
The Effectiveness of Behavior Modification Strategies in Reducing Negative Classroom Behavior in a Blind Child with Autism Spectrum Disorder

AUTHORS: HALA RAMADAN ABDELHAMEED

Affiliation

Assistant Professor of Special Education Faculty of Education, Suez Canal University.

Correspondence: Hala Ramadan Abdelhameed, Faculty of Education, Suez Canal University.

Abstract;

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This study aimed to investigate the effectiveness of behavior modification strategies in reducing negative class behavior in a blind child with autistic spectrum disorder. The age of the child was twelve years and was compared with thirteen students with visual impairment (total and partial) in IQ and on the autism symptoms scale, Gilliam measurement of autism disorder diagnosis, the childish autism assessment scale, and the list of the target behavior. The behavior modification strategies including suppression, differential reinforcement of other behaviors, cost of response, and saturation were applied. The results of the study showed that there are no statistically significant differences in the measurement of tribal and remote in the reduction of undesirable class behavior, reflecting the ineffectiveness of using these strategies with a blind child with autism spectrum disorder since visual disability is associated with autism spectrum disorder, strategies need to be adapted to the nature of these children.

Keywords:

Citation: Abdelhameed, H. (2017). The effectiveness of behavior modification strategies in reducing negative classroom behavior in a blind child with autism spectrum disorder. *Ismailia Faculty of Education Journal*, 1(37), 176-230.