CHAPTER VIII

THE DESIGN AND METHOD OF THE STUDY

THE DESIGN

For testing the hypotheses following information will be collected:

1. Number of families accepting the training, continuing it or rejecting it subsequently.

2. Reasons for accepting the training and continuing it.

3. a. Frequency of carrying out assignment maintained by parents.
   b. Method of implementing the assignment (in comparison to the method instructed and demonstrated)
   c. Suggestions regarding the assignment received from the parents.
   d. Number of goals achieved.

4. Change in developmental status of the child.

5. Area wise changes in the child's developmental skills.

6. Change in parent's behaviour in relation to the child.

The information in 1, 2, and 3 will be gathered continuously during the process of assessment and contact. The information gathered for 3a, 3b, 3c, and 3d will be quantified by scoring on a three point-rating scale.

The information in 4, 5 and 6 will be gathered as pre-test and post-test scores.

Owing to ethical reasons and other reasons explained later, in Chapter X, the benefits of the intervention programme will have to be given to all the children (and families) forming the sample. Therefore it will not be possible to make two separate groups viz. Experimental group and Control group. Thus there will be no scope for matching the sample or assigning them at random.
Similarly, the nature of study dictates that the pre-test status of all the samples and the nature of intervention cannot be uniform. Hence the research design will be factorial correlated Group design. Analysis of co-variance will be required to be done as there is no matching or randomizing.

In table form the research design appears as follows.

<table>
<thead>
<tr>
<th>Group I (Child + Parents)</th>
<th>PRE-TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Programme of Development</td>
</tr>
<tr>
<td></td>
<td>POST-TEST</td>
</tr>
</tbody>
</table>

The research is a non-experimental type of research with only one group of subjects. The design is Pretest-Posttest Design. The method of research is case study method.

The independent variables which will not be manipulated (and hence are subjective variables) are, age of child, sex of child, ordinal position of child, educational level of father, and that of mother, occupational level of father and that of mother, size of home, type of family and income of family.

The dependent variables are Developmental status of child, Behavioural status of parents, Performance of parents in carrying out the assignments.
The variables in a list form are as follows.

I. Independent Variables.

1. Age of child.
2. Sex of child.
3. Ordinal position of child.
4. Etiological factors.
5. Educational level of father.
7. Occupational level of father.
8. Occupational level of mother.
10. Type of Family.
11. Income of Family.

II. Dependent Variables.

3. Parent Behavior Progression Score.
4. Parental Performance (Management assignments) Score.
5. Parental Performance (Educational assignments) Score.

THE METHOD

It was proposed to carry out the study through the following stages:

1. Collecting the Sample.

Word regarding the availability of a home-based training programme for educating mentally retarded children will be spread by means of formal and informal discussions with various persons in Wai taluka. These will particularly include members of Wai Akshar Institute, staff of the School for mentally
retarded children run by the Institute, Primary and Secondary School teachers within the taluka, medical practitioners from the taluka, staff and students of Kisan Veer College of Arts, Commerce and Science Waí, and medical and administrative staff of W.F. Pierce Memorial Hospital Waí. These resource persons, (with whom discussion will be held), will be asked to refer any child suspected to be mentally retarded to the investigator or alternatively let the investigator know the name and place of the child.

All referrals thus received will be scrutinized so as to establish that the child fulfills the criterion set for inclusion as sample.

A sample of 30 units (i.e. mentally retarded child and its parent) will be selected as the sample.

2. Registering and Making a Contract with the Sample-units.

The first meeting with the sample-unit will be used, for besides scrutinizing, sharing the outline, purpose and scope of the study with the parents, they will be free to give their consent for participating any time after this meeting.

3. Initial Assessment.

Within one week of receiving the consent to participate, the child and the parents will be assessed using the tools described later in Chapter IX and in the manner described therein.
4. **Intervention.**

The intervention will include the following:

a. Explaining and helping parents to understand the diagnosis if already obvious. If not, persuading them to start proper medical investigation and then referring them to appropriate agencies with their agreement.

b. Explaining and helping parents to understand the test-results of the child's assessment and his actual developmental problems.

c. Discussing and setting realistic goals for intervention.

d. Training the parents i.e., instructing/demonstrating/providing teaching aids, to the parents in implementing techniques of special education for achieving the set goals.

5. **Final Assessment.**

The child and the parents will be assessed again using the same tools utilized during initial assessment.

6. **Compiling and interpreting data.**

7. **Drawing conclusions of the study.**