

**Using Fairy Tale Techniques to Develop
Reading Skills of Primary School Student
with special needs**

(intellectual Impairment group)

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(Classroom Research)

Statement of problems

- Intellectual impaired condition of students affected the growth of so-called “retarded children” whose intellectual was below average.
- could notice the fault in adaptation at early ages
(Grossman, 1983)
- prevalence was 2 % from all children (Department of Mental Health, 2001), while 2.8% from those in schools (Chaluay Jutikul, 2001)

Research Questions

- 1. How were the tale telling techniques used to develop reading ability of intellectual impaired students with special needs?**
- 2. Were the pre-test scores and the post-test scores of the students for reading ability different? How ?**

Objectives of the research

- 1. To prepare the readiness of intellectual impaired students before using special tale telling techniques to develop reading ability**
- 2. To compare the scores of students for reading ability before and after using special tale telling techniques**

Conception framework

Tale Book ; 8 stories based on children development

- 1. listening and interest**
- 2. reaction to manner or easy order**
- 3. follow order**
- 4. say, dispute, intend to relay the meaning**
- 5. Imitate of sound and acting**
- 6. say meaningful words, syllable, phrase, sentence**
- 7. toning level and saying distinct**
- 8. grammar**

A

5 Tale Telling Techniques;

- 1. Oral telling**
- 2. picture supplement**
- 3. using big book**
- 4. surrounding things**
- 5. telling by arts, drawing, cutting, folding**

With Look and Say method, Active learning

Use 3R : Repetition, Routine, Relaxation and- Sight Reading Method

B

Linguistic development & reading skills;

- 1. listen & interest**
- 2. reaction towards manner/command**
- 3. follow the order**
- 4. say, dispute & intend to meaning and sound analysis**
- 5. mix sound and imitate action and recognition**
- 6. say words, phrase & sentence with meaning**
- 7. pronounce and identify sound of something**
- 8. grammar: orally tale telling**

C

4 methods of tale telling techniques;

- **Look and Say Method**
- **Active Listening**
- **Repetition, routine and relaxation**
- **Sight Reading Method**

oral telling



picture supplement telling



using big book by telling



surrounding things telling



telling by arts



Research methodology

- **Mixed method research ;**
 - **quantitative : pretest & posttest scores**
 - **qualitative : behavior observation before and after for developing reading skill**
- **randomized one group pretest-posttest design**

Research methodology (cont.)

- **target population were 40 students intellectual impaired of homeschool, aged 7- 12 of 1st semester of 2009 at Kosumpisai hospital, Mahasarakam, which cooperation program for special study of Rajabhat Maha Sarakham and Kosumpisai hospital**
- **sample size , 20 intellectual impaired students by purposive sampling**

Research Tool

- **form of linguistic developed assessment**
- **movable tale book basket**

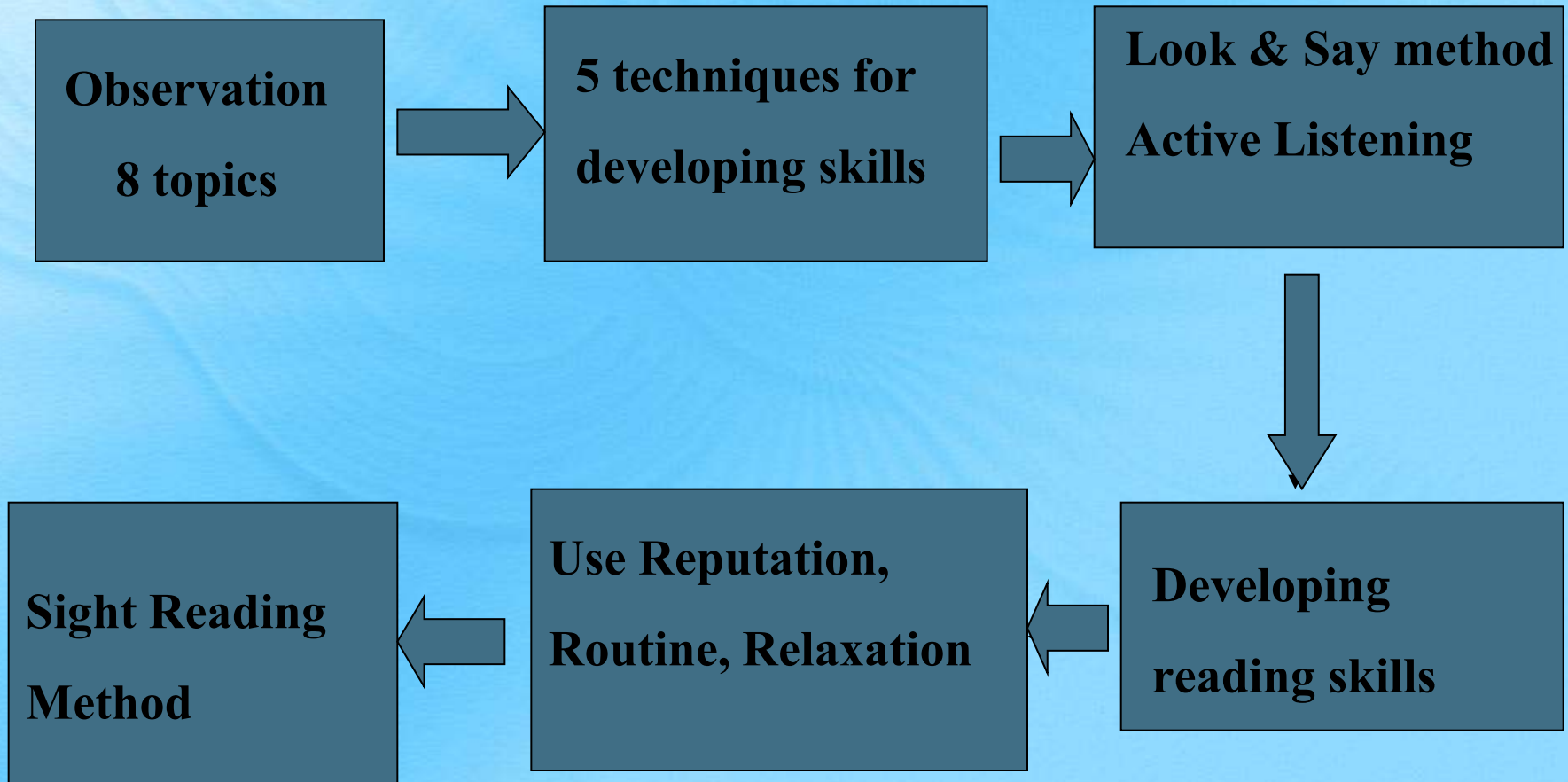
Instruments

- 1. linguistic behavior observation form of 8 topics, assessed by 5 experts, 0.80 reliability.**
- 2. manage a corner of fairy tale to be filled up in library.**
- 3. special teaching methods**

3 stages of creating fairy tale books:

- 1. plan to construct the tales into 4 steps**
- 2. implement the intervention**
- 3. evaluate and conclude its result**

Data Collection



Data Analysis

- **Compare the linguistic ability before and after teaching by tale techniques for a movable story basket**
- **the pretest and posttest scores by Mean = 74.20 and 160.87 , S.D.= 3.46 and 5.14 respectively**

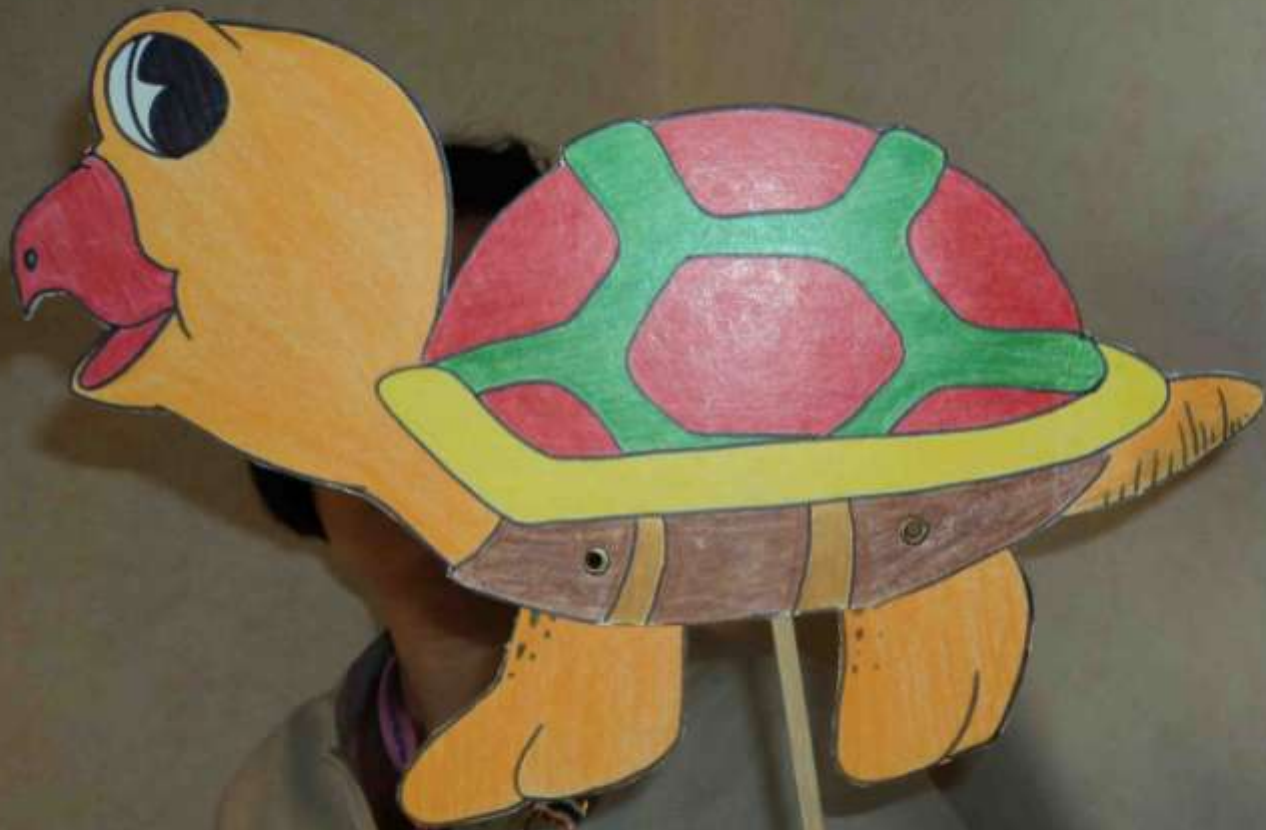
Conclusion 2 parts

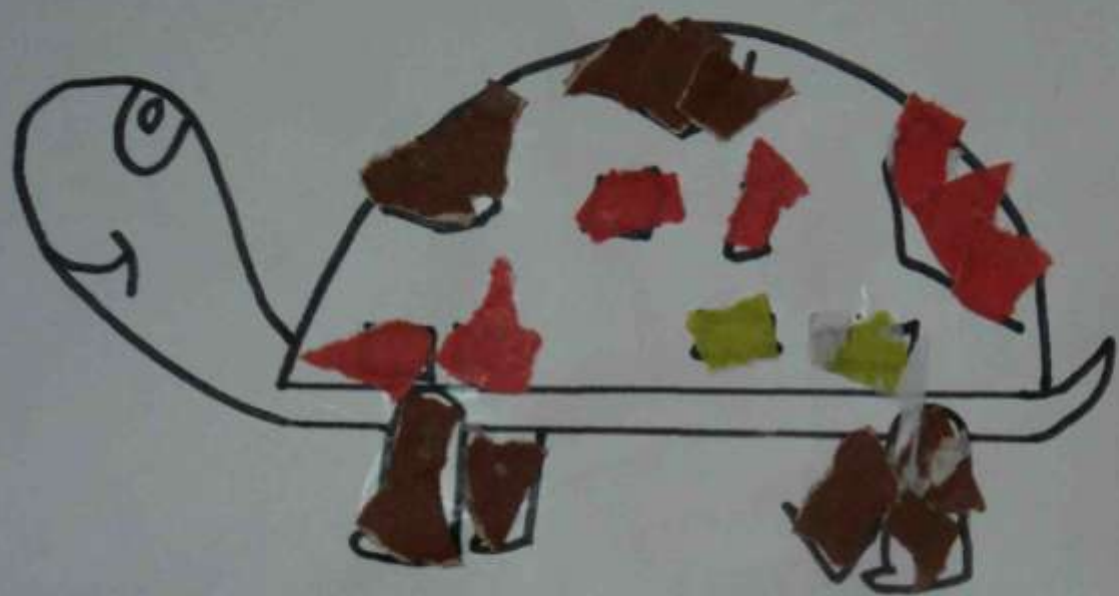
- 1. Reading Development was needed for linguistic skill ; listening, response, saying by using a movable tale story basket....Then using a movable tale story basket, was innovative learning, can access near students with special need**

Conclusion (cont.)

2 . The posttest scores for linguistic ability was higher

**- students paid more attention,
understood meaning, interaction etc.**





TURTLE

เต่า



TURTLE





TURTLE

Changed behavior after the intervention

- 1. listening & interest : knowing shapes and matching**
- 2. react towards manner or easy order: imitation, differentiate**
- 3. follow the order : analysis details of picture**
- 4. say, dispute and intend to relay meaning: analyze sound**

Changed behavior after the intervention (cont.)

- 5. sound mix and imitate action : remember what they saw and heard in the short and long terms**
- 6. say meaningful words: syllable, phrase and sentence : imitate tale telling**
- 7. toning level and say in distinct : sound of animal, crying laughing**
- 8. grammar : orally tale telling**

al-Development”

เวลา 9.00 - 12.00 น.

ษา (สภค.)



เสนอผลงานทางวิชาการ

Capital Development"

พฤษภาคม 2553 เวลา 9.00 - 12.00 น.

งานเสวนาวิชาการสภาการศึกษา (สกศ.)



สุนัข กับเงา



Big monkey, Mr. cat and Mrs. A monkey



ไก่ป่าตัวเล็ก

บ๊อบบี้กับเพื่อนบ๊อบบี้

ช้างตัวโต



ไก่ป่าตัวเล็ก



งานทางวิชาการ
"Development"

เวลา 9.00 - 12.00 น.

รศ.ภาการศึกษา (สกศ.)



Hejalmat Mahakarakkham University



สุนัข กับ เงา



ไก่ป่าตัวเล็ก

นกสีทองเป็นนกตะกิ้งไม้



Rajabhat MahaSarakham University

อุโมงค์

2.00 น

า (สก

กับเงา



Rajabhat MahaSarakham University



พจนานุกรมสัตว์
ในไทย
ชนิดต่าง ๆ



นกเป็ดน้ำ

นกเป็ดน้ำ

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นกเป็ดน้ำตัวน้อยกำลังว่ายน้ำ





แม่พิมพ์เพื่อเรียนรู้แบบบูรณาการ

ไปป่าที่ว่างก็ขึ้นหูกๆจับอาหาร

Changed behavior after the intervention

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Changed behavior after the intervention (cont.)

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Terima Kasih

ขอบคุณค่ะ