



Role of Parents in The Educational Development of Mentally Retarded

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Abstract

The purpose of any educational evaluation is to help teachers better understand their students' individual learning styles, strengths, and weaknesses so they can tailor their lessons accordingly. Learners with mental retardation can't only be evaluated by IQ testing; we also need to look at things like their social skills, academic progress, and the input they've had from their families, teachers, and other professionals. noted the following symptoms that may be present in young children who would later be diagnosed with mental retardation: Speech delay, motor delay, psychomotor delay, cognitive delay, social delay, and academic delay all occur. A multi-disciplinary team including an audiologist, physiotherapist, parents, social worker, special education instructors, and psychologist should do educational evaluation.

Key words: audiologist, physiotherapist, childhood, special education, Mentally Retarded

Introduction

Mental retardation is a condition characterized by low general intellectual functioning and deficits in adaptive. The American Association on Mental Retardation definition state that mental retardation is a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social and practical adaptive skills. This disability originates before age 10. All children are unique individuals and stereotypes or suggestions certain children are a "type" must be avoided. children with intellectual challenges exist in our communities and we should accept the challenges of living and working with them. Special education has evolved over the years through many stages or ages. Before 17th century, people with disabilities all over the world were considered less socially and physically less capable. Children born with disabilities were not easily accepted and then were regarded as a burden to the family and to the society at large. For instance, the Greek and Roman societies were highly advanced and civilized, but the treatment of children with disabilities by today's standard would be considered cruel and barbaric. The history of mental retardation reveals that in the city square of Sparta which placed a premium on physical strength and intellectual ability, eugenics and infanticide were common, everyday occurrences. Only the brightest and strongest of citizen were encouraged to have children. New born were examined by a council of inspectors, and babies thought to be defective or inferior were thrown out from a cliff to die on the rocks below. The fall of Roman Empire in A.D 476 herald in a period of the Renaissance in the 1300s, religion became a dominant social force which brought in more humane treatment of individuals with disabilities. Churches established monasteries and asylums as sanctuaries for persons with intellectual disabilities. Infanticide was rarely practiced because the agrarian societies required many workers in the field. In some instances, individuals thought to be mentally retarded found their way into castles where, though protected and shown favour, they served as buffoons and court jesters entertaining the nobility.

Role of parents

The parents are the first and most important teachers for children, as they play the role of teaching during interaction with children, the family has an important influence upon children as they stay at home much longer than at school as well as more in-family interaction than schooling. The provision



of special education must give strong consideration to the parents to: Give equal opportunities to education to exceptional children, teach their mentally retarded children adaptive skills, advocate for the rights of their children, promote social interactions among the peers and friends.

Review of literature

(et al., 2018) Studied “*A study of the disability impact among parents of mentally challenged children*” and found that the birth of a baby is singularly, the most important joyous occasion in the life of any parent. Many parents hold out a lot of hopes for the future of their children, but when faced with the scenario of a child with special needs or intellectual handicap, they go through a whole lot of emotions including disappointment, resentment, a sense of guilt and a fear for the future of the child.

(Verdugo, 2000) Studied “*Research on Mental Retardation: A priority agenda for the future*” and found that Research on persons with mental retardation derives from the work of a great number of researches and professionals from many different knowledge areas. Each discipline has its particular way of conducting a research and it is usual to find many different approaches, some of which are difficult to harmonize each other. The different developmental stages of disabled persons, as well as different contexts in which intervention is carried out, determine different research priorities.

(Freeman & Alkin, 2000) Studied “*Academic and Social Attainments of Children with Mental Retardation in General Education and Special Education Settings*” and found that Parents, professionals, and researchers have been concerned about the most appropriate placement for children with mental retardation. To shed light on the efficacy of integration, 36 studies were reviewed on the academic and social attainments of school-age children with mental retardation. Results show that children in general education classes do not attain social acceptance ratings at as high a level as do their typically developing peers.

(Joseph, 2016) Studied “*Role of Parents in the Education of Mentally Retarded Learners in Selected Schools*” and found that Mental retardation is a condition characterized by low general intellectual functioning and deficits in adaptive behavior. The American Association on Mental Retardation definition state that mental retardation is a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social and practical adaptive skills. This disability originates before age 10. All children are unique individuals and stereotypes or suggestions certain children are a “type” must be avoided. children with intellectual challenges exist in our communities and we should accept the challenges of living and working with them

(Flinsi et al., 2017) Studied “*A Study to Assess the Role of Parents in The Care of Mentally Challenged Children as Perceived by Parents*” and found that Every parent wants their child to be physically and developmentally perfect. Often some children have a temporary or permanent physical or mental disability. The birth of a child with a disability, or the discovery that a child has a disability, can have profound effects on the family. But “Every child is special” The same holds true for a disabled child also. Each child and every family are unique.

(Anchal & Rani, 2021) Studied “*role of parents in the educational development of mentally retarded learners*” and found that Parents can play a vital role in the training and development of children with intellectual disabilities. In training of functional skills among children with disabilities parents help a lot in achieving target goals. The purpose of the study was to study the role of parent's involvement in education on the academic performance of the mentally retarded learners. Mental retardation is a problem with impact on the whole spectrum of domestic concerns confronting the nation today. The education of students with mental retardation has an interesting history



Program Evaluation

The program objectives for retarded deaf children revealed three most common goals: communication skills, social adjustment, and academic skills in rudiments of tool subjects. It was further discovered that educational work-experience programs are provided in 45 per cent of the responding institutions. The most frequently reported job areas in which retarded deaf pupils are tried are: laundry helper, kitchen helper, janitor, cafeteria worker, gardener, and labourer. Only a few institutions (about 14 per cent) have facilities for job training and placement in the local work community. Among the professional personnel responsible for day-to-day operation of the program, the teacher ranks first followed by the recreational therapist, the language/speech therapist, and the social worker. Because of the teacher's special position in program implementation, the bases for teacher selection were particularly investigated. Three factors most frequently reported are: the teacher's well-adjusted personality, extensive training for teaching mentally retarded children, and ability to control multi handicapped children.

Some Differences Common to Educable Retarded Pupils:

There are surprisingly few differences which are common to all retarded students and which single out this group of pupils from other children in school. In fact, only two such differences exist, both of which are interrelated:

- Intellectually they function at a slower rate of learning than most children in school. Their scores on individual intelligence tests will usually fall between 50 and 80 I.Q. and they generally function at from one-half to three-fourths the rate of children with normal intelligence.
- Academically they are markedly below their chronological grade level. They not only score below grade level on standardized and teacher-made achievement tests but also function below most of their peers in daily classroom work. For the majority of these students, maximum achievement level in academic work will be third to fifth or sixth grade. There are, however, many sub-characteristics or by-products of these two differences; for example, difficulty in handling symbols and in engaging in abstract thinking, reduced ability to profit from incidental learning and difficulty in generalizing and inferences.
- Special learning disabilities. Some retarded students may have a psychoneurological disorder which alters the learning process to the extent that they are not able to receive maximum benefit from the usual teaching methods that are effective with most special class pupils.

Conclusion

The mentally retarded children are ignored by the society and very less importance is given to their education and training. The Parents are considered as equal partner with teacher for teaching of children with intellectual disabilities. The role of parents in develops the education for mentally retarded learners. Parent's role is very significant for developing the entire education system for mentally retired learners.

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