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**Effective Social and Communication Skills for Person with Autism
having Intellectual Disability**

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Abstract

The quality of life depends on the socialization. Social behaviour are activities and communication among two or more peoples within the same species. (Wikipedia - Social Behaviour). Man is a social animal by nature; an unsocial individual who is naturally isolated from Society and community." The main role of social behaviour in interaction, understanding and replying, which is essential for survival and reproduction for all human beings including person with Autism. Intellectual Disability refers to the condition such as difficulty in understanding and thinking. Life skills of person with Autism can be effective including certain major conceptual, activity of daily livings, social and practical skills for day-to-day life. Autism with Intellectual Disability is a condition, starts from early age of the child, so communication and social relation all can affect the whole life. If having autism with Intellectual Disability, which make the social behaviour such as communication, responding, understanding the situation all are more difficult in day-to-day life. The child with autism having Intellectual Disability has limitation in cognitive activities such as following instructions; expressing himself/herself, taking/receiving commands, giving response etc. The children with autism having Intellectual Disability are unable to mix with their peer groups or communicate properly at community place.

Keywords: Communication Skills, Autism spectrum disorder Disability, Social Behaviour, Socialisation

INTRODUCTION

Autism Spectrum Disorder (Autism) is a neurological condition having developmental disorder that begins early in childhood and lasts throughout the life. In other words, "Autism Spectrum Disorder

(referred to as autism in this document) is a neuro-developmental disorder characterized by social communication deficits and restricted, repetitive patterns of behaviour (APA,2013). While planning the intervention or education of children with autism having intellectual disabilities, social stories can be used to teach particular social skills, such as identifying important cues in a given situation; taking another's point of view; understanding rules/regulations, routines, situations, upcoming events or concepts; and understanding expectations. According to Attwood, 'Social communication may develop with social story has the intention of providing information to people in a given social situation are related to daily routine work, thinking or feeling, the sequence of events. The main role of social story is to identify the significant social cues and meaning. In the above context, it is pertinent to seek correlates of the social stories of social behaviour of children with autism having Intellectual Disability. Researcher wants to know whether the social stories can enhance the behaviour of children with autism having Intellectual Disability. While it holds true that social stories does not always necessarily affect a child to teach effectively. This is in turn, can be detrimental to learning. In the present study, the researcher will gather correlation data between social stories and social behaviour pattern of children with autism having Intellectual Disability. Researcher believes that this study will help to establish the major role in education and therapeutic intervention of children with autism having Intellectual Disability.

NEED AND SIGNIFICANCE OF THE STUDY

1. Autism spectrum disorder has difficulty in social communication and social interaction across multiple contexts. Socialization/communication intervention strategies are essential for children with autism having Intellectual Disability.
2. Intellectual Disability is characterised by significant limitation in cognitions level, which affects the social skills for survival in society and in adaptive behaviour, which covers a range of everyday life, social and practical skills.
3. Children with autism having Intellectual Disabilities have more difficulty in understanding the situation and lack of social skills, social behaviour such as communication, responding, understanding the situation, following the instructions etc.
4. The child with autism having Intellectual Disability has limitation in cognitive activities such as following the instructions, expressing himself/herself, taking/receiving commands, giving response etc. Children with autism having Intellectual Disability are unable to communicate properly.
5. Social Stories are basically used to applicable for teaching specific social behaviour, such as identifying essential cues in a given situation in market or in social gathering; taking another's point of view; understanding rules & regulations in different context, routines, situations, upcoming events; and understanding expectations.
6. Further, the study may indicate for better understanding the determinacy of predictors about social life of children with autism having Intellectual Disability.

STATEMENT OF PROBLEM

Effect of social story is intervention of social behaviour in Children with Autism (autism) having Intellectual Disability (ID).

OPTIONAL DEFINITION

1. Autism spectrum disorder is a condition typically appearing in the early childhood of life that significantly affects a person's ability for social and communication skills, understand relationships and is frequently connected with unusual behaviour and sometimes having stereotypical behaviours”.

2. Social Story intervention means- According to Attwood, “Social story is intention of providing information for activities done by people in specific situation are working, thinking or feeling, the sequence of events, the identification of significant social cues and its meaning in different aspects of social situations”.

3. Intellectual Disability - Intellectual disability is a condition with significant limitations in intellectual functioning (understanding reasoning, learning, problem solving) and also in adaptive behaviour, which may severely cover a range of day to day social and community life.

4. Social behaviour - Social behaviour indicates activities two or more people within the same species. (Wikipedia - Social Behaviour)

REVIEW OF RELATED RESEARCHES

A summary of recent previous researches provides several evidence that the researcher is familiar with what is already known and what is still need to know and need to be tested. The researcher has studied thirty-three past researches out of which eleven were related to social stories affects the children with autism and ten were related to intellectual disabilities study. None were found for the effect of social stories on children with autism having Intellectual Disability.

1. Social stories are frequently used for person having Autism with Intellectual Disability to improve the social communication and well-being. Major findings indicate evidence to suggest that social stories are a basic intervention to increase social interactions. Future research with methodological rigor has needed to reveal the most effective strategy to develop and implement social story as an intervention. (Karal M.A. and Wolfe P.S. 2018)
2. Lal R. and Ganesan K. (2011) has observed in the study that social stories intervention was effective in enhancing self-management behaviour in children with autism.
3. Social Stories are specifically individualized short fables that can effective tool to increase target social behaviour and interactions of person with autism by teaching them the relevant components of a given specific social situation (Gray, 1998).
4. The main target of social story to focus on describing and explaining the cues in the situation as well as teaching appropriate responses.
5. According to Gray (2000), social stories are used to decrease isolation fear, aggression; introduce a positive change in routine; teach academic skills in classroom situation; and teach appropriate social behaviour.
6. A social story is adhering to Gray’s guidelines presented in a social and natural environment targeting unusual behaviours is successful in decreasing the behaviours (Scattone et al., 2006).
7. The main salient features often displayed by person with autism is an absence of self-management skills, daily routine skills, difficulty in directing, maintaining and generalizing behaviour required for adjustment in different social situations without external support and structure from others. (Adreon and Stella, 2001; Myles and Simpson, 2002; Ozonoff et al., 2002; Tantam, 2003).

ASSUMPTIONS

The researcher has made the following assumptions for this study:

- a. Children with autism having Intellectual Disabilities have difficulty in understanding the situation and lack of social behaviour skills such as communication, responding, following the instructions etc. The children with autism having Intellectual Disability are unable to communicate properly in classroom or in community situation.
- b. A major aspect of social behaviour is communication, which is the basis for survival and reproduction. The appropriate development of social behaviour is important factors in educational programs for children with autism having Intellectual Disability. This study will observe to determine the effect of social story intervention on behaviour by children with autism having Intellectual Disability.
- c. Social Stories are used to teach particular social behaviour skills, such as identifying important cues in a given situation; taking another's point of view; understanding rules/regulations, routines, situations, upcoming events or concepts; and understanding expectations.
- d. Social story is important in educational perspective, implementation to improve the parent's children relationship, in assessing the effectiveness and relative merits of different social aspects, in health services evaluation, attitude & in research. Further, the study may indicate to better understand the determinacy of predictors about social life of children with autism having Intellectual Disability.

OBJECTIVES

- To study the levels of social behaviour in children with autism having Intellectual Disability.
- To study the deficit social behaviour for day to day life and intervention plan for development of children with autism having Intellectual Disability.
- To examine the role of social stories in the intervention of children with autism having Intellectual Disability.
- To study the impact of social stories for intervention of social behaviour in children with autism having Intellectual Disability.
- To study the correlation between social stories and social behaviour of children with autism having Intellectual Disability.

HYPOTHESIS

The researcher has made the following hypothesis related to this study:

- There is a significant positive correlation between social stories and social behaviour.
- Social stories can affect the behaviour of children with autism having intellectual disability.

- Social stories are important in planning social intervention of children with autism having intellectual disability.
- Social stories are significant predictors of social behaviours in children with autism having Intellectual Disability. As Social stories can increase or decrease the target behaviour of children with autism having intellectual disability.

METHODOLOGY

This study will be qualitative research. The experimental research method will be used for this study.

This method has been selected because of the following reasons:

- It is the most appropriate method in collecting the quality data regarding the social behaviour parameters to be studied in research from a relatively sample group.
- The research problem does not deal with past events but concentrates only on the present situation.
- Pre-test and post-test could be easily conducted after deciding the sample from different schools and remedial centres.
- Also, qualitative techniques could be easily incorporated in experimental method and thus generalization is possible.
- In the present study social stories will be the independent variable whereas social behaviour will depend on it.

RATING SCALE FOR STUDY

For measurement of social behaviour Rating scale may be used. The researcher will develop the rating scale for this study. The instrument will be an observational and will have two parts. Part-I will be used by authors and children's teachers for observation of social behaviour in class room and play time. Part-II will be used by parents of the selected person with Autism having Intellectual Disability for observation of social skills in environment outside the educational setting. The selection of items for the tool will be done on basis of- (a). Observation of children with autism having Intellectual Disability in school and playground settings. (b). Extensive review of social behaviour goals in the educational programs for children with autism having Intellectual Disability followed in school at Lucknow. (c). Discussion on social behaviour for children with autism having Intellectual Disability among several parents of such children.

POPULATION AND SAMPLE

The population selected for this study will be the children with autism having Intellectual Disability enrolled in Schools and intervention centres at Lucknow. Total 40 children will be selected as purposive sampling for the study.

DATA COLLECTION AND ANALYSIS

The pilot study will be tested on 4 children with autism having Intellectual Disability who shared the characteristics of the sample children. The researcher will develop the Rating scale for social behaviour to collect the data for this study. This experimental study will use a pre-test & post-test

control group design and will be conducted on children with autism having Intellectual Disability. The selected 40 children in the group of 10 to 14 years will be enrolled in 5 schools and remedial centres situated at Lucknow. The children will be randomly assigned for treatment and control groups so that each group will have 20 children with autism having Intellectual Disability. All children will have the ability to read the written text. Being on the autism with Intellectual Disability, they shared a common characteristic of deficit in social behaviour skills.

DATA COLLECTION AND ANALYSIS

S.No.	Components	R1		R2		R3		R4		R5		R6		R7		R8		R9		R10		Total	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	Social skills	2	4	1	3	2	3	2	3	1	2	2	3	2	3	2	3	2	4	2	3	18	31
2	Communication skills	1	3	2	5	3	4	4	5	2	3	1	4	1	3	1	4	2	3	1	4	15	35
3	Behaviour	2	3	3	4	5	6	2	4	3	4	2	6	2	3	2	6	2	2	2	6	25	45
4	Academic Achievement	3	5	2	3	2	3	3	5	3	4	3	3	3	4	4	5	3	4	3	5	28	37
	Mean																					22	37
	Median																					22	37
	Standard Deviation																					6.03	5.89

MAJOR FINDINGS & CONCLUSION

The study will provide evidence that social story intervention can have an impact on the social interaction of children with autism having Intellectual Disability. As will be given the great variability in research environment in terms of story framing, implementation methods, & additional strategies, it is difficult to ascertain whether the social story or another component of the intervention is the critical reason for the decrease or increase in the target behaviour. Additional studies may be needful to examine the efficacy/effect of social story intervention for children with autism having Intellectual Disability.

- There is no significant difference in the social behaviours of Male and Female children with autism having Intellectual Disability.
- The correlation between social behaviours and social story is positive.

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