



## PROBLEM BEHAVIOUR AMONG DISABLED AND NON-DISABLED CHILDREN

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**ABSTRACT** An attempt was made in the present investigation to study the problem behaviour among disabled and non-disabled children. Sample for the present study consists of sixty 60 children of disabled and non-disabled with problem behavior in Chittoor of Andhra Pradesh State. Achenbach Child Behavior Check List (1991) was designed to empirically assess the behavior problems of children ranging 6-18 ages and 't' tests were used to analyse the data. Findings of the study revealed that gender has significant difference in behaviour problems among children.

**KEYWORDS :** Gender, Behaviour Problems and Disabled & Non-Disabled Children.

### INTRODUCTION

Behavior generally described as 'out-of-control' of the parents include: aggressiveness toward others (hitting, kicking and fighting); physical destructiveness; disobedience to adult authorities; temper tantrums; high rate annoying behaviors (yelling, whining, high activity level, and threatening others); and to a lesser extent community rule violations such as stealing or fire setting.

"The behavior problem child is one who cannot or will not adjust to the socially acceptable norms for behavior consequently disrupts his own academic progress, the learning efforts of his classmates and interpersonal relations" (Kazdin, 1977).

According to Bandura (1962) behavioral problems among children are learned. Hence, unlearning the old ways and relearning desirable behavior is the focus of behaviorism. Parents, teachers and other significant adults besides peer group have a vital role in the development as well as extinction of undesirable behaviors.

Children may be born with or develop the following disabilities in early childhood, from the causes which are not yet fully understood or could be prevented.

Disability as defined by the Act (Persons with Disability Act, 1995) covers blindness, low vision, leprosy-cured, hearing impairment, locomotor disability, mental retardation and mental illness as well as multiple disabilities. The Act does not cover disabilities like Autism, or learning disabilities. However, definitions/concepts of all relevant disabilities.

Clare Roberts (2003) investigated intervention for young children with dual developmental and behavioural problems. It makes a case for intervention to include family variables and to occur in the preschool years. Behaviour problems are common in young children with developmental disabilities. If untreated these problems are likely to persist and become more challenging and severe in adulthood. Behaviour problems interfere with cognitive, social and emotional development, create additional family stress, often lead to exclusion from community services, and result in additional financial costs to the community. Intervention research provides some support for the effectiveness of parent management training and interventions based upon applied behaviour analysis. However, randomised controlled trials with adequate follow-up periods are required, along with the measurement of outcomes for the family as a whole.

Jessica Jones and Jennifer Passey (2004) used a Double-ABCX model to explore parental stress in 48 British families with children with developmental disabilities and behaviour problems in relation to certain child characteristics, resources, parents' perceptions and coping styles. Results indicated that the strongest predictors of parental stress were family coping style and parental internal locus of control. Parents who believed their lives were not controlled by their child with a disability and who coped by focussing on family integration, co-operation, and were optimistic tended to show lower overall stress. This study also examined parents' qualitative responses

to questions concerning the stress they experience in dealing with friends, family, and doctors or other professionals. The emerging themes and clinical implications of these findings, methodological issues, and suggestions for future research are discussed.

Baker, Blacher and Olsson (2005) examined that children with intellectual disability are at heightened risk for behaviour problems, and these are known to increase parenting stress. This study explored the relation of behaviour problems to less child-related domains of parent well-being (depression and marital adjustment), as well as the moderating effect of a personality trait, dispositional optimism. Participating children (N-214) were classified as developmentally delayed, borderline, or non delayed. Mothers' and fathers' well-being and child behaviour problems were assessed at child ages 3 and 4 years. Parents of delayed and non delayed preschoolers generally did not differ on depression or marital adjustment, but child behaviour problems were strongly related to scores on both measures. Optimism moderated this relationship, primarily for mothers. When child behaviour problems were high, mothers who were less optimistic reported lower scores on measures of well-being than did mothers who were more optimistic. Interventions for parents that aim to enhance both parenting skills and psychological well-being should be available in preschool. It may be beneficial for such programmes to focus not only on behaviour management strategies aimed at child behaviour change, but also on parents' belief systems, with the aim of increasing dispositional optimism.

Richard P Hastings (2009) conducted a study on the integration of two research foci in the field of developmental disability: models of the development and maintenance of children's problem behaviours, and parental stress associated with child characteristics. This study proposed a simple model whereby children's behaviour problems, parental stress, and parenting behaviour are related. Evidence is found for a central part of this model (that child behaviour problems lead to parental stress), but other aspects are as yet untested in the developmental disability field. Future refinement of the model is discussed, with an emphasis on the role of parental appraisal processes in understanding the mechanisms by which child behaviour problems affect parental well being. Finally, the practical implications of integrating research on children's behaviour problems and parental stress are briefly considered.

Clare Roberts et al., (2010) randomized clinical trial of a new behavioural family intervention, Stepping Stones Triple P, for preschoolers with developmental and behavior problems are presented. Forty-eight children with developmental disabilities participated, 27 randomly allocated to an intervention group and 20 to a wait-list control group. Parents completed measures of parenting style and stress, and independent observers assessed parent-child interactions. The intervention was associated with fewer child behavior problems reported by mothers and independent observers, improved maternal and paternal parenting style, and decreased

maternal stress. All effects were maintained at 6-month follow-up.

## OBJECTIVES

1. To examine the difference between boys and girls in behaviour problems among children.
2. To find out the difference between disabled and non-disabled in behaviour problems among children.

## HYPOTHESES

1. Disabled and Non-Disabled children would differ significantly in their behaviour problems.
2. Boys and Girls would differ significantly in their behaviour problems.

## SAMPLE

Sample for the present study consists of sixty 60 children of disabled and non-disabled with problem behavior in Chittoor of Andhra Pradesh State. There were 30 children of disabled boys and girls and also 30 children of non-disabled boys and girls in Chittoor District of Andhra Pradesh State. The researcher has approached directly and collected the data from the subjects. The sample of respondents was drawn using the stratified random sampling technique.

## TOOL

Achenbach Child Behavior Check List (1991) was designed to empirically assess the behavior problems of children ranging 4-18 ages. It is designed to assess in a standardized format the behavioral problems and social competencies of children as reported by parents. It is a device by which parents or other individuals who know the child well, rate a child's problem behavior and competencies. This instrument can either be self administered or administered through an interview.

## STATISTICAL ANALYSIS

The obtained data was analyzed statistically in order to test the hypotheses using Means, SD's and 't' tests.

## RESULTS AND DISCUSSION

**Table-I: Means, SD's and 't' Value for the behavior problems scores of boys and girls.**

Behavior Problems		Mean	SD	t-value
	Boys	153.14	22.16	2.56*
	Girls	168.02	31.02	

\*- Significant at 0.05 level

### **Hypothesis-1: Boys and Girls would differ significantly in their behaviour problems.**

Table-I shows that the 't' value of 2.56 is significant at 0.05 level. It reveals that there is significant difference between boys and girls in their behaviour problems. Hence, Hypothesis-1 which predicted that boys and girls would differ significantly in their behaviour problems is accepted as warranted by the results. It is proved that girls (M= 168.02) have faced more behaviour problems than boys (M = 153.14).

**Table-II: Means, SD's and 't' Value for the behavior problems scores of rural and urban areas 2children.**

Behavior Problems		Mean	SD	t-value
	Disabled	183.45	42.10	3.76**
	Non- Disabled	162.78	38.25	

\*- Significant at 0.01 level

### **Hypothesis-2: Disabled and Non- Disabled children would differ significantly in their behaviour problems.**

Table-II shows that the 't' value of 3.76 is significant at 0.01 level. It reveals that there is significant difference between disabled and non-disabled children in their behaviour problems. Hence, Hypothesis-2 which predicted that disabled and non-disabled children would differ significantly in their behaviour problems is accepted as warranted by the results. It is proved that disabled children (M=183.45) have faced more behaviour problems than non- disabled children (M = 162.78).

## CONCLUSIONS

1. Girls have faced more behaviour problems than boys.

2. Disabled children have faced more behaviour problems than non-disabled children.

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