

## A Study on Developing Vocational Skills for Children of Intellectual Disabilities

Shobha Choudhary\*

\*Research Scholar, Department of Psychology, Shri Khushal Das University, Hanumangarh  
(Rajasthan)

Dr. Pawan Kumar\*\*

\*\*Assistant Professor, Department of Psychology, Shri Khushal Das University,  
Hanumangarh (Rajasthan)

**Email:**

**Abstract:** The purpose of the study was to describe the vocational skills for children of intellectual disabilities. Children with mild intellectual disability were selected for this research. Total number of sample was 25. Vocational training session was conducted for 25 days. The session included self-care activities like eating, drinking, bathing, cleaning and washing etc. These skills are help them in their day to day life. Other skills like drawing and painting, paper mache, paper bag and flower making etc. were also the part of the session.

**Keywords:** Children with intellectual disabilities, vocational skills and independency

**Introduction:** Child-birth is a major event, hugely affecting the family dynamics. It is associated with joy, dreams, aspirations and hopes. However, parenting is a demanding job which gets more so in case the child is suffering from a disability, such as intellectual disability (ID).

Intellectual Disability (ID) also historically known as mental retardation, is characterized by significant limitations in intellectual functioning, also called intelligence and in adaptive behavior including conceptual, social and practical skills.

Intellectual disability is a term used when a person has certain limitations in cognitive functioning and skills, including communication, social and self-care skills. These limitations can cause a child to develop and learn more slowly or differently than a typically developing child. Intellectual disability can happen any time before a child turns 18 years old, even before birth.

The Intellectual Disability can be decided based on following functioning:

- Intellectual functioning, such as their learning, judgment, problem solving, abstract thinking, memory, reasoning and academic skills.
- Practical functioning, which refers to the ability to function and take care of oneself independently, such as performing personal care tasks, managing money and performing work, school or home tasks.
- Social functioning, which refers to the ability to function normally in society by using skills such as social judgment, communication, understanding and following social rules and cues, understanding the consequences of one's actions and making friends.

### **Vocational skills learning program for Intellectual disabled children**

Independence is the basic capital that greatly determines student success. Therefore, it needs encouragement to realize the success of his dreams. Independence can be interpreted as a mental attitude characteristic to have hopes of success in life and do things as best as possible through productive activities with the courage to take rational and calculated risks. Independence is an individual attitude that is obtained cumulatively during development, where individuals will continue to learn to be independent in dealing with various situations in the environment, so that eventually they will be able to think and act alone. Independence is an important aspect in human life. Hence, to make them independent vocational skills learning programs are important.

Self-care activities such as eating, drinking, bathing, decorating, washing both dishes and clothes as well as daily routine can easily be done by normal children in general, but not for children with intellectual disability. Children with intellectual disabilities need special guidance and direction from those around them, in order to master the simple faculties required in the activities of daily life. Education for normal children is directed to the development of intellectual ability whereas mild-intellectual disability of children education is directed to the development of self-care skills provide skills to be self-sufficient.

There are different issues with intellectually disabled children. Therefore, for students with special needs in special schools (SLB) and those who study inclusively in regular schools, they need to be prepared for vocational skills early, systematically and programmatically. Vocational learning programs are implemented in a tiered and continuous manner. At the

early childhood level, students are explored through play, at the elementary level developed a simple literacy skills, at the junior high level of vocational learning reaches 60% and at high school vocational learning achieves 70% more than academic learning. Between students who one with another may pursue different types of skills, but they still study the same subjects even though the material is different. At the secondary level (junior and senior high school) students should be grouped based on the skill class, not the academic class.

### Objective:

1. Studying the vocational skills of mild intellectual disabled children.

### Methodology:

This study is conducted in Jodhpur city (Rajasthan). Intellectually disabled children were selected from ASHA school, Navjyoti Manovikash Kendra, Rudraksh Educational Welfare and Coaching Institutes Jodhpur. A sample of 25 mild intellectually disabled children were studied. The details of the students with mild ID is given in the Table-1.

**Table-1 Students with Mild Intellectual Disability Enrolled for Vocational Training**

District	Number of Students with Mild ID	Total
Jodhpur	25	25

### Result and Discussion of the Study:

The result and discussion of vocational training skills offered for the intellectually disabled children are discussed in this section. The vocational training skills offered for the intellectually disabled children are given in the following Table-2.

**Table-2 shows the Vocational Training skills for Mild Intellectually Disabled Children**

S.No	Vocational Training Skills	Methods
1.	Self-care <ul style="list-style-type: none"> <li>• Eating</li> <li>• Drinking</li> <li>• Bathing</li> <li>• Washing</li> </ul>	<ul style="list-style-type: none"> <li>• Initially, self-care skills were taught to them. Children learnt to do their work independently.</li> <li>• Later, Other skills were taught them in order to make them more</li> </ul>

	<ul style="list-style-type: none"> <li>• Cleaning</li> </ul>	efficient.
2.	Drawing and Painting	
3.	Greeting	
4.	Paper mache	
5.	Paper bag	
6.	Flower Making	
7	Decoration	

**Table-2** depicts the vocational training skills for mild intellectual disabled children. It was 25 days session where children were taught these skills. Initially, self-care skills were taught them in order to teach them everyday chores independently. Then, drawing and painting, greeting making, paper mache, paper bag, flower making and table decoration were taught them in the session. All children were participated in the session for 25 days. Sometimes, few children faced difficulty with some specific activity. They took more time to learn that skill for instance flower making. Therefore, it was necessary to repeat one activity for 2-3 days or sometimes more than 3 days.

Overall, the session was fruitful for children. They not only learn new skills but enjoy them thoroughly. These skills not only help them to lead an independent life but also prepare them for their future life.

**Conclusion:-** Disabled children are often hinge on other people. The best way to help them integrate into society is to make use of the vocational training. Hence, developing vocational skills in disabled children is essential. Vocational training for the disabled can be a big help in dealing with them. Not only can these sessions help them make the most of their abilities, but they also provide a stepping stone towards a stable life. Therefore, it is concluded that vocational skills programs are always have a positive influence on children with ID.

**References:**

- Amin, M., (1996) Orthopedagogiek Anak Tunagrahita, Jakarta, Depdikbud Dirjen Dikti.
- B.R. Hergenhahn and M.H. Olson (2009) Theories of Learning. Terjemahan: Triwibowo B.S.

- Grant, Gordan., Goward, Peter., Richardson, Malcolm., and Ramcharan, Paul., (2005) Learning Disability: A life cycle approach to valuing people., McGraw-Hill New York: Open University Press.
- Kirk, S.A. & Gllagher, J.J., (1989) Educating exceptional children. Boston: Houghton Mifflin Company.
- Smith, M. B., Ittenbach, R. F. & Patton, J. R., (2002) Mental retardation. 6<sup>th</sup> ed. New Jersey: Merrill Prentice Hall.
- Vanitha, C., & Ramaa, S. (2013) Life centered career education for students with mental retardation in Karnataka state- An exploratory study Ph.D Thesis, University of Mysore, Mysore.