

P05- THE EFFECTS OF A ROUTINE TRAINING OF STUDENTS WITH AUTISM BY USING THE TASK ANALYSIS FRAMEWORK

Jaroenkhwan Moolmoi, (Jaromo@kku.ac.th)

Khon Kaen University Demonstration School, Special Education Division,
Faculty of Education Khon Kaen University, Khon Kaen 40002, Thailand

ABSTRACT

This study was aimed to examine the effects of a routine training by using the task analysis framework in order to develop routine skills for students with autism. The pre and post scores of the routine training were compared. The participants were 2 students who were diagnosed by a doctor that they had autism and they enrolled in the 2014 Academic year at the Special Education Management Research Center for Autistic Children of Demonstration School of Khon Kaen University. The instruments used in this research were created by researcher and verified by 3 qualified experts. The instruments were as in the following; 1) the pre and post ability assessment test 2) the plan for routine training by using the task analysis 3) the exercises for routine training by using the task analysis 4) the learning records. All the instruments were used with the participants three times a week. They learnt with this routine training for 8 topics in 10 weeks. Percentage and line graph were used for data analysis. The results suggested that using a routine training with autistic students by using the task analysis can develop their better daily routine. The students could practice the routine training steps by steps which is easy for them to follow. As a result, the post score of the routine training in students with autism by using the task analysis was significantly higher than the pre score of the routine training in students with autism by using the task analysis.

Keywords : autism, task analysis