



ISSN Print: 2394-7500  
ISSN Online: 2394-5869  
Impact Factor: 5.2  
IJAR 2018; 4(9): 307-310  
[www.allresearchjournal.com](http://www.allresearchjournal.com)  
Received: 28-07-2018  
Accepted: 30-08-2018

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## Study on facilities available at primary levels for children with intellectual disabilities

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### Abstract

Children who have special requirements should be able to have the same kinds of fun on the municipal playground as typical children, thus the accessibility of the facility should be improved. The promotion of international collaboration at both the governmental and non-governmental levels is something that should be supported in the process of creating play activities for impaired children. Both typically developing children and those with disabilities should have access to the same kinds of playtime activities. Because the primary goals of play are to stimulate and aid the development of their faculties, play patterns and forms should not have any prejudice in them. This is because the primary aims of play are the same for normal and disabled (differently abled) individuals. It is important to provide assistance to non-governmental organizations and voluntary organizations in order to encourage them to play an active part in the promotion and development of child play policies and programmes.

**Keywords:** Primary, levels, children, intellectual, disabilities

### Introduction

Intellectual disability is an aberration that has huge societal implications; it not only impacts the people who suffer from it, but also the family and society as a whole. This is because intellectual impairment affects a person's capacity to understand language and reason. Intellectual impairments are characterised by a lower cognitive capacity, which may be seen as a difference in the rate and efficiency with which a person receives new knowledge, remembers it, and applies it in comparison to the general population. Over the course of the past century, people who have intellectual disabilities have witnessed dramatic shifts in many facets of their lives, including healthcare, work, education, recreational opportunities, and living situations (World Health Organization, 2000).

### Diagnosis of Intellectual Disabilities

An IQ of below 70, significant limitations in two or more areas of adaptive behaviour (as measured by an adaptive behaviour rating scale, such as communication, self-help skills, interpersonal skills, and more), and evidence that the limitations became apparent prior to the age of 18 are the three criteria that must be met for a diagnosis of mental retardation according to the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV).

An official diagnosis is made after an evaluation of the patient's IQ and adaptive behaviour by a trained specialist. The DSM-V 9 diagnosis is expected to require adaptive measurements of less than two standard deviations as compared to the mean of the population, with standard scores of 70 or less, in at least two of the following domains: Conceptual skills (communication, language, time, money, academic); Social skills (interpersonal skills, social responsibility, recreation, friendships); and Practical skills (skills related to work, play, and other activities that involve interacting with other people) (daily living skills, work, travel). It is important for the examiner to rule out factors such as depression, anxiety, and other similar conditions before coming to the conclusion that the measured IQ is accurate.

1. It is necessary to do a physical examination in order to identify any symptoms. A study of the development curves from birth might be a good place to start when performing a physical examination. The patient's head circumference should be charted on a regular basis.

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2. The compilation of a comprehensive medical, familial, social, and educational background based on interviews with the parents and data from the medical facility and the school.
3. Delay in speech development and an overall incapacity to care for oneself independently are two indicators that may point to intellectual impairment.
4. An evaluation of the mother's health during the pregnancy, looking for symptoms of infection as well as the use of cigarettes, alcohol, and drugs, as well as any major illnesses or injuries.
5. A youngster should have a developmental screening on a regular basis so that their pace and pattern of development may be studied.
6. It is important to gather information about the patient's family and educational background, as well as the occupations of the patient's parents, the educational and developmental status of the patient's siblings, the patient's place in the family, the patient's approach to child rearing, and the patient's family history of intellectual disabilities.

### **Facilities available in delhi-NCR to teach intellectual disabled children**

#### **Okhla centre school**

This day care centre for children with special requirements was established in 1965, making it one of the oldest such facilities in the Delhi area. Children from economically disadvantaged families who are diagnosed with intellectual impairment or conditions connected with it are eligible to receive educational and therapeutic services from this organisation. In order to make it a dynamic learning environment, renovations and refurbishments are taking place, and the most recent innovations in the area are also being implemented. The lesson plan prioritises the needs of the children, emphasises practical application, and is fun to follow. The Society regularly invests in the professional development of the school's devoted team of special educators so that they can provide the best possible education to its students.

#### **Nurture: an intensive therapeutic transition programme**

Children who have intellectual impairments and conditions connected with them to a severe degree are eligible for the intensive therapy and behaviour intervention treatments that are provided by Nurture. In addition, this facility provides care for children who have been diagnosed with Autism Spectrum Disorder. Initiated in January 2010 for the purpose of helping exceptional children aged 10 to 18 and providing them with a chance at rehabilitation, the programme was created for the benefit of extraordinary children. The objective is to empower the kid to function on his or her own in terms of general skills to the greatest extent possible. Currently, there is one special educator and one caretaker present in a classroom that has air conditioning for five young children. In addition, the Diagnostic and Counselling Clinic provides the Unit with the services of an Occupational Therapist and a Speech Therapist.

#### **Objectives of the study**

- To study on Alignment Of Self-Determination, Quality Of Life And Educational Outcomes

- To study on Facilities available at primary levels for children with intellectual disabilities

### **Facilities available at primary levels for children with intellectual disabilities**

All children can benefit from receiving a high-quality pre-primary education. It leads to long-term increases in academic achievement, a reduction in delinquency and criminality in youth and adulthood, and job training for future career opportunities. In particular, for children with disabilities, high-quality pre-primary education allows for the early detection and treatment of impairments, and for certain children with disabilities, it also makes the transition into regular schools easier.

Children who have disabilities are frequently prevented from accessing the social services and pre-primary education that are legally guaranteed to them. When the birth of a child with a handicap is met with feelings of guilt, shame, and fear in a society, children with disabilities are commonly concealed from view, subjected to poor treatment, and prevented from engaging in activities that are essential for their growth. Children with disabilities may have poor educational results as a direct result of discrimination; they may have low self-esteem and restricted engagement with others; they may be at an increased risk for violence, abuse, neglect, and exploitation; and they may have limited interaction with others (WHO & World Bank, 2011; UNICEF, 2007b). In this study, questions about the education of children with intellectual disabilities were explored.

### **Alignment of self-determination, quality of life and educational outcomes**

Learners who have a modest intellectual disability have seen significant improvements in their level of independence and positive identification as a result of two fundamental concepts that have developed in conjunction with the expansion of educational possibilities for individuals with disabilities. Self-determination and high quality of life are two of these things. Wehmeyer and Schalock (2018) <sup>[15]</sup> believe that special education and general education can be brought together by having conversations that place an emphasis on the promotion of self-determination and quality of life. This is because self-determination and quality of life are both constructs that display universal needs and can be of benefit to all learners.

Every student has the opportunity to be actively involved in their own educational experiences if they are given the resources to exercise self-determination. Instructional activities that include goal-setting, problem-solving, and decision-making can be used to foster the development of a sense of self-determination in students. Agran, Blachard, and Wehmeyer (2015) reported on significant gains that had been made by individuals, the majority of whom had intellectual disabilities, who had been exposed to the Self-Determined Model of Instruction by their teachers. These individuals had made these gains as a result of their teachers implementing the Self-Determined Model of Instruction into their classrooms. The importance of training learners to become more self-determined was demonstrated in the research by the fact that it enabled learners to set their own objectives, decide ways in which these goals could be attained, and evaluate the degree to which they had been successful. According to Sands *et al.* (2000) <sup>[16]</sup>, the essence of the many different descriptions of quality of life is that it

is a personally defined and ever-changing construct. This construct entails the capability to adopt a lifestyle that is satisfactory in terms of an individual's unique needs and wants and that generates a sense of contentment and success for the individual. An investigation of the quality of life of persons who have impairments should have as its primary goal the promotion of increased engagement in and full membership in society (Dennis, Williams, Giangreco & Cloninger, 2015).

#### **Modification for students with intellectual disabilities**

Learners who have a modest intellectual disability have seen significant improvements in their level of independence and positive identification as a result of two fundamental concepts that have developed in conjunction with the expansion of educational possibilities for individuals with disabilities. Self-determination and high quality of life are two of these things. Wehmeyer and Schalock (2018) <sup>[15]</sup> believe that special education and general education can be brought together by having conversations that place an emphasis on the promotion of self-determination and quality of life. This is because self-determination and quality of life are both constructs that display universal needs and can be of benefit to all learners.

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Learners who have a modest intellectual disability have seen significant improvements in their level of independence and positive identification as a result of two fundamental concepts that have developed in conjunction with the expansion of educational possibilities for individuals with disabilities. These concepts have helped learners see significant improvements in their ability to live independently and positively identify themselves. Two of these things include having a great quality of life and the ability to determine one's own path in life. Wehmeyer and Schalock (2018) <sup>[15]</sup> are of the opinion that special education and general education may be brought closer together via the facilitation of talks that place a focus on the development of self-determination and quality of life. This is due to the fact that both self-determination and quality of life are concepts that reflect universal needs and have the potential to be beneficial to all students.

An examination of the quality of life of people with disabilities need to have as its major objective the promotion of increasing participation in society and full membership in it (Dennis, Williams, Giangreco & Cloninger, 2015).

#### ▪ **Quiet Work Space**

The child will learn that while he is seated in this area, he is expected to focus on the activity or work at hand and not play, which he will comprehend if this room is used exclusively for academic purposes. This will assist the youngster get into a habit of studying.

#### ▪ **Functional Activities**

Teach them things that are useful in everyday life, such as how to boil an egg or how to get to their friend's house. Some examples of these things include.

#### ▪ **Repetition of concepts over the day**

Children with intellectual disabilities need to learn a concept in different ways and have the opportunity to practise it many times in order to learn and remember it.

#### ▪ **Teacher-student ratio**

During the time that they are participating in the activities, these youngsters require special help and guidance. At a minimum, there should be one instructor for every three students who are diagnosed with intellectual disability.

#### ▪ **Hands-on learning**

When people learn something using all of their senses, it helps them learn and remember the knowledge better.

#### **Factors for learning of intellectually disabled children for making the right strategies towards learning**

##### **Teach baby steps**

The use of this word is meant to serve as a motivator for educators to simplify and streamline the processes involved in the delivery of their teachings. This will allow for learning to take place while simultaneously reducing levels of frustration. Hold off on going on to the next level until the learner has demonstrated that they have mastered the previous one.

##### **Concrete learning experiences**

Introduce novel concepts with a method that emphasises doing things physically and actively. When you are teaching arithmetic, you should use manipulative. Give pupils relevant experiences by taking them on field visits to places like the grocery store or the post office. Students are more likely to retain information if they are given opportunities to create meaningful connections to the world around them or to physically investigate a topic.

##### **Immediate and positive feedback**

The learner will be encouraged to continue trying if they receive positive comments. It is essential to provide prompt praise and recognition to a student when the kid demonstrates mastery of a topic or achieves a goal.

##### **Sing a Song**

All children, but especially those with intellectual impairments, respond extremely well to the motivating effects of music. A fun technique to engage the learner and help them retain facts is to compose a tune that is easy to remember and goes along with the topic being taught.

##### **Patience**

Students who have specific impairments might be difficult to predict in terms of what they are able to learn and what can cause them to behave in a particular way. The pupil may be trying to communicate with you that "This is too hard." even if it may look like they are having a tantrum. I am at a loss for words," or "I am worn out." I have to take a break. Spend some time getting to know the specific youngster so you can better meet his or her requirements.

##### **Conclusion**

Reforming the curriculum should be done on a gradual basis in order to make the transition from conventional teaching to modern teaching. Not only will the instruction of science in the future likely require the use of multimedia technology, but also the instruction of all other disciplines.

In conclusion, the implementation of Multimedia Instructional Strategies in the classroom setting for children who have intellectual disabilities will pave the way for encouraging positive results in the acquisition, maintenance, and transfer of learning functional skills to learn science concepts with the least amount of effort and in a short period of time. The recreational activities of children who have intellectual disabilities need to be governed by a set of guidelines that include attainable regulations and criteria. People who have intellectual disabilities may benefit from being encouraged and instructed to create toys as a kind of activity. They can receive assistance to supplement the income of their families. Toy-making, playground apparatus creation, and game design should all be encouraged in school-sponsored workshops. Since the commencement of modern education in our nation, there has been a slow but steady decrease in the amount of playtime that is included in the curriculum. This is because the education system does not place a priority on play and treats it as an afterthought. The results of this study demonstrated conclusively that engaging in play activities may be an efficient method for transferring functional skills to individuals. Play is an essential component in the overall growth and development of children with intellectual disabilities of a moderate level.

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