

# The Life Skills Training for Children with Mental Disability for Successful Participation in Adult Life: A Systematic Review of Literature

<sup>1</sup>Morteza Alikhani, <sup>2</sup>Esmail Zareii Zavaraki, <sup>3</sup>Daryoosh Norozi, <sup>4</sup>Parviz Sharifi Daramadi,  
<sup>5</sup>Ali Delavar

## **Abstract**

*There is little research about the life skills training model for children with mental disability for successful participation in adult life. We examined the peer-reviewed literature on life skills training model for children with mental disability. For youth to reach their full potential, a number of critical life skills must be learned. Specific learning opportunities are important as children with mental disability may be limited in the life experiences necessary to acquire these skills. This paper stems from the assumption that training life skill can play an important role in enhancing the successful participation in adult life for children with mental disability. A systematic search of the literature spanning 2000 to 2019 was conducted, comprehensive search through multiple known databases identified a dataset of 91 papers from which 20 papers met the criteria for in-depth analysis. The analysis revealed that children with mental disability often reported a positive impact of life skills training for successful transition to adult life.*

**Keywords:** children with mental disability, life skills training, transition to adult life

## **Implications for Rehabilitation**

- Life skills training have the potential to effectively support youth with disabilities as they transition to adult life.
- For youth to reach their full potential, a number of critical life skills must be learned.
- Life skills directly influence a child's self-evaluation; it is an important step on the way to their socialization.
- Life skills lead to behavior change.

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<sup>1</sup> PhD Student of Educational Technology, Faculty of Psychology and Educational Sciences, Allameh Tabataba'i University, Tehran, Iran

<sup>2</sup> Department of Educational Technology, Faculty of psychology and educational Sciences, Allameh Tabataba'i University, Tehran, Iran

<sup>3</sup> Department of Educational Technology, Faculty of psychology and educational Sciences, Allameh Tabataba'i University, Tehran, Iran

<sup>4</sup> Department of Psychology of Exceptional Children, Faculty of psychology and educational Sciences, Allameh Tabataba'i University, Tehran, Iran

<sup>5</sup> Department of Deliberation and Measuring, Faculty of psychology and educational Sciences, Allameh Tabataba'i University, Tehran, Iran

## I. Introduction

Advances in health care have been associated with a longer life expectancy for many children with mental disabilities they make, according to the World Health Organization data, about 1-3% from the general children's population (Shauna Kingsnorth & Colleagues, 2007). For youth to reach their full potential, a number of critical life skills must be taught (Cronin, 1996). Children with mental disabilities are less future-oriented in their educational and vocational plans compared with a national sample.

Life skills directly influence a child's self-evaluation; it is an important step on the way to their socialization (Shauna Kingsnorth & Colleagues, 2014). From a developmental perspective, as children mature and exert independence, opportunities to learn and master life skills are encouraged. By adulthood, these skills are consolidated (Ziring & Colleagues, 2005). Current education in our education systems and schools does not lead to the development of life skills for mentally retarded children (Akhmetzyanova, 2014).

Life skills are those abilities that help to deal with challenges in life and to promote physical, mental, and emotional well-being and competence. There are a wide range of life skills and definitions are usually broad and generic. Life skills can be cognitive, behavioral, emotional, personal, interpersonal, or social. There are many definitions of life skills. The World Health Organization (WHO, 1993) defines life skills as "the abilities for adaptive and positive behavior that enables individuals to deal effectively with the demands and challenges of everyday life." WHO (1994) has also identified a core set of life skills for the promotion and wellbeing of children and adolescents. Chose the most appropriate solution and plan how to realize it. Examples of lessons designed to facilitate life skills acquisition are include in the appendix to this document. Inevitably, cultural and social factors will determine the exact nature of life skills (Robinson, 2018).

### Figure 1

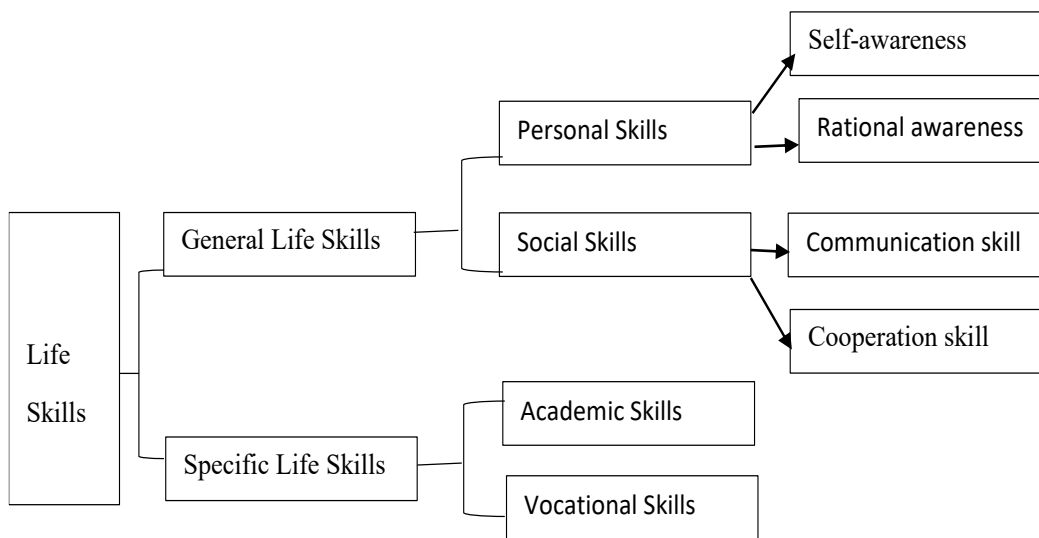
World Health Organization's ten life skills

<b>Core Life Skills</b>
• <b>Problem-solving</b>
• <b>Decision-making (including goal setting)</b>
• <b>Critical thinking</b>
• <b>Creative thinking (including value clarification)</b>
• <b>Communication skills</b>
• <b>Interpersonal skills (including assertiveness)</b>
• <b>Self-awareness</b>
• <b>Empathy</b>
• <b>Coping with stress</b>
• <b>Coping with emotions</b>

The concept of life skills as mandated in UUSPN No. 20 in 2003 and PP 19 in 2005, and which have been developed previously can be illustrated in Figure2. It appears that life skills can be divided into two main types, namely: (1) generic life skills (GLS), and (2) specific life skills (SLS). Each type of skill can be divided into several sub-skills. Generic life skills consist of personal skills and social skills. Personal skills include proficiency in understanding oneself (self-awareness skills) and thinking skills. Proficiency to know ourselves basically is an appreciation of us as creatures of God Almighty, as a member of society and citizens, as well as to realize and appreciate the strength and limitation that can be used as an asset in improving ourselves as individuals that are beneficial to the environment. Proficiency thinking skills include the skills to identify and find the information, process, and make decisions, and solve problems creatively. Finally, the social skills include communication skills and proficiency in collaboration (collaboration skills) ( Sally Robinson,2019).

**Figure 2**

The concept of life skills



Research from several countries shows those students with intellectual disability experience interpersonal harms at school, both intentional and unintentional.

For example, school students with disability experience high rates of bias-based bullying, often compounded by social isolation Chronic teasing and harassment impacts upon students' confidence, mental health and sense of belonging at school, reinforcing their loneliness and leaving them in an increasingly vulnerable social and emotional position(Foley, Blackmore, Girdler, et al., 2012; Pugh and Chitiyo,2012), children and young people with disability

appear to be a greater risk of sexual abuse. Other harms are perhaps less intentional, resulting from systemic school systems and administrative needs. For instance, students describe having their means of communication, movement and relationships with peers constrained by the preferences and administrative needs of staff (Caldas and Betsy, 2014; Llewellyn, Wayland and Hindmarsh, 2016). As we know the mentally disabled students have limited ability but if they are given the exercises during the teaching and learning process they will be able to obtain a science that will be a provision in supporting their lives will come.

Life skill skills for students with special needs are very important and valuable for them to get in education. This skills education program is part of the skills training life for them. With this provision is expected they will be able to live independently by not / less dependent on others. This skill training focuses on the various skills to produce a product in the form of real objects that are beneficial to life. By learning the various skills expected, children with special needs can gain a perceptual experience, appreciative experience, and creative experience. The various skills given to children with special needs skill workshop are expected to be provisions so that they can be economically productive later. For the success of this program would require cooperation from various parties such as family (parents), teachers, and society as a whole (Jaya, 2018).

Due to the importance of this issue, this systematic review aims to answer the following questions:

1. What are the general areas of life skills for mentally retarded children?
2. What are the Essential Life Skills for Mentally Retarded Children?
3. What are the factors affecting the development of life skills of mentally retarded children?

## **II. Method**

To conduct systematic research to acquire essential life skills for mentally retarded children, we have followed seven steps as follows:

### **A. Research Question Formulation:**

1. What are the general areas of life skills for mentally retarded children?
2. What are the Essential Life Skills for Mentally Retarded Children?
3. What are the factors affecting the development of life skills of mentally retarded children?

### **B. Search Strategy**

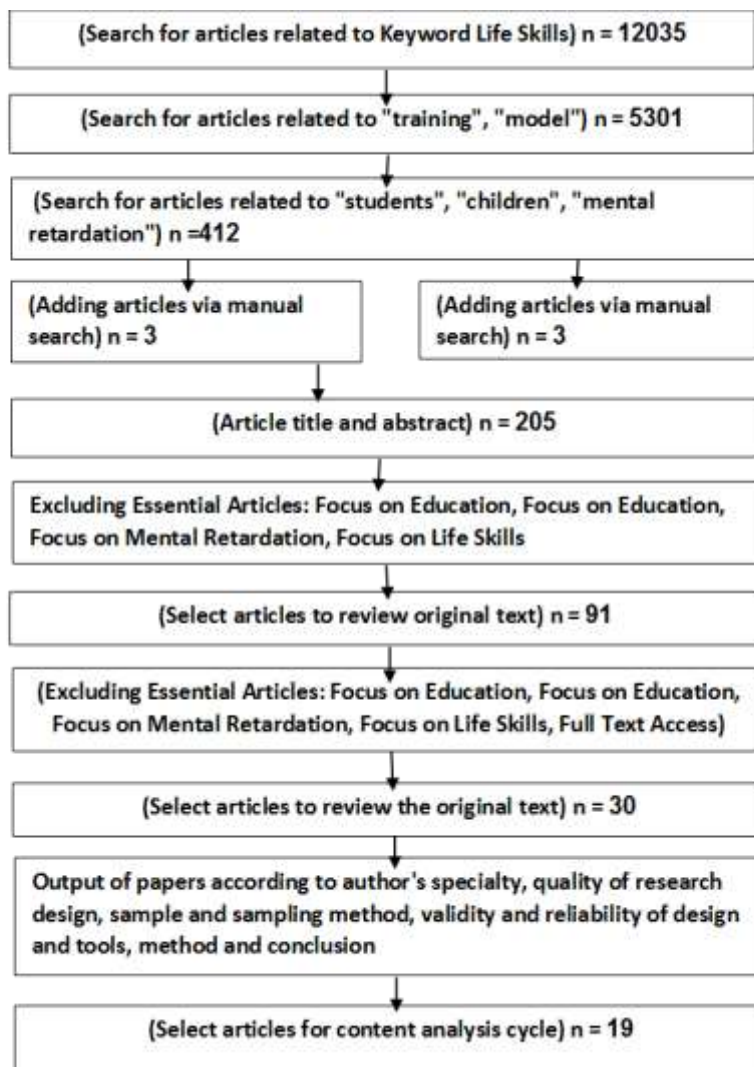
Systematic review was used to identify, review, evaluate and analyze articles. This search was done in May 2018 and in December 2018 Updated once and last time in October 2019 Final update. The search was performed on 6 databases of Scopus, ProQuest, Eric, Web Science, Wiley, and Science Direct. Keyword (s) related to children with intellectual disabilities, education, life skills, transition to adult life, were used.

### **C. Setting the Inclusion and Exclusion Criteria**

First, all the articles related to the keyword "life skills" were found in 12035 articles. By adding the keyword associated with "training", the "model" reduced the number of articles to 5301, By adding the keyword related to "students, children, mentally retarded" the articles were reduced to 412, Out of 210 duplicate articles were excluded from the review cycle, The remaining 202 articles were added through Google's manual search of 3 articles and 205 articles were reviewed through title and abstract review, with the criterion of relevance and focus on life skills training and focus on exceptional and scientific children, and being researcher and original, His peers were reviewed and 91 articles were selected to review the text, After reviewing the text, 30 articles were selected by consensus, considering the relevance and focus on life skills training and focus on exceptional and scientific children, Among them, 19 authors were selected and entered the main research cycle according to the authors, the quality of the research design, sampling method, implementation method and conclusion ( Figure 3).

**Figure 3**

Flow diagram of articles selection



Selected articles were reviewed to identify life skills for the mentally retarded. Qualitative evaluation was also performed for all selected articles in a systematic review. In this study, a checklist was used to evaluate the quality control checklist of research by Concrete et al. 2014, which can investigate in addition to quantitative research the research that used mixed method and qualitative method. The scoring method for each criterion was used to compare the quality of different studies. Each criterion is evaluated with one of three answers: yes (2 points), partly (1 point) and no or unreported (zero points). The scores of each research will be converted into percentages after collection so that it can be compared directly between studies.

**Table 1**

Final retrieved articles in the review process

Author and year of publication	Country	Participants (N)	research type	Main Results	Conclusion	Theme	Quality
Encarnación PostigoPinazo, Marina CallejaReina ,2017	Spain	15 syndromes and the list of terms words and expressions functional communication which are presented in multimodal format	A systematic review	The results of this investigation, both from the existing literature and from analyzing the aforementioned complete surveys up to the present moment show that the model and the application will be very useful	The model developed within EC+ project have offers SID population the prospect to familiarize themselves with the resources that are used by professionals and families by means of user-friendly technologies which also offer them the opportunity to communicate with their environment more effectively and in a more standardized way.	Dailyinteraction, communication skills,involving stress, multidisciplinary collaboration,healthcare, education, psychology, interpreting and speech therapy,framework of ICT tools	65
Morgen Alwell , Brian Cobb,2009	us	482 youth with (largely) disability	qualitative research	facilitate the transition for handicapped learners from school to community	simulation of life-events through interactive video technology. The series is constructed to reinforce the amount of teacher guidance and curricular flexibility that are necessary to meet the diverse needs of exceptional students	focus on Life Enhancement Skills,multiple teaching strategies,simulation of life-events	45
Christine T. Moody, Naomi V. Rodas, Amanda N. Norona,2019	Thailand	100 teachers and 2,967 students	quantitative method survey design.	overall teachers' competency level and students' life skills are at high level	In conclusion, school administrators should promote teacher competency and student life skills since these two variables have successfully contributed in student learning achievement.	teacher competency factors,f students' life skills,students' learning achievement, Ethics and integrity,Self-development	53
Browning, Philip White, W. A.2019	us	Thirty students	mixed methods	curricular flexibility are necessary to meet the diverse needs of exceptional students.	Several researchers have reported on the successful use of a training program that included task analysis and a graduated hierarchy of prompts specific to each step of the task analysis to teach self-care skills to mentally retarded adults.	verbalinstruction,modeling, and physical guidance,self-care and home-care skills, behaviora,Life Enhancement Skills as content-domains,utilization of multiple teaching strategies,simulation of life-events	62
Sally Robinson,2018	uk	27 children and young people, aged between 7 and 27,13 family members	qualitative research	<b>Space</b> – children must be given the opportunity to express a view <b>Voice</b> – children must be facilitated to express their views <b>Audience</b> – the view must be listened to <b>Influence</b> – the view must be acted upon, as appropriate	Applying the framework to the study findings highlights a number of areas in which the participation of children and young people with disability sheds new light on long-standing problems, including the role of safe spaces, student voice, adult audiences and increasing the influence of students' perspectives on policy and practice.	making decisions,seeking information,The experience of harm,eeeping students safe,Promoting personal safety,Improving safety,herapeutic suppor,	64
Helyn Kima ,AbbyG.Carlsonb, Tity W.Curbyc,Adam Winslerc,2016	us	2,027 pre-kindergarten children with developmental disabilities	quantitative	Associations between motor, cognitive, and social skills differ by disability type.	Children with disabilities often have many disadvantages that have long-term consequences. Motor problems put an additional burden on the child and can significantly impact daily life and social interactions.	motor skills,cognitive skills,social skills,language skills,	73
Parimala .Raghavendraa, Claire Hutchinsona, Emma Gracea, Denise Wood, blareen	Australian	nine youth (mean age = 17.0 years) with disabilities	mixed methods	social media training is a feasible method for increasing social networks among rural-based youth with disabilities.	The findings suggest that social media training is a feasible method for increasing social networks among rural-based youth with disabilities. To sustain ongoing benefits, parents need knowledge and training in integrating assistive technology and social media.	Social media,Home training,Social networks,home-based social media,social media skills	68

Cansu C.Ekina ,Kursat Cagiltayb ,Necdet Karasu ,2018	Turkey	three public elementary school children with ID,	observation	smart toy applications are effective in teaching social studies concepts or improving the skills of children with ID (socialinteraction,communication,problem-based learning, literacy, etc).	Another feature that characterizes smart toys istheir ability to interact; while some smart toys can interact with computers, some are self-contained	social skills,support special education curriculum,communication skills,academic skills,daily living skills	44
Abbey S. Eisenhower, Bruce L. Baker, and Jan Blacher,2007	California	140 children with intellectual disability	mixed methods	there is a substantial gap between teachers' expectations of their students and the actual competence of these children.	6-year-old children with ID experienced poorer relationships with their teachers, characterized by more conflict and dependency and less closeness, compared to their typically-developing peers. The quality of children's relationships with teachers was also significantly predicted by several other age 3 variables, including children's observed delay of gratification ability, sustained attention, demandingness, and mother-child dyadic pleasure, and mother-reported behavior problems.	student-teacher relationships,gratification ability, sustained attention, self-regulation relationship	51
Robert Mugabe School of Education and Culture, Great Zimbabwe ,2018	Zimbabwe		qualitative research	the natural interactive processes between mother and child in order to ignite the communicative learning of children with severe learning disabilities	Remember children with severe learning difficulties are first and foremost human beings who should be supported fully to enable them to realise the benefits of effective communication resulting in more control over their lives, less frustration and stronger bonds with friends and family.	Enjoying being with another person,attention span,Concentration,eye contacts,physical conducts ,	42
Briano Di Rezze, F. Virginia Wright, C J Curran, Kent A Campbell,2009	Canada	Eleven children	mixed method	This study supports the positive contribution of individualized measures to evaluate outcomes within life skill programs for children with disabilities	The challenge of evaluating life skill groups is the need to assess skills reflecting the priorities and abilities of the individuals as well as the program focus.	Occupational Performance,Pre-employment skills,	43
Hendra Jaya, Sapto Haryoko, Saharuddin, Sutarsi Suhaeb, Sabran, Mantasia2018	Indonesia		qualitative research	Multimedia-based learning media is used as learning, especially on learners with special needs, and this learning media can improve the quality of education and vocational skills in School Extraordinary.	Types of life skills education for children with disabilities, severe disability and other disabilities children who have less developed intelligence life skills education in general life skills and vocational life skills,Through the help of learning media can help children with special needs in understanding the content of the lessons and facilitating vocational skills.	self-awareness,rational awareness,communication skill,cooperation skill,Thinking Skills,Personal Skills, vocational skills.	45



Melinda A. Robison, Einar T Ingvarsson, Tracie B. Mann, 2019	us	The program involved teaching 12 life skills to nine participants across four instructional units.	mixed method	Results indicated that the intervention led to skill acquisition with all nine participants	The Preschool Life Skills program is an intervention package designed to teach functional skills to prevent problem behavior in typically developing children. The units were instruction following, functional communication, tolerance of denial and delay, and friendship skills that led to skill acquisition with all nine participants	functional communication, tolerance of denial and delay, friendship skills	56
Doru Vlad Popovici, Cristian Buică-Belciu, 2013	Romania		qualitative research	Educational – recuperative strategies must be customized and thoroughly implemented by I.E.P. team members in order to ameliorate and enhance self-concept in adolescent students with intellectual disability	One cannot expect significant positive changes in self-concept pattern without changing first the social interaction pattern and the “pampered” care-giving style often found in self-contained special education settings for individuals with intellectual disability	Self-concept pattern, coping initiatives, competence overestimation,	54
Céline Baurain, Nathalie Nader-Grosbois, Carmen Dionne, 2013	Belgium	by 45 children with intellectual disability compared with 45 typically developing children	mixed method	positive significant link between their Behavior toward Social Rules in interactive contexts and the teachers’ perceptions of their social adjustment.	Hierarchical cluster analyses identified distinct subgroups showing variable structural patterns between the three specific categories of abilities in socio-emotional regulation and their levels of social adjustment perceived by teachers. Children with intellectual disabilities who listen to and follow instructions, who are patient in waiting for their turn, and who moderate their externalized behavior are perceived by their teachers as socially adapted in their daily social relationships.	Emotional regulation, Social adjustment, Dyadic play, dyadic contexts	53
Anna Ivanovna Akhmetzyanova, 2014	Russia		qualitative research	Children with severe mental retardation need a special individual-oriented approach including independence skills development,	The elaborated program gives the possibility, taking into account specific features of mentally challenged children, to help them with their personal development, especially with their independency.	Social Environment, gathering of information about pre-natal, early development, Psychological support of the family,	51
Cathi Draper Rodriguez, Therese M. Cumming, Iva Strnadová, 2017	us	167 teachers from three states	mixed method	lack of active student involvement in transition planning remains a serious concern across all three transitions	The transitions from primary to middle school, middle to high school, and high school to post-school life, as well as home-school collaboration, were the focus. Lack of active student involvement in transition planning remains a serious concern across all three transitions	student involvement,	67
Sarah Keenan, Gillian King, C. J. Curran & Amy McPherson, 2014	Canada		Goal Attainment Scaling/quantitative	goal attainment was statistically and clinically significant for all genders and intervention formats.	These results provide evidence for the effectiveness of goal-focused, community-based experiential life skills interventions to support skill development in youth with a disability and help them prepare for transition to adult life	life skills coaching, successful participation in adult life,	64
Gillian King, Amy McPherson, Shana Kingsnorth, Debra Stewart, Tanya Glencross-Eimantas, Jan Willem Gorter	Canada	Thirty-seven service providers from three RILS programs took part in qualitative interviews.	mixed method	Important experiential opportunities for youth included being away from home, navigating public transportation, directing attendant care, and sharing intense learning and social experiences with peers.	The findings suggest that life skills programs should be intentionally designed to provide challenging experiential opportunities that motivate youth to engage in new life directions by providing new insights, self-realizations, and positive yet realistic views of the future.	independence, life skills, pediatric rehabilitation	66

### III. Results

**First Question: What are the general domains of life skills for mentally retarded children?** According to the research, 16 essential domain of life skills were identified for mentally retarded students, including: 1) Everyday life skills 2) High level skills in everyday life 3) Health and Wellness Skills 4) Communication skills (verbal and non-verbal) 5) Emotional skills 6) Coping skills 7) Psychological skills 8) Conceptual skills 9) Decision Making Skills 10) Problem solving 11) Puberty-related skills 12) Financial management skills 13) Creative thinking background 14) Pre-occupation 15) Information and Communication Technology (ICT) 16) Conceptual skills 17) social skills

**What are the Essential Life Skills for Mentally Retarded Children?** 180 The sub-skill of 16 general domain was identified according to the scientific literature (Table 2).

**Table 2**

The sub-skill for general domain of life skills

<p>Ev eryday life skills</p>	<p>1. Self-help skills 2. The skill of going to the bathroom 3. Dressing skill 4. Eating skills</p>	<p>5. Peel the fruit 6. Fine motor skills 7. Huge motor skills 8. Walking skills</p>	
<p>Hi gh level skills in everyday life</p>	<p>1. Good speaking skills 2. Good speaking skills 3. Regular skill 4. Eating properly 5. Make a salad</p>	<p>6. Ability to work with home appliances and tools 7. Skill with scissors 8. Supplies maintenance skills 9. Flower and plant maintenance skills</p>	
<p>He alth and Wellness Skills</p>	<p>1. Personal Grooming 2. Order in things 3. Observe safety items 4. Diagnosis of physical needs 5. Using exercise to relieve emotional stress 6. Pay attention to proper</p>	<p>8. Self-adorned appearance 9. Create interest in community sports 10. Create interest in solo sports 11. Having good eating habits</p>	<p>12. Awareness and prevention of communicable diseases 12. How to deal with accidents (such as fires</p>

	nutrition 7.Weight control		and earthquakes) 13. Getting acquainted with first aid Diagnosis of safety symptoms
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Communi- cation skills (verbal and non- verbal)	1.Talking Manners 2.Communication with peers 3.Personal comment 4.Pain and heartache 5.cooperate 6.Effective verbal communication	7.Effective nonverbal communication 8.Assertive 9.Active listening 10. To question 11. Use the right ways to communicate 12. Ability to criticize others	
Emotiona l skills	1.The skill of not being frustrated 2.Goal skills 3.Planning skills 4.Self-control in expressing emotions 5.Expressing personal interests 6.Emotions	7.Being secretive 8.being loyal 9.Accept criticism of others 10. Recog nize your emotions 11. Recog nize the emotions of others	12. being patient 13. Anger control 14. Talk about their fears 15. Use music to create peace
social skills	1.Understanding and applying social rituals 2.Participation and Responsibility 3.Play with peers 4.Compliance 5.Observe the rules 6.Friendship and friendship skills	12. Understanding others 13. Respect for people 14. Praise and admire others 15. Accepting encouragement and admiration from	

	7. Appropriate time and place behaviors 8. Respect the opinions of others 9. Cooperation and partnership 10. Sincere relationships with others 11. Explicit expression of requests	others 16. Create interest in community sports 17. Understanding and taking on a variety of roles within the group
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	18. Awareness of differences and similarities 19. Separating one's group role from one's own role 20. Balancing group and individual needs 21. Activities to achieve group goals Effective and active participation in group interactions 22. Adherence to law and order Commitment to the values accepted by society	23. Awareness of the principle that all people are inherently valuable 24. Introduction to social institutions 25. Security awareness Take turns when riding a vehicle 26. Proper use of transport and travel independently 27. Demonstrate proper manners in public places
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Coping skills	1. Dealing with risks and threats 2. Avoid becoming a victim 3. Skill not saying 4. Overcome Shyness 5. Say no 6. Dealing with problems
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Psychological skills	1. Accept the consequences of behavior 2. Self Confidence 3. Self-esteem 4. Emotional communication 5. Self-awareness 6. Having a positive attitude towards others 7. Awareness of one's ability to do	10. Self-concept 11. Awareness of their strengths and weaknesses 12. Awareness of your rights and responsibilities 13. Express your value 14. Language and
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	things 8.Enjoying the life 9.Control the stress as much as possible	comprehension 15. Autonomy 16. self-learning
Adaptive Skills	1.Perceptual 2.Practical 3.Coping With Life Changes 4.Coping with situations that cannot be changed	

Decision Making Skills	1.Goal and Progress 2.Make minor decisions 3.Troubleshooting strategies 4.To choose 5.Detecting the right and wrong decisions 6.Decision-making is aware of the facts that influence individual choices.	7.Making the right decisions based on evaluating situations 8.Choose short and medium term goals 9.Commit to making a decision and confident in your decision
Problem solving	1.Understand issues 2.Time setting and time control 3.Understanding the centers and organizations that help solve problems. 4.Use Problem Solving Steps to Face Life's Problems 5.Identify different solutions when faced with the problem and choose the most effective solution	6.Ability to face different life issues 7.Understanding how to think clearly and solve problems in critical situations 8.Criticism and criticism skills
Puberty-related skills	1.Awareness of puberty issues 2.Awareness of early puberty 3.Identifying appropriate sex behaviors 4.The opposite sex 5.Facing the problems of adolescence 6.Wear the right clothes	
Financial	1.Doing banking	

management skills	2.Shopping related skills 3.Account and partial book 4.Use of bank card facilities 5.Monetary concepts
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Creative thinking background	1.imagine 2.Experiential learning 3.Self-evaluation and self-reinforcement 4.Evaluate the effectiveness of your actions	
Pre-occupation	1.Self-evaluation and self-reinforcement 2.Evaluate the effectiveness of your action 3.Active learning 4.imagine 5.Experiential learning 6.Understand their goals and their importance 7.Short-term goals formulation	8.Active learning 9.Search for new information 10. Identify new solutions to life's problems 11. Trying to lift limits on their knowledge and ability
Information and Communication Technology (ICT)	1.Computer skills 2.Skills in computer and educational games 3.Awareness of the harms of virtual environments 4.Ability to use communication technologies 5.Ability to use assistive technologies 6.Having information technology skills 7.Ability to use the Internet and cyberspace	8.Knowledge of ICT study methods 9.Information organizing skills 10. Awareness of the role of information technology in enhancing and enriching learning in different domains

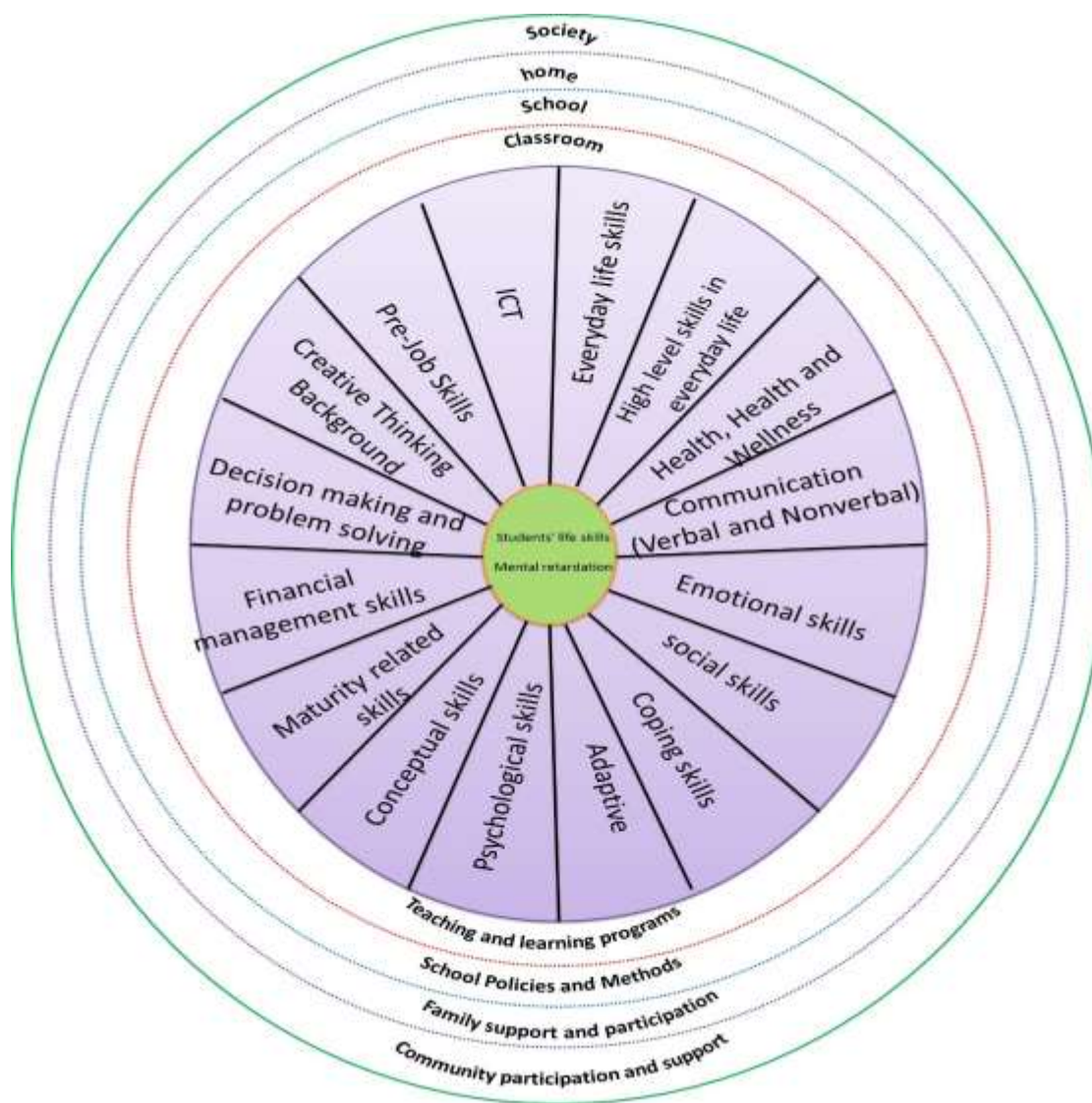
### The Third Question. What are the factors affecting the development of life skills of mentally retarded children?

According to the texts, Training programs and Classroom learning, School policies and practices, Support and participation of families, Community policies and attitudes towards education and equality and educational justice, Support and participation of the community and institutions, It provides a context that influences the development and development of life skills of people with intellectual disabilities and their transition to adulthood (Moody, 2019& White,2019).

Figure (4) illustrates the framework of basic skills for students with intellectual disabilities and their relation to the underlying factors of its development.

**Figure 4**

Framework of basic skills for students with intellectual disabilities



#### **IV. Discussion**

In this study, the researchers sought to identify the essential Life Skills, domains and factors affecting the development of life skills of mentally retarded children in light of previous studies using the systematic review approach. There are a wide range of life skills and definitions are usually broad and generic. Life skills can be cognitive, behavioral, emotional, personal, interpersonal, or social. There are many definitions of life skills. The World Health Organization (WHO, 1993) defines life skills as “the abilities for adaptive and positive behavior that enables individuals to deal effectively with the demands and challenges of everyday life”. WHO (1994) has also identified a core set of life skills for the promotion and wellbeing of children and adolescents Chose the most appropriate solution and plan how to realize it. The concept of life skills have been developed in 2005 and divided into two main types: (1) generic life skills (GLS), and (2) specific life skills (SLS). Each type of skill can be divided into several sub-skills. Generic life skills consist of personal skills and social skills. Personal skills include proficiency in understanding oneself (self-awareness skills) and thinking skills. Proficiency thinking skills include the skills to identify and find the information, process, and make decisions, and solve problems creatively. Finally, the social skills include communication skills and proficiency in collaboration (collaboration skills). This paper stems from the assumption that training life skill can play an important role in enhancing the successful participation in adult life for children with mental disability. Based on the extensive literature review in this study (Table 1), researchers identified 16 essential domain of life skills and 180 sub-skill for mentally retarded students, and also, they presented the factors that influenced the development of those skills (Figure 4).

#### **V. Conclusion**

In this study, gives comprehensively the essential Life Skills of mentally retarded children and factors affecting the development of those skills. According to the main components the main components that were identified the author’s proposed conceptual model that could be used as a guideline for further related research studies. The results of this review indicate that further research in this area is necessary.

#### **Disclosure statement**

No potential conflict of interest was reported by the authors.

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