

[Research articles]

The effects of story reading activity intervention using picture symbols on spelling knowledge and the class participation behavior of elementary school students with developmental disabilities

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ABSTRACT

Background and Objective: The purpose of this study was to investigate the effect of story-reading activities using picture symbol cards on class participation behavior and spelling knowledge of elementary school students with developmental disabilities. The purpose of this study was to investigate the effect of story-reading activities using picture symbol cards on class participation behavior and spelling knowledge of elementary school students with developmental disabilities. **Method:** This study used a multiple probe baseline design and the participants were 3 students with developmental disabilities. The incidence rate of class participation behavior was calculated using the partial interval recording, and spelling knowledge was evaluated through the spelling knowledge evaluation sheet in each session. **Results:** The results of this study showed that both class participation and spelling knowledge were improved and also generalized in explanatory texts. **Conclusion:** Story reading activity with picture symbols was effective for students with developmental disabilities. Need for more study regarding instructional materials and methods using picture symbols was discussed.

Key Words: AAC, word recognition, class participation behavior

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