

**MINISTRY OF EDUCATION AND TRAINING  
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**EDUCATING SOCIAL SKILLS FOR FIRST - GRADE PUPILS WITH  
INTELLECTUAL DISABILITY IN INCLUSIVE SCHOOLS**

Major: **Theory and History of Education**

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**SUMMARY OF DISSERTATION**

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# INTRODUCTION

## 1. Rationale

Intellectual Disability (ID) is a common form of disability in Vietnam, accounting for about 30% of the 1.3 million children with disabilities. Pupils with ID have two basic characteristics: 1) low intelligence index (below 70) and 2) limited living and social skills. They are even unable to perform some simple social skills in everyday life, for example, peer-to-peer communication skills, problem-solving skills. Therefore, this group is often underestimated in learning and not socially accepted.

Social skills play an important role in one's life as well as in his/her personal relationships with society in general and pupils with ID in particular. Social skills are revealed through ethical standards, personal qualities, behavior and habits of each individual. At elementary school age, students shape their personality values, nourish their dreams, curiosity and eagerness to explore the world. However, they have insufficient social knowledge, living experience so often misbehave. Pupils with ID, due to their inborn defects, face even more difficulties in their lives. Being not given living and social skills, they are more likely to develop in the negative way with violent behaviors and deviant personalities.

The goal of inclusive education for pupils with disabilities is to provide them with opportunities to go to school where they study, play, get socialized. However, to be able to integrate into community, pupils with ID are required to have basic social skills, helping develop their confidence in the learning environment. Therefore, developing social skills for this group of students is one of the most important jobs. For grade 1 pupils, this may be the top priority compared with other goals.

Theoretically and practically, there is a need to further study inclusive education and development of social skills for ID pupils, in particular. Addressing this goal, the thesis is named: "*Educating social skills for first-grade pupils with intellectual disabilities in inclusive schools.*"

## 2. Purpose of the study

To propose measures to develop social skills for first-grade pupils with ID in primary inclusive schools, facilitating their efficient learning and integration into society.

### **3. Research population and focus of the study**

- *Research population*: Educational activities for first-grade pupils with ID in primary inclusive schools.

- *Research focus*: Measures to develop social skills for first-grade pupils with ID in primary inclusive schools.

### **4. Scientific hypothesis**

First-grade pupils with ID, due to their inborn defects and objective factors (lack of attention, appropriate lessons, etc.), have limited social skills in terms of both quantity and quality. Therefore, it is important to identify certain appropriate social skills needed to assist students with ID in learning and integrating, as well as to conduct comprehensive educational measures to achieve the given goals.

### **5. Research tasks**

5.1. To study basic theories of social skills education for first-grade pupils with ID in inclusive schools

5.2. To analyze and assess the practical condition of both social skills of first-grade pupils with ID and social skill teaching for first-grade pupils with ID in inclusive schools.

5.3. To propose and conduct pilot social skill teaching measures for first-grade pupils with ID in inclusive schools.

### **6. Scope of the study**

#### *6.1. Sample*

The dissertation is conducted on 35 first-grade pupils with ID and 56 teachers in 4 primary schools.

#### *6.2. Scope of study sites*

The study sites include 4 inclusive schools in Hanoi and mountainous provinces of Ha Giang.

Pilot pedagogical measures were carried out on 3 pupils with ID of inclusive schools in Hanoi.

### **7. Methodology and methods**

#### *7.1. Research methodology*

Target approach, process approach, holistic approach, integration approach and individual approach.

## *7.2. Specific research methods*

Methods of theoretical research, investigations, observations, experts, multiple choice methods, mathematical and statistical methods.

## **8. Research arguments**

Pupils with ID, like other children, have certain abilities and needs and should be educated; Social skills lay a foundation for students to learn and develop other skills. Development of social skills for pupils with ID in primary schools should be specific in terms of objectives, contents, forms and procedures.

Analysis and assessment of social skills of first-grade pupils with ID in inclusive schools and social skills education in inclusion primary schools act as the basis for measures suitable to both the students and practical conditions of education. It is important to apply comprehensive and flexible measures to do the job.

## **9. Contributions of the dissertation**

### *9.1. In theory:*

The dissertation systematized, supplemented and refreshed the current theoretical background on social skills education for pupils with ID in inclusive class, including system of concepts, measures of basic social skills education in inclusive schools and factors influencing the development of social skills for first-grade pupils in inclusive schools.

### *9.2. In practice:*

The dissertation analyzed and assessed the status of educating social skills for first-grade pupils with ID, using an evaluation scale built designed for ID pupils exclusively with 30 criteria. This is based on the study of social skills education for grade 1 pupils with ID in Hanoi and Ha Giang Province;

The 5 suggested measures of social education for first - grade pupils with ID in primary inclusive schools and the experiment on 03 others showed the feasibility and effectiveness of the work. This serves as a good reference source for both teachers and parents in educating pupils with ID in family as well as in community.

## **10. Structure of the dissertation**

Chapter 1: Theoretical foundation of social skills education for first – grade pupils with intellectual disabilities in inclusive schools.

Chapter 2: Current status of social skills education for first – grade pupils with intellectual disabilities in inclusive schools.

Chapter 3: Proposing and experimenting measures of social skills education for first – grade pupils with intellectual disabilities in inclusive schools.

## CHAPTER 1

# THEORETICAL FOUNDATION OF SOCIAL SKILLS EDUCATION FOR FIRST - GRADE PUPILS WITH INTELLECTUAL DISABILITIES IN INCLUSIVE SCHOOL

### 1.1. Overview of the research problem

#### 1.1.1. *In the world*

##### 1.1.1.1. *First direction: Studies related to the term "social skills"*

There are a number of world studies that deal with the concept and definition of social skills, including "*Social Behavior and Skills in Children*" by Gresham & Elliott (1990), who said that all the skills that help individuals adapt to the challenges of life are social skills; By Hill M. Walker (1983), in his work "*The Social Skills Curriculum*", recognized the nature of social skills of an individual as his/her social capability; Bandura (1977), in "*Social Learning Theory*" defined social skills from in behavioral view; Parker & Asher (1987), in "*Peer Relations and Later Personal Adjustment: Are low-accepted children at risk*" defined social skills from educational view; Vugotsky, in "*Mind in society: the development of high mental process*" refers to the social skills of ID pupils.

The term "social skill" is increasingly in used in both in life and education. However, the term is described differently. Choosing the appropriate concept in education may have great impacts on enhancing social skills education for every ID pupil, which is the focus of the dissertation.

The above mentioned studies with theoretical significance also help the development of contents and methods of social skills education for pupils with disabilities. However, the goal of general education has been transferred from providing knowledge to developing necessary capacity for learners. This requires learners, including pupils with ID, to have social skills to perform such activities as group-work and other practical skills.

##### 1.1.1.2. *Second direction: Research on social skills assessment*

Gresham & Elliott (1990), with *Social Skills Rating System* (SSRS), made an attempt to assess social adaptability on the basis of basic sociological assessment. Social skills assessment is mentioned among the tools for assessing children's developmental areas such as Questionnaire (ASQ-3), Checklist, Denver-II, Wics-IV.,

Viland II, Pep-R, etc. These tools listed social skills needed by an individual, including imitation skills, language identification and communication skills, interpersonal communication skills.

#### *1.1.1.3. Third direction: Studies on social skills education*

A large number of authors paid attention to research on general skills education and social skills education in particular. Examples are Lorimer, Simpson, Myles and Ganz, (2002) with Social Stories. In 1990, Gresham launched a framework program on social skills education which he described as a daily strategy.

Among other studies of social skills education for pupils with disabilities also are Guralnick (1990) and Kraijer (2000), who suggested giving priority to social skills development for pupils with disabilities rather than other objectives as limited social skills prevent them from learning. Developing social skills and capacity to get engaged in social relationships for pupils with disabilities is what educators need to focus on.

Chong Jia Yin and Li Jen Yi (2010), who studied social skills education in inclusive education environment in '*Peer-Mediated Social Interaction Skills*' indicated that pupils with disabilities really need guidance to learn social skills. The study surveyed differences in social skills between pupils with disabilities in and outside schools (*inclusive education*).

### **1.1.2. In Vietnam**

#### *1.1.2.1. Studies related to the concept of social skills*

In Vietnam, since 1996 there have been a number of studies on skills including soft skills, life skills and social skills education. Nguyen Thanh Binh (2000) in '*Life skills education*' argued that social skills is a group of life skills among cognitive emotional skills; Nguyen Cong Khanh (2006) in '*Social Intelligence*' suggested that social intelligence indicators have a direct relationship with social status of each individual; Ta Thi Ngoc Thanh (2010) defines social skills as mental skills or psycho-social skills that help individuals survive and adapt in social life.

#### *1.1.2.2. Studies related to social skills education*

In a study under the Ministry of Education and Training's project "*Enhancing school readiness for preschoolers*" (2012), researchers identify emotional, social skills development as an important premise for the child's learning and overall

development. Emotional and social abilities are closely linked to academic performance, serving as profound foundation for cognitive development of children.

Ta Thi Ngoc Thanh (2010)'s with her study '*Social skills of elementary school children*', shows that all children, not only those with ID, will greatly benefit from being given social skills education rather than spontaneous learning. In addition, social skills are not easy to learn. Some children are limited in learning certain social skills, so time is required.

#### *1.1.2.3. Studies related to social skills education for pupils with disabilities*

In Vietnam, there are a number of studies of skills education for pupils with disabilities, including Nguyen Thi Thanh (2014) with communication skills education for autistic children, Do Thi Thanh Thuy (2015) with social interaction skills education for blind pupils. Among researchers in social skills education is Nguyen Van Dinh (2005), who studies measures to develop social skills for children with mental retardation and some others with studies on adaptive behavioral intervention for pupils with disabilities.

Thus, being given little attention, studies on social skills education in Vietnam are not sufficient despite the importance of the field. There have been few studies on either disabled pupils education or social skills education for grade 1 pupils with ID in inclusive schools.

## **1.2. Pupils with intellectual disabilities and social characteristics of first-grade pupils with intellectual disabilities.**

### ***1.2.1. Concept of intellectual disability***

#### *1.2.1.1. Concept of intellectual disability in view of IQ indicators*

*1.2.1.2. Concept of intellectual disability based on defects in ability to regulate society*

*1.2.1.3. Concept of intellectual disability according to causes of intellectual disabilities*

#### *1.2.1.4. Concept of intellectual disability by DSM-5 (2013)*

According to DSM-5, ID is a disorder that occurs throughout the development process, including the lack of both mental and functional adaptability in terms of concept in social and practical areas. The concept must have 3 criteria: intellectual function, adaptive behavior and disability that occur during development.

## ***1.2.2. Physiological features of first-grade pupils with intellectual disabilities in inclusive schools.***

### *1.2.2.1. Mobility features*

### *1.2.2.2. Cognitive performance features*

### *1.2.2.3. Features of language communication*

### *1.2.2.4. Emotional, social features*

### *1.2.2.5. Features of behavior*

## ***1.2.3. Inclusive education model***

### *1.2.3.1. Definition of inclusive education*

Inclusive education is a form of education in which children with disabilities learn together with their friends in school or in their residence. Inclusive education is considered to be the more useful for pupils with disabilities in learning social skills than specialized education or integrated education (only children with disabilities interact with each other).

### *1.2.3.2. Offering inclusive education for pupils with ID in primary schools*

- Developing an individualized education plan
- Adjusting program
- Assessing learning outcomes

## **1.3. Social skills and social skill characteristics of first-grade pupils with intellectual disability in inclusive schools.**

### ***1.3.1. Definition of social skill***

There exist different views on the concept of social skills in both in and beyond Vietnam. The author of the dissertation, based on the cultural environment objects of research in the thesis, adopts the concept: *Social skill is the ability to complete tasks in interaction activities with other people in the daily living environment.*

### ***1.3.2. Some social skills of first-grade pupils with ID in inclusive schools***

With development characteristics of primary school pupils with ID and features of inclusive educational environment as well as grade 1 environment, grade 1 pupils with ID need the following social skills for their effective study and integration with friends and teachers: 1) compliance skills; 3) behavior controlling skills; 4) communication skills; 5) Problem solving skills.

### ***1.3.3. Stages of social skills formation***

The Center for Special Education Research (2006), inheriting views on the formation and development of social skills suggested by different researchers describes a process of formation and development of social skills consisting of four stages: 1) Reception; 2) Maintenance; 3) Mature and 4) Flexible.

## **1.4. Social skills education for of first-grade pupils with ID in inclusive schools**

### ***1.4.1. Definition of social skills education***

Social skills are formed through developing of positive behavioral patterns and changing negative habits, aiming to help learners acquire appropriate knowledge, values, attitudes and skills. Therefore, social skills should be formed for the pupils in a specific way - that is education.

### ***1.4.2. Some approaches in social skills education for pupils with ID***

*1.4.2.1. Psychological theory of learning society*

*1.4.2.2. Behavior theory with the formation of social skills for pupils with ID*

*1.4.2.4. Some rules in psychology*

### ***1.4.3. Meanings, goals of social skills education for first-grade pupils with ID in inclusive schools.***

*1.4.3.1. Meanings*

*1.4.3.2. Goals*

### ***1.4.4. Contents of social skills education for first-grade pupils with ID in inclusive schools.***

- Teach appropriate social skills: Teaching necessary social skills in school, suitable to the development characteristics of pupils with ID.

- Reduce or eliminate inappropriate behaviors.

### ***1.4.5. Measures and forms of social skills education for first-grade pupils with ID in inclusive schools.***

*1.4.5.1. Measures of social skills education*

Measures of social skills education for pupils with ID are ways to produce educational on the pupils in order to help them to establish and maintain appropriate social relationships, limit abnormal behaviors and follow social standards.

*1.4.5.2. Ways of social skills education for first-grade pupils with ID in inclusive schools.*

Teaching social skills: The social skills being assessed and targeted to pupils with ID are those absent in the pupils. The target is development of absent social skills and enhancement of formed ones, limit of negative behaviors.

- Organizing activities for contact with community for pupils with ID.

- Organizing activities at home to develop the interaction between pupils with ID and their family members: grandfather, grandfather, mother, brother, sister and etc., using household items.

- Engaging different social forces in in education for development of social skills pupils with ID.

*1.4.5.3. Forms of social skills education for first-grade pupils with ID in inclusive schools.*

- Individual form

- Group form

- Team form

***1.4.6. Assessing the social skills for first-grade pupils with ID in inclusive schools.***

*1.4.6.1. Methods of assessing social skills of pupils with ID*

*1.4.6.2. Criteria for assessing social skills of pupils with ID*

***1.4.7. Educational forces engaged first-grade pupils with ID in inclusive schools.***

*1.4.7.1. Teacher*

*1.4.7.2. Pupil*

*1.4.7.3. Family*

***1.5. Factors affecting social skills education for first-grade pupils with ID in inclusive schools.***

***1.5.1. Guidance from education management levels***

***1.5.2. Family***

***1.5.3. School (inclusive school)***

***1.5.4. Community***

## ***Conclusion of Chapter 1***

1. Education of social skills is a main goal of education for of pupils with ID. Due to their inborn defects, pupils with ID have social skills formed later than common pupils. Therefore, these pupils often have difficulty in acquiring life skills and other social skills, which exists throughout the development.

2. The development of social skills of pupils with ID is influenced by a number of factors: genetic, environmental, family, school, community and factors from the pupils themselves. Inclusive school is the best place for the pupils to learn and perform social skills naturally.

3. The organization of activities aimed at development of social skills for pupils with ID needs to be studied in detail in accordance with reality, taking into account their characteristics (grade, capability, demand, hobby, etc.) and also features of integration class activities in school supported by environment factor, techniques and methods used and active interaction among the pupils in the process of teaching.

4. In order to give social skills education into grade 1 pupils with ID, further studies are needed with suggested contents, ways and conditions of social skills education.

## **CHAPTER 2**

### **CURRENT SITUATION OF SOCIAL SKILLS EDUCATION FOR FIRST - GRADE PUPILS WITH INTELLECTUAL DISABILITIES IN INCLUSIVE SCHOOL**

#### **2.1. Overview of inclusive education for pupils with disabilities in the study sites**

#### **2.2. Conducting a survey and evaluating the situation**

##### ***2.2.1. Purpose of the survey***

To identify social skills of first-grade pupils with ID in a primary inclusive schools, teachers' awareness about the importance of social skills education for first-grade pupils with ID and measures taken by teachers to give social skills education for grade 1 pupils with ID.

### **2.2.2. Survey content**

- Content 1: Assessing inclusive education for pupils with disabilities in the study sites.
- Content 2: Evaluating the current state of social skills education for inclusive education for pupils with disabilities.

### **2.2.3. Survey methods**

- Questionnaire survey
- Multiple choices
- Pedagogical observation
- Interview

### **2.2.4. Survey tools**

#### *2.2.4.1. Assessment scale of social skills for first-grade pupils with intellectual disability in primary inclusive schools*

An assessment scale of social skills for first-grade pupils with intellectual disability in primary inclusive schools has been built and tested by the author. The scale after being tested and confirmed for reliability will evaluate 5 skill groups with 30 sub-skills.

#### *2.2.4.2. Other survey tools*

- Questionnaire, including ballot papers for the teachers; Interview questionnaires for managers, teachers and parents; Observation sheets.
- Color Raven Tests and Adaptive Behavior Scale ABS - S: 2

### **2.2.5. Research sample**

*2.2.5.1. Teachers:* 56 teachers teaching social skills for first-grade pupils with ID in study sites

*2.2.5.2. Pupils:* 35 first-grade pupils with intellectual disability in the 4 primary inclusive schools

### **2.2.6. Ways of conducting survey**

### **2.2.7. Processing survey data**

## 2.3. Survey assessment results

### 2.3.1. The status of social skills for first-grade pupils with intellectual disability in primary inclusive schools

#### 2.3.1.1. Results of assessment of first-grade pupils with intellectual disability in primary inclusive schools

Table 2.6. Assessment results of 5 groups of social skills of first-grade pupils with intellectual disability in primary inclusive schools

No	Skill group	Highest score	Lowest score	Average score	Standard deviation
1	Help seeking	1.83	2.46	2.24	0.764
2	Compliance	2.24	2.56	2.33	0.726
3	Behavioral controlling	1.64	2.64	2.33	0.689
4	Communication	1.92	2.82	2.18	0.782
5	Problem solving	1.51	2.71	1.96	0.758

With the scale, the survey results are as follows: 7/30 social skills of pupils with ID are good, 15/30 social skills achieve average level and 8/30 social skills stay weak. This can be seen positive as top priority is given to forming basic life and social skills for their independent living and integration into community.

#### 2.3.1.2. Comparing social skills of pupils with ID in Hanoi and Ha Giang Province

To identify the correlation between 2 independent groups of social skills development of first-grade pupils with intellectual disability in primary inclusive schools in Hanoi and Ha Giang Province, SPSS software is used to process data and look for Sig. 2-tailed. In case the index is greater than or equal to 0.5, there is no difference between the two groups. The results show that most of the 2-tailed of 30 social skills surveyed in Hanoi and Ha Giang Province are worth 0.5, meaning a little difference in the level of social skills of the pupils with ID in the mentioned sites.

### 2.3.2. Teachers' assessment of ability to learn social skills by first-grade pupils with ID in primary inclusive schools

Actually, as the survey results show, most of the teachers do not know or have not learned about the pupils' ability and their needs, strengths and limitations. At the same time, no teachers' trust is shown in their pupils' ability to engage in integration.

The teachers still see more constraints and difficulties than the pupils' ability and needs. The pupils are described having problems in getting knowledge and skills, in observing school rules and are reported as being unable to seek help with inappropriate behaviors.

**2.3.3. Current situation of social skills education for first-grade pupils with ID in primary inclusive schools**

*2.3.2.1. Content and time of social skills education for first-grade pupils with ID in primary inclusive schools*

- Contents: Many teachers regularly teach compliance skill group (78.9%) and behavioral controlling skill group (84.2%). This is attributed to characteristics of grade 1 pupils with ID who are not often aware of school regulations, having even free activities in class while teachers are working.

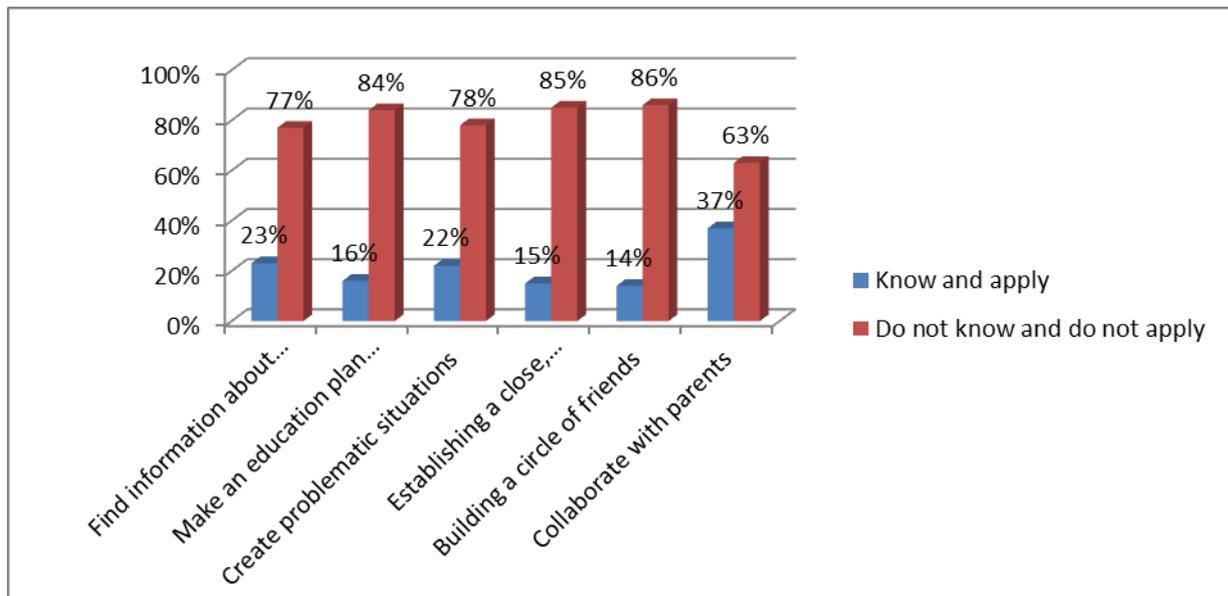
- Time of social skills teaching

**Table 2.13. Time of teaching social skills for first-grade pupils with ID in primary inclusive schools**

<b>Time of teaching social skills</b>	<b>Number</b>	<b>Percentage</b>
During whole class lessons	49	87.50
During break time	3	5.35
During private lessons	7	12.50

Teaching social skills during whole class lessons in school timetable has the highest rate: 49/56 teachers (87.5%). Only 7/56 teachers give social skills lessons in private classes. This model can only be held in Binh Minh primary school as the school has some assistant teachers ready to help.

*2.3.2.2. Survey results of measures used by teachers to educate social skills for first-grade pupils with ID in primary inclusive schools*



**Figure 2.4. Level of teachers' awareness and application of measures of some social skills education**

In general, the application of measures of social skills education is very poor with the majority of form teachers who do not know and do not apply social skills education methods for the pupils with ID in their classes (over 50% in all measures). The application of measures is also proportional to their knowledge of the field.

*2.3.2.3. Cooperation between forces participating in social skills education for first-grade pupils with ID in primary inclusive schools*

There is a weak cooperation among teachers, administrators, assistant teachers, team leader and parents in in planning, conducting and assessing social skills education for first-grade pupils with ID in primary inclusive schools. Any cooperation is hardly seen among form teachers, community and parents during the work.

*2.3.2.4. Evaluation of social skills education results of grade 1 pupils with ID in primary inclusive schools*

**Table 2.5. Evaluation of social skills education results for grade 1 pupils with ID in primary inclusive schools**

No	Examination and assessment	Performed		Efficiency	
		Yes	No	Yes	No
1	Defining test content	18/56	33/56	15/56	32/56
2	Identifying test methods	25/56	27/56	25/56	23/56
3	Defining evaluation criteria	12/56	39/56	11/56	43/56
4	Making periodic reviews	37/56	18/56	35/56	18/56
5	Making remarks, reviews and drawing experiences	32/56	23/56	29/56	22/56

Assessment of learning social skills of pupils with ID in primary schools focuses mainly on assessing attitudes, skills and behaviors the pupils show in real or simulated situation of life. This includes both process and final assessment through comments and rating.

#### *2.3.2.5. Factors influencing social skills education of first-grade pupils with ID in primary inclusive schools*

According to 56 teacher participants, social skills of pupils with ID are influenced by many factors such as peer relationships, impact from teachers, intellectual development, characteristics of physiological development and personal activities...

#### *2.3.2.6. Advantages and disadvantages of teachers in social skills education of first-grade pupils with ID in primary inclusive schools*

- Advantages: As the teachers said, they are paid attention by school management board although social skills education for pupils with ID is not a separate subject. The pupils are treated with fairness and help without discrimination. Given an inclusive education environment, pupils with ID have opportunities to learn social skills through imitation of good behaviors from friends around, which makes it a favorable environment for pupils with ID to practice social skills they learn.

- Difficulties: A great number of difficulties from of the pupils, schools and teachers still exist. A big problem is absence of knowledge of social skills education for pupils with ID among teachers. This is because most teachers have not been trained in inclusive education for pupils with ID and do not have enough time to study social skills education for pupils with ID. Besides, social skills education is not considered a separate subject in school schedule given overcrowded class with 40 to 50 pupils.

## ***Conclusion of Chapter 2***

### *Regarding social skills of pupils with ID*

The assessment sheets used to evaluate social skills of 35 pupils with ID in primary inclusive schools in Hanoi and Ha Giang Province show their limited social skills, especially in 2 areas: solving problem (having difficulty in solving problem - 1.51; pausing to think when encountering problems - 1.54; adjusting behaviors when others are dissatisfied - 1.77) and conducting communication (being active in conversations -1.89; Using appropriate language -1.92); Only 8 of the 30 indicators in

the five areas are rated at a moderate level (wondered and agreed). There is hardly any gap of social skills between the pupils in Hanoi and Ha Giang Province. The percentage of pupils capable of performing social skills is very low with the opposite rate of pupils unable to do so. This has negative impact on the goal: helping pupils with ID live independently and integrate into community.

#### *Regarding social skills education*

The teachers have not been trained in special education so their teaching is based mainly on experience. They have a number of limitations in recognizing the education, identifying the pupils' strengths and weaknesses, priority issues and making plans for social skills education for pupils with ID.

In terms of contents of teaching social skills, the teachers focus only on compliance, behavior controlling and help seeking skills; Social skills education is carried out mainly during general class lesson and, to an extent, during time breaks with little and unattractive practice activities; The new teaching methods are merely used for family coordination, finding out causes of disability rather than for building a circle of peer pupils, enhancing interaction among pupils and pupils, pupils and teachers, building a plan to create situations for developing skills and promoting strength of inclusive environment of common pupils and pupils with disability.

## **CHAPTER 3**

### **PROPOSING AND EXPERIMENTING MEASURES OF SOCIAL SKILLS EDUCATION FOR FIRST - GRADE PUPILS WITH INTELLECTUAL DISABILITIES IN INCLUSIVE SCHOOLS**

#### **3.1. Principles of proposing measures**

##### ***3.1.1. Principle of ensuring target***

##### ***3.1.2. Principle of ensuring integrity***

##### ***3.1.3. Principle of ensuring systematic integrity***

##### ***3.1.4. Principle of ensuring feasibility***

##### ***3.1.5. The principle of ensuring identity of inclusive education***

##### ***3.1.6. The principle of individualization***

#### **3.2. Some measures of social skills education for first-grade pupils with intellectual disabilities in primary inclusive schools**

Based on the theory and reality of social skills education for first-grade pupils with intellectual disabilities in primary inclusive schools, 5 groups of measures of social skills education for the pupils are proposed:

- Preparing conditions for conducting social skills education: 02 measures
- Identifying targets of social skills education: 01 measure
- Planning social science education: 01 measure
- Conducting social education: 06 measures
- Enhancing cooperation among forces in social skills education: 02 measures

### ***3.2.1. Measures to prepare conditions for implementing social skills education***

*3.2.1.1. Training and retraining teachers in social skills education for first-grade pupils with ID in primary inclusive schools*

*3.2.1.2. Creating a friendly classroom environment and interacting actively with pupils with ID*

***3.2.2. Defining goals of social skills education for first-grade pupils with ID in primary inclusive schools***

***3.2.3. Developing social skills education plan for first-grade pupils with ID in primary inclusive schools***

***3.2.4. Conducting social skills education for first-grade pupils with ID in primary inclusive schools***

*3.2.4.1. Conducting social skills education for first-grade pupils with ID in primary inclusive schools through integrated teaching activities*

*3.2.4.2. Presenting model and action of social skills for first-grade pupils with ID in primary inclusive schools*

*3.2.4.3. Educating social skills through social stories*

*3.2.4.4. Educating social skills through game and play*

*3.2.4.5. Educating social skills through practical situations*

*3.2.5.6. Educating social skills education through group activities*

***3.2.5. Enhancing coordination among forces in the process of social skills education for pupils with ID.***

*3.2.5.1. Combining the family and school in the social education for first-grade pupils with ID in primary inclusive schools*

*3.2.5.2. Building up a circle of friends to educate social skills for first-grade pupils with ID in primary inclusive schools*

### **3.3. Relationship among measures of social skills education for first-grade pupils with ID in primary inclusive schools**

Measures of social skills education have mutual relations, existing in a whole body and supporting each other. Preparation of conditions for implementing social skills education is an important step towards effective social skills education for pupils with ID, better coordination among educational forces, more attention to the pupils which would enable them to learn social skills in different environments.

The distribution of measures of social skills education in social skills education for pupils with ID would serve for convenient and clear research process. In fact, it is difficult to distinguish between measures in the course.

### **3.4. Experimental measures of social skills education for first-grade pupils with ID in primary inclusive schools**

#### ***3.4.1. Organizing experiments***

##### *3.4.1.1. Purpose of experiment*

Applying some of the suggested measures to teach ‘communication skills’ to 3 pupils with ID in a primary inclusive school to test the effectiveness and feasibility of these measures in educational practice.

##### *3.4.1.2. Population and site of experiment*

Experiments were conducted on 3 first-grade pupils with ID at primary inclusive schools, who were selected among a group of 30 pupils with ID during the field survey. The 3 pupils with ID were then determined with level of their ID and level of their social skills based on standardized tests and scales.

##### *3.4.1.3. Collecting information and composing personal profile*

Collecting information of pupils with ID: level of ID, level of developed cativity areas, level of social skills and family information related to pupils with ID, information on early intervention.

##### *3.4.1.4. Providing professional training for teacher participants*

##### *3.4.1.5. Making detailed experimental plan*

##### *3.4.1.6. Making pre-experimental evaluation*

Using Raven color test to examine the IQ of 3 students with ID participating in the experiment; Using ABS-S: 2 behavioral adaptation bar to evaluate behavioral adaptation level in each specific area for the 3 pupils, using results of the assessment and making a clear analysis of social skills status of the 3 pupils.

#### 3.4.1.7. Making post-experimental evaluation

Using questionnaire and interview sheets for teachers in charge of inclusive education, using scale of social skills assessment for primary school pupils after 3 tests, determining development of social skills of pupils with ID with 4 levels of performing social skills: 1- never, 2- Scaresly, 3- Sotimes, and 4- Often.

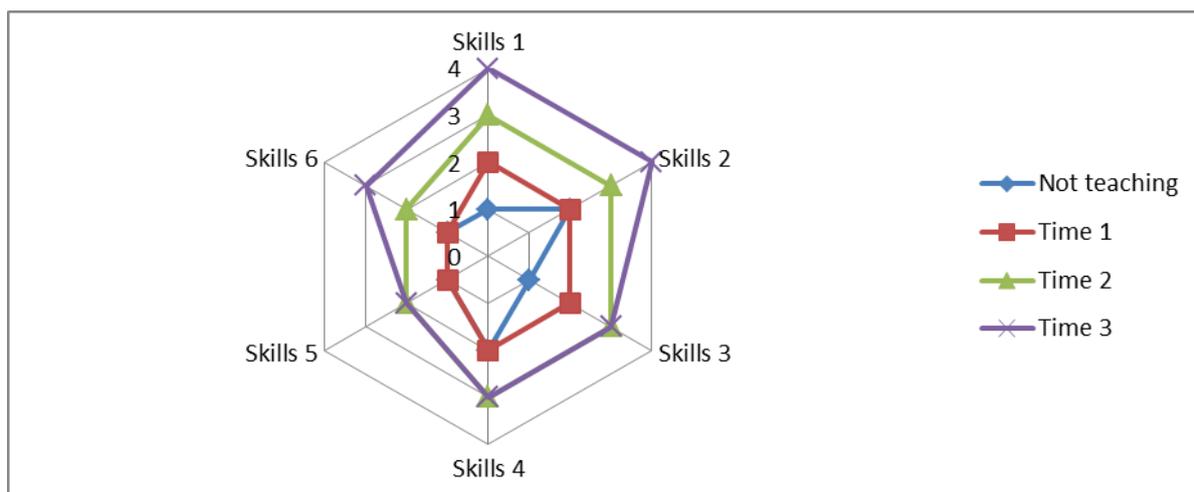
#### 3.4.1.8. Handling results of experiment and analyzing results

Experimental group communication skills include 6 subskills with a score scale of 1 to 4 in use and shown in 3 experimental assessments. Following the 3 experiments, SPSS software is used to verify the reliability of the experimental results.

### 3.4.2. Experimental results

#### 3.4.5.1. Case 1: HS KT1 (7 years old)

HS KT1 is a member of class 1A1 at Binh Minh Primary School. HS KT1's parents are office workers and civil servants whose family is pretty well off, thus, HS KT1 is well looked after. HS KT1 has never been sent to any center for early intervention. IQ Score: 65 (low ID).



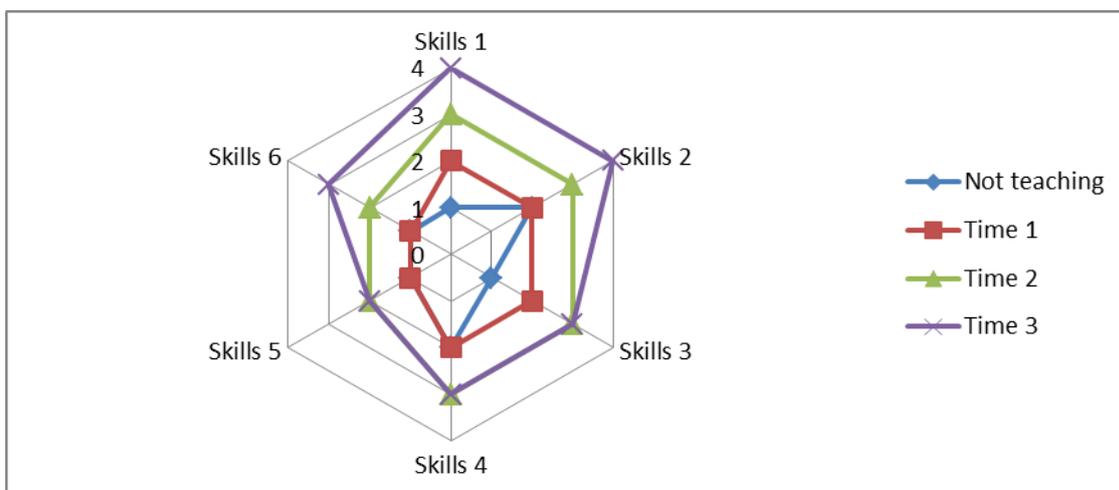
(Note: 1: Never; 2: Rarely 3: Occasionally 4: Frequently)

Figure 3.3. Communication skill level of HS KT1 after 3 experiments

After each practice, HS KT1 made significant progress in communication skills, with the most considerable change being in skills 2 (attentive listening), skill 4 (using gestures) and skill 6 (saying thank you words); After the 5-month experiment, this pupil's frequency of using these 3 skills changed from 'rarely' to 'regularly'.

#### 3.4.5.2. Case 2: HS KT2 (8 years old)

HS KT2 is in grade 1A3 at Binh Minh Primary School. HS KT2 has good physical condition and is the first child in the family. HS KT2 received early intervention at Central Pedagogical College, afterwards, HS KT2 got better so their parents sent them to a primary inclusive school; IQ Score: 57 (average ID).



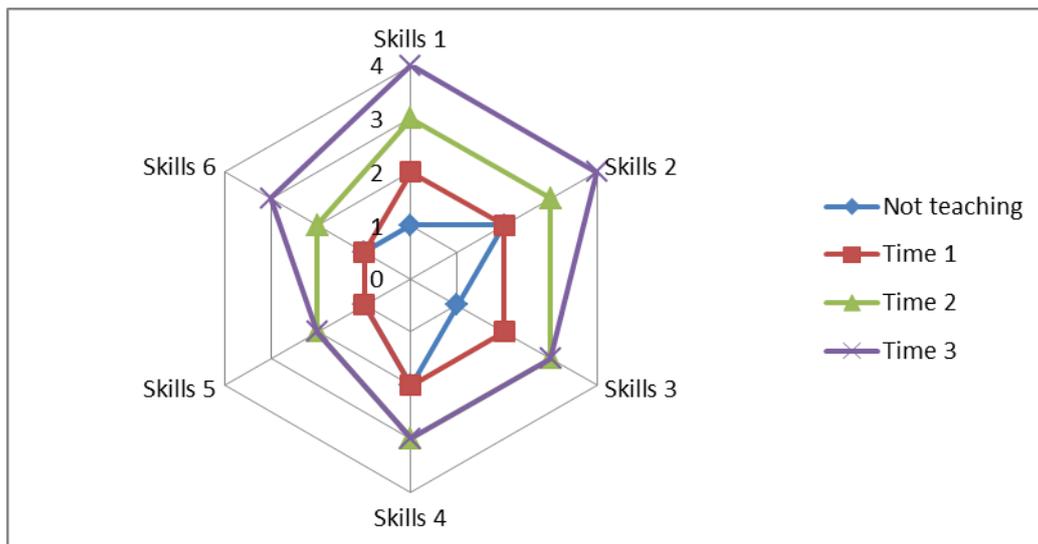
(Note: 1: Never; 2: Rarely 3: Occasionally 4: Frequently)

**Figure 3.5. Communication skill level of HS KT2 after 3 experiments**

The 3 experiments show that there was a clear improvement in skill 2 (attentive listening during communication with others) after each experiment. In particular, the frequency of HS KT2's demonstration of attentive listening during communication was rarely, occasionally and frequently after the first, second and third experiment, respectively. At the same time, skill 1 and skill 4 were also used on a regular basis.

#### 3.4.5.3. Case 3: HS KT3 (7 years old)

HS KT3 is 7 years old, currently in grade 1A2 at Binh Minh Primary School. HS KT3 is very stubborn as spoiled by family. HS KT3 has a loss of appetite and often teases the classmates during class. HS KT3 has not participated in any intervention program at any center but received personal interventions at home with a teacher in about 3 hours per week. IQ Score: 54 (average ID).



(Note: 1: Never; 2: Rarely 3: Occasionally 4: Frequently)

Figure 3.7. *Communication skill level of pupil KT3 after 3 experiments*

Figure 3.7 shows that there were considerable changes in skill 1, skill 2 and skill 6 after each experiment, which means that the HS KT3 achieved great progress in demonstrating skill 1 (greetings), skill 2 (attentive listening) and skill 6 (using non-verbal communication). HS KT3's remaining communication skills also improved at a certain level after the three experiments.

### 3.4.6. Discussion of the experimental results

It can be said that the objective of the experiments was achieved as the application of proposed measures to teach social skills for pupils with ID was successful among 3 first-grade pupils with ID who were learning to integrate.

There were considerable differences between the post-experiment and the pre-experiment average scores of all six skills. However, the difference between the pre-experiment and post-experiment scores of each skill is uneven. In particular, those of such skills as 'using appropriate language in communication' and 'using non-verbal communication' were pretty small.

Each pupil with ID has their own psychological features and development. In general, among 6 communication skills of pupils with ID, 'actively greeting when meeting acquaintances', 'listening attentively when communicating' and 'being active in communication' seemed better than the other 3 skill groups, including 'saying thanks', 'using proper language' and 'using elements of non-verbal communication'.

### ***Conclusion of Chapter 3***

Measures of social skills education for first-grade pupils with ID in primary inclusive schools are proposed based on the viewpoint of combining components of social skills education with the abilities and needs of pupils with ID; overall and personal viewpoints.

Measures of social skills education for first-grade pupils with ID in primary inclusive schools are divided into three groups: measures to prepare conditions for implementing social skills education; measures to develop social skills; measures to strengthen the coordination among educational forces during the process of teaching social skills for pupils with ID.

The experimental research on the feasibility of measures of social skills education was conducted on 3 first-grade pupils with ID in Binh Minh primary school, Hanoi. After the 5-month experimentation, the monthly evaluation showed that 3/3 pupils with ID made progress in communication skills.

## **CONCLUSION AND RECOMMENDATIONS**

### **1. Conclusion**

Intellectual disability is a common form of disability in Vietnam; students with ID have  $IQ \leq 70$  have limited living and social skills that exist throughout their development process. Restrictions on social skills prevent students from attending schools, living independently at home and integrating into the community.

The research on and introduction of measures of social skills education for grade 1 pupils with ID in inclusive environment are based on characteristics of pupils with ID, the organization of daily activities in primary schools, the impacts of all students in integration class and personal support, active interaction between pupils themselves and between teachers and pupils.

In order to implement effectively 11 measures of social skills education, teachers need to clearly understand the objectives, contents and ways of implementing each measure; simultaneously, to flexibly adopt and combine measures of social skills education in the process of educating social skills for pupils with ID.

## **2. Recommendations**

Primary inclusive schools should provide support for teachers teaching classes having pupils with ID in general and pupils with ID in particular, offer training courses to equip teachers with knowledge, skills and teaching methods.

Administrators of primary inclusive schools should be aware of the importance of developing and practicing social skills for students in general and pupils with ID in particular.

Form teachers should be aware of the importance of developing and practicing social skills for pupils with ID; have frequent exchanges with parents, colleagues to innovate teaching methods to promote students' activeness as well as allow students to practice social skills during class.

In order to help pupils with ID effectively learn to integrate, it is necessary to have individual support from teachers in the classroom or assistance in daily activities during first few days in primary inclusive schools.

## LIST OF PUBLISHED ARTICLES

- 1) Nguyen Van Hung (2014), *Educating social skills for children with intellectual disabilities in the early primary school*, Journal of Educational, August 2014;
- 2) Nguyen Van Hung (2014), *Identification, discriminate children with intellectual disabilities and learning disabilities*, Ho Chi Minh City National University Press, November 2014
- 3) Nguyen Van Hung (2015), *Social skills of children with intellectual disabilities at the beging of primary school*, Journal of Educational Sciences, January 2015;
- 4) Nguyen Van Hung (2015), *Elements influenced on the development of social skills of early primary school*, Teachers of Vietnam Magazine, March 2015
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- 8) Nguyen Van Hung (2016), *Conditions to ensure the quality of inclusive eduacation in Ha Giang Province, Vietnam*, Journal of Educational Sciences, November 2016