



# Effect of Support Group among Siblings with Intellectual Disability

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## KEYWORDS

Siblings

Support  
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## ABSTRACT:

**Introduction:** Intellectual Disability is a term that describes the behavior of an extremely diverse group of people. They range from children with severe developmental disabilities who need constant care to you with only mild delays who are usually indistinguishable from their peers. These children also have diverse outcomes. All individuals with ID have significantly low intellectual functioning.

**Objectives:** To find out siblings of intellectual disability with negative emotions using positive and negative scale (PANAS); To find out the effect of conventional occupational therapy to improve positive feelings in the control group; To find out the effect of support group therapy to improve positive feelings in the experimental group; To compare the post-test scores between the control conventional occupation therapy group and the experimental group therapy along with conventional occupational therapy.

**Methods:** A total of thirty (30) populations were selected according to the inclusion criteria. The Sibling's emotion levels were measured first by using the PANAS scale. The samples were divided into fifteen (15) samples in the experimental group and fifteen (15) samples in the control group. The intervention is given to the sample that has negative emotions.

**Results:** Statistical analysis showed significant improvement in experiment group after receiving Support group therapy.

**Conclusions:** Support group therapy has significant effect in reducing negative feelings among siblings.

## 1. Introduction

Intellectual Disability is a term that describes the behavior of an extremely diverse group of people. They range from children with severe developmental disabilities who need constant care to you with only mild delays who are usually indistinguishable from their peers. These children also have diverse outcomes. All individuals with ID have significantly low intellectual functioning..

They experimental problems

- Perceiving and processing new information.
- Learning quickly and efficiently
- Applying knowledge and skills to solve problems
- Thinking creatively and flexibly
- Responding rapidly and accurately

Individuals with ID also show significant deficits in Adaptive Functioning. Adaptive functioning refers to how effectively individuals cope with common life demands and how well they meet the standards of personal independence expected of someone in their particular age group, socio – cultural background, and community setting (American Psychiatric Association ,2013)

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The Diagnostic and Statistical Manual of Mental Disorders (DSM – 5 ; American Psychiatric Association2013) identifies three domains of adaptive functioning ; Social skills: Having interpersonal skills ,following rules, engaging in social problem solving, making and keeping friends Practical skills :Activities of



daily living including a king personal care, practicing safety, doing home Activities, having social / works kills Conceptual, Social, and Practical. To be diagnosed with ID, individuals must show impairment in at least one domain.

Conceptual skills: understanding language, speaking reading, writing, telling time, moth problems, etc.

## Support Group

Support groups aim to help members to explore their feelings and give each other support. The term is used in contrast to 'activity group' which emphasizes task or social elements. A support group is one approach to improving mental health. Support groups are generally led by an adult who engages siblings in carefully planned activities to discuss issues and emotions, build a support network, and learn about coping strategies and their sibling's disability. A small literature suggests improvements associated with support group participation for TD siblings who have a sibling with a range of diagnoses (e.g. D'Arcy et al., 2005; Evans et al., 2001; McLinden et al., 1991; for review, see Tudor & Lerner, 2015)

## 2. Objectives

- To find out sbilings with negative feelings using the PANAS scale.
- To find out the effect of conventional occupational therapy to reduce negative feelings among sbilings in the control group.
- To find out the effect of support group therapy to reduce negative feelings in the
- experimental group.
- To compare the post-test scores between the control (conventional
- occupational therapy) group and the experimental (group therapy along with
- conventional occupational therapy).

## 3. Methods

### RESEARCH DESIGN

Quasi-experimental study design

### SAMPLE TECHNIQUE, SAMPLE SIZE, AND SAMPLE SETTING

Sampling technique

The convenient sampling technique was used

### Sample size

30 Subjects

15 subjects in control group

15 subjects in experimental group

### VARIABLES

Independent variable: Support group Therapy

Dependent variables: negative feelings

### SELECTION CRITERIA

#### INCLUSION CRITERIA

- Siblings of intellectual disability
- with negative feelings

#### EXCLUSION CRITERIA

- Siblings of Down syndrome
- Age should not be less than 12 years and more than 52

### MEASUREMENT TOOLS / MATERIAL REQUIRED:

#### PANAS SCALE

The positive and negative affect schedule is 20 items of different emotions. It consists of 20 statements related to the overall feelings of individuals. The items are answered on a five-point scale ranging from strongly agree to strongly disagree.

### SCORING METHOD

#### Positive Affect Score:

Add the scores on items 1, 3, 5, 9, 10, 12, 14, 16, 17, and 19. Scores can

Range from 10 – 50, with higher scores representing higher levels of positive affect.

#### Negative Affect Score:

Add the scores on items 2, 4, 6, 7, 8, 11, 13, 15, 18, and 20. Scores can range from 10 – 50, with lower scores representing lower levels of negative affect.

**Scoring interpretation:** For the Positive Affect Scale, the Cronbach alpha coefficient was 0.86 to 0.90

**For the Negative Affect Scale,** 0.84 to 0.87

### DURATION OF THE STUDY

The duration of this study is 3 months (12 weeks), 36 sessions. Each session is for 45 minutes.

### PROCEDURE

A total of thirty (30) populations were selected according to the inclusion criteria. The Sibling's emotion levels were measured first by using the PANAS scale. The samples were divided into fifteen (15) samples in the experimental group and fifteen (15) samples in the control group. The intervention is given to the sample that has negative emotions. The pre-test and post-test were collected from both the experimental and control



group . The experimental group receive support group therapy intervention whereas the control group does not receive support group therapy intervention.

### INTERVENTION PROTOCOL

Each session is start up with a brief introduction about the activity to be done followed up with warm-up session and activity and also winded down the session with feedback.

Greetings  
Letter Writings  
Feedback  
Magic Rock  
Memory Game  
Reward  
Debate  
Nickname Calling  
Pin the random sense organs  
Name Place Animal Things  
Fact or Fiction  
Find the thief game  
Talent Show  
Name swap  
Sharing their past lives  
Art and Craft

## 4. Results

TABLE 4.1 - Statistical analysis of pre- test and post- test in control group

Test	Mean	SD	N	Z value	p value
Cntr_Pre_Pos i	34.8667	6.23202	15	-3.771	0.00*
Cntr_Post_Po si	36.8	6.25871	15		
Cntr_Pre_Neg	20	4.75094	15	-3.873	0.00*
Cntr_Post_Ne g	22	4.75094	15		

\*Significant at 5% alpha level

Since the p values of 0.00 are lesser than 0.05, alternate hypothesis is accepted. Hence, there is statistically significant difference between pre- test and post test scores in the Control Group of the PANAS. This suggests

that the intervention received by the control group had significant improvement.

FIGURE NO 4.1 - Comparison of pre – test and post – test values of the control group

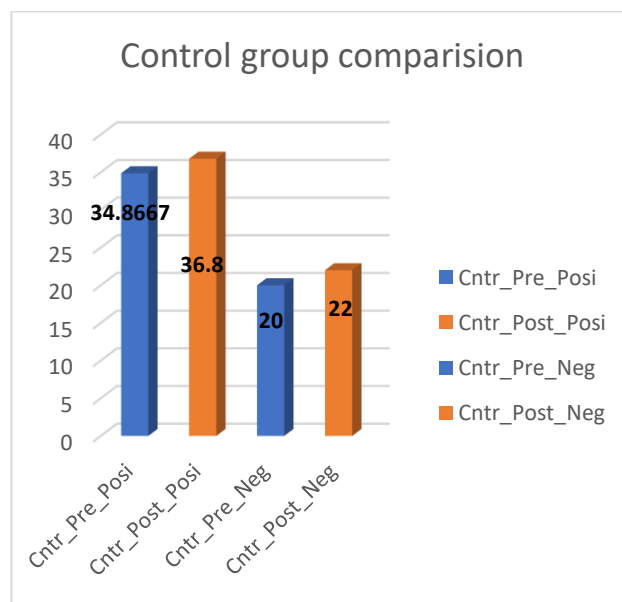


TABLE 4.2 - Statistical analysis of pre- test and post- test in experimental group

Test	Mean	SD	N	Z value	p-value
Expt_Pre_Pos i	27.9333	7.43992	15	-3.873	0.00*
Expt_Post_Po si	29.9333	7.43992	15		
Expt_Pre_Ne g	20.2	4.12657	15	-3.477	0.001*
Expt_Post_N eg	17.1333	4.29063	15		

\* Significant at 5% alpha level

In the Experimental group, since the p values (0.00 and 0.001) are less than 0.05, an alternate hypothesis is accepted. Hence, there is a statistically significant difference in the Experimental Group between pre-test and post-test scores of PANAS. This suggests that the intervention received by the experimental group had significant improvement.



FIGURE NO 4.2 – Comparison of pre – test and post – test values of the experimental group.

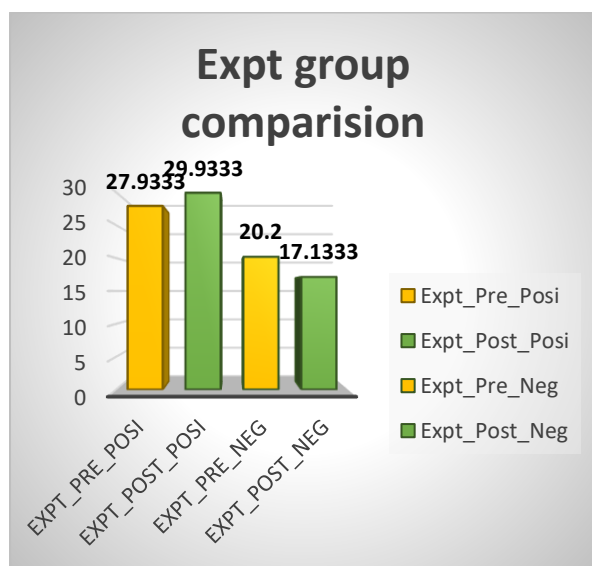


FIGURE NO 4.3- Comparison of post – test values of the control and experimental group.

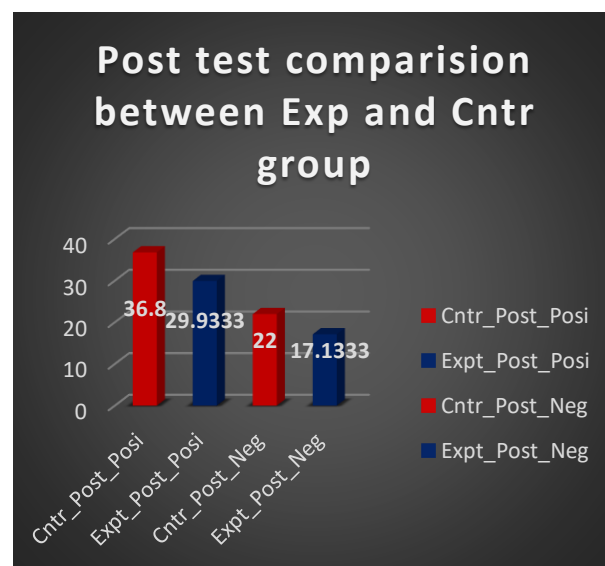


TABLE 4.3 - Statistical analysis between the post- test scores of the control and experimental group

Group	Mean	SD	N	Z value	p-value
Cntr_Post_Pos	36.8	6.25871	15	2.405	0.0159 *
Expt_Post_Pos	29.9333	7.43992	15		
Cntr_Post_Neg	22	4.75094	15	2.058	0.005*
Expt_Post_Neg	17.1333	4.29063	15		

\*Significant at 5% alpha level

Since the p values (0.0159 and 0.005) are lesser than 0.05, alternate hypothesis is accepted. Hence, there is statistically significant difference in post test scores between Experimental and Control Group of the PANAS. This suggests that the intervention received by the experimental group had more improvement when compared to the control group.

## 5. Discussion

The study aims to determine the effect of support group therapy is to reduce negative feelings among the siblings .The study was conducted for an intervention period of 3months for Siblings of intellectual disability. A total of thirty(30) with negative emotions Were selected using these slection criteria described in the methodology and randomly allocated to the experimental and control group in each fifteen(15) sample .The age of selected samples ranged between 12 to 52 years siblings Both the control and experimental group patients were assess by positive and negative schedule scale .The experimental group undergoes the support group therapy for a period of 3 months with two sessions per week lasted for forty five (45)minutes, Where as no intervention given for control group except conventional occupational therapy. After 3 months of intervention the post-test evaluation was done for both experimental and control group and scores were calculated and results analyzed.

Table4.1 and figure4.1 showed the statistical analysis of the pre-test and post-test of positive and negative schedule scale in control group .Since the p value of 0.00 is lesser than 0.05, there is significant improvement in control group on the application of the conventional occupational therapy intervention between pre-test and post-test scores of Panas scale. This study has been



accordance with a no the study reviewed by R2 . Ms. Malavika.S (2022) : This study is to compare the affect between the siblings of Autism children and Intellectual disability children. The participants for this study were selected based on the inclusion criteria and they were explained about the method of completing the questionnaire and they were asked to mention their emotions towards their siblings during the past week and the present moment. The results of the study indicated that the momentary and weekly negative scores were more in siblings of Intellectual disability children including genetic predispositions.

Table 4.2 and figure4.2 showed that the statistical analysis of the pre-test and post-test of Panas scale in experimental group. Since the p value 0.00 of is less than 0.05, there is statistical improvement on the experimental group on the application of support group therapy intervention between pre-test and post-tests scores of positive and negative scheduale Scale

R13.Mustika sari and Dewi Gayatri (2018): This study aimed to measure the increase of self-efficacy of school-age of fourth and fifth grade childrens through therapeutic group therapy. The result of the study indicated that the self-efficacy of school children improved significantly after being treated with therapeutic group therapy (p-value <0.005), those who were not treated with therapeutic support group therapy had no significant improvement (p value>0.050. concluded that therapeutic support group therapy can be conducted on school-age children to improve their self-efficacy against disaster through health education.

Table 4.3 and figure 4.3 showed the statistical analysis of post-test in control and experimental group. Since the p value of 0.0159 is lesser than 0.05, alternate hypothesis is accepted .Hence, there is statistically significant difference in post-test scores between control and the experimental group of panas scale after the application of both conventional occupational therapy as well as support group therapy intervention. The sample was divided into 2 groups. Tools used were positive and negative affect schedule. Duration of the intervention was 26 days (1hr per day). This study finding showed that there was a significant increase in levels to reduce negative emotions among siblings.

R12.The purpose of this study was to evaluate the feasibility of a computer-mediated support group

(CMSG) intervention for parents whose children had been diagnosed with cancer. Findings: Mothers' depression decreased significantly from Time 2 to Time 3 ( $p<.03$ ). Fathers' anxiety decreased significantly from Time 1 to Time 3 ( $p<.01$ ). Fathers' stress decreased significantly from Time 2 to Time 3 ( $p<.02$ ). To some extent, mothers and fathers perceived mutual support from participating in the CMSG. Both mothers and fathers used the CMSG by reading messages. Messages were primarily written by mothers.

**Conclusions:** Study findings support further development of CMSGs for parents whose children have been diagnosed with cancer.

## Conclusion

The study was conducted over an intervention period of three (3) months. Totally Thirty (30) were siblings of intellectual disability s were selected for the study, fifteen (15) Population in experimental and fifteen (15) population in control group. Pre-test and Post-test were conducted for both the group using scale by positive and negative affect schedule (Panas) The experimental group undergoes support group therapy whereas control group received only conventional occupational therapy.

The result showed that there was a high significant difference between the post scores of control and experimental group. It indicated that there in a high significant improvement in experimental group as because of support group therapy to reduce negative emotions

From this study, i suggest that support group therapy can be in corporate into Occupational therapy management for other conditions to reduce negative emotions.

## Limitations & Recommendations

### LIMITATIONS

1. The duration of the study was shorter.
2. Study was done on a small sample size.
3. Different age group was not analyzed

### RECOMMENDATIONS

1. The study can be done with different age groups
2. The study can be done with a larger



sample

3. The study can be carried out for longer duration.

4. The study can be done for other psychiatric conditions including depression anxiety and sleep disorders.

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