

Effectiveness of individualized education program to acquire self help skills for the children with intellectual disability

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Abstract:

Objectives: To evaluate the effectiveness of an individualized education program provided through the 3 methods of cognitive skill training namely shaping, chaining and modeling to the children with intellectual disability to improve the performance over self help skills. **Methods:** A purposive sample of 120 subjects of the age range of 5 to 8 years were selected for the study who were diagnosed as mild to moderate category of children with intellectual disability were given individualized education for a period of 4 months. A same subject before and after experimental design (pre and post test design) was used. **Result:** The results showed that the children had significant improvement in the areas of self help skills by all three methods but modeling was found better as compare to other two methods. **Conclusion:** The present study can be a model to teach self help skills to children with intellectual disability and it can be use to set up a resource room in normal and special schools to provide individualized education to the children who are intellectually disabled.

Key words: Individualized education program, Self-help skills, Children with intellectual disability.

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