Investigation and analysis of problem behaviors of autistic children

- An example of a special education school in Anhui province

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Abstract: through indirect assessment and direct observation of autistic children in a special education school in the province of Ontario , problem behavior is prevalent in autistic children groups , The severity of the behavior of the problem There are significant individual differences in degrees , The occurrence and functionality of various problem behaviors are also different The, to be treated differently when intervening .

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Throughout the development of special education , Education Research on autistic children History Less than hundred years , with modern medicine , The ongoing development of psychology , For Autism Research becomes a hot issue again . This topic is intended to Conduct a preliminary survey of the problem behavior of the autistic children in a special education school in the province of Ontario , for effective intervention . about problem behavior , Park Yong-Shin believes that it is invalid or affects oneself with others normal study and life behavior , can obstruct the social adaptation of children and the full development of the body and mind . to learn about children with Autism behavior Performance, This survey selected the school 7-12 Total Child for research to like , through indirect evaluation , Research by direct observation and functional analysis .

1. Indirect evaluation

Use the Autism Treatment Assessment Form (short ATEC) and Autism Behavior Rating Scale (Jane call ABC) to the subject of the study , Instructor or parent to investigate ,Recycle data and sort out the results of the behavior assessment of autistic children .

The Autism Treatment Assessment table includes ① speech , ② Social , ③ sensory and cognitive , ④ Physiological and behavioral four component tables Total Items . where ①②③ Component Table Press 0,1,2 three level standard score , Each level of score is " None " Occasional , often ; ④ divide scale to 0,1,2,3 Four-level forward scoring ,every level of score meaning " no " , light , in , heavy . The scale is used primarily to evaluate the effect before and after treatment. , also allow individuals and others tocompare . based on component and scale scores by looking up tables you can get symptoms severity of the percentile interval . The Autism Behavior Rating Scale is mainly used for screening children with autism , by A description of the child's feelings , Behavior , Emotion , entries for language exception expression The IS composed of . The scoring method is divided by the load size of each item in the scale 1,2,3,4 Sub , if the scale score is equal to or greater than the

Can be suspected of autism ., If total score exceeds "" points can be diagnosed as autistic .

from the table 1 To See , ATEC The total score of and the score of the Component table in the individual's significantly different , total score lowest 44, Highest 113,difference is ; in the behavior is divided into scale score aspects , lowest 8 divide , Highest divide , difference is 42. General ,ATEC score Higher The problem with the ,, is serious .. visible , problem behavior in different children The level of performance on is different , different, , Individual Differences large . The survey shows that there is a total of ? 8 person , for the total number of 57%. from The evaluation score of ABC to see, all users with score higher than 31 points , score range 42-166, which has The People's score is higher than points, Total number of 86%, Autism behavior characteristics very obvious . Comprehensive score analysis , There are varying degrees of problem behavior among autistic students in this school , which is more serious The behavior problem is dominated by students .

2. observe directly

with a homemade Behavior Observation table , by the subject's class teacher and art The teacher is in the classroom teaching and recess activities in the field of observation . This observation actual time is one week , A total of four teachers participating in the observation , observations show , This school Autistic students with problem behavior is almost 100%, But does not mean that every student will Show all problem behavior type , The percentage of students with various types of problem behavior is not the same as with . from table 2 visible , stimulating behavior in special schools , emotional behavior and disturbing order The number of autistic students with a behavior is greater , that's how frequently these types of behavior occur ; to appear cut , The number of students who attack and destroy behavior is relatively small , that is less frequent .Copyright © 2018 H. Wakamatsu et al.

Problem behavior	Classroom incidence	The rate of recess	Average
emotional Behavior (cryingrage , screaming	50%	36%	0.43
attack Behavior (biting , hit people, etc)	14%	14%	0.14
self-inflicted behavior (header , bite Hand etc)	7%	21%	0.14
-stimulus Behavior (clapping , clap first)	36%	64%	0.5
corrupt behavior (Destroy Toys)	14%	14%	0.14
Disturbing order (Disruptive etc)	36%	29%	0.32

The above problem behavior for autistic children

Inter-observe ,evaluates the situation with the previous scale

Status Consistent , indicates that the problem behavior of autistic children in special schools is more general . three ,feature Analysis

The appearance of the problem behavior of autistic children has some purpose or reason , Shi The functionality of the to, behavior is divided into social positive hardening , Social negative hardening ,feel positive hardening and sensory negative enhancements .

Table 3 the class and recess rate for each type of problem behavior

3. Economic and Social science research

The function of the problem behavior of autistic children can generally be summed up in four categories : self-stimulating , escape , get material items , receives attention from others . United States Mental Disorders Diagnostics with statistic manual (DSM the -V) indicates autism (autistic "") Symptom of a pedigree disorder One is restricted ,repeat behavior pattern ,, interest or activity . so , with self-motivated exists for functional problem behavior , should be the norm for most autistic children , and the class problem behavior correction is extremely difficult . at the same time , by its social communication and social interaction aspects effect of qualitative defects , autistic children often can't express their wishes , demand or other encounters , plus adults tend to think too little about children. , Cannot be satisfied with when you want to. , Requirements or resolution difficulties , in this case , Children often appear sharp name , angry , hit people , Header , break toys, and more problems behavior . For example , with children to get candy or want (buy) When something is interesting , will last a few little scream or Stomp when , Kick the Thing , hits First class , This is for material items . also some children are in order to gain the attention of others , or to escape a task similarproblem behavior , so , Teachers intervene in the problem behavior of autistic children before , must The must first determine what the behavior of the problem is. , Becauseof The problem behavior of based on different features , Its intervention policy differs from .

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