

## **INFLUENCE OF SIBLINGS ON THE BEHAVIOURAL SKILLS OF MENTALLY CHALLENGED CHILDREN**

**RASHMI UPRETI & RITU SINGH**

Department of Human Development and Family Studies, College of Home Science,  
G.B.P.U. A. and T, Pantnagar, U.S. Nagar, Uttarakhand, India

### **ABSTRACT**

The present study assessed and compared the adaptive behaviour skills and disturbed behaviour of 150 mentally challenged (MC) children from 3 RCI (Rehabilitation Council of India) recognised special schools of Delhi across their number of siblings. Sample was drawn randomly in equal proportions from three categories of mental challenge under study viz. mild, moderate and severe mental challenge. The adaptive behaviour skills and disturbed behaviour of MC children were assessed using Behavioural Assessment Scales for Indian Children with Mental Retardation Part A and Part B developed by NIMH. The findings of the present study reveal that more the number of siblings higher the adaptive behaviour skills and lower the disturbed behaviour in mentally challenged children, irrespective of their degree of mental challenge. Interestingly, the predominant reason for significant differences in adaptive and disturbed behaviour across number of siblings was observed to be siblings' support, guidance and vigilance, which helped differently-abled children in acquiring and improving adaptive behaviour skills and in minimizing disturbed behaviour.

**KEYWORDS:** Siblings, Disturbed Behaviour, Adaptive Skills, Mentally Challenged Children

### **INTRODUCTION**

Mental capabilities are an important asset we human beings are blessed with. However, few human beings are deprived of these mental capabilities and are mentally retarded/ challenged. The American Association of Mental Retardation (2002) defines an individual with mental retardation or mental challenge as someone having substantial, sub-average intellectual and adaptive behavioural functioning with onset before 18 years of age and limitations in at least two of the following areas: (a) communication, (b) home living, (c) social skills, (d) community use, (e) self-direction, (f) safety, (g) functional academics, (h) leisure, or (i) work activities. Intellectual functioning also known as IQ (intelligence quotient), this refers to a person's ability to learn, reason, make decisions, and solve problems. Being mentally challenged directly affects the child's adaptive behaviour skills.

Adaptive behaviour skills are those skills that are necessary for day-to-day life, such as being able to communicate effectively, interact with others, and take care of oneself. The adaptive behaviour skills such as personal and social competence are weaker in the mentally deficient children and these children have difficulty in adaptation to the requirements of daily living. Life-long adaptation is regarded as an important issue for individuals with mental challenge. In general, children with mental challenge have adaptation difficulties in their life, which disturb their inclusion in the society. Besides low in adaptivity usually mentally challenged children also characterised by abnormal or disturbed behaviour. Mentally challenged children with behavioural problems have less freedom of movement, fewer friends, less training in domestic, reduced self help & social skills and fewer leisure activities as compared to those without such

problems. In addition to this, behaviour disorders in children with mental retardation also restrict opportunities to engage in many normal activities.

It is quite evident from Bandura's social learning theory that people acquire a wide range of behaviours, thoughts and feelings by observing others behaviour and these observations play an important role in lifelong learning. So, in spite of mental deficiency, children observe and imitate their family members more so siblings.

The sibling relationship is one of the most enduring relationships throughout a person's life (Dew, Balandin and Llewellyn, 2008). The emotional ties between siblings are often described as second only to the ties between children and parents (Rivers and Stoneman, 2003). Sibling interaction, among typically developing children, results in asymmetric yet reciprocal roles in which older siblings are responsible for the majority of initiations, though this pattern evens out over time (Knott, Lewis and Williams, 2007). Sibling relationships are often longer than any other relationships within the family, and it is here that brothers and sisters develop self-identity, social skills, companionship and mutual support. This relationship provides ample opportunities for behavioural modeling and facilitation of social and intellectual development. Siblings report affection and positive regard for their brothers and sisters.

Keeping in view the above discussion, it can be concluded that sibling relationship is a most enduring relation and also plays a distinct role in socialization. It affects the personality, thinking and the development of an individual. So, it might be possible that adaptive and disturbed behaviour of MC children can be affected by number of siblings. Therefore, the present study has been taken up with the following objectives:

- To assess and compare the level of adaptive and disturbed behaviour among mentally challenged children across their number of siblings.
- To investigate statistical differences in the adaptive and disturbed behaviour of mentally challenged children across their number of siblings.

## **METHODOLOGY**

### **Locale**

The present research study was carried out exclusively in Delhi. The capital of India, Delhi, was purposively selected as it is one of the region nearest to researcher that has an appreciable number of RCI (Rehabilitation Council of India) recognized special schools meant exclusively for MC children. Out of the 9 RCI recognized institutes for MC children in Delhi, 3 institutes namely NIMH (National Institute for Mentally Handicapped), Manovikas and C.B.S Memorial were randomly selected as research base for the present study.

### **Sample**

The list of mildly, moderately and severely mentally challenged children enrolled in NIMH, Manovikas and CBS Memorial was procured from their Directors. From the list, 50 mentally challenged children were randomly selected from all three levels of mental challenge viz. mild, moderate and severe mental challenge. Thus, the sample for the present study comprised of 150 mentally challenged children and their families.

### **Tools**

Self-designed general questionnaire was used to study the socio-demographic and socio-economic characteristics of respondents. Adaptive behaviour skills and disturbed behaviour of mentally challenged children were assessed by

employing “Behavioural Assessment Scales for Indian Children with Mental Retardation (BASIC-MC) Part A and Part B developed at NIMH. The scale entails detailed assessment of the skill behaviours and problem behaviours of the children in age range 3 to 16 (or 18) years. The items included in Part A and Part B of the scale helps to assess the current level of adaptive behaviour and disturbed behaviour of the child.

### **Procedure and Data Analysis**

The Directors of the selected institutions were contacted, who provided all the necessary required details pertaining to the enrolled MC children and their families. The required samples were drawn and then, first common meeting was organized by the researcher with the families of MC children. Meeting was organized in the institute itself, to explain the purpose of the research study. The parents were contacted for data collection on the place of their choice- institute or their home where they were interviewed and observations made by the researcher. The data collected was classified and tabulated in accordance with the objectives to arrive at meaningful and relevant inferences. Analysis was done by taking levels of mental retardation as control. The data was analyzed using statistical techniques like frequency, percentage, mean and Analysis of Variance.

### **RESULTS AND DISCUSSIONS**

Table 1 depicts the frequency and percentage distribution of mentally challenged children on the type and level of adaptive behaviour skills across their number of siblings. A cursory look of table reveals that unfortunately almost all the MC children irrespective of their degree of mental challenge and number of siblings reported low level of adaptivity in reading-writing, number-time, domestic social and pre vocational domains. But under the motor skills, activities of daily living and language domains, variations can be clearly seen from the data.

Under mild category of mental challenge, majority of MC children with 1 or no sibling (73.08%) were found to have high level of adaptivity in the motor skills’ domain. Moreover, 66.67% of MC children with 2 siblings and approximately 55.56% of MC children with 3 or more siblings reported moderate & high level of adaptivity. In activities of daily living, 57.69% of MC children who had 1 or no sibling were found highly adaptive. Whereas, exactly equal percentage of MC children (46.67%) who had 2 siblings showed low and high level of adaptivity and only 44.44% of MC children with 3 or more siblings reported high level of adaptivity. In the language component it was disappointing to note that 57.69%, 53.33% and 66.67% of MC children with 1 or no sibling, 2 siblings and 3 or more siblings respectively have shown low level of adaptive behaviour. Furthermore, in number-time and domestic social components majority of MC children reported low adaptivity, but exceptionally only 66.67% of MC children with 3 or more siblings were observed at low level of adaptivity.

Unlike mildly mentally challenged children, under moderate category of child’s mental challenge almost half of the MC children who had 1 or no sibling and 3 or more siblings (53.57% and 50.00%) were found at moderate level of adaptivity in the motor skills’ domain. In activities of daily living nearly half of the MC children who had 1 or no sibling (53.57%) were recognized as highly adaptive. Exactly equal percentage of MC children with 2 siblings (44.40%) were found at low and moderate level. However, exactly half (50.00%) of MC children who had 3 or more siblings were recognized as moderately adaptive under the said domain. In language component it was again disappointing to note that almost all the MC children with 1 or no sibling (96.43%) recognised at low level of adaptivity. Whereas, majority of children with 2 siblings (77.78%) showed moderate level of adaptivity. While, exactly 50.00% of MC children with 3 or

more siblings showed moderate level of adaptivity and 50.00% showed high level of adaptivity in the said domain. A picture similar to the mildly challenged children were found under the components number-time and domestic social, where majority of MC children were also reported low level of adaptivity, but exceptionally only 50.00% of MC children with 3 or more siblings were observed at low level of adaptivity.

#### **Placement of Table 1**

Quite different picture was revealed under severe category of child's mental challenge, where 53.85% and 76.47% of MC children who had 1 or no sibling and 2 siblings reported low and moderate adaptivity. It was exciting to note that none of the severely challenged children who had 3 or more siblings were under low level of adaptivity. While, 71.43% showed high level of adaptivity. In the domain activities of daily living, it was unpleasant to note that almost all the MC children who had 1 or no sibling (96.15%) were found to have low level of adaptivity. Moreover, 52.94% MC children with 2 siblings also showed low adaptive behaviour. On the other side, more than half of severely challenged children (57.14%) with 3 or more siblings identified at high level in this domain. Quite depressing picture was observed under language component in which almost all the MC children with 1 or no sibling and 2 siblings (100% and 94.12%) reported low level of adaptivity. While, 57.14% MC children with 3 or more siblings were also showed low level of adaptive behaviour.

#### **Placement of Table 2**

Mean differences in adaptive behaviour skills of mentally challenged children across number of siblings is presented in Table 2. Variations in mean scores across number of siblings were analyzed using one way ANOVA. Significant differences were found in all the domains of adaptive behaviour skills among mentally challenged children having 3 or more siblings and children having 1 or no sibling. It was observed that MC children with 1 or no sibling and 2 siblings do not make peer group but as the number of siblings increased a good peer group established in which elder siblings act as parent. They play mother-father figured role. Therefore, in the present study much variation can be seen between 1 or no sibling and 3 or more siblings.

Picture from the table clearly depicts that mentally challenged children having 3 or more siblings were found to be significantly better than those having 1 or no sibling. It may be probably due to the more support and attention they got from more number of siblings that helped them more in acquiring or learning adaptive behaviour skills. It is seen that children generally learn immediately by imitation. In this context Bandura's social learning theory believes that people acquire a wide range of behaviours, thoughts and feelings by observing others behaviour and these observations play an important role in lifelong learning. In spite of the mental deficiency, children observe and imitate their family members more so siblings. The present findings are in line with El-Ghoroury and Romanczyk (1999) who found that children with autism typically made more initiations towards a sibling during a social interaction than towards a parent. It was observed that language adaptivity of MC children with 3 or more siblings were better than those with 1 or no sibling. This finding is supported by Wolk and Giesen (2000) who revealed that another role that an older, typically developing sibling exemplifies is that of a good language model. In addition, Brody (2004) reported that older siblings in middle school have also demonstrated an ability to teach new cognitive concepts and language skills to their younger siblings.

#### **Placement of Table 3**

The frequency and percentage distribution of mentally challenged children on disturbed behaviour across number

of siblings is presented in Table 3. It is quite pleasurable to note from the table that majority of mentally challenged children irrespective of their degree of mental challenge and number of siblings showed low level of disturbance in their behaviour.

In child's mild category of mental challenge, under most of the domains, MC children showed low disturbed behaviour. Exceptionally, 76.92% and 80.00% of MC children with 1 or no sibling and 2 siblings showed low temper tantrums in their behaviour. However, proportion of MC children with 1 or no sibling and 2 siblings who showed less hyperactive behaviour were found to be 84.62% and 80.00%.

Most of the moderately mentally challenged children showed low level of misbehaviour with others; reported low self injurious, repetitive, odd and anti social behaviour. But 94.44% and 75.00% of MC children who had 2 siblings & 3 or more siblings reported low level of violent behaviour. In temper tantrums' domain, proportions of MC children with 1 or no sibling, 2 siblings & 3 or more siblings were 92.86%, 88.89% & 75.00% who reported low temper tantrums. In addition to this, 92.86% of MC children with 1 or no sibling & 100.00% of MC children with 2 siblings showed low hyperactivity. Whereas, exactly half of the MC children with 3 or more siblings (50.00%) reported moderate hyperactivity. On the other hand 50.00% of MC children with 3 or more siblings showed low level and rest 50.00% showed high level of rebellious behaviour. Whereas, all the children with 1 or no sibling & 2 siblings were found at low level in the said domain. In the fear's domain, percentage of MC children with 1 or no sibling, 2 siblings and 3 or more siblings were found to be 96.43%, 94.44% and 75.00% respectively who reported low level of fear in their behaviour.

Among severely mentally challenged children also, majority showed low level of disturbed behaviour with variations in some components like in temper tantrums and hyperactive behaviour. All the MC children with 3 or more siblings showed moderate temper tantrums in their behaviour. While, 88.46% and 94.12% of MC children who had 1 or no sibling and 2 siblings reported low level of temper tantrums. Likewise, under hyperactive behaviour of MC children, proportions of children with 1 or no sibling, 2 siblings & 3 or more siblings were 80.77%, 76.47% and 57.14% respectively.

#### **Placement of Table 4**

A close perusal of Table 4 clearly shows that children who had 3 or more siblings showed less violent, repetitive, odd, hyperactive, rebellious and antisocial behaviour; reflected low self injurious behaviour, temper tantrums, fear and also showed less misbehaviour with others. It was seen child often feels comfortable and enjoys company of brother or sister he/she have. The probable reason behind the variations in disturbed behaviour of children with more number of siblings as compare to their counterparts might be the presence of 3 or more siblings which leads to more support, guidance and most importantly leads to more vigilance or attention on the disturbed behaviour of the child. In families with mentally challenged children, presence of 3 or more siblings establishes a good peer group, in which eldest sibling sometimes plays the role of parent too. So, their support, guidance and vigilance modify the behaviour of special need children and make them less disturbed.

#### **CONCLUSIONS**

It is apparent from the study that siblings have great impact over the adaptive behaviour skills and disturbed behaviour of mentally challenged children. Children irrespective of their degree of mental challenge, who had 3 or more siblings were seen to be significantly more adaptive in motor skills, activities of daily living, and prevocational money domains;

had better language, reading-writing, number-time, domestic social adaptivity. They were also found to have less violent, self injurious, repetitive, odd, hyperactive, rebellious and antisocial behaviour; reflected low temper tantrums, fear; also reported low level of misbehaviour with others. On the whole it can be concluded that siblings of MC children play an important role in the development of adaptive skills of MC children as well as lowering of their disturbed behaviour. Having more number of siblings establishes a peer group who are attached together with unconditional love. So, sibling relationship should be improved or strengthen which finally build a strong natural bond between special need child and his/her siblings. However, it doesn't mean one should go for big size family but emphasis should be given on building more relationships, providing more social support, increasing socialization i.e. to increase the social interaction with relatives, friend circle of MC children and in bringing the feeling of brotherhood among people that will provide more support, guidance and proper vigilance to the MC children and also promote their inclusion in society.

## REFERENCES

1. American Association on Mental Retardation 2002. *Mental Retardation: Definition Classification and Systems of Supports*. Washington DC: American Association on Mental Retardation.
2. Brody G H 2004. Siblings' Direct and Indirect Contributions to Child Development. *Current Directions in Psychological Science*, 13(3): 124-126.
3. Dew A, Balandin S, Llewellyn G 2008. The Psychosocial Impact on Siblings of People with Lifelong Physical Disability: A review of the literature. *Journal of Developmental and Physical Disabilities*, 20: 485-507.
4. El Ghoroury, N H and Romanczyk R G 1999. Play Interactions of Family Members towards Children with Autism. *Journal of Autism and Developmental Disorders*, 29: 249-258.
5. Knott F, Lewis C, Williams T 2007. Sibling Interaction of Children with Autism: Development Over 12 months. *Journal of Autism and Developmental Disorder*, 37: 1987-1995.
6. Peshawaria R, Venkatesan S 1992. *Manual of Behaviour Assessment Scales for Indian Children with Mental Retardation*. Secundrabad: NIMH.
7. Rivers J W, Stoneman Z 2003. Sibling Relationships when a Child has Autism: Marital Stress and Support Coping. *Journal of Autism and Developmental Disorders*, 33: 383-394.
8. Wolk L, Giesen J 2000. A Phonological Investigation of Four Siblings with Childhood Autism. *Journal of Communication Disorders*, 33: 371-389.

APPENDICES

**Table 1: Frequency and Percentage Distribution of Mentally Challenged Children on the Type and Level of Adaptive Behaviour Skills across Their Number of Siblings**

Domains of Adaptive Behavior Skills	Levels of Adaptive Behavior Skills	Mildly Challenged Children (n <sub>1</sub> =50)						Moderately Challenged Children (n <sub>2</sub> =50)						Severely Challenged Children (n <sub>3</sub> =50)					
		1 or no Sibling (n <sub>1a</sub> =26)		2 Siblings (n <sub>1b</sub> =15)		3 or More Siblings (n <sub>1c</sub> =9)		1 or no Sibling (n <sub>2a</sub> =28)		2 Siblings (n <sub>2b</sub> =18)		3 or More Siblings (n <sub>2c</sub> =4)		1 or no Sibling (n <sub>3a</sub> =26)		2 Siblings (n <sub>3b</sub> =17)		3 or More Siblings (n <sub>3c</sub> =7)	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Motor	Low	4	15.38	3	20.00	1	11.11	3	10.71	2	11.11	1	25.00	14	53.85	2	11.76	0	0.00
	Moderate	3	11.54	10	66.67	3	33.33	15	53.57	12	66.67	2	50.00	10	38.46	13	76.47	2	28.57
	High	19	73.08	2	13.33	5	55.56	10	35.71	4	22.22	1	25.00	2	7.69	2	11.76	5	71.43
Activities of Daily Living	Low	9	34.62	7	46.67	3	33.33	13	46.43	8	44.44	1	25.00	25	96.15	9	52.94	1	14.29
	Moderate	2	7.69	1	6.67	2	22.22	0	0.00	8	44.44	2	50.00	0	0.00	2	11.76	2	28.57
	High	15	57.69	7	46.67	4	44.44	15	53.57	2	11.11	1	25.00	1	3.85	6	35.29	4	57.14
Language	Low	15	57.69	8	53.33	6	66.67	27	96.43	4	22.22	2	50.00	26	100.00	16	94.12	4	57.14
	Moderate	7	26.92	7	46.67	3	33.33	1	3.57	14	77.78	2	50.00	0	0.00	1	5.88	3	42.86
	High	4	15.38	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Reading-Writing	Low	22	84.62	12	80.00	7	77.78	28	100.00	18	100.00	3	75.00	26	100.00	17	100.00	7	100.00
	Moderate	2	7.69	3	20.00	1	11.11	0	0.00	0	0.00	1	25.00	0	0.00	0	0.00	0	0.00
	High	2	7.69	0	0.00	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Number-Time	Low	23	88.46	12	80.00	6	66.67	28	100.00	18	100.00	2	50.00	26	100.00	17	100.00	7	100.00
	Moderate	3	11.54	3	20.00	3	33.33	0	0.00	0	0.00	2	50.00	0	0.00	0	0.00	0	0.00
	High	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Domestic Social	Low	20	76.92	14	93.33	6	66.67	25	89.29	18	100.00	2	50.00	26	100.00	17	100.00	7	100.00
	Moderate	6	23.08	1	6.67	2	22.22	3	10.71	0	0.00	2	50.00	0	0.00	0	0.00	0	0.00
	High	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Pre vocational money	Low	25	96.15	14	93.33	7	77.78	28	100.00	18	100.00	4	100.00	26	100.00	17	100.00	7	100.00
	Moderate	1	3.85	1	6.67	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	High	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

**Table 2: Mean Differences in the Adaptive Behaviour Skills of Mentally Challenged Children across Their Number of Siblings**

Components of Adaptive Behaviour Skills	Mildly Challenged Children (n <sub>1</sub> =50)			Moderately Challenged Children (n <sub>2</sub> =50)			Severely Challenged Children (n <sub>3</sub> =50)		
	1 or no Sibling (n <sub>1a</sub> =26)	2 Siblings (n <sub>1b</sub> =15)	3 or More Siblings (n <sub>1c</sub> =9)	1 or no Sibling (n <sub>2a</sub> =28)	2 Siblings (n <sub>2b</sub> =18)	3 or More Siblings (n <sub>2c</sub> =4)	1 or no Sibling (n <sub>3a</sub> =26)	2 Siblings (n <sub>3b</sub> =17)	3 or More Siblings (n <sub>3c</sub> =7)
Motor	140.10 <sup>a</sup>	141.60 <sup>ab</sup>	143.10 <sup>b</sup>	124.77 <sup>a</sup>	125.88 <sup>ab</sup>	127.00 <sup>b</sup>	96.12 <sup>a</sup>	97.60 <sup>ab</sup>	98.70 <sup>b</sup>
Activities of Daily Living	124.20 <sup>a</sup>	125.45 <sup>ab</sup>	127.22 <sup>b</sup>	115.34 <sup>a</sup>	116.45 <sup>ab</sup>	117.34 <sup>b</sup>	45.34 <sup>a</sup>	46.75 <sup>ab</sup>	48.64 <sup>b</sup>
Language	65.28 <sup>a</sup>	66.16 <sup>ab</sup>	67.46 <sup>b</sup>	57.18 <sup>a</sup>	58.96 <sup>ab</sup>	60.76 <sup>b</sup>	36.38 <sup>a</sup>	37.46 <sup>ab</sup>	38.86 <sup>b</sup>
Reading-Writing	26.34 <sup>a</sup>	27.26 <sup>ab</sup>	28.38 <sup>b</sup>	28.54 <sup>a</sup>	29.14 <sup>ab</sup>	31.86 <sup>b</sup>	20.57 <sup>a</sup>	21.54 <sup>ab</sup>	22.76 <sup>b</sup>
Number-Time	16.33 <sup>a</sup>	17.55 <sup>ab</sup>	19.76 <sup>b</sup>	19.33 <sup>a</sup>	20.85 <sup>ab</sup>	22.15 <sup>b</sup>	13.33 <sup>a</sup>	14.15 <sup>ab</sup>	16.45 <sup>b</sup>
Domestic Social	42.16 <sup>a</sup>	42.96 <sup>ab</sup>	44.28 <sup>b</sup>	44.36 <sup>a</sup>	45.26 <sup>ab</sup>	46.63 <sup>b</sup>	42.36 <sup>a</sup>	43.76 <sup>ab</sup>	44.73 <sup>b</sup>
Pre vocational money	16.82 <sup>a</sup>	18.20 <sup>ab</sup>	19.33 <sup>b</sup>	16.42 <sup>a</sup>	17.64 <sup>ab</sup>	18.26 <sup>b</sup>	8.42 <sup>a</sup>	9.64 <sup>ab</sup>	10.26 <sup>b</sup>

Note: 1. Means with different superscripts differ significantly at p<0.05  
 2. Higher the score, higher the adaptive behaviour

**Table 3: Frequency and Percentage Distribution of the Mentally Challenged Children on Their Disturbed Behavior across Their Number of Siblings**

Domains of Disturbed Behaviour	Level of Disturbed Behaviour	Mildly Challenged Children (n <sub>1</sub> =50)						Moderately Challenged Children (n <sub>2</sub> =50)						Severely Challenged Children (n <sub>3</sub> =50)					
		1 or no Sibling (n <sub>1a</sub> =26)		2 Siblings (n <sub>1b</sub> =15)		3 or More Siblings (n <sub>1c</sub> =9)		1 or no Sibling (n <sub>2a</sub> =28)		2 Siblings (n <sub>2b</sub> =18)		3 or More Siblings (n <sub>2c</sub> =4)		1 or no Sibling (n <sub>3a</sub> =26)		2 Siblings (n <sub>3b</sub> =17)		3 or More Siblings (n <sub>3c</sub> =7)	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Violent Behaviour	Low	26	100.00	15	100.00	9	100.00	28	100.00	17	94.44	3	75.00	26	100.00	17	100.00	7	100.00
	Moderate	0	0.00	0	0.00	0	0.00	0	0.00	1	5.56	1	25.00	0	0.00	0	0.00	0	0.00
	High	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Temper Tantrums	Low	20	76.92	12	80.00	9	100.00	26	92.86	16	88.89	3	75.00	23	88.46	16	94.12	0	0.00
	Moderate	6	23.08	3	20.00	0	0.00	2	7.14	2	11.11	1	25.00	3	11.54	1	5.88	7	100.00
	High	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Misbehaves with others	Low	26	100.00	15	100.00	9	100.00	28	100.00	18	100.00	4	100.00	26	100.00	17	100.00	7	100.00
	Moderate	0	0.00	0	0.00	9	100.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	High	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Self Injurious Behaviour	Low	26	100.00	15	100.00	9	100.00	28	100.00	18	100.00	4	100.00	26	100.00	17	100.00	7	100.00
	Moderate	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	High	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Repetitive Behaviour	Low	26	100.00	15	100.00	9	100.00	28	100.00	18	100.00	4	100.00	26	100.00	17	100.00	7	100.00
	Moderate	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	High	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Odd Behavior	Low	26	100.00	15	100.00	9	100.00	28	100.00	18	100.00	4	100.00	26	100.00	17	100.00	7	100.00
	Moderate	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	High	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Hyperactive Behavior	Low	22	84.62	12	80.00	9	100.00	26	92.86	18	100.00	1	25.00	21	80.77	13	76.47	4	57.14
	Moderate	4	15.38	3	20.00	0	0.00	0	0.00	0	0.00	2	50.00	5	19.23	4	23.53	0	0.00
	High	0	0.00	0	0.00	0	0.00	2	7.14	0	0.00	1	25.00	0	0.00	0	0.00	3	42.86
Rebellious Behaviour	Low	26	100.00	15	100.00	0	0.00	28	100.00	18	100.00	2	50.00	26	100.00	17	100.00	7	100.00
	Moderate	0	0.00	0	0.00	9	100.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	High	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	50.00	0	0.00	0	0.00	0	0.00
Anti-social Behaviour	Low	26	100.00	15	100.00	9	100.00	28	100.00	18	100.00	4	100.00	26	100.00	17	100.00	7	100.00
	Moderate	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	High	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Fear	Low	26	100.00	15	100.00	9	100.00	27	96.43	17	94.44	3	75.00	26	100.00	17	100.00	7	100.00
	Moderate	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	High	0	0.00	0	0.00	0	0.00	1	3.57	1	5.56	1	25.00	0	0.00	0	0.00	0	0.00

**Table 4: Mean Differences in the Disturbed Behaviour of Mentally Challenged Children across Number of Siblings**

Components of Disturbed Behavior Skills	Mildly Challenged Children (n <sub>1</sub> =50)			Moderately Challenged Children (n <sub>2</sub> =50)			Severely Challenged Children (n <sub>3</sub> =50)		
	1 or no sibling (n <sub>1</sub> = 26)	2 Siblings (n <sub>2</sub> = 15)	3 or More Siblings (n <sub>3</sub> =9)	1 or no Sibling (n <sub>1</sub> = 28)	2 Siblings (n <sub>2</sub> = 18)	3 or More Siblings (n <sub>3</sub> =4)	1 or no Sibling (n <sub>1</sub> = 26)	2 Siblings (n <sub>2</sub> = 17)	3 or More Siblings (n <sub>3</sub> =7)
Violent Behaviour	5.43 <sup>a</sup>	4.12 <sup>ab</sup>	3.00 <sup>b</sup>	5.87 <sup>a</sup>	4.20 <sup>ab</sup>	3.30 <sup>b</sup>	6.12 <sup>a</sup>	5.20 <sup>ab</sup>	4.00 <sup>b</sup>
Temper Tantrums	4.06 <sup>a</sup>	3.12 <sup>ab</sup>	2.00 <sup>b</sup>	5.12 <sup>a</sup>	4.18 <sup>ab</sup>	3.37 <sup>b</sup>	6.25 <sup>a</sup>	5.19 <sup>ab</sup>	4.32 <sup>b</sup>
Misbehaves with others	3.74 <sup>a</sup>	2.89 <sup>ab</sup>	2.00 <sup>b</sup>	4.68 <sup>a</sup>	3.12 <sup>ab</sup>	2.80 <sup>b</sup>	5.89 <sup>a</sup>	4.14 <sup>ab</sup>	3.45 <sup>b</sup>
Self Injurious Behaviour	3.81 <sup>a</sup>	2.98 <sup>ab</sup>	2.00 <sup>b</sup>	4.66 <sup>a</sup>	3.82 <sup>ab</sup>	2.90 <sup>b</sup>	5.38 <sup>a</sup>	4.15 <sup>ab</sup>	3.20 <sup>b</sup>
Repetitive Behaviour	3.79 <sup>a</sup>	2.88 <sup>ab</sup>	2.00 <sup>b</sup>	3.77 <sup>a</sup>	2.68 <sup>ab</sup>	1.78 <sup>b</sup>	3.89 <sup>a</sup>	2.88 <sup>ab</sup>	1.90 <sup>b</sup>
Odd Behaviour	5.20 <sup>a</sup>	4.38 <sup>ab</sup>	3.00 <sup>b</sup>	4.50 <sup>a</sup>	3.89 <sup>ab</sup>	2.79 <sup>b</sup>	4.10 <sup>a</sup>	3.11 <sup>ab</sup>	2.14 <sup>b</sup>
Hyperactive Behaviour	3.10 <sup>a</sup>	1.89 <sup>ab</sup>	1.00 <sup>b</sup>	3.27 <sup>a</sup>	2.38 <sup>ab</sup>	1.67 <sup>b</sup>	4.35 <sup>a</sup>	3.20 <sup>ab</sup>	2.70 <sup>b</sup>
Rebellious Behaviour	2.88 <sup>a</sup>	1.89 <sup>ab</sup>	1.00 <sup>b</sup>	5.17 <sup>a</sup>	4.08 <sup>ab</sup>	3.10 <sup>b</sup>	6.12 <sup>a</sup>	5.45 <sup>ab</sup>	4.10 <sup>b</sup>
Antisocial Behaviour	2.34 <sup>a</sup>	1.99 <sup>ab</sup>	1.00 <sup>b</sup>	4.69 <sup>a</sup>	3.67 <sup>ab</sup>	2.68 <sup>b</sup>	4.18 <sup>a</sup>	3.88 <sup>ab</sup>	2.00 <sup>b</sup>
Fear	4.24 <sup>a</sup>	3.01 <sup>ab</sup>	2.00 <sup>b</sup>	3.59 <sup>a</sup>	2.18 <sup>ab</sup>	1.12 <sup>b</sup>	3.67 <sup>a</sup>	2.70 <sup>ab</sup>	1.70 <sup>b</sup>

**Note:** 1. Means with different superscripts differ significantly at p<0.05  
 2. Higher the score, higher the disturbed behaviour