

ABSTRACT

TEACHING CHILDREN WITH AUTISM TO SELF-MANAGE ON-TASK BEHAVIOR IN A GENERAL EDUCATION CLASSROOM: EFFECTS ON INDEPENDENT FUNCTIONING AND WORK PERFORMANCE

Self-management interventions have been used to modify the behavior of children with autism in many settings, but there is little research on increasing on-task behavior. The present study examined the effectiveness of a self-management intervention to increase the on-task behavior of children with autism in a general education classroom. The intervention included discrimination training and teaching self-recording and self-reinforcement. The study investigated the effects on work, independence, other problem behaviors, and a new technology (Motivaider) as the signal to self-record behavior. Participants were 2 boys, ages 7 and 12. The procedure consisted of baseline, discrimination and self-management training, and class time self-management. Results showed that on-task behavior increased with the introduction of the intervention; furthermore, a reversal to baseline levels was not demonstrated. The intervention may have resulted in a small increase in independence for Freddy, but did not appear to increase independence for Gabe. Total work completion appeared to be positively affected. The intervention showed possible collateral effects for out of seat behavior and inappropriate vocalizations for Freddy. Overall, self-management interventions have potential for facilitating the inclusion of children with autism into general education settings; however, more research is needed.

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