PERCEIVED REJECTION ACTS AS MAINTAINING FACTOR FOR CHILDREN WITH INTELLECTUAL DISABILITY DISORDER

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Abstract

Perceived rejection casts negative impacts on all human beings and perceiving the rejection from the parents has a corrosive effect on special children. The current study explores the relationship between the perceived rejections from the family members, which acts as a maintaining factor for mental dysfunctionality. A child in question was referred to the trainee for the assessment and management of the academic and behavioral issues. The portage guide to early education has revealed that the child might have severe intellectual disability. It is discovered that the child has achieved late developmental milestones. The case was examined from June 2021 till Dec 2021; not a single follow-up session was held as the child moved to another city. Consent form for taking sessions has been taken from the teachers and parents. The focus of the intervention strategies was to enhance his self-help skills. The stakeholders were given awareness to make the process transparent

Keywords: Intellectual disability, Parenting, Perceived Rejection, PGEE

INTRODUCTION

Systematic analysis has determined that perceived rejection has worsening effect on the child suffering from some disability. As rejection acts as a maintaining factor, it increases the intensity of the other Bio Psycho Social factors. Perceived rejection from the family members (living in the joint family system) increases the likelihood of developing intellectual disability disorder in children (1). Intellectual disability one of the developmental disorders which disrupt the pathways for intellectual and adaptive functioning of the person especially in practical, social and conceptual domain (2). Studies have suggested that the intellectual disability had more genetic causes with many other non-genetic causes. It prevails usually in the children with history of mental retardation. Cousin marriage adds up to the genetic causes of intellectual disability (3). The perceived rejection plays a significant triggering role in intellectual disability. Rejection that a child perceives from his siblings and care givers results in lowering of his self-esteem and lack of motivation to do something productive in future. Studies have suggested that the vulnerability could be increased due to alcohol use of mother, drug abuse, advanced maternal age, hypertension, low birth weight, pre mature birth and late cry (4).

Awareness about the intellectual disability is required to be shared with the stakeholders of the child: Parents and teachers, in this way better intervention strategies could be adopted for the management of the problematic behaviors. The aim of the current study was to explore the relationship between the Bio Psycho Social factors in developing the intellectual disability disorder, because one factor might trigger some other factors and worsen the present condition of the child.

CASE STUDY

The focal point of this study was a 15 years old male client who is currently studying in the special institute for children. He was referred by his class teacher for assessment and management of the
problematic academic and behavioral issues. His history was taken from the files provided by the administration. The files indicated that the child faced some adjustment issues in his childhood. The parents of the child were a classic case of cousin marriage. The mother of the child had been facing stress during the whole gestation period, which resulted in hypertension. The child had low birth weight and late cry. This male child had symptoms of intellectual disability; however, the other siblings were main stream children. The child had perceived rejection from his father and the grandparents. His father lived in another city. They had to move from city to city which had added up as another factor which enhanced his adjustment issues at one place. In addition to this, he fell from the bed at the age of 4. The client had stubborn behavior, hitting behavior and memory issues. When he perceived rejection from the society, he started hitting his mother and sisters. It developed into an estranged relationship between the child and the father, because the father started ignoring the child for his aggressive attitude towards the family members. To compound the misery of the child, his grandparents also gave more importance to other siblings. The only family member who took care of this child was the mother, who admitted him to the special school and expressed concern for him. It is noteworthy that perceived rejection from the father, grandparents and siblings acted as a maintaining factor for intellectual disability. To make the matters worse, his mother had a change of routine which culminated in a disaster as the child was further neglected at home. The child became overly aggressive and reactionary owing to the preferential treatment of the family members. The child never had a sense of belonging as his parents kept changing the school of the child as per the family requirements and father’s postings. The child was examined through different assessment modalities and the results reveal 11-12 years discrepancy between the chronological and functional age of the child (Table 1). The key summarizations of the assessment reveal severe intellectual disability in socialization, language, cognitive deficits and adaptive skills.

**DISCUSSION**

The case study highlights the significant factors that have triggered the intellectual disability of the child. Perceived rejection from the care providers caused severe deficit in the intellectual and adaptive functioning of the child (5). The whole therapeutic process consisted of 9 sessions with the child including rapport building assessment and management of the problematic behaviors. At the same time, assessment was made with PGEE which showed the discrepancy in the chronological and the functional age of the child. It clearly indicated that problematic behavior was a consequence of perceived rejection. This case underscores the role of parenting and parental attention in normalization of a child’s behavioral patterns. Child rearing is more challenging especially when the child is special, who perceives rejection from the parents and may act in a deviant manner. The neglected behavior of the parents disturbed the biopsychology of the child and made him vulnerable to develop such developmental disorder (6). Genetic factors play a significant role in development of intellectual disability and the non-genetic factors, especially the rearing practices worsen the conditions of the disorder (7).

**CONCLUSION**

The intervention strategies were aimed to enhance the self-help skills of the child, decreasing the restlessness and normalizing the hitting behavior. Improving academic skills as number recognition, color recognition, days name and shoe laces were the biggest milestones achieved during sessions. As this study was a brief piece of literature for understanding the factors associated with intellectual disability due to parental rejection, so, it could not be generalized to a larger population of intellectual disability.

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**Conflict of interest**

Author has no conflict of interest.
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