

# Adaptive Behavior Of Disabled Students With And Without Learning In Inclusive Education

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## ABSTRACT

The current study aims to investigate the differences between children with and without learning disabilities in terms of adaptive behavior. The in-depth body of this study assessed the outcomes of include special needs students who also had learning difficulties. Effects of collaborative team teaching on the growth of learners having learning disabilities have been studied. Practices in inclusive settings incline to produce effective results for this unique group of children.

Method: In an inclusive environment with the support of a special teacher, an experimental study was completed with two groups that included and excluded learning difficulties. Throughout the course of forty days, the adaptive behavior of experimental and control groups was paralleled. children in the experimental group, those with and without learning difficulties, make greater educational improvements in the English subject. t.test was used to assess the data.

To summarize this research Primary grade student were taken with learning difficulties that require broad support and can benefit from collaborative team teaching (CTT) in an inclusive setting. Parents are advised to create a effective environment for their children and form friendly interactions. The formation of a curriculum that works well in inclusive settings should be prioritized.

**Keywords:** Adaptive Behavior, Learning disabilities, Inclusive education.

## INTRODUCTION

This article updates the current conceptualization, measurement, and use of the adaptive behavior construct. Major sections of the article address an understanding of the construct, the current approaches to its measurement.

Skepticism have always followed the implementation of inclusive education, particularly in those nations with a long history of special education and a well-established system of special institutes, but the argument has been more polarized recently (Ianes & Augello, 2019).

Even the definition of the right to inclusive education has under criticism, predominantly in light of the success, viability, and economic viability of the system for students with disabilities. Even more, some authors debate whether the right to inclusive education should be viewed as a human right (Gordon, 2013), making it fundamental, and whether imposing it always helps the interests of individuals with disabilities (Imray & Colley, 2017).

Soltani and Koechlin state (2022) the real world is unpredictably changing and continually provides us with fresh possibilities for our

behavior. Most mammalian IQs are endowed with particular computational abilities that rely on the prefrontal cortex to achieve the flexibility needed to successfully tackle these issues. Here, we argue that learning is best understood in terms of inner models that connect stimuli, actions, and outcomes, and that these models include selective models that learn stimulus-action associations through rewards, predictive models that learn stimulus- and action-outcome associations through numerical inferences expecting behavioral results, and contextual models that learn external cues associated with actions. . It is crucial to note that integrates these inner models into task sets to direct behaviour and continuously measures the correctness of task sets in predicting external circumstances to shift between task sets or construct. We examine various models of adaptive behaviour to show how their elements resemble to this main framework and particular areas.

Adaptive behaviour has been viewed broadly as “the effectiveness and degrees to which the individual meets the criteria of personal impartiality and social responsibilities” (Grossman, 1973). According to Ditterline et. al (2008) the construct includes abilities that a person requires in order to meet particular needs and to be capable to handle with the social demands in their environment. Ditterline noted that these abilities involve being able to self-sufficiently care about one’s personal safety and health, communication abilities, act in a socially acceptable manner, effectively involve in academic talents, leisure and work, and to engage in a communal lifestyle.

Without accurate assessments of adaptive behaviour, which he at the time stated to as social capability and social maturity, Doll claimed that investigations of individuals with learning disabilities were inadequate. Vineland Social Maturity Scale (VSMS), which Was made in 1936 and is widely viewed as the first

measurement of the adaptive behaviour construct, helped with the identification of learning disabilities by providing a rigorous assessment of social capability and maturity (Doll, E.A 1936). The scale, which had 117 items and was divided into three categories—self-help, locomotion, and socialization—measured a person's development and abilities in connection to commonplace situations. The notion of adaptive behaviour included the following two crucial components:

1. An individual's capacity to operate and support themselves independently.

2. The extent to which they successfully meet the culturally imposed expectations of personal and social responsibility. (1961, Heber, R. A.). The Vineland Adaptive Behaviour Scales (VABS), according to Sparrow, S. (1984), defined the construct of adaptive behaviour as a three-factor structure, including the broad domains of communication, daily living skills, and socialisation, but also has an optional measurement of motor skills (>7 years old and 50 years old), and maladaptive functioning. The Vineland-3, released in 2016, is the VABS' most recent iteration. The Vineland-3 is described as a multifunctional instrument by Sparrow, Cicchetti, and Saulnier (2016) that can be used to support diagnoses, establish eligibility, or qualification for special services, plan rehabilitation or intervention programs, and track and report progress.

Beyond the acquisition of academic skills, the development of adaptive skills also plays a crucial

role in maximising the independence of persons with ID and their participation in the community (Dixon2007; Kozma et al. 2009). Despite the importance of adaptive behaviour, only a few studies have investigated the impact of inclusive education on the development of these types of skills. Saint-Laurent et al. (1993) found no difference between the gains in adaptive

behaviour of children with moderate ID included in general education classrooms or those attending special classrooms after a period of two years. Cole & Meyer (1991) also found no difference between the progress of two groups of children with severe ID (included and attending special classrooms) during two years.

In a similar study, Fischer & Meyer (2002) compared the progress of matched pairs of children with severe ID. Their results indicate that the children in general education classrooms made significantly bigger gains in their adaptive behavior than their counterparts in special classrooms. Buckley et al. (2006) compared the adaptive abilities of teenagers with Down syndrome. They found no difference in daily living skills or socialization between the scores of the two groups. However, the included teenagers obtained significantly better scores in communication and functional academic skills than their counterparts attending special schools. Finally, Hardiman et al. (2009), compared the social adaptive skills of children with moderate ID included in general education classrooms or attending special schools. They found no difference between the global social skills of these two groups.

Another study by Dell'A et al (2022) was to examine how students with mild, moderate, severe, and complex disabilities performed academically, psychologically and socially in inclusive environments. Based on the subjects covered, studies were categorized. Findings on the learning outcomes of students with these disabilities were somewhat in favor of academic success and adaptive behavior in the classroom. Findings on the learning outcomes of specific students were somewhat in favor of academic success and adaptive behavior in the classroom. Results for social outcomes indicated that inclusive environments provide more access to educational time and peer interaction, despite reports of marginalization during class activities

and social isolation within the friends group. Finally, inclusive environments seemed to lessen the incidence of problematic behaviors in terms of psychosomatic effects.

## **OBJECTIVE OF THE STUDY**

The objectives of the study were:

1. To compare the mean pre-test adaptive behavior scores of students with and without learning disabilities in the experimental group and those with and without learning disabilities in the control group.
2. To compare the mean post-test adaptive behavior scores of the students with and without learning disabilities in the experimental group and that of the students with and without learning disabilities in the control group.

## **RESEARCH HYPOTHESES**

3. H1. There would be a statistically significant difference between the mean pre-test adaptive behavior scores of students with learning disabilities in the experimental group and the students without learning disabilities in the control group.
4. H2. There is a statistically significant difference between the mean post-test adaptive behavior scores of the students with learning disabilities in the experimental group and the students without learning disabilities of the control group.

## **SIGNIFICANCE OF THE STUDY**

First attempt of the current study was to measure the adaptive behavior and academic achievement of Pakistani learners of the 5<sup>th</sup> class. The study's results will provide insight into the current academic achievement status and adaptive behavior of Pakistani learners with primary age

levels. Moreover, data (from learners) were collected related to the contextual correlates (the role of team teaching and school environment) to analyze the role of these teaching techniques on the intellectual development of learners.

This study is needed because of a gap in what inclusive education teaches students with learning disabilities. Inclusivity is challenging because it has many different aspects. The present study intends to increase the ability of mild learning-disabled students in their adaptive behavior. In Communal abilities: relational abilities, communal accountability, acceptance, problematic communal resolving, ensuing instructions, following rules and laws, evading being wronged, and in Practical abilities: activities of everyday life (self-care), professional abilities, usage of cash, protection, fitness maintenance, follow timetable.

Specifically, the Present study intends to increase the ability of mild learning-disabled students in their adaptive behavior. In Communal abilities: relational abilities, communal accountability, acceptance, problematic communal resolving.

## **METHODOLOGY**

In this chapter, the research methodology describes experimental research design. The researcher will apply an experiment to collect data about learners having disabilities of learning and not having these disabilities in an inclusive setting. A strong collaborative team teaching technique is to be used regarding the need for implementation in Pakistani schools at the primary level to enhance the performance of students. The outline of the chapter includes the purpose of the study, design of research, questions of research, variables, population, development of adaptive behavior scale, the validity of the instrumentation, collection of data,

and analysis of data. In the end, the chapter concludes with a summary.

## **Research Participants**

General and special primary school Teachers taught through Collaborative Team Teaching to the Research participants in the Muslim Model School. Population of research participants has characteristics that represent the population studied. (Gall et al., 2015). Purposive sampling was the technique used to select participants from the population. Thirty participants: 13 with learning disabilities and 17 without learning disabilities were selected to obtain data that conferred the depth of the research.

## **Research Design**

An experimental research design was the strategy used for this particular study. The pretest-posttest control group was the experimental design for the quantitative part of the study to examine the impact of educational inclusive setting type on students' improvement regarding adaptive behavior and academic achievement. The present research's rationale provides a vision of the connection among general teacher and other special educators'

## **Instruments**

### **Adaptive behavior scale**

The second scale, which was used to measure the adaptive behavior of both learners (with and without learning), was self-developed by the researcher and applied to a sample of 100 students with another standardized scale of Vinland Adaptive behavior to check the validity of the scale.

Developed Adaptive Behavior scale was further divided into two categories: Adjustable

Adaptive Behavior and Non-Adjustable Adaptive Behavior, after using of statistical procedure of factor analysis. The procedure of scale development is discussed in data gathering procedure.

**Development of adaptive behavior difficulties scale**

Items were generated with the help of Review of literature, books, and public articles were sources of item generation. Furthermore, scheduling interviews with professionals and focus groups with learners were essential for collecting items. Numerous items were acknowledged after reviewing prior literature about mental indicators, psychological, practical, and social difficulties. Unstructured interview by experts were done. Three out of several special education specialists were asked for an interview to share their knowledge about the indicators of adaptive behavior.

**DATA ANALYSIS**

Quantitative Analysis Methods was Self-developed Adaptive Behavior Scale was administered two times before and after the treatment of specific Teaching methods. This provided scores before and after implementation

of the Collaborative team teaching model for both students in an inclusive school. The adaptive behavior scores were calculated for the numerical data after implementing one teaching and the other assisting collaborative team coaching technique. Data had an interval space of 40 days between the two sets of scores. Descriptive and inferential statistics were used to report the data.

**Adaptive Behavior Analysis of with and without Learning Disabled Students**

H1. There would be a statistically significant difference between the mean pre-test adaptive behaviour scores of students with learning disabilities in the experimental group and those with a learning disability in the control group.

Analysis of this part began with the information about with and without learning-disabled students selected for this study. 30 participants in the experimental and 30 for the control group were selected. This study was directed to notice the effectiveness of CTT and the improvement of special needs children in the primary schools of Punjab, Pakistan, and to address the solution of the problem "which is the most critical issue responsible for the management of the adaptive behaviour."

Table 1: Significance of difference between the mean pre-test adaptive behaviour (Adjustable and Non-adjustable) score of students with a learning disability in the experimental group and the mean pre-test adaptive behaviour score of students with a learning disability in the control group.

| Variable                         | Experimental Group |      | Control Group |      | T    | P       |
|----------------------------------|--------------------|------|---------------|------|------|---------|
|                                  | M                  | SD   | M             | SD   |      |         |
| Non-adjustable adaptive behavior | 42.14              | 4.69 | 39.69         | 4.36 | 3.45 | .005**  |
| Adjustable adaptive behavior     | 31.69              | 4.09 | 37.92         | 4.15 | 5.42 | .001*** |

Note: M= Mean, SD= Standard deviation, \*\*p<.01, \*\*\*p<.001

Table 1 shows the mean pre-test of adaptive behaviour scores (adjustable and non-adjustable)

of 13 students with learning disabilities among school children. The results revealed significant

differences that the non-adjustable adaptive behaviour of the children was apparently (M=42.14) higher in the experimental group as compared to the control group (M=31.69). In contrast, adjustable adaptive behaviour was found more in the control group (37.92)

compared to the experimental group. (31.69) The H1 is accepted. This means that the non-adjustable adaptive behaviour of the children is higher in the experimental group than in the control group.

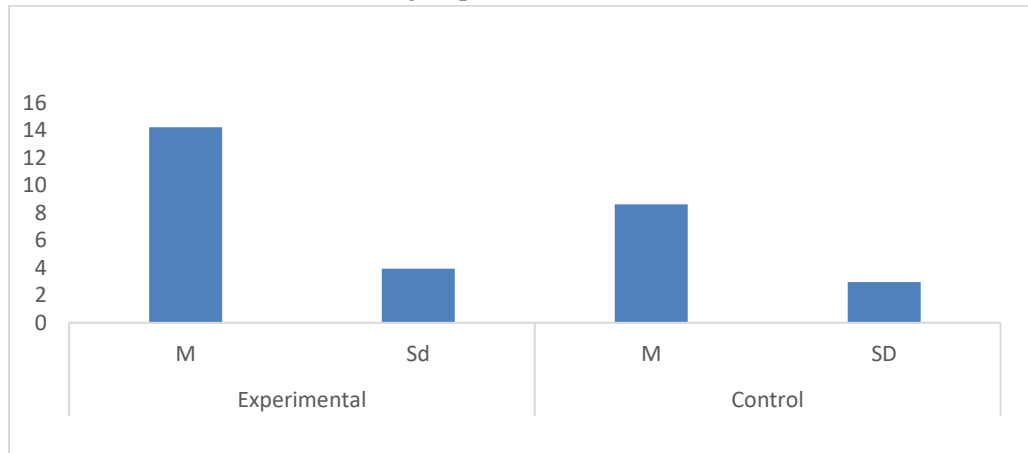


Figure 1: Pre-test AB in experimental & control group among LD children

Table 2: Significance of difference between the mean pre-test adaptive behavior (Adjustable and Non-adjustable) score of students without learning disabilities in the experimental group and the mean pre-test adaptive behaviour score of students without learning disabilities in the control group.

| Variable                             | Experimental Group |       | Control Group |       | T    | P   |
|--------------------------------------|--------------------|-------|---------------|-------|------|-----|
|                                      | M                  | SD    | M             | SD    |      |     |
| Non-adjustable 17 adaptive behaviour | 26.12              | 9.15  | 27.05         | 8.03  | 1.32 | .21 |
| Adjustable adaptive behaviour 17     | 36.00.             | 12.84 | 36.88         | 10.23 | .89  | .38 |

Note: M= Mean, SD= Standard deviation,

Table 2 above shows the mean score of pre-test adaptive behaviour (adjustable and non-adjustable) among school children without learning disabilities. The results revealed that the non-adjustable adaptive behaviour of the children is a little bit higher (M2=27.05) in the control group compared to the experimental group (M1=26.12). At the same time, there is no significant difference in the adjustable adaptive behaviour. (M1=36.00, M=36.88).

There was no significant difference between the mean pre-test adaptive behaviour score of students without learning disabilities in the experimental group and the mean pre-test adaptive behaviour score of students without learning disabilities in the control group. Adjustable and non-adjustable as rejected by t. values of .0005 and 0.32, respectively which are both non-significant at 0.05 level. The null hypothesis is supported, which means that both the comparison groups had similar adaptive

behaviours in adjustable and non-adjustable. (Figure 2)

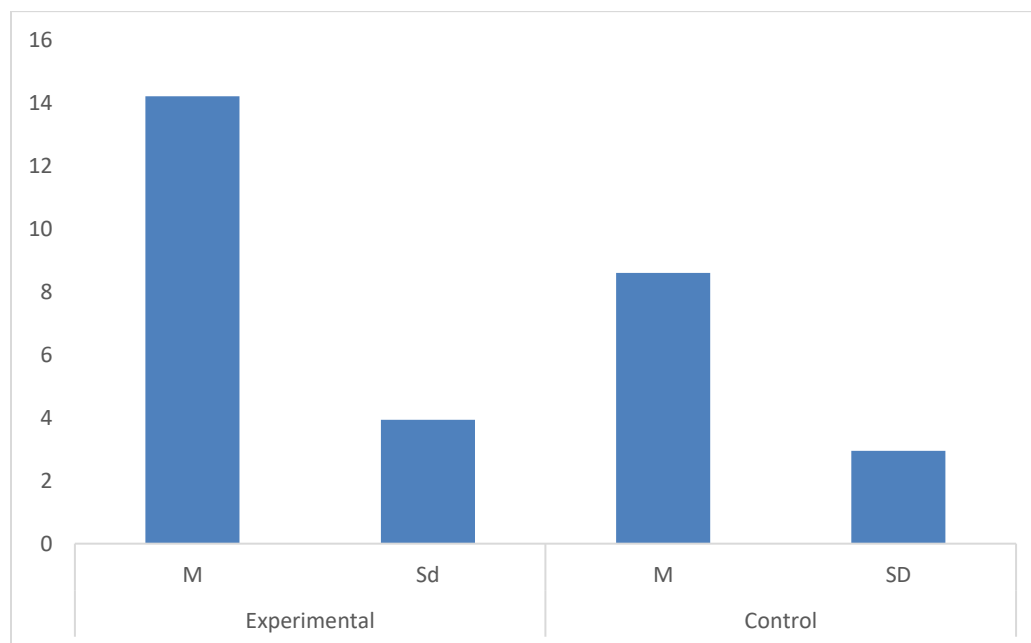


Figure 2: Pre-test AB in experimental & control group among without LD children

H2. There is a statistically significant difference between the mean post-test adaptive behaviour scores of the students with learning disabilities in

the experimental group and students with a learning disability in the control group.

Table 3: Significance of difference between the mean post-test adaptive behaviour (Adjustable and non-adjustable) score of students with a learning disability in the experimental group and the mean post-test adaptive behaviour score of Students with a learning disability in the control group.

| Variable       | Sample             | Experimental Group |      | Control Group |      | T    | P       |
|----------------|--------------------|--------------------|------|---------------|------|------|---------|
|                |                    | M                  | SD   | M             | SD   |      |         |
| Non-adjustable | adaptive behavior  | 43.14              | 4.66 | 43.54         | 5.16 | 2.54 | .35     |
| Adjustable     | adaptive behaviour | 32.64              | 4.16 | 27.93         | 5.36 | 4.22 | .001*** |

Note: M= Mean, SD= Standard deviation, \*\*\*p<.001

The above Table shows the mean post-test adaptive behaviour score (adjustable and non-adjustable) of school children without learning disabilities in the experimental group and the mean post-test adaptive behaviour without learning disabilities in the control group. Results revealed that no significant difference was found

in non-adjustable adaptive behaviour (M1=43.14) and (M2=43.54). In contrast, the adjustable adaptive behaviour of the children is higher in the experimental group than in the control group, as revealed by Mean values (M1=32.64) and (M2=27.93), which are quite significant. Therefore, the null hypothesis is

partially supported.

The mean post-test adaptive behaviour score (adjustable and non-adjustable) of school children having disabilities of learning in the experimental group and mean post-test adaptive behavior without learning disabilities in the control group shows no significant difference in

the non-adjustable adaptive behaviour (.35), which is non-significant. Still, the adjustable adaptive behaviour is significant (.001) therefore, the learners having learning disabilities are the same in non-adjustable adaptive behaviour but different in adjustable adaptive behavior. Research hypothesis accepted.

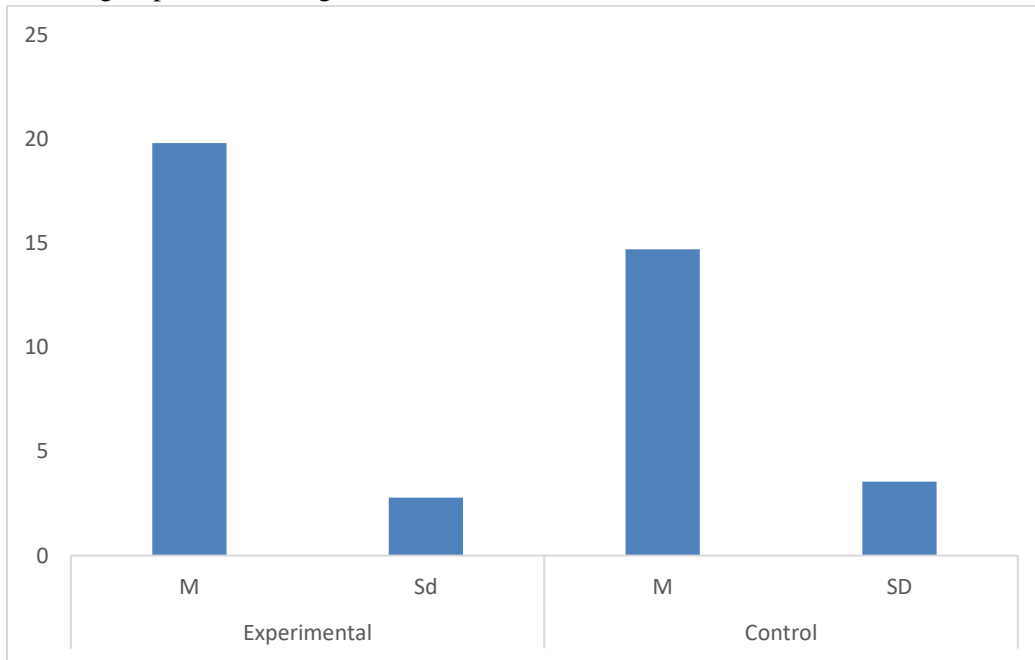


Figure 3: Post-test AB in experimental & control group among LD children

Table 4: Significance of difference between the mean post-test adaptive behaviour (Adjustable and non-adjustable) score of students without learning disabilities in the experimental group and the mean post-test adaptive behaviour score of Students without learning disabilities in the control group.

| Variable                         | Experimental Group |      | Control Group |      | T    | P   |
|----------------------------------|--------------------|------|---------------|------|------|-----|
|                                  | M                  | SD   | M             | SD   |      |     |
| Non-adjustable adaptive behavior | 28.12              | 8.25 | 26.25         | 7.13 | 1.32 | .21 |
| Adjustable adaptive behaviour    | 39.10              | 4.84 | 39.36         | 4.48 | .69  | .32 |

Note: M= Mean, SD= Standard deviation,

The table displays the mean comparison between post-test adaptive behaviour (adjustable and non-adjustable) among without learning disabilities

school children. Findings indicated a mean difference in school children regarding adaptive behaviour. The results revealed that the non-



adjustable adaptive behaviour of the children was a little bit higher in the experimental group as compared with the control group, while there was not found any major difference in the adjustable adaptive behaviour. The results revealed that the non-adjustable adaptive behaviour of the children is a little bit higher in the experimental group as compared with the control group (M1=28.12) and (M2=26.25). While there is not found any major difference in the adjustable adaptive behaviour revealed by the Mean value of (M1=39.10) and (M2=39.36), which are quite significant. Therefore, a hypothesis is accepted.

score (adjustable and non-adjustable) of schoolchildren without learning disabilities in the experimental group and mean post-test adaptive behaviour without learning disabilities in the control group shows that no major difference was found in the non-adjustable adaptive behaviour (.21), which is non-significant. Still, the adjustable adaptive behaviour is significant (.32); therefore, the students without learning disabilities are similar in the non-adjustable adaptive behavior but different in adjustable adaptive behaviour. The null hypothesis in the case of non-adjustable adaptive behaviour stands rejected, but this hypothesis is not rejected in the case of adjustable adaptive behaviour. (Table 4)

The mean post-test adaptive behaviour

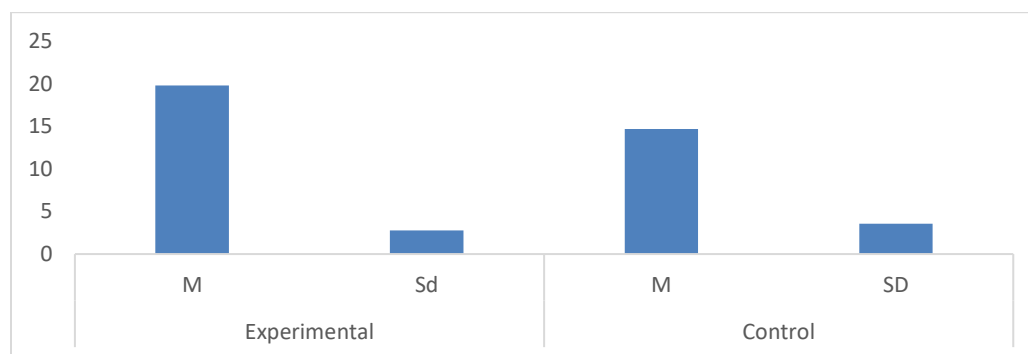


Figure 4: Post-test AB in experimental & control group among without LD children

**DISCUSSION**

The current research aims to examine dissimilarities between traditional and collaborative team teaching methods. This current research was conducted to check the differences among primary general and special education educators' collaborative practices, Furthermore, as the occurrence of professional relationships, personal requisites, and changing aspects of the classroom. The first part of this chapter discusses the findings' overview. Second, the researcher will confer the findings of all research questions concerning the previous literature review. Lastly, the researcher enlarged the discussion about team teaching implications

for practice. Finally, conclusions and limitations were given at the end of this chapter.

An adaptive behaviour scale was developed to check the behavioural problems of students with and without learning disabilities. Steps included for the construction of the scale were pre-testing the statements, administration of the survey, reduction of items after pilot testing, and finally, factors of the scale developed. In the last phase, the scale was evaluated, the number of dimensions was tested, reliability was tested and finally validity of the scale was assessed.

A pre-test, and post-test control group design was used to get data from the participants.

Data were collected before and after treatment of collaborative team teaching. One teach, one assist model of collaborative team teaching was used.

The main target of this study was testing the adaptive behaviour of learners with disabilities of learning and without learning disabilities in experimental and control groups through a self-developed scale. Data was collated before and after collaborative team teaching treatment to check its effectiveness.

The few papers that were chosen for this review fell short of what we had predicted. Research showed that there was little study on include children with these disabilities, especially in connection to academic achievement and adaptive behaviors, but social interaction and participation received better attention. This lack of study might also be the result of inadequate global implementation of full inclusion, predominantly with respect to these target individuals.

We concentrated on the findings and found that some studies compared inclusive settings. Reading and literacy success, various adaptive abilities on social behavior and societal responsibility Furthermore, the frequency of problematic behaviors all seemed to improve in inclusive settings. Fewer encouragement and, in some cases, destructive results came from the category of "social outcomes". Although students seemed to have improved academic achievements in inclusive settings, such as more instructional duration and less interruption, they were still incompletely marginalized within the classes and occasionally physically excepted from the context of the class (i.e. full time). Students sometimes had poor levels of social contribution when it arose to this issue. (Tuersley-Dixon & Frederickson, 2016). In terms of societal participation, students irregularly met low levels of social acceptance from calssfellows,

particularly those without disabilities, and they tolerated social rejection and isolation, particularly if they had socio-behavioral issues. (Ferreira et al., 2017).

Inclusive educational environment increases the learning of students with mild to moderate disabilities. A study by Dell'A et al (2022) justifying the results of current study that learning outcomes of students with specific disabilities were somewhat in favor of academic achievement and adaptive behavior in the inclusive setting classroom. The paper also discusses conceptual difficulties related to the meaning of inclusion and how research and practice are affected by it.

As per Aro et al. (2022) Our goal was to research how frequently children with learning disabilities experience emotional and behavioral issues. Researcher examined Effects of gender, learning disabilities (LD) type, and setting (at home vs. school) on children with behavioral-emotional signs that are in the clinical range. Researcher also looked at the influence of gender and the amount of LD on the behavioral-emotional symptoms that parents and teachers conveyed. Regardless of the type of LD, alarmingly high percentages of kids showed behavioral-emotional issues. There was a significant amount of contextual diversity since teachers than parents informed more issues. Although the particular effects of gender and LD type were uncommon, the findings worried people with MD-only, particularly boys. The findings highlight the need for raising responsiveness of the significance of screening students having learning disabilities for behavioral issues.

Another study by Tasse et al. (2012) the idea, measurement, and application of the adaptive behaviour construct are updated in this paper. The article deliberate how to apprehend

the construct, how it is exactly measured, four assessment concerns and difficulties with using adaptive behavior data to identify intellectual incapacity, and two upcoming concerns with how adaptive behaviour relates to multidimensional simulations of personal competence. Because of its role in comprehending the phenomenon of intellectual disability, identifying a individual with intellectual disability, giving a framework for person-referenced education and habilitation goals, and focused on an significant element, an understanding of the construct of adaptive behaviour and its measurement considered vital for practitioners in the field.

According to the cultural environment Adaptive behavior scale development is the need of the society. Adaptive conduct is a culturally specific attribute that measures how well somebody fulfills societal responsibilities and personal independence standards. The purpose of study by chen et al. (2022) was to create the CAT-APRS-Primary, a computerized adaptive test (CAT) of the Activity and Participation Rating Scale (APRS).

## FINDINGS

The following findings have consisted of the results of collaborative team teaching in Muslim Girls High School, Lahore, Pakistan.

### **Pre-test Non-Adjustable and Adjustable Adaptive Behavior with Learning Disabilities**

i) Mean-Values of both the experimental group (42.14) and control group (39.69) of Non-adjustable adaptive behaviour about the learners having disabilities of learning were significant at .005. The result shows that the experimental and control groups had similar differences in pre-test scores.

ii) Mean-Values of both the experimental group (31.69) and control group (37.92) of adjustable adaptive behaviour of learners having disabilities

in learning was significant at .001. The result shows that the experimental and control groups had little difference in pre-test scores.

### **Pre-test Non-Adjustable and Adjustable Adaptive Behavior Without Learning Disabilities**

i) Mean-Values of both the experimental group (26.12) and control group (27.05) of Non-adjustable adaptive behaviour of learners without disabilities of learning were significant. The result shows that the experimental and control groups had similar differences in pre-test scores.

ii) Mean-Values of both the experimental group (36.00) and control group (36.88) of adjustable adaptive behaviour of students without learning disabilities were significant at .38(.001). The result shows that the experimental and control groups had little difference in pre-test scores. The research hypothesis is accepted.

### **Post-test Non-Adjustable and Adjustable Adaptive Behavior with Learning Disabilities**

i) Mean-Values of both the experimental group (43.14) and control group (43.54) of Non-adjustable adaptive behaviour about learners having disabilities of learning were significant at .35 (.005). The result shows that the experimental and control groups had similar pre-test scores. The research hypothesis is accepted.

ii) Mean-Values of both the experimental group (32.64) and control group (27.93) of adjustable adaptive behaviour about learners having disabilities in learning were significant. The result shows that the experimental and control group had little difference in post-test scores. The research hypothesis is rejected.

### **Post-test Non-Adjustable and Adjustable Adaptive Behavior without Learning Disabilities**

- i) Mean-Values of both the experimental group (28.12) and the control group (26.25) of Non-adjustable adaptive behaviour of students without disabilities of learning were significant at .21 (.005). The result shows that the experimental and control groups had similar post-test scores. A research hypothesis is accepted
- ii) Mean-Values of both the experimental group (39.10) and control group (39.36) of adjustable adaptive behaviour of students without learning disabilities were significant. The result shows that the experimental and control group had little difference in post-test scores. A research hypothesis is accepted.

### **CONCLUSION**

The overall T-test analysis was done with and without learning-disabled children in the government primary schools of Punjab, Pakistan. These conclusions are based on findings of an analysis of an experimental study on with and without learning-disabled children.

#### **Conclusion Based on Adaptive Behavior with and Without Learning Disabilities**

- The t-test analysis of the pre-test between groups revealed higher scores in the experimental group compared to the control group in non-adjustable behaviour of students with disabilities of learning. Hence, it concluded that students having disabilities had little more difficulties with non-adjustable behaviour in the experimental group.
- The overall t-test analysis of groups in the pre-test revealed higher scores in the

control group. So, it concluded that learners having disabilities in learning had fewer problems with punctuality, social interaction, social skills, and physical involvement of adjustable adaptive behaviour.

- The overall t-test analysis of the experimental and control groups of students without learning disabilities revealed almost similar scores in Non-adjustable adaptive behaviour. It was concluded that both groups had similar non-adjustable problems of nervousness, interconnection, short attention span, etc.
- The overall t-test analysis on students without learning disabilities between both groups in the pre-test revealed that adjustable adaptive behaviour scores are similar in the experimental and control groups. It was concluded that behaviour in both groups is social, manageable, sharing, moulded, and interactive personality.
- The t-test analysis revealed that the experimental and control groups' non-adjustable behaviour scores of post-test in learning-disabled students had very little difference. It was concluded that behaviour of nervousness, aggressiveness, irritation and inattentive nature are almost parallel.
- The overall t-test analysis in the post-test about learners having disabilities in learning had some differences in the experimental and control group. So, it concluded that adjustable adaptive behaviour is better in both groups.
- The overall t-test analysis in the post-test between the experimental and control groups had a similar difference in students without learning disabilities. It was concluded that students had a non-adjustable behavioral problems like they are strung, defying, flouting, and being

less conscious.

- The overall t-test analysis of experimental and control groups had little difference in without learning disabilities students. It was concluded that these students had little difference in adjustable adaptive behaviour.

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International Journal of  
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