

THE APPLICATION OF VISUAL SOCIAL STORY AND ROLE PLAY INTERVENTIONS TO IMPROVE SOCIAL COMMUNICATION IN ADOLESCENTS WITH AUTISM SPECTRUM DISORDER AT SLB HARAPAN BUNDA SURABAYA.

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Abstract

Individuals with autism have barriers to social communication and need methods to improve their social communication. The application of the intervention aims to determine the improvement of children's social communication consisting of communication skills as a basis for developing social skills with the subject being an 18-year-old woman who has a diagnosis of Autism Spectrum Disorder (ASD) who attends SLB Harapan Bunda Surabaya. Improved communication skills are obtained by *visual social story* method and improved social skills using role play method. The results of the application of the intervention showed that there was an improvement in the communication skills of subjects who became the basis for the development of social skills in adolescents with Autism Spectrum Disorder.

Keywords: social communication, visual social stories, role play, teenagers, autism spectrum disorder.

INTRODUCTION

Communication is the delivery of a statement by one person to another as a consequence of social relations (Mansur, 2016). The social communication disorder that characterizes autistic children is the inability to communicate with the social environment. Communication in this context includes verbal and non-verbal behavior, which makes it possible for individuals to establish relationships with others (Kroncke et al., 2016). Social communication has a close relationship with communication skills and can be used as a basis in developing children's social skills. Limited social communication skills characterize autistic children. According to the Diagnostic and Statistical Manual of Mental Disorder (DSM V, American Psychiatric Association [APA], 2013) the main obstacle of ASD (Autism Spectrum Disorder) is in social communication and social interaction, including difficulty establishing reciprocal interactions, difficulty displaying appropriate non-verbal communication behaviors and conversations of individuals with ASD are one-way and limited to topics they like and pay little attention to the topic of conversation with others (Volkmark, 2014).

One of the intervention techniques to improve social competence in ASD individuals is Visual Social Story. The social story intervention was introduced by (Laugeson & Ellingsen, 2014) to develop social skills by providing children with an understanding of social interactions. In addition, ASD individuals have sensory needs, namely visual, which makes the author choose the visual social story intervention method, which is a social story in which there are elements of images that attract the attention of individuals to learn and improve their social communication skills. The essence of social stories is the creation of stories that contain 3 elements, namely descriptive sentences, perspective sentences, and direct sentences (Brookman-Frazee et al., 2012). The sentence structure in social stories can be a hidden code for ASD individuals from social communication that children do not understand. Various studies have shown that there is an improvement in the social skills of adolescents with ASD after being given social story interventions (Aladarloo, & Moradi, 2015). In adolescents with ASD in Indonesia, there was also an increase in the frequency of starting conversations and following conversations (Dewayuti et al., 2013). Social Story interventions collaborated with images (Visual) can make it easier for individuals with ASD to understand and improve their social communication skills.

Visual Social Story intervention can also be collaborated with other interventions, one of which is roleplay. The roleplay technique allows children to practice dealing with specific social situations before experiencing real social situations (Dinon, 2013).

By considering the main obstacles in adolescents with ASD are barriers to social communication and the impact caused by social communication barriers that are owned so that an intervention program is needed that focuses on improving social communication skills with Visual Social Story interventions collaborated with roleplay can improve social communication skills in adolescents with ASD. The purpose of collaborating with roleplay is so that the social skills learned are more applicable with the subject participating in roleplay so that they are in accordance with social activities in life.

METHOD

In this study, researchers used the single subject method. Single subject research (SSR) is an experimental research methodology used to evaluate an intervention carried out on a single subject or individual (Arrasyid, 2021). The use of single subject research (SSR) design to clearly explain the effects of an intervention given repeatedly within a certain time. This study aims to determine the

effect of the application of Visual Social Story and roleplay interventions on improving communication skills and social skills.

Indicators of intervention success in the application of this intervention refer to the social story guide compiled by (Gray, 1998) in (McClimens, 2006), namely monitoring the subject to determine any improvement in terms of social communication. If the participant can imitate the visual social story he reads, it can be said that the application of the intervention on the subject reaches the success indicator. And if the subject can apply the social story he reads in his immediate life. That is, roleplay. Then, it can be said that the success indicator is achieved which means that the application of the intervention is successful and shows an improvement in terms of communication and social skills of the subject.

In the application of this intervention, the participant is one of the students at the Harapan Bunda Surabaya SLB institution who is 18 years and 7 months old, female. Based on the results of the psychological examination, N has a diagnosis of autism spectrum disorder (ASD) according to the fifth Diagnostic and Statistical Manual of Mental Disorder (DSM V). From the results of the assessment conducted by the author, N has good preliminary abilities, namely N has been able to express his wishes and understand instructions but N can only say one or two words and has not been able to say in the form of sentences. In social interactions, N tends to be unable to start conversations with interlocutors, N also has visual sensory needs so that the Visual Social Story method is expected to improve N's communication skills which can be used as a basis for developing social interactions.

In conducting the assessment, the author used the planning matrix assessment instrument (adapted from the Autism Association of Western Australia, 2013). The assessment was conducted using test and non-test methods. Assessment with the test method is by assessing the subject's actions directly. Assessment with non-test methods is by conducting observations, interviews with class teachers and collecting supporting documents to help assess the subject.

The intervention phase consisted of 8 meetings in the subject's classroom at SLB Harapan Bunda Surabaya. Each session is carried out for 45 minutes. In each session there are three activities, namely reading visual social stories, role play and daily evaluation. The Visual Social Story prepared is entitled "Greeting and Introducing Yourself" which consists of 6 stories about social situations, namely greeting known people when at school or outside school, explaining unknown people, introducing yourself to people who don't know, saying your name when asked, social stories of sharing and thanking and answering thanks. which in each story contains descriptive sentences,

perspectives, and direct sentences in the form of conversations. In the first activity, N read the visual social story sheet guided by the author. The second activity N did a roleplay, namely a conversation with the author and the third activity the author conducted a daily evaluation to N.

RESULTS AND DISCUSSION

This research uses an experimental research methodology with a single subject research (SSR) A-B design. The data presented is the result of research over 8 sessions, namely 3 sessions for baseline (A) and 5 sessions for intervention (B).

1. Baseline Phase (A)

In the baseline phase (A), the subject's initial social communication abilities were observed periodically for 3 sessions without intervention. Initial ability observations were carried out by inviting the subject to communicate and recording the number of times the subject could communicate with the researcher.

Table 1. 1 Baseline Frequency

Baseline (A)	Number of answers to conversations without assistance
Session 1	2
Session 2	3
Session 3	3

The results of observing the initial communication skills of the subjects in the baseline phase (A) within 30 minutes of each meeting showed that the subjects' communication skills in social communication were carried out 8 times.

The researcher found that the subject's communication skills were still low, so the researcher provided intervention in the form of a role play method with assistance visual social story for 4 times with a duration of 30 minutes each meeting.

2. Intervention Phase (B)

In the Intervention phase (B), the subject's communication skills were observed for 4 sessions using the assisted role play method visual social story by counting how many times the subject can

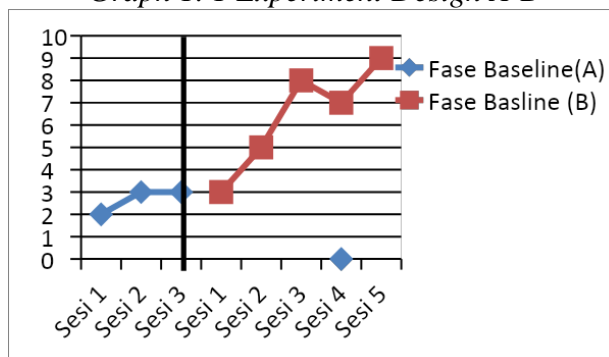
answer the conversation with the researcher. The following is the data obtained in the intervention phase (B).

Table 1. 2 Intervention Frequencies

Intervention (B)	Number of answers to conversations without assistance
Session 1	3
Session 2	5
Session 3	8
Session 4	7
Session 5	9

The results obtained from the table in the experiment with the A-B design can be depicted graphically as follows:

Graph 1. 1 Experiment Design A-B







Information:

Based on the graph, the results of recording and frequency show an increase in the subject's social communication skills after intervention with visual social stories and role play.

Visual Analysis Under Conditions


Table 1.3 Visual Analysis in Conditions

Condition	A/1	B/2
Condition Length	3	5
Stability Trends		
	(+)	(+)
Stability Trends	Variable 66,75%	Variable 80%
Data Trace		

	(+)	(+)
Stability Level and Range	<u>Variable</u> (2-3)	<u>Variable</u> (3-9)
Level of Change	<u>3-2</u> 1	<u>9-3</u> 6

Visual Analysis Between Conditions

Table 1.4 Visual Analysis Between Conditions

Conditions compared	B1/A1
Number of Variables	1
Stability Changes	 (+) (+)
Level Change	<u>9-2</u> +7
Presentase Overlap	0%

This research shows a change in the range of values achieved by N in improving social communication. This was proven in the baseline phase (A) which was carried out for 30 minutes showing the subject's ability to understand and practice and answer questions in conversation independently, namely around 2 to 3 times, in this phase the subject showed difficulty in answering questions in conversations conducted by the researcher and subject. Subjects need a lot of stimulus in answering questions in conversation. The subject remains silent when asked a question and is unable to start a conversation. Meanwhile, in the intervention phase, the subject's communication skills in conversation increased, as did the ability to understand and practice what was provided by the researcher. The subject indicates the desired behavior target and increases the frequency of answering questions in the conversation. By using visual social story media, subjects were able to understand and practice asking questions in conversations, ranging from 6 to 9 times. If the data obtained is compared, it will be seen that the subject's social communication skills, namely greeting, introducing oneself, saying hello, saying thank you and saying goodbye are in accordance with conversation and show improvement.

This explanation is strengthened by the explanation that the use of techniques *social story* carried out to help teenagers with autism in communicating can help overcome obstacles for teenagers with autism in communicating (Rahmawati et al., 2023). Apart from that, this research shows that the application of social story intervention can be combined with roleplay, this is in accordance with

research results which state that there is an increase in social communication in individuals with autism (Howley et al., 2005; Yovita & Tjakrawiralaksana, 2021).

CLOSURE

1. CONCLUSION

Based on the research results, it can be concluded that visual social stories and role plays are able to improve communication and social interaction skills in autistic teenagers. Visual social stories are social stories that contain picture elements so that they attract the attention of individuals to learn and improve their social communication skills. Visual social stories with a combination of role play methods are collaborated with a goal The social skills learned are more applicable with the subject participating in role playing so that it is appropriate to social activities in life. This is proven by the results of the baseline phase (A) measurements carried out, the subject was able to answer questions in conversation with a frequency of 2 to 3 times for 30 minutes. For the intervention phase (B), subjects were able to answer questions in conversation with a frequency of 6 to 9 times for 30 minutes. These results show that there is an increase in social communication skills in autistic teenagers after being given intervention with visual social stories and role play.

2. SUGGESTION

Based on the results of research that has been conducted, visual social stories and role plays in this research can improve social communication among autistic teenagers at SLB Harapan Bunda Surabaya. The suggestions are as follows:

1. For teachers

Appropriate learning methods and media are able to improve students' social communication so that the implementation of learning methods and media can be adjusted to the characteristics and needs of students in order to achieve the desired learning outcomes.

2. For future researchers

In further research, visual social stories and role plays, apart from being able to improve social communication, can be used to increase daily living activities and can be innovated again according to the obstacles that want to be improved using these media and methods.

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