

# Achievement of Adult Independent Living Skills Among Group Home Residents and Day Scholars with Mental Retardation

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**Abstract:** The present study was designed to compare the achievement of adult independent living skills among group home residents and day scholar with mental retardation. The sample was drawn from Special school Swayamkrushi situated in Secunderabad. Basal MR Assessment for adult living –Mental retardation by authors Reeta Peshawaria, D. K. Menon, Donacle, Debra Skimmer Rahul Ganglo and Ch. Rajashekar from National institute for the mentally Handicapped Secunderabad, was used for the study. A sample consists of 20 adults from day scholars. Data analysis was done by using SSPS TEST. There is a significant difference in level of achieving ILS between group homes and day scholars. Results indicated that mean scores of group residents are much higher than day scholars.

**Keywords:** Mental retardation, Adults with mild MR, Adults with moderate MR, Independent living skills, Group homes residents, Day scholars.

## 1. Introduction

Definitions of mental retardation have been changing over the years. It is used to depend on intelligent test sole criterion for diagnosis of mental retardation 1962. AAMD changed the definition from broader concept to more definitive concept and provided criteria that measure both intelligence and adaptive behavior. In 1988, Ruth Luckassion developed a new definition which is more functional and the need for support. It is characterized by significantly sub average intellectual functioning, existing concurrently with related impairments in two or more of the following adaptive skill areas, communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics and leisure work.

## 2. Independent living Skills

“Independent Living is a philosophy and a movement of people with disabilities who work for self-determination, equal opportunities and self-respect. Independent Living does not mean that PwDs want to do everything by themselves and that they do not need anybody or that they want to live in isolation. PwDs demand the same choices and control in their everyday lives that people without disabilities take for granted. PwDs want to grow up with their families, go to the neighborhood

school, use the same bus as their neighbours, and work in jobs that are in line with their education and interests, and start families of their own” (Ratzka, 2005).

Independent Living (IL) skills are a collection of age appropriate skills necessary for leading the most self-sufficient life possible. The scope of these skills will change and grow as the person ages and learns new sets of skills. Teaching the importance of being responsible for oneself will reap benefits for a lifetime. When children learn that one can be able and capable of a variety of tasks and activities, their self-esteem is enhanced: “The process of learning to be accountable for independent behaviors while functioning as part of a family, team, group or community is a delicate balance that must begin at an early age and continue through adulthood. It’s never too early to start working on independent living skills. For most kids the earlier they learn to contribute to their surroundings, the more it becomes an integral part of their routine. At about age two, each child should begin assuming responsibilities appropriate to their performance level” (Quinn, 2011).

### A. Preparing PwDs for Independent Living

There is a dire need to develop curricula that will have a component of IL skills and activities necessary for transition from school to the world of work and within the community. The Development and Transition (DCDT) programme of the Council for Exceptional Children (quoted in Beirne-Smith et al, 1998) refers to transition as: “... a change in status from behaving primarily as a student to assuming emergent adult roles in the community. These roles include employment, participating in post-secondary education, maintaining a home, becoming appropriately involved in the community, and experiencing satisfactory person and social relations. The process of enhancing transition involves the participation and coordination of school programs, adult agency services, and natural supports within the community. The foundations for transition should be laid during the elementary and middle school years, guided by the broad concept of career development. Transition planning should begin no later than age 14, and students should be encouraged, to the full extent of their capabilities, to assume a minimum amount of

responsibility for such planning'

The purpose of the Present study which is intended to find out the level of achievement of ILS in group homes and compare them with the day scholars. The study is also proposed to compare the achievement of ILS based on different variables like gender and level of retardation. It is proved in the research studies that the achievement of ILS makes the adults with MR more independent. For any one the ultimate aim of learning and rehabilitation is to lead towards independence in daily living skills. The curricular focus from childhood to adulthood includes personal adequacy, social competence and economic independence. Therefore, achievement of adult independent living skills gained importance. Training in these skills by teachers, parents and professionals can make these adults with MR more independent.

### 3. Objectives of the Study

- To find out the levels of ILS achievement among the adults with mental retardation living in small group homes.
- To find out the levels of ILS achievement among the adult day scholars with mental retardation.
- To compare the level of achievement of ILS between male and female residents of group home.
- To compare the level of achievement of ILS between male and female day scholars.
- To compare the level of achievement of ILS between mild and moderate mentally retarded residents of group home.
- To compare the level of achievement of ILS between mild and moderate mentally retarded day scholars.
- To compare the levels of achievement of ILS skills between group home residents and Day scholars
- To compare the levels of achievement of independent living skills in each domain of BASAL-MR scale between group home residents and day scholars.

### 4. Research Design

The present study is a survey research to find out the achievement of independent living skills and compare between day scholars and group home residents with mental retardation above 18 years of age.

*Selection of sample:* The sample consists of adults with mental retardation living in group homes and attending day care services for adults with mental retardation. Due to the following reasons Swayamkrushi, which works for the self-reliance for the persons with mental retardation, was identified for the selection of the sample:

Swayamkrushi was established in the year 1991 and it has kinds of services i.e. day care and group homes.

Swayamkrushi has group homes and they have a good number of inmates for the selection of required sample from both male and female.

Swayamkrushi maintains the quality of services so that the adults with mental retardation get training towards self-reliance. It is necessary to conduct a study on independent living skills.

### Criteria for selection of sample:

The adults with mental retardation living in group home for more than 3 years.

Adults with mental retardation from both sexes-male and moderate.

The investigator prepared the list of the above population attending Swayamkrushi and a matched sample was selected from day scholars and group home residents with mental retardation using the purposive sampling technique.

### Sampling design:

The sample consists of 20 adults from group home and 20 adults from day care.

Table 1

Sample: Gender wise distribution

Category	S Group Home Residents	Day scholars	Total
Males	10	10	20
Females	10	10	20
TOTAL	20	20	20

Table 1 shows the distribution of samples based on the Variable – Gender this distribution has matched sample as the distribution in the group home is 10:10 and in the day care also 10:10.

Table 2

Sample: IQ wise distribution

	Mild		Moderate		Total	
	Male	Female	Male	Female	Male	Female
Group Home	5	6	5	4	10	10
Day Care	5	5	5	5	10	10
Total	10	11	10	9	20	20

Table 3 shows the Distribution of the sample based on the variable-level of retardation.

### Tools used for the study:

1. Proforma to collect the demographic data.
2. Behavioral assessment Scale for Adult Living (BASAL-MR)
  - a) A Proforma has been prepared which include items such as age, I.Q. gender and other required family details. (appendix. 1)
  - b) Behavioral Assessment Scale for Adult Living-Mental retardation BASAL-MR (Part A & B) have been designed to elicit systematic information on the current level of competencies/ behaviors in adults with mental retardation. The scales are suitable for use with mentally retarded adults who are 18 years and above. Part A of the BASAL- MR scale can be used as a curriculum guide for planning training programmes based on the individual's needs and current level of functioning of each mentally retarded adult BASAL-MR (Part B) helps to identify and assess the maladaptive behaviors problem behaviors in mentally retarded adults.

Behavioral Assessment Scale for Adult Living (BASAL-MR) is scale developed by Reeta Peshavaria, D. K. Menon, Don Bailey, Debra Skinner, Rahul Ganguly and Ch. Rajashekar and

Published by National institute for the Mentally Handicapped and parents perceptions of adults competencies required for adult living. This scale has eight domains and each domain as fifteen items namely.

1. Personal Care and Appearance (PA)
2. Food Managements (FM)
3. Household tasks and responsibilities (HR)
4. Community and Leisure (CL)
5. Sexuality (S)
6. Work
7. Functional literacy
8. Social communication.

*Scoring: Adult performance:*

A Quantitative scoring system was evolved to assign numerical scores for each adult client’s performance under which each item of the scale.

The six possible levels of performance under which each item could be scored was developed as follows;

*Level one: Independent (score 5)*

If the adult performs the listed behavior without any kind of assistance or help. It is marked as independent and given a score of 5.

*Level two: Clueing/Modeling (score 4)*

If the adult performs the listed behavior only with some kind of verbal hint or gestural clues, it is mated as “Clue / Modeling” and given a score of 4.

*Level three: Verbal Prompting (score 3)*

If the adult performs the listed behavior only with some kind of accompanying verbal statements, it is marked as verbal prompting and given a score of 3.

*Level Five: Totally Dependent (Score 2)*

If the adult does not perform the listed behavior currently although he can be trained to do so, it is marked as totally dependent and given a score of 1.

If an adult is not able to perform the listed activity or is not expected to perform due to physical or sensory handicaps score 0 is given.

*Procedure:*

The investigator prepared the permission letter mentioning the purpose. of this study, approached Swayamkrushi and get the consent of the management and parents of the sample to conduct the survey the investigator prepared an assessment kit based on the items in the stoke. As the investigation had five years of experience in working the adults at Swayamkrushi, her experience the adult at Swayamkrushi, her experience the adults at Swayamkrushi, her experience with the students helped to collect a reliable data.

With the help of the assessment kit the investigator assessed all 40 subjects in detail and entered the score on the master sheet which was prepared in advance. After completing the assessment for both groups as explained the promptly and carefully collected data has been analyzed for all 40 students selected for the study based on the objectives set for the study.

Assessment was done using BASAL-MR which has 8 domains and 15 items in each domain. The results were

compared for each domain among group home residents and day scholars.

It has been analyzed in terms of

- Group wise
- Gender wise
- IQ wise
- Domain wise and
- T test was used to find out the significance of results

Table 3

Group		N	Mean	Std. Deviation
PA	GH	20	72.55	3.426
	DS	20	65.85	5.779
FM	GH	20	69.25	0.967
	DS	20	62.3	6.122
HR	GH	20	72.8	3.578
	DS	20	50.65	16.246
CL	GH	20	63.05	11.367
	DS	20	54.05	9.242
S	GH	20	59.5	3.993
	DS	20	55.55	4.936
W	GH	20	75	0
	DS	20	74.6	1.231
FL	GH	20	51.95	19.357
	DS	20	37.7	11.356
SC	GH	20	75	0.000a
	DS	20	75	0.000a
Grand total	GH	20	539.1	40.787
	DS	20	475.7	37.945

**5. Results & Discussion**

The above table shows the mean score of grand total between group home residents and day scholars.

Table 4  
Comparison of Mean score of male and female group home

	Gender	N	Mean	Std. Deviation
Grand Total	Male	10	539.10	46.095
	Female	10	475.70	35.923
t-Value: 0.71, df = 18, p > 0.05, NS				

Table 4 shows the mean scores standard deviation of all domains among group home residents and day scholars. Mean score for the grand total of all domains was given. Overall mean score for group home sample is 539.10 and for day scholars mean score is 475.70.

Table 5  
Comparison of means scores of male and female days scholars

Groups	Gender	N	Mean	Std. Deviation
Group Homes	Male	10	532.5	11.316
	Female	10	545.5	49.569
t-Value: 1.78, df = 18, p > 0.05, NS				

Table 5 shows the mean scores of male and female sample of Group home. Male students mean score is 532.5 and female students mean score is 545.7. There is a considerable difference between the mean scores but t-value shows that there is no significant difference.

Table 6 shows the mean scores of mild and moderate students of Group home. Students with mild mental retardation scored 567.91 and with moderate retardation scored 503.89 Data were

analyze and the t value is 5068p value is calculated from t value p value  $p < 0.01$  shows that the significant difference between the two levels.

Table 6

Comparison of Mean score of mild and moderate resident and group home

Groups	Gender	N	Mean	Std. Deviation
Grand Total	Mild	11	567.91	21.580
	Moderate	9	503.89	28.859
t-Value: 5.68, df = 18, $p < 0.01$ , HS				

Table 7

Comparison of Mean score of mild and moderate days scholars

Groups	Gender	N	Mean	Std. Deviation
Grand Total	Mild	10	499.6	35.594
	Moderate	10	451.8	22.434
t-Value: 3.59, df = 18, $p < 0.01$ , HS				

Table 7 shows the mean scores of mild and moderate day scholars. Students with mild mental retardation scored 499.6 and with 'moderate retardation scored 451.8 Data was analyzed and the t value is 3.59 p value is calculated from t value. p value  $p < 0.01$  shows that there is significant difference between the two levels.

Table 8

Comparison of Means scores of personal care and appearance (PA) between group home residents and days scholars

Groups	N	Mean	SD	Significance
Group Home Residents	20	72.6	3.426	T = 4.460
Days Scholars	20	65.9	5.779	df = 38 P > 0.05

Table 8 shows the comparison of mean scores of the domain PA between group home and day scholars. Group home residents scored 72.6 and day scholars scored 65.9. t value calculated as 4.460. It shows that there is a significant difference between Group home and day scholars in achieving skills of PA.

Table 9

Comparison of Means scores of food Management (FM) between group home residents and days scholars

Groups	N	Mean	SD	Significance
Group Homes	20	63.1	.967	T = 5.015
Days Scholars	20	54.1	6.22	df = 38 P > 0.05

Table 9 shows the mean scores of the domain CL. Mean scores of Group home residents is 63.1 and day scholars is 54.1 t value of these scores is 2.747 and it shows that there is a significant difference between group home residents and day scholars in achieving independent skills of CL.

Table 10

Comparison of Means scores of Personal care and Appearance (PA) between group home residents and days scholars

Groups	N	Mean	SD	Significance
Group Home Residents	20	72.6	3.426	T = 4.460
Days Scholars	20	65.9	5.779	df = 38 P > 0.05

Table 10 shows the comparison of mean scores of the domain

PA between group home and day scholars. Group home residents scored 72.6 and day scholars scored 65.9. t value calculated as 4.460. It shows that there is a significant difference between Group home and day scholars in achieving skills of PA.

Table 11

Means scores of group home residents and days scholars Community and leisure (CL)

Groups	N	Mean	SD	Significance
Group Home Residents	20	63.1	11.367	T = 2.747
Days Scholars	20	54.1	9.242	df = 38 P > 0.05

Table 11 shows the mean scores of the domain CL. Mean scores of Group home residents is 63.1 and day scholars is 54.1 t value of these scores is 2.747 and it shows that there is a significant difference between group home residents and day scholars in achieving independent skills of CL.

Table 12

Means scores of group home residents and days scholars in Work (W)

Groups	N	Mean	SD	Significance
Group Home Residents	20	75.0	.000	t = 1.453
Days Scholars	20	74.6	1.231	df = 38 P > 0.05

Table 12 shows the mean scores of the domain W. Mean scores of Group home residents is 75.0 and day scholars is 74.6 t value of these scores is 1.453 and it shows that there is a no difference between group home residents and day scholars in achieving independent skills of W.

Table 13

Comparison of Means scores of group home residents and days scholars in Se (S)

Groups	N	Mean	SD	Significance
Group Home Residents	20	59.5	3.993	t = 4.460
Days Scholars	20	55.6	4.936	df = 38 P > 0.05

Table 13 shows the mean scores of the domain 8. Mean scores of Group home residents is 59.5 and day scholars is 55.6 t value of these scores is 2.782 and it shows that there is a significant difference between group home residents and day scholars in achieving independent skills of S.

## 6. Summary

The study is a survey study. The study intended to find out the achievement of ILS in group homes and compare them with the day scholars.

The study is also proposed to compare the achievement ILS based on different variables like gender and level of retardation

A matched sample was taken from group home and day scholar and is assessed with the help of the scale in BASAL-MR which has 8 domains namely PA, FM, HR, CL, S, W, FL and SC 15 items in each domain. Each item was scored based on the levels of performance means were calculated.

There is a significant difference in level of achieving ILS between group home and day care. Results indicated that mean scores of group home residents are much higher than students

from day care. It supports the fact that group home has an impact in achieving ILS. There is a significant difference in the achievement of ILS between these groups.

There was no significant difference in achieving ILS between male and female students of both group home and day care. There was a highly significant difference in achieving ILS between students with mild and moderate mental retardation. Students with mild mental retardation have scored more than students with moderate mental retardation.

The data was analysed in domain wise. There is a significant difference in the domains PA, HR, FM, CL, S and FL between group home residents and day scholars. There is no significant difference in domains W and SC between group home residents and day scholars.

The subjects are in the age group of 18 to 30 years which is a very appropriate age to become independent. During this period the subjects tries to acquire ILS. The subjects responded well to the intervention of the study.

### 7. Conclusion

Generally, people think that home environment is a essentials for a child with mental retardation to develop ILS. This study throws light on the effectiveness of group home services in achieving ILS in students with mental retardation. The result of the study creates awareness in the people about the contribution

of group home services.

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