

CASE STUDY OF DIFFERENTLY ABLED CHILD

MR. GURPREET

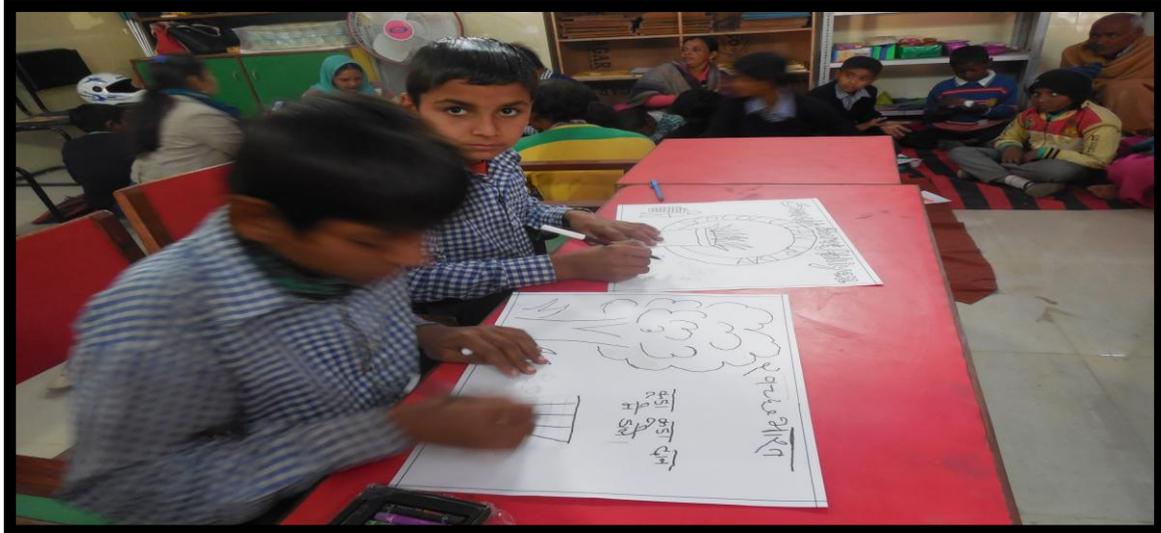
CLASS: 06th

GSSS, SAHA, BLOCK SAHA (AMBALA)

MENTAL RETARDATION

Gurpreet S/o Sh. Naresh kumar born on 08th June 2005 in the town of Saha of Block Saha. He is mentally retarded child with 50% disability. His father is a labourer and mother is house wife. He is studying in 6th class in Govt. Senior Secondary School Saha. As per his parents, he got suffer from mental retardation due to delay in birth cry. He has delayed milestones which his parents not observed earlier and did not take it seriously and his problem increases. They noticed his problem after two years and they took him to the hospital for check up where they found that he is a mentally retarded child. It gives sudden shock to them. But inspite of this, his parents do not lose hope and they worked hard with him. He is very active and talkative child. Mr. Parveen Kumar, Special Teacher from GSSS Saha first time met him and found him moderate mentally retarded with lot of behavioural problems. He always quarrels with other children, do not sit at one place, bullying others and also shows self injurious behaviour. Initially he has no friends that I found. I asked from his teachers about his academic performance and they told me that he is nil in academics and not able to write his name even.

Initially, I tried to interact with him in friendly manner by asking about his family background. In starting he did not react on my conversation



and not even ready to sit with me. But I gave him materialistic reinforcement to start conversation with him. In beginning he hesitated a bit but after some time he became friend with me. I gave some tips to his class teacher also to handle and teach him.

Next time when I visited him he met me with great excitement. I apply different techniques to improve these behavioural problems. Some of them are mentioned below. The main problem which his teacher was facing is that he was unable to sit at one place at a stretch. I suggested that teacher to provide work in small segments followed by a break, for example, to run a chore. This worked a lot for him.



Then I started to teach him little basics of reading and writing but his impulsive behaviour such as throwing material, pushing peers, shouting material etc creates disturbances in study. I suggested his teacher to change his seating arrangement and make him sit in the front bench. After some time, his teacher told me the strategy which we use to reduce his impulsive behaviour proved to be successful to some extent. After applying some techniques of behaviour modification, I started with recognition of alphabets with the help of flash cards. Initially, I took only three alphabets and provided information to his teacher also about various methods to teach him. Next time when I visited him, his teacher told me that he is not able to complete the given task. For this problem, I suggested to split assignments in small parts with frequent checks for task completion. This technique brings a great change in his work performance. I was surprised to see that he was

able to recognize those alphabets and picture also. I followed same procedure for the recognition of other alphabets also. I use to give frequent and steady reinforcement in the form of social and materialistic award to motivate him. His parents played an important role in his overall achievement. They put great efforts to improve his behavioural problems and academic performance also. To reduce his involuntary movement and coordination problems, I request the teacher to have patience and do not scold him rather he should be provided enough space so as not to disturb classmates. I also gave him adaptive pencil with thick handle and big eraser for better hold. I used concrete objects and picture charts to teach him rather than teaching with abstract material. I also explained about peer tutoring in which peer helps the CWSN in his study. I also used cooperative learning strategy in which teacher divides the class in groups for teaching and it helps in changing their attitude towards Gurpreet. I used multisensory approach to teach him that is visual, auditory, kinaesthetic and tactile approach. Then, I move towards writing parts and I followed proper pattern which start from stage-1st Tracing, 2nd Dot Joining, 3rd Copying, and 4th Writing from Memory. I worked on tracing part firstly and his efforts shown that he can achieve the target that I have set for him. Gradually as the time passes, he shows remarkable progress in academics with the combined efforts of his class

teachers, his parents and mine also. Now, he become very good in oral also. He knows few poems, counting, alphabets etc. His performance makes all the people stunned. In spite of the disability his performance is outstanding.

PREPARED BY

Special Teachers IED-SSA & IED-SS

GSSS Saha (39) Ambala