



A STUDY OF BEHAVIOURAL PROBLEMS OF CHILDREN OF DISHA SPECIAL SCHOOL

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Abstract

In this research paper "A Study of Behavioural Problems of Children of Disha Special School" was taken into consideration in which abnormality as the inability to function effectively of Disha School abnormal children who are unable to function effectively and adapt to the demands of society are considered in this research paper. The various abnormal behaviors like violent & destructive behavior, temper tantrum, misbehaviour with others, self injurious behavior, repetitive behavior, odd behavior, hyperactivity, rebellious behavior, antisocial behavior, any other behaviour of Disha School students was studied. In this study Five abnormal special children of mental retardation of Disha Special School Sirsa was selected as sample of research problem. In this research "Problem Behaviour Survey Schedule (PBSS)" authored by Dr. S. Venkatesan tool was used. In this study the overall Abnormal Behaviours of 5 special students of Disha Special School on the basis of 100 questions were observed and it was found that there were 87%, 75%, 66%, 61%, 54% abnormal behaviours in 5 cases of special students selected for the study. It was analysed that the Case No. 1 > Case No. 2 > Case No. 3 > Case No. 4 > Case No. 5 in abnormal behaviors among 5 special school students.

Keywords: Special Children, Mental Retardation, Destructive Behavior, Temper Tantrum, Misbehaviour with others, Self Injurious Behavior, Repetitive Behavior, Odd Behavior, Hyperactivity, Rebellious Behavior, Antisocial Behavior.

Introduction

Psychological assessment comes in various types, shades and for different purposes. Screening, identification, diagnosis, classification, placement, certification, research and planning intervention programs are some of its important purposes. There are many approaches to assessment. A normative approach compares individuals against similar age, cultural or peer group. A criterion reference approach sets a relative standard to compare the performance of a given individual as either close to or away from them. An idiometric or ipsative approach maintains the baseline of a individual itself as bench mark to assess how far or near the person has moved against it over a period of time. The behavioural approach to assessment is different from all the above.

Originating from the seminar works of behaviorism as a school of thought in the field of psychology and following the imprints of J.B. Watson and his followers, the behavioral approach denounces all that is subjective, intangible, unobservable and non-measurable, such as, the mind or consciousness. Anything that exist in some measure. They must be observable. For example, concepts like unconscious, pre-conscious or sub-conscious are rejected. What is believed to be true and existing is behavior. By behavior, they mean observable and measurable actions. If you declare that someone is angry or jealous, it makes no sense. What one does in anger is to be studied. One 'throws things', 'hits others', 'falls on the floor', 'hits others', and so on. They are accepted as behavior. What's more! One can not only observe but also measure such actions. For example, one may observe that 'Raju spits three times in ten minutes' or 'Vani sucks thumb for half an hour'. Thus, behaviours are actions that are observable and measurable.

Behaviorists view that all behaviors can be classified for convenience in understanding



into: (a) Skill Behaviors: and, (b) Problem Behaviors. Sometimes they are distinguished as desirable-undesirable behaviors, positive-negative behaviors, adaptive-maladaptive behaviors, asset-deficit behaviors, good-bad behaviors, etc. Examples of skill behaviors are: recites rhyme, buttons clothing, eats own food, greets others, writes spellings, etc. Examples of problem behaviors are: hits others, tells lies, does not sit in one place, bangs own head, etc. Behaviorists believe firmly that all behaviors-whether skill or problem behaviors-both are learned. A child learns to say 'multiplication tables' in as much s/he can learn or be taught to use a bad word! Similarly, another child can be taught to assemble puzzles as yet another can be taught to throw play materials or break them. How are behaviors learned? If you ask a behaviorist, the answer will be that the behavior was learned as a function of some or the other benefit which the child is receiving by indulging in that behavior in his or her environment. A child learns to write neatly for the appreciation that is being received for his 'beautiful handwriting'. Another child learns to throw a tantrum owing to the candy she receives from her mom at the occurrence of that behavior. The environment plays a vital role in the occurrence of purposeful behaviors.

Review of Related Literature

Dr. S. Venkatesan (2015) some commonly used behavior assessment tools in the west are: Balthazar Scales of Adaptive Behavior, Part II (Nihira et al. 1974), Disability Assessment Schedule (Holmes, Shah & Wing, 1982), Psychopathology Instrument for Mentally Retarded Adults (Senatore, Matson & Kazdin, 1985) and others. The brief critical appraisal and overview of behavior assessment scales available in India (Venkatesan, 2004) still holds relevance. The latest recent additions to that series are: behavior Assessment Scales for Adult Living (BASAL MR; Peshawaria, Menon, Bailey, Skinner, Ganguly & Rajashekar, 2000), Activity Checklist for Preschool Children with Developmental Disabilities (ACPC-DD;

Venkatesan, 2004), Communication DEALL Developmental Checklist (CDDC; Karanth, 2007), Autism Behavior Checklist for Disability Estimation (A2E; Venkatesan, 2014), etc.

Significance of the Study

During adolescence, the child is for understanding his own behavior. He is experiencing a great period of insecurity. He has desires and derives that he does not understand but that he feels intensely. He wants to be accepted, understood and loves but he is afraid of getting close of others. Most often, he has high ideals, his sense of morality with the morals of his society within which he moves. He is confronted with the necessity for making serious plan about his future. Therefore, there is need for making us special, study because at this stage, the number of criminals and the case of delinquency day by day in every country of the world. The normal adolescent filled with lively intellectual curiosity and a strong urge towards self expression. Mental conflict may arise when he attempts to evaluate varying modes of behavior and to pattern his own conduct upon whatever models appear to him to be most worthy of imitation. If the young person can be helped to attain intelligent appreciation of the most acceptable modes of thinking and acting, he can evolve personal ideals and the necessity for making serious plan about his future. Therefore, there is need for making us special, study because at this stage, the number of criminals and the case of delinquency day by day in every country of the world.

Statement of the Problem

A Study of Behavioural Problems of Children of Disha Special School Sirsa

Objective of the Study

1. To study the violent-destructive behavior of adolescents behavioural problem of Disha Special School Students.
2. To study the temper tantrum behaviour of adolescents behavioural problem of Disha Special School Students.



3. To study the Misbehaviour with other of adolescents behavioural problem of Disha Special School Students.
4. To study the self injurious behaviour of adolescents behavioural problem of Disha Special Schools Students.
5. To study the repetitive behaviours of adolescents behavioural problem of Disha Special School Students.
6. To study the odd behaviors of adolescents behavioural problem of Disha Special Schools Students.
7. To study the hyperactivity of adolescents behavioural problem of Disha Special School Students.
8. To study of rebellious behaviour of adolescents behavioural problem of Disha Special School Students.
9. To study the antisocial behaviours of adolescents behavioural problem of Disha Special School Students.
10. To study the fears of adolescents behavioural problem of Disha Special School Students.
11. To study the other behaviours of problems of Disha Special Schools Students.
9. There exists some students of antisocial behaviour of Disha Special School.
10. There exists some students of fears behaviour of Disha Special School.
11. There exists some students of any others behaviour of Disha Special Schools.

'Operational Definitions of the terms Used

- Abnormal Behavior
- Conceptual definition:

Carson et al. (2008) defined abnormal behavior as maladaptive behavior detrimental to an individual or a group (G-R). According Feldman (2002) the difficulty in distinguishing normal of abnormal behavior has inspired a diversity of approaches for devising a precise, scientific definition of abnormal behavior. Furthermore Reber (2001) noted that Abnormal as any departure from norm of the normal .the term is used variously to denote such things as purely quantitative deviations in statistical analyses and deviant behavior patterns of individuals.

Feldman (2002) has categorized abnormality as following definition:

- Deviation from average; views abnormality as deviation from the average -a statistical definition.
- Deviation from the ideal; abnormality as one that measures behavior against the standard toward which most people are striving - the ideal.
- Abnormality as a sense of subject subjective discomfort; behavior considered abnormal if it produces a sense of distress, anxiety, or guilt in an individual -or if it is harmful to others in some way.

Abnormality as the inability to function effectively; people who are unable to function effectively and adapt to the demands of society are considered abnormal.

Legal definitions of abnormality: According to the law, the distinction between normal and abnormal behaviors rests on the definition of insanity which is a legal, but not a psychological term.

Characteristics of Abnormal Behaviour

HYPOTHESES

1. There exists some students of violent & Destructive behaviour of Disha Special School.
2. There exists some students of temper tantrum behaviour of Disha Special School.
3. There exists some students of misbehavior with others behaviour of Disha Special School.
4. There exists some students of self injurious behaviour of Disha Special School.
5. There exists some students of repetitive behaviour of Disha Special School.
6. There exists some students of odd behaviour of Disha Special School.
7. There exists some students of hyperactivity of Disha Special School.
8. There exists some students of rebellious behaviour of Disha Special School.



1. **Violent & Destructive Behavior:** Violent behavior is defined as intentional physically aggressive behavior against another person. In human context, self-destructive behavior is a widely used phrase that conceptualizes certain kinds of destructive acts as belonging of the self. It also has the property that it characterizes certain kinds of self inflicted acts as destructive.
2. **Temper Tantrum:** A tantrum temper tantrum, meltdown or hissy fit is an emotional outburst, usually associated with children or those in emotional distress, that is typically characterized by stubbornness, crying, screaming, defiance, anger ranting, a resistance to attempts at pacification and, in some cases, hitting.
3. **Misbehaviour with others:** Improper or wicked or immoral behavior miss misbehavior, misdeed act us reus, wrongful conduct, misconduct, corongdoing.
4. **Self Injurious Behavior:** The behavior is defined as the deliberate, repetitive impulsive non-lethal harming of oneself.
5. **Repetitive Behavior:** Repetitive behavior are defined by their repeated occurrence inappropriateness, and behavioral rigidity. Repetitive behavior is not unique to Qutism.
6. **Odd Behavior:** Odd is defined by a patterns of angry/irritable mood, as well as argumentative and vindictive behaviors.
7. **Hyperactivity:** Hyperactive behavior usually refers to content activity being easily distracted, impulsiveness, inability to concentrate, aggressiveness and similar behaviors.
8. **Rebellious Behavior:** Fighting against a government, refusing to obey rules or authority or to accept normal standards of behavior, dress, etc.
9. **Antisocial behavior:** A widely used definition of anti-social behavior is the

definition contained in the crime and disorder act.

10. **Fears:** Fear is feeling induced by perceived danger or threat that occurs in certain types of organisms, which causes a change in metabolic and organ functions and ultimately a change in behavior. Such as felling hiding, or freezing from perceived traumatic events.

Population

All the special adolescent children of Sirsa District constituted the population of Research.

Sample

All the adolescent children of Disha Special School Sirsa was selected as sample of research problem.

Tools to Be Used

In their research "Problem Behaviour Survey Schedule (PBSS)" authored by Dr. S. Venkatesan was used.

Delimitations of the Study

As the methodology of research demands the Behavior problems of Disha Special Schools, to be defined and specifically was delimited. This determines the boundaries or project in hand. Recognition of the delimitations of the study helped to focus attention on pertinent objects and which helped to minimize the dangers of over simplification. As such the present study was delimited under following specifications.'

1. The study was delimited to Disha Special School.
2. All the adolescent children of Disha Special School was used.
3. In this research only variable problem behaviour survey schedule (PBSS) was used.
4. schedule (PBSS). Authored by Dr. S. Venkatesan was used.

STATISTICAL TREATMENT OF DATA

In order to achieve the objectives of the study the means & percentage will be used to Explain the Problem Behaviours of Disha Special Schools.

MAJOR FINDINGS:

1. **In Hypothesis No. 1-** In this study the Violent & Destructive Behaviour of 5



- special students of Disha Special School on the basis of 16 questions were observed and found that there were 12, 10, 8, 9, 7 violent and destructive behaviours were present in the 5 cases of special students selected for the study. It was analysed that the Case No. 1> Case No. 2> Case No. 3 = Case No. 4> Case No. 5 in Violent and Destructive behavior among 5 special school students.
2. **In Hypothesis No. 2-** In this study the Temper Tantrums of 5 special students of Disha Special School on the basis of 4 questions were observed and found that there were 4, 3, 2, 2, 1 Temper Tantrums were present in the 5 cases of special students selected for the study. It was analysed that the Case No. 1> Case No. 2> Case No. 3= Case No. 4> Case No. 5 in Temper Tantrums among 5 special school students.
 3. **In Hypothesis No. 3-** In this study the Misbehaviour with Others of 5 special students of Disha Special School on the basis of 14 questions were observed and found that there were 12, 10, 9, 9, 8 Misbehaviour with Others were present in the 5 cases of special students selected for the study. It was analysed that the Case No. 1> Case No. 2> Case No. 3 = Case No. 4> Case No. 5 in Misbehaviour with Others among 5 special school students.
 4. **In Hypothesis No. 4-** In this study the Self Injurious Behaviour of 5 special students of Disha Special School on the basis of 11 questions were observed and found that there were 9, 8, 7, 7, 6 Self Injurious Behaviour were present in the 5 cases of special students selected for the study. It was analysed that the Case No. 1> Case No. 2> Case No. 3= Case No. 4> Case No. 5 in Self Injurious Behaviour among 5 special school students.
 5. **In Hypothesis No. 5-** In this study the Repetitive Behaviour of 5 special students of Disha Special School on the basis of 11 questions were observed and found that there were 8, 7, 7, 6, 6 Repetitive Behaviour were present in the 5 cases of special students selected for the study. It was analysed that the Case No. 1> Case No. 2= Case No. 3= Case No. 4= Case No. 5 in Repetitive Behaviour among 5 special school students.
 6. **In Hypothesis No. 6-** In this study the Odd Behaviours of 5 special students of Disha Special School on the basis of 10 questions were observed and found that there were 9, 8, 7, 7, 6 Odd Behaviours were present in the 5 cases of special students selected for the study. It was analysed that the Case No. 1> Case No. 2> Case No. 3= Case No. 4> Case No. 5 in Odd Behaviours among 5 special school students.
 7. **In Hypothesis No. - 7:** In this study the Hyperactivity of 5 special students of Disha Special School on the basis of 3 questions were observed and found that there were 3, 3, 2, 2, 1 Hyperactivity were present in the 5 cases of special students selected for the study. It was analysed that the Case No. 1= Case No. 2> Case No. 3= Case No. 4> Case No. 5 in Hyperactivity among 5 special school students.
 8. **In Hypothesis No. -8:** In this study the Rebellious Behaviours of 5 special students of Disha Special School on the basis of 6 questions were observed and found that there were 6, 5, 5, 4, 4 Rebellious Behaviours were present in the 5 cases of special students selected for the study. It was analysed that the Case No. 1> Case No. 2= Case No. 3> Case No. 4= Case No. 5 in Rebellious Behaviours among 5 special school students.
 9. **In Hypothesis No. -9:** In this study the Antisocial Behaviours of 5 special students of Disha Special School on the basis of 14 questions were observed and found that there were 12, 11, 10, 9, 8 Antisocial Behaviours were present in the



- 5 cases of special students selected for the study. It was analysed that the Case No.1> Case No. 2> Case No. 3> Case No. 4> Case No. 5 in Antisocial Behaviours among 5 special school students.
10. **In Hypothesis No. -10:** In this study the Fears of 5 special students of Disha Special School on the basis of 4 questions were observed and found that there were 4,3,3,2,2 Fears were present in the 5 cases of special students selected for the study. It was analysed that the Case No. 1> Case No. 2=Case No. 3> Case No. 4= Case No. 5 in Fears among 5 special school students.
11. **In Hypothesis No. -11:** In this study the Any Other Behaviors of 5 special students of Disha Special School on the basis of 4 questions were observed and found that there were 8,7,6,5,5 Any Other Behaviours were present in the 5 cases of special students selected for the study. It was analysed that the Case No. 1> Case No. 2> Case No. 3> Case No. 4= Case No. 5 in Any Other Behaviors among 5 special school students.

Educational Implications: In the adolescence, the child is for understanding his own behavior. He is experiencing a great period of insecurity. He has desires and derives that he does not understand but that he feels intensely. He wants to be accepted, understood and loves but he is afraid of getting close of others. Most often, he has high ideals, his sense of morality with the morals of his society within which he moves. He is confronted with the necessity for making serious plan about his future. Therefore, there is need for making us special, study because at this stage, the number of criminals and the case of delinquency day by day in every country of the world. The normal adolescent filled with lively intellectual curiosity and a strong urge towards self expression. Mental conflict may arise when he attempts to evaluate varying modes of behavior and to pattern his own conduct upon whatever

models appear to him to be most worthy of imitation. If the young person can be helped to attain intelligent appreciation of the most acceptable modes of thinking and acting, he can evolve personal ideals and the necessity for making serious plan about his future. Therefore, there is need for making us special, study because at this stage, the number of criminals and the case of delinquency day by day in every country of the world is increasing. The major findings of the research indicates that the overall Abnormal Behaviours of 5 special students of Disha Special School on the basis of 100 questions were observed and found that there were 87,75,66,61,54 Abnormal Behaviours were present in the 5 cases of special students selected for the study. It was analysed that the Case No. 1> Case No. 2> Case No. 3> Case No. 4> Case No. 5 in Abnormal Behaviors among 5 special school students. This study is very much helpful for the special school teachers to train and teach the 5 cases selected for the research nicely considering their abnormal behaviours.

Suggestions:

1. In this research the sample size was of 5 Special School students is very small and it is advised to use bigger sample.
2. This study was delimited to one Special School, it is advised to explore other special schools of Haryana.
3. In this research only one independent variable i.e. Problem Behaviour Survey Schedule Authored by Dr. S. Venkatesan was used, it is advised to use other variables related to special children.
4. In this research, statistical techniques used are % age and mean it is advised to use S.D, 't' test, ANOVA & Correlation in further research.

Conclusion: In this study the overall Abnormal Behaviours of 5 special students of Disha Special School on the basis of 100 questions were observed and found that there were 87,75,66,61,54 Abnormal Behaviours were present in the 5 cases of special students selected for the study. It was analysed that the



Case No. 1> Case No. 2> Case No. 3> Case No. 4> Case No. 5 in Abnormal Behaviors among 5 special school students.

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