

P09- THE EFFECT OF BEHAVIORAL INSTRUCTION FOR REDUCING UNDESIRABLE BEHAVIORAL OF STUDENTS WITH AUTISM

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ABSTRACT

The research the study “The Effect of Behavioral Instruction for Reducing Undesirable Behavioral of Students with Autism,” aimed to study the effect of Behavioral Instruction by conditioning “holding for doing and Holding for stopping, increasing the stimulus, ignoring, distracting one’s interest, and rewarding,” for Students with Autism. The target group of this study consisted of 6 students with autism diagnosed by physician as autistic persons, studying at Research and Development Center of Inclusive Education for students with autism, Khon Kaen University Demonstration School, the first semester of 2012 school year, whose ages were between 1-22 years old. They were student group who couldn’t learn in Inclusive School, classified into Low Functional Autism whose IQ were lower than normal as well as slow development in every aspect such as the communication problem, no spoken language or perceptual as well as learning skill or social skill, and paroxysm. They were selected by Purposive Sampling. The instruments using in this study were: 1) the Behavior Record Table before conducting research, 2) the Behavioral Support Plan by using the Behavioral Instructional Technique including: conditioning, holding for doing and stopping, increasing the stimulus, ignoring, distracting one’s interest, and rewarding, 3) the Frequency Behavioral Record Table after teaching, and 4) the Behavioral Evaluation after learning management. Research findings were concluded by analyzing the Frequency Behavioral Record Table. The research findings found that: 1) The usage of Behavioral Instructional Technique by conditioning, holding for doing and stopping, increasing the stimulus, ignoring, distracting one’s interest, and rewarding for behavior modification in undesirable behavior of students with autism, consisted of the following processes: (1) The students’ information. (2) The Undesirable behavior. (3) The searching for fact. (4) The behavior evaluation. (5) The correction of behavior. (6) The feedback for behavior modification.

2) The usage of behavioral instructional technique by conditioning, holding for doing and stopping, increasing the stimulus, ignoring, distracting one's interest, and rewarding for behavior modification in undesirable behavior of students with autism, could be able to reduce the undesirable behavior. Recommendations: 1) The behavioral instructional technique, should be administered in reducing the undesirable behavior with the samples continuously and regularly in their house and school until the students would have desirable behavior constantly 2) The behavioral instructional technique should be administered with the problematic students in other groups such as the Learning Disability Students)LD (, the Attention Deficit of Hyperactivity Disorder) ADHD (or the students with emotional and behavioral disorder.

Keywords: autism, behavioral instruction