

**BENHA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF MENTAL HEALTH**

**EFFECTEVNESS OF A TRAINING PROGRAM IN
IMPROVING ADAPTIVE BEHAVIOR AMONG
EDUCABLE MENTALLY RETARDED CHILDREN**

Athesis

Submitted to the Faculty of education in fulfillment of
the requirements for the master degree
(MENTAL HEALTH)

BY

BY

**HALA AHMED SULIMAN
HASSANIEN**

Supervised by

**PROF.
SAMIA ABBAS EL -QATTAN**

Professor of Mental Health & Ex
– Dean of the Faculty of
Education – Benha University

**Dr.
HEMDAN MAHMUD FADA**

Professor Assistant prof. Of mental
health
Faculty of Education Benha University

2007



ABSTRACT

THE MOTIVE OF THE STUDY:

Mental Retardation is one of the familiar phenomena along ages, that any society cannot be devoid of. It is also a common theme for many Scientific areas and knowledge as psychology, education, medicine, sociology, and law due to the many scientific fields that contributed to the interpretation of phenomenon. (*Farouq El – Raousan, 2000 : PP. 243-244*)

This wide interest in mental retardation from various professional and academic categories led to a discrepancy in understanding the phenomenon and identifying its causes.

(*Usuf El- Qaruty, 2000 : 53*)

Regardless of the interests that this Category attained recently on the local and international levels; mental retardation is still a social and educational problem. The mentally retarded with his / her limited mental ability, is less able to socially adapt, behave in the various situations, and interact with others.

(*Farouq Sadeg, 1982 : P. 304*)

The mentally retarded reveal many maladaptive behavioral types that include self – harm, chaos, hyperactivity, and Social withdrawal. They also have evident disorders in language and speech that hinders their communication. This often leads to undesired outcomes, and sometimes to catastrophic psychological development of the individual. The mentally retarded exhibit several problems in their adaptation with others, that result in the behavioral problems and aggression that are the tools of the handicapped to deliver a specific message or express a desire or need due to his/ her failure in Communication with others.

Peck & Hong(1988:20) showed that the mentally retarded population suffer from deficits and sever reduction in social skills that cause a lot of passive behaviors and problems that



hamper those children from coping appropriately with others so they lean to maladaptive behaviors because of their failure in life

Farouk Sadek (1982:479) showed that many studies confirmed that educable mentally retarded population can achieve good level of personal, social, mental and language competence if we provide them with educational and counseling programs, and showed that training programs can contribute to improving their mental and social adjustment.

Polloway (1997:175) indicated that the recent definitions of mental retardation focus on the level of the related support the mentally retarded need to be effective and independently affect his / her society as possible.

The researcher, through her work on special education (Eltarbia Elfekrea School) noticed that although mental retardation has great effects on mentally retarded children adaptive behaviors, especially those behaviors related to independence and communication ; through training and rehabilitation with providing additional support services to them and their families and using appropriate educational curriculum according to each child needs, mentally retarded children can overcome a lot of their problems , particularly in the terms of future directions toward mentally retarded inclusion in regular classroom settings.

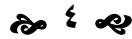
THE PROBLEM OF THE STUDY :

The problem can be Stated in the following question:

What is the effectiveness of a suggested training program in improving adaptive behavior among educable mentally retarded population?

SINGNIFICANCE OF THE STUDY :

The importance of this study lies in preparing and implementing behavioral training program to improve some adaptive behavior skills among educable mentally retarded



population and measure the effectiveness of the program in developing some skills (self-care, language and social skills) through using some of the behavioral strategies such as reinforcement, shaping, seriation and modeling in some individual and group sessions that facilitate their skills learning ,in turn , lead to including them with their classmates.

THE THEORETICAL IMPORTANCE :

The study contributes to increasing facts and knowledge available on mentally retarded population and their characteristics through its review that manipulate mental retardation, adaptive behaviors and related previous studies. It shed light onto educable mentally retarded population and the possibility of reducing its effects due to the wrong information about those children such as they have no ability.

PRACTICAL IMPORTANCE :

The study tries to provide a practical model of a training program based on some behavioral strategies such as modeling, role playing and seriation. This program can be used to develop adaptive behavior skills in educable mentally retarded children.

THE AIM OF THE STUDY :

The study aims at preparing behavioral training program to improve adaptive behavior among educable mentally retarded children (self-care, language and social skills) and examine its effectiveness in helping those children to acquire some social interaction skills and communication with others.

THE TERMS:

1) Mental Retardation

Abdel Aziz Elshakhs indicated that Mental Retardation is significantly sub average intellectual functioning in the developmental period coupled with deficits in adaptive behavior. The child is regarded mentally retarded when his IQ reaches approximately 70 or below besides his disability in adaptation and social ability.



2) Educable mentally retarded children

The children with IQ (50-75) and capable of acquiring language to meet their daily life needs and have the ability to conduct simple conversation with others. They, or almost of them, can achieve independence in caring themselves and its related skills such as having food, dressing, control their toilet also some professional skills and the needed skills to play their family roles and simple house routines. (*Adel Abdullah 2003: 410*)

Educable mentally retarded population in the current study are children 6-12 years with IQ 50-75 and can be called a population with mild mental retardation.

3) Adaptive behavior

Farouk Sadek defines the adaptive behavior as the levels of the effectiveness the person has in facing the environmental, natural and social situations. The researcher will adopt this definition in the current study.

4) The training program

The current study defines the training program to be some activities provided to the mentally retarded children in terms of Individualized Education Plan (IEP) based on using strategies of behavior analysis such as role playing, modeling, reinforcement, shaping, seriation, and prompting in order to enable mentally retarded children to acquire some behavior skills such as self-care, social interaction skills and communication with others.

THE SUBJECTS :

In the current study the sample of the study consisted of 10 mentally retarded Children (6males & 4 females) aged (6-12) years socioeconomic They are matched in adaptive behavior skills, IQ, age, economic-social status.

THE TOOLS:

- | | |
|-----------------------------|------------------------------|
| 1) Key data collecting form | (prepared by the researcher) |
| 2) Adaptive behavior scale | (by Farouk Sadek, 1985) |
| 3) The training program | (prepared by the researcher) |