

5: Findings, Result and Discussion

The results have shown a tremendous change in pre and post evaluation scores. It was hypothesized that as the training goes on there will be significant difference between pre and post test evaluation. In the various categories the enhancement was found. Though in the Gross Motor skill there was no significant difference as the subject was good in gross motor activity and has prior knowledge of gross motor skills. However, in some of the items in gross motor skill has achieved good scores in post level evaluations. Fine motor skills have also scored notable increment in the post evaluation. The techniques of vocational skill training were adopted to help the subject learn more effectively and efficiently with his both mental and physical ability. Reinforcements were given at appropriate places and levels to boost up the motivation of the subject. Techniques like Modeling, Shaping, chaining and various prompts were also beneficial for edify the vocational skills while training.

Level of social interaction was also increased after the treatments given to the subject. These skills not only give self- confidence in the subject but also help them in their inclusion in the society. Basic knowledge of pre- vocational skills is also a prerequisite before giving vocational training. Subject has shown remarkable changes in post tests in pre-vocational skill. In vocational skill for lamination there is a noteworthy development in the subject's level of performance. The investigation divulges that apposite programmed instructions and training through techniques of vocational skills has given imperative changes in the subject.

The following researches are also supported by the above research work and its conclusion:

Rani, U. (2011) finds the need of therapeutic atmosphere conducive to emotional, socio-cultural, physical, and spiritual growth as well as occupational activities that will give them opportunities to learn skills, gain confidence, self-respect and economic gainfulness has to be created. To develop and create innovative programs in the management of intellectually challenged persons, there is need to train and orient social workers, other professionals of allied disciplines on the rehabilitation of the intellectually challenged and to involve a more dynamic community participation in the implementation of its rehabilitation programs and assist the intellectually challenged people to obtain employment thru self-employment, sheltered workshop or open employment.

Das, H. (2011) indicated that the vocational rehabilitation and community based vocational rehabilitation for persons with intellectual impairment and associated disabilities is extremely pitiable in our country. Less than 5% of the adult population with MR is under any structured model of vocational rehabilitation. A very few sheltered workshops and work centers and a negligibly few are scattered examples of open, supported, self-employment options are available. The study evaluated the prevalent curriculum i.e. Madres Developmental Programming (MDPS), Functional Assessment Checklists for Programming 1994 (FACP), Behavioural Assessment Scales for Indian Children with Mental Retardation (BASIC-MR), Behavior Assessment for Adult Living Mental Retardation (BASAL-MR), Computer Aided Process Planning (CAPP), Adolescent and Adult Psycho Educational Profile (AAPEP) etc. in relation to the skill requirement across the models of employment i.e. self employment, open, supported and sheltered. The analysis indicated the curriculum though had pre-vocational skills

incorporated, however, failed to relate closely to the models of vocational rehabilitation. As in current context only sheltered workshops in urban area and very few individuals are productively employed in rural area; the curriculum at school level needs major revision. Lack of transition from class to class, class to prevocational and prevocational to vocational; is highly evident in the study.

In the present research work aim and objective were acquaintance of the subject to use lamination machine was the major aim amongst all. Enhancement of gross motor & fine motor skills through practice method was the also an objective of the research. These skills are the basic requirement for the training of vocation. Adequate social skills are also prerequisites for the persons which helps intellectual impairment in inclusion and to make the subject a contributory member of society. Overall, the development was seen in appropriate and meaningful work attitude, behaviour and skill training through the treatment given to the subject. The gross motor skills in the subject, however, were already good, though the development was seen in the subject. In pre-vocational and vocational skills the subject has acquired a significant development of the skills through trainings.

This was a field experiment study in which before and after design used. This design was used to know the significant effect of training on the subject. To know the level of the subject four continuous evaluations was conducted. These evaluations show the effect of environment exposure on the effectiveness of the skills on subject. This evaluation also helps in know and control the extraneous variable on the efficiency of the working skills in the subject. A treatment of thirty days was given to the subject. This treatment, two post test evaluations were taken to evaluate the level of achievements in

the subject. A withdrawal of fifteen days was also given to know the difference. Withdrawal from the treatment showed effect on the working skills as the withdrawal was given; there was a decline in the effectiveness and work behavior in the subject. To remove this effect a treatment of 10 days was given to subject. After the treatment subject was assessed to know the significance of treatment and training in the working behavior and effectiveness of the subject. It was also revealed that techniques of vocational skills like application of reinforcement, modeling and prompts were useful for enhancing achievements in the level of skills.

It is concluded on the basis of this investigation that such type of systematic training or Individual Vocational training programme boost up rehabilitation and mainstreaming process for the persons with intellectual impairment. They get rehabilitation opportunities through such type of individualized vocational training programme and make them a reproductive and contributory member of society. It was observed that the vocational independence has made the attitudinal change of family members as well as in peer group and society member towards the subject.

On the basis of researcher's experience and findings it could be said that individualized vocational training programme, demonstration (method) encouragement and motivation, correction, error analysis and supportive supervision helps in building-up and enlarge the proper and required skill in persons with intellectual impairment.

5.1 Educational Implications

Implementation of Vocational Rehabilitations of Behavioral Skill on Intellectual Disabled Person is very essential. Intellectual disability (ID) is the most restraining disability for professional inclusion, mainly due to the lack of adaptive skills focused on

the work environment observed in people with ID. The aim of this study was to investigate the effects of a vocational training on the adaptive behavior of people with ID, and to assess the social impact of employability on the life of the employees with ID. For this purpose, researcher carried out an intervention study with longitudinal design of three stages. This study has great educational implications. It has shown the positive impact on the vocational educational training programme given to intellectually disabled child. In our country such kind of individual educational programmes are very much required. Government has introduced inclusive education at every level and given a place to twenty one kinds of disabilities. In this regard everyone gets chance to equal opportunities for education and employment. Person with disabilities can lead their life with dignity in the society. Mentally challenged person or intellectually challenged person can work in their specialized field under the supervision of normal person. In this way they can earn and feel good that they are not fully dependant. Here individual vocational educational programme plays an important role. Every special teacher educator and research scholars can prepare such programmes. In India very few cities have Vocational Rehabilitation Training Institute of Intellectual Disability Persons and their names are as follows:

1. National Institute for the Empowerment of Person with Intellectual Disabilities (Divyangjan) Formerly National Institute for the Mentally Handicapped (NIEPID/NIMH-1984) Secunderabad
2. National Institute for Empowerment of Persons with Multiple Disabilities (NIEPMD-2005) Kavalam Post Chennai, Tamil Nadu India
3. Swami Vivekanand National Institute of Rehabilitation Training and Research (SVNIRTAR-1975) Cuttack, Odisha

4. National Institute for the Mentally Handicapped Regional Centre, Lajpat Nagar, New Delhi
5. National Institute for the Mentally Handicapped Regional Centre, Noida, Uttar Pradesh
6. National Institute for the Mentally Handicapped Regional Centre, Kolkata, West Bengal
7. National Institute for the Mentally Handicapped Regional Centre, Navi Mumbai, Maharashtra
8. Composite Regional Centre, Nellore, Andhra Pradesh
9. Composite Regional Centre, Davangere, Karnataka
10. Teacher Preparation in Special Education and Higher Education for Persons with Special Needs (TEPSE & HEPSN-2006) Research Centre, Jodhpur Rajasthan

This Vocational Rehabilitation Training Institute of Intellectual Disability Persons are trying to achieve the objectives i.e. facilitating the children with various disabilities as per their capability. On the other hand the number of institutes are very less. Government needs to open many more and it is recommended to open at least one institute in every city.

5.2 National Importance of the Study

Several intellectually disabled person experience difficulties with regard to obtaining suitable vocational training and continued assistance. Findings amongst person with intellectually disabilities highlight the fact that the behavior, healthcare and rehabilitation welfare system should create a multidisciplinary coordinated system for the improvement of vocational rehabilitation services amongst intellectually disabled person. Because intellectually disabled person have multiple healthcare needs, healthcare policies and guideline should reorganize the proper healthcare system to make it respond

appropriately and safety to their needs. There is few major tools evidence which suggests that various early rehabilitation interventions may be feasible for person with mild intellectual disabilities. Research is, therefore, still needed, as experimental research evidence related to the effects of early rehabilitation intervention on the intellectually disabled person is rarest.

The following recommendations are made specifically with regard to vocational rehabilitation training, as intellectually disabled person have systematic vocational training programme needs. Vocational habilitation programme policy should thus reorient the vocational rehabilitation system to respond appropriately to these client needs.

a. Recommendations for vocational rehabilitation training

There is a real need for rigorous practice training based evidence to reinforce the increasing range of treatment training options for this group of rehabilitation service users. For this reason, rehabilitation education training should be incorporated into vocational practice. This will enable special educator and rehabilitation psychologist to equip intellectually disabled person with behavior skills to acquire basic life behavior skills and to manage activities for daily living. Since special educator and rehabilitation psychologist form part of the multidisciplinary team, it is important that rehabilitation and occupational therapists collaborate with the special educators in order to ensure that the habilitation of intellectually disabled person is done effectively and on an ongoing basis.

b. Recommendations for vocational education

Special educators of all categories, namely, Registered as a professional special educators with RCI, enrolled special educators and rehabilitation psychologists, need to

be educated, trained and equipped with rehabilitation education skills and knowledge in order to assist person with intellectual disabilities within institutional/ community based rehabilitation settings, with the aim of promoting their quality of life skills.

c. Recommendations for vocational rehabilitation research

There is a real dearth of rehabilitation research evidence concerning the effects of rehabilitation on intellectually disabled person. The knowledge gained will add to the experimental research knowledge base. Further research is still needed and should focus on the efficacy of specific vocational rehabilitation training service types provided to person with intellectual disabilities in India.

5.3 Implication of the study:

The findings of present research are rehabilitation beneficial in the area of vocational education. They reveal the following implications.

- Various types of vocational training programme be organized like- candle making, chalk making, caning of chairs, basket making, weaving, book binding, printing, making of envelopes, and greeting cards, etc. Participation of special school or special education centers intellectual disabled person in vocational education activity also needs to be increased in government national institutes.
- There is a need to finds out the vocational educations which influence the social achievement of person with intellectual disabled in positive manners. Such activities like Craft Exhibition, Group Vocational Work, Social Services etc.
- The person with intellectual disabled in vocational education activities does not enhance behavioural skills of the students of special schools in government and

private schools. So there is a need to change the attitude of the parents, teachers and person with intellectual disabilities towards vocational education activities.

5.4 Suggestion for further studies:

The following problems related to the present study needs further study:

- A study can be undertaken to know the vocational training programme and its influence on adolescent person with intellectual disability of special schools in government and private schools with reference social behavioural inculcation.
- A government and private special schools comparative study can be done to know participation of various adult age group of students of intellectually disability in vocational training programme.
- A comparative study can be made on vocational education programme and its pursuance on tribal and non-tribal intellectually disabled persons with reference to social behavioural inculcation in them.
- An analytical survey can be undertaken on the attitude of special educator trainees of vocational education institutions of different government and private and their vocational curriculum with reference to job placement activities.

Summary

Conceptual Frame Work

India is the seventh largest country in the world covering an area of about 37,87,782 sq. KMs. And a population about 1.130 billion people (World Fact Book, 2014), with many geographical, socio, cultural, economic, linguistic, religious variations. Historically, India has been an inclusive society. During the 17th century, community based programmes were the rule and not the exception for persons with disabilities, patronized by the state, and supported strongly by the practices of the prevailing religions, and localized in the communities, based on the specific needs, available expertise and productivity requirements. (Jayachandran, 2004)

Currently, in the independent India after the colonial rule, efforts are being made to recapture the efficacy of the past systems with the refined new developments and trends. The major breakthrough came with the enactment of three legislations for persons with disabilities by the Government of India as discussed in detail later in this paper. In addition, the constitution of India is amended (86th amendment) guaranteeing education as a fundamental right (Art. 21A, 2002). Subsequently, prevention and early detection of disabilities, education, employment, economic rehabilitation, community empowerment and community-based rehabilitation have all been given priority by the government through various schemes and also support to non government organizations. There has been significant development in the area of disability rehabilitation since then. However, considering the nature of the condition, it is essential to see what has been the value addition in the area of intellectual disabilities (Mental Retardation) and what more needs to be done.

Since the human being evolved and started forming their assemblage the Persons with disabilities exists. When we talk of all the types of disabilities, an intellectual disabilities have a condition of incomplete development of mind, which is especially characterized by sub-normal intelligence, thus partially or totally restricting the person's ability to perform certain activities in their life. This is reflecting to impairment in cognitive, emotional or behavioural endowment.

One of the key abilities for human beings to lead an independent life is to take decisions independently, which persons with intellectual impairment are, unfortunately, not endowed with. Therefore they have special needs, which basically include activities for daily living (ADL); instrumental activities of daily living (IADL); reading, writing and arithmetic skills; extracurricular activities, namely sports and games, art and cultural activities; social activities; vocational and employment activities; independent living skills; and community integration; etc. Every activity of persons with intellectual impairment has a meaning in their life, which they have to acquire through individualized education plan supported by related services. viz. counseling services, early identification, audiology services, and assessment of disabilities in children, occupational therapy, orientation, medical services, and mobility services, parent counseling and training, physical therapy, psychological services, recreation, rehabilitation, school health services, social work services in schools, speech-language pathology services, and transportation.

Special Education is branch of Education that deals with the studies about individuals who have problem or special talents in thinking, reasoning, hearing, seeing, speaking, socializing etc. In other word, it is the study of individuals who are different

from average normal person. These individuals are generally called exceptional children. Exceptional children are defined as those “who require special education and related services to realize their full human potential”. A major goal of special education is to enable special children to live in most independent way possible. The concept of “Children with special educational needs” is of British handicap i.e. visual and hearing impairment, essential through charitable initiative. Original, provision for children with sensory and physical disability and intellectually challenged were made, and subsequently extended to those with emotional and behavioural problems.

Intellectual Challenge/Intellectual Disabilities/Mental Retardation

There are many challenged condition which makes the normal function of an individual very difficult and leads to dependency. These conditions are increasing day by day because of the changing lifestyle and complicated environment. Challenged children are those children who do not have normal health status either physically, mentally or socially and they requires special care, treatment and education.

Diagnostic Statistical Manual -5 (DSM-5):

	Conceptual Domain	Social Domain	Practical Domain
Mild	In preschool children, there may be no conceptual differences. For school-age children and adults, various difficulties in learning academic skill needed to meet age-related expectations. In adults, abstract thinking, executive function (e.g., planning), and short-term memory, as well as functional	The individual is immature in social interactions compared with typically developing age mates. For example there may be difficulty in accurately perceiving peers’ social cues. It has been noticed by peers’ that there may be difficulties while regulating emotion and	In complex daily living tasks Individuals need some support in comparison to peers. In adulthood, supports typically involve grocery shopping, transportation, home and child care organizing, nutritious

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	use of academic skills are impaired.	behavior in age-appropriate fashion.	food preparation, banking and money management. Support is typically needed to raise a family.
Moderate	Throughout development, the individual's conceptual skills lag markedly behind in compare to peers. Ongoing assistance on a daily basis is needed to complete conceptual task of day-to-day life, and others may take over these responsibilities throughout the life time.	The friendships with typically developing peers are often affected by communication or social limitations. Significant social and communicative support is needed in work settings for success.	The individual can care for personal needs involving eating, dressing, elimination, and hygiene as an adult, although an extended period of teaching and time is needed for the individual to become independent in these areas, and repeated reminders may be needed.
Severe	Caretakers provide extensive supports for problem solving throughout life. Attainment of concepts is limited (e.g., money, time, quantity).	The Spoken language is very limited in terms of grammar and vocabulary. Speech may be single words or phrases, but the communications are focused on day to day activities. Relationships with family members and other familiar persons are here a source of pleasure.	The individual requires support for all activities of daily living needs, which includes meals, dressing, bathing, and elimination. The individual requires supervision at all times. The individual cannot made responsible decisions regarding well-being

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			of self or others.
Profound	Conceptual skills generally involve the physical world rather than symbolic processes. The individual use objects in goal-directed fashion for the self-care, work, and for the recreation. Motor and sensory impairments may prevent functional use of objects even when certain visual spatial skills are intact (e.g., it can match objects based on physical characteristics means seen visually, but cannot translate to appropriate use).	The individual has very limited understanding of gesture or speech, he or she may understand some very simple instructions or gestures, and expresses his or her own views/desires and emotions mostly through nonverbal, non symbolic communication. The individual enjoys relationships with well-known family members & caretakers primarily.	The individual is dependent on others for all aspects of daily living. Although, individuals without severe physical impairment may assist with some daily work tasks at home, like carrying dishes to the table. The simple actions with objects may be the basis of participation in few vocational activities with high level of ongoing support.

ICD-10 (International Classification of Disease): Diagnostic Criteria for Mental Retardation:

Class	Degree	IQ
F ₇₀	Mild mental retardation	50-69
F ₇₁	Moderate mental retardation	35-49
F ₇₂	Severe mental retardation	20-34
F ₇₃	Profound mental retardation	<20
F ₇₈	Other mental retardation sensory, physical, behavioural impairments preclude standardized IQ testing.	
F ₇₉	Unspecified mental retardation	

Severity of intellectual disability and adult age functioning:

Severity	Mental age as adult	Adult adaptation
Mild	9-11 year	Reads at 4 th -5 th grade level; simple multiplication and division; writes simple letter, lists; completes job application; basic independent job skills (arrive on time, stay at task, interact with coworkers); uses public transportation, might qualify for driver's license; keeps house, cooks using recipes
Moderate	6-8 year	Sight-word reading; copies information, e.g., address from card to job application; matches written number to number of items; recognizes time on clock; communicates; some independence in self-care; housekeeping with supervision or cue cards; meal preparation, can follow picture recipe cards; job skills learned with much repetition; uses public transportation with some supervision
Severe	3-5 year	Needs continuous support and supervision; might communicate wants and needs, sometimes with augmentative communication techniques
Profound	<3 year	Limitations of self-care, continence, communication, and mobility; might need complete custodial or nursing care

Source: International Statistical Classification of Diseases and Related Health Problems, Tenth edition (World Health Organization).

Conceptual Skills: The Conceptual Skills includes Communication, functional academic, self-direction, money concepts

Social Skills: The Social Skills includes Interpersonal skills, self-esteem, naiveté/gullibility, self-governance (obeys rules)

Practical Skills: The Practical Skills includes Self-care domestic skills, work, health & safety

Importance of Parents Involvement

The graduation of a child from school is milestone in any family. The role of the family as advocate and case manager for a young adult with intellectual impairment is critical during this phase. The service and resources here needs a long term vision. Only family is in a position to demand outcomes that enhances the individual's quality of life. They are the risk takers and financial planners. The family members specially the parents should begin a planning, which provides a vision of what his intellectually challenged son or daughter will be doing after 15 years and in future. The planning should include where the person will work, earn, recreate and live. Who will be the significant other in his or her life is a critical issue to be decided earlier.

An important factor for a smooth transition from school to work is the involvement of parents. They should be aware of how persons with intellectual impaired mild, moderate and severe, can be productive on a job through a supported work model involving a proper employment match, the use of very systematic instruction and the ongoing support.

Plans for development in special and vocational education:

- The last two decades have seen significant progress in the areas of intellectual impaired in the country. However, considering the large population of the country, and the estimates of 58th Round of National Sample Survey Organization (NSSO) in 2002, which places 94/1, 00,000(0.094%) of the population to have intellectual impairment, the reach out with service provision is far from adequate.
- Though MSJ&E is the nodal Ministry for disability rehabilitation, Ministry of Health, Education, Labor and Rural development have major responsibilities, thus

fragmenting the services. For comprehensive service provision, there needs to be convergence among the government departments.

- Awareness and education on Prevention and early detection and intervention should target the women in rural and urban areas so that the crucial early years of ‘at risk’ children get the right support at the right time. It should be one of the major focus areas in the agenda of empowering women.
- Parallel streams of special education (funded by MSJ&E) and inclusive education (funded by MHRD) hold the threat of substandard and poor quality education in both streams. Moreover, it will hamper the achievement of inclusion. There is a need for educational programmes monitored by one department of the government.
- Teacher preparation for Regular education programmes should include education of children with intellectual impairment to ensure inclusion.
- Evidence based best practices in CBR must be systematically documented and made available for those who need. Research and documentation in this area is the need of the hour.
- Employment and adult independent living should get a focus where by persons with intellectual impairment have safe, secure and dignified lives as contribution members of the society.
- Research, documentation and dissemination of information should be an ongoing process with wise use of technology.

- Empowering persons and families with intellectual impairment with focus on reduction of stress among the caregivers is a thrust area as the mothers are found to be stressed and many a time burnt out.

India is a signatory to a number of UN resolutions most of which have been responsible for development of various action plans and implementation in the country. To name few, the UN resolution 37/52 of 3rd December 1982 is a significant one, aiming to achieve full participation, equality and protection of rights of persons with disabilities. Asia Pacific Decade (1993-2002) extended for another decade (2003-2012) focusing on major policy areas gave a thrust to the programmes in the country. India is a signatory to Biwako Millennium Framework (2002) for action towards an inclusive, barrier-free and right based society for persons with disabilities. All of these have provided direction towards progress in the area of disabilities. It is hoped that through this conference a road map for viable programmes for persons with intellectual disabilities will be drawn and implemented, thus helping persons with intellectual disabilities lead a dignified life as proud citizens.

Rational of the Study:

The programmed instructions through training have changed the life of the persons with disabilities. In the area of intellectual impairment, individualized instructions are essential for the vocational skill development and rehabilitation of intellectually disabled person. The person self-esteem is boosted. When he introduced with knowledge of vocational training (lamination skills) The suitable methods like demonstration, task analysis, drill with application of reinforcement in training has helped intellectually impaired persons. The researches have shows that the application of

proper instructions methodology, equipments and techniques, reveals remarkable enhancement of skills in intellectually challenged persons. In this background the present problem is selected which includes programmed instructions for vocational training of the persons with intellectual impairment. The problem in other words can be framed as “Effect of Vocational Training on Behavioural Skills in Mild Intellectually Disabled Person.”

Definition of the terms used in the study:

Mild Mental Retardation:

Mental retardation means a condition of arrested or incomplete development of mind of a person which is specially characterized by sub-normality of the intelligence. Where as per the categories of the mental retardation mild mental retardation refers to the persons having range of I.Q. is between 55to70.

Vocational Rehabilitation:

Vocational Rehabilitation mean that part of the continuous and coordinated process of rehabilitation, which involves the guidance, vocational training and selective placement designed to enable a disabled person to secure and retain suitable employment.

About Lamination skills:

In the investigation the term Lamination Skills is used. This is one of the vocational skills. This skill was chose by the investigator because this skill requires less mental ability and more expertise in gross-fine motor skills. These types of skills are beneficial for the persons in inclusion and integrate them as a contributory and productive member of the society.

Need of the Study

The researcher had seen during the study of review of related literature that it is very difficult to connect the intellectually disabled person with the main stream and can make the independent. Researcher has taken an initiative in the form of experimental research to trained Intellectually Disabled Person through continuous training of Lamination Skill. These people also needs to connect with the community-based common activities which are based on employment in the context of Intellectually Disabled person. It is a need and requirement of the society that every individual must take part in the growth and development of the country. Researcher thought that a therapeutic atmosphere conducive to emotional, socio-cultural, physical, and spiritual growth as well as occupational activities must be made available and give them opportunities to learn skills, gain confidence, self-respect and economic gainfulness. This Lamination Skill is very technically handled activity and can use under the supervision. Vocational Training and employment is major area in the empowerment of persons with intellectual disabilities. It explores the relationships between aptitudes and generic skills, as well as work traits and aptitudes. There is a really a need of Vocational Training Programme for Mentally Retarded person and therefore this study is justify to work on the Vocational Training on Behavioural Skills In Mild Intellectually Disabled Person.

Statement of the Problem:

On the basis of various reviews of literatures the following problem is formulated “**Effect of Vocational Training on Behavioural Skills in Mild Intellectually Disabled Person.**” This study is to develop managing skills for lamination machine in the subject for the purpose of vocational training.

Objectives:

The objectives of this research are as follows:

1. To develop the gross motor skills of Mild Intellectually Disabled Person.
2. To development of fine motor skills of Mild Intellectually Disabled Person.
3. To develop adequate social Interaction skills.
4. To prepare the adolescent (Mild Intellectually Disabled Person) for Pre Vocational Skills i.e. to handle lamination machine effectively.
5. To develop the Lamination Skill perfectly.

Hypothesis:

The following hypotheses are formulated for present investigation work:

1. There will be significant difference between the average score of pre and post test for gross-motor skills.
2. There will be significant difference between the average score of pre and post test for fine-motor skills.
3. There will be significant difference between the average score of pre and post test for social interaction skills.
4. There will be signification difference between the average score of pre and post test for pre-vocational skills.
5. There will be significant difference between the average score of pre and post test for skills for lamination machine.

Delimitation

The current study is delimited to one case of Mild Intellectually Disabled Person. The sample taken was a purposive sample to enhance the lamination through vocational training. The subject taken was a 28 year old mild intellectually challenged student of

TEPSE & HEPSN Center (Teacher Preparation in Special Education & Higher Education for Persons with Special Needs) of Jai Narain Vyas University, Jodhpur.

Analysis and Interpretation of Review of Literature

The studies directly related to person with disabilities were analyzed and found that most rehabilitation organizations are adding supported employment to their existing array of services, rather than pursuing total changeover from facility-based to community-based employment support. The vocational rehabilitation and community based vocational rehabilitation for persons with intellectual impairment and an associated disability is extremely pitiable in our country. It is less than 5% of the adult population with Intellectually Disabled is under any structured model of vocational rehabilitation. A very few sheltered workshops and work centers and a negligibly few are scattered examples of open, supported, self-employment options are available. The study evaluated the prevalent curriculum i.e. MDPS, FACP, BASIC-MR, BASAL-MR, CAPP, AAPEP-R etc. in relation to the skill requirement across the models of employment i.e. self employment, open, supported and sheltered. The analysis indicated the curriculum though had pre-vocational skills incorporated, however, failed to relate closely to the models of vocational rehabilitation. As in current context only sheltered workshops in urban area and very few individuals are productively employed in rural area; the curriculum at school level needs major revision. Lack of transition from class to class, class to prevocational and prevocational to vocational; is highly evident in the study. Strategies are presented to expand the utilization of supported employment and thereby increase employment opportunities available for persons with the most significant disabilities. Some where it has been seen that community life options intervention,

although the subjective assessments and case study methods revealed change in quality of life among some participants. It focused on the strengths and weaknesses of each method of evaluation and assessment of the impact of the intervention. In some studies the self-esteem and job satisfaction is at the higher side. There was also an interaction between place of residence and place of employment when looking at self-esteem; those who lived in a semi-independent home and worked in supported employment employed reported the highest levels of self-esteem. One study shows that supported workers were found to evidence lower occurrence of behaviors consistent with psychosocial deficits compared to sheltered workers, but both groups had little access to adjustment services. Literature on psychosocial rehabilitation treatment for psychosocial and social skills deficits in people with mental retardation is reviewed. It is concluded that adequate and appropriate assessment and technologies are available. However, actual treatment delivery is probably affected by limited resources, training needs of specialized clinicians in developmental services to improve skills in psychosocial rehabilitation procedures, and changing ideologies that discourage implementation of active, rather than exclusively ecological, rehabilitative practices. Studies shows that care managers should focus upon preparation of staff support programmes to improve the quality and efficiency in this area of care. In the year 1990 McCuller indicated that the workers in a majority of workshops receive classroom training on some array of social-vocational and job responsibility skills, and that training is conducted primarily by production staff. However, insufficient attention to the transfer or generalization of these skills from the classroom to community job sites would seem to limit the functional value of this training.

Research Gap

The researcher had seen during the study of review of related study that it is very difficult to connect the mentally retarded person with the main stream and can make the independent. It is an effort to make the busy in some positive activity under the supervision of family members of the employer. Researcher tried to find out the community-based common activity based employment for people with disabilities in the context of Mentally Retarded person. Researcher had decided to provide therapeutic atmosphere conducive to emotional, socio-cultural, physical, and spiritual growth as well as occupational activities that will give them opportunities to learn skills, gain confidence, self-respect and economic gainfulness. To develop and create innovative programs researcher had given a vocational training on Lamination Skill which is very technically handled activity and assist the intellectually challenged people to obtain employment thru self-employment, sheltered workshop or open employment. Vocational Training and employment is major area in the empowerment of persons with intellectual disabilities. It explores the relationships between generic skills and aptitudes, as well as work traits and aptitudes. Researcher had seen the research gap in this kind of Vocational Training Programme for Mentally Retarded person and so he has started working on the Vocational Training on Behavioural Skills In Mild Intellectually Disabled Person.

Methodology

Human search is a shared search. Every searcher adds to the existing knowledge. Researcher has made the original contribution to the existing dimensions of knowledge. The advancement in knowledge is different in different reams, sometimes altogether new facts are discovered, for instance transition from plane geometry solid

geometry or from Newtonian physics to Einsteinium physics or from Corpuscular theory of light, from Ptolemaic Geocentric conception of the universe to Copernican to knowledge may be made by the discovery of new relations of facts.

In simple terms “research means movements from the known to unknown”. Intellectual curiosity to know the truth is the propelling force behind taking up research. A method is a way in which an activity is done. It can be describe as step-by-step procedure followed in the execution of a sound methodology and setting of the study. From the above mentioned definitions it is clear that research is concerned with pure economic phenomena, it aims at finding out the old or new facts through scientific method, which is based on logic and systematic steps. Through research we can find out economics facts by means of scientific method only. Research Methodology is a way to systematically solve this research problem. It is a plan and process comparing research’s decision about how to proceed for collection of data, computing data and analyze this same for given study which aims at fulfilling the purpose of study without wasteful expenditure and time, money and energy.

Variables:

a. Independent Variable:

Independent variables are those variable which manipulated by investigator directly by the selection. In this research independent variable is vocational skill training.

b. Dependent Variable:

The dependent variable is measured in an experiment. Any change in behavioural dimension is also dependent variable. Dependent variable of the study

consisted level of achievement in vocational skills and change in work behavior of intellectually challenged person.

Design of the Study

Single-subject research is experimental rather than correlation or descriptive, and its purpose is to document causal, or functional, relationships between independent and dependent variables. Single-subject research employs within- and between-subjects comparisons to control for major threats to internal validity and requires systematic replication to enhance external validity. Several critical features define this methodology. Each feature is described in the following sections and organized later in a table of quality indicators that may be used to assess.

An individual study is an acceptable example of single-subject research. Single-subject research methods offer a number of features that make them particularly appropriate for ties in special education research. Special education is field that emphasized the individual student as the unit of concern, active intervention, and practical procedures that can be used in typical school, home, and community contexts, special education is a problem-solving discipline, in which ongoing research in applied settings is needed.

In this investigation a set of independent variable includes Vocational Training. Before-after Design of research is used to observe the effect of 40 days training. It will be a pre and post design experiment in which child's skill development was assessed regarding the Gross Motor, Fine Motor, Social interaction, pre-vocational and lamination skills. The average scores of pre & post test sessions will reveal the effect of vocational training.

Table : Research Design

Pre-Tests				TREATMENT	Post-Tests					
Test	Test	Test	Test		Test	Test	Withdrawal	Test	TREATMENT	Test
1	2	3	4		1	2	Withdrawal	3	TREATMENT	4

Sample:-

Sampling may be defined as the selection of some part of an aggregate or totally on the basis of which judgments or inference about the aggregate or totally is made. In other words, it is the processes of obtaining information about an entire population by examine only a part of it.

Sampling Technique:

From different sampling techniques the investigators selected purposive sampling procedure for selection of the sample for the present study. Purposive sampling method in which, the investigator selected the sample intentionally from his choice. This is the reason why purposive sampling is considered as the best technique of selecting representative sample. One male intellectually challenged adult person of 28 years of age of mild IQ level was selected for this study from TEPSE & HEPSN Center (Teacher Preparation in Special Education & Higher Education for Persons with Special Needs), Jai Narain Vyas University, Jodhpur.

Material required

Lamination machine, paper, lamination sheet, pouch

Measuring tool used

Researcher has used a standardized scale namely Behavioral Assessment Scales for Adult Living- Mental Retardation (BASAL-MR). The above tool is created by

NIMH- National Institute for the Mentally Handicapped (Secunderabad). The tool is having two parts first (BASAL-MR) Part-A which contains 120 items and 8 domains, and the second (BASAL-MR) Part B which consists of 106 items and 12 domains. In this tool the responses measured in the form of rating scale from 1 to 5 that is lowest to highest from physical prompt, verbal prompt, gestural prompt, occasional cues and independent.

Standardization of Tool

In a research, a statistical analysis is an important aspect. The investigator employed qualitative and quantitative analysis of data. For the quantitative analysis parametric statistic is used. Mean differences and percentage of mean calculated for the all pre & post test, to find out the significance difference between pre-test and post test for the case, 't' value is calculate. An analysis of data is presented in following chapter; however, the tool is yet to be standardized.

Controls

1. The subject was selected purposefully.
2. Selection of subject was according to the interest and permission of the family members.
3. Subject selected for training has mild level of IQ.
4. The subject has no associated conditions.
5. Proper working environment was provided to the subject.

Data collecting procedure

Initially, the problem was selected from the vocational activities, and looking to the level and activity, the subject was selected purposefully; looking to the interest of the subject, his family's interest and his ability and level of performance in pre-vocational activities. Prior to selecting the subject it was taken care that subject has no associated condition which effects the overall training instructions & procedures. To know the

performance level and to evaluate the knowledge of the lamination skills and operation of lamination machine pre-test of the subject was taken. Pre-evaluation was taken in four parts that is four continuous days. A scale consisting 40 items was formed. The rating was on the basis of level and the scores were collected from 0 levels starting from physical prompt to level 5 for independence.

After pre-test evaluation, training of 40 days was given for enhancing the skills in gross motor, fine motor, social interaction, pre-vocational and the main skill i.e. the lamination skill. The procedure of task analysis was adopted while training different skills to the subject. Techniques of skill training like application of reinforcement at appropriate places and whenever required, prompting, chining, shaping, modeling, were also applied to help subject to learn specific target skills.

Two post-evaluations were conducted after the treatment of 30 days. A withdrawal of 15 days was given thereafter. After withdrawal, a post-test was conducted. A training of 10 days was given to the subject after withdrawal. The final evaluation was accomplished after the withdrawal of 10 days to appraise the overall treatments given to the subject for development of various skills.

Scoring Procedure:

A standardized scale namely “Behavior Assessment for Adult Living Mental Retardation” (BASAL-MR) was used for the study. In this scale a set of 120 items and 8 domains were contained in part-A and a set of 106 items and 12 domains were contained in part-B, then the responses measured were in the form of rating scale from 1 to 5 that is lowest to highest from Physical prompt, verbal prompt, gestural prompt occasional cues and independent. Among the items present in the above mentioned scale the researcher

has only used 40 items in pre-test and 40 items in post-test. The items used from the scale were those concerned with researcher's vocation training on behavior skill and the skipped items were those concerned with extra vocational training.

Statistical Analysis procedure

In a research a statistical analysis is important aspect, the investigator employed qualitative and quantitative analysis of the data. For the quantitative analysis, parametric statistics is used. Mean difference and percentage of mean calculated for all pre and post test sessions, to find out the significance difference between pretest and post test for all the five categories 't' value is calculated.

Analysis and Interpretation of the Data

The present study deals with the analysis of the data. The sample taken was a purposive sample to enhance the lamination through vocational training. The subject taken was a 28 year old mild intellectually challenged student of TEPSE & HEPSN Center (Teacher Preparation in Special Education & Higher Education for Persons with Special Needs) of Jai Narain Vyas University, Jodhpur. The qualitative & quantitative analysis & interpretation of data were done on the basis of objectives of the research.

Qualitative analysis

The present study deals with vocational, social and motor skills development in the subject. The sample taken is a purposive sample to enhance the lamination through vocational training. The subject taken was a 28 year old mild intellectually challenged student of TEPSE & HEPSN Center (Teacher Preparation in Special Education & Higher Education for Persons with Special Needs) of Jai Narain Vyas University, Jodhpur. The subject was selected from the pre-vocational group of the center. The sample has no

exposure to the vocational training of lamination. Gross motor activity of the subject was normal. Fine motor movements were not up to the level of the expertise. No prior knowledge was seen regarding the use of the lamination machine; however, the subject has theoretical knowledge of what lamination machine is used for. The family members of the subject also took keen interest towards enhancing his skills in lamination. Subject was also willingly interested for taking part in the activity and the steps of the training enthusiastically.

On the basis of the scale used by the investigator four evaluation tests in four constant days were conducted on the subject before the treatment of training to know the base level of the subject. After the treatment of 30 days continuously, two post tests were conducted to see the difference between pre and post exposure level of the subject. Withdrawal of 15 days was given to the subject and then third post-test was conducted on him. After third post test a treatment of 10 days was given to the subject and after this treatment, the final post-test was conducted on the subject to evaluate the significance of overall vocational training on him.

The positive effects of vocational training in the subject were seen. The above training given to the subject proves that the training of vocational skills as well as other skills like gross motor, fine motor and social interaction was too required for overall development of the subject in any vocation.

Quantitative Analysis

This sections deals with distribution of scores for different variables for mild intellectually challenged person. The mean is calculated for each category between pre

and post test session's scores. Group 't' value calculated to know about the significance difference between pre post test sessions for the entire five variable.

Table below represents the significant difference between Pre and Post Test for all Sub- skills.

Sub-Skills		Mean	Standard Deviation	Standard Error Mean	"t"
Gross Motor Skills	Pre-test	3.83	2.02	1.16	1.00
	Post-test	4.50	0.86	0.50	
Fine Motor Skills	Pre-test	1.20	0.20	0.09	15.33
	Post-test	3.80	0.44	0.20	
Social Skills	Pre-test	1.41	0.37	0.12	14.47
	Post-test	3.41	0.41	0.13	
Pre-Vocational Skills	Pre-test	1.20	0.27	0.12	20.39
	Post-test	3.80	0.20	0.09	
Laminating Skills	Pre-test	1.16	0.21	0.05	26.60
	Post-test	3.32	0.46	0.12	

The above table represents overall Mean values and significant difference for respective categories (skills) for Pre and Post sessions. On **Gross motor skills** tests for all items have obtained Mean= **3.83**, SD= **2.02**, S.E.M.= **1.66** on the pre-test sessions, whereas per post test sessions Mean= **4.50**, SD= **0.86**, S.E.M.= **0.50**. The calculated "t" value is 1 and it is not significant. Therefore, the formulated hypothesis "There will be significant difference between average score of pre and post test for Gross Motor Skills" is not accepted. It reveals that no remarkable changes have been shown after the training

as the subject had prior knowledge of gross motor skills. Though it was found the subject has shown improvement in the skills like using and movements of furniture as and when required.

On fine motor skills tests for all the items (i.e. 5 items) have achieved **M= 1.20, SD=0.20 and S.E.M. = 0.09** whereas for post test sessions the **M=3.80, SD=0.44 and S.E.M. =0.20**. The significant difference between the mean of pre & post sessions (**'t' = 15.33 > p 0.01**). Therefore, the formulated hypotheses “there will be significant difference between the average score of pre and post test for fine-motor skills.” is accepted. It shows that continuous training plays important role in learning of fine motor skills. Training not only develops the practice and expertise on the particular skills but also develops to concentrate on a particular task for a long time. Training of fine motor activities not only helps subject in his vocational life but also very helpful in his day to day life.

On social skill tests, all the items (i.e. 5 items) have got **Mean= 1.41, SD=0.37, S.E.M. = 0.12** whereas for post test sessions the **Mean = 3.41, SD= 0.41 and S.E.M. = 0.13**. The significance difference between the mean of pre & post session (**'t'=14.47 > p 0.01**) Therefore the formulated hypothesis “There will be significant difference between the average score of pre and post test for social interaction skills.” is accepted. It shows that after the training all the five items on social skills is enhanced through social skill training. These skills develop confidence in the subject to tackle with the environment and increase the perception of the happenings around their environment. Social skill helps subject to develop his cognitive skills too and which helps the subject to move a step ahead on the way towards inclusion.

On pre-vocational skills tests for all the items (i.e. 9 items) have achieved **M=1.20, SD=0.27, S.E.M. = 0.09**. The significant difference between the mean of pre & post sessions (**'t' = > p 0.01**). Therefore, the formulated hypothesis “There will be significant difference between the average score of pre and post test for pre-vocational skills.” is accepted. It shows that continuous training plays vital role in learning of social skills. This skill is a pre-step towards the vocational independency. This type of training helps not only in vocational life but also in the subject’s daily life.

On lamination skills, tests for all the items (i.e. 18 items) have achieved **M= 1.16, SD= 0.21, S.E.M. = 0.12**. The significant difference between the mean of pre & post sessions (**'t' = 26.60 > p 0.01**). Therefore, the formulated hypothesis “There will be significant difference between the average score of pre and post test for skills for lamination machine.” is accepted. It shows that continuous training plays vital role in developing “lamination” skills. Vocational skill is a step towards inclusion in the society. The subject will develop his skills more by practicing the steps in the training. These skills were not only helpful to subject in vocational aspects but also helps through enrichment of various skills to live life independently. Subject has showed tremendous level of achievement in post training evaluation in the items like-setting the machine on required heat position, cutting the sheet according to the size of the paper, entering the pouch appropriately, cutting the laminated sheet appropriately when required.

Result and Discussion

The results have shown a tremendous change in pre and post evaluation scores. It was hypothesized that as the training goes on there will be significant difference between pre and post test evaluation. In the various categories the enhancement was

found. Though in the Gross Motor skill there was no significant difference as the subject was good in gross motor activity and has prior knowledge of gross motor skills. However, in some of the items in gross motor skill has achieved good scores in post level evaluations. Fine motor skills have also scored notable increment in the post evaluation. The techniques of vocational skill training were adopted to help the subject learn more effectively and efficiently with his both mental and physical ability. Reinforcements were given at appropriate places and levels to boost up the motivation of the subject. Techniques like Modeling, Shaping, chaining and various prompts were also beneficial for edify the vocational skills while training.

Level of social interaction was also increased after the treatments given to the subject. These skills not only give self- confidence in the subject but also help them in their inclusion in the society. Basic knowledge of pre- vocational skills is also a prerequisite before giving vocational training. Subject has shown remarkable changes in post tests in pre-vocational skill. In vocational skill for lamination there is a noteworthy development in the subject's level of performance. The investigation divulges that apposite programmed instructions and training through techniques of vocational skills has given imperative changes in the subject.

The following researches are also supported by the above research work and its conclusion:

Rani, U. (2011) finds the need of therapeutic atmosphere conducive to emotional, socio-cultural, physical, and spiritual growth as well as occupational activities that will give them opportunities to learn skills, gain confidence, self-respect and economic gainfulness has to be created. To develop and create innovative programs in the

management of intellectually challenged persons, there is need to train and orient social workers, other professionals of allied disciplines on the rehabilitation of the intellectually challenged and to involve a more dynamic community participation in the implementation of its rehabilitation programs and assist the intellectually challenged people to obtain employment thru self-employment, sheltered workshop or open employment.

Das, H. (2011) indicated that the vocational rehabilitation and community based vocational rehabilitation for persons with intellectual impairment and associated disabilities is extremely pitiable in our country. Less than 5% of the adult population with MR is under any structured model of vocational rehabilitation. A very few sheltered workshops and work centers and a negligibly few are scattered examples of open, supported, self-employment options are available. The study evaluated the prevalent curriculum i.e. Madres Developmental Programming (MDPS), Functional Assessment Checklists for Programming 1994 (FACP), Behavioural Assessment Scales for Indian Children with Mental Retardation (BASIC-MR), Behavior Assessment for Adult Living Mental Retardation (BASAL-MR), Computer Aided Process Planning (CAPP), Adolescent and Adult Psycho Educational Profile (AAPEP) etc. in relation to the skill requirement across the models of employment i.e. self employment, open, supported and sheltered. The analysis indicated the curriculum though had pre-vocational skills incorporated, however, failed to relate closely to the models of vocational rehabilitation. As in current context only sheltered workshops in urban area and very few individuals are productively employed in rural area; the curriculum at school level needs major revision.

Lack of transition from class to class, class to prevocational and prevocational to vocational; is highly evident in the study.

In the present research work aim and objective were acquaintance of the subject to use lamination machine was the major aim amongst all. Enhancement of gross motor & fine motor skills through practice method was the also an objective of the research. These skills are the basic requirement for the training of vocation. Adequate social skills are also prerequisites for the persons which helps intellectual impairment in inclusion and to make the subject a contributory member of society. Overall, the development was seen in appropriate and meaningful work attitude, behaviour and skill training through the treatment given to the subject. The gross motor skills in the subject, however, were already good, though the development was seen in the subject. In prevocational and vocational skills the subject has acquired a significant development of the skills through trainings.

This was a field experiment study in which before and after design used. This design was used to know the significant effect of training on the subject. To know the level of the subject four continuous evaluations was conducted. These evaluations show the effect of environment exposure on the effectiveness of the skills on subject. This evaluation also helps in know and control the extraneous variable on the efficiency of the working skills in the subject. A treatment of thirty days was given to the subject. This treatment, two post test evaluations were taken to evaluate the level of achievements in the subject. A withdrawal of fifteen days was also given to know the difference. Withdrawal from the treatment showed effect on the working skills as the withdrawal was given; there was a decline in the effectiveness and work behavior in the subject. To

remove this effect a treatment of 10 days was given to subject. After the treatment subject was assessed to know the significance of treatment and training in the working behavior and effectiveness of the subject. It was also revealed that techniques of vocational skills like application of reinforcement, modeling and prompts were useful for enhancing achievements in the level of skills.

It is concluded on the basis of this investigation that such type of systematic training or Individual Vocational training programme boost up rehabilitation and mainstreaming process for the persons with intellectual impairment. They get rehabilitation opportunities through such type of individualized vocational training programme and make them a reproductive and contributory member of society. It was observed that the vocational independence has made the attitudinal change of family members as well as in peer group and society member towards the subject.

On the basis of researcher's experience and findings it could be said that individualized vocational training programme, demonstration (method) encouragement and motivation, correction, error analysis and supportive supervision helps in building-up and enlarge the proper and required skill in persons with intellectual impairment.

Educational Implications

Implementation of Vocational Rehabilitations of Behavioral Skill on Intellectual Disabled Person is very essential. This study has great educational implications. It has shown the positive impact on the vocational educational training programme given to intellectually disabled child. In our country such kind of individual educational programmes are very much required. Government has introduced inclusive education at every level and given a place to twenty one kinds of disabilities. In this

regard everyone gets chance to equal opportunities for education and employment. Person with disabilities can lead their life with dignity in the society. Intellectually Disabled person or intellectually challenged person can work in their specialized field under the supervision of normal person. In this way they can earn and feel good that they are not fully dependant. Here individual vocational educational programme plays an important role. Every special teacher educator and research scholars can prepare such programmes. In India very few cities have Vocational Rehabilitation Training Institute of Intellectual Disability Persons and their names are as follows:

1. National Institute for the Empowerment of Person with Intellectual Disabilities (Divyangjan) Formerly National Institute for the Mentally Handicapped (NIEPID/NIMH-1984) Secunderabad
2. National Institute for Empowerment of Persons with Multiple Disabilities (NIEPMD-2005) Kavalam Post Chennai, Tamil Nadu India
3. Swami Vivekanand National Institute of Rehabilitation Training and Research (SVNIRTAR-1975) Cuttack, Odisha
4. National Institute for the Mentally Handicapped Regional Centre, Lajpat Nagar, New Delhi
5. National Institute for the Mentally Handicapped Regional Centre, Noida, Uttar Pradesh
6. National Institute for the Mentally Handicapped Regional Centre, Kolkata, West Bengal
7. National Institute for the Mentally Handicapped Regional Centre, Navi Mumbai, Maharashtra
8. Composite Regional Centre, Nellore, Andhra Pradesh
9. Composite Regional Centre, Davangere, Karnataka
10. Teacher Preparation in Special Education and Higher Education for Persons with Special Needs (TEPSE & HEPSN-2006) Research Centre, Jodhpur Rajasthan

This Vocational Rehabilitation Training Institute of Intellectual Disability Persons are trying to achieve the objectives i.e. facilitating the children with various disabilities as per their capability. On the other hand the number of institutes are very less. Government

needs to open many more and it is recommended to open at least one institute in every city.

National Importance of the Study

Several intellectually disabled person experience difficulties with regard to obtaining suitable vocational training and continued assistance. Findings amongst person with intellectually disabilities highlight the fact that the behavior, healthcare and rehabilitation welfare system should create a multidisciplinary coordinated system for the improvement of vocational rehabilitation services amongst intellectually disabled person. Because intellectually disabled person have multiple healthcare needs, healthcare policies and guideline should reorganize the proper healthcare system to make it respond appropriately and safety to their needs. There is few major tools evidence which suggests that various early rehabilitation interventions may be feasible for person with mild intellectual disabilities. Research is, therefore, still needed, as experimental research evidence related to the effects of early rehabilitation intervention on the intellectually disabled person is rarest.

The following recommendations are made specifically with regard to vocational rehabilitation training, as intellectually disabled person have systematic vocational training programme needs. Vocational habilitation programme policy should thus reorient the vocational rehabilitation system to respond appropriately to these client needs.

d. Recommendations for vocational rehabilitation training

There is a real need for rigorous practice training based evidence to reinforce the increasing range of treatment training options for this group of rehabilitation service users. For this reason, rehabilitation education training should be incorporated into

vocational practice. This will enable special educator and rehabilitation psychologist to equip intellectually disabled person with behavior skills to acquire basic life behavior skills and to manage activities for daily living. Since special educator and rehabilitation psychologist form part of the multidisciplinary team, it is important that rehabilitation and occupational therapists collaborate with the special educators in order to ensure that the habilitation of intellectually disabled person is done effectively and on an ongoing basis.

e. Recommendations for vocational education

Special educators of all categories, namely, Registered as a professional special educators with RCI, enrolled special educators and rehabilitation psychologists, need to be educated, trained and equipped with rehabilitation education skills and knowledge in order to assist person with intellectual disabilities within institutional/ community based rehabilitation settings, with the aim of promoting their quality of life skills.

f. Recommendations for vocational rehabilitation research

There is a real dearth of rehabilitation research evidence concerning the effects of rehabilitation on intellectually disabled person. The knowledge gained will add to the experimental research knowledge base. Further research is still needed and should focus on the efficacy of specific vocational rehabilitation training service types provided to person with intellectual disabilities in India.