

Exploring the Influence of Parental Literacy Status on the Implementation of Dance Movement Therapy for Motor Skill Development in Children with Intellectual Disability in India

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Abstract: *This paper focuses on examining the influence of parental literacy status in the implementation of Dance Movement Therapy (DMT) for the development of motor skills in children with intellectual disabilities in India. The study aims to explore the potential impact of parental literacy on engagement, participation, and outcomes of DMT interventions, ultimately informing strategies to optimize therapy effectiveness. The research incorporates the use of the Behavioral Assessment Scales for Indian Children with Mental Retardation (Basic-MR, Part A) to assess the impact of parental literacy on the outcomes of DMT interventions.*

Literacy status of parents, particularly in low- and middle-income countries like India, can significantly affect various aspects of a child's development, including their access to education, healthcare, and therapies. However, there is limited research exploring the specific role of parental literacy in the context of DMT interventions for children with intellectual disabilities in India.

This study adopts a mixed-methods research design, combining quantitative measurements and qualitative insights. A sample of children with intellectual disabilities, aged between 7 and 15 years, will be recruited from special education schools from Odisha, India. The DMT intervention will be carried out over a designated period, with trained dance movement therapists tailoring the sessions to meet the individual needs and abilities of the children. The impact of the intervention will be evaluated using the Behavioral Assessment Scales for Indian Children with Mental Retardation (Basic-MR, Part A), which provides a comprehensive assessment of motor skills including locomotor and object control skills. Quantitative data, including pre- and post-intervention assessments, will be analyzed to determine the influence of parental literacy on motor skill development outcomes.

This study aims to enhance our understanding of how parental literacy status influences the implementation of DMT and motor skill development in children with intellectual disabilities in India. By recognizing the impact of parental literacy and addressing potential challenges, the study aims to optimize the effectiveness of DMT interventions for children with intellectual disabilities. The findings will have practical implications for therapists, educators, policymakers, and other stakeholders involved in culturally sensitive intervention programs, promoting comprehensive motor skill development in children with intellectual disabilities in India.

Keywords: Dance Movement Therapy (DMT), Parental Literacy Status, Behavioral Assessment Scales, Intellectual Disability, Motor skill.

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