

# Mid-term Assessment of a Sport Socialization Intervention Programme(SSIP) On Social Skill Learning among Children With Intellectual Disability in Kakamega, Kenya

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# Introduction

- ❑ Effect of disability on social skill learning
- ❑ Gaps in research studies (Bukhala2012; Brooks 2013 & Klavina, Radionova 2016)
- ❑ Opportunities for socialization through physical activities not documented in Kenya
  - ❑ Limited PA opportunities
  - ❑ Teachers lack information
  - ❑ Parent involvement limited

# Objectives of the study

## To determine:

- ☐ Current social behavior functioning levels of participants before intervention
- ☐ Impact of PA socialization intervention programme(SSIP) on social behavior
- ☐ Impact of a socialization intervention program on adaptive behavior levels of study participants

# Methodology

- ❑ **Study sample:** Purposive-8 subjects(4 Boys & 4 Girls)
  
- ❑ **Study design:** Single Subject Design(SSD)-ABA
  - A1**-Baseline(2weeks)
  - B**- Treatment (8 weeks)
  - A2**-Termination of treatment (2 weeks)
  
- ❑ Records from the EARC used for to confirm presence and level of ID for inclusion

# Cont'd (measurement variables)

## ☐ Independent Variables

- ❖ Demographic characteristics
- ❖ Participation in SSIP

## ☐ Dependent Variables

- ❖ Social skill functioning
- ❖ Adaptive Behavior Functioning

☐ **Inclusion criteria:** ambulatory & follow instructions

# Methodology

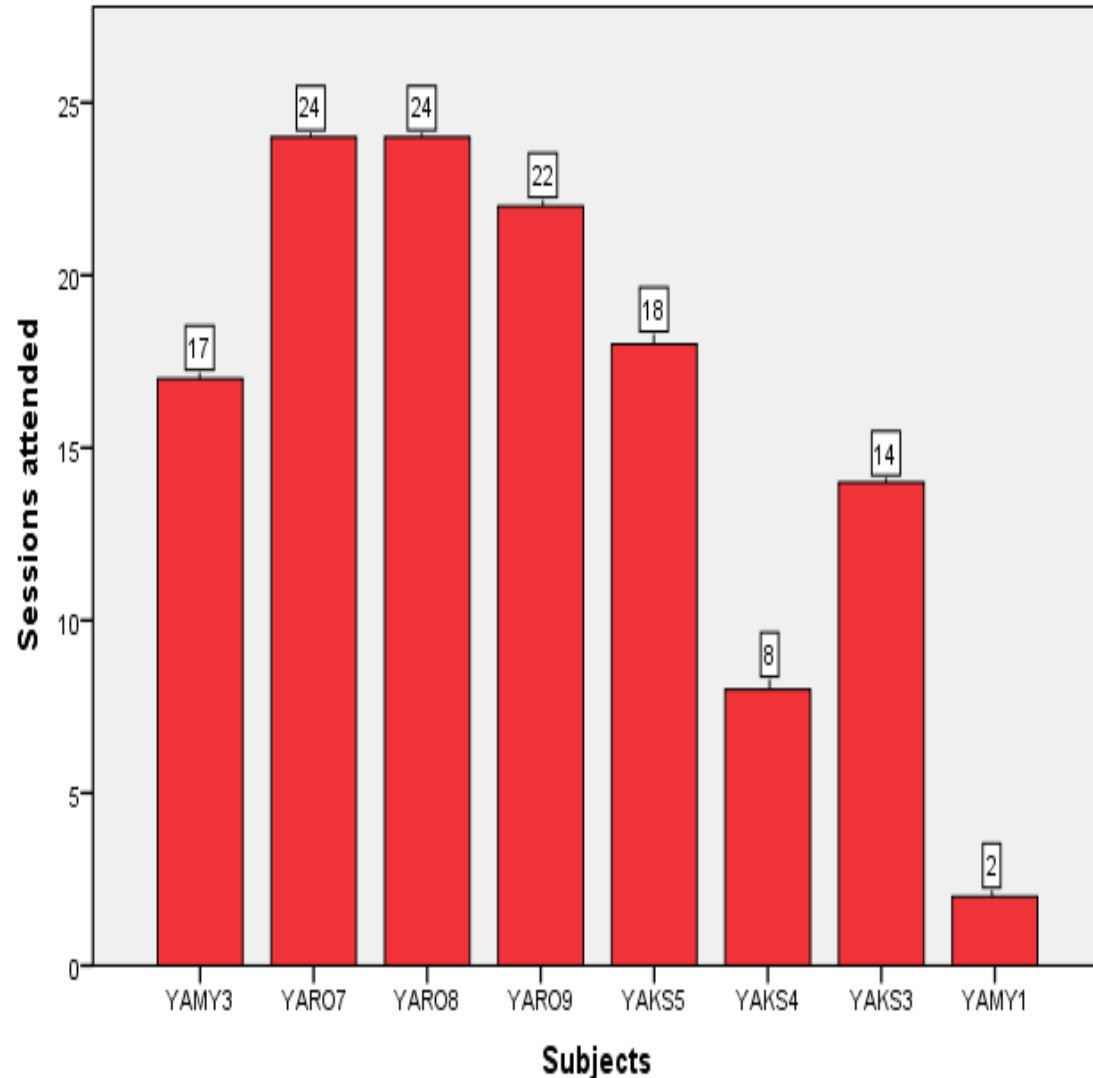
- ❑ Training of research assistants
  - ❑ Assessment protocol
  - ❑ Cueing,
  - ❑ Training of able bodied peers on support skills
- ❑ **Data Collection Procedure:** observation, video capture ,practical assessment, cueing, verbal prompts before, during and after written scores
- ❑ **Data analysis:** Visual analysis & time series
- ❑ Inter-observer agreement

Child's Name/Code-----Age-----Gender-----Ability-----  
 +=Skillful strategy (5-1)      - =Unskillful strategy (1-5)

Social Task	Social Strategy	Comments/Score
Joining group of children in play	When child joins group he/she: -watch and wait to be invited +wait and try to join without being disruptive to group. - ignores playmates	
Responding to other children	When a peer approaches, child with ID: -ignores or withdraw from him/her +respond in a warm and friendly way -child appears awkward or uncomfortable	
Name calling	When peer calls child with ID by name he/she: -withdraws and walks away +responds in affirmative and moves toward the caller -does not respond at all	
passing ball to teammate	When team mate signals for ball to be passed to him/her, child with ID: -ignores and doesn't pass ball +responds in a warm manner, smiles and passes ball to target	
Play games with others	When child play games with others they: +play fair and follow rules +wait to take turns -Act like sore loser +lose and win graciously	
Having conversations with other children	When child with ID has conversation children they: -Fail to stay on topic Talk about themselves/focus on their interest—fail to understand what other child is saying +communicate clearly +listen well to what others are saying	

# Preliminary Results

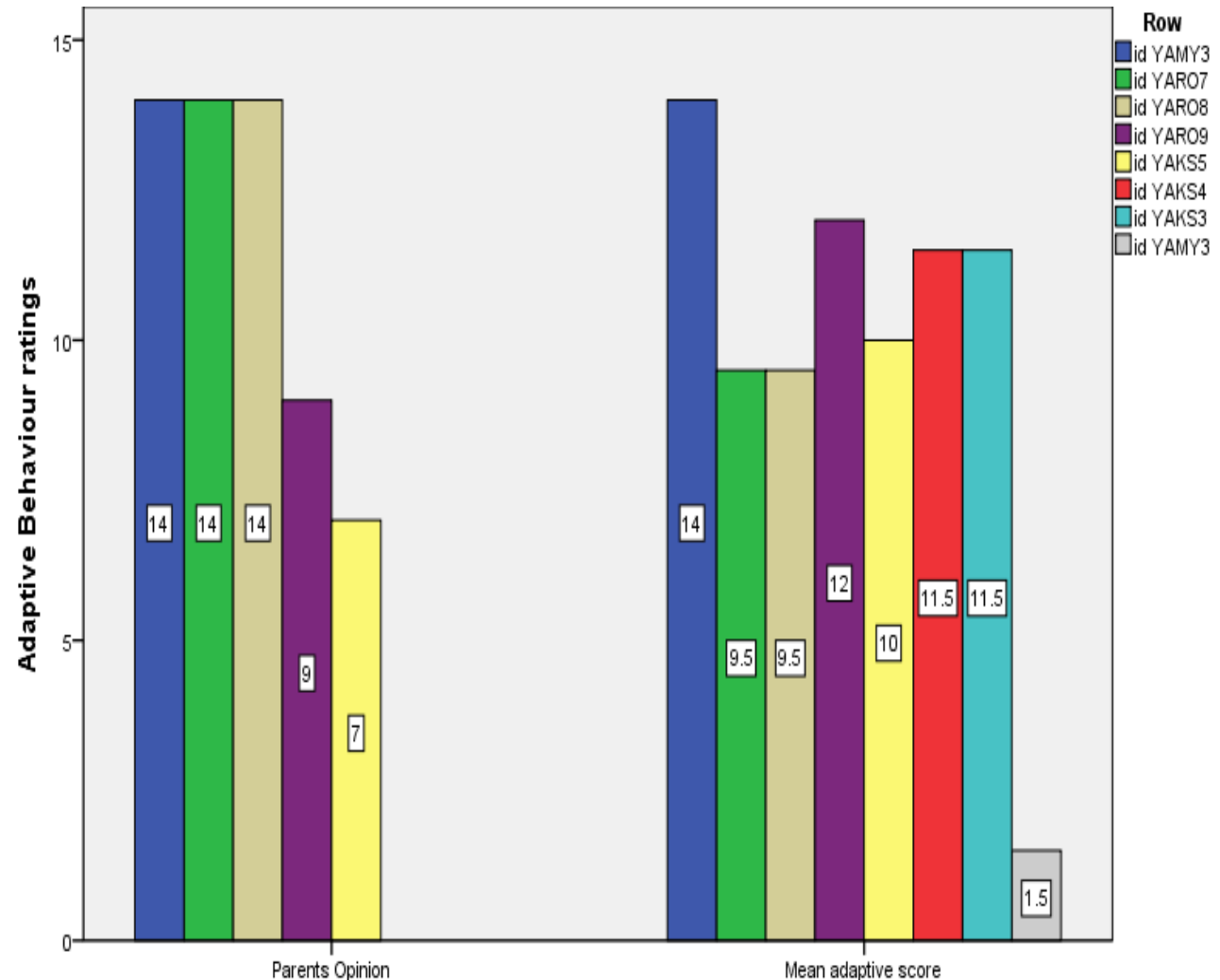
Frequency of attendance





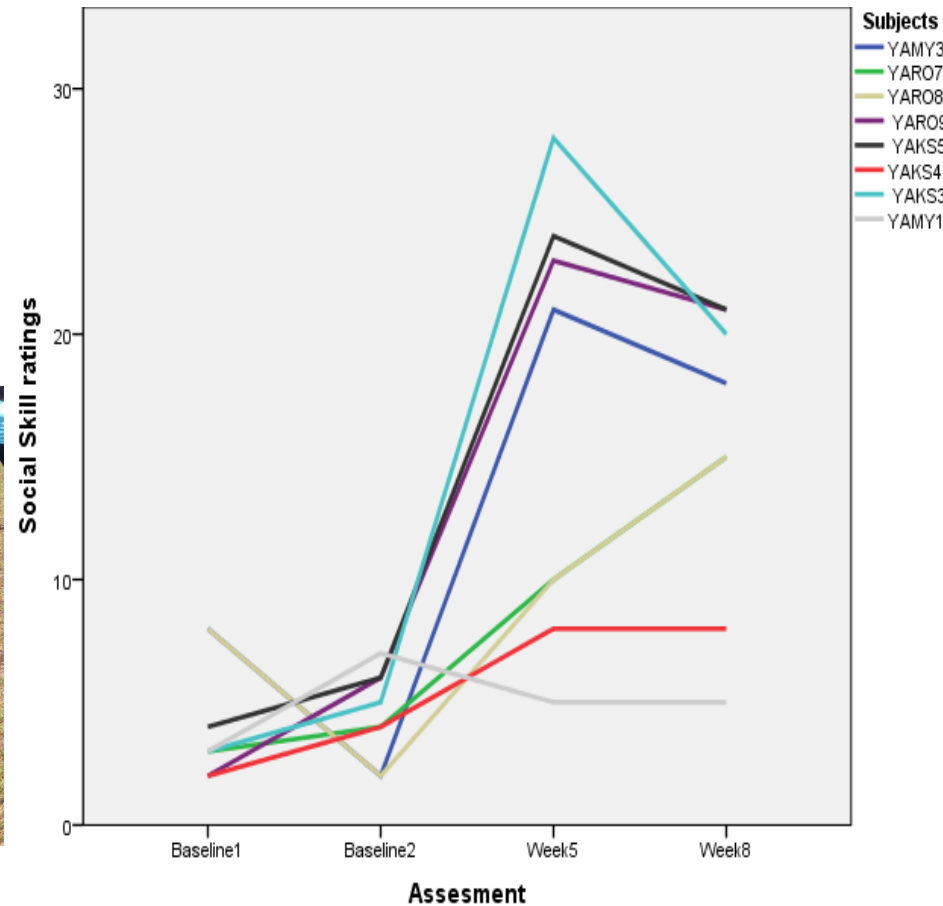
# Parent/guardian rating of child with ID before programme

- ☐ Parents appeared to overrate their children's adaptive Behaviour
- ☐ 3 parents/guardians did not accompany their children to rate their children



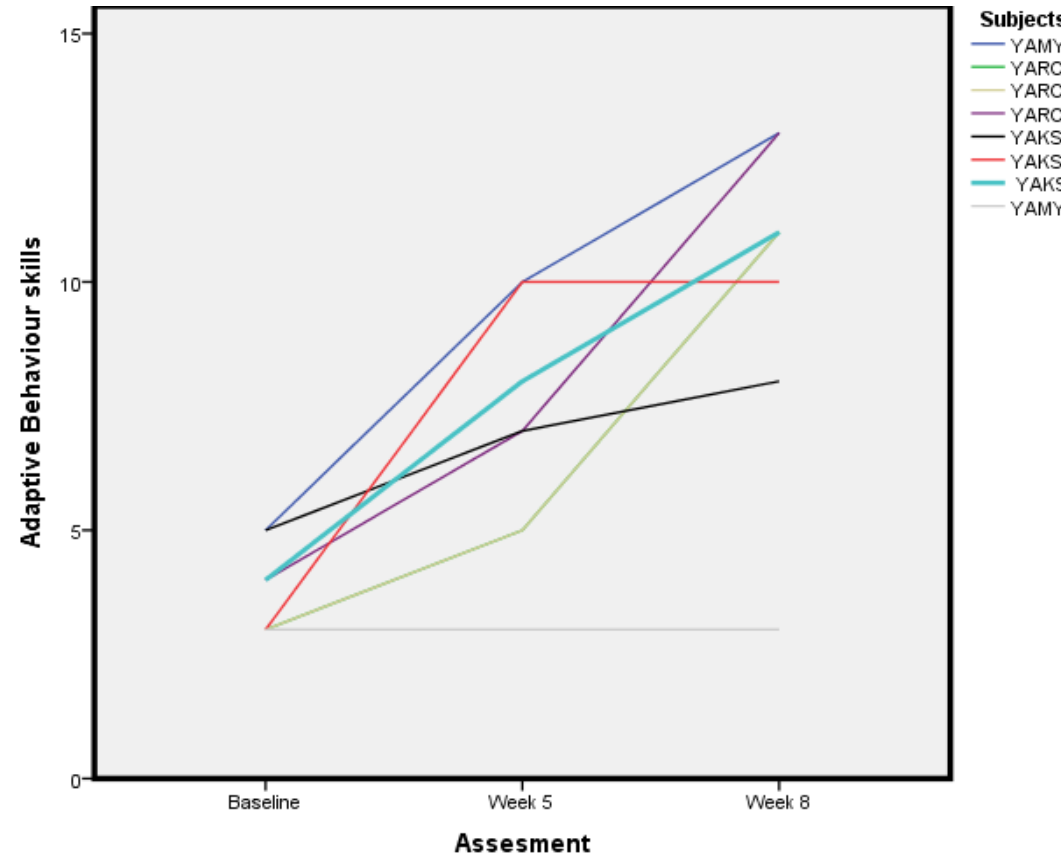
# Impact on social skills

- ❑ Trend shows sport socialization is malleable in enhancing social skill learning
- ❑ Marked improvement during weeks intervention
- ❑ Frequency of attendance accounted for differentiation of learning of social skills
- ❑ skill focus included:



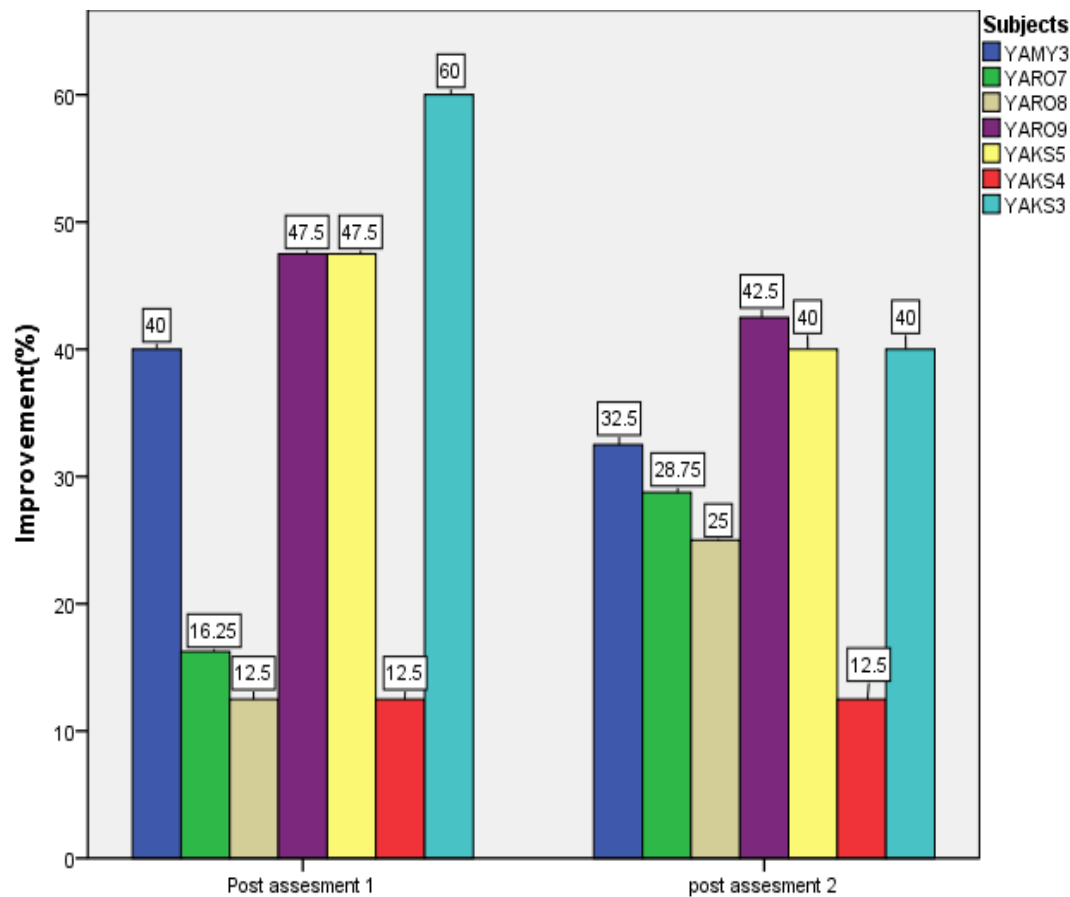
# Impact on Adaptive Behaviour Levels (ABS)

- ❑ Notable improvement between baseline through week 5 and 8
- ❑ Due to program adaptation (hand washing, cueing for meals, personal hygiene & washing plates)
- ❑ Tasks assigned (Collecting, arranging and Storing of Equipment After Play)





# Magnitude of improvement on social skill levels



# Conclusions

- Social skill learning should be included as a component of PA skills training for enhanced learning
- Peer tutoring to support teachers' efforts
- contracting with parents to ensure learned skills are enhanced at home