

Preference Assessment of Teacher Behaviors for Students with Autism and Resulting Student Behavior

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Introduction

Children with autism spectrum disorder (ASD) may have a preference for teachers. Preferences may have an effect on the student's behavior.

This study demonstrated that when a child with ASD was working with a preferred teacher, this led to less problem behavior and increased appropriate behavior.

Methods

Participants

- Two students diagnosed with ASD
Ages: 11 and 14 years
- One special education teacher, three teacher's assistants and one paraprofessional

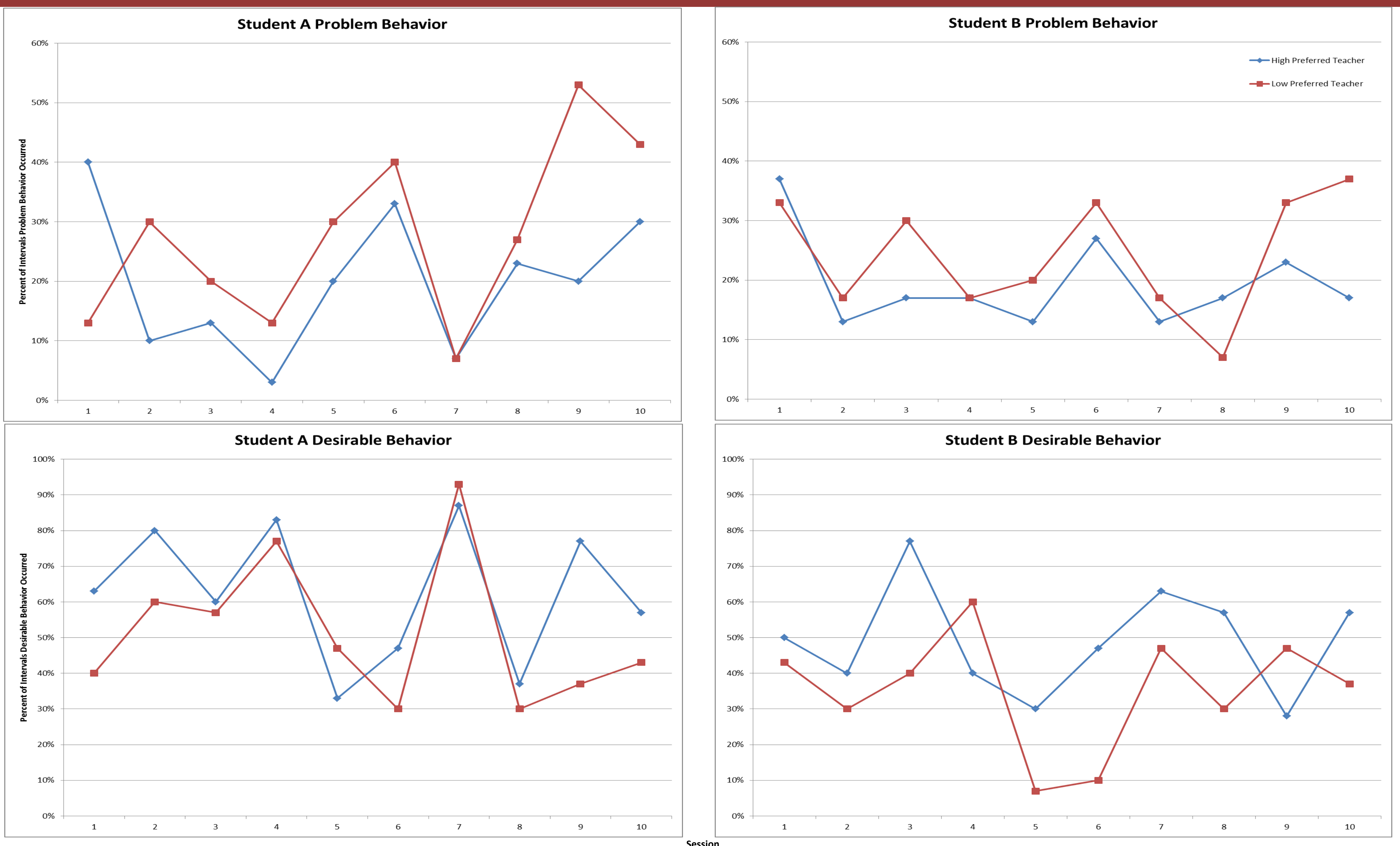
Preference Assessment

- A multiple-stimulus without replacement preference assessment using color pictures of each teacher

Experimental Condition

- An alternating treatment design was utilized; teachers worked with the student for 5 minutes, 1:1 during each session.
- A 10-second partial-interval recording method was used to document the occurrence of problem and desirable behavior.

Results



Discussion

- Future implications include a novel preference based teaching strategy, an advantageous antecedent manipulation and an opportunity for supervisors to create behavioral skills trainings based on high preferred teacher traits.
- Variability of the results may suggest control of extraneous variables.