

## **Special Education: Emotional Disability among Differently abled Students**

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**Abstract:** Special Education is instruction designed for students with disabilities or gifts and talents who have special learning needs. Emotional disability can be described as the following: (A) An inability to learn that cannot be explained by intellectual, sensory or health factors; (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (C) Inappropriate types of behavior or feelings under normal circumstances; (D) A general pervasive mood of unhappiness or depression; (E) A tendency to develop physical symptoms or fears associated with personal or school problems. The main objective of this investigation is to find out whether there is any difference of Emotional Disability among differently abled students in relation to certain personal and demographic variables. Sample for this study consists of 60 differently abled students those who studying (both male and female) in government and private school and colleges in and around Chennai. The tool "Emotional disability Scale" used for the study was developed by the researcher. Collected data were subjected to statistical analysis and scores of the sample were computed. The result showed significant difference with regards to various personal and demographical variables. The educational programs for children with an emotional disturbance of disabled need to include attention to providing emotional and behavioral support as well as helping them to master academics, develop social skills, and increase self-awareness, self-control, and self-esteem.

**Keywords:** Special education, Emotional disability, Differently abled students

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### **INTRODUCTION**

#### **Special Education**

Special Education is instruction designed for students with disabilities or gifts and talents who have special learning needs. Some of these students have difficulty learning in regular class rooms; they need Special education to function in school. Others generally do well in regular classrooms, but they need Special Education to help those master creative skills to reach their full potential in school.

Students considered exceptional in today's classrooms are those with disabilities and those who are gifted and talented. Using the various standards for defining normality and abnormality, educators and other professionals have established that some students require more and some require less instruction to master the content mastery by their non-exceptional peers. Sometimes they need different instruction than their non-disabled peers. Sometimes they need instruction in environments that are different from general education classrooms.

The similarities between exceptional and non-exceptional students far exceed their differences. Some of the differences are central to success in school, and so form the basis for the concern of teachers, parents, and students themselves. Special Education generally is provided to students within each of the following groups: (a) Visually Impairments, (b) Hearing Impairments, (c) Deaf and Blind, (d) Orthopedic Impairments and other Health Impairments, (e) Mental Retardation, (f) Gifted and Talented, (g) Specific Learning Disability, (h) Speech and Language Impairments, (i) Multiple Disabilities, (j) Traumatic Brain Injury, and (k) Autism [1].

#### **Emotional Disability (In-ability)**

Emotional disability (in-ability) is common for the terms emotional disturbance or behavioral disorders to be used interchangeably. The federal and state regulations define emotional disability as: The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a students' educational performance: (A) An inability to learn that cannot be explained by intellectual, sensory or health

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factors; (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (C) Inappropriate types of behavior or feelings under normal circumstances; (D) A general pervasive mood of unhappiness or depression; (E) A tendency to develop physical symptoms or fears associated with personal or school problems. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance. [2]

According to an issue brief produced by the Bazelon Center for Mental Health Law (2003) [3], the definition that IDEA provides for Emotional Disturbance (ED) has been criticized as “having no grounding in the science of mental health assessment”. Bower’s initial definition actually included the “exclusionary clause” because the emotionally disturbed child was defined as one that was socially maladjusted in school [4, 5]. Skiba and Grizzle [6] suggest that the clause was adapted in the Emotional Disability definition as an attempt to reduce the number of juvenile delinquents under court supervision that would be serviced, and ultimately protected, under special education provisions. “There is abundant research on various diagnosed mental disorders and other clinically significant patterns of emotional and behavioral maladaptation of children and adolescents, including those that seem similar to the characteristics of Emotional disturbance” [7]. Yet it is unclear how well the research on child and adolescent psychopathology applies to the five characteristics of ED among students.

Significance Adolescents with emotional disturbance are at risk for a number of negative outcomes in academic, social and affective domains. These adolescents experience difficulties in self-concept as well as in peer relationships, externalizing and internalizing behavior patterns, school adjustment, and social skills [8-12].(Gresham, 2007; Gresham & Elliott, 1990; Kauffman, 2005; Kauffman *et al.*, 2002; McConaughy, 1993).

### Characteristics

The National Dissemination Center for Children with Disabilities (NICHCY) has identified the following characteristics and behaviors as typical of children with emotional disability:

- Inappropriate types of behavior under normal circumstances, such as aggression or self-injurious behavior.
- Hyperactivity (short attention span, impulsiveness).
- Withdrawal or a general pervasive mood of unhappiness or depression (failure to initiate interaction with others; retreat from exchanges or social interaction, excessive fear or anxiety).
- Development of physical symptoms or fears associated with personal or school problems.

- Immaturity (inappropriate crying, temper tantrums, poor coping skills).
- An inability to build and maintain relationships with peers and teachers.
- Learning difficulties that cannot be explained by intellectual, sensory, or health factors (academically performing below grade level).

### Need and Significance of the Study

Normal and disability students are severely affected by emotional problems and are caused by various internal and external factors and cause emotional disturbance. Severe Emotional disturbance leads to cause Emotional Disability among disability and non-disabled. It may be caused by different factors, they are sub divided into three major categories: (a) biological factors, such as genetics, brain damage or dysfunction, malnutrition and allergies, temperament, or physical illness; (b) family factors, such as the family definition and structure, family interaction, family influences on school success and failure, and external pressures affecting families; and (c) school factors, such as deficiencies in the ability of school personnel to accommodate students’ variable intelligence, academic achievement, and social skills. Emotional Disability/Disturbances (ED) possess unique characteristics that require additional care from family, school and society. Emotional disability causes severe dysfunction of physical, mental and behavioral strategies. Emotional disability among disabled students must be identified and should take necessary steps and remedial actions to create emotionally stable and intelligence. The present study is more important in the field of special education and adolescence psychological developmental stages. The challenging task of the disability is to regulate their emotion in the right way without suffering any other emotional disturbances. So to avoid emotional disturbances and problems to reappraisal of cognitive emotions the study is more needful for normal and disabled students. Findings of the research will be more useful for the counselors, teachers, and other functionalities in the society and to enhance the level of service they provide to students with Emotional Disability so this study is more needful for the students.

### Review of Related Study

Alimovic, S. [13] conducted study on “Emotional and behavioral problems in children with visual impairment, intellectual and multiple disabilities” Children with multiple impairments have more complex developmental problems than children with a single impairment. We compared children, aged 4 to 11 years, with intellectual disability (ID) and visual impairment to children with single ID, single visual impairment and typical development on ‘Child Behavior Check List/4–18’ (CBCL/4–18), Parent Report. Children with ID and visual impairment had more emotional and behavioral problems than other

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groups of children: with single impairment and with typical development ( $F = 23.81$ ;  $d.f.1/ d.f.2 = 3/156$ ;  $P < 0.001$ ). All children with special needs had more emotional and behavioral problems than children with typical development. The highest difference was found in attention problems syndrome ( $F = 30.45$ ;  $d.f.1/d.f.2 = 3/156$ ;  $P < 0.001$ ) where all groups of children with impairments had more problems. Children with visual impairment, with and without ID, had more somatic complaints than children with normal vision. Intellectual disability had greater influence on prevalence and kind of emotional and behavioral problems in children than visual impairment.

### Objectives of the Study

To find out whether there is any significant difference in their Emotional Disability based on the following personal and demographical variables: (i) Gender (ii) Parent's educational qualification (iii) Parent's occupation (iv) Parent's annual income (v) Place of living (vi) Type of disability (vii) Birth order and (viii) Type of family.

### Hypotheses of the Study

There is no significant difference in the Emotional disability with respect to the following personal and demographical variables: (i) Gender (ii) Parent's educational qualification (iii) Parent's occupation (iv) Parent's annual income (v) Place of living (vi) Type of disability (vii) Birth order and (viii) Type of family.

## MATERIALS AND METHODS

In the present investigation survey method was adopted.

### Tool Used In The Study

The questionnaire consists of 25 positive and 7 negative statements were used to prepare the tool.

### Sample

Sixty differently abled students (Male 34 and Female 26) were studying school and colleges in and around Chennai constituted the sample for this study. Sample includes 17 physically challenged, 32 visually challenged and 11 hearing impaired students.

### Collection of the Data

The investigator personally visited all the institutes for collecting the data. The differently abled students were given the copies of the instruments and requested to respond to all parts of the questionnaire without omitting any single question. The investigator has used scribe for collecting the data from visually challenged students.

### Scoring Procedure

The investigator used Likert's type of attitude scale on a five-point scale and it has been scored by giving weights 5, 4, 3, 2 and 1 in the case of positive items in the tool; and 1, 2, 3, 4 and 5 in the case of negative items respectively. The grand total to each individual on the entire scale was obtained by adding the weights on all the statements. The information provided by the respondents in the personal data sheet was numerically coded to suit the computer analysis.

### Statistical Techniques Used

In the present study following statistical techniques were used

- Descriptive Analysis (Mean, Standard Deviation)
- Differential Analysis (t-value, F-ratio)

### Analysis and Interpretation of the Data

The collected data were subjected to statistical analysis and it is analyzed using SPSS package. The mean and standard deviation for the variable Peer Group Relationship scores were computed for the entire sample.

### Testing of Hypotheses

There is no significant difference in the emotional disability/disturbance based on the following variables: (i) Gender (ii) Parent's educational qualification (iii) Parent's occupation (iv) Parent's annual income (v) Place of living (vi) Type of disability (vii) Birth order and (viii) Type of family.

## RESULTS

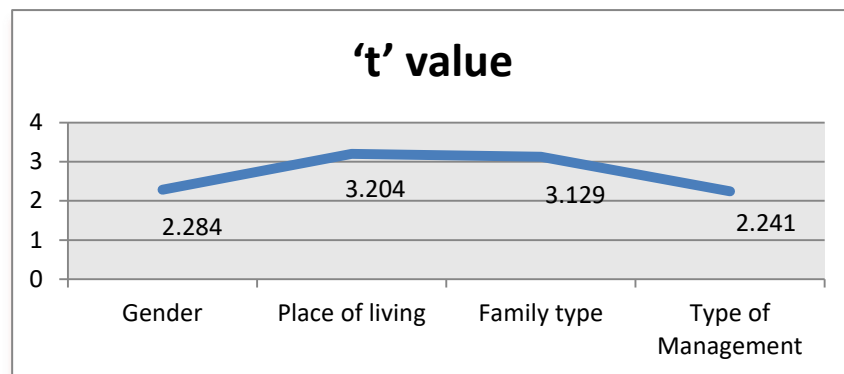
Results of the Table 1 shows that there is significant difference in the Emotional disability with respect to their gender (the calculated 't' value is 2.284 and it is significant at 0.05 level), place of living (the calculated 't' value is 3.204 and it is significant at 0.01 level), family type (the calculated 't' value is 3.129 and it is significant at 0.01 level) and type of management (the calculated 't' value is 2.241 and significant at it is 0.05 level).

Further, from Table 1 it is inferred that the description for the categories of the background variables such as Gender, Place of living, Family type, and Type of management along with their frequency N, mean and standard deviation values. Female disable students have more mean value (112.08) than the male students (102.68). Urban students have more mean value (112.54) than the rural students (100.66). Joint family students have more mean value (113.96) than the Nuclear family students (101.63) and the Private college students have more mean value (115.37) than the government college students (106.09).

**Table 1: Showing the Mean, S.D., t - values on Emotional disability with respect to Gender, Place of living, Family type and Type of management**

Variable	Background Variables	Category	N	Mean	S.D.	't' value	Level of Significance
Emotional disability	Gender	Male	34	102.68	10.83	2.284*	S (0.05 level significant)
		Female	26	112.08	20.59		
		Total	60				
	Place of living	Rural	32	100.66	9.54	3.204**	S (significant at 0.01 level)
		Urban	28	112.54	18.34		
		Total	60				
	Family type	Joint	25	113.96	20.51	3.129**	S (0.01 level significant)
		Nuclear	35	101.63	9.46		
		Total	60				
	Type of Management	Govt.	33	106.09	12.86	2.241*	S (.05 level significant)
		Private	27	115.37	19.09		
		Total	60				

\* indicates 0.05 level of significance; \*\* indicates 0.01 level of significance



**Fig. 1: Shows 't' - Values on Emotional Disability with Respect to Gender, Place of living, Family type and Type of management**

**Table 2: Showing the Group difference on Emotional disability with respect to their Parent's qualification, Parent's occupation, Parent's annual Income, Type of Disability and Order of Birth**

Variable	Background Variables	Sources of Variation	Df	Sum of Squares	Mean Squares	F- ratio	Level of Significance
Emotional disability	Parent's Qualification	Between Group	3	3252.62	1084.21	3.865*	S
		Within Group	56	15710.72	280.55		
		Total	59	18963.34			
	Parent's Occupation	Between Group	3	3060.68	1020.23	4.272*	S
		Within Group	56	13372.97	238.80		
		Total	59	16433.65			
	Parent's Annual Income	Between Group	2	4444.18	2222.09	8.319**	S
		Within Group	57	15225.18	267.11		
		Total	59	19669.36			
Emotional disturbance	Type of Disability	Between Group	2	1448.76	724.38	3.889*	S
		Within Group	57	10617.49	186.27		
		Total	59	12066.25			
	Order of Birth	Between Group	3	1078.37	359.46	0.915	NS
		Within Group	56	21995.60	392.78		
		Total	59	23073.97			

\* indicates 0.05 level of significance; \*\* indicates 0.01 level of significance.

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Results of the Table 2 shows that there is significant difference in the Emotional disability with respect to their parent's qualification (the calculated 'F' value is 3.865 and it is significant at 0.05 level), parent's occupation (the calculated 't' value is 4.272 and it is significant at 0.05 level), parent's annual income (the calculated 'F' value is 8.319 and it is significant at 0.01 level) and type of disability (the calculated 't' value is 3.889 and it is significant at 0.05 level) and there is no significant difference of emotional disability with respect to their order of birth.

### Major Findings

A careful analysis of the data has resulted in the following findings:

1. There is significant difference of Emotional disability with respect to their Gender, Place of Living, Family Type and Type of Management.
2. Female disable students have more mean value than the male students. Urban students have more mean value than the rural students. Joint family students have more mean value than the Nuclear family students. Private college students have more mean value than the government college students.
3. There is significant difference of emotional disability with respect to their Parent's Qualification, Parent's Occupation, parent's annual income and Type of Disability. There is no significance difference Emotional disability with respect to their Order of Birth.

### Educational Implications

Emotional disturbance may cause emotionally in-active known as emotional disability. The identification of emotional disturbed students in school and colleges is an important role of the teacher and parents to develop students' emotional characteristics in order to facilitate emotionally strong. The emotionally inability students need much care for to reduce their emotional stress to provide good education and better future. Each special students or adult reacts differently to environmental triggers. Students' emotional disturbance level may vary from students to student, as an educator or an administrator they should know the difficulties level to reduce students' emotional problems providing with proper solution, guidance and counselling methods. The research finding would be the data base for the future research works in the field of emotional disability and students' emotional development.

### CONCLUSION

Emotional disturbances can affect an individual in areas beyond the emotional. Depending on the specific mental disorder involved, a person's physical, social, or

cognitive skills may also be affected. The purpose of the present investigation is to study the students' emotional disability/disturbance with respect to few selected variables. The educational programs for children with an emotional disturbance of disabled need to include attention to providing emotional and behavioral support as well as helping them to master academics, develop social skills, and increase self-awareness, self-control, and self-esteem. The study on emotional disability among differently abled students would help them to save in another type of disability such as emotional disability. There is significant difference of Emotional disability with respect to their Gender, Place of Living, Family Type, Type of Management, Parent's Qualification, Parent's Occupation, parent's annual income and Type of Disability. There is no significance difference Emotional disability with respect to their Order of Birth.

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