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INTERVENTIONS BY RULE OR BY CONTINGENCY? THEY BOTH WORKS! IMPROVE RESPONSES TO NONVOCAL SOCIAL CUES IN A GIRL WITH AUTISM SPECTRUM DISORDER (ASD).

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SCAN FOR MORE

INTRODUCTION

Social interaction difficulties are a common characteristic of ASD (Syriopoulou-Delli, et al 2016). Individuals with ASD may experience challenges with both verbal and nonvocal skills, as well as difficulties in social interactions (Motlani et al 2020), understanding social cues (Sperry, et al 2005), empathy (Harmsen et al 2019), and exhibiting repetitive behaviors (Jiujias, et al 2017). There are not many studies available regarding how to help a neurodivergent student monitor signs of boredom during conversation (Mathur et al 2024).

OBJECTIVE

The goal of this study is to investigate the effectiveness of a rule and contingency-based intervention strategy for helping children with autism spectrum disorder (ASD) monitor signs of boredom during conversations.

METHOD

Subject: Nine years old girl diagnosed with ASD level one.

Setting and Materials: Pictures and photos of boredom signs. Data Sheets.

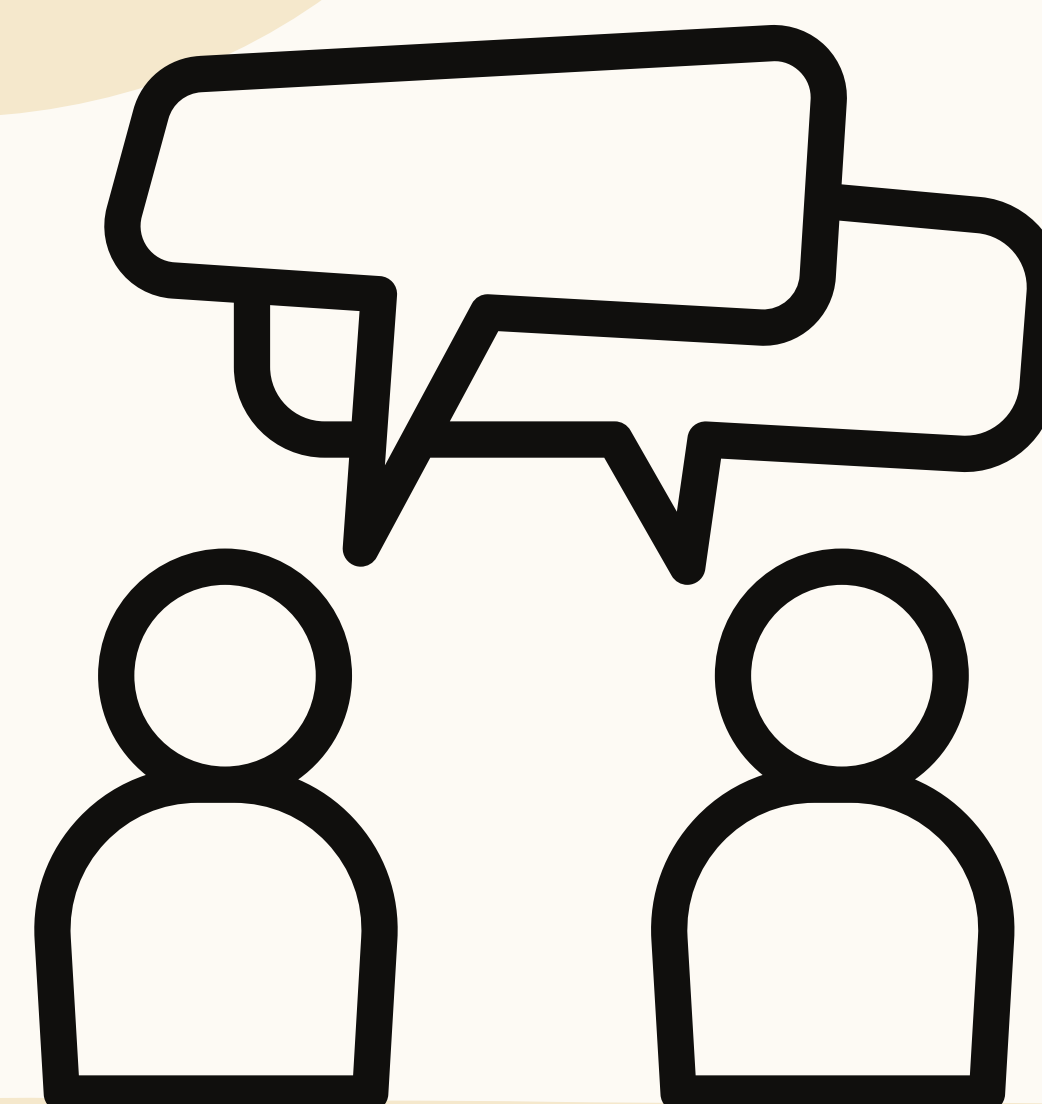
Dependent Variable: Frequency of boredom signal tact.

PROCEDURE

1
PRIMING: IDENTIFY DIFFERENT SIGN OF BODEROM (TACTING PICTURE OF EXAMPLES AND NON EXAMPLES)

3
PRACTICE MAKES PERFECT: ENGANGE IN A CONVERSATION

2
RULE BEHAVIOR: WHEN YOU DETECT SOMEONE BORED YOU SHOULD CHANGE YOUR CONVERSATION TOPIC!



CONCLUSION

Tact and react properly is the main point of maintainin good relations and conversations. This findings add to the literature supports for rule and contingency intervention strategies for improving social skills in ASD population.

RESULTS

