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ORIGINAL ARTICLE

COMBINATION OF SIMULATION AND COMMUNITY BASED INSTRUCTION (CBI) ON THE ACQUISITION OF SHOPPING AND TELEPHONE SKILLS AMONG STUDENTS WITH INTELLECTUAL DISABILITIES

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Abstract

Background: An instructional approach is one important variable to consider when providing community skills training with regards to cost effectiveness. Thus, there is a need for research in examining the effective types of instruction to train primary school children with intellectual disabilities to acquire the functional skills. **Purpose:** This study examined the effectiveness of using a combination simulation instruction and Community Based Instruction (CBI) on acquisition of shopping and telephone skills among children with intellectual disabilities aged 9 to 13 years old. **Methods:** A one group pre-test post-test design was used. Twelve (n=12) children with intellectual disabilities were recruited in this study. Participants were pre tested using task analysis and levels and types of prompting were measured at the beginning of study for a baseline data. After 4 weeks, participants were post tested again using task analysis and levels and types of prompting were measured. **Results:** Results showed that a 4 week combination of simulation instruction and community based instruction (CBI) with a prompting strategy increased the number of steps achieved independently for the shopping and telephone tasks and reduced the number of prompt required for the completed both tasks. **Conclusion:** This research was carried out in a self-funded special education school setting. The study aimed to make a preliminary investigation into the effectiveness of an intervention to enhance occupational therapy service delivery. The lessons learned during the conduct of the research have provided helpful indicators which warrant further investigation and provided pointers to future research design.

Key words: community based instruction, prompting strategy, functional skills