

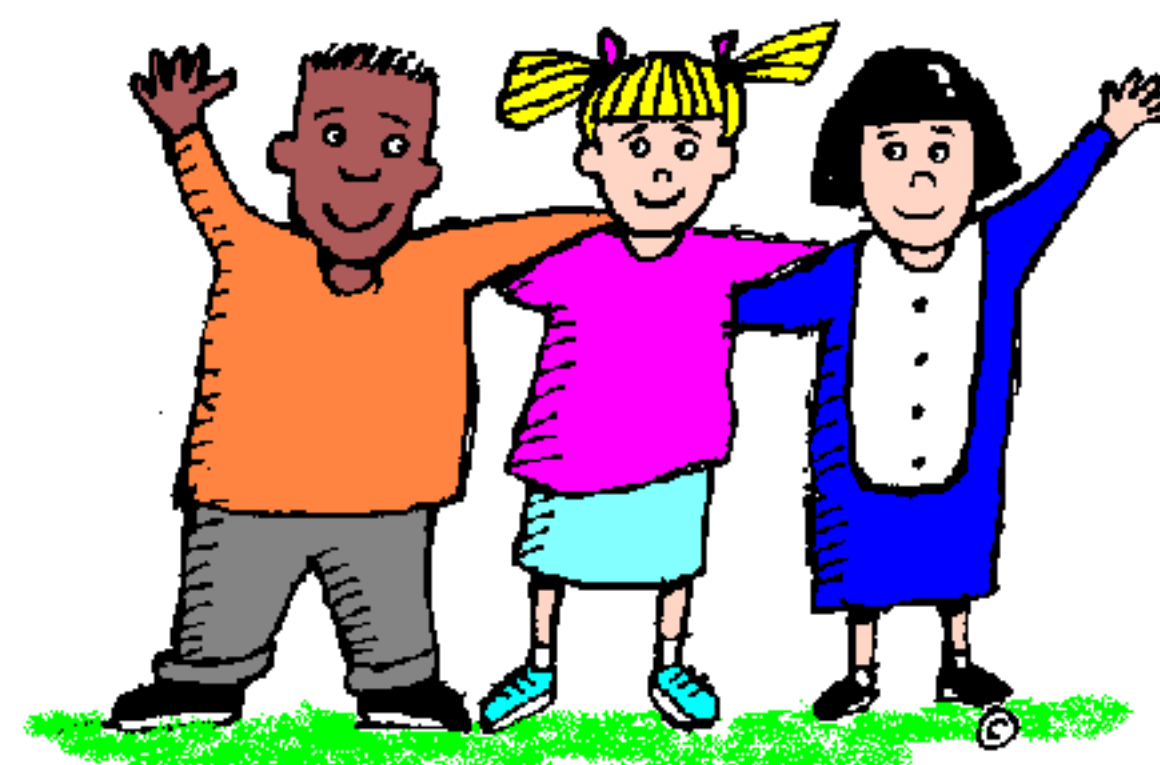
The Effects of Social Story Strategies on the Social Skills of High School Students with Intellectual Disabilities

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Introduction

Strong social skills are a critical component for students to achieve successful school careers and meaningful post-secondary transition outcomes. The need for adequate social skills to achieve successes in school, the community, the workplace, and in one's personal life has been well documented (Steady, Schwartz, Levin, & Luke). Social skills are seen as critical in developing constructive relationships with one's peers (Brenner & Smith, 2004). These peer relationships form the foundation needed for post-secondary life. Social skills make children more resilient and better able to handle frustration and anger. Social skills are important to socialization and integration in the workplace. (Hiller, Fish, Cloppert, & Beversdorf, 2009). It has been recognized for many years that positive adult outcomes are dependent on adequate social development. (Murray, Ruble, Willis, & Molloy,



Methodology

Baseline. Data were collected on both students prior to beginning the daily reading of the story. Both students were observed, and data were collected, for four days prior to the beginning of treatment on Andrew, and for five days prior to beginning treatment on Roger.

Intervention. Each day the Social Story was read individually with the participants. After the second day, Andrew, read the story aloud himself while Roger continued to have the story read to him daily. Following the intervention the students worked on their daily math assignment while behavioral data were collected using momentary time sampling in fifteen-second intervals for fifteen minutes each day.

Behavioral Definitions. On-task behavior was defined as eyes on paper, pencil in hand, writing an answer, using a calculator or seeking help from a staff member. Off-task behavior included dancing, talking, listening to staff talk to another student, playing with hat, looking around the room, being out of seat, hands over eyes, playing with pencil, being away from workspace

Results

The objective of this study was for the participants to demonstrate on-task behaviors 80% of the time during treatment and to continue with 80% on-task behaviors during maintenance. Neither participant achieved this goal. Andrew's baseline average was 50.5%. Roger's baseline average was 39.6%. Andrew's treatment average was 57%. Roger's treatment average was 32%. Andrews' maintenance average was 55%. Roger's maintenance average was 33.6%.

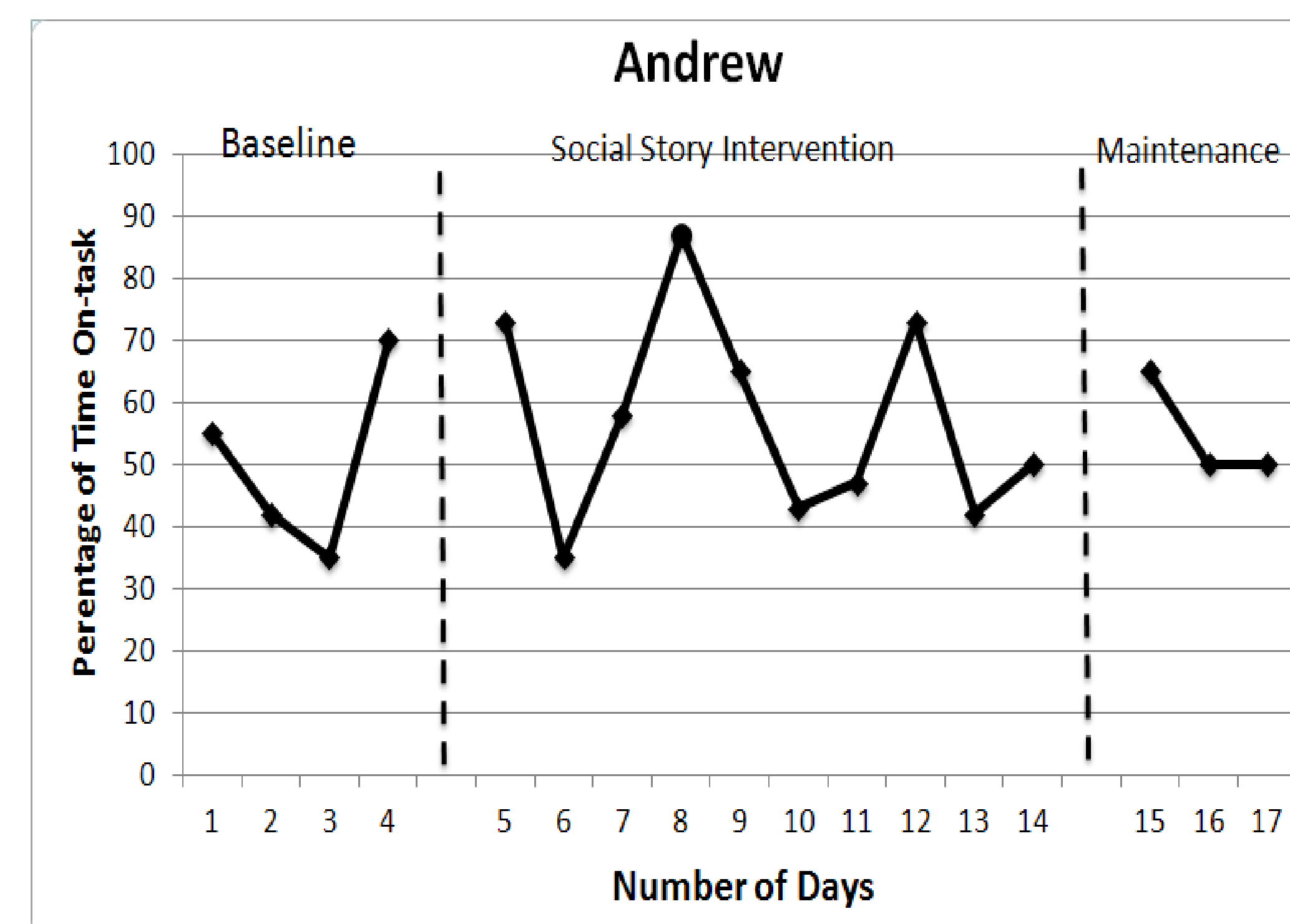


Figure 1 - Consolidated Test Results for Andrew

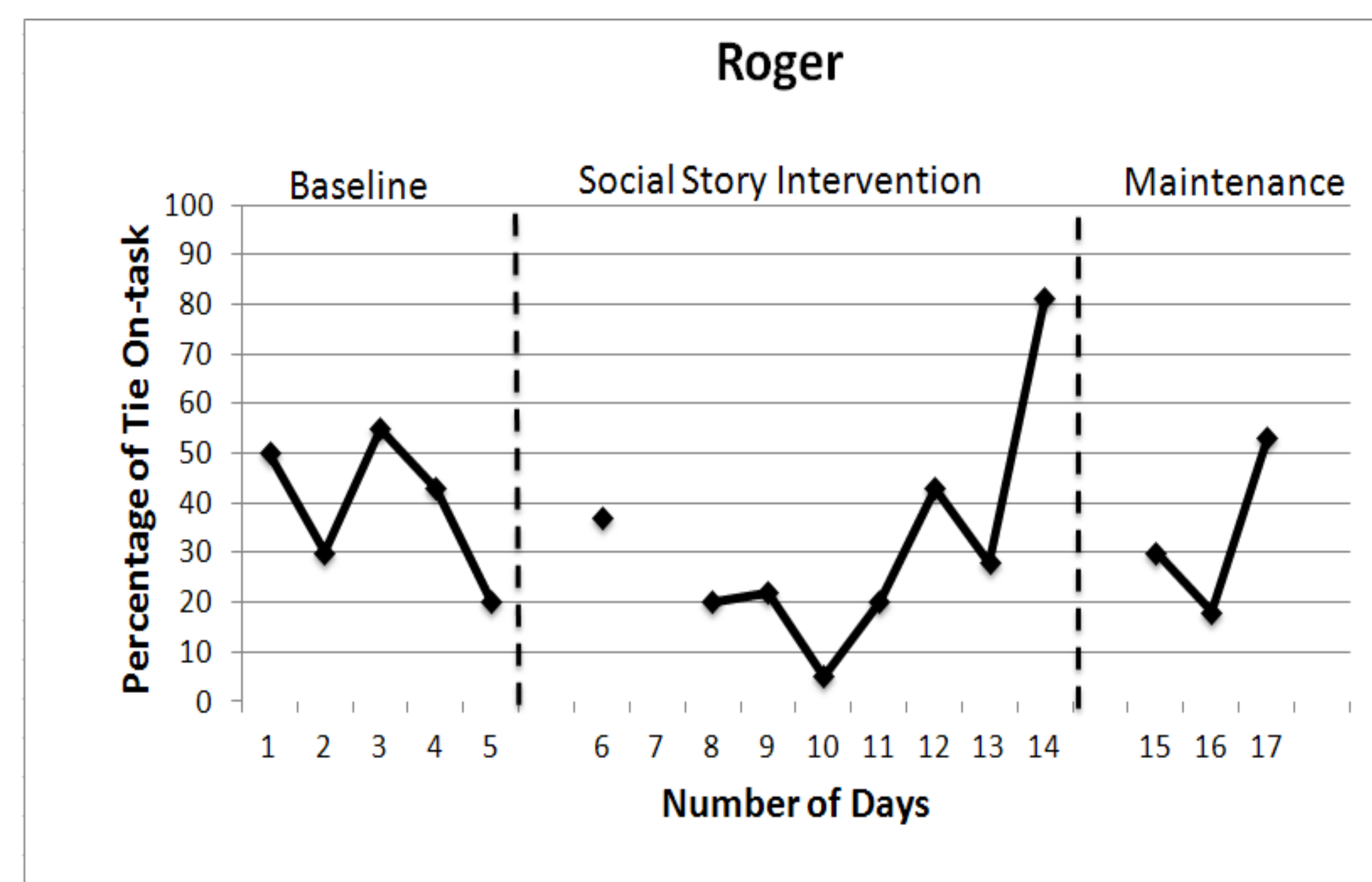


Figure 2 - Consolidated Test Results for Roger

Social Story

Focusing on My Schoolwork

Most days my teacher has schoolwork for me to work on.

On those days the other students in my class will also have schoolwork to work on. The schoolwork may be paperwork or it may be on the computer.

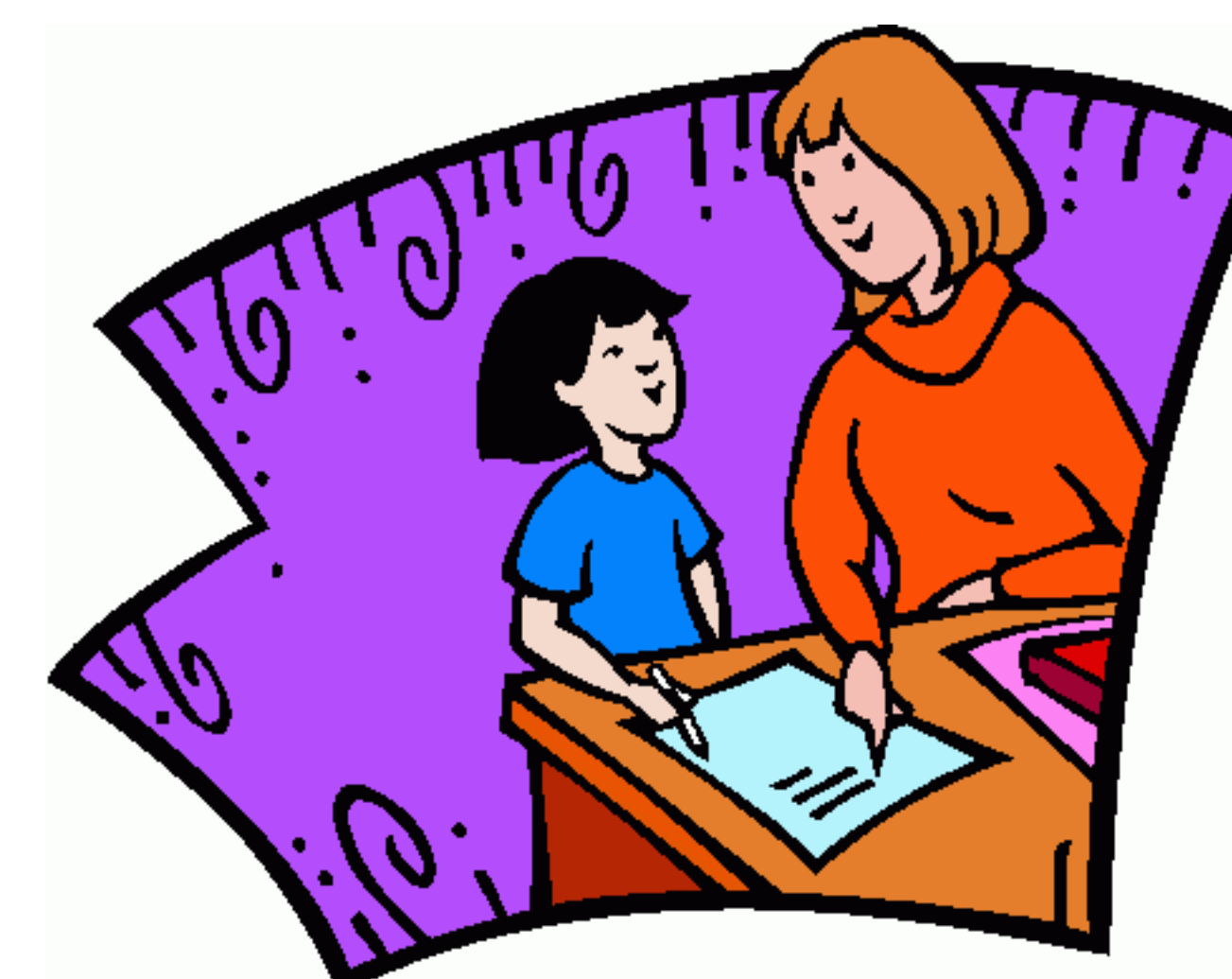
When I have schoolwork to work on I need to focus on my schoolwork.

When students focus on their schoolwork they are learning. Learning I school is important..

Some students may have trouble staying focused on their schoolwork. When this happens they may not be learning.

When I do my schoolwork I am learning. If I do not focus on my schoolwork I may not learn..

I will try to focus on my schoolwork each day so I can learn.



Conclusions

The conclusion needs to be drawn that this study was not successful with these two students. However social skills are important to the future successes of students and need to be taught to students with varying types of disabilities including those with intellectual disabilities. It still needs to be determined which curriculum or teaching model is best for this population.

Literature cited

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For further information

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