



## **Development of Picture Storytelling Books to Enhance Morality and Word Reading Ability of Special Needs Students in Thailand**

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This study aimed to 1) develop picture storytelling books for enhance morality and word reading ability of student with special needs. 2) examine the effectiveness of picture storytelling books. The subjects were 40 students of grade 1 to 3 who had a learning disabilities or mild intellectual disabilities. The students were selected by using purposive sampling and were studying in the second semester of the 2021 academic year at eight government schools with special education programs: 1. Rajaprajanugroh 46 School 2. Wat Samuha Pradit School 3. Watnonsaparam School 4. Anuban Saohai School 5. Wat Sathu Prachasan School 6. Anuban Saradaeng School 7. Watkhaojumpa School 8. Anuban Saraburi School. The research instruments were employed: 1) the word reading test, 2) the lesson plan for word reading, 3) the awareness of morality evaluation, 4) the students' happiness questionnaire, and 5) the teachers' satisfaction questionnaire. Descriptive statistics (i.e., percentage, dependent sample t-test) were used to analyze the data. The main findings can be summarized as follows: 1) The picture storytelling books: The content was related to eight types of morality, which included diligence, saving, honesty, being disciplined, Manners, cleanliness, harmony and kindness. The CVI scores of stories 1, 4, and 7 were 0.97-1.00 and stories 2, 3, 5, 6, and 8 were 1.00. 2) the word reading ability of the students who had learning disabilities was excellent and mild intellectual disabilities was below average; 3) the word reading ability of both groups was higher; 4) the students' awareness of morality and happiness was high; and 5) the teachers were strongly satisfied with using the picture storytelling books.

**Keywords:** word reading ability, morality, satisfaction, happiness, students with learning disabilities, students with mild intellectual disabilities

### **INTRODUCTION**

Reading skills are necessary skills for students learning various types of content so that they can use it in their daily lives. The Ministry of Education realizes the importance of reading, writing, and calculating among students, especially those in early childhood or

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in grade 1 to 3. In 2015, the Ministry of Education launched an urgent policy indicating that students finishing grade 1 were going to be literate. The Ministry of Education passed another important policy which focused on developing students “to be able to read, write, and calculate”, including the 21<sup>st</sup> century skills which was 3Rs + 8Cs; basic skills of 3Rs were reading, writing, and arithmetic (Bureau of Educational Testing, 2020 & Panich, 2013) to many educational service area offices and educational institutions. In addition, the ministry assigned the Bureau of Educational Testing to evaluate the reading ability (i.e., pronunciation and reading comprehension) of each grade 1 student.

According to the evaluation result of Thai students in 2018, it found that Thai students had average scores in reading skills at 393 scores while OECD (Organization for Economic Co-operation and Development) scores were at 487 scores; when compared with PISA (Programme for International Student Assessment) in 2015, it found that the scores were at 409, decreased by 16 scores (Parichart, 2019). It was obvious that the reading skills of Thai students needed to improve instantly. Children with special needs are one group of children who deserve the opportunity from the government to have educational access. Providing an appropriate assistance; they have the potential to learn and be improved. Among nine groups of children with special needs, children with learning disabilities outnumber the others. In 2019, schools under the Special Education Bureau reported that there were 391,552 children with a disability in primary and secondary education, or 86.92 percent (Special Education Bureau, 2021). According to a report on disabled people in the United States of America between 2018 and 2019, 33 percent of children between 3 and 21 years old were identified as children with learning disabilities (National Center for Education Statistics, 2021). In England, the proportion of children with learning disabilities was 42 percent (Department for Education, 2019).

Based on the above, it can be said that people with learning disabilities outnumber those with other types of disability. People with learning disabilities (LD) are people who have a disorder in a part of the brain relating to learning processes. Learning disability can refer to a specific learning disability or multiple learning disabilities in skills such as reading, writing, and calculating, affecting the person’s learning in such skills despite their level of intelligence (The Government Gazette, 2009). Some of the people with learning disabilities may have a higher-than-average level of intelligence. It is reported that 70-80 percent of this group of people have reading disabilities (Learning Disabilities Association of America, 2021). Moreover, people with intellectual disabilities will have problems in everyday life and learning. Consequently, it is necessary to improve learning abilities, especially reading ability, among people with learning disabilities and intellectual disabilities.

According to the department of education in 2021, the report found that there were 362,897 students with learning disabilities and 19,982 students with intellectual disabilities in Thailand. Unfortunately, there were none of the studies that conduct on difficulties and moral development in students with learning disabilities and students with intellectual disabilities, also lack proper medium to develop reading skills and morality (Department for Education, 2019)

### Literature Review

Reading books or storytelling is one of the methods used in developing children's reading ability. Storytelling promotes children's basic development. It reinforces sensory development in the ears, eyes, and brain. It also promotes concentration, memory, and reading habits which help students learn happily. Storytelling will promote children's listening skills, speaking skills, confidence, behaviours, and social values (Thai Health, 2021). This is consistent with the study of Waibuntao & Sawekwi (2020) on *Learning Management by Using Tales to Develop Thai Reading Abilities of Grade 1 Students*. The findings of the study pointed out that the students achieved the learning goals in reading basic Thai words. After learning, the average scores were higher than before learning with statistical significance at the level of .01. In addition to developing students' reading skills, it is necessary to cultivate morality in children. This should be started in early childhood so that they will become good people and live with others happily. Childhood is the root of "becoming a good person with morality". With this in mind, cultivating morality in early childhood will effectively develop their behaviour and attitudes to live their lives happily (Bunsawat, 2021). There are ways to help children develop literacy skills more easily, such as using oral language, providing books, reading approaches, writing outcomes for children, an integrated curriculum, understanding diversity, and facilitating family support for the introduction of letters to children. (Kurnia et al., 2022)

It is essential for every sector to promote children's reading skills so that they can utilize the skills for their learning and enhancing their morality. At the same time, the reading skills and morality of children with special needs should be promoted. Using picture storytelling books containing moral content will promote their morality and reading habits because these groups of children learn best with pictures. Therefore, the researchers were interested in developing children with special needs to be good people and love reading by using picture storytelling books. They were specially designed in terms of colour code as a visual strategy in order that the children could remember words from the pictures. Moreover, the activities at the back of the books were designed to develop children's reading skills and promote their creativity.

In addition, the researcher also applied two theories in the study which were the cognitive theory of multimedia learning and theory of moral development in order to conduct and improve reading skills of the students. The first theory was the cognitive theory of multimedia learning which based on three cognitive science principles of learning: the human information processing system includes dual channels for visual/pictorial and auditory/verbal processing, each channel had a limited capacity for processing, and active learning entails carrying out a coordinated set of cognitive processes during learning. Dr. Mayer, states was the cognitive theory of multimedia learning. Multimedia instruction was presentations of the words and pictures to help learners build mental models. (Richard, 2022). The second theory was Kohlberg's theory of moral development. Kohlberg's theory was about moral development occurs in a series of six stages, Stage 1: Obedience and Punishment, Stage 2: Individualism and Exchange, Stage 3: Developing Good Interpersonal Relationships, Stage 4: Maintaining

Social Order, Stage 5: Social Contract and Individual Rights, Stage 5: Social Contract and Individual Rights and Stage 6: Universal Principles.

### **Research Objectives**

The objectives of this study were as follows: (1) to develop picture storytelling books for enhancing morality and word reading ability of student with special needs. and (2) to examine the effectiveness of picture storytelling books for enhancing morality and word reading ability of student with special needs.

### **METHOD**

#### **Research Design**

This study aimed to find answers for the research objectives and divided to two phases. In the first phase, the qualitative method was used to develop picture storytelling books and the second phase used the quantitative method, aimed to examine the effectiveness of picture storytelling books for enhancing morality and word reading ability of student with special needs

#### **Phase I**

1.1 To study researches related to storytelling and moral enhancement for learning. Also, to reach information by interviewing experts in storybook writing, illustrations, book layout, and pictures for learning.

1.2 To study documents related to 8 virtues: divergence, saving, honesty, being discovered, manners, cleanliness, harmony and mindfulness. This included the words that were used in reading development

1.3 To plan a writing structure by sorting out stories to promote virtue and reading in words, then distributing to 3 experts in storytelling, Thai language, and special education field to consider the story.

1.4 To bring the storybook series designed by illustrators to compose the story which was a prototype tool to 5 experts who were specialists in special education, writing and storytelling in Thai language, teaching children with special needs, and measuring and evaluating fields to consider the content accuracy index (CVI). The results showed that the content accuracy was between 0.97 and 1.00.

#### **Phase II**

This is an experimental study using the One-Group Pre-test and Post-test Design experimental model.

#### **Participants**

The samples were the 40 students with special needs in terms of learning disabilities or mild intellectual disabilities who were studying in grade 1 to 3. They were studying in the second semester of the 2021 academic year at eight government schools in Saraburi Province with special education programs at Saraburi Primary Educational Service Area

Office 1. They were selected by using purposive sampling. The used criteria are described below:

1. The students were studying in grade 1 to 3 and had been diagnosed by a doctor or the Ministry of Education as being students with learning disabilities or mild intellectual disabilities.
2. The teachers who taught Thai courses and the teachers who were close to the students were interviewed. This allowed the researcher to gain information about the 20 students with learning disabilities and the 20 students with mild intellectual disabilities.

### **Instruments**

1. The word reading test: This test was developed for the grade 1 to 3 students who had learning disabilities or mild intellectual disabilities. There were 16 words and the maximum total score was 16. The test was in the form of flashcards. The validity (IOC) ranged between .80 and 1.00. The index of difficulty (p) ranged between .60-.80. The discrimination (r) ranged between .35 and .94. The reliability was estimated as .90.
2. The lesson plans for word reading: There were eight plans for lessons using picture storytelling books. The CVI scores of stories 1-8 were 1.00.
3. The awareness of morality evaluation: This evaluation was developed for the grade 1 to 3 students who had learning disabilities or mild intellectual disabilities. It was based on a two-point Likert scale ranging from aware to not aware and consisted of 16 questions with a maximum total score of 16. The validity, or IOC, ranged between .67 and 1.00.
4. The students' happiness questionnaire: This questionnaire was developed for the grade 1 to 3 students who had learning disabilities or mild intellectual disabilities. It was based on a four-point Likert scale ranging from very happy to slightly happy and consisted of 11 questions with a maximum total score of 44. The IOC ranged between .67 and 1.00.
5. The teachers' satisfaction questionnaire: This questionnaire was developed for the teachers teaching the grade 1 to 3 students who had learning disabilities or mild intellectual disabilities. It was aimed at collecting data on teachers' satisfaction toward using the picture storytelling books. It was based on a five-point Likert scale ranging from very satisfied to slightly satisfied and consisted of 13 questions with a maximum total score of 65. The IOC ranged between .80 and 1.00.

### **METHOD**

The researcher started the experiment with the students who had learning disabilities or mild intellectual disabilities and were studying in the second semester of the 2021 academic year. The procedures used were as follows: 1) the researcher allowed the students to do pre-test individually; 2) the teachers who were trained to use the picture storytelling books implemented the lesson plans provided over eight weeks (30 minutes per day, five days per week, from 3.00 p.m. to 3.30 p.m., Monday to Friday) between

January 10, 2022 and May 4, 2022; 3) after the eight weeks of lesson plans had been completed, the researcher allowed the students to do post-test individually on May 7, 2022. Both pre-test and post-test were the word reading test. After that, the researcher evaluated the students' awareness of morality, students' happiness, and the teachers' satisfaction.

The researcher designed, supervised, and followed up the processes in this study as instructed under the inspection of Research Institute, Srinakharinwirot University including the specialists in research area, and educational supervisors. As a researcher who has been continually practicing in learning disabilities and intellectual disabilities area with various special education types of research and being an innovation developer. I amiably conducted and communicated with respondents in a hassle-free environment. I explained by using simple words and sentences to understand easily, read the surveys to students and let the students answer by writing down or telling the researcher and team. Researcher and associates wrote down all of the students' answer candidly.

Moreover, this study had requested Research Ethics documents from Strategic Wisdom and Research Institute, Srinakharinwirot University. The serial number is SWUEC/E-297/2564. There was Participant Information Sheet and Informed Consent Form which were sent to the student's parents for their consent. The criteria to deprive were an absence in all of the activities due to sickness or medical conditions. The data were stored securely in private computer with password in order to protect the data from outsider, also using password instead of name and personal information of respondents. The period of data retention is 2 years.

#### **Statistics for Data Analysis**

The researcher analyzed the scores from pre-test and post-test by using 1) descriptive statistics (i.e., count, percentage, mean, and standard deviation) and 2) referential statistics (the dependent sample t-test) with statistical significance at the level of .05.

#### **FINDINGS**

In phase I, the series of storytelling books were created to be suitable for special needs children. The books used simple sentences, daily use vocabulary words, and picture embedded words which made the students understand instantly while reading. The matters were full of excitement and consideration points, there were activities in the last chapter of the book as well, such as painting, drawing, and connecting the dots. Moreover, real animal portraits were applied in the activity part for a better understanding of learning disabilities student and allowed the students evaluated their satisfaction with each animal character.

The contents in the picture storytelling books were related to eight types of morality, which included kindness, harmony, saving, cleanliness, being disciplined, diligence, and honesty. The researcher considered animal characters to write each of the stories. There were eight stories: 1) Diligent Bees (diligence), 2) Saving Rabbits (saving), 3) Honest Fluffy Dogs (honesty), 4) Talkative Monkeys (being disciplined), 5) Well-Mannered Bears (Manners), 6) Clean Cats (cleanliness), 7) Tiny Ants and Friends (harmony), and

8) Kind Hippos (kindness). The content validity index (CVI) was estimated. The CVI scores of stories 1, 4, and 7 were .97-1.00 and stories 2, 3, 5, 6, and 8 were 1.00. The researcher also used the common places for students which were school and home. The activities in the last chapter of the book were approved by specialists before conduct the study.

There are 3 step directions

- 1. Introduction:** Teacher showed the picture storytelling books to the students and discussed the book cover.
- 2. Teaching:** Teacher showed pictures, words, and characters introduction along with explaining how to read aloud together. Students only read the words that had picture above them, teacher read other words. After finishing reading, the students needed to complete activity part.
- 3. Summary:** Teacher let students read the words and guide them to read by themselves, complete activity part, and evaluate their satisfaction toward the characters with their reasons. The students could repeat reading until they were able to remember the words.



Figure 1  
Example of the picture storytelling books

In phase II, the word reading ability of the students who had learning disabilities or mild intellectual disabilities after being taught using the picture storytelling books was shown in Tables 1.

Table 1

Mean and standard deviation gained from the scores of pre-test and post-test of the word level reading ability of the students who had learning disabilities or mild intellectual disabilities, before and after being taught using the picture storytelling books

No.	The students who had learning disabilities (Scores out of 16)				The students who had mild intellectual disabilities (Scores out of 16)			
	Pre-test score	Level	Post-test score	Level	Pre-test score	Level	Post-test score	Level
1	2	Poor	13	Good	2	Poor	7	Below Average
2	1	Poor	11	Good	1	Poor	6	Below Average
3	3	Poor	14	Excellent	2	Poor	5	Below Average
4	2	Poor	13	Good	1	Poor	6	Below Average
5	3	Poor	11	Good	2	Poor	5	Below Average
6	5	Below Average	15	Excellent	2	Poor	6	Below Average
7	4	Poor	14	Excellent	1	Poor	5	Below Average
8	6	Below Average	15	Excellent	3	Poor	7	Below Average
9	2	Poor	11	Good	2	Poor	5	Below Average
10	1	Poor	10	Average	2	Poor	4	Poor
11	7	Below Average	15	Excellent	0	Poor	3	Poor
12	4	Poor	13	Good	1	Poor	5	Below Average
13	5	Below Average	13	Good	2	Poor	6	Below Average
14	6	Below Average	15	Excellent	3	Poor	8	Average
15	6	Below Average	16	Excellent	1	Poor	4	Poor
16	2	Poor	13	Good	2	Poor	5	Below Average
17	7	Below Average	14	Excellent	3	Poor	7	Below Average
18	6	Below Average	15	Excellent	2	Poor	6	Below Average
19	5	Below Average	16	Excellent	1	Poor	5	Below Average
20	3	Poor	14	Excellent	0	Poor	4	Poor
□	4	Poor	13.55	Excellent	1.65	Poor	5.45	Below Average
SD	1.97		1.73		0.88		1.23	

As can be seen in Table 1, pre-test scores were between 1 and 7 out of 16 ( $M = 4.00$ ,  $S.D. = 1.97$ ). The word reading ability of the grade 1 to 3 students who had learning disabilities needed improvement. On the other hand, post-test scores were between 10 and 16 out of 16 ( $M = 13.55$ ,  $S.D. = 1.73$ ). The word reading ability of the students was excellent. This is consistent with the first hypothesis, stating that the word reading ability of the grade 1 to 3 students who had learning disabilities was excellent after being taught using picture storytelling books.

For the grade 1 to 3 students who had mild intellectual disabilities, pre-test scores were between 0 and 3 ( $M = 1.65$ ,  $S.D. = 0.88$ ), which means that the word reading ability of the students needed improvement. On the other hand, post-test scores were between 3 and 8 out of 16 ( $M = 5.45$ ,  $S.D. = 1.23$ ). This means that the word reading ability of the grade 1 to 3 students who had mild intellectual disabilities was average. This is not consistent with the second hypothesis, stating that the word reading ability of the grade 1 to 3 students who had mild intellectual disabilities was below average after being taught using picture storytelling books.

3. The comparison between the word reading ability of the grade 1 to 3 students who had learning disabilities or mild intellectual disabilities, before and after being taught using picture storytelling was shown in Table 2.

Table 2

The comparison between the word reading ability of the grade 1 to 3 students who had learning disabilities or mild intellectual disabilities, before and after being taught using picture storytelling books

Type of students (According to disability)	Testing	<i>n</i>	$\bar{X}$	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p-value</i> (one-tailed)
Students with learning disabilities	Pre-test	20	4.00	1.97	34.60	19	.000
	Post-test	20	13.55	1.73			
Students with mild intellectual disabilities	Pre-test	20	1.65	0.88	20.39	19	.000
	Post-test	20	5.45	1.23			

As shown in Table 2, the word reading ability of the grade 1 to 3 students who had a reading disability or mild intellectual disabilities, after being taught using picture storytelling, was higher, with statistical significance at the level of .05. This is consistent with the third hypothesis, stating that the word reading ability of the grade 1 to 3 students who had learning disabilities or mild intellectual disabilities was higher after being taught using picture storytelling books.

4. The awareness of morality of the grade 1 to 3 students who had learning disabilities or mild intellectual disabilities, after being taught using picture storytelling was shown in Table 3.

Table 3

The awareness of morality of the grade 1 to 3 students who had learning disabilities or mild intellectual disabilities

Type of students (according to disability)	Topics of evaluation	Total Score	Level		
			$\bar{X}$	<i>SD</i>	Level
Students with learning disabilities	1. The awareness of morality	16	15.55	0.51	High
	2. Happiness	44	41.26	1.31	High
Students with mild intellectual disabilities	1. The awareness of morality	16	15.75	0.44	High
	2. Happiness	44	41.85	1.14	High

As can be seen in Table 3, the mean scores of the awareness of morality and happiness of the grade 1 to 3 students who had learning disabilities, after being taught using picture storytelling books, were 15.55 and 41.26, respectively. This is high and consistent with the fourth and fifth hypotheses, stating that the awareness of morality and happiness of the grade 1 to 3 students who had learning disabilities was high after being taught using picture storytelling books.

At the same time, the mean scores of the awareness of morality and happiness of the grade 1 to 3 students who had mild intellectual disabilities, after being taught using picture storytelling books, were 15.75 and 41.85, respectively. This is high and consistent with the fourth and fifth hypotheses, stating that the awareness of morality

and happiness of the grade 1 to 3 students who had mild intellectual disabilities was high after being taught using picture storytelling books.

5. The satisfaction of the teachers teaching grade 1 to 3 students who had learning disabilities or mild intellectual disabilities by using picture storytelling books was shown in Table 4.

Table 4

Mean and standard deviation of the satisfaction of the teachers teaching grade 1 to 3 students who had learning disabilities or mild intellectual disabilities by using picture storytelling books

Type of students (according to disability)	Total Score	Level of Satisfaction		
		$\bar{X}$	SD	Level
Students with learning disabilities	65	41.31	2.98	Strongly satisfied
Students with mild intellectual disabilities	65	40.84	3.78	Strongly satisfied

Based on Table 4, the mean scores of the satisfaction of the teachers teaching grade 1 to 3 students who had learning disabilities or mild intellectual disabilities by using the picture storytelling books were 41.31 and 40.84, respectively. They were strongly satisfied with the picture storytelling books, which is consistent with the last hypothesis, stating that the satisfaction of the teachers teaching grade 1 to 3 students who had learning disabilities or mild intellectual disabilities by using picture storytelling books was high.

#### SUMMARY

1. The picture storytelling books: The content was related to eight types of morality, which included diligence, saving, honesty, being disciplined, Manners, cleanliness, harmony and kindness. The CVI scores of stories 1, 4, and 7 were .97-1.00 and stories 2, 3, 5, 6, and 8 were 1.00.
2. The word reading ability of the grade 1 to 3 students who had learning disabilities was high after being taught using picture storytelling books.
3. The word reading ability of the grade 1 to 3 students who had mild intellectual disabilities was normal after being taught using picture storytelling books.
4. The word reading ability of the grade 1 to 3 students who had learning disabilities or mild intellectual disabilities was higher after being taught using picture storytelling books.
5. The awareness of morality of the grade 1 to 3 students who had learning disabilities or mild intellectual disabilities was high after being taught using picture storytelling books.

6. The happiness of the grade 1 to 3 students who had learning disabilities or mild intellectual disabilities was high after being taught using picture storytelling books.

7. The teachers teaching grade 1 to 3 students who had learning disabilities or mild intellectual disabilities by using picture storytelling books were strongly satisfied.

## DISCUSSION

1. The word reading ability of the grade 1 to 3 students who had learning disabilities, after being taught using the picture storytelling books was very high and higher than before being taught using the picture storytelling books with statistical significance at the level of .05. This is consistent with the first and third hypotheses. As the picture storytelling books used the sight-word approach, which did not focus on spelling, they helped the students to read better with less focus on spelling. The approach was also suitable for visual learners (Lyon, 2021) because the pictures could lead students to read words and motivate them to read. Moreover, the activities provided in the books helped the students read the words several times. They contained colorful words and pictures which ranged from easy to difficult. The colors of the words were changed into dark blue in order to promote students' reading ability. The number of pictures was reduced in order to help the students remember the words. Consistency in reading helps students remember better, promotes reading habits, and helps them read better. This is consistent with the Ministry of Education (2021) policy concerning the necessity of reading skills for learning. Students utilized the skills in learning, which did not occur naturally. They gained the skills from learning and being consistent in their reading so that they could read continuously, love reading, and read a variety of stories based on their own backgrounds. This is consistent with the study of Strauber et al., (2020) on *Using a picture-embedded method to support acquisition of sight words*, in which the experimental group gained a higher word-level reading ability than the control group with statistical significance and they retained words more efficiently. Also, Ratminingsih et al., (2020) on *Local Culture-based Storybook and Its Effect on Reading Competence*, the result proves that there was a significant effect of local culture-based storybook on students' reading competence, while Cohen's *d* shows that the effect size was medium. Thus, teachers are recommended to regularly use stories for improving reading competence.

According to the study of Trial of Synthetic Phonics extended to Storybook Reading to Improve Reading Skills of Indonesian Third Graders Enrolled in a Bilingual School. The study conducted on Phonics extended to Storybook Reading to develop reading skills of grade 3 students at a bilingual school. Indonesian Studies have shown that phonics instruction improves reading skills, with noticeable word recognition and pronunciation results. The findings revealed that the trial accelerated students' decoding skills and improved word pronunciation and text comprehension. (Wahyuni, 2022).

With respect to the reading ability of the students with mild intellectual disabilities, the findings were inconsistent with the second hypothesis. The reason was the impossibility to develop the reading skills of this group of students within a short period of time. They were required to learn consistently. Unfortunately, the pandemic stopped them from

learning regularly. It was obvious that the reading ability after being taught using the picture storytelling books was higher, with statistical significance at the level of .05. This is consistent with the third hypothesis. Apart from that, reading words several times helped the students with mild intellectual disabilities to remember better, which was consistent with the principles of the 3Rs, which were repetition, relaxation, and routine (Department of Mental Health, 2020). This study showed that the students smiled happily while reading. The student interview indicated that they loved reading words with pictures above them because they helped them know what they were reading. Moreover, they loved the stories and the good animal characters.

2. The awareness of morality of the grade 1 to 3 students who had learning disabilities or mild intellectual disabilities was high after being taught using the picture storytelling books. This is consistent with the fourth hypothesis because the content of the stories was related to students' lives and presented morality through pictures. They helped the students to understand the stories easily, which could help them to utilize the stories in their daily lives. The activities encouraged the students to think and express their opinions, which helped them to understand the stories better. This is consistent with the study of Bunsawat (2021), which found that it was necessary to cultivate morality in children. Teachers should be educated and use various teaching methods in order to promote students' learning. This is also consistent with the second workshop of the Institute of Public Policy Studies (2013), in which most of the teachers used storytelling activities when teaching morality to primary students. In addition, parents could use storytelling to show affection to their children and build good relationships with them. Storytelling could promote moral intelligence (MQ), emotional intelligence (EQ), and good values among children. Therefore, implementing picture storytelling books in teaching should be considered as an effective strategy to raise the awareness of morality of the students who have a learning disabilities or mild intellectual disabilities because they could learn it from concrete concepts which are related to their lives. This is consistent with the findings of Promkun & Tankura (2008) concerning *Resource of development the behavior ethics for kindness of Educable Mentally Retarded group level 3 by using Yuvavaiyavajjamai activity*, in that the students' behavior was good in terms of kindness and their kindness was higher with statistical significance at the level of .05.

Storytelling was children's favourite; teachers were able to embed virtue and moral in the storytelling to let children obviously learn while reading. The characters in storytelling could get attention from children, influence their attitudes, and increase good behaviours which were concordant with social cognitive learning theory by Albert Bandura (Iamsupasit, 1998). Moreover, the series of storytelling intended to encourage children in moral and virtue issues. As storytelling in this study, the animal characters and their behaviours displayed as a role model to indicated children to learn and understand how to have good behaviours, for example, sharing, assistance, honesty, or thrift. Students could learn from the characters and conceive the conceptions after reading the storytelling several times. Rumars (2002), *The study of Use of Storytelling Activities to Develop Moral Characters for Kindergarten Level 2 Students*. which found that it was after providing activities according to experiential plans using storytelling to

develop moral characters for kindergarten level 2 students, student's moral character performances were mostly found in sequence as follows; being kind, self-disciplined, being proud of Thainess, and being affective and aware of value of nature and environment reservation. Besides, Inthira Rumas (2002) had studied on storytelling to improve moral and virtue for students in kindergarten level 2, the study found that the storytelling increased an effect on children's good behaviors, for example, moral, virtue, discipline, respect, and environmental conservation.

As a result, it can be said that implementing picture storytelling books in teaching students who have a learning disabilities or mild intellectual disabilities could raise the students' awareness.

3. The happiness of the grade 1 to 3 students who had learning disabilities or mild intellectual disabilities was high after being taught using the picture storytelling books. This is consistent with the fifth hypothesis because the animal characters were developed to be similar to real people. Each set was validated by experts in storytelling books for children. This is related to the study of Valente (2017), which found that the drawing, painting, font design, framing, and plotting could motivate students to learn. The teacher interview indicated that the students who had mild intellectual disabilities were happy to see pictures and read from the pictures. They would smile and share their reading with the teacher. This shows that they loved reading and would read repeatedly.

4. The satisfaction level of the teachers teaching grade 1 to 3 students who had learning disabilities or mild intellectual disabilities by using the picture storytelling books was strongly satisfied. This is consistent with the sixth hypothesis because the picture storytelling books were designed to overcome the students' limitations in word spelling. Consequently, designing reading books with pictures could help the students to read better in the initial stage of reading. This is consistent with the findings of Colleen Kelleher (2021), in that matching pictures to words was beneficial for students with learning disabilities in developing their vocabulary. Using pictures and words could encourage the students to remember words better.

In addition, the series of storytelling in this study were suitable for children, the books used simple sentences, daily use vocabulary words, and picture embedded words which made the students understand instantly while reading. The matters were full of excitement and consideration points, there were activities in the last chapter of the book as well, such as painting, drawing, and connecting the dots.

This is consistent with the findings of Department of Mental Health (2015) concerning the suitable selection of storytelling books for students with intellectual disabilities, in that they should be selected according to students' interests because these books are related to their lives and easy to understand. They should contain lively characters and colorful pictures. This study showed that the picture storytelling books were suitable for the students who had mild intellectual disabilities. Moreover, they were validated by experts and tried out before implementation with the students.

There was no difficulties or issues during the sessions. The respondents' emotion and feeling were smooth, happy, and eager to learn and attend the study. There was none of the respondents who gave the rejection on this study.

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