

# Intervention Effect of Prayer on Intellectually Disabled Children



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## Abstract

The aim of the present study is intervention effect of Prayer on intellectually disabled children. Prayer is an important part of any school. It is not only important for normal school but even also important for special school. It is not an easy task to teach a prayer to different categories intellectually impaired children, it needs a patience, practice and time restrictions with systematic procedure. This is a field study in which, intellectually impairedness of different categories was taken as an independent variable and to teaching of prayer was taken as a dependent variable. The data was collected from TEPSE & HEPSN Centre of J.N.Vyas University, Jodhpur. Objectives of the study were to teach prayer to the intellectually disabled children to be attentive at the time of the prayer and at remain their place, to develop a skill of crouch, skill of pronunciation, learned to sing the prayer in rhythm and develop the quality of singing the prayer independently. It was hypothesized that after a long practice children can learn prayer and could be attentive during the time of prayer. After eight months practice it was found that objectives were achieved to some extent.

**Keywords:** Intervention Effect, Prayer, Intellectually Disabled Children

## Introduction

### Mild Mental Retardation

Intellectual disability (ID), once called mental retardation, is characterized by below-average intelligence or mental ability and a lack of skills necessary for day-to-day living. People with intellectual disabilities can and do learn new skills, but they learn them more slowly. There are varying degrees of intellectual disability, from mild to profound.

Children with intellectual disability may learn to sit up, to crawl, or to walk later than other children, or they may learn to talk later. Both adults and children with intellectual disability may also exhibit some or all of the following characteristics-

1. Delays in oral language development
2. Deficits in memory skills
3. Difficulty learning social rules
4. Difficulty with problem solving skills
5. Delays in the development of adaptive behaviours such as self-help or self-care skills
6. Lack of social inhibitors

### Objectives

In the present investigation an attempt is made to teach the task of prayer to intellectually impaired children. The following objectives were framed-

1. To teach prayer to the intellectually impaired children
2. To be attentive at the time of the prayer and at remain their place.
3. To develop a skill of crouch, skill of pronunciation, learned to sing the prayer in rhythm and
4. To develop the quality of singing the prayer independently

### Hypotheses

On the basis of above following hypothesis were developed

1. Through a long practice children will be teach prayer
2. And would be attentive during the time of prayer.

### Research Design

Present research was a Experimental study in which intellectually impairedness of different categories was used as an Independent Variable and to teaching of prayer was taken Dependent variables. Thirty sever to mild intellectual impaired children were selected randomly. One year practice was made at least 60 minutes per day .

### Sample

Firstly approached to the special school and got the permission. .???? year children were randomly selected after assessment on various

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psychological tests. Their I.Q. were reported 30-65 and diagnosed as sever to mild intellectual impaired children.

**Result**

When children of different categories were practiced to sing a prayer till one year on particular time and patience results are found that now they are attentive about the time of prayer, aware about their place. They developed the skill of joining hands, skill of appropriate pronunciation. They learned to sing to prayer in rhythm and some children developed the quality of singing the prayer independently.

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