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THE EFFECT OF LIFE SKILLS EDUCATION ON MILD INTELLECTUAL AND DEVELOPMENTAL DISABILITY

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Introduction and aim: This study examines the effect of life skills education on mild intellectual and developmental disabled students.

Life skills education program is widely used in other disabilities but rarely utilized with children who have intellectual disabilities, possibly on the assumption that the cognitive skills on which it capitalizes are less likely to be available. The primary goal of education for this group is to increase self-sufficiency by teaching functional skills needed in everyday life across home, community, work, and leisure domains.

Method: A total of 30 participants took part in this study (20 male, 10 female). The IQ level of these participants were assessed by WISC_R. We also assessed intervention effects on three skills targeted by classroom teachers. The three target skills were self-knowledge, social and interpersonal relationships, and anger-management.

Cronbach alpha reliability coefficient and factor analyses were used to examine the reliability and validity of the LSEQ in this special students sample.

Results: The alpha coefficient reliability of the total scale of the LSEQ was 0.76. The total effect of Life skills education program showed positive effects ($T = -7.136$ $df = 29$, $p < .001$), Self-knowledge ($T = -5.882$ $df = 29$, $p < .001$), interpersonal relationship ($T = -7.430$ $df = 29$, $p < .001$), anger-management ($T = -4.762$ $df = 29$, $p < .001$).

Conclusion: Overall, results showed positive effects of the intervention on participants' skills. Further research on the effects of various systematic instructional strategies on the social- skills of individuals with various disabilities in multiple settings is recommended.