For example, writing requires prerequisites like scribbling, joining dots, tracing, etc. If a child has not acquired these prerequisites, he is likely to commit more errors in writing activities. Similarly, the prevocational activity of making paper covers' require prerequisite skills like cutting, pasting, folding, etc. If a student lacks these prerequisites, he is likely to commit errors in cover making. In case a child commits an error, ***check whether the error is due to incorrect application of a rule or strategy in the performance of an activity.*** For example, the principle of adding "s" to all plural forms (such as, pen-pens; book-books; chair-chairs; etc) may be misapplied to other plural forms (such as, box-*boxs*; sheep-*sheeps*; fish-*fishs*; etc). Similarly, a child, who has been taught to greet teachers in the morning may overgeneralise and commit the error of greeting everyone at all times. Although these type of errors maybe a transitory phase in the acquisition of new skills, it is important for the teacher to prepare the child against overgeneralisation and incorrect application of rules or strategies in learning. Identify or locate the source or type of error committed by the child immediately. Any delay in error detection may lead the child to acquire the error as part of the overall behaviour pattern.

Use differential reward techniques to encourage non occurrence of errors. When a child shows errors occasionally, especially on activities that he has already learnt to perform correctly, you can ignore them. However, make sure that you reward the child when errors do not occur.

Do not compel children into a teaching activity, especially when they appear tired or bored, as it would only trigger greater non compliance and more errors in learning.

Do not teach a task, which is perceived either as too simple and below the difficulty level of a child. Always match the teaching activity to the interest and ability level of the child.

Communicate the identified error to the child in clear terms. Do not consider errors as faults and get emotionally upset, excited or shout at the child for committing the errors.

Select the appropriate error correction procedure for the given child and use them clearly, consistently, immediately and individually for each child.

SUMMARY

- i) There are various techniques in teaching skill behaviours for children with mental handicap, such as, shaping, prompting, chaining, modelling, fading, etc.
- ii) Shaping involves the system of giving rewards in a step by step fashion even to minor but correct approximations of behaviour towards a behavioural objective.
- iii) Chaining involves teaching through a sequence of steps to reach a behavioural objective. The steps in the chain are classified by task analysis. The two types of chaining are forward and backward chaining.
- iv) Modelling or imitation is learning by observation or teaching by demonstration.
- v) Fading is the process of gradual decrease in the active assistance from the teacher towards the active or independent performance by the child, when teaching specific target behaviours.
- vi) All behaviours learnt in the specific school or classroom situation must be necessarily transferred and performed in other similar or natural settings. This is achieved through a process of generalisation.
- vii) There are specific guidelines in the effective use of all these techniques for teaching children with mental handicap, such as, teaching from easy to difficult activities, familiar to unfamiliar tasks, concrete to abstract events and general to specific parts respectively.
- viii) There are specific guidelines for developing the school/classroom settings for effective teaching, such as, by providing appropriate physical settings, planning teaching schedules, providing multiple opportunities to learn, communicating expectations to children, etc.
- ix) Errors may occur during teaching which may hinder the learning process. There are specific guidelines for understanding and correcting the errors that children make during the teaching or learning process, such as, identifying the source of the error, using differential reward techniques to encourage non-occurrence of errors, avoiding compulsion in teaching, selecting teaching tasks according to the level of a given child, etc.

WORK EXERCISE VII

I. Match the following:

- | | | |
|---|----------------|-----------------------|
| 1. Teaching by giving rewards to minor changes in behaviour which are in the direction of target behaviour. | () | a. Physical prompting |
| 2. Teaching by giving verbal assistance | () | b. Chaining |
| 3. Gradual decrease in assistance while teaching | () | c. Verbal prompting |
| 4. Sequence of steps required to perform a behavioural objective | () | d. Modelling |
| 5. Teaching by manual or physical assistance | () | e. Fading |
| 6. Teaching by demonstration | () | f. Clueing |
| 7. Teaching by providing hints | () | g. Shaping |

II. Fill in the blanks:

1. The teacher begins teaching Jaya from the last step to the first step. This procedure of teaching is called as _____
 2. Teacher held Radha's hand and helped her to open the knob of the door. This procedure of teaching is called as _____
 3. For teaching Rajesh to hammer a nail on a wooden plank, initially the teacher held his hands. After few trials she was merely instructing him to hit the nail correctly with the hammer. Much later she would only give hints to Rajesh for performing the activity. Thus he gradually learnt to hammer a nail on a wooden plank on his own. In this example the teacher has used the procedure of _____
 4. Akhila and Nikhila are classmates. Akhila showed Nikhila how to fold her a handkerchief correctly and asked her to do exactly in the way she did. This procedure of teaching is called as _____
 5. The child has difficulty in naming the colour red. The teacher gives a hint by saying the beginning sound ("This colour is Rrr..."). This shows the teacher is using the technique of _____
-

-
6. Asha has learnt to greet teachers at school. The teacher discusses with her parents to see that Asha greets people at home, guests visiting their house, greet elders when they go out or visit their relatives. In this process the teacher is aiming at _____ .
 7. During lunch time Sunil is learning to wash his tiffin box. School Ayah is attending next to Sunil and instructing him to "Wash the inside of the box take the soap powder, rub the powder in the box, rinse the box with water." The technique used in teaching this activity is _____
 8. Nisha is unable to cut vegetables. The teacher begins to reward when she holds the knife in her hand. Gradually she rewards when Nisha holds the sharp edge of the knife towards the vegetable (cucumber, carrot). Much later she is rewarded for pressing the knife into the vegetable. Eventually she is rewarded for cutting the vegetable in correct proportions. In teaching Nisha this activity the teacher is using the procedure of _____

WORK EXERCISE VII
KEY

- I.* 1. *g* 2. *c* 3. *e* 4. *b* 5. *a*
 6. *d* 7. *f*

- II.* 1. *Backward chaining* 2. *Physical prompting*
 3. *Fading* 4. *Modelling*
 5. *Clueing* 6. *Generalisation*
 7. *Verbal prompting* 8. *Shaping*

SECTION IV

BEHAVIOURAL METHODS IN MANAGING PROBLEM BEHAVIOURS

Mentally handicapped individuals are known to have behaviour problems 4 to 5 times more than their normal counterparts. According to the behavioural point of view, these problems may occur in these children due to poor problem solving skills, cognitive and communication deficits or due to wrong handling by people in the environment. These problems must be managed as early as possible before they interfere in the learning process, produce harm to the child or others and reduce the social acceptability of mentally handicapped children. This section is devoted to help the teacher to learn the step by step scientific approach in managing problem behaviours in children. A cook book recipe approach has been intentionally avoided. Instead, efforts have been made to help the teacher to understand the problem behaviours in the context or environment in which they occur, analyse the factors which maintain particular problem behaviours and devise behaviour management programme suited to the needs of each child.

Chapter Eight helps the teacher to learn various steps in managing problem behaviours by use of direct observation recording techniques. It also includes procedures of conducting functional analysis for behaviour problems, develop behaviour package programmes and evaluate them.

Chapter Nine elaborates on the various behavioural techniques used for managing behaviour problems in mentally handicapped children, both, on one to one basis and in classroom setting.

The teacher is expected to complete the work exercises given at the end of each chapter before going to the next chapter.

CHAPTER EIGHT

Identifying And Analysing Problem Behaviours

On completion of this chapter, the teacher will be able to answer the following questions:

- 1. What is the criteria for calling a particular behaviour problematic?*
- 2. How to identify problem behaviours and state them in behavioural terms?*
- 3. How to develop a heirarchy and select problem behaviours for management?*
- 4. What are the methods of recording problem behaviours?*
- 5. How to analyse the problem behaviour?*
- 6. How to develop and implement behaviour management programmes?*
- 7. How to evaluate behaviour management programmes?*

PROBLEM BEHAVIOURS AND NEED FOR MANAGEMENT

Many times teachers have to work with children who pose lot of behaviour problems. Teachers have to take important decisions, whether a given child's behaviour requires immediate management or not. It has been seen that some problem behaviours that are disturbing to adults may be quite normal in the child from a developmental point of view. For example, fear of animals, darkness, or separation from parents is age appropriate for children between two to three years, or the fear of imaginary beings (ghosts), or being alone is normal in children between six to ten years.

Actually there can be no perfect agreement about whether a particular behaviour is problematic or not. A lot depends on the person, situation or time of occurrence of the said behaviour before one can call it as a problem behaviour.

Generally, behaviours are considered problematic if it meets at least one of the following criteria:

1. When behaviours are dangerous to self or others.
Examples; hits others, bites own hands, etc.



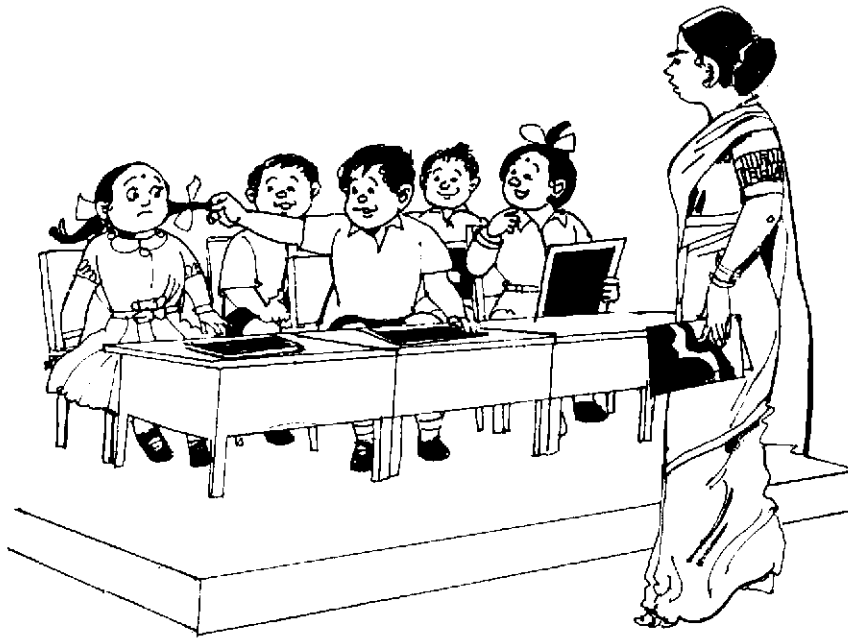
-
2. When behaviours are inappropriate for the age or development level of the child. Examples; a fifteen year old girl sucking thumb, etc.



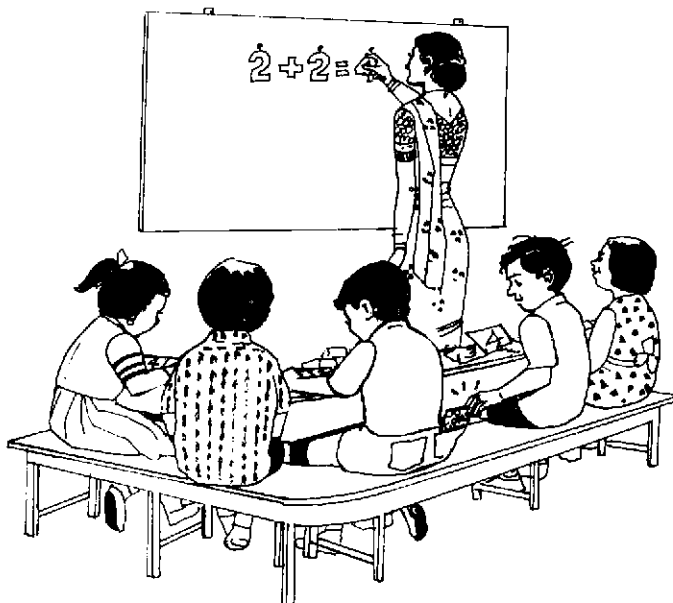
3. When behaviours interfere with learning. Example; a child cries when she is being taught, etc.



-
4. When behaviours cause unreasonable stress to others.
Examples; screams, shouts, pulls others hair, etc.



5. When behaviours are socially deviant. Examples; steals, tells lies, etc.



-
6. If the problem behaviours occur more frequently, or for long periods of time, or is very severe in nature; then, these do require management.

WHY SHOULD TEACHERS MANAGE PROBLEM BEHAVIOURS ?

It is important for teachers to manage problem behaviours in children because

1. Problem behaviours reduce the social acceptability of the child
2. Problem behaviour may harm the child
3. It may harm others
4. It may interfere in the child's learning process at school or home
5. It may interfere in the learning process of other children at school or home
6. It may be socially unacceptable or inappropriate for the child's age
7. It may interfere in the performance of certain other behaviours already learnt by the child

The management of specific problem behaviours in children involves a step by step approach, as listed in the Behaviour Management Programme (*Appendix V*).

STEPS INVOLVED IN BEHAVIOUR MANAGEMENT PROGRAMME (BMP)

1. Identification of problem behaviours
2. Statement of problem behaviours
3. Selection of problem behaviours
4. Identification of rewards
5. Recording baseline of the problem behaviours
6. Functional analysis of the problem behaviours
7. Development and implementation of behaviour management programmes
8. Evaluation of behaviour management programmes

I. IDENTIFICATION OF PROBLEM BEHAVIOURS

Any programme of behaviour management in children must begin with the identification of specific problem behaviours posed by each child. There are many ways of identifying problem behaviours in children, such as, by means of directly observing the child, interviewing parents/ caretakers of the child using a checklist, etc. For example, in chapter three, we understood how problem behaviours specific to each child with mental handicap can be identified using the BASIC-MR, Part Two (*Appendix II*). Many times a child may present just one problem, or more than one problem behaviour. Identifying problem behaviours is the first step towards managing them.

II STATEMENT OF PROBLEM BEHAVIOURS

After identifying the behaviour problems in a given child, the next step is to write them in an objective way. For example, it is not proper to write that “the child is naughty”, because being “naughty” may mean different things to different people. It may mean that the child “does not sit at one place for more than fifteen seconds”, or that the child “pulls hair” or that he “snatches things from others”, etc. If the teacher uses BASIC-MR, Part Two, then the identified behaviours are already written in observable and measurable terms. It is important to state each problem behaviour specifically in observable and measurable terms.

Examples :

PROBLEM BEHAVIOURS STATED IN BEHAVIOURAL TERMS
Anu hits others
Rahul pinches others
Pooja spits on others
Mahesh sucks thumb
Mamta rocks her body back and forth
Sarita takes away pencils of others

III SELECTION OF PROBLEM BEHAVIOURS

After identifying the various problem behaviours in a child, and after stating them in observable and measurable terms, you need to then select a specific problem behaviour which you want to change first. This step is called as *prioritising specific problem behaviours*. It is always preferable to select only one or two problem behaviours at a time, rather than trying to manage all of them at the same time.

GUIDELINES FOR SELECTING AND PRIORITISING PROBLEM BEHAVIOURS

1. Choose only one or two problem behaviours at a time for management.
2. Initially, choose the problem behaviour/s which you may find easy to manage. This will help you to gain confidence in managing more difficult problem behaviours later.
3. Choose problem behaviour/s which pose greater danger either to the child himself, or to others in his environment.
4. Choose problem behaviour/s which interfere most with the child's, or others classroom learning/teaching activities.
5. Choose specific problem behaviours for intervention only after due consideration about their relative frequency, duration or severity, i.e., how many times it occurs, how long it occurs, or how severe the behaviour is, etc.
6. Choose problem behaviour/s so that managing them will help the child to involve more in classroom/school learning activities.
7. Choose problem behaviour/s in consultation with the parents especially when it comes to managing them in home situation.

IV IDENTIFICATION OF REWARDS

The identification of rewards is an important step in the development of a Behaviour Management Programme. The teacher must follow the guidelines and principles discussed in *Chapter Five* for selecting or identifying rewards in individual cases or groups of children with mental handicap. There are many ways of selecting appropriate rewards for children, such as, by observing a child's behaviour, asking the child directly, asking parents/caretakers who know the child, eliciting the child's reward history, using sampling techniques, using Reward Preference Checklists (*Appendix IV*), etc.

After identifying specific rewards for a given child or group of children, they must be arranged in a hierarchy from the most preferred to the least preferred reward. It is only then that the teacher will be able to use the selected rewards judiciously to increase skill behaviours or decrease problem behaviours in children with mental handicap.

V RECORDING PROBLEM BEHAVIOURS

Before starting to manage problem behaviours, you need to keep a measure or record of such behaviour/s as they exist currently in the child. This is called as “*baseline recording*”. However, recording of the problem behaviour/s need to continue even while implementing the intervention programme.

REASONS FOR RECORDING PROBLEM BEHAVIOURS

There are many reasons why it is necessary to record problem behaviours in children with mental handicap:

1. Recording helps us to decide whether a specific problem behaviour is indeed serious enough to merit management.
2. Recording helps us to know whether any changes are really taking place at all in the problem behaviours while implementing the behaviour management programme.
3. Recording is a useful and an objective way of conveying the benefits of implementing a behaviour management programme to others. Other teachers, visitors and especially the parents can look at records to know how the problem behaviour/s were before the starting of the intervention programme and what have been the results during or after the programme. This helps in increasing the confidence of the teacher in carrying more such programmes for children.
4. Recording also helps us to know whether any changes need to be made in the intervention programme in case the methods decided to be used are not proving effective.
5. Before starting the management programme, baseline recording can be done for minimum three sessions or till such a time that the pattern of existing behaviour is established i.e., till you are able to get a complete picture of the child's existing problem behaviour.

There are many ways of recording problem behaviours. Before beginning to record, decide on the method to be used for recording specific behaviours.

EVENT RECORDING

Teachers can *record the number of times a specific problem behaviour occurs* in a given child. This is called event recording.

A typical format for recording the frequency or number of events of a given problem behaviour in child is given in the next page :

Name	: Joseph	Age	: 10 years
What to record	: Whenever Joseph hits other children.		
Where to record	: In the classroom.		
How to record	: Put a (l) mark whenever Joseph hits other children.		
When to record	: For a period from 9 am to 12 noon daily from 20.5.91 to 25.5.1991.		
Date	Time	Occurence of hitting behaviour	Total
20.05.91	9 am - 12 noon	llll	4
21.05.91	9 am - 12 noon	lll l	6
22.05.91	9 am - 12 noon	lll lll	8
23.05.91	9 am - 12 noon	lll ll	7
24.05.91	9 am - 12 noon	lll lll	8
25.05.91	9 am - 12 noon	lll llll	9
On an average Joseph hits 7 times per day.			

B DURATION RECORDING

There are some problem behaviours which occur very few number of times. But, if they occur even once, they may continue for a long time. In such cases, it is best to use duration recording techniques.

A typical format for *recording the duration (or how long) of a given problem behaviour in a child* is given in the next page :

Name : Srikanth Age : 8 years

What to record : *Whenever Srikanth rocks his body.*

Where to record : *In the classroom.*

How to record : *Note down the amount of time Srikanth rocks his body.*

When to record : *For a period of one hour daily 10-11 am
from 22.4.1991 to 27.4.1991*

Date	Time	Total Time of observation	Amount of time Srikanth rocks
22.4.91	10 - 11 AM	60 minutes	45 minutes
23.4.91	10 - 11 AM	60 minutes	37 minutes
24.4.91	10 - 11 AM	60 minutes	50 minutes
25.4.91	10 - 11 AM	60 minutes	56 minutes
26.4.91	10 - 11 AM	60 minutes	20 minutes
27.4.91	10 - 11 AM	60 minutes	40 minutes

On an average, Srikanth rocks his body for 43 minutes out of 60 minutes in the class.

INTERVAL RECORDING

When problem behaviours occur for specific number of times, you can use event recording techniques. When they occur over a specific period of time, you can use duration recording techniques.

However, in actual classroom situations, it may be difficult for teachers to continuously observe and record the total frequency or duration of a given problem behaviour. Under such circumstances, *set apart specific intervals of time in a period or day to record whether the specific problem behaviour has occurred or not.* If the problem behaviour has occurred many times or even once within that specified interval of time, it is recorded as one occurrence.

A typical format for using interval recording for a given problem behaviour in a child is given in the next page :

Name : *Siddhu* Age : *12 years*
 What to record : *Whenever Siddhu spits on others.*
 Where to record : *In the play ground.*
 How to record : *Put a (/) mark if Siddhu spits and (x) if he does not.*
 When to record : *During the following intervals given below
 from 4.3.1991 to 9.3.1991.*

Date	Time	Occurance/non- occurence of spitting behaviour	Total Occurence/ non-occurence of spitting behaviour in intervals
<i>4.3.91</i>	<i>9.00 - 9.05</i>	<i>/</i>	
	<i>9.05 - 9.10</i>	<i>/</i>	
	<i>9.10 - 9.15</i>	<i>/</i>	
	<i>9.15 - 9.20</i>	<i>X</i>	
	<i>9.20 - 9.25</i>	<i>/</i>	
	<i>9.25 - 9.30</i>	<i>X</i>	<i>4/6 intervals</i>
<i>5.3.91</i>	<i>10.30 - 10.35</i>	<i>/</i>	
	<i>10.35 - 10.40</i>	<i>X</i>	
	<i>10.40 - 10.45</i>	<i>X</i>	
	<i>10.45 - 10.50</i>	<i>/</i>	
	<i>10.50 - 10.55</i>	<i>/</i>	
	<i>10.55 - 11.00</i>	<i>X</i>	<i>3/6 intervals</i>
<i>6.3.91</i>	<i>.....</i>	<i>..</i>	<i>6/6 intervals</i>
<i>7.3.91</i>	<i>.....</i>	<i>..</i>	<i>3/6 intervals</i>
<i>8.3.91</i>	<i>.....</i>	<i>..</i>	<i>4/6 intervals</i>
<i>9.3.91</i>	<i>.....</i>	<i>..</i>	<i>4/6 intervals</i>

On an average Siddhus' spitting behaviour occurs in 4 out of 6 intervals.

TIME SAMPLING

Another way of recording specific problem behaviours is to *observe the child and record at specific points of time whether the said behaviour has occurred or not*. This is one of the most widely used and economical technique of recording which can be easily used by the teacher in the group or classroom setting.

A typical format of time sampling technique for recording a given problem behaviour in a child is given in the next page.

Once a specific recording technique is chosen for measuring a problem behaviour, the same technique must be used through out, i.e., during all the stages of implementation as well as evaluation of the intervention programme for that problem behaviour. It is desirable to keep a systematic daily record of behaviour problem/s in every child with mental handicap. However, due to constraints of time it may not be possible for the teacher to continuously record problem behaviours in children. Under such circumstances, the teacher must at least note down reliable impressions about the performance of target behaviour/s chosen for management.

Name : Rafia Age : 11 yrs
 What to record : Whenever Rafia puts off the taperecorder while it is on
 Where to record : In the music class
 How to record : Put a (/) for putting off the taperecorder and (x) for not putting off.
 When to record : At the following given points of time from 11.2.91 to 16.2.91

Date	Time	Occurence/non- occurence of putting off the taperecorder	Total number of times the problem behaviour of putting off the taperecorder occured
11.2.91	11.05	/	4/6 times
	11.10	/	
	11.15	X	
	11.20	/	
	11.25	X	
	11.30	/	
12.2.91	11.05	X	5/6 times
	11.10	/	
	11.15	/	
	11.20	/	
	11.25	/	
	11.30	/	
13.2.91		..	5/6 times
14.2.91		..	4/6 times
15.2.91		..	5/6 times
16.2.91		..	6/6 times

On an average Rafia puts off the taperecorder 5 out of 6 times during music class.

VI FUNCTIONAL ANALYSIS OF PROBLEM BEHAVIOURS

Problem behaviours in children do not occur in a vacuum. All behaviours both, skill behaviours and problem behaviours occur because they serve a purpose for the individual. This is true for every human being. Even, when two children show the same problem behaviour, the factors contributing to the problem behaviour may be different for each of the child. The management of problem behaviours for each child must then be individualised and based upon the understanding of the factors controlling the problem behaviours. If problem behaviours are tried to be managed using adhoc methods without an understanding of the factors controlling the problem behaviours, there is a great risk of mismanagement. Such factors may only lead to an increase rather than decrease in the problem behaviours.

There are a number of models available for analysing behaviour problems. One of the most simple model known as A-B-C model is presented below. Teachers need to use this model to analyse and understand the problem behaviours in terms of three major components:

- A. What happens immediately *BEFORE* the behaviour?
This is called as *ANTECEDENT* factors.
- B. What happens *DURING* the behaviour?
This is called as *BEHAVIOUR*.
- C. What happens immediately *AFTER* the behaviour?
This is called as *CONSEQUENCE* factors.

Understanding 'Before' (antecedent) factors.

Analysis of antecedents controlling a problem behaviour include answering the following questions

1. *When* does the problem behaviour generally occur?
2. Are there particular *times* of the day when the problem behaviour tends to occur more? Example, during morning hours, or meal times, etc.

-
3. With *whom* does the problem behaviour occur? Example, does it occur more in the presence of specific persons/teacher, etc.
 4. *Where* does the problem behaviour occur? Are there specific places or situations when the problem behaviour occurs more? Example, in the school play ground, or classroom, or at home, or when the child is sitting alone, etc.
 5. *Why* did the problem behaviour occur? This includes finding out what factors immediately led to the problem behaviour. Example, was the child told to do something, or was the child refused something before the occurrence of the problem behaviour, etc.
 6. The teacher must reassess what is being taught to a given child showing behaviour problem. Sometimes a child may show a problem behaviour even because of *factors related to teaching or the teaching situation*. For example, if the task being taught to the child is too difficult for him to understand or achieve or is beyond the difficulty level manageable by the child, etc. Therefore, assess the target behaviours, rearrange them at appropriate difficulty levels, organise the teaching place to make it optimally suitable for the child's learning to take place. Also check if the materials used for teaching are appropriate and interesting to the child. All these 'before' factors influence optimal learning. If errors occur in any of these factors, the chances for the occurrence of problem behaviours increase. ***Hence, errors in teaching have to be analysed as an important variable in the management of problem behaviours in children with mental handicap.***

Understanding 'During' (behaviour) factors

Analysis of 'during' factors include use of recording techniques to answer the following questions:

1. How many times does the problem behaviour occur?
 - or
 2. For how long does the problem behaviour occur?
-

Understanding 'After' (consequence) factors.

Analysis of 'after' factors include answering the following questions.

1. What do people present in the environment exactly do to stop the specific problem behaviour?
2. What effect does the problem behaviour have on the given child or others?
3. How is the child benefitting by indulging in the problem behaviour?

The analysis of consequences or after factors show that every behaviour of the child is linked with benefits. If there were no benefits the behaviour would cease to occur. Let us examine some of the factors or benefits which children seem to get when they indulge in problem behaviours. Analysis of these factors will help us to understand and manage several problem behaviours.

1. Attention seeking factors

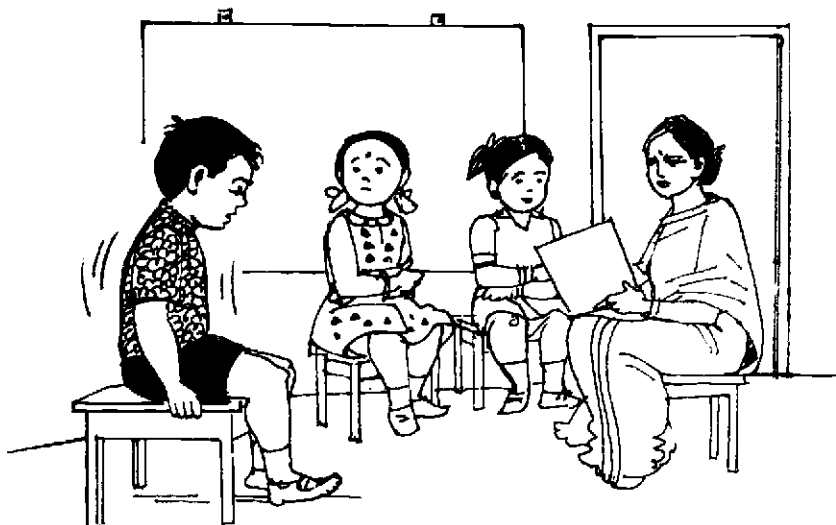
Children are generally great attention seekers. For that matter, all of us love to get attention from others. For example, a child makes faces at other children only to get their attention. Attention factors include providing any physical or verbal contact with the child. Sometimes verbal reprimands or commands of the teacher may work as attention factors for a given problem behaviour in a child. Other attention seeking behaviours include receiving a pat, hug, or smile, or sometimes even being able to get the eye contact with the teacher. Teachers must find out whether a particular problem behaviour is occurring to get attention. If the problem behaviour tends to occur more when you



are not paying attention to the child, and stops when you attend to the child it means that it is an attention seeking behaviour.

2. Self stimulation factors

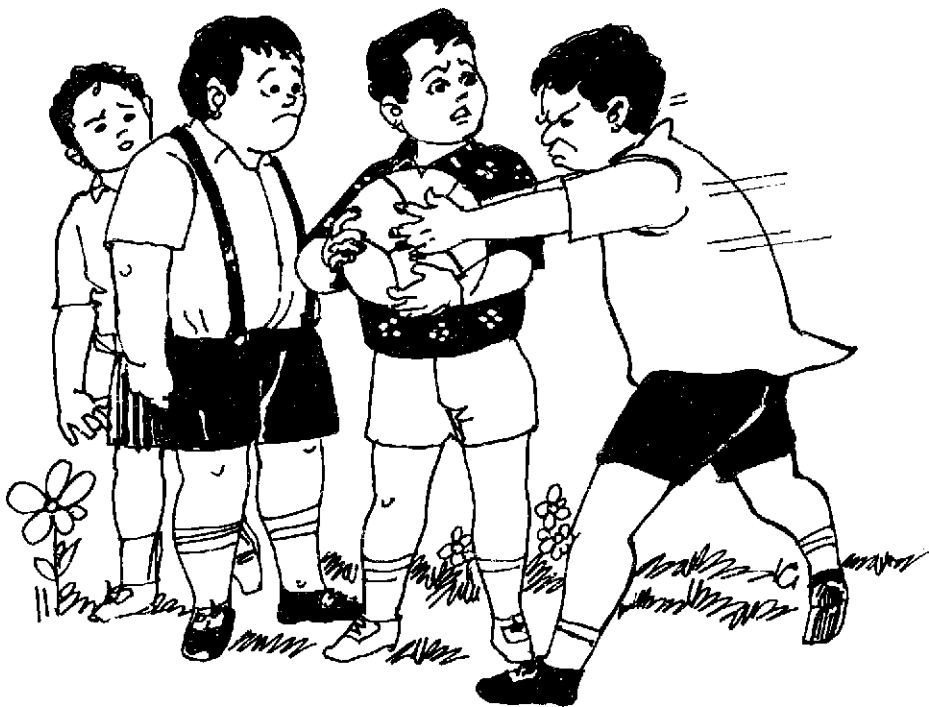
Some times children learn to indulge in repetitive behaviours, such as, body rocking finger flicking, etc. This is especially true of severely and profoundly



retarded children. Usually self stimulatory behaviours increase when these children are left alone, unstimulated or understimulated or at times overstimulated in their environments. When such children are engaged in a useful activity, these self-stimulatory behaviours tend to reduce.

3. Skill deficit factors

Some problem behaviours in children occur due to skill deficits. When a child has not learnt to behave or respond in appropriate ways, his problem behaviour may be an indirect expression of this underlying skill deficit. For example, a child with poor communication skills, and who does not know how to say "give me the ball" learns to get the ball from other child by snatching it. Similarly another child, who does not want to complete a given task in the class and cannot say so, may learn to get away from that task by throwing the teaching materials. In such cases, teaching and building up appropriate skill behaviours become an important task to replace such problem behaviours. Hence



the teacher's task is to increase appropriate behaviours and also to replace problem behaviours by helping the child unlearn or decrease the inappropriate behaviours he has acquired.

4. **Escape**

Many times children may indulge in problem behaviours in order to escape a difficult situation. It may be to get away from specific persons or activities they dislike. For example, whenever the teacher gives a task to a child to perform, he may start crying after which the teacher may withdraw that activity. Hence, the child will gradually learn to cry in order to get away from the activity. If the child's problem behaviour increases in the presence of demands and stops when the demands are removed, it suggests that the child is indulging in the problem behaviour to escape certain demands or situations.

5. **Tangible factors**

Some problem behaviours in children may be actually fetching them tangible/material rewards. For example, if a teacher gives a toy to a crying child so as to make him stop crying, the child may temporarily stop crying. But in the long run, and indirectly, the teacher may have actually taught him to cry more as that would easily fetch him a tangible reward. If the problem behaviour stops when a tangible reward is presented the function of that problem behaviour could be tangible.

For instance, a child may cry in order to escape the burden of completing an assignment as also to receive specific material rewards. Although, generally there may be one antecedent or consequence factor for any specific problem behaviour, a more detailed analysis will often show that there are actually more than one BEFORE and/or AFTER factors for any or all problem behaviours. Also, it is important to remember that the function/s maintaining problem behaviours can change over a period of time. Hence, functional analysis only ends with the end of the treatment.

It is important to understand that behaviours of mentally handicapped children can occur due to a combination of many antecedent as well as consequence factors or functions which must be analysed.

Examples of problem behaviours with possible antecedents, consequences and its functions are given below:

BEFORE (ANTECEDENTS)	DURING (BEHAVIOUR)	AFTER (CONSEQUENCES)	FUNCTION
<i>During lunch time, while Mary is sitting alone in a corner.</i>	<i>Mary rocks her body back and forth.</i>	<i>No one bothers her and Mary continues to rock.</i>	<i>Self-stimulation.</i>
<i>Sashi is refused a toy by the teacher.</i>	<i>Sashi bangs her head.</i>	<i>The school ayah gives her the toy and Sashi stops banging her head.</i>	<i>Tangible</i>
<i>Teacher asks Vijaya to complete the task of colouring which she does not like.</i>	<i>Vijaya throws the papers.</i>	<i>Teacher stops asking Vijaya to complete the task and Vijaya stops throwing paper.</i>	<i>Escape</i>
<i>Rashid's demand for the ball is turned down by the teacher.</i>	<i>Rashid cries</i>	<i>The teacher gives him the ball and Rashid stops crying.</i>	<i>Tangible</i>
<i>Mani demands to ride on the tricycle by himself and is refused.</i>	<i>Mani uses abusive words.</i>	<i>The teacher allows Mani to ride the tricycle by himself and he stops abusing.</i>	<i>Tangible</i>
<i>While the class is on</i>	<i>Kiran keeps asking how she will go home</i>	<i>The teacher keeps telling that her mother will come and take her.</i>	<i>Social attention</i>

VII DEVELOPMENT AND IMPLEMENTATION OF BEHAVIOUR MANAGEMENT PROGRAMMES

Based on a thorough understanding of antecedent and consequence factors controlling specific problem behaviours in children, the teacher must decide about the package programme consisting of various techniques to be used for managing problem behaviours.

If you discover that “**BEFORE**” factors are more important in determining a specific problem behaviour, you must use techniques that can gain control over these situational factors triggering the problem behaviour.

And if you discover that “**AFTER**” factors determine specific problem behaviours, you may have to use techniques that help in eliminating the rewards following that problem behaviour. *Chapter Nine* explains the various techniques for management of problem behaviours in children with mental handicap.

GUIDELINES FOR DEVELOPING BEHAVIOUR MANAGEMENT PROGRAMME

1. Remove pleasant consequences following a problem behaviour.
2. Provide pleasant consequences following good or desirable behaviours.
3. In case the child has been habitually receiving benefits by indulging in a problem behaviour, stop those benefits. Instead, provide the same benefits whenever the child performs a skill behaviour.
4. Teach desirable behaviours which may serve the same purpose that of problem behaviour. Example, teach a child to say or gesture “Give me ball” to get the ball instead of hitting the other child and getting the ball.
5. Plan the consequences to occur when the child behaves in a desired way or undesired way. For example, present the child with a reward when the child says: “Give me ball” and present a unpleasant consequence when he hits other children.
6. For long lasting effects, manage problem behaviours by not only changing or removing the antecedents, but also, by changing the consequences.
7. Punishment techniques should be used as last resort. However, if behaviours are harmful to the child or to others, or interfere in learning, the teacher can judiciously plan to use them for the benefit of the child.
8. If you choose even a mild punishment technique, then ensure the use of differential reinforcement also in the package programme.

VIII EVALUATION OF BEHAVIOURAL MANAGEMENT PROGRAMME

With the effective use of all the steps in management of problem behaviours, teachers can succeed in changing the problem behaviours in children. Keeping regular records of the child's behaviour is the best way of evaluating if the particular problem behaviour/s they had targetted for change have indeed changed or not. However, teachers can also periodically assess the child.

It is suggested that teachers evaluate the status of problem behaviours in a given mentally handicapped child using the BASIC-MR, part two, at least once in three months. The first or initial assessment of the child is done before starting the teaching or training programme. This is called as Baseline Assessment. Repeat the next three assessments at the end of every quarter i.e., three months. A comparison between the Cumulative Problem Behaviour score attained at the end of each quarter will indicate whether the problem behaviours in the child are actually on an increase or on the decrease.

[Note : Behaviours are very complex. At times, they may require an indepth analysis and understanding before managing or changing them. Therefore, it is suggested that the teacher seeks consultation from a clinical psychologist/ special educationist, who is trained in the use of behavioural techniques for training children with mental handicap. An example of a fully developed behaviour management programme for a child with mental handicap, based on the A-B-C model, is given in *Appendix V*.]

SUMMARY

- i) Behaviours are termed problematic if they are dangerous to self or others, inappropriate for the child's age, interfere with learning or when they are socially deviant.
- ii) The specific steps in identifying and managing problem behaviours include, identifying and stating the problem behaviours, prioritising a specific behaviour/s for management, identification of rewards, recording the baseline behaviour/s, conducting a functional analysis, and development of a suitable behaviour management programme followed by periodic evaluation of the implemented programme.
- iii) The specific methods of recording problem behaviours include, event recording, duration recording, interval recording and time sampling respectively.
- iv) Analysis of problem behaviours is carried out in terms of before (antecedents), during (behaviour) and after (consequence) factors; and also, in terms of identification of the specific functions maintaining these behaviours.
- v) The specific guidelines to develop and implement behavioural package programmes for children with mental handicap are, removal of pleasant consequences following a problem behaviour, provision of pleasant consequences following a desirable behaviour, teaching pre requisite skills, using differential reward techniques, etc.
- vi) Periodic evaluation of the behavioural management programmes must be carried out to ascertain the nature or extent to which behavioural changes that has taken place, reasons for minimal or no changes if seen, etc.

WORK EXERCISE VIII

- I. *Given below are a list of problem behaviours that are commonly seen in mentally handicapped children. Some of them are directly observable and measurable, while others are not. indicate ``right'' ( / ) for problem behaviours that are directly observable and measurable and ``wrong'' (X) for behaviours that are not directly observable and measurable.*

_____ (1) Naughty	_____ (8) Spits
_____ (2) Throws objects	_____ (9) Mischevious
_____ (3) Hits others	_____ (10) Troublesome
_____ (4) Distractable	_____ (11) Moody
_____ (5) Breaks	_____ (12) Tells lies
_____ (6) Irritable	_____ (13) Pulls own hair
_____ (7) Pulls books	_____ (14) Fears-dog

- II. *List at least two types of recording techniques used for recording the behaviours of children.*

1. _____
2. _____

- III. *Classify the following problem behaviours in terms of before (antecedent) during (behaviour) and after (consequence) factors.*

- (a) During lunch time Rajini has nothing to do, she sits alone in the corner of a room and starts rocking her body. A teacher passing by goes to Rajini and gives her toys to play.

<i>Antecedent</i>	<i>Behaviour</i>	<i>Consequence</i>
_____	_____	_____
_____	_____	_____

- (b) Subha refuses to get down the van when asked to by the driver. The driver takes Subha for an extra ride before letting her go to the class.

<i>Antecedent</i>	<i>Behaviour</i>	<i>Consequence</i>
_____	_____	_____
_____	_____	_____

- (c) During drawing class Ali is asked by the teacher to colour a picture. Ali tears the drawing book. The teacher sends him out of the class.

<i>Antecedent</i>	<i>Behaviour</i>	<i>Consequence</i>
_____	_____	_____
_____	_____	_____

- (d) Razia is a right hemiplegic child. She refuses to use the scissors for cutting when asked by the teacher. Teacher insists her to use the scissors, and holds her hand to use the scissors.

<i>Antecedent</i>	<i>Behaviour</i>	<i>Consequence</i>
_____	_____	_____
_____	_____	_____

IV. Following are listed some of the simulated situations. Find out the factor/factors which you think are possibly maintaining the problem behaviour in a given child.

- (a) Raju is very fond of a ball. When Sita plays with a ball. Raju would generally go and hit Sita on her head following which Sita would give the ball to Raju and Raju then would stop hitting Sita. What do you think is maintaining Raju's hitting behaviour.

- (b) When students are working on an assignment task in the classroom. Ravi would generally tap his pencil on the table. The teacher looks up and says "Ravi stop that tapping. You are disturbing the class". After some time, Ravi would again start tapping on the desk. Teacher would then generally go up to Ravi and sit besides him and Ravi stops tapping the pencil. What do you think is maintaining Ravi's behaviour.

(c) Meena is not interested to play with others. When teacher engages other children in play. Meena is seen sitting in a corner and rocking. Teacher noted that Meena would generally rock when she was alone and not engaged in anything. What do you think is maintaining Meena's problem behaviour of rocking.

(d) In the class Satyender started to abuse the teacher when she asked him to complete the task. The teacher stopped asking him to do the work. Satyender stopped abusing. What do you think is maintaining his behaviour.

WORK EXERCISE VIII
KEY

- I. 1. Wrong 2. Right 3. Right 4. Wrong 5. Right
 6. Wrong 7. Right 8. Right 9. Wrong 10. Wrong
 11. Wrong 12. Wrong 13. Right 14. Right

II. *Event Recording/Duration Recording/Time sampling/Interval Recording.*

- III. a) *Antecedent* : *During lunch Rajini has nothing to do.*
 Behaviour : *Sits in a corner and starts rocking her body.*
 Consequence : *Teacher passing by gives her a toy to play with.*
- b) *Antecedent* : *When asked by the driver to get down the van.*
 Behaviour : *Subha refuses to get down the van.*
 Consequence : *Driver takes Subha for an extra ride.*
- c) *Antecedent* : *During drawing class Ali is asked to colour a picture.*
 Behaviour : *Ali tears the drawing book.*
 Consequence : *Teacher sends him out of the class.*
- d) *Antecedent* : *Razia asked by the teacher to cut using scissors.*
 Behaviour : *Razia refuses to cut using scissors.*
 Consequence : *Teacher holds her hands and makes her use the scissors.*

- IV. 1. Tangible 2. Attention 3. Self stimulation 4. Escape

CHAPTER NINE

Behavioural Techniques In Managing Problem Behaviours

On completion of this chapter, the teacher will be able to understand the procedure and guidelines for use of the following techniques of managing problem behaviours

1. *Changing the Antecedents*
2. *Extinction/Ignoring*
3. *Time Out*
4. *Physical Restraint*
5. *Response Cost*
6. *Overcorrection*
7. *Conveying Displeasure*
8. *Gradual Exposure for Fears*
9. *Differential Rewards*
10. *Self-management Techniques*

BEHAVIOURAL TECHNIQUES IN PROBLEM BEHAVIOUR MANAGEMENT

Various behavioural techniques have been used successfully by teachers to manage behaviour problems of children individually on one to one basis and in the classroom/school setting. These techniques alongwith the guidelines for their effective use in managing problem behaviours are discussed in this chapter.



GENERAL CONSIDERATIONS FOR USING BEHAVIOURAL TECHNIQUES IN MANAGING PROBLEM BEHAVIOURS

The following points are to be kept in mind before using any technique of managing problem behaviours

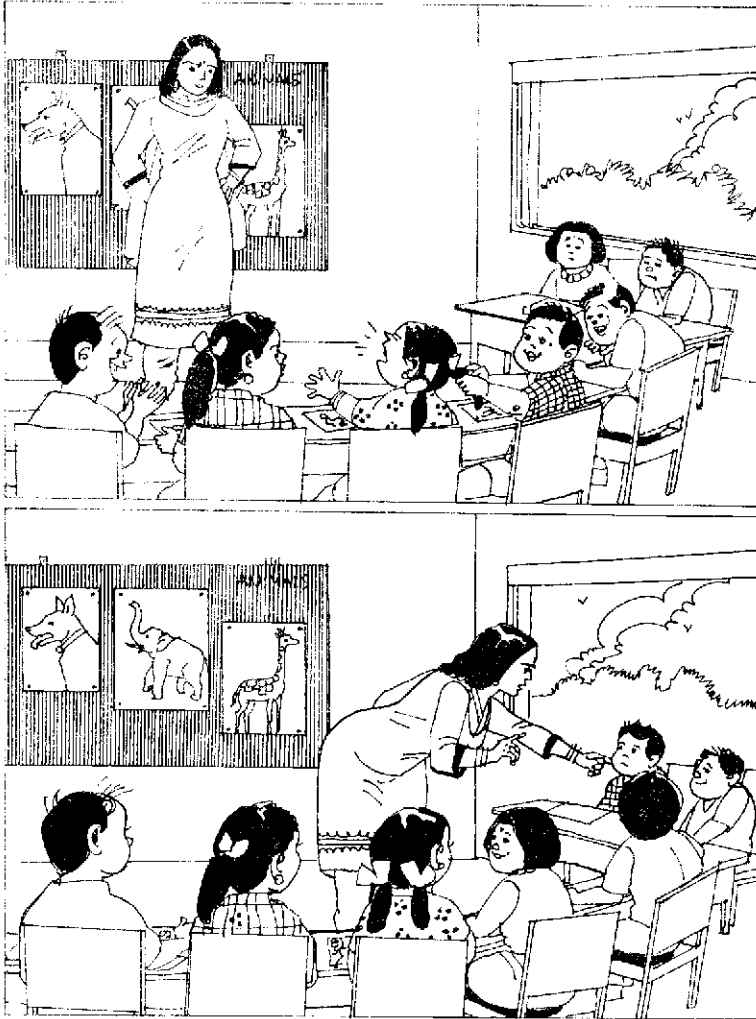
1. A single child may show a number of problem behaviours. The teacher must select the appropriate technique for managing each of these problem behaviours. Thinking that the same technique will help manage all the problem behaviours may not be true.
2. Two or more children with mental handicap may show the same problem behaviour. Yet, they may need different techniques to manage the same problem behaviour. This may be because the factors controlling the problem behaviour may be different in each child even though the problem behaviour may be the same.
3. There are no ready made packages or recipes to manage behaviour problems in children. The behavioural techniques to manage specific problem behaviours in a given child is based upon an understanding of the unique combination of "BEFORE" and "AFTER" factors controlling that particular problem behaviour in an individual child. Teachers need to individualise and identify specific techniques to manage each problem behaviour.
4. Behaviour management programme is a long term undertaking. On the one hand, it involves decrease of inappropriate behaviours; and, on the other hand, it necessitates teaching more appropriate behaviours to children.

In the following are listed some behavioural techniques which have been frequently and effectively used for managing problem behaviours in children.

I. CHANGING THE ANTECEDENTS (Before factors)

We have already seen in *Chapter Eight* that there are a number of antecedent (before) factors, in the presence of which, behaviour problems may tend to occur more. These factors may include particular settings, situations, places, persons, times, specific demands placed on the child, task difficulty levels, methods of instructions used by the teacher, sudden change in routine, etc. If the teacher can identify links between any of these factors and the occurrence of

specific problem behaviours, then a simple avoidance, alteration or change of such factors may be sufficient to manage problem behaviours. Let us consider these points in more detail with suitable examples.



Problem behaviours can be managed by controlling or changing the antecedents. For example, when the child is not engaged in any activity he tends to rock his body. Similarly if repeated instructions given to eat leads to the problem of throwing food on another child or if allowing a child to sit next to the window leads to the problem of inattention to tasks, then suitable changes in the environment could alone prevent the problem. If lack of interest in a task is because the task is not at the level of the child (i.e., either too easy or too difficult) then resetting the

behavioural objectives could help. If the child does not obey instructions given by the teacher due to lack of comprehension, then providing the instructions in simple language could help the child to carry out the instructions.

Some problem behaviours may occur in children due to sudden shifts in the teaching activity. Prepare the children in advance for any change of activity in order to prevent behaviour problems. A simple declaration that, "The music class is over. It is 11 a.m. We will now do some drawing work", is sufficient to prepare children to take up the next activity. The teacher can even use visual cues such as a time table to convey change to children.

Many behaviour problems in children can be prevented by giving a 'little more' explanation, than a mere 'No' or 'Yes'. For example, when a child asks permission to go out and play a mere 'No! sit down!' may not clarify the reasons for the child. Instead, add a clear explanation: 'You can go out to play after the bell rings'. This helps prevent any aggressive reactions in children and also develops an understanding relationship between the teacher and child. If the child still continues to ask permission to go out and play, repeated explanations will not help and you have to plan a behaviour management programme after conducting the functional analysis.

Some times it may not be possible to have continuous control over the antecedent (before) factors in the natural environments. For example, if a child hits other children, it may not be possible to remove all the other children to prevent the hitting behaviour. A teacher cannot always stop her teaching activity in order to stop a child from banging his head. Hence, we need to know other techniques of controlling the after (consequence) factors in order to achieve long lasting results in the management of problem behaviours.

II EXTINCTION/IGNORING

Extinction means removal of attention rewards permanently following a problem behaviour. This includes actions like not looking at the child, not talking to the child, having no

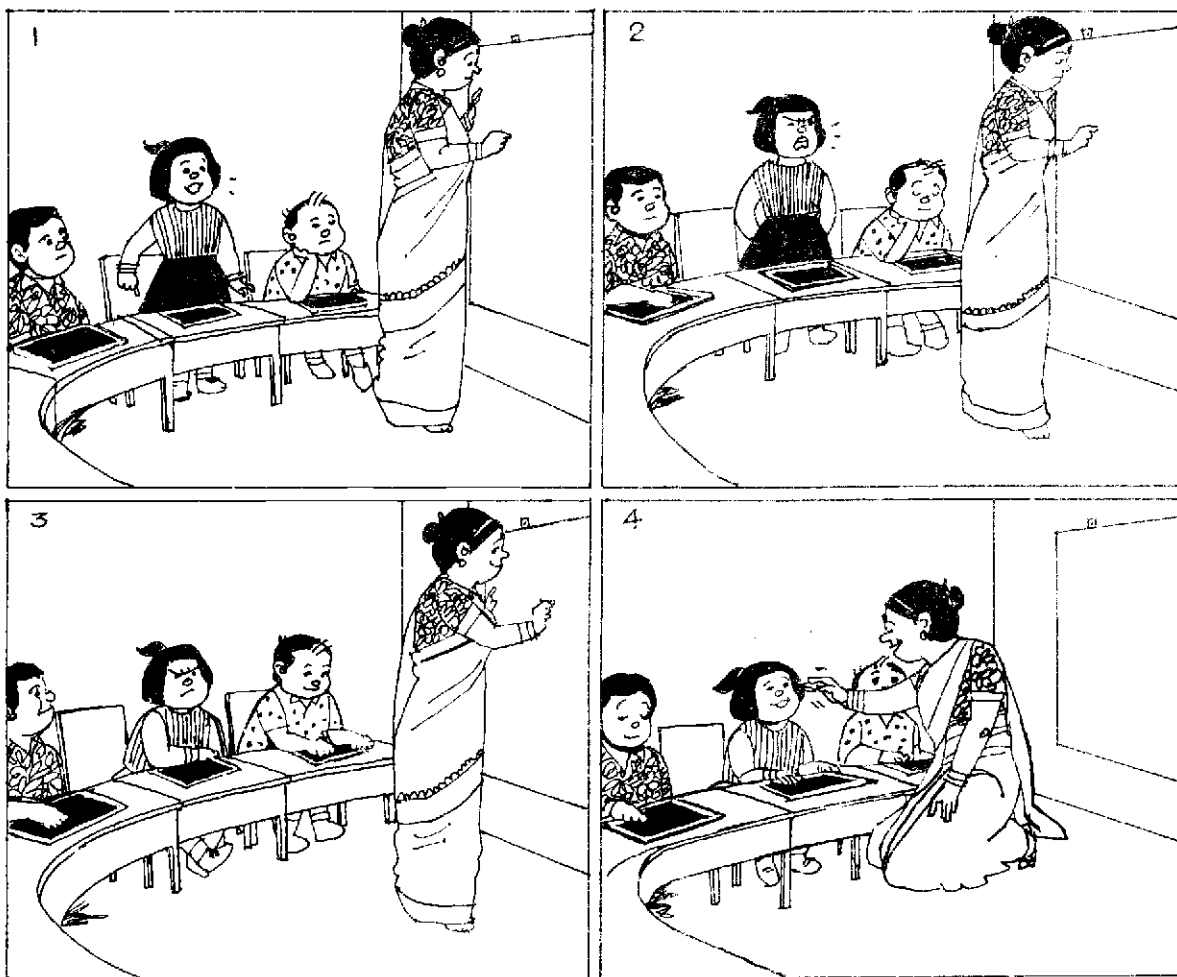
physical contact with the child following the problem behaviour, etc.

Here is another example. Rajesh continued to seriously colour his picture book. Suddenly, he let out a big shout and extended his arms meaning to relax. All the while, the teacher had ignored Rajesh's work. When she heard his groan, the teacher paid attention to him saying, "Dont make noise, Rajesh!". Actually, the has provided oppurtunity for Rajesh to learn that his loud groan will fetch him the teacher's attention.

Many times, unknowingly teachers reward problem behaviours with attention. A common example is when the teacher smiles at a child who makes faces at others thinking it is "cute". This will only reward the child to repeat that behaviour again.

Example :

Manmita's interrupts the proceedings in class by frequently standing up to ask some question, like "when will the bell ring?" The teacher realises that this is an attention seeking behaviour. Therefore, the teacher decides to answer Manmita only once and further ignore her repeated questions. Instead, the teacher decides to reward Manmita when she sits quietly to do her work. Soon Manmita learns to sit quietly in the class, and stops asking repeated questions. In the best of their efforts to reduce behaviour problems, teachers at times end up arguing, shouting, or scolding children. However, all these may be actually rewarding the child by way of getting the teacher's negative attention.



Many problem behaviours, such as, crying, making noises, talking with fellow peers in class hours, interrupting others work, asking the same questions again and again, wanting to shake hands over and over again, saying "Namaste" everytime the child meets the teacher even in a single day, asking to go to toilet too frequently, complaining about other children, showing the new dress he has worn again and again, using mild abusive language, etc. in children may be to seek the attention of the teacher or others.

Identify those attention seeking problem behaviours which are not harmful to the child or others.

Teachers can safely ignore them for their effective management.

Provide attention for good behaviours.

Extinction is a useful technique even for the management of such problem behaviours which are mediated by escape factors. For example, if you discover that a child cries in order to escape from an activity, it is better to ignore such a behaviour and see that the child is made to complete the activity.

GUIDELINES FOR EFFECTIVE USE OF EXTINCTION/IGNORING TECHNIQUES

1. Ignoring is the best technique to decrease attention seeking misbehaviours.
2. Always use ignoring techniques for specific attention seeking misbehaviours, in combination with ways of paying attention to the child's good or deserving behaviours.
3. When the technique of ignoring is used, there can be an initial increase in the problem behaviours of the child. However, in the long run, they will gradually decrease.
4. Be consistent in the use of ignoring/extinction techniques. There must be consistency in the use of extinction not only from one time to another, or one place to another, but also between two or more teachers managing the same problem behaviour in the child.
5. While using extinction techniques, be indifferent to the problem behaviour even if it is occurring right in front of you. Do not give any indication to the child that you are aware of the misbehaviour at all. Continue whatever activity you are doing at that time. Do not even look at him or stare at his face while he is still indulging in the problem behaviour.
6. Avoid giving sermons or lectures on how to behave well. Some of us have developed this habit of giving long drawn out advice to children on "How to be a good boy, etc". These "talks" only tend to reward the child's problem behaviour by providing attention. Rather, catch the child when he is doing good things and provide attention.
7. Never use extinction techniques for problem behaviours that are either dangerous to the child himself or others.

III TIME-OUT:

Some problem behaviours in children are so serious or harmful to themselves or others that you cannot simply ignore them. For example, pulls others hair, kicks others, breaks things, snatches books, throws articles, etc.

Time out can be effective in dealing with aggressive and destructive behaviours. Example, throwing things, breakings things, hitting others, etc.

What is Time Out?

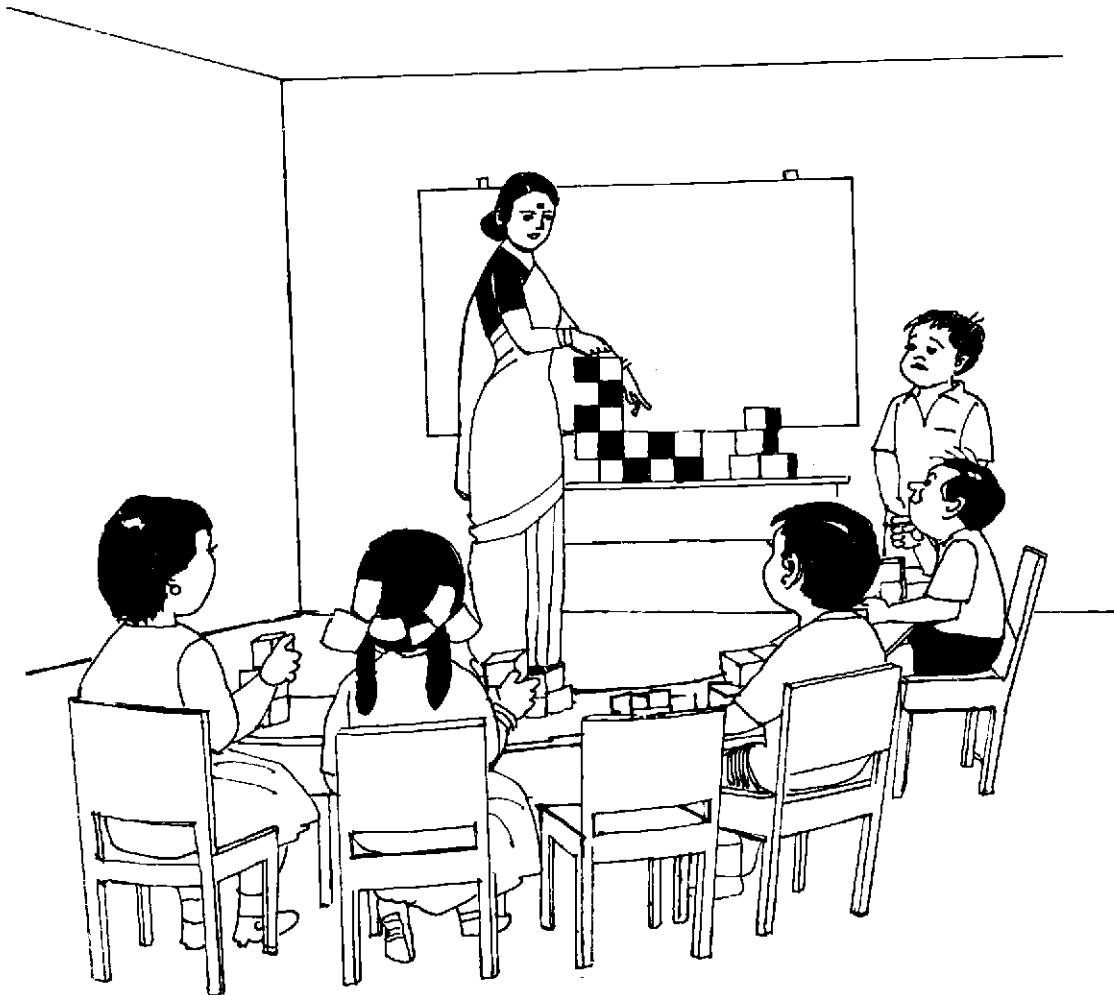
Time out method includes removing the child from the reward or the reward from the child for a particular period of time following a problem behaviour. *Ensure that rewards or a rewarding situation is removed following the problem behaviour.* If a child is removed from a situation which he does not like then it may act as a reward and may only lead to an increase in the problem behaviour. For example, Rekha does not like to sit in the class and learn functional academics. During the class she hits other children, if the teacher sends out Rekha from the class because she is hitting other children, this consequence may be actually working as a reward for the child to escape the trouble of sitting in the class and doing classwork and hence, lead to an increase in the problem behaviour.

Types of Time Out

Following the occurrence of a problem behaviour in a child there are many ways for using the technique of time out in the school or classroom settings

1. Place the child outside the sphere of learning activity for a specified period of time in the class. The child should be placed in a position, where he can see or hear the activity, but cannot participate in it.
2. Insist the child to place his head on the desk in a head down position for a specified period of time.

3. Remove the rewarding activity materials from the child for a specified period of time.
4. Remove the child to an area in the class wherein he or she can neither see nor participate in the activities of other children for a specified period of time. For example, in the corner of the classroom, facing the wall.
5. Seclude the child to an isolated room (usually called *Time Out Room*) wherein he can neither see, hear nor participate in the activities of other children for a specified period of time. This is also called as seclusion time out.



STEPS IN THE USE OF SECLUSION TIME OUT

1. When a child indulges in a problem behaviour give a short, matter of fact statement describing what he did and just tell him that he must take a time out. "You cannot stay here because you pinched Raju."
2. Be brief in all your communications with the child. Avoid giving long drawn out explanations, angry exchanges, lectures or sermons before, during or after the use of time out techniques. Remember not to talk to the child while he is in the Time Out area.
3. Place the child in the time out only for short periods of no more than 2-5 minutes after each occurrence of the problem behaviour. Some children may kick, scream, bang, etc., during a time out. If the child continues to misbehave while he is in time out, the teacher can increase the period of time out by a few more minutes until the child calms down. Never remove the child from a time out while he is continuing to misbehave.
4. Use isolation in a time out room only when the child refuses to obey to minor forms of time out like head-down position, etc.
5. On coming out of the Time Out room some children may indulge in the problem behaviour once again. In such cases use time out again immediately.
6. Once the child is taken out of Time Out room he should not be given any special treatment like asking him if he wants water or telling him he should not do it again, etc. Bring the child out of the room, leave him and continue with your activities.
7. If the child indulges in desirable behaviour after coming out from the time out behaviour, he is eligible for rewards.

GUIDELINES FOR USING TIME OUT EFFECTIVELY

1. Time out is more effective in children who are outgoing, want to be in groups, like being attended by others, etc. Children who are withdrawn, passive, or who like to stay alone may actually find time out rewarding, hence of little use.
2. Be consistent in the use of time out techniques.
3. Help the child to understand the rules and regulations in the use of time out techniques. Never use time out techniques according to your will and wish. Clarify to the child, rules as to when, where, how, why or for what specific problem behaviours time out is being used. Usually it may be impossible to verbally communicate such rules to the child at the time of its application in the classroom. Under such circumstances, the best way to demonstrate the rules of time out is through its implementation itself. Nevertheless, children should understand why they are being placed in time out.
4. The time out area must be chosen carefully. The area must not have things that the child likes or any of the things which can potentially harm the child. However, it should be safe and well ventilated. It should be a boring place for the child. There should not be too many people walking in and out of the place. If a separate room is being used, take care to see that there is no provision for the child to lock himself from inside.
5. In case you are using a time out room, it will be convenient if you can make a provision such as a one-way mirror or a "magic eye" on the door of the room. Through this mirror or "magic eye", you can keep a watch on the child, even as the child is unable to see you.
6. Time out only teaches the child what not to do. It does not teach the child what to do. In order to teach the child what to do you must combine the use of time out by giving rewards for appropriate behaviours.

IV PHYSICAL RESTRAINT

Physical restraint involves restricting the physical movements of the child for sometime following a problem behaviour.

While indulging in some types of problem behaviours, a few children may completely lose control of themselves. They may even harm themselves by banging head, biting

self, etc. Sometimes, they may harm others by hitting, slapping, etc. At such times, it becomes necessary to physically stop the child from indulging in such problem behaviours. You may have to hold the child's arms tightly down his sides for a short period, or hold his hands or tie his hands with a soft cotton cloth at the back for few seconds, or hold him in between your knees etc. For example, when a child shakes his head continuously from side to side, you can physically restrain him by holding his head firmly in between your palms for a few seconds to stop his head movements.



Another form of physical restraint could be restricting the vision of the child for few seconds following the problem behaviour of head nodding by putting your hands on his eyes. All forms of physical restraint involve restriction of the child's physical movements which should be essentially not liked by the child. Combine the use of physical restraint by repeatedly pairing it along with a loud verbal "No!". Over a number of trials, this enables the child to stop the problem behaviour even to an emphatic "No!".

GUIDELINES FOR USE OF MILD PHYSICAL RESTRAINT

1. Physical restraint should be used only for brief periods of time following a problem behaviour (preferably not more than 30 seconds).
2. Physical restraint should never be attempted using ropes or chains, which would result in actual physical injury to the child. Teachers should strictly guard against these practices.
3. Teachers must monitor problem behaviours very closely when they are using physical restraint. Occasionally children may start enjoying the physical restraint. This will show up if the behaviour problem shows an increase, hence, other techniques of management need to be used.
4. No verbal/gestural contact should be maintained with the child during the period of physical restraint.
5. Provide rewards to the child when he/she behaves appropriately.

V RESPONSE COST

Another way of decreasing problem behaviours in children is to take away the rewards that the child has earned by performing specific good behaviours. In other words, this technique involves the child to pay a fine or the cost for indulging in a problem behaviour by giving away some thing or event he has earned from showing desirable behaviours.

There are many ways in which response cost techniques can be applied in the school or classroom settings.

If a child refuses to work on assignments during class time, he will loose the privilege of free time after school. A child, who has earned a badge following desirable behaviour will loose it when he indulges in a problem behaviour. Thus he pays a cost for his undesirable behaviour.



Wherein the system of Token Economy is used in a school/classroom, teachers can arrange for the child to receive tokens on performing specific good behaviours and loose tokens for indulging in specific bad behaviours.

Behaviour that earn tokens	Tokens	Behaviour that loose tokens	Tokens
Copies alphabets	5	Hits other children	5
Folds paper to insert envelope	4	Uses 'bad' words	4
Identifies/names three colours	3	Snatches things	3
Rote counts 1-10	2	Walks off seat	2

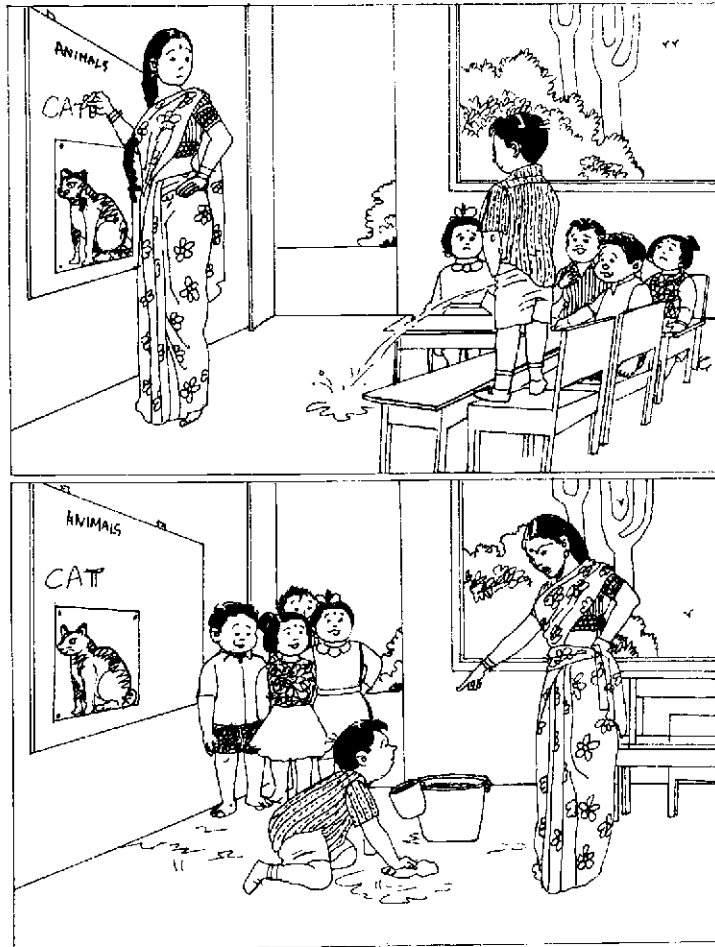
GUIDELINES FOR EFFECTIVE USE OF RESPONSE COST TECHNIQUES

1. Specify and fix the rules for which specific problem behaviours, what privileges or rewards are to be lost.
2. Ensure that the child understands the relationship between the problem behaviour and his earned privileges or tokens being lost.
3. The fine or response cost for indulging in specific misbehaviours must be established fairly and reasonably.
4. Avoid nagging, threatening or warning the child (that he/she would lose tokens, etc.) before, during or after the application of response cost techniques.
5. Do not become emotionally involved or feel guilty that the child has lost a earned reward.
6. Be consistent in the use of response cost techniques.
7. Use response cost techniques in combination with other ways of increasing desirable behaviours.

VI RESTITUTION (OVER CORRECTION)

The use of this technique will not only decrease problem behaviours in children, but also teach appropriate ways of behaving. When this technique is implemented, after the occurrence of a problem behaviour, the child is required to restore the disturbed situation to a state that is much better than what it was before the occurrence of the problem behaviour. The child may be also required to practice right ways of behaving.

For example, if a child passes urine in the class, he would be required to not only clean the dirty area but also mop the entire/larger area of the floor in the class. Similarly, if a child throws his play materials in the classroom, he is required to pick up any or all other toys/things lying in the classroom and put them in appropriate places.

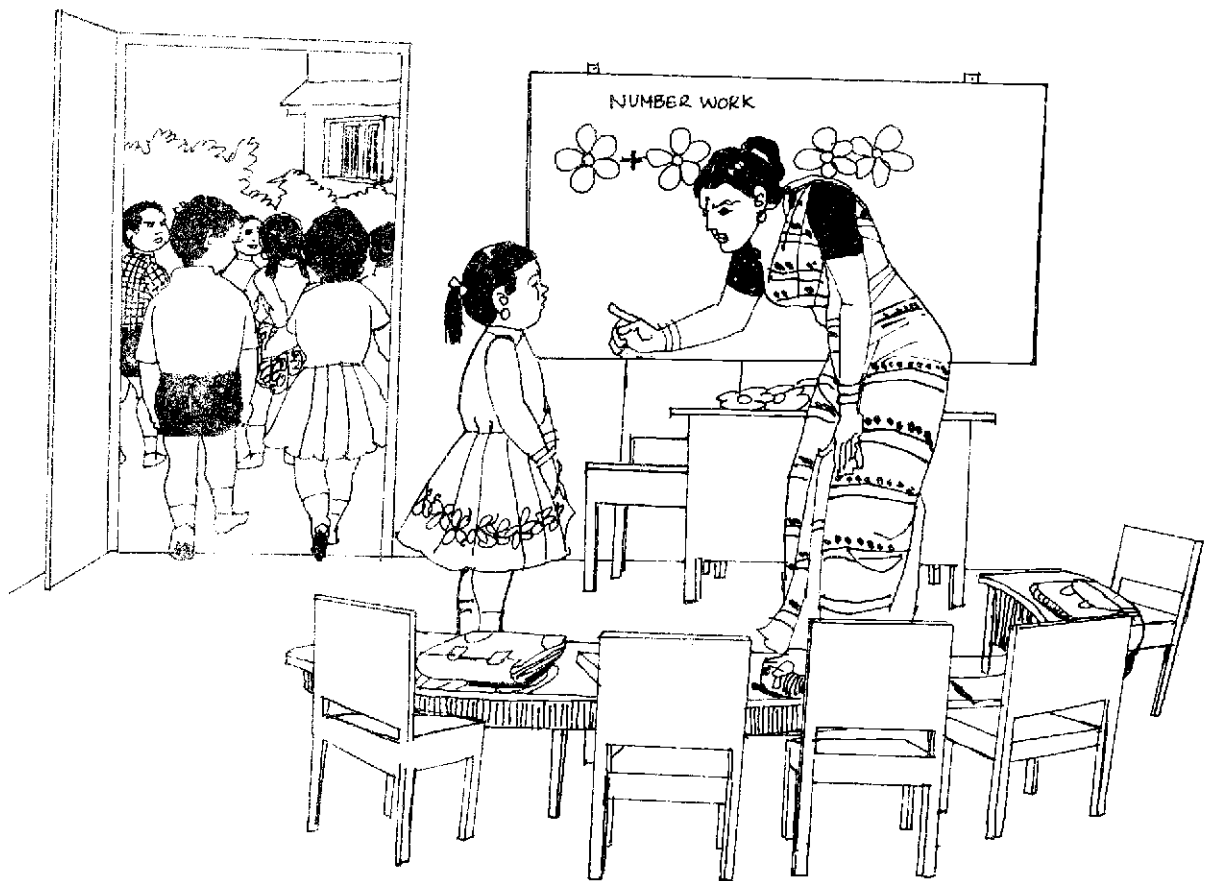


GUIDELINES FOR EFFECTIVE USE OF OVERCORRECTION TECHNIQUES

1. The technique of overcorrection is useful only in children who can follow simple instructions.
2. If a child refuses to restore the damage done by him he must be physically made to carry out the remaining steps till the overcorrection is completed.
3. Do not nag, talk, lecture or argue with the child when the child is restoring the damage done by him or her.
4. Never reward the child after he has finished restoring the damage to a better position than it was before.
5. If a child seems to enjoy the overcorrection procedures, then it may mean that his problem behaviours are simply ways of seeking attention. In such cases, it is better to use alternate techniques of decreasing the problem behaviour.

VII CONVEYING DISPLEASURE

In the use of this technique, the teacher is required to give clear verbal commands expressing displeasure to a child following the occurrence of a specific problem behaviour. This is also called as reprimands. When Manju disturbs the class, the teacher conveys displeasure by saying, "Manju! I don't like the way you disturb the class. Look! You must sit at one place and finish the work."



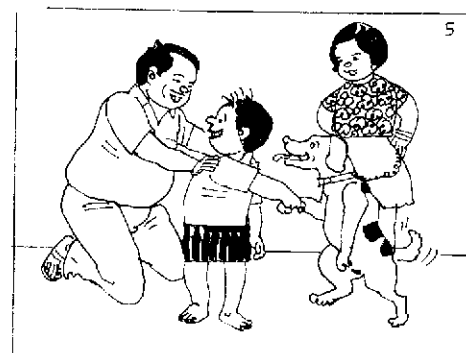
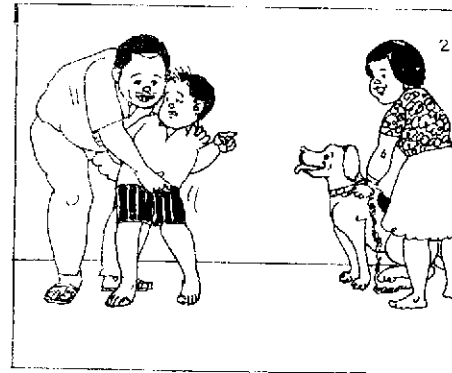
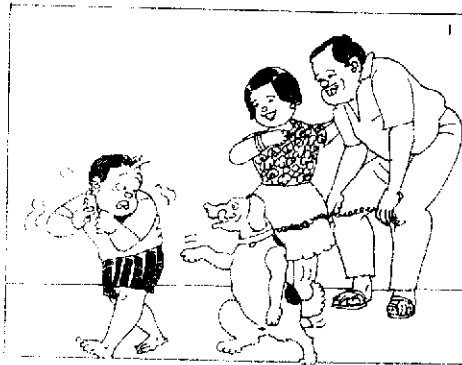
GUIDELINES FOR USING CONVEYING DISPLEASURE EFFECTIVELY

1. Convey displeasure by telling the child exactly what problem behaviour is inappropriate or undesirable.
2. Convey displeasure immediately within seconds after the occurrence of the specific problem behaviour.
3. Be firm in your voice or looks while conveying displeasure.
4. Encourage the child to behave appropriately by including a statement about the expected appropriate behaviour while conveying what wrong she did which you did not like.
5. Convey displeasure in a calm and a composed manner.
6. When it is all over, do not keep on reminding the child about the past problem behaviour she had committed.
7. Preferably, avoid conveying displeasure in public, i.e. in front of the child's friends, peers, etc.
8. Never disgrace or insult the child.
9. Do not forget to convey pleasure when the child behaves appropriately.

VIII GRADUATED EXPOSURE FOR FEARS

Graduated exposure techniques are especially used to decrease fears in children, either in the school or home setting. The procedure of graduated exposure involves a step by step gradual exposing of the child to a feared person, place, object or a situation. Many children show fears of specific persons, animals, situations. For example, fear of sitting on the potty, fear of taking a swing or slide, fear of loud noises, etc.

For example, if the child has fear of dog, initially let him pass by the dog from a long distance while you hold his hand and while he is eating a chocolate or whatever he



likes. Then, bring him closer to the dog while he gets an opportunity to observe a model with the dog. Eventually, take him closer to the dog, and if the dog is friendly, get him to touch it with his hands.

ample, to bring down "out of seat" behaviour, the teacher decides to immediately reward the child at the end of each five minute interval if the child did not get up from his seat. According to this technique the reward is given to the child for not showing the problem behaviour during a specific period of time. The disadvantage of this method is that even if the child indulged in any other problem behaviour during the five minute interval than the targetted "out of seat" behaviour, he or she will be entitled for the reward.

3. Differential reward of low rate behaviour

When it is the intention of the teacher only to reduce the intensity of a misbehaviour and not to eliminate that behaviour completely, this technique is useful. For example, if a child speaks too loudly he is rewarded only when he speaks slowly. If a child asks permission to go to the toilet more frequently, then reward him if he goes to toilet only once in three hours.

4. Differential reward of alternate behaviours

In this method, the teacher identifies other desirable behaviours that the child is required to perform and rewards such behaviours immediately. This technique is used along with other techniques for decreasing problem behaviours.

X SELF MANAGEMENT TECHNIQUES

In case of children with mild mental handicap, particularly at the upper age levels, teachers can use techniques which make them more responsible to manage their own skill behaviours or problem behaviours. The use of these methods will help increase self control in children whereby also they would start taking the responsibility for their behaviours. There are many forms of self management techniques that can be tried with better functioning children in the school or classroom settings.

1. Self observation

The first step in the use of self management techniques is to teach the child to observe his own behaviour/s in the given situations in which they occur.

2. Self recording techniques

Children can be taught to keep records of their own skill behaviours and/or problem behaviours by maintaining a daily diary.

Example :

Vinay sits quietly and fears asking doubts or questions in front of all the children in her class. The teacher was keen to increase Vinay's participation in the class. Therefore, the teacher instructed Vinay to mark in a pocket dairy each and every time he asked a question in the class. For every ten marks in the diary Vinay was to receive a token reward. By monitoring his own performance, Vinay could improve the number of times he asked questions in the class.



3. Self cueing techniques

The child must be trained not only in the techniques of self recording specific target behaviours, but also in giving cues or hints to oneself whenever and wherever the behaviour is to be increased or decreased.

Example:

In Vinay's case, the teacher initially gave a target of recording at least ten marks in a week with an average of two marks per day. At the end of the first two days, when Vinay saw that he had earned only one mark, the cue helped him to work hard and cover the deficit quickly.

4. Self reward techniques

Most children with mental handicap depend greatly on external rewards for learning or maintaining their behaviours. Teachers must direct these children to seek internal rewards for their behaviours in the form of self satisfaction, feeling of achievement or success on completion of specific tasks or even giving themselves reward for their better behaviours and better performances. For instance, the child could be trained to tell himself "If I finish my work by such-and-such time, I shall go out to play." In case he does not finish the work in time he must not go out to play.

5. Correspondence training

As part of self management techniques, teachers can train mentally handicapped children to make positive self statements about how they would behave in specific situations. These self-statements made by the child help the child to act corresponding to what he had committed.

For example, if a teacher observes that one of the children hits others, snatches bags, or uses abusive language in the games period, then she can ask that child to speak out or write as to how he plans to behave

during the games period. The child commits by saying, "I will not hit anybody, I will share my bat with others, I will be polite to others," etc. Initially, the child can be prompted to speak out or write down such positive statements. Immediately after the games class is over, the teacher asks the child to speak out or write down or convey through gestures as to how he had behaved in the games class. For children who cannot speak or write appropriate pictures can be drawn or gestures can be also used by the teacher. If his behaviour corresponded well with the statements made earlier, the teacher can reward the child or the child can reward himself. This gives an opportunity for children to evaluate their own behaviours and the statements made by them act as cues for appropriate behaviours.

6. Anger control techniques

Some higher functioning children can be trained to observe, identify, record and manage their own anger behaviours by using self management techniques. Teachers can guide children by observing the following steps

1. Begin helping the child to recognise that he/she is angry in a given situation.
2. Train him to properly verbalise his anger by saying "I am angry."
3. Help him to discover the immediate reason for his anger and allow him to verbalise details about what made him angry.
4. Help him to find out the accompanying thoughts and feelings when he is angry.
5. Help the child to replace his angry thoughts/feelings with more adaptive ones.
6. As anger leads to physiological responses like muscular tension, increased heart rate, sweating, etc., the child must be instructed to relax by performing deep breathing exercises or lying down on a bed for some time.

Example :

When Priya abuses, hits others, and shows anger, the teacher asks her, "Are you angry at the moment?" She allows Priya to recognise and say, "At the moment, I am angry". Then the teacher asks, "what made you angry?" Priya is made to verbalise, "Amit took away my bag". The teacher then asks the child what exactly she feels like doing. The child is permitted to express her feeling's freely "I feel like hitting Amit". The teacher then helps Priya to replace such thoughts or feelings with "Should you not tell your teacher that Amit has taken away your bag or just ask Amit to give back the bag to you?" During the anger control session, help the child to relax, by saying, "You are angry. You need to relax". Guide the child to sit down in a quiet place and relax by taking deep breathing exercises for about twenty minutes. After few such sessions are repeated, the child would learn an adaptive way to overcome her anger.

SUMMARY

- i) There are several techniques for management of problem behaviours in children with mental handicap, such as, changing the antecedents, extinction/ignoring, time out, physical restraint, response cost, restitution, conveying displeasure, gradual exposure for fears, use of differential rewards and self management techniques.
- ii) When problem behaviours are triggered by factors like the particular settings, places, persons or situations, etc., it is apt to use the technique of changing the antecedents.
- iii) Extinction involves removal of attention rewards following a problem behaviour.
- iv) Time out involves removal of the child from the reward or removal of the reward from the child following the occurrence of a problem behaviour. There are many types of time out for use in the school or classroom settings.
- v) Physical restraint involves restricting the physical movements of the child for sometime following the occurrence of a problem behaviour.
- vi) Response cost involves the payment of a fine or the cost for indulging in a problem behaviour. This includes the procedure of giving away some thing or event which the child has earned from showing desirable behaviours.
- vii) Restitution requires the child to restore the disturbed situation following a problem behaviour to a state that is much better than what it was before the occurrence of the problem behaviour.
- viii) Conveying displeasure involves giving clear verbal commands expressing displeasure to a child following the occurrence of a problem behaviour.
- ix) Graduated exposure involves a step by step gradual exposing of the child to a feared stimulus, person, place or situation.
- x) Differential rewards are of many types, such as, differential reward of opposite behaviours, other desirable behaviours, low rate behaviours and alternate behaviours respectively. All these techniques share the common feature of rewarding appropriate behaviours or rewarding the non occurrence of problem behaviours.
- xi) Self management techniques are to be initiated and used by the mentally handicapped persons themselves. There are many forms of self management, such as, self observation, self recording, self cueing, self reward, correspondence training and anger control techniques respectively.
- xii) There are specific steps and guidelines in the use of all above mentioned behavioural techniques for management of problem behaviours in children with mental handicap.

WORK EXERCISE IX

I. *Read each statement carefully and mark a tick against the correct choice, whether it is "right" or "wrong":*

- | | |
|--|--------------------|
| 1. The same technique can be used effectively for managing all problem behaviours in children with mental handicap. | Right/Wrong |
| 2. Extinction is the best technique for managing attention seeking behaviours. | Right/Wrong |
| 3. A single technique can be sufficient to manage all the problem behaviours in a given child. | Right/Wrong |
| 4. Physical abuse (hitting with cane, belt, etc.) is usually one appropriate technique for managing disobedient children in the classroom. | Right/Wrong |
| 5. The best way to discourage/reduce problem behaviours in children is to reprimand them in front of others. | Right/Wrong |
| 6. Self management techniques can be used most effectively with very severely retarded children. | Right/Wrong |

II. *Match the following:*

- | | | |
|---|-----------|-----------------------|
| 1. Restoring the disturbed situation | () | a) Extinction |
| 2. Taking away rewards that the child has earned. | () | b) Time out |
| 3. Removal of attention reward permanently. | () | c) Overcorrection |
| 4. Restricting physical movements of the child | () | d) Response cost |
| 5. Removing the child from the reward or reward from the child. | () | e) Physical restraint |

WORK EXERCISE IX
KEY

I. *1. Wrong* *2. Right* *3. Wrong* *4. Wrong* *5. Wrong*
6. Wrong

II. *1. c* *2. d* *3. a* *4. e* *5. b*

SECTION V

OTHER RELATED ISSUES

A few related topics have been included in this section.

Chapter Ten highlights the extended role of teachers. Apart from working directly in the school or classroom settings, teachers have to work closely with parents to facilitate learning in home situations and involve them in the training programmes. By doing so, generalisation becomes easier, i.e., learning from school is carried over to home more easily. This chapter will help the teacher to become aware of some of the common needs and strengths of parents of mentally handicapped children as also the basic skills required by teachers to facilitate parental involvement.

Chapter Eleven highlights the need for teachers to work in teams with other professionals during assessment, programming and conducting of training programmes for mentally handicapped children. It also stresses the need to follow a common approach in handling children so as to bring consistency and success in the programmes developed for mentally handicapped children.

Chapter Twelve helps the teacher to become aware of the do's and don'ts related to training mentally retarded children as also the ethical considerations involved in using the behavioural approach.

The teacher is expected to complete the work exercise given at the end of this section.

CHAPTER TEN

Involving Parents in Training

On completion of this chapter, the teacher will be able to answer the following questions:

1. *What are the advantages of involving parents/families of mentally handicapped children in the training programmes?*
2. *What are the guidelines for involving parents of children with mental handicap?*
3. *What are the qualities which a teacher should have to work with the parents of mentally handicapped children in order to facilitate parental involvement?*

INVOLVING PARENTS IN TRAINING

Just as teachers are important agents in teaching/changing behaviours of children with mental handicap at school, families play a crucial role in the development and behavioural remediation of these children at home. When we say "families", it does not mean only the child's parents (i.e., mother and father) alone. It may include grandparents, siblings or any other care-giver at home. Any or all these members of the child's family need to be actively involved in the teaching and training programme being carried out at school. The role of teachers is gradually expanding as more and more teachers are beginning to realise the advantages of involving parents and other family members in the training programme for children with mental handicap.



ADVANTAGES OF INVOLVING PARENTS IN TRAINING

1. When parents/families are involved, any programme of behaviour change initiated at school can be carried home for further practice and supplementary teaching. This strengthens the behaviours of the child and increases the rate of learning.
2. Parents/family involvement in the teaching or training of mentally handicapped children increases the personal worth and sense of participation. Parents begin to feel more responsible for the fulfilment of their child's needs and requirements.
3. Parents/families understand their child better than anyone else. This knowledge can be utilized by the teachers to select appropriate and functional behavioural objectives for teaching the child with mental handicap.
4. It is important to note that home teaching occurs in the natural environment of the parent and child. What needs to be taught at school first and then transferred to home can be directly taught at home. Some skill behaviours, such as bathing, occur naturally in the home situation than in artificially created conditions at the day school. These skills can be best taught at home by involving parents/families in the teaching and training programmes of their children with mental handicap.

In view of the advantages, teachers need to be conversant with some basic techniques of working with the families of mentally retarded children.

TEACHERS ROLE IN WORKING WITH PARENTS

Teachers may have to work with parents/families in order to,

1. Impart information about the child's condition;
2. Explain the nature, causes and management techniques for children with mental handicap;
3. Help them develop right attitudes towards their child with mental handicap;
4. Elaborate the role of parents in the training and habilitation of these children; and
5. Make plans and programmes for teaching appropriate behaviours to the child at home.

ESSENTIAL QUALITIES FOR TEACHERS TO WORK WITH PARENTS OF MENTALLY HANDICAPPED CHILDREN

- a) Be *sincere* in your feelings to help the parents of children with mental handicap.
- b) Be *genuine* in relating or informing parents about the various aspects of the child's condition.
- c) Be a *patient listener* to the views and feelings of parents of children with mental handicap.
- d) *Empathise* or try to feel and understand the problems from the parent point of view rather than imposing your own thoughts, feelings or decisions upon them.
- e) Maintain a *helpful attitude* when assisting parents in solving their problems with the mentally handicapped child.

HOW TO INVOLVE PARENTS IN TRAINING?

The following points will be useful for teachers to involve parents in training children with mental handicap

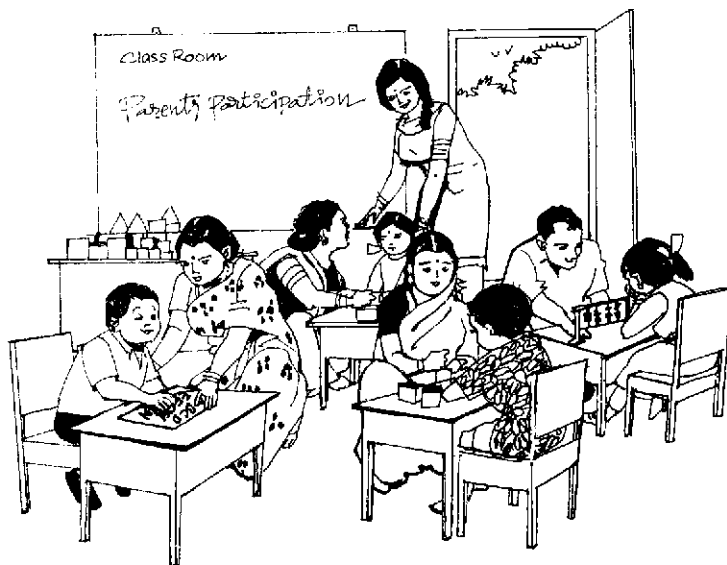
1. To begin with, teachers must realise that parents of mentally handicapped children form a very heterogeneous group. Some of them could be highly competent in managing their children and hence may require least assistance. Some other parents may not have the required ability or willingness to work with their children who are mentally retarded. Some parents may think that they are not capable enough to teach their mentally retarded children. This is because they might have had little or no exposure to scientific methods of teaching and training their children. As a result, they may experience frequent failures in teaching their mentally retarded children and also feel incompetent. Teachers can help parents to develop confidence, understand their important role and participate in the teaching or training of their handicapped children.

-
2. Start any programme of working with parents/families by honestly explaining or informing the details of their child's condition, its causes and management techniques. If the teacher is not clear about some of these issues, it is better to seek professional advice in the matter. To be honest to the parents is more advisable than giving misleading or incomplete information.
 3. All parents wish for a normal healthy child. When parents realise that their child is mentally handicapped, their hopes are shattered. This calls for a lot of adjustment on the part of parents before they can accept their child with mental handicap. Teachers can help parents to understand and accept their child's condition.

Some parents take much longer time to adjust to the situation of having a mentally handicapped child. They may have other problems related to marital harmony, sibling relationships, emotional problems in individual parents or members of the family. In such a case, it is suggested that teachers refer those parents to a clinical psychologist or clinical social worker for intervention.

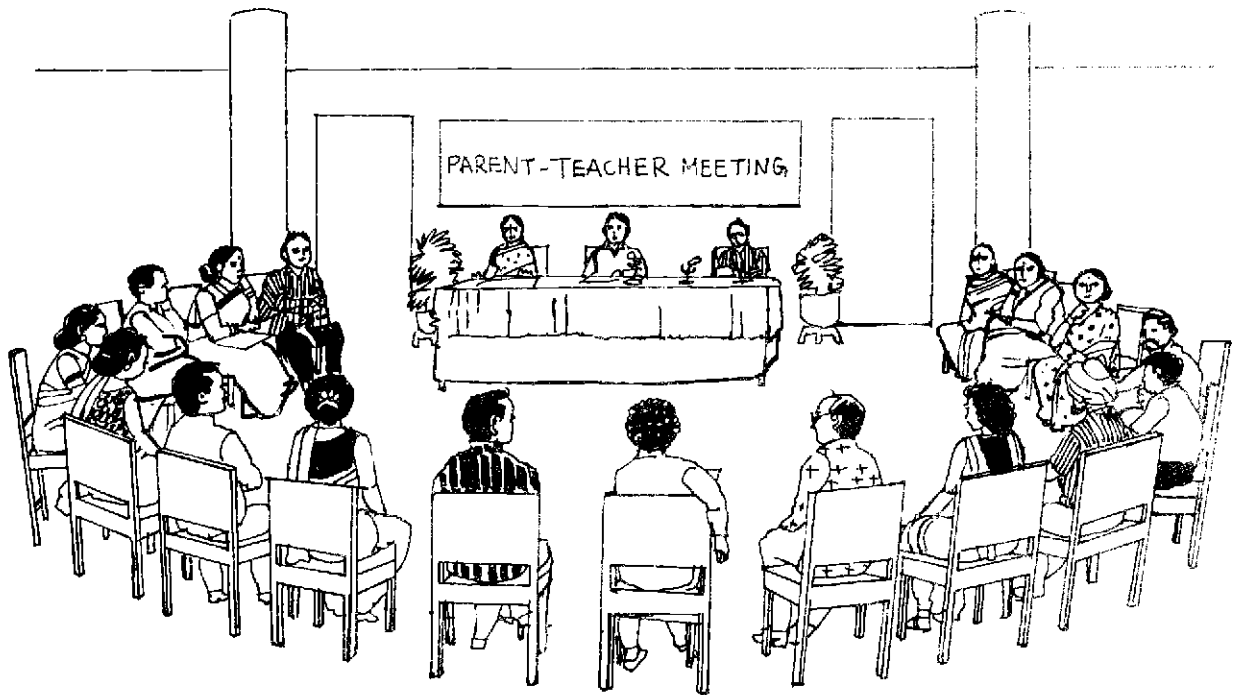
4. After due consultation with the parents, start a programme of home teaching. Discuss the child's current level of functioning with them and set up appropriate behavioural objectives to be achieved within a specified, but short duration. The chosen behavioural objective for home teaching need not necessarily be the same target behaviour that has been selected at the school. Help the parents/family members to target, both, skill behaviours as well as problem behaviours.
5. Show the parent/family members exactly what is to be taught, how it is to be taught and till what extent it is to be taught. It is not enough if the teacher merely verbally explains all these details to parents. Demonstrate the exact procedures of what activities are to be taught or what methods are to be used for teaching or managing their children with mental handicap. After a specific activity/technique has been demonstrated, allow the parents to perform the same activity with the child in front of you. This ensures whether they have

followed exactly what you wanted them to do. Reward the parent/s and let them know whether they are performing correctly.



6. Try and involve the parents at all stages in planning, training as well as evaluation of the child's performance.
7. Take one behavioural objective at a time and have it completed by the parent before taking another behavioural objective for home training. Do not confuse the parent/s with too many behavioural objectives to be completed within a short time. However, the judgement on the number of behavioural objectives to be taken up for teaching will be based upon the child's factors and parent factors, such as, level of confidence, commitment and time available.

8. Arrange parent-teacher meetings regularly at school. This encourages parents-teacher partnership. It also gives an opportunity for parents to evaluate their own child's progress or performance. It also helps parents to share their experiences with each other and gain support.



SUMMARY

- i) Teachers need to work closely with the parents of mentally retarded children, and try to involve them in the training programme.
- ii) Parents form a heterogenous group. Some parents may need more help than others.
- iii) Advantages of working with parents/families of mentally handicapped children include: the programmes initiated in school can be carried out at home for further practise and supplementary teaching, it increases the sense of personal worth and encourages parent participation, parents come to know more about their child, and hence, can contribute towards setting appropriate goals for teaching, it helps learning to occur in more natural environments.
- iv) Teacher's role in working with parents/families of mentally handicapped children include: imparting information about the child's condition and about mental handicap, help parents develop right attitudes, explain their role in training their child, by developing training programmes and carrying them out at home.
- v) The essential qualities of teachers for working with parents/families of mentally handicapped children include: sincerity, genuiness, patient listening skills, empathy and a helpful attitude.

CHAPTER ELEVEN

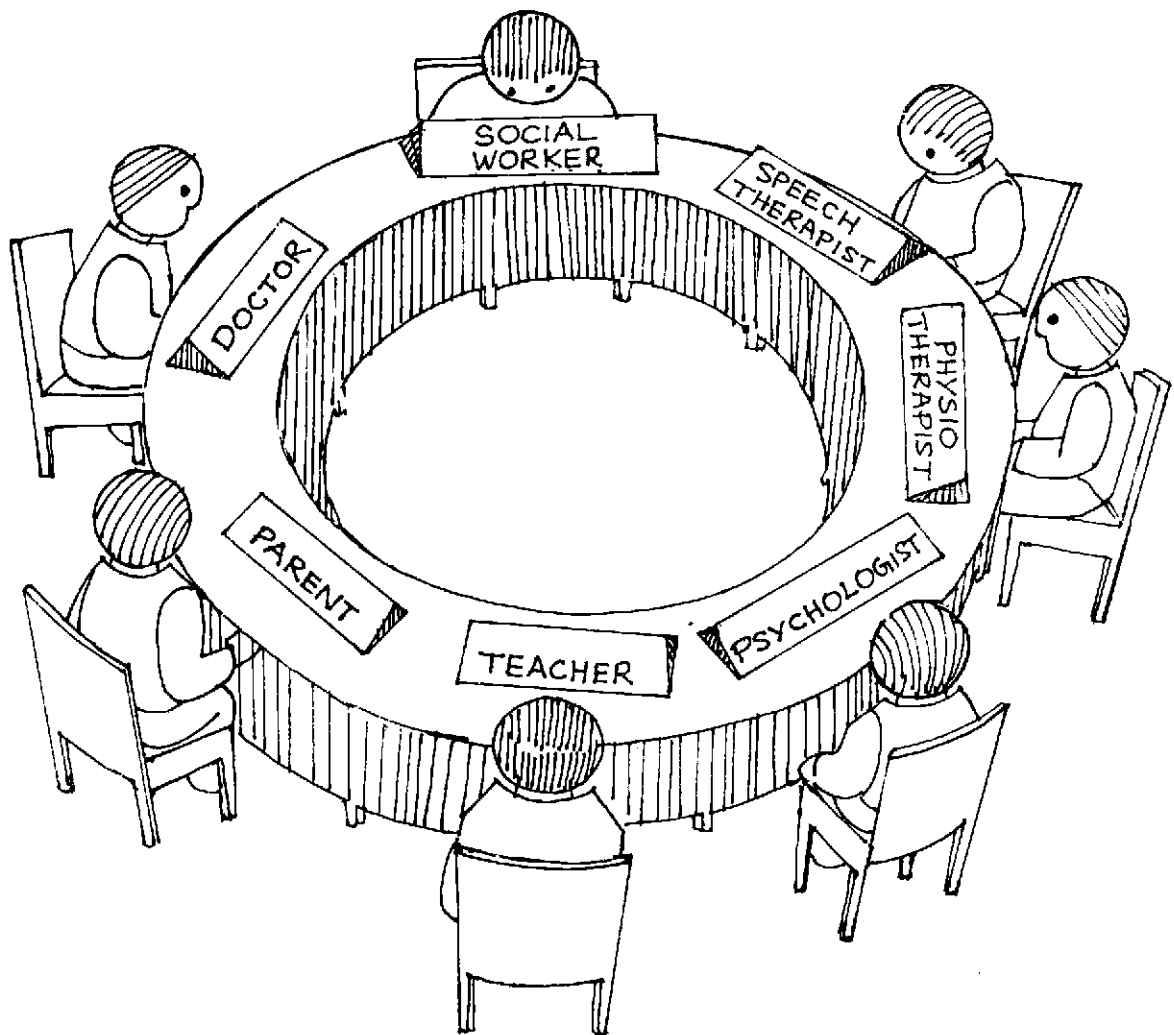
Working In Teams

On completion of this chapter, the teacher will be able to answer the following questions.

- 1) *What is meant by working in teams?*
- 2) *What are the advantages of working in teams?*
- 3) *What are the guidelines in the formation of a team?*
- 4) *What are the qualities of team members that facilitate better team work?*

WHAT IS MEANT BY WORKING IN TEAMS?

All children with mental handicap have a number of needs and often require the understanding and involvement of several professionals from diverse fields, such as, psychology, special education, pediatrics, speech therapy, physiotherapy, social work, psychiatry, etc. It may be difficult, if not, impossible for a single person to achieve expertise in all these related fields. Under such circumstances, a team approach is the best way to work, wherein professionals from various disciplines work together to provide inputs and guide the training and habilitation programmes of mentally handicapped children and their families.



The team should also involve the participation of parents in the identification, programming and management of the multifarious problems of children with mental handicap.

The exact nature or number of persons or professionals included in a team within any given setting may vary according to the local needs, requirements and facilities available for children with mental retardation. However, an ideal team in any school setting must include apart from the regular special teacher, psychologist, medical professionals, preferably a paediatrician, speech therapist, physiotherapist, and social worker. As mentioned earlier, it is important to include parents of the mentally handicapped child and also if possible, the child himself in the team. Depending on the resources of the school and needs of the children the professionals could be appointed for work on part time or full time basis.

Team approaches can also include a system of working in groups in order to solve the day-to-day problems in the management of mentally handicapped children at school. This may require the teachers to co-work with all cadres of school staff including, ayahs, drivers, cooks, craft, music or dance teachers, etc., so as to evolve a common approach to understanding and implementation of behavioural programmes.

ADVANTAGES OF TEAM WORK

1. The members of a multi-disciplinary team can mutually contribute and evolve better plans and strategies of working with mentally handicapped children than when they work alone on these problems.
2. A team work minimizes the possibility of errors and omissions in the planning or programming for individual cases with mental handicap.
3. All the members of the multi-disciplinary team become mutually informed about the varying, but complementary roles played by different professionals in the care and management of mentally handicapped children.
4. One of the important features in the use of behavioural techniques is consistency. A team approach alone can enable achieving this consistency in the use of behavioural techniques with mentally handicapped children in the school or classroom settings and by inviting the involvement of all the concerned staff members in the school, the gains achieved can be better generalised across various individuals.

GUIDELINES FOR THE FORMATION OF A TEAM

1. Establish the structure and number of members to be included in a team. Try and include only those members who have the direct contact with the child. Be sure to involve as many or all related professionals in the field of mental retardation.
2. Select a convenor for the team, who can act as a coordinator, rather than as a Head over other members in the team.
3. Plan a schedule or time table of regular meetings for the team members.
4. The agenda for discussion in the meetings of the team must include all aspects concerning planning, programming, and implementation of teaching or training programmes for the children with mental handicap.
5. Evaluate the plans and programmes that have been implemented on a periodic basis.
6. Discuss any relevant ethical issues that may arise in the context of planning, programming or implementation of the various behavioural programmes for children with mental handicap.

QUALITIES THAT FACILITATE BETTER TEAM WORK

Working in teams is not always easy. When a variety of professionals have to come together to work in the care or training of children with mental handicap, there are certain areas or issues which are bound to elicit different opinions from different persons. Therefore, it is important for the individual members in the group to develop flexibility, a sense of mutual respect, tolerance and willingness to share and accept differences in fellow professionals. All these qualities will go a long way in achieving our ultimate goal, i.e., the training and habilitation of children with mental handicap.

SUMMARY

- i) The team approach involves the participation of professionals from various disciplines as well as parents in the identification, programming and management of the multifarious problems faced by children with mental handicap.
- ii) The advantages of team work are mutual contribution, information and appreciation of the problems of mentally handicapped children. Besides, it minimises the possibility of errors and omissions in the planning or programming of children with mental handicap.
- iii) The specific guidelines in the formation of a team is to include, all types of professionals, choosing a convenor, developing an agenda, discussions, periodic review, etc.
- iv) The qualities in a teacher that facilitate better team work are flexibility, a sense of mutual respect, tolerance and willingness to share and accept differences in fellow professionals.

CHAPTER TWELVE

Ethical Issues

On completion of this chapter, the teacher will be able to answer the following questions:

1. *What are the ethical issues related to the use of behavioural technology?*
2. *What are the ethical issues related to planning training programmes for mentally handicapped children?*
3. *What are the ethical issues related to the methods used while conducting and evaluating the training programme?*

ETHICAL ISSUES RELATED TO THE USE OF BEHAVIOURAL TECHNOLOGY.

a) *Are behavioural approaches dehumanising?*

The teaching methods explained in this manual are based on the behavioural approaches to learning. At times, a limited understanding of this approach has led to calling it as mechanistic or dehumanising. In fact, behavioural approaches strive to be more human by considering every individual as unique. The behaviourally oriented teacher develops and monitors the programme for each unique child. This approach also attempts to follow objective and scientific ways of providing learning experiences to children in order to promote their healthy development. The behavioural techniques guarantee optimum success in teaching every child with mental handicap.

b) *Are behavioural methods more time consuming?*

It is often alleged that behavioural methods are time consuming. It is considered by some that it is impossible for a single teacher to manage 6-7 mentally handicapped children at the same time in a classroom setting and also record/monitor their behaviours closely. Indeed, the classroom situation in our special schools is grim. Most teachers have to cope with large number of students in the class. However, this is no excuse to avoid recording behaviours of children as that is the only way one can evaluate the performance of the child and that of the teacher.

As teachers acquire skills and gather experience, recording becomes part of the routine work and tends to become less difficult. Use of behavioural techniques help teachers to achieve their behavioural objectives quickly and efficiently. There is no getting away from the fact that even when teaching in groups, training has to be directed towards the level or needs of each individual child. There can be no escape from the fact that individual attention for each child is of utmost importance in classroom teaching.

ETHICAL ISSUES RELATED TO PLANNING AND IMPLEMENTATION OF TRAINING PROGRAMMES

The decisions regarding what should be taught and how to teach mentally handicapped children is very crucial. It is advisable to follow a team approach in the planning, programming as well as implementation of the techniques of behaviour change. The team must necessarily include the concerned staff at school, specialists as well as parents of the handicapped child. To the extent possible, the child should be also included in the team. The team approach has the greatest advantage that the child's needs will be taken care of from all aspects. Apart from this, it will help safeguard the rights and interests of the child. It would also prevent the misuse of behavioural techniques if used as per the whims and fancies of the user.

ETHICAL ISSUES PERTAINING TO USE OF BEHAVIOURAL METHODS IN TEACHING

a) Use of rewards

Sometimes, the behavioural procedures of providing rewards to children following the desirable behaviour is mistaken for bribery. Rewards are things or events that increase occurrence of specific behaviours. Rewards are always given only after the desired target behaviour has been shown by the child with an aim to help the child to learn desirable behaviours and improve his performance. On the other hand, bribes are unethical means to achieve one's own end i.e. for one's own selfish benefits. Bribes are 'deals' which are usually given to an individual even before the task is completed.

It has been also felt by some people that mentally handicapped children should learn to perform behaviours because of their intrinsic worth and not because it fetches them rewards. This is an issue related to use of internal and external rewards. Some of mentally handicapped children are unable to perform most behaviours due to their poor cognitive ability to understand the need for such behaviours. In order to

motivate them to learn and make their learning more pleasurable, external rewards may be used. It may be unethical to let the child remain unmotivated or disinterested to learn just because one thinks that external rewards should not be used. External rewards may be used to start the learning process. However, a skilled behavioural educator will plan and conduct the programme in such a way that whenever external rewards are used, they are used only temporarily before fading them in favour of internal rewards.

b) Use of aversive techniques:

Use of aversive technique, such as hitting the child with a stick or a belt, hitting the child's knuckles with a foot ruler, etc., have been used in schools since a long time. These procedures are now virtually banned in many countries. The teacher must strive to make learning and school experience pleasurable for children with mental handicap. When adults use physical abuse with children, they are actually modelling wrong behaviours for them. Some teachers have a habit of keeping a foot ruler or a stick with them even if they may rarely use it. This must be strictly avoided under normal circumstances. The children should be encouraged to enjoy learning experiences and not to submit to it for fear of spanking.

Some of the methods described in this book, such as, time out, physical restraint, response cost, etc., fall under the category of punishment techniques. These methods are suggested for use only as a last resort, if the teacher fails to increase desirable behaviours through reward methods. These punishment methods rearrange the consequences in such a way that the child will lose something he likes for a short while. Make sure to use these techniques along with rewards for desirable behaviours.

The ethical question that faces us is that if the child is showing behaviours which are harmful to him or others, or due to which his social acceptability is reduced, or he is unable to learn new skills, should

we still continue to use soft, but ineffective methods or give a try to use mild punishment methods temporarily combining them with the use of rewards for desirable behaviours to help change the behaviours of a child in the positive direction. It is felt that the teacher's role and goal is to make sure that the child progresses further in the acquisition of skills towards achieving self sufficiency as far as possible.

SUMMARY

- i) Behavioural approaches to management of children with mental handicap are humanistic and economises on the teacher's time and energy.
- ii) The use of team approaches in the planning, programming and implementation of the various techniques of behaviour change in children with mental handicap is recommended.
- iii) The use of rewards is not to be misunderstood as a scheme for bribing children, because rewards are not bribes.
- iv) Punishment procedures for children with mental handicap are always recommended to be used judiciously alongwith rewards for desirable behaviours.

WORK EXERCISE X

I. Read each statement carefully and mark a tick against the correct choice, whether it is "right" or "wrong".

- | | |
|--|-------------|
| 1. Working with parents may involve unnecessary burden on the teachers. | Right/Wrong |
| 2. Teachers should avoid working in a multidisciplinary team. | Right/Wrong |
| 3. The training for a child with mental handicap can be given only in special schools. | Right/Wrong |
| 4. Behavioural techniques are, indeed, dehumanising when applied on children with mental handicap. | Right/Wrong |
| 5. The role of the teacher must be confined to working with the mentally handicapped children at school. | Right/Wrong |
| 6. It is appropriate to involve parents while preparing the training programme for a child at school. | Right/Wrong |
| 7. It is very time consuming to use behavioural techniques in the classroom/school settings. | Right/Wrong |
| 8. Giving rewards to children is another form of bribery. | Right/Wrong |
| 9. It is important for parents as well as teachers to use the same techniques for teaching a particular target behaviour in school as well as home settings. | Right/Wrong |
| 10. When children show problem behaviours to the extreme, teachers should resort to use of aversive techniques like hitting, caning, beating, etc. | Right/Wrong |

WORK EXERCISE X
KEY

- | | | | | |
|-----------------|-----------------|-----------------|-----------------|------------------|
| <i>1. Wrong</i> | <i>2. Wrong</i> | <i>3. Wrong</i> | <i>4. Wrong</i> | <i>5. Wrong</i> |
| <i>6. Right</i> | <i>7. Wrong</i> | <i>8. Wrong</i> | <i>9. Right</i> | <i>10. Wrong</i> |

Appendices*

* No prior permission from the authors is required to make copies of the Appendices

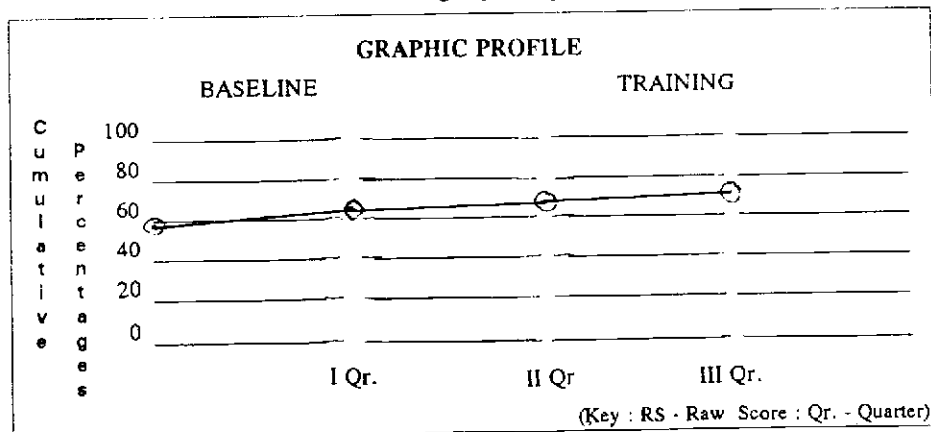
APPENDIX I

BEHAVIOURAL PROFILE ON BASIC-MR, PART - A

Name of the student : V. S. RAVI Level/Class : SECONDARY Date/s : _____ Evaluated by : _____
 Age : 12 YEARS Baseline Assessment : _____ Second Quarter Assessment : _____
 Sex : MALE First Quarter Assessment : _____ Third Quarter Assessment : 2.3.92 Mrs. ARUNA

Sex	MALE										FEMALE										TOTAL																					
Item No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Item No.	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
Motor	5	5	5	5	5	5	5	5	5	5	5	5	3	3	3	2	5	1	1	1	Motor	3	3	3	3	3	3	5	4	3	4	5	2	3	3	3	3	5	5	1	1	
ADL	5	3	5	1	5	5	5	3	5	5	5	5	5	5	3	5	5	5	5	5	ADL	5	5	5	5	5	5	5	5	5	5	5	4	5	1	3	1	1	2	1	0	
Language : Receptive	5	5	5	5	5	5	5	5	5	5	5	5	3	3	5	3	5	1	1	1	Language : Expressive	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	3	5
Reading	5	5	5	5	5	5	5	5	5	5	5	1	1	3	2	3	1	1	1	1	Writing	5	5	5	5	5	5	5	5	5	5	5	5	1	3	1	1	1	1	1		
Number	5	5	5	5	5	5	5	5	5	5	4	5	1	1	1	1	1	-	-	-	Time	5	5	5	5	5	3	3	5	1	1	1	3	3	1	1	1	1	-	-		
Domestic	3	3	3	5	1	1	1	1	1	-	-	-	-	-	-	-	-	-	-	-	Social	5	5	5	5	5	5	5	5	5	5	5	5	1	5	5	5	1	1	1	1	
Pre-Vocational	5	5	3	2	2	1	1	1	3	2	2	2	2	1	1	1	1	1	-	-	Money	5	5	5	5	5	5	3	3	1	1	1	1	1	-	-	-	-	-	-	-	

Scoring Key : Independent:5 - Clueing:4 - Verbal prompting:3 - Physical prompting:2 - Totally dependent:1 - Not applicable:0



DOMIAN	Baseline		First Qr.		Second Qr.		Third Qr.	
	RS	%	RS	%	RS	%	RS	%
Motor	137	69.5	140	70	140	70	144	72
ADL	157	79.5	160	80	162	81	163	81.5
Language	170	85	172	86	175	87.5	178	89
Reading-Writing	130	65	132	66	137	68.5	143	71.5
Number-Time	98	49	105	52.5	109	54.5	114	57
Domestic-Social	77	39.5	70	45	92	46	99	49.5
Pre vocational-Money	54	27	62	31	65	32.5	77	38.5
TOTAL	829	59.21	861	61.5	880	62.86	918	65.6

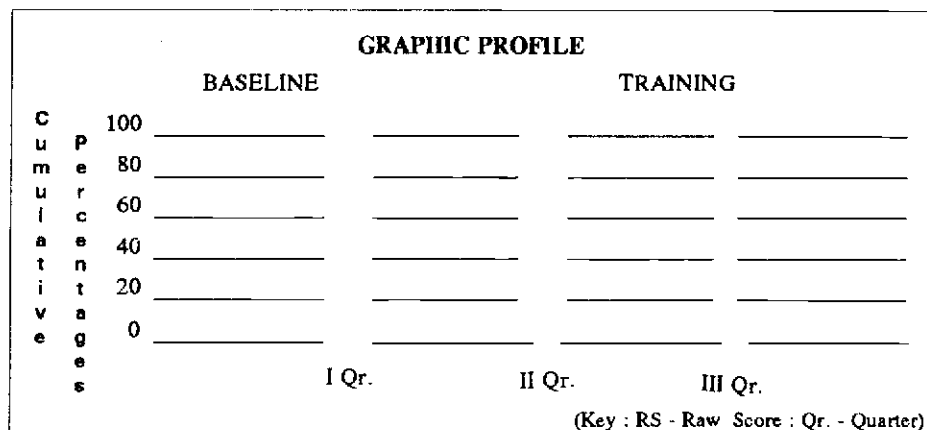
APPENDIX I

BEHAVIOURAL PROFILE ON BASIC-MR, PART - A

Name of the student : _____ Level/Class _____ Date/s _____ Evaluated by _____ Date/s _____ Evaluated by _____
 Age : _____ Baseline Assessment _____ Second Quarter Assessment _____
 Sex : _____ First Quarter Assessment _____ Third Quarter Assessment _____

Item No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Item No.	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
Motor																					Motor																					
ADL																					ADL																					
Language : Receptive																					Language : Expressive																					
Reading																					Writing																					
Time																					Time																					
Domestic																					Social																					
Pre-Vocational																					Money																					

Scoring Key : Independent:5 - Clueing:4 - Verbal prompting:3 - Physical prompting:2 - Totally dependent:1 - Not applicable:0



DOMIAN	Baseline		First Qr.		Second Qr.		Third Qr.	
	RS	%	RS	%	RS	%	RS	%
Motor								
ADL								
Language								
Reading-Writing								
Number-Time								
Domestic-Social								
Pre vocational-Money								
TOTAL								

APPENDIX II

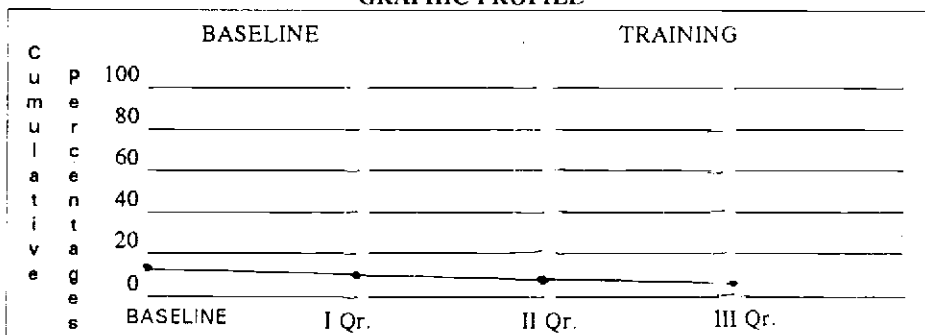
BEHAVIOURAL PROFILE ON BASIC-MR, PART - B

Name of the student : V. S. Ravi Level/Class SECONDARY Date/s _____ Evaluated by _____ Date/s _____ Evaluated by _____
 Age : 12 Years Baseline Assessment _____ Second Quarter Assessment _____
 Sex : MALE First Quarter Assessment _____ Third Quarter Assessment 2.3.92 Mrs ARUNA

Violent and Destructive Behaviours													Temper Tantrums						Misbehaves with others							Self injurious Behaviours							Repetitive Behaviours																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Scoring Key : Never (N) : 0; Occasionally (O) : 1; Frequently (F) : 2

GRAPHIC PROFILE



CUMULATIVE SCORES

ASSESSMENT	RAW SCORES	CUMULATIVE PERCENTAGES
BASELINE	16	10.67
FIRST QUARTER	14	9.33
SECOND QUARTER	9	6.00
THIRD QUARTER	5	3.33

APPENDIX II

BEHAVIOURAL PROFILE ON BASIC-MR, PART - B

Name of the student : _____ Level/Class _____ Date/s _____ Evaluated by _____
 Age : _____ Baseline Assessment _____ Second Quarter Assessment _____
 Sex : _____ First Quarter Assessment _____ Third Quarter Assessment _____

Violent and Destructive Behaviour													Temper Tantrums						Misbehaves with others							Self injurious Behaviours							Repetitive Behaviours												
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	

Odd Behaviours								Hyperactive & Rebellious Behaviours										Antisocial Behaviour										Fears				
46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75			

Scoring Key : Never (N) : 0 Occasionally (O) : 1 Frequently (F) : 2

GRAPHIC PROFILE

C u m u l a t i v e s	BASELINE				TRAINING			
	100							
	80							
	60							
	40							
	20							
	0							
	BASELINE	I Qr.			II Qr.			III Qr.

CUMULATIVE SCORES

ASSESSMENT	RAW SCORES	CUMULATIVE PERCENTAGES
BASELINE		
FIRST QUARTER		
SECOND QUARTER		
THIRD QUARTER		

REWARD PREFERENCE CHECKLIST

(for use by teachers to select appropriate rewards for teaching children)

Name of the student SRUTHI Age 8 Years
 Level/Class Secondary Sex Female

Instructions :

Given below are a list of items, objects, activities or things found to be frequently liked by mentally handicapped children as per a survey of 266 mentally handicapped children conducted at NIMH. Only first ten items liked most under various types of rewards have been included for the present purpose. Each child's likes are different and may not necessarily fit into the list given below. The teacher must identify rewards liked by each child and develop a hierarchy of rewards. Use your observation/parents perception/ask the child to state his preferences

PRIMARY REWARDS

1. ☐ Banana
2. ☐ Biscuit
3. ☐ Milk
4. ☒ Sweets
5. ☐ Roti/chappati
6. ☐ Mutton
7. ☐ Egg
8. ☐ Tea
9. ☒ Apple
10. ☐ Rice/dal

MATERIAL REWARDS

1. ☒ New clothes
2. ☒ Ball
3. ☐ Colourful toys
4. ☐ Bindi
5. ☐ Hair clips
6. ☐ Hand bag
7. ☐ Ear rings
8. ☐ Bangles
9. ☐ Pen
10. ☐ Book

Any other primary rewards
identified for the child

☐ _____

☐ _____

☐ _____

☐ _____

Any other material rewards
identified for the child

☐ _____

☐ _____

☐ _____

☐ _____

SOCIAL REWARDS

1. ☐ Saying good
2. ☒ Saying "Shabash"
3. ☐ Saying "Keep it up"
4. ☐ Pat on the back
5. ☐ Smile
6. ☐ Saying Excellent
7. ☐ Saying "Well Done"
8. ☐ Hug
9. ☐ Kiss
10. ☐ Saying "Nice"

Any other social rewards
identified for the child

☐ _____

☐ _____

☐ _____

☐ _____

ACTIVITY REWARDS

1. ☐ Listening to songs on radio/tape
2. ☐ Watching T.V.
3. ☐ Going out of the house/outings
4. ☐ Travelling bus/train
5. ☒ Playing with the ball
6. ☒ Playing with the toys
7. ☐ Watching moovies
8. ☐ Riding cycle
9. ☐ Playing with children
10. ☐ Going for a ride on the scooter

Any other activity rewards
identified for the child.

☐ _____

☐ _____

☐ _____

☐ _____

PRIVILEGES

1. ☐ Making the child monitor of his class
2. ☐ Making a child the captian of his group
3. ☐ Making a child the leader of his games group

Any other privileges
identified for the child

☐	_____
☐	_____
☐	_____
☐	_____

TOKEN REWARDS

1. ☐ Tick marks in a book
2. ☐ Giving special badge
3. ☐ Giving a "star"

Any other token rewards
identified for the child

☐	_____
☐	_____
☐	_____
☐	_____

Date *10.3.91*

[Signature]
Signature of Teacher

REWARD PREFERENCE CHECKLIST

(for use by teachers to select appropriate rewards for teaching children)

Name of the student _____ Age _____
 Level/Class _____ Sex _____

Instructions :

Given below are a list of items, objects, activities or things found to be frequently liked by mentally handicapped children as per a survey of 266 mentally handicapped children conducted at NIMH. Only first ten items liked most under various types of rewards have been included for the present purpose. Each child's likes are different and may not necessarily fit into the list given below. The teacher must identify rewards liked by each child and develop a hierarchy of rewards. Use your observation/parents perception/ask the child to state his preferences

PRIMARY REWARDS

1. ☐ Banana
2. ☐ Biscuit
3. ☐ Milk
4. ☐ Sweets
5. ☐ Roti/chappati
6. ☐ Mutton
7. ☐ Egg
8. ☐ Tea
9. ☐ Apple
10. ☐ Rice/dal

MATERIAL REWARDS

1. ☐ New clothes
2. ☐ Ball
3. ☐ Colourful toys
4. ☐ Bindi
5. ☐ Hair clips
6. ☐ Hand bag
7. ☐ Ear rings
8. ☐ Bangles
9. ☐ Pen
10. ☐ Book

Any other primary rewards
identified for the child

☐ _____

☐ _____

☐ _____

☐ _____

Any other material rewards
identified for the child.

☐ _____

☐ _____

☐ _____

☐ _____

SOCIAL REWARDS

1. ☐ Saying good
2. ☐ Saying "Shabash"
3. ☐ Saying "Keep it up"
4. ☐ Pat on the back
5. ☐ Smile
6. ☐ Saying Excellent
7. ☐ Saying "Well Done"
8. ☐ Hug
9. ☐ Kiss
10. ☐ Saying "Nice"

Any other social rewards
identified for the child

☐ _____

☐ _____

☐ _____

☐ _____

ACTIVITY REWARDS

1. ☐ Listening to songs on radio/tape
2. ☐ Watching T.V.
3. ☐ Going out of the house/outings
4. ☐ Travelling bus/train
5. ☐ Playing with the ball
6. ☐ Playing with the toys
7. ☐ Watching moovies
8. ☐ Riding cycle
9. ☐ Playing with children
10. ☐ Going for a ride on the scooter

Any other activity rewards
identified for the child.

☐ _____

☐ _____

☐ _____

☐ _____

PRIVILEGES

1. ☐ Making the child monitor of his class
2. ☐ Making a child the captian of his group
3. ☐ Making a child the leader of his games group

Any other privileges
identified for the child

☐	_____
☐	_____
☐	_____
☐	_____

TOKEN REWARDS

1. ☐ Tick marks in a book
2. ☐ Giving special badge
3. ☐ Giving a "star"

Any other token rewards
identified for the child.

☐	_____
☐	_____
☐	_____
☐	_____

Date

Signature of Teacher

APPENDIX V

BEHAVIOUR MANAGEMENT PROGRAMME (BMP)

WORKSHEET

Name of the student Sanjay Age 12 years
Level/Class Secondary Sex Male
Name of the person recording Mrs. Sandhya R.

STEP I *Identify the problem behaviour/s.*

1. He is very aggressive
2. He wants to shake hands repeatedly
3. He steals articles of others.
4. He refuses to get into the school van
5.

STEP II *(Statement of problem behaviour/s)*

State the problem behaviour/s in behavioural terms.

1. Hits others.
2. Pushes others

3. Shakes hands with others repeatedly
4. Takes others' articles (pen, pencil, rubber) and puts in his school bag.
5. Refuses to get into the school van

STEP III *Select the problem behaviour/s that you want to change. (one or two)*

1. Hill others
2. Shakes hand with other persons repeatedly

STEP IV *Identify rewards for the child.*

- | | |
|-----------------------------------|--|
| 1. <u>Likes when told "Good!"</u> | 6. <u>Listening to music (Hindi</u> |
| 2. <u>Colouring work</u> | 7. <u>Collecting pictures of film songs)</u> |
| 3. <u>Playing football</u> | 8. <u>actors/actresses</u> |
| 4. <u>Talking to others</u> | 9. <u></u> |
| 5. <u>Watching television</u> | 10. <u></u> |

STEP V *Record the baseline of the problem behaviour/s selected for behavioural management*

	Recording technique	Average per session/ class/week
Problem Behaviour 1 :	<u>Frequency Recording</u>	<u>Average 7-8 times per week at school</u>
Problem Behaviour 2 :	<u>Frequency Recording</u>	<u>Average 20 times per day at school</u>

STEP VI Functional analysis of problem behaviour/s.

State the problem behaviour's of the child in actual words

What happens immediately before the problem behaviour/s occurs

In which places or situations does the problem behaviour/s occur?

Problem Behaviour 1: Occurs, both, at school and home - especially when other children at school refuse to give him their pencil, rubber, sharpener, etc.

Problem Behaviour 2: Occurs more at school - on seeing the staff members or visitors to school.

Are there any particular times of the day when the problem behaviour/s is more likely to occur?

Problem Behaviour 1: No particular times noticed

Problem Behaviour 2: More, when he is out of the class. But, it occurs even in the class when visitors enter

Does the problem behaviour/s occur in the presence of particular persons?

Problem Behaviour 1: More with school/class mates at school; and, with brothers and sisters at home

Problem Behaviour 2:

Was the child asked to do something or was the child refused something immediately prior to the problem behaviour/s?

Problem Behaviour 1: Yes! Refused pencil, rubber, sharpener, etc, by class/school mates.

Problem Behaviour 2: NO

What happens during the occurrence of the problem behaviour/s

How many times a day or week/how long does the problem behaviour/s occur?

Problem Behaviour 1: Average 7-8 times per week at school

Problem Behaviour 2: Average 2 times per day at school

What happens after the problem behaviour/s has occurred

What do you or others generally do, immediately following the problem behaviour/s?

Problem Behaviour 1: Some children resist and refuse to part with their belongings. But, many children give away their things as he hits them very hard.

Problem Behaviour 2: Others generally/always respond by shaking hands with him. Some persons even enter into a conversation with him for a while.

Which person in your school or outside the school are most affected by the problem behaviour? (If the behaviour is being managed at home, the word "school" can be read as home).

Problem Behaviour 1: School/classmates and siblings.

Sometimes, he hits directly into the eyes of other children. Parents have complained and demanded Sanjay's expulsion from school.

Problem Behaviour 2: _____

What are the effects of problem behaviour/s on the normal functioning of the school?

Problem Behaviour 1: The teaching process is affected -
More time is spent on settling 'fights'.

Problem Behaviour 2: It is embarrassing to see him run
out of class/after people to shake hands with
them.

State the benefits that the child is getting by indulging in the problem behaviour, or what is the function maintaining the child's problem behaviour/s?

Problem Behaviour 1: Tangible. He gets the belongings of
others.

Problem Behaviour 2: Social attention.

STEP VII Behaviour Management Programme

State the behavioural techniques to be used for managing problem behaviour/s

Problem Behaviour 1: ① Conveying Verbal Displeasure ② Restitution: asking Sanjay to hand over things back ③ Differential

Reward of Other Behaviour: present social reward - "Good Boy!" following every hour of no hitting/snatching behaviour

④ Fading: gradually fading the reward by increasing the time gap of its presentation - from 1 hour to 1½ hour, 2 hours to 3 hours - 4 hours - 6 hours, and then to end of school day, alternate days, a week and gradually fade it.

Problem Behaviour 2: ① Extinction: To ignore Sanjay, when he shakes hands repeatedly or runs after people to shake hands. ② Differential Reward of Other Behaviour: To present social attention/reward - "Good Boy!" when Sanjay greets others appropriately, i.e., without coming out of his seat, going out of way to shake hands with visitors. He gets the reward only for shaking hands with a visitor when he comes physically close ③ Social Skills Training - to learn other greeting methods, Example, saying "Namaste", etc

STEP VIII Evaluation of Behaviour Management Programme

Record the progress of behaviour management programme, problems faced, or any new behaviour/s problems that have developed.

Date 19.3.21


Signature

Note: This sample BMP worksheet only allows recording space for two problem behaviours at a time. Teachers may make additional copies as per the needs of each child.

APPENDIX V

BEHAVIOUR MANAGEMENT PROGRAMME (BMP)

WORKSHEET

Name of the student _____ Age _____
Level/Class _____ Sex _____
Name of the person recording _____

STEP I *Identify the problem behaviour/s.*

1. _____

2. _____

3. _____

4. _____

5. _____

STEP II *(Statement of problem behaviour/s)*
State the problem behaviour/s in behavioural terms.

1. _____

 2. _____

-

3. _____

4. _____

5. _____

STEP III *Select the problem behaviour/s that you want to change. (one or two)*

1. _____

2. _____

STEP IV *Identify rewards for the child.*

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

STEP V *Record the baseline of the problem behaviour/s selected for behavioural management*

	Recording technique	Average per session/ class/week
Problem Behaviour 1 :	_____	_____
	_____	_____
Problem Behaviour 2 :	_____	_____
	_____	_____

STEP VI *Functional analysis of problem behaviour/s.*

State the problem behaviour's of the child in actual words

What happens immediately before the problem behaviour/s occurs

In which places or situations does the problem behaviour/s occur?

Problem Behaviour 1 : _____

Problem Behaviour 2 : _____

Are there any particular times of the day when the problem behaviour/s is more likely to occur?

Problem Behaviour 1 : _____

Problem Behaviour 2 : _____

Does the problem behaviour/s occur in the presence of particular persons?

Problem Behaviour 1 : _____

Problem Behaviour 2 : _____

Was the child asked to do something or was the child refused something immediately prior to the problem behaviour/s?

Problem Behaviour 1 : _____

Problem Behaviour 2 : _____

What happens during the occurrence of the problem behaviour/s

How many times a day or week/how long does the problem behaviour/s occur?

Problem Behaviour 1 : _____

Problem Behaviour 2 : _____

What happens after the problem behaviour/s has occurred

What do you or others generally do, immediately following the problem behaviour/s?

Problem Behaviour 1 : _____

Problem Behaviour 2 : _____

Which person in your school or outside the school are most affected by the problem behaviour? (If the behaviour is being managed at home, the word "school" can be read as home).

Problem Behaviour 1 : _____

Problem Behaviour 2 : _____

What are the effects of problem behaviour/s on the normal functioning of the school?

Problem Behaviour 1 : _____

Problem Behaviour 2 : _____

State the benefits that the child is getting by indulging in the problem behaviour, or what is the function maintaining the child's problem behaviour/s?

Problem Behaviour 1 : _____

Problem Behaviour 2 : _____

STEP VII *Behaviour Management Programme*

State the behavioural techniques to be used for managing problem behaviour/s

Problem Behaviour 1 : _____

Problem Behaviour 2 : _____

STEP VIII *Evaluation of Behaviour Management Programme*

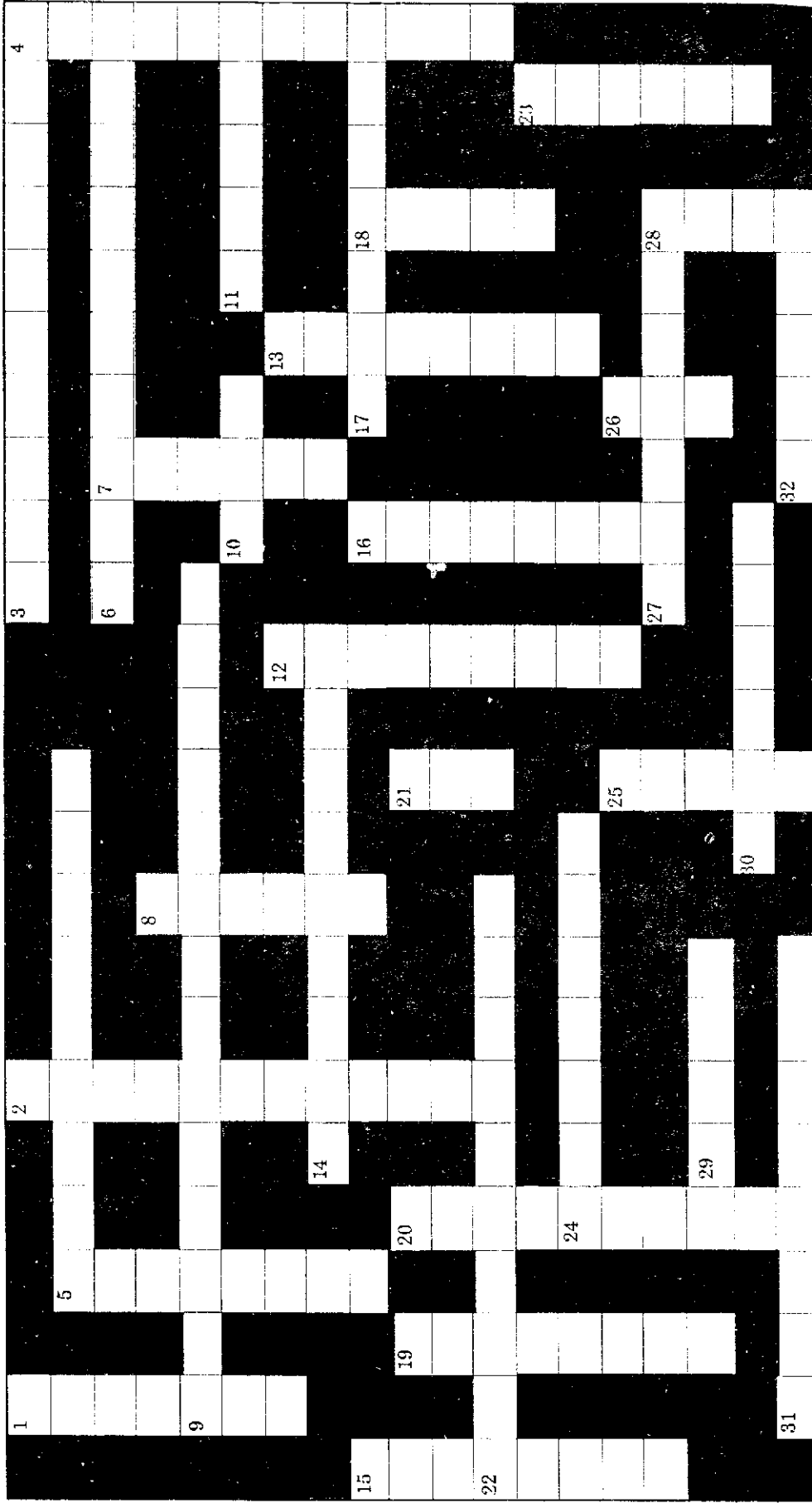
Record the progress of behaviour management programme, problems faced, or any new behaviour/s problems that have developed.

Date _____

Signature : _____

Note : This sample BMP worksheet only allows recording space for two problem behaviours at a time. Teachers may make additional copies as per the needs of each child.

CROSSWORD PUZZLE



CROSSWORD PUZZLE

CLUES ACROSS :

3. Gathering information about the child (10)
5. Teaching by demonstration (9)
6. Verbal expressions of displeasure (10)
9. Restoration of a disturbed situation (14)
10. Abbreviation for a category of problem behaviour (3)
11. Valueless in their own right, but gain value in the eyes of some people (5)
14. Always reward only _____ behaviours (9)
17. Type of reward for young children (7)
22. Pay no attention (10)
24. Rewarding each small, but correct step (7)
27. Giving cues or hints (7)
29. Recording number of times a behaviour occurs (5)
30. Antecedents deal with _____ factors (6)
31. Extracting a "Promise" (8)
32. Proficiency in a task (5)

CLUES DOWN

1. A punishment technique (7)
2. Loosing earnings for a misbehaviour (12)
4. Teaching through small steps (12)
5. A type of reward (8)
7. Powerful social reward (6)
8. Increases occurrence of a behaviour (6)
12. Observable and measurable activity (9)
13. Recording the amount of time a behaviour occurs (8)
15. Recording behaviour occurring within specific period of time (8)
16. Manual assistance/prompt (8)
18. A token reward (5)
19. Drawing pictures is _____ reward (8)
20. Decreases the occurrence of a behaviour (10)
21. Laughing to self without reason is _____ behaviour (3)
23. Prompts describing every step while teaching (6)
25. "C" in a ABC model deals with _____ factors. (5)
26. Abbreviation for planning and implementing teaching programmes (3)
28. Start teaching by identifying _____ (4)

SOLUTION TO CROSSWORD PUZZLE

CLUES ACROSS :

- 3. Assessment
- 5. Modelling
- 6. Reprimand
- 9. Overcorrection
- 10. SIB
- 11. Token
- 14. Desirable
- 17. Primary
- 22. Extinction
- 24. Shaping
- 27. Clueing
- 29. Event
- 30. Before
- 31. Contract
- 32. Skill

CLUES DOWN

- 1. Time out
- 2. Response cost
- 4. Task analysis
- 5. Material
- 7. Praise
- 8. Reward
- 12. Behaviour
- 13. Duration
- 15. Interval
- 16. Physical
- 18. Money
- 19. Activity
- 20. Punishment
- 21. Odd
- 23. Verbal
- 25. After
- 26. IEP
- 28. Goal

SUGGESTED READINGS

- Baker, B.L., Brightman, A.J., Heifetz, L.J., and Murphy, D.M. (1976). "Steps to Independence: A Skill Training Series for Children with Special Needs". Illinois: Research Press.
- Cheeseman, P.L., and Watta, P.E. (1985). "Positive Behaviour Management: A Manual for Teachers". New York: Croom Helm.
- Gardener, W.I. (1971). "Behaviour Modification in Mental Retardation". Chicago: Aldine Publishing Company.
- Herbert, M. (1981). "Behavioural Treatment of Problem Children : A Practical Manual". London: Academic Press.
- Kiernan, C.C., and Woodford, F.P. (1976). (Eds). "Behaviour Modification with Severely Retarded". Oxford: Associated Scientific Publishers.
- Laslett, R., and Smith, C. (1984). "Effective Classroom Management". London: Croom Helm.
- Morgan, D.P., and Jenson, W.R. (1988). "Teaching Behaviourally Disturbed Students: Preferred Practices". Columbus: Merrill.
- O'Leary, K., and O'Leary, S. (1977). (Eds.). "Classroom Management: The Successful Use of Behaviour Modification". New York: Pergamon.
- Perkins, E.A., Taylor, P.D., and Capie, A.C.M. (1976). "Helping the Retarded: A Systematic Behavioural Approach". Kidderminster: Institute of Mental Subnormality.
- Perkins, E.A., Taylor, P.D., and Capie, A.C.M. (1983). "Helping the Retarded: A Systematic Behavioural Approach". Worcs: BIMH Publications.
- Perrot, E. (1982). "Effective Teaching: A Practical Guide to Improve your Teaching". London: Longman.
- Peshawaria, R. (1990). "Managing Behaviour Problems in Children : A Guide for Parents". New Delhi: Vikas Publishing House.
- Poteet, J.A. (1974). "Behaviour Modification: Practical Guide for Teachers". London: Burgess.
- Thompson, T., and Grabowski, J. (1972). "Behaviour Modification of the Mentally Retarded". New York: Oxford University Press.
- Yule, W. and Carr, J. (1980). (Eds.). "Behaviour Modification for the Mentally Handicapped". London: Croom Helm.
- Zarkowska, E., and Clements, J. (1988). "Problem Behaviours in People with Severe Learning Disabilities: A Practical Guide to Constructional Approach". London: Croom Helm.

OTHER NIMH PUBLICATIONS

Title	Price (in rupees)
1. Directory of Institutions for the Mentally Handicapped Persons in India	Out of stock
2. Supplement to the Directory of Institutions for the Mentally Handicapped Persons in India.	Out of stock.
3. Mental Retardation: A Manual for Village Rehabilitation Workers	10.00
4. Mental Retardation: A Manual for Multi Rehabilitation Workers	10.00
5. Mental Retardation: A Manual for Guidance Counsellors	10.00
6. Mental Retardation: A Manual for Psychologists	10.00
7. Annual Seminar on Mental Retardation (1889)	10.00
8. Vocational Training and Employment of Persons with Mental Retardation	10.00
9. Handbook for the Trainers of Mental Retardation : Preprimary Level	30.00
10. Organisation of Special Schools for the Mentally Retarded Persons	8.00
11. Organisatin of Special Class in a Regular School	8.00
12. Towards Independence Series : Enhancing Gross Motor Skills	10.00
13. Towards Independence Series :Fine Motor Skills	10.00
14. Towards Independence Series : Feeding on Their Own	10.00
15. Towards Independence Series : Toilet Training	10.00
16. Towards Independence Series :Teaching Brushing Skills	10.00
17. Towards Independence Series : We can Dress Ourselves	10.00
18. Towards Independence Series : Train Your Child to Bathe	10.00
19. Towards Independence Series : Teaching Grooming Skills	10.00
20. Towards Independence Series : Teaching Basic Social Skills	10.00
21. Manual for "Towards Independence Serie"	10.00
22. Skill Training in the Mentally Retarded Persons : Bathing	10.00
23. Skill Training in the Mentally Retarded Persons : Gross Motor Skills	10.00
24. Skill Training in the Mentally Retarded Persons : Fine Motor Skills	10.00
25. Skill Training in the Mentally Retarded Persons : Eating Skills	10.00
26. Skill Training in the Mentally Retarded Persons : Toilet Training	10.00
27. Skill Training in the Mentally Retarded Persons : Tooth Brushing	10.00
28. Skill Training in the Mentally Retarded Persons : Dressing	10.00
29. Skill Training in the Mentally Retarded Persons :Grooming	10.00
30. Skill Training in the Mentally Retarded Persons : Social Skills	10.00
31. Play Activities for Young children with Special Needs (English)	10.00
32. Play Activities for Youfhg children with Special Needs (Hindi)	10.00

Contd.

MIMEOGRAPHS

33. Open Employment Opportunities in the Departments of Post and Telecommunications for Persons with Mental Retardation	10.00
34. Open Employment Opportunities in the Indian Railways for persons with Mental Retardation	10.00
35. Job Analysis and on the Job Training for Persons with Mental Retardation. Series 1. Manufacture of Wire, Cut Bricks and Tiles	10.00

VIDEO FILMS

1. Step by Step We Learn (English)	150.00
2. Step by Step We Learn (Telugu)	150.00
3. Give Them a Chance (English)	150.00
4. Give Them a Chance (Telugu)	150.00
5. Sahanubuthi Nahi sayog (Hindi)	150.00

EDUCATIONAL FOLDERS AND POSTERS (for free distribution)

1. My Tool Box
2. Teaching Time
3. Check and Know
4. Prevent Mental Retardation
5. Saying Simple Words
6. Tell the Day, Date and Month: A Special Education Calender
7. Mentally Retarded Children and Communication (Speech Language Hearing Development)
8. Declaration of Geneal and Special Rights of the Mentally Retarded
9. Greeting Skills
10. Ten different Posters (in English, Hindi and Telugu) on Prevention and Management of Mentally Retarded Children (Out of stock)

Note: Please mail your requests alongwith a Demand Draft drawn in favour of "Director, NIMH, Secunderabad" to : Information & Documentation Officer, NIMH, Manovikasnagar, Secunderabad: 500011. (A.P. INDIA)

FEEDBACK FORM

(For use by teachers after reading the manual)

Name	Sex
Address of institution	Age
Educational Qualifications	Designation
Last highest qualification achieved	Year of passing the last highest qualification
Total working experience	Experience in the field of mental handicap
Age range of mentally handicapped children in your class/es	Levels/severity of mentally handicapped children in your class/es

Given below are a list of statements followed by a series of descriptive rating categories. After going through the manual, please give ratings for the statements given below. Further, you may add your comments, criticisms and/or clarifications on any other aspect of the manual in the space provided below each statement.

1. Language used in the manual

- a) Very simple to understand
- b) Simple to understand
- c) Average
- d) Difficult to understand
- e) Very difficult to understand

Specify, if any, areas/pages wherein the language used in the manual is difficult to understand. Give reasons.

2. The topics included in the manual

- a) Totally inappropriate
- b) Partially inappropriate
- c) Appropriate
- d) Quite appropriate
- e) Highly appropriate

Specify, if any, areas/pages wherein the topics included within the manual is in appropriate. Give reasons.

3. Clarity of ideas expressed in the manual

- a) Not at all clear
- b) Needs more clarity
- c) Clear
- d) Quite clear
- e) Thoroughly clear

Specify, if any, areas/pages wherein there is less or no clarity of the ideas expressed in the manual. Give reasons.

4. Usefulness of the topics included in the manual

- a) No use at all
- b) Partially useful
- c) Useful
- d) Quite useful
- e) Highly useful

Specify, if any, areas/pages wherein topics included in the manual is not useful to the teacher. Give reasons.

5. Appropriateness of the illustrations in the manual

- a) Not appropriate at all
- b) Inappropriate in some places
- c) Appropriate
- d) Mostly appropriate
- e) Appropriate at all places

Specify, if any, areas/pages wherein the illustrations included in the manual material are not appropriate. Give reasons.

6. Any other comments regarding the manual

Mail Your Completed Feedback Form to :

Mrs. Reeta Peshawaria
*Lecturer in Clinical Psychology,
Department of Clinical Psychology,
National Institute for the Mentally Handicapped,
Manovikas Nagar, Bowenpally P.O.
Secunderabad - 500 011.*