ORIGINAL RESEARCH PAPER

Nursing

A STUDY TO ASSESS THE EFFECTIVENESS OF PAINTING THERAPY ON AGGRESSION AMONG DIFFERENTLY ABLED STUDENTS IN A SELECTED SPECIAL SCHOOL, BENGALURU.

KEY WORDS: Aggression, Painting Therapy, Differently Abled, Special School.

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ABSTRACT

A pre-experimental one group pre-test post-test design was selected for the study. A total of 30 differently abled students were selected for study subjects using non–probability purposive sampling technique. The tools used for data collection were proforma for socio demographic variables and Modified Overt Aggression Scale (MOAS). Post-test was conducted after 7 days with same MOAS.

The findings of the study revealed that painting therapy was effective in reducing the level of aggression among differently abled students as evident from the mean pre-test score is 16.3 with SD 5.68 whereas the mean post test score is 12.3 with SD 5.44, the computed paired 't' test value 12.3 is greater than the table value 2.05 (df29) at p< 0.05.The computed chi square value for the socio demographic variables and level of aggression were not found to have significant association except for IQ level where calculated value is 6.24 which is greater than the table value 3.84 at 0.05 level of significant.

INTRODUCTION

"Painting is much more than a therapy to me. It is a way of life."

-Tony Curtis

Children go through distinct periods of development as they move from infancy. During each stage growth and development occur in the primary developmental domains including physical, intellectual, language, social and emotional. For some children developmental process is fraught with frustrations and difficulties.

The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) (American Psychiatric Association [APA], 2013) defines intellectual disability as a "disorder with onset during the developmental period that includes both intellectual and adaptive functioning deficits in conceptual, social, and practical domains". The DSM-5 diagnostic criteria for intellectual disability are Mild (IQ level between 50-70), Moderate (IQ level between 35-49), Severe (IQ level between 20-34), Profound (IQ level below 20).

Learning difficulties of differently abled students can lead to dissatisfaction in their parents or teachers and sometimes cause physical and psychological disturbance that results in child's irritation, anxiety and aggression.

Reducing aggression in differently abled students and prevention of damage caused by aggressive behaviours has great importance. Painting is an art therapy which allows differently abled children to express their emotions, which increases their self-esteem and consistency.

OBJECTIVES OF THE STUDY:

1) To assess the level of aggression among differently abled students by using Modified Overt Aggression Scale.
2) To assess the effectiveness of Painting therapy on aggression among differently abled students.
3) To determine the association between the pre-test level of aggression with their socio demographic variables.

OPERATIONAL DEFINITIONS

1. **Aggression:** In this study, it referred to range of behaviours that can result in both physical and psychological harm to oneself, others or objects in the environment based on Modified overt aggression scale.
2. **Painting Therapy:** In this study, it referred to a form of expressive therapy that uses colours, brush, crayons, paints, encourages children to express and understand emotions through artistic expression and through the creative process.
3. **Differently abled Students**: In this study, it referred to deficits in memory, intellectual, reasoning functioning and adaptive behaviour with IQ level of 35-70 based on school record.

HYPOTHESES

At 0.05 level of significance:

H_1: There will be a statistically significant difference in the pre-test and post-test level of aggression among differently abled students after Painting therapy.

H_2: There will be a statistically significant association between the pre-test level of aggression and their socio demographic variables.

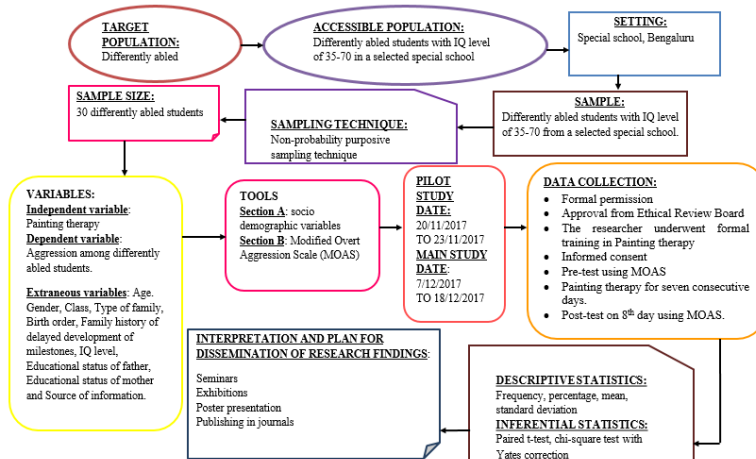### Fig 2: Schematic Representation Of Research Methodology

Table 1: Painting Therapy Schedule:

Session no.	Painting therapy	Dates for group 'A' and group 'B'
1 (Day one)	**Feel the colour**	8/12/17
2 (Day two)	**Crush the Paper**	9/12/17
3 (Day Three)	**Draw a House**	11/12/17
4 (Day four)	**Draw a tree**	12/12/17
5 (Day five)	**Draw a person**	13/12/17
6 (Day six)	**Drawing the atmosphere of the school**	14/12/17
7 (Day seven)	**Drawing with free issue: express emotion**	15/12/17

Note: Painting therapy is not to be done by rules. If any child is not comfortable drawing any of the above topics then a different activity related to Painting Therapy on aggression can be given to that child. The above description of the sessions can also be modified according to the interest and capabilities of the children.

ORGANISATION AND PRESENTATION OF THE DATA
Table 2: Frequency and percentage distribution of differently abled students according to socio demographic variables. n=30

Sl. no.	SOCIO DEMOGRAPHIC	RESEARCH GROUP	
		FREQUENCY	PERCENTAGE
1	**Age** a) 6-10 b) 11-15	10 20	33.33 **66.67**
2	**Gender** a) Male b) Female	21 9	**70** 30
3	**Class** a) Pre-primary b) Primary c) Trainable d) Educable	3 6 12 9	10 20 **40** 30
4	**Type of family** a) Nuclear b) Joint Family	21 9	**70** 30
5	**Birth order** a) First child b) Middle child c) Last child	18 10 2	**60** 33.33 6.67
6	**Family history of delayed developmental of milestones** a) Yes b) No	3 27	10 **90**
7	**IQ level** a) 35-50 b) 51-70	16 14	**53.33** 46.67
8	**Educational status of father** a) High school and higher secondary education b) Diploma/degree and above	17 13	**56.67** 43.33
9	**Educational status of mother** a) High school and higher secondary education	19	**63.33**
	b) Diploma/degree and above	11	36.67
10	**Source of information** a) Health care professional b) Media c) Friends d) Others	22 3 2 3	**73.33** 10 6.67 10

Figure 4: Percentage distribution of differently abled students according to their pre and post test level of Aggression. n=30
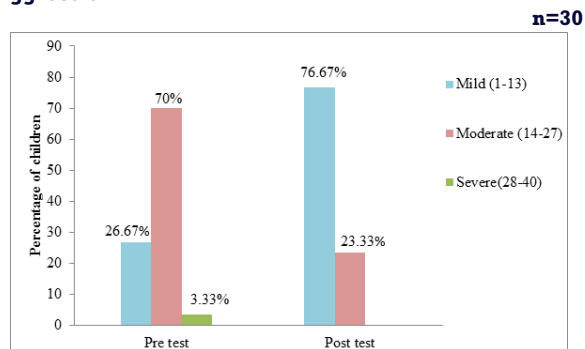

Table 3: Comparison between pre-test and post-test level of aggression among differently abled students. n=30

Level of aggression	Mean	SD	Mean difference	Paired "t" test	df	p value	Inference
Pre test	16.3	5.68	4	12.3	29	p< 0.05	S*
Post test	12.3	5.44					

Table 4: Aspect wise pre-test and post-test level of Aggression among differently abled students. n=30

Aspect wise level of aggression	Modified overt aggression scale				Paired 't' test
	Pre-test		Post-test		
	Mean	SD	Mean	SD	
Verbal aggression	1.7	0.78	1.06	0.71	4.1*
Aggression against property	5.06	1.59	3.93	1.41	4.57*
Auto aggression	3.4	2.87	2.53	2.46	5.28*
Physical aggression	6	3.05	4.46	2.61	0.29

*Significant at p <0.05

Table value = 2.05

Table 5: Association between pre-test level of aggression with their socio demographic variables. n=30

Sample characteristics	Mild	Moderate /Severe	Chi-square with Yates correction	df	p value
Age in years a) 6-10	1	9	0.6	1 (3.84)	p > 0.05 (NS)
b) 11-15	6	14			
Gender a) Male	4	17	1.55	1 (3.84)	p > 0.05 (NS)
b)Female	4	5			
Class a) Pre-primary and Primary	1	8	3.59	2 (5.99)	p > 0.05 (NS)
b) Trainable	2	10			
c) Educable	5	4			

Type of family a) Nuclear	7	14	1.02	1 (3.84)	p > 0.05 (NS)
b) Joint	1	8			
Birth order a) First child	5	13	0.029	1 (3.84)	p > 0.05 (NS)
b) Middle / last child	3	9			
Family history of delayed developmental of milestones a) Yes	1	2	0.57	1 (3.84)	p > 0.05 (NS)
b) No	7	20			
IQ level a) 35-50	1	15	**5.77**	1 (3.84)	p< 0.05 **S***
b) 51-70	7	7			
Educational status of father a) High school and higher secondary education	5	12	0.176	1 (3.84)	p > 0.05 (NS)
b) Diploma/degree and above	3	10			
Educational status of mother a) High school and higher secondary education	6	13	1.35	1 (3.84)	p > 0.05 (NS)
b) Diploma/degree and above	2	9			
Source of information a) Health care professionals	6	16	0.015	1 (3.84)	p > 0.05 (NS)
b) Media/friends/Others	2	6			

*Significant at p<0.05　　　　　**NS Not Significant**

FINDINGS OF THE STUDY

The study results showed that the mean pre-test score is 16.3 with SD 5.68 whereas the mean post test score is 12.3 with SD 5.44, the computed paired t test value 12.3 is greater than the table value 2.05 (df29) at p< 0.05. The computed chi square for the socio demographic variables were not found to have significant association except with IQ level where calculated value is 6.24 which is greater than the table value 3.84 at 0.05 level of significant.

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