

Crites, S. (2001). *Social problem solving skills of students with mental retardation*. Unpublished doctoral dissertation, Auburn University.

DISSERTATION ABSTRACT

The purpose of this study was to determine the effectiveness of a problem-solving curriculum for transition-age students with mental retardation. The interactive training program *Solving Your Problems* (Browning, ND) was used to teach a five-step process for solving problems. The training lasted one-hour per day for ten days. There was a treatment group and a control group.

Research has indicated that individuals with mental retardation often lose their job in the community due to social incompetence. Increasing social competence may, in turn, increase job tenure. Social problem-solving has emerged as a promising method for increasing the social competence of individuals with mental retardation.

Results indicate participants in the training group were able to use the five step problem solving process to solve problem situations. Additionally, members of the training group scored higher than those in the control group on a problem-solving curriculum measure and were able to generate more alternative solutions to novel problem situations. There was some evidence of generalization of the five-step process to novel problem situations. Participant feedback on the training was positive.