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ROLE OF THE TUTOR IN THE DEVELOPMENT OF SOCIAL SKILLS IN STUDENTS WITH DISABILITIES

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Abstract: This research aimed to diagnose, analyze and improve social skills in students with disabilities. For this, an initial measurement was made in 2013 of the social skills in all the students (76 students), later a new measurement of said skills was carried out during 2016, after the application of 3 consecutive years of the individual action plan. (PAI), instrument created by the author which was worked with each student. Additionally, during 2014-2015, 23 students from the group were evaluated to know the progress in their social skills. As part of the process of evaluation of social skills, instruments were created and adapted according to the needs of the students, adapting the test "Inventory of basic social behaviors" in its three forms: Students aged 3 -12 years, 13 - 28 years old, and students with multiple disabilities. The information obtained was collected through different techniques, which include: individual evaluations, group observation in their classrooms and/or work environments, interviews with tutors, and filming of social skills, with an average of 4 work sessions per student. Finally, a contrast work was carried out with all the information obtained. All the techniques used sought to provide the greatest validity and reliability to the study. At the end of the investigation, a significant improvement in the social skills of the students of up to 75% was observed. The research hypothesis, "all students, regardless of their disability, have the possibility of improving and developing their social skills was fully verified.

Keywords: Social skills, disability

DESCRIPTION OF THE PROBLEMATIC REALITY

The problem in question is located in the area of Educational Psychology; in the specialty of Exceptional Psychology; and in the line or topic of disability.

Disability has a diverse approach from the investigative point of view. As an integrating axis, the investigation of this topic involves aspects such as the characteristics of the disability, the factors associated with this condition, its psychosocial consequences, the effectiveness of programs that promote the development of the students, as well as the characteristics of these and the level of training of teachers and staff working with them.

Being a relatively new issue, particularly in our country, since disability was normally seen from a basically limiting aspect, leaving aside all the abilities and strengths that people with some type or degree of disability can develop, because regardless of the degree or level of disability every human being has unlimited potential, which can and must be developed and stimulated.

Through the present investigation, we sought at all times to develop the social skills of the students, focusing first on their strengths and all those positive aspects that each of our students possesses, to from there begin to identify and work on later. with their weaknesses so that they can be overcome as best as possible in a gradual and sustained manner.

PROBLEM FORMULATION

What is the effect of the permanence of the tutor for three consecutive years or more in the development of social skills of children and youth with intellectual disabilities?

JUSTIFICATION

Work on improving the diagnostic process in children and young people with Down Syndrome and intellectual disabilities will allow not only to have a clearer and more precise vision of the strengths and weaknesses of these children in the social aspect, but will also help effectively in the development of strategies that allow them to achieve a greater

and better development of their capacities in the social aspect, having a positive impact on their integral development.

GOALS

GENERAL OBJECTIVE:

Establish an accurate diagnosis of the social skills of students with disabilities in order to identify the optimal strategies that allow the development of the student's skills.

SPECIFIC OBJECTIVES:

a. Diagnose accurately, the problems of students in their social skills.

b. Stimulate the development of the strengths of students with disabilities in the social aspect, to help them achieve a more functional development in their daily lives.

c. Train and advise teachers on the various difficulties and concerns that may arise when working with students in their social area, to determine the best intervention strategies.

THEORETICAL FRAMEWORK

BASIC CONCEPTS

Next, it develops some of the main concepts worked on in the present investigation, through which the purpose was to promote the integral social development in each of the students:

1. Disability: disorder characterized by functional limitations that impede normal development as a consequence of a sensory or physical disturbance, a learning difficulty or deficient social adaptation (Heward, 1998). In the Special Basic Education Center, where the instruments were applied, there is mainly intellectual disability, which is characterized by being a social disorder and includes limitations in adaptive behavior (Deutsch, 2003). Most of the students at the center have Down Syndrome, although there are also students who have cerebral palsy and autism, among others.

2. Social skills: these are the behaviors that a person needs to interact and relate effectively and satisfactorily with others (Gutiérrez & Prieto, 2002; cited in Romero & León, 2010). Thus, these skills help students with disabilities to better relate to and integrate with their environment. These skills are observable, measurable and can be modified, acquired from childhood from the interrelation of the person with their family, school and social environment. The research assessed a number of social skills, including:

- Eye contact: the person responds with a look during communication with others;

- Expression of emotions and needs: the student is able to express emotions such as happiness, sadness and anger, making their needs and desires understood;

- Social norms practice: includes behaviors such as greeting and saying goodbye to an adult or peers, using expressions such as "please" and "thank you", among others;

- Personal appearance: the person takes care of their personal appearance, feels uncomfortable when they are untidy or disheveled;

- Physical contact: assesses whether the student allows physical contact or closeness with other people, including hugs and physical closeness by others;

- Peer socialization: includes interaction with peers and people their own age, as well as practicing social behaviors such as sharing;

- Personal space: It is the space that surrounds a person and within which they interact with others comfortably, according to various situations. Respect for said space is part of the development of social skills;

- Facial expression: refers to facial gestures that accompany the expression of emotions and moods that a person experiences;

- Posture: elements such as upright posture, shoulder position and gaze are valued, elements that influence contact with other people and facilitate social interaction.

METHODOLOGICAL DESIGN

The study, of a comparative descriptive nature (Salkind, 1999), was carried out with 90 students from a Special Basic Education Center, whose ages ranged between 3 and 28 years; evaluating the results from the mixed approach, combining quantitative and qualitative approaches (Hernández, Fernández and Baptista, 2010). The quantitative approach collects the information and assigns it numerical and quantity values, while the qualitative approach collects the information without measuring it numerically, interpreting it based on the very qualities of the data collected. It must be noted that, although it is a mixed approach, there is a certain predominance of the qualitative perspective in the present evaluation process.

INSTRUMENT DEVELOPMENT

Before beginning the investigation, different tests and questionnaires traditionally used were reviewed, finding that such instruments were not completely adapted to the needs of people with different abilities. For this reason, the author considered it necessary to adapt and create instruments to measure students' social skills. These evaluation tools, designed according to the reality of the Center's students, include the use of various demonstrations in addition to verbal indications. This significantly facilitated the assessment process since many of the students have not yet developed fully fluent expressive language.

For the investigation, two instruments were created, validated through the included pilot test and expert judgment.[1]:

1. The Inventory of Basic Social Skills for Disability (CSB)[2]: It is made up of a series of statements in which the social behaviors indicative of the level of development of the student's social skills are presented, and by an area for observations that the evaluator deems appropriate to point out. This inventory consists of two main forms:

- the CSB-DL for mild disability, which has two variants:

- Form A: for ages 3 to 12 years. It consists of 15 statements, each with four options to answer:

- Always: 4 points

- almost always: 3 points

- sometimes: 2 points

- Never: 1 point

- Form B: for ages 13 to 28. It consists of 20 statements, each with four response alternatives:

- always: 3 points

- almost always: 2 points

- sometimes: 1 point

- never: 0 points

The maximum score for both forms is 60 points. The score obtained is reviewed in the scales created by the researcher to identify the

1 Expert judgment: Dr. Charles Portilla Revollar, Dr. Nicolás Paredes Carpio, Dr. Abel Tapia Fernández
2 Created by García Ramos, M. (2011) and adapted by Murillo, M. (2013).

stage of social development of the student.

- the CSB – DS for severe disabilities, developed for students between 8 and 20 years of age who have a severe disability and/or multiple disabilities. It is made up of 12 statements, each with the following options:

  - always: 4 points

  - almost always: 3 points

  - sometimes: 2 points

  - never: 1 point

The maximum score is 48 points. This score is obtained through the sum of points assigned to each item. Once the final score is obtained, the corresponding scales are consulted.

INSTRUMENT VALIDATION

For this process, the following procedures were used:

1. Pilot test included: This procedure consisted of applying the instruments to several of the students in order to verify if the structure of the instrument – including aspects with the wording and the choice of items – was understandable by the students and measured what they were intended to measure. The "inclusive" character assigned to this form of pilot test is due to the fact that the information obtained during the evaluation sessions is part of the analysis of social and cognitive skills.

2. Expert judgment: This procedure allowed validating the instruments according to the following criteria:

- Clarity and precision: the items are written clearly and precisely and without ambiguities,

- Coherence: the content of the items is closely related to the areas evaluated,

- Validity: items measure what they purport to measure.

- Organization: the areas and items are found following a logical sequence,

- Reliability: the results obtained through the instruments are consistent and coherent,

- Methodology: the methodology corresponds to the focus of the research,

- Relevance: the instruments are adequate for the objective of the study,

- Objectivity: the items are written according to observable and measurable behaviors,

- Frame of reference: the instruments take into account the characteristics of the population

- Extension: the number of items in the instruments, is not excessive,

- Safety: the items do not represent any risk for the people who respond to the evaluation,

- Consistency: the instruments have theoretical-practical support

The instruments were reviewed by the following experts:

- Dr. Abel Tapia, former Rector of UCSM, research expert,

- Dr. Charles Portilla, PhD., expert in child development, developmental problems, and the psychology of exceptionality,

- Dr. Nicolás Paredes, expert in special education and research.

3. Application strategy

Social skills were assessed in a personalized way. For this, we worked individually with the students in the office assigned to the author. After establishing an adequate rapport, the instruments were applied. For the application of the CSB, the students were observed in various environments in

situations and they were asked to carry out various activities (in the latter case with the support of the teachers, with whom the CSB was subsequently reviewed). The approximate application time of the instrument is 25 minutes.

RESULTS ASSESSMENT

1. Social Skills: All forms of CSB classify scores earned into the following four categories:

• Satisfactory development of basic social skills: the development of these skills is well underway,

• Social skills in the process of development: means that the student's skills are in full formation,

• Is beginning to develop basic social skills: the learner's skills are still at an early stage of their development,

• Comprehensive strengthening of basic social skills is required: the level of development of social skills is generally very weak and difficult to identify.
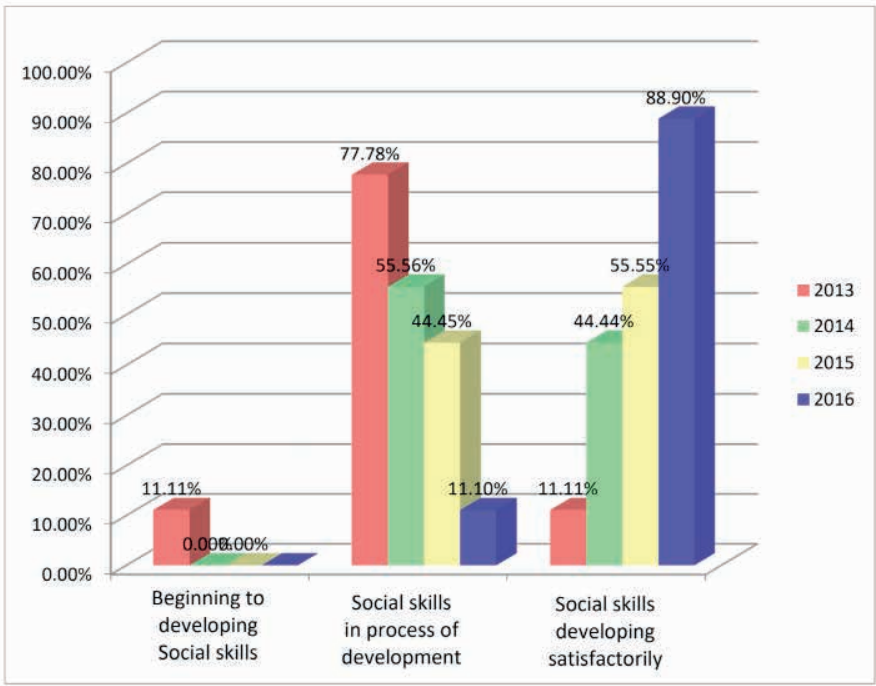
GRAPH N°1: General results Brand Group – CHILDREN 6 YEARS OLD
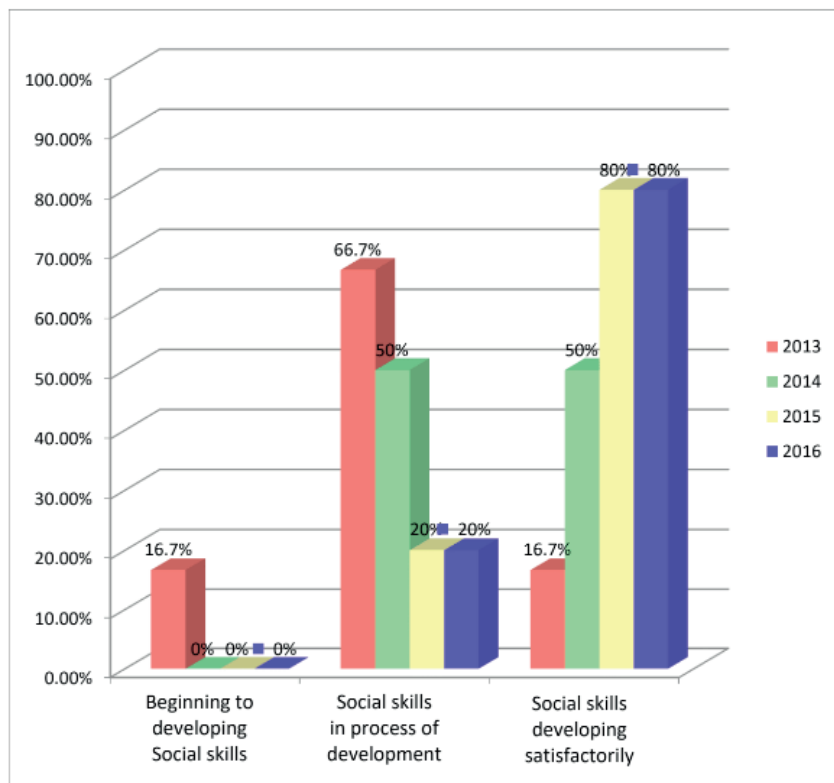
GRAPH N°2: General results Grupo Marca – 13 years
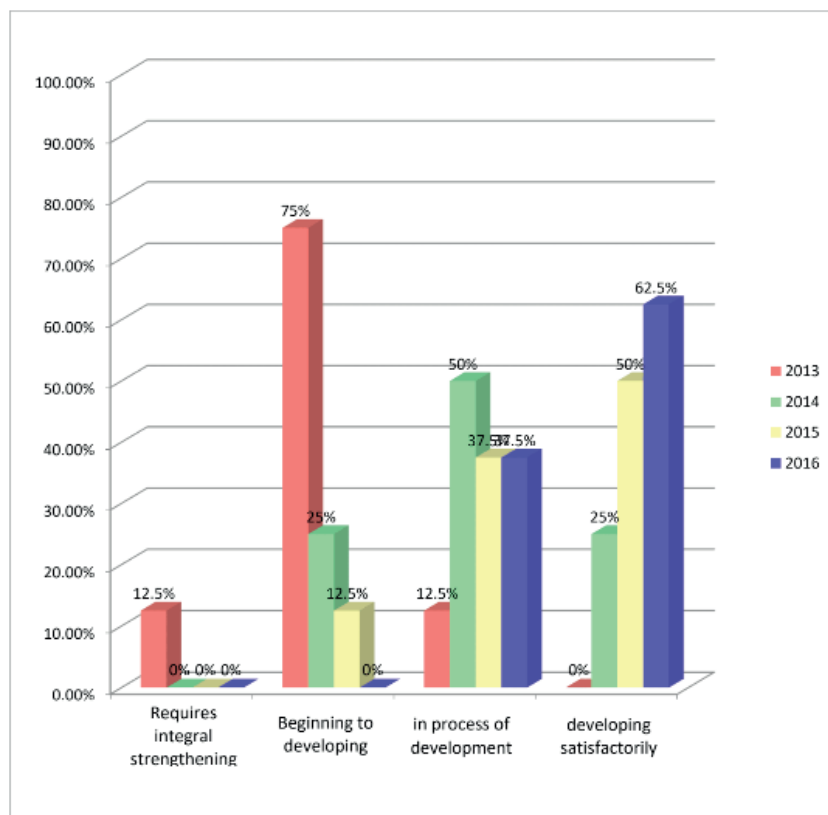
GRAPH N°3: General results Grupo Marca – 16 years

CONCLUSIONS

FIRST

All the groups evaluated showed significant advances in the development of their social skills.

SECOND

The area where the greatest changes were observed is related to the expression of emotions in needs.

THIRD

Meanwhile, the areas that demand the greatest difficulties for students to develop are those related to: Courtesy and posture standards.

QUARTER

The results obtained so far show that the permanence of the tutor has a positive effect on the development and strengthening of students' social skills.

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