

# International Journal of Intellectual Disability

E-ISSN: 2710-3897

P-ISSN: 2710-3889

IJID 2023; 4(1): 15-23

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Received: 09-11-2022

Accepted: 18-12-2022

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## Effect of early assessment and training intervention student with social withdrawal

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### Abstract

The purpose of this study is to describe the impact of early assessment and intervention for students who are socially withdrawing. It also tries to address the effectiveness of the question of how social withdrawal manifests in young children. Intervention program for reducing/proving social withdrawal, the interventionist prepared social play as the tool for intervention for students with social withdrawal, and this play was conducted between students with social withdrawal and others who were not selected. The interventionist identified stages of tests or phase, Baseline phase (A), social withdrawal insisted of treatment phase (B), by using ABA single subject experimental tests. The results showed a substantial difference in the score, with the baseline score's mean ( $M=4.5, SD=1.18$ ) being greater than the social withdrawal score's ( $M=2.08, SD=1.61$ ). This shows that Social play was an effective intervention technique for reducing kids with social withdrawal across IED, as evidenced by Social withdrawal decreases while baseline grows.

**Keywords:** Social play, social interaction, anxiety, individual Education plan, motivational, emotional, cognitive, child

### Introduction

Avoiding people and activities you might typically like is referred to as social withdrawal. Some people may reach a stage of social isolation where they may even desire to avoid talking to their loved ones and close friends and spend most of their time alone. (Coplan, 2014) [9] Social disengagement may be so pervasive because of socio-cultural variables. Young individuals who are unable to conform may be forced out of the competition by the pressure from society to succeed in every area of life. An excessive amount of internet use, a sign of social isolation, is linked to bullying, bad school experiences, and stress. (Beccaria, 2022) [4].

Children who are socially withdrawal usually avoid engaging in social activities when their peers are around (Rubin *et al.*, 2009) [33]. Long-term social withdrawal was formerly referred to as "hikikomori" in Japan. Numerous research looking into its etiology revealed that it was caused by circumstances that were exclusive to Japan, making it a syndrome that was culturally tied. (Lee & Kato, 2021) [23].

Through a variety of youth-led initiatives, such as assemblies, curriculum, and leadership training for middle school students, as well as more extensive national campaigns to raise awareness and spark social change, the organization educates middle and high school students on how to lead social change. 2018 (London & Ingram). In addition to playing a crucial part in determining attitudes toward socially withdrawn actions, environmental and social settings also have an impact on the results connected to social withdrawal (Hipson *et al.*, 2017) [18].

Successful interventions frequently have a high degree of adaptability, community involvement, and engagement in constructive activities (Geldenhuis, G. and Gott, 2016) [13]. An intervention using social stories was successful in boosting the child's ability to initiate conversations and the other two target behaviors. 2020 (Abdella). Social play can help students with social withdrawal find a resolution. Play is crucial to a child's growth. Playing helps kids learn about the world around them. Play would be a kid's one and only job. Children want to interact and communicate since they are social beings (Whitman, 2018) [40]. The term "social play" describes cooperative activity between peers. The interactions are the outcome of useful involvement through knowledge sharing, and they offer chances to practice role-playing and adopt social perspectives.

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These actions alter how individuals cooperate with one another. Gray (2017) <sup>[16]</sup> asserts that social play entails a lot of discussion, reaching agreements, and forming bonds with others. Children learn to share, be sensitive to others' feelings, understand others' needs, and connect positively with peers and teachers. Social play starts at age two, but it really takes off between the ages of three and six. With all of this information, this research sought to demonstrate how social play interventions could help students who were becoming socially withdrawn.

### Statement of problem

The absence of friendship, the presence of unstable friendships, and having a withdrawn best friend represent friendship "risk" factors for socially withdrawn children. (Rubin *et al.*, 2010) <sup>[34]</sup>. The most effective interventions for students with social withdrawal included adaptability, a community development approach, and productive engagement, (Gardiner *et al.*, 2016) <sup>[13]</sup> we can give intervention for student with social withdrawal through social skills training, community and support groups, befriending, and cognitive behavioral therapy. Creating more age-friendly communities by improving access to transportation and information and communication technologies can also help reduce social isolation and loneliness. (Windle *et al.*, 2014) <sup>[41]</sup>.

Despite the fact that many different methods of student intervention have been described by academics, the researcher sought to describe child intervention through social play. Peer pairing is a technique whereby withdrawn youngsters are given the chance to participate in cooperative activities with non-withdrawn classmates. Because friendly peers can act as role models, offer positive reinforcement, reduce anxiety, boost confidence, and improve generalization, peer pairing may be a particularly effective rehabilitation technique for socially cautious and anxious kids.

The purpose of this study was to look into social play-based interventions for children with social withdrawal in the primary school of Ambo Addis Ketema, which is located in Ambo Town, as there has only been a small amount of research or intervention programs implemented there to date. With the knowledge provided above, this study aims to address the following question:

1. How do social withdrawal manifest in in the child?
2. Is Intervention program effective for decreasing/proving social withdrawal?

### Identification data

Senan Garamu, a pupil with social disengagement, is presently enrolled in Ambo Addis Ketema Primary School. Senan is a male child who is 7 years old. He was accepted into his current school in a special class for the 2021 academic year. Senan previously had a major problem with social withdrawal, according to his instructors and the school's special needs education specialist, who also notified me of this. Senan is currently residing with his family, and they are all doing so in separate homes. His mother worked at home, while his father was a trader. In regards to medical history, the Senan family once again stated that her child had linguistic difficulties and with serious social withdrawal.

## Review of Literature

### Theoretical framework

The ideas of Piaget and Mead regarding the value of social interaction for healthy development served as the theoretical foundation for early developmental research on social withdrawal. For instance, proposed that peer interaction offered children a special setting for social-cognitive and cognitive maturation. He concentrated particularly on the importance of conflicts between age peers and the chances for negotiation that arise from them. It was anticipated that these naturally occurring disagreements would lead to cognitive conflict that needed to be resolved on an intrapersonal and interpersonal level in order for positive peer interactions and experiences to take place. (Tingstad, 2019) <sup>[38]</sup>.

The ability to resolve interpersonal conflicts was believed to lead to improvements in one's understanding of the thoughts and feelings of others, an expansion of one's social toolkit for resolving conflicts and misunderstandings with others, and an understanding of cause-and-effect relationships in social interaction. Research showing that peer exchange, talks, and encounters led to intrapersonal cognitive conflict and a subsequent fall in egocentric thinking provided support for these Piagetian ideas. Evidence was also provided to support the links between social maladaptation and an inability to adopt perspectives. (Tingstad, 2019) <sup>[38]</sup>. Sociocultural theory was used to guide the study, and its major tenet was that social contact, such as cooperative conversations between youngsters and more experienced members of society, is important for children to acquire the ways of thinking and behaving that constitute a community's culture. (Modesto, 2017) <sup>[27]</sup> A similar concept known as social withdrawal (SW) relates more precisely to a propensity to avoid interacting with others (Lane, 2015) <sup>[22]</sup>.

### An overview of Social withdrawal

Social withdrawal is the term used to describe avoidant or socially constrained conduct that arises from anxiety or dread triggered by the thought of others in a social setting or by their actual presence. The antithesis of sociability, social initiative, and social involvement is social retreat. The phrase "social withdrawal" is a catch-all that refers to a variety of actions and reasons why people retreat from social situations (Hipson *et al.*, 2017) <sup>[18]</sup>.

Socially reclusive kids can be considered a demographic that is "at risk" based on theories about the need of early peer connection for later development. A multimodal approach to social engagement is recommended, according to an investigation of behavioral, cognitive, and motivational correlates of intra-individual variations in social involvement. It is thought that social withdrawal and social anxiety are influenced by one another in both directions, although it is unclear if this is true, particularly within an individual, or whether peer experiences have an impact on this connection. (Barzeva and others, 2020) <sup>[3]</sup>.

### Concepts of social withdrawal

The act of withdrawing from social chances is referred to as social withdrawal (Rubin *et al.* 2009) <sup>[33]</sup>. Beyond the simple idea of being physically isolated from people, the concept of social withdrawal encompasses a complex interplay of motivational, emotional, and cognitive components. Avoiding people and things you might typically like is known as social withdrawal. For other people, this might

intensify to the point of social isolation, where they may even desire to avoid talking to their loved ones and close friends and spend most of their time alone (Morese *et al.*, 2019) <sup>[29]</sup>.

**Causes of social withdrawal**

A person who is socially disengaged avoids contacts and interactions with other people. Anxiety, fear, humiliation, vulnerability, the possibility of rejection, and other factors are just a few of the numerous reasons why people can decide not to connect with others. It can be an indicator of a deeper mental health issue. (Paluchowski *et al.*, 2013) <sup>[31]</sup>.

There are several hypotheses on what causes social disengagement. According to research, mental health issues such as anxiety, depression, personality disorders, schizophrenia, and autism spectrum disorders in children and adolescents are linked to withdrawal (Rubin *et al.*, 2009) <sup>[33]</sup>. Avoiding people and things you might typically like is known as social withdrawal. Some people may experience a level of social isolation where they may even desire to shun their immediate family and close friends and spend most of their time alone. In some situations, social disengagement may be considered a symptom or indication of a mental health condition. Low self-esteem, shame, sadness, vulnerability, anger, perceived isolation, past relationship difficulties, and fear of rejection are other variables that might cause social disengagement (Simon & Walker, 2018) <sup>[37]</sup>.

**Materials and Methods Research Design**

**ABA single experimental design in Special Needs Education**

The ABA design psychology experiment enables researchers to focus on and modify one specific behavior. Everyone who takes part in single-subject designs acts as their own control. This implies that participant data are used to compare the impact of each condition (Zaine *et al.*, 2019) <sup>[42]</sup>. The field of special education is increasingly utilizing the scientific study approach known as single topic research. Therefore, it is crucial for both educators and practitioners

to comprehend the distinctive features of single topic research technique. One of the most popular approaches in special education is single subject research, which has certain advantages. (Cakiroglu, 2016) <sup>[7]</sup>.

The interventionist used ABA single experimental design to treat the child's social withdrawal. ABA single experimental design may also be used to treat withdrawal in children (Abdella, 2021) <sup>[1]</sup>, Application in inclusive special education is A-B, where A stands for the control condition (or baseline), and B for the intervention (or teaching). (Abdella, 2021) <sup>[1]</sup>. Independent sample T-test was used to analyze the data (Samuels, 2015) <sup>[35]</sup>.

**Intervention design**

Single-subject designs using ABA were successful with this intervention. Participants in single-subject studies act as their own controls. This implies that participant data are used to compare each condition's impact (Zaine *et al.*, 2019) <sup>[42]</sup>. A scientific study approach known as single topic research is being applied more often in the field of special education.

The reversal design, also known as the ABA design, is the most fundamental single-subject research methodology. A baseline is set for the dependent variable during phase one, or A. Since this is the amount of response before to the administration of any therapy, the baseline phase may be thought of as a type of control condition. Phase B starts as the researcher administers the drug once steady state response is achieved. (Joe Reichle and Breanne J. Byiers, 2014) <sup>[6]</sup>.

The interest-related behavior may become more variable and start to rise or fall during a period of treatment adjustment. Again, the researcher waits for that dependent variable to stabilize before determining if and how much it has changed. The researcher then stops using the therapy and waits once more until the dependent variable achieves steady state. Following are the three categories under which the activities were divided: Below is a table listing peer contact, happiness, and cooperation.

**Table 1:** intervention packages

Intervention Packages	Intervention logic/activities	Possible Providers
Happiness	Enjoying play with other children of their own sex.	Interventionist, and SNE specialist teacher
Peer interaction	Negotiating during play Engaging in well-organized play Playing with small groups and making up their own games with rules.	Interventionist, and SNE specialist teacher
Co-operation with others	Playing co-operative games	Interventionist, and SNE specialist teacher

(Abdella, 2021) <sup>[1]</sup>

**Types of ABA Single experimental design**

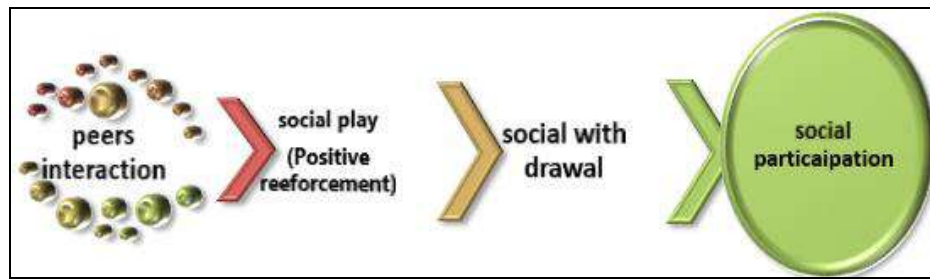
**Positive Reinforcements**

A game that everyone could play together was used as positive reinforcement for this intervention. Increasing the likelihood that a behavior will occur again by associating it with a pleasing or desirable outcome is known as positive reinforcement (Scott & Landrum, 2020) <sup>[36]</sup>. To put it another way, positive reinforcement occurs when you act or behave in a specific manner, obtain a reward you enjoy, and then are more likely to act or behave in that way again. (Scott and Landrum 2020) <sup>[36]</sup> Social play is provided as a kind of positive reinforcement for children who struggle with social withdrawal, thanks to the effectiveness of

playground interventions for these kids (Caldarella *et al.*, 2007) <sup>[8]</sup>.

**Types of social play**

Cooperative play involves kids playing and collaborating with others to achieve a shared objective or purpose. Social/Cooperative Play was organized. It's crucial to be able to play with others cooperatively. It indicates that your kid has the abilities necessary for subsequent collaboration and cooperation at school and in other customary social contexts, such as sports, mimicry, and peek-a-boo games taught by SNE teachers and interventionists.



(Developed by own, 2023)

**Fig 1:** Social play as positive reinforcement for intervention

**Baseline for social withdrawal**

In order to construct a reliable baseline social withdrawal, Senan Garamu completed the baseline evaluation three times over the course of one week. Discuss what is required in order to have faith in a treatment's effectiveness in a research titled *The Use of Single-Subject Research to Identify Evidence-Based Practice in Special Education* by (Horner, 2005) [19]. According to them, experimental control is shown when the design records three examples of the experimental effect occurring at three separate times. Given this result, it follows that the best baseline data will be obtained from three instances of the baseline assessment throughout time in order to have trust in the baseline assessment. The child's traits were remaining quiet, not chatting to peers, and responding to instructor queries. With this proof, the researcher was able to provide proof of this student's intervention. The task for the intervention for the socially withdrawn youngster was social play. In this study's research design A (baseline), social play can demonstrate social withdrawal; in design B (treatments), social play can alleviate social withdrawal in this youngster.

**Individualized Education Program (IEP)**

Individualized education programs (IEPs) are written documents developed for each eligible child with disabilities that describe the child's current performance and goals for the school year, the specific special education services to be provided, and the processes by which outcomes are to be evaluated. The writer organizes the IEP based on the issue of the child who was chosen for this intervention (Nugent, 2005). IEPs (individual education plans) are a necessary component of special education for kids. IEP is a phrase with a broad enough definition to refer to

more than just a single teaching style. IEPs serve as a visual representation of a student's condition (strengths, weaknesses, and learning requirements), learning plan, accommodation needs, and methods for monitoring, communicating, and recording progress (1, 2). In contrast, the definition put forward by (3) places more emphasis on the IEP's use of individual goals. It includes information on the unique educational goals that each student will pursue as well as a description of the support resources they will use to help them reach their goals (Kartika *et al.*, 2018) [21].

**Individualized Education Program Team**

The personalized education program is established, amended, and reviewed by a team of educators known as the individualized education program team rather than by a single teacher. IEP teams are made up of the parents of a child with a disability, at least one normal education teacher, at least one special education teacher, and a representative of the local education agency, as stated in IDEIA-2004. A special education teacher must possess at least a bachelor's degree in order to be chosen as an IEP team member. Personalized educational intervention plans and teaching techniques. In this IEP, social play is taught through lively, enjoyable, energetic, and engaging tactics and activities.

**The Roles and Responsibilities of the IEP Team Members**

At the IEP meeting, each team member contributes significant information. As shown in the table below, each person's knowledge contributes to the team's comprehension of the learner and the services the learner requires (MOE, 2012) [28].

**Table 2:** The Roles and Responsibilities of the IEP Team Members

IEP Team member	Typical roles on IEP team
Student	Helps to identify his or her unique needs and areas where he or she needs support for the learning goals or for accessing the environment
Parent (s) or guardian (s)	Offers perspective on demands of home and community environments
General education teacher	Offers insight on expectations for the student regarding the standard curriculum and the educational environment; shares accommodations that have already been tried
Special needs education teacher	Suggests ideas for instructional strategies, adaptations (i.e., modifications, accommodations)
Person qualified to interpret instructional implications of evaluation results	Explains what the evaluations mean in terms of designing appropriate instructional goals and objectives for the student and what any accommodation decisions might mean for the student

Adopted by MOE, (2012) [28]

**Individualized Education Program Goals**

IEPs (individualized education plans) are a crucial component of a disabled child's education (Goodwin *et al.*, 2020) [15]. Your child's goals, which should be revised at least once a year, must be detailed in the IEP. Goals can relate to academic achievement, conduct, increasing their

physical mobility in getting between classes, and more, depending on the difficulties your kid is facing. Key elements of successful individual education plans include being child-centered, inclusive, holistic, collaborative, and accessible (Jachova & Kovacevic, 2018) [20].

The student's learning will be centered on the IEP, which

will also specify how much time has to pass before the kid is able to grasp the goal. The student's IEP must also specify how each goal was measured, how the school would update parents on each goal's progress, and whether the student is anticipated to reach the goal by the end of the school year, at least as frequently as parents of students without disabilities are updated on their children's development (Lucas *et al.*, 2014) <sup>[26]</sup>.

### Instructional Strategies

Interventionist got ready Social play as a technique for helping a kid who is socially withdrawn; play is a crucial component of a child's development. Play is one way that kids learn about the world. Children are social creatures that yearn to engage and communicate (Whitman, 2018) <sup>[40]</sup>. The goal of this effort was to promote students with social withdrawal's engagement in social clubs and activities (e.g. Song in team, sports, building material and etc.) (Gray, 2017) <sup>[16]</sup>.

The instructional strategies was, focused on individualized goal of the child, Guided by progress monitoring data and more intense, often with longer or more frequent sessions Childhood involves interacting with others on a regular basis. For kids, having a group of pals to play with, getting along with and being accepted by classmates are all crucial and formative experiences. The majority of kids and teenagers find that spending a lot of time with their peers is not only pleasurable and rewarding, but it also gives them opportunity to develop crucial social, emotional, cognitive, and language abilities. Despite this, some kids still choose to spend their time alone than interacting with their classmates. The act of withdrawing from social chances is referred to as social withdrawal (Rubin *et al.* 2009) <sup>[33]</sup>. Beyond the simple idea of being physically isolated from people, the concept of social withdrawal encompasses a complex interplay of motivational, emotional, and cognitive components. For certain kids, for instance, social engagement might cause intense anxiety. Others, on the other hand, would seek out solitude for its own sake. Without regard to the underlying causes, social withdrawal is linked to social maladjustment throughout childhood, and excessive social isolation can have negative effects on children's social, emotional, and psychological wellbeing (Hipson *et al.*, 2017) <sup>[18]</sup>.

### Intervention Models for Children with social withdrawal

A increasing body of research shows that play therapy is useful in treating a range of problems, including psychosocial problems, behavioral disorders, chronic illnesses, trauma, abuse, ADHD, anxiety, stress, depression, and grief and loss. (Parson, 2015) <sup>[32]</sup> Researchers found that the foundation of early childhood education is play-based learning. Young children can experiment with materials, examine concepts, and communicate new understandings via play (Fozia *et al.*, 2021) <sup>[12]</sup>. Play may be alone, calm, and contemplative. Play may also be interactive, social, and energetic. (Edwards, 2008) <sup>[11]</sup>.

Because social play has an effect on a child's surroundings and their quality of life, the researcher chose social play for this intervention. Children start learning how to control their emotions early on in life. This is especially important during the preschool years since children are socially growing at the same time as they are learning to control their emotions. Relationships are also developed socially through emotion regulation. (Whitman, 2018) <sup>[40]</sup>.

### Importance of social play for improving social Withdrawal

Children and young people benefit from play in terms of their cognitive, physical, social, and emotional health. Children learn about the world and themselves via play. They also pick up qualities like confidence that they will need for relationships, jobs, and school. (Daubert *et al.*, 2018) <sup>[10]</sup> Children who play more are better at self-control, collaboration, thinking, sociability, and have higher social competence (Liyana *et al.*, 2019) <sup>[24]</sup>.

### Intervention Evaluation Procedures

Making decisions on the efficacy of an intervention is the process of evaluation. As part of a structured program for kids who struggle with social disengagement, the writer employed check-list observation to gather accurate data and assess its usefulness. It involves making a qualitative value evaluation. The author recorded all of the observational data and qualitatively assessed it.

The assessment-gathered data serves as the foundation for the value evaluation. The process of conducting an assessment involves acquiring information on a person's active needs and strengths from a variety of sources. Students' peer interaction, including gestures, movement, visual and nonverbal clues, noises, language, and facilitated communication to engage and create relationships, was critically assessed. Children communicate verbally and nonverbally as they grow for a variety of reasons, including displaying, sharing, discussing, asking questions, and demanding.

### Uses of Assessments in Early Intervention

For the chosen kid or youngster with social withdrawal, the author conducted thorough evaluations. Evaluation of the issue at the early stage is crucial in order to intervene effectively and correctly. Four basic categories might be used to broadly group assessments of special educational needs. Because the objective of formative assessment is to produce growth on the kid, the writer used formative evaluations for this intervention. It is a continuous evaluation that may be done before, during, and after teaching. Summative evaluation aims to determine whether or not the expected results (intervention objectives) were attained at the conclusion of the intervention. As a result, it serves as an evaluation and is known as learning assessment (AOL). (Bennett & Bennett, 2011) <sup>[5]</sup>.

In accordance with (Helenrose *et al.*, 2016) <sup>[17]</sup>, these four types of assessment are outcome assessment, which is used to assess a program's effectiveness based on children's performance following instructional intervention, universal screening, which is used to identify students who need more intensive assessment to determine their potential for intervention, process monitoring, which is used to assess students' progress over time in comparison to a validated trajectory, and differentiated instruction planning. Assessments are divided into formative and summative categories based on how long they were administered.

### Formative assessments

Formative assessments are used by teachers to guide judgments about the next stages in the learning process and to provide students feedback on their progress, bridging the gap between their present and intended learning levels. (Voinea, 2018) <sup>[39]</sup> Formative assessment is a methodology

that uses feedback from ongoing monitoring of student development to identify learning strengths and weaknesses and to inform instruction, allowing interventionists to understand the requirements of A, B, and C Childrens and prepare appropriately. The initial evaluation of this kid focused on how he or she interacts with his or her instructors and friends. The findings of this evaluation were scientifically evaluated, and they showed similar conduct, including being largely silent, afraid, and lacking in self-tormenting.

### **Summative Evaluation of social withdrawal students**

Summative evaluation was a process of review that followed intervention. For the goal of accountability, it was created and achievement up until the time of evaluation was assessed. In order to determine if this intervention was successful in reducing social retreat or enhancing social involvement, it was tested through social play.

The interventionist received a baseline (A) representing the average of social interaction through play that was offered as an alternative during the program's days with the chosen child, and B (treatment) was assessed by computing the mean of the social interaction through play results following interventions. Meaning that social disengagement will be shown if a child's social interaction rises.

### **Intervention Duration**

The intervention will last for two months as anticipated. The intervention will be scheduled to take place once a day (in the morning) for 40 minutes, three days a week. For this intervention, the interventionist chose Monday, Wednesday, and Friday.

### **Study Area**

One of the public schools located in the Ambo town Administration is Ambo Addis Ketema Primary School. The idea of inclusive education is new to the Ethiopian educational system, and only a small number of institutions are working to establish inclusive learning environments by experimenting with different strategies. The elementary school in Ambo Addis Ketema offers grades one through eight. Ambo Addis Ketema Primary School employs 75 teachers, 16 of whom are male and 59 of them are female. Two of the 75 instructors are special needs educators. There are now 3,772 students enrolled in the institution (1,423 male and 2,349 female). Data Sources Around 89 kids (37 men and 52 females) have clear signs of special educational needs out of the overall student body. This school has one resource room, and out of all the disabled children, some of them receive instruction and treatment in this room from a special needs specialist. These pupils include those with major issues like autism and intellectual impairments. The mother of the kid and the special needs teacher at Ambo Addis Ketema Primary School provided the first-hand information data.

### **Sample Size**

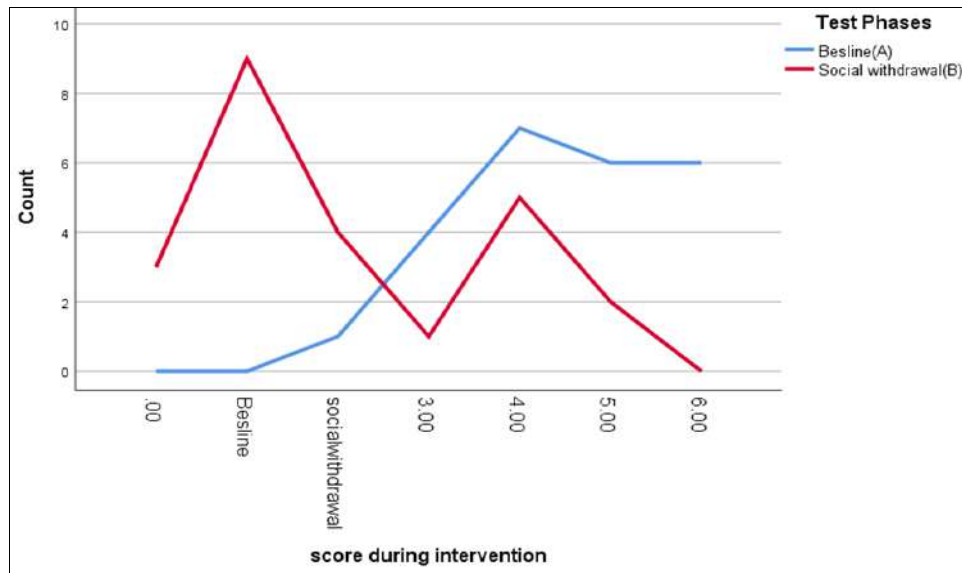
There are 89 pupils in the school that have various special needs. Senan Garamu was a student in one of the 14 pupils that are enrolled in a special class. The interventionist purposefully chose this particular child for the single case experimental design and is focused on creating the individualized educational plan (IEP) in order to provide effective intervention results.

### **Ethical Consideration**

Appropriate ethical issues will be adhered to Careful attention to ethical issues relative to selecting, implementing, and evaluating interventions is a key component of the intervention assistance process. Interventionist must ensure that the interventions they recommend through IEP, professional development, and other forms of service delivery are aligned with the ethical principles Thus, beginning from assessment processes parents and school staff has been informed. At this level the interventionist also has work to receive parental (mother) consent for the implementation of the intervention. As a result, prior to commencing the intervention programme, the interventionist was received consent from student's parent. No perceived harm, risk, or possible hurt was anticipated from this proposed intervention program and the interventionist was ethically obliged to maximize benefits and not to commit any harm in this intervention. To this end the consent was received from mother formally, as a result individualized educational intervention on letter recognition was started to be implemented. Hence, any condition (intervention) that could have negative effects on the participant was not attempted. Moreover, to ensure confidentiality of the participant in intervention, his family and the Ambo Addis Ketema Primary school, all data was treated in a manner that protects the confidentiality and anonymity of the participant and family involved in the processes of intervention. Thus, no individual family and student data was made public as part of the final intervention report. Finally, this intervention plan was appraised informally by Ambo Addis Ketema primary school special needs Education specialist and colleagues and formally by my instructor. Based on the results of both informal and formal evaluations, this plan was improved before proceed to implementation stage

### **Results and Discussions**

In this chapter, two important queries are addressed. How does social disengagement look like in kids? The following features of the kid with social withdrawal characteristics identified for the research work are exhibited by the intervention program for efficacy of decreasing/proving social withdrawal were offered for the first question based on observation results. (Rubin, 2009) <sup>[33]</sup> These include being irate and disobedient, not wanting to play with other kids, fighting or striking another kid.



(Source: intervention data from 24 weeks, 2022)

Fig 2: Intervention program for effectiveness of decreasing/proving social withdrawal

Because social play was given to children who were selected for intervention and those who were not, and because the interventionist identified stages of tests or phases, baseline phase (A), social withdrawal insisted on treatment phase (B) by using the above results, it is clear that social withdrawal decreases while baseline increases meant that social play was an effective tool for intervention for students with social withdrawal. Due to the effectiveness of playground intervention for children with social withdrawal, social play was prepared as positive reinforcement for these children. (Caldarella *et al.*, (2007). Based on the results previously discussed, this section discusses how the results were verified and checked using an individual education plan (IEP) or across IEP, an ABA single subject design, and a social play intervention for kids with social withdrawal. As a result, we can draw the conclusion that social play intervention for kids with social withdrawal is very successful. play-based education When kids withdraw socially, they cut themselves off from opportunities for peer connection. This behavior can cause kids to seem alone even when there are other kids around to play with (Rubin *et al.*, 2009) [33].

Table 3: The result of 24 week treatment for child with social withdrawal

Phases	N	M	SD	SE	T	p
Baseline(A)	24	4.5	1.18	0.241	5.93	.000
social withdrawal(B)	24	2.08	1.61	0.329		

(Source: intervention data from 24 weeks, 2022)

The means of the intervention phases or the efficacy of the intervention in the two phases were compared using an independent sample t-test. Baseline for the intervention, social isolation, or post-treatment. The difference between the baseline score (M=4.5,SD=1.18) and the social withdrawal score (M=2.08,SD=1.61) was statistically significant (t(46)=5.92,p=0.00). The size of the mean difference (mean difference=2.41, 95% CI:1.59 to3.23) According to this finding, social seclusion increases the brain's stress response. Social interaction aids in slowing it down. Gradually counteract social withdrawal by reaching out to your friends and family. Make a list of the people in

your life you want to reconnect with and start by scheduling an activity. Social withdrawal can significantly impact a person's ability to develop relationships with others and influence their sense of self and mental well-being. Therefore, it's important to seek help if you find yourself withdrawing or notice your child or other loved one doing so. (Barzeva, 2019) [2].

**Conclusion**

Any child may experience social detachment, but by paying attention, you may demonstrate. This study aims to describe intervention for kid with social withdrawal. The interventional strategy of setting up social play as an aid for adolescents, who struggle with social withdrawal, Early intervention is extremely essential to solve the social issue students with social withdrawal. Social play was a successful technique for intervention for kids who were socially withdrawing, as evidenced by social withdrawal reductions and baseline increases. Because the interventionist used ABA single subject experimental tests to identify baseline phase (A), social withdrawal insisted on treatment phase (B), and the interventionist provided social play as a tool for kids who were selected for intervention and others who were not selected.

**Implication**

The following suggestions and implications might be made in light of the study's main results, which were covered above: Teachers should actively explore teaching pupils social skills through play and using reinforcement to address social withdrawal skill issues in their students. The importance of identification, assessment, and intervention programs in the larger issue of kids with social withdrawal, as well as the inclusion of play-based learning in the curriculum and pedagogy for such students, should be carefully considered by policy makers and implementers. Since the nation is now embracing inclusive education, instructors need to get extensive training on how to handle student needs in an inclusive classroom environment. The accessibility of resources and chances for performing intervention studies on kids with special educational needs should be prioritized in primary schools.

### Recommendations for Further Intervention Study

Teachers must keep socially withdrawing students out of all classes and set up support activities for them in the playground. For kids with social issues, creating a range of playgroups in the school and utilizing professionals with communication skills is a terrific approach. In light of this, the school should set up a play group with a variety of playgrounds for the kids.

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