

**The Implementation of A Social Story Intervention to Increase Self-Control, Sense of Responsibility, and Social Engagement of Adolescence with *Mild Intellectual Disability*.**

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**Abstract**

The purpose of this study was to know the implementation of a social story intervention to increase self-control, sense of responsibility, and social engagement of adolescence with mild intellectual disability. Social skills are individual's behaviors that enable the individual to respond effectively to the social tasks and socially accepted. The skills include self-control, sense of responsibility, and social engagement. A social story is short narrative that is especially written to teach social skills to individuals with trainable or higher intellectual disability who possess basic language skills. This study used a single subject design. The subject of this study is a fourteen-year, seven-month-old girl with problem in social skills. The implementation of social story intervention used AB single-case research design. Measurement of behaviors was done through direct observation, pre-test and post-test using Social Skill Improvement System - Rating Scale (SSIS - RS). This study was conducted between October 2013 to February 2014. The study showed that subject experienced an increase in the ability and frequency of the behavior on self-control, responsibility, and engagement subscales. This study supported the recommendation for the use of social stories to increase the social skills of adolescence with mild intellectual disability.

*Keywords: Social story, Engagement, Responsibility, Self-Control, Mild Intellectual Disability, SSIS-RS (Social Skill Improvement System-Rating Scale).*