

## Effect of Self-Prepared Intervention on Development of Social Skill among Students with Mild Intellectual Disability

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**ABSTRACT:** The study investigated the effect of self-prepared intervention on development of social skills among children with mild intellectual disability study in preparatory classes single group pre-test and post-test design was used and sample for study consisted of 5 students with mild intellectual disability. The subjects were drawn from preparatory unit of GRIID special school, Chandigarh. The subjects were the age ranges of 5-8 years. The self-prepared intervention program was conducted for 15 session excluding pre-test and post-test. In self-prepared intervention subject were trained in social skills. The researcher used Functional Assessment Checklist Program (FACP-NIMH) for selection of samples assessing performance of subject in social skills. The paired t-test was conducted to find out the statistical significant between the mean score. The derived conclusion indicated that subjects exhibited achievement in social skills when they trained through self-prepared intervention.

**KEYWORDS:** Self-prepared intervention, preparatory, social skills, FACP

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### I. INTRODUCTION

Social skills are extremely important for healthy and positive social relationships which include set of skills used to interact and communicate with one another. These skills include day to day interaction such as sharing, taking turns, and allowing others to talk without interrupting.

According to Kratchowill and French (1984) social skills are learned verbal and nonverbal behaviours that are performed within a specific social context. Social skills are utmost essential to form and sustain relationships with others. These skills may be acquired with the support of parents, siblings, peer group, teachers. Social skills are a gradual learning and largely influenced by a variety of social agents present in the culture. Social skill includes both social skills and adaptive behaviour. Children differ greatly in their social traits because of the influence of family, neighborhood and school environment which are important units of a society. Social competence is linked to peer acceptance, teacher acceptance, inclusion and post school success. Liberman (1975) defined social skills as "ability to express feelings or to communicate interests and desires to others". Schools and classrooms are social environments where children function effectively from instructional activities that occur in an interactional context. Children with intellectual disabilities experience diverge deficits in social skills, which may lead to isolation, stigmatization, lack of coping skills, increased maladaptive behaviour etc.

Some social skill which are essential and need to be learnt by all can be discussed as below,

- Initiating with appropriate social contact, determining when physical contact is acceptable and of what type (e.g. a handshake versus a hug).
- Ability to politely start and stop conversations with peer group, teachers and others.
- Being able to make small interactions.
- Understanding how to notice and respond to non-verbal body language.
- Being able to express feelings and respond to the feelings of others.
  - Angry
  - Sad
  - Hurt
  - Confused
  - Nervous etc.

An education is not merely obtaining a degree or boosting the intellect of students but also comprises holistic development of an individual ensuring physical, intellectual, emotional, spiritual, social and moral

development. In spite of developments in fields like science, technology, healthcare, field of rehabilitation has come a long way and intervention in social skills have been thrust area for conducting research.

Social skills can contribute a lot in mainstreaming of children with intellectual disability. A child with intellectual disability will develop more slowly than a child with 'normal' intelligence in all developmental areas including social skills, as a result they usually need more time to acquire social competency more slowly than other children. Undeveloped social competency can lead to negative feelings of self-worth. Deficit or excess in social behaviour interfere with learning, teaching, classroom climate. The majority of these interventions has involved individual programs and has concentrated on developing specific skills or reducing inappropriate behaviours.

### **Social Skill Intervention for children with Intellectual Disability**

Social skill instructions should be a component of group of interventions for students to inculcate and externalize behaviour. Some interventional techniques which are commonly used for this purpose are known as-

- Behaviour Interventions- Primary, secondary and Tertiary
- Cognitive Behavioural Therapy
- Interpersonal therapy
- Medical Interventions
- Group and Individual counselling

## **II. METHODOLOGY**

Social skills are important to assess and stimulate a child's social skills deficiency and understand what he/she can and cannot do. Some general signs might include behaviours such as defiance, disturbing other children, inadequate independent work habits, high verbal ability shyness, aggression, frequent bragging, bossiness, peer relation difficulties and temper tantrums. This study is an attempt to find out the impact of interventional training designed by a teacher which can be beneficial for children with intellectual disabilities. In accordance with this perspective and approach of intervention, there is growing evidence that the development and acquisition of social skills in children are crucial to their overall developmental outcomes. Single group pre & post test experimental research design was used in the present study to find out the impact of self prepared intervention. The researcher has used purposive sampling technique for selection of sample and selected 5 students with mild intellectual disability without any co-morbid conditions studying in Special School of Govt. Rehabilitation Institute for Intellectual Disabilities, Chandigarh. Self prepared intervention program was developed systematically and was divided into phases. 1<sup>st</sup> phase consisted of assessment and selection of sample along with selection of goals for the each student and pre-test was conducted using Functional Assessment Programming System (FACP) by NIEPID earlier called as NIMH, Secunderabad, Telangana. 2<sup>nd</sup> Phase consisted of development of Self Prepared Intervention comprising of simulation, creation of artificial situations were used along with multi-media instruction, concrete material, picture cards and word cards. In the last phase i.e. 3<sup>rd</sup> Phase of intervention consisted of post test was conducted. The investigator has also prepared lesson plans for each skill before execution of intervention. Record maintenance was done after completion of every session and collected data was preserved further for statistical analysis. Quantitative analysis was done using SPSS and inferences were drawn out of the result obtained. Various researches on intellectual disability and social skills have also mentioned in their finding that social behaviour can be enhanced through peer interaction in class. A boost in social skills will definitely enhance social skills of children with intellectual disability. Certain strategies like video based group interaction, training in natural setting has facilitated long term preservation of learnt skills

## **III. DISCUSSION**

Social skills are essential ability to interact with, adapt to and function within the environment. In other words, being able to interact successfully with others is a key to many of the experiences that enrich life, such as having friendships, participating in recreational activities, or joining groups in the present study there is a significant difference in the pre and post- tests mean scores in development of social skill as a result of self-prepared intervention among students with mild intellectual disability. Intellectual disability is generally thought to be present if an individual has an IQ test score of approximately 70 or below. Four degrees of severity of intellectual disability can be specified, reflecting level of intellectual impairment: mild, moderate, severe and profound. Social skills are most important for communication. Self-prepared intervention comprises of a series of steps that needs to be followed systematically to have an efficient training program. In undertaken research study self-prepared intervention means systematically performed activities to modify the social skills by designing and executing self-designed training procedure. Quality education in the early years of preschool sets a firm foundation in the overall development of a child. Preparatory class/section/unit is called using various ways names such as nursery/school readiness/kindergarten etc. Preparatory age is the stage of children where

they are more receptive to learn new things, it is most important to get an early start. This stage builds more learning skills that prepare a child to enter school. It typically involves the age group of 3-6 years of age. The content coverage in this stage includes self-care, motor, social interaction and leisure and recreational skills. When it comes to children with mild intellectual disabilities curriculum and instruction must be carefully modified to help these students to reach their potential in both academics and other functional areas such as independent living etc. While these students will have limitations in much adaptive behaviour, these limitations will co-exist alongside strengths in other areas within the individual. In the present study researcher has selected beginners as preschool children's social behaviors are often manifested through play, and other performance based activities because play is an important aspect of their lives that facilitates the development of social, cognitive, affective, physical, and language abilities. Occurrence of disability is natural part of human experience and no way diminishes the right of being a member of society. Hughes, Golas, Cosgriff, Brigham, Edwards, and Cashen (2011) mentioned that effective social skills are of great importance for the successful school performance, including participation in the classroom, academic engagement, and social interference. This study focuses to teaching social skills to students with intellectual disability by using a targeted, individual, structured, integrated intervention program for Students with Special Educational Needs. In the study word "targeted" expresses the dynamic status with which researcher has set functional social skills goals adapted to the needs of students with intellectual disability. In coming day's concerns for the inclusion of children with Intellectual Disability should go further from where the students are being taught and focus to how and with what they are being taught. It has also been observed that siblings also have impact on acquisition of social skills. Impairment in social skills are observed in child social interaction skills, the development and stability of peer relationship and friend and finally child's ability to process social information. Several comprehensive reviews of social skill impairment and deficit shows that these children lack in their social skill development (Guralnick,1999;Kasari & Bauminger, 1998; Mason & Fee, 1991).

#### IV. FINDINGS

The samples are being drawn from special schools of Chandigarh estimating a representative of total population at preschools level. Out of total 9 students having intellectual disability 5 students were selected as sample by the investigator. In the pre-test, which was conducted before imparting intervention to the samples students performed selected skills based on their existing social skills competencies.

#### Comparison between Pre and Post test mean scores of social skills using Mean and Standard Deviation

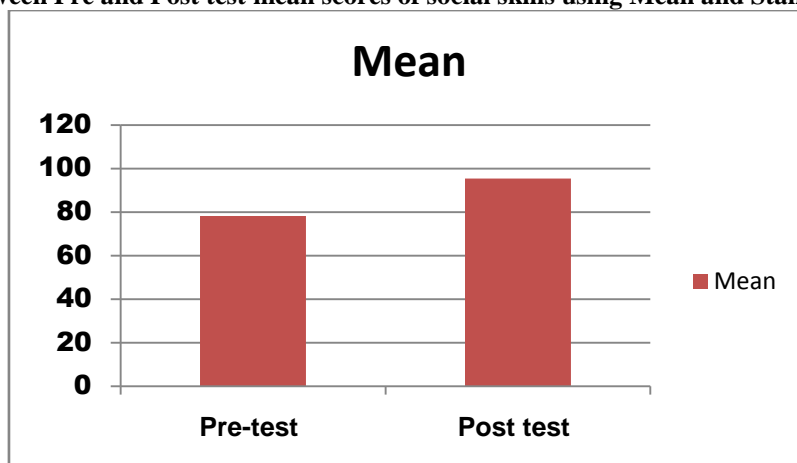


Table 1: Pre-Post test mean scores

Variables	Mean	N	Std. Deviation
Pre test	78.20	5	20.89
Post test	95.40	5	21.84

#### Comparison between Pre-Post test scores of achievement in social skills using "t" test scores of Social skills

**Hypothesis 1:** There will be no significant improvement in acquisition of social skill among students as a result of Self-prepared Intervention.

Test	Mean	SD	T	df	Sig. (2 tailed)
Pre test	78.20	20.89	12.34	4	0.00
Post test	95.40	21.84			

P<0.05\*\* df=4

**Table No.2 Comparison of Pre and Post-test Mean score using “t” test in Social skill**

**Table No. 2** exhibits significant difference between pre and post-test mean scores by using parametric statistics that is “t” test in social skills. It can be observed from the table that the calculated “t” value was higher than table value which shows that training has significant effect on acquisition of selected social skill among students with intellectual disability. Hence, the result is significant at  $p < 0.05$  and the hypothesis “There will be no significant improvement in acquisition of social skill among students with mild intellectual disability as a result of self-prepared intervention” is rejected. So it is concluded that the Self-prepared Intervention was effective in development of selected social skills among student with mild Intellectual disability. Improvement in selected social skills contributed in development of entire area of age appropriate social skills. It was observed during the course of intervention that training also aided in other fundamental skill behavior like following the instruction, co-operation, assisting peers etc.

### Impact of social skill training

Social skill competencies enable an individual to improve participation in classroom learning and community participation. Social skills to children with intellectual disabilities can be integrated in academic and non academic skills. Results also showed a significant difference with respect to intervention. Significant improvements were noted for self-prepared intervention and develop social skill between the pre and post-tests scores of experimental group. In the present study the intervention through self-prepared intervention has proven to improve the social skill among students with mild intellectual disability. Children with intellectual disability or intellectual developmental disorder exhibit a wide range of deficit in conceptual. Appropriate social skills among children with intellectual disability have resulted in failure at community placement. Such skill should be taught in natural setting as far as possible. In the present study, researcher has focused on enhancement of social skill competencies through self prepared intervention. The results indicated that social skills increase was significant after 15 session of intervention. The strategy chosen by the researcher is useful for students with Mild Intellectual Disability in development of social skills as it is utmost important and required in all aspects of life. Social skills are also required for smooth day to day living for all human beings. The result also indicated that the student have acquired the skills even though sometimes they are trained in a small groups rather than going to one to one teaching. The mean score achieved were significant in the area of social skill and the level of improvement can be measured through it. Based on the scores attained the researcher can conclude that the hypothesis is proved statistically significant at  $p < 0.05$ . Data analysis and the result are supporting the fact that self-prepared intervention is an effective technique to learning social skill.

## V. CONCLUSION

Different kind of interventional approach including self-prepared intervention can help children with mild ID to learn functional, academic skills. Significance of self-design intervention was found out with helper of “t” test. The null hypothesis of effect of self-prepared Intervention has no significant effect on development of social skills of students with mild intellectual disability is rejected is 0.05 level. This study supports that by Programmed Instruction and Computer Assisted Instruction’. The study was conducted to compare the relative effectiveness CAI and programme instruction with respect to remediation of arithmetical learning disabilities. Both the programmed instruction (PI) and the Computer Assisted Instruction (CAI) were effective but no significant difference was found. Considering the fact that the present study was conducted on small sample size, the results cannot be generalized to large extent. The results of the study can be used to plan and review the informal and formal curriculum of students with intellectual disabilities in social skill. Self management, school adjustment, healthy peer relationship, compliance and social initiation are some positive benefits of social skill training. The teacher plays a key role in modifying or altering the instruction in classroom and intervention should be compatible to the skill chosen and most importantly to the learner.

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