

The Effectiveness of Using Dramatic Conventions as the Teaching Strategy on Self-Efficacy for Children With Autism Spectrum Disorder

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Abstract : Introduction and Purpose: Previous researchers have documented children with ASD (Autism Spectrum Disorders) prefer to escaping internal privates and external privates when they face tough conditions they can't control or they don't like. Especially, when children with ASD need to learn challenging tasks, such as Chinese language, their inappropriate behaviors will occur apparently. Recently, researchers apply positive behavior support strategies for children with ASD to enhance their self-efficacy and therefore to reduce their adverse behaviors. Thus, the purpose of this research was to design a series of lecture based on art therapy and to evaluate its effectiveness on the child's self-efficacy. Method: This research was the single-case design study that recruited a high school boy with ASD. Whole research can be separated into three conditions. First, baseline condition, before the class started and ended, the researcher collected participant's competencies of self-efficacy every session. In intervention condition, the research used dramatic conventions to teach the child in Chinese language twice a week. When the data was stable across three documents, the period entered to the maintenance condition. In maintenance condition, the researcher only collected the score of self-efficacy not to do other interventions five times a month to represent the effectiveness of maintenance. The time and frequency of data collection among three conditions are identical. Concerning art therapy, the common approach, e.g., music, drama, or painting is to use art medium as independent variable. Due to visual cues of art medium, the ASD can be easily to gain joint attention with teachers. Besides, the ASD have difficulties in understanding abstract objectives. Thus, using the drama convention is helpful for the ASD to construct the environment and understand the context of Classical Chinese. By real operation, it can improve the ASD to understand the context and construct prior knowledge. Result: Based on the 10-points Likert scale and research, we product following results. (a) In baseline condition, the average score of self-efficacy is 1.12 points, ranged from 1 to 2 points, and the level change is 0 point. (b) In intervention condition, the average score of self-efficacy is 7.66 points ranged from 7 to 9 points, and the level change is 1 point. (c) In maintenance condition, the average score of self-efficacy is 6.66 points ranged from 6 to 7 points, and the level change is 1 point. Concerning immediacy of change, between baseline and intervention conditions, the difference is 5 points. No overlaps were found between these two conditions. Conclusion: According to the result, we find that it is effective that using dramatic conventions as teaching strategies to teach children with ASD. The result presents the score of self-efficacy immediately enhances when the dramatic conventions commences. Thus, we suggest the teacher can use this approach and adjust, based on the student's trait, to teach the ASD on difficult task.

Keywords : dramatic conventions, autism spectrum disorder, self-efficacy, teaching strategy

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