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Problem Behaviors in ASD: Comparing Parent and Professional Concerns [Slides]

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Problem behaviors in ASD: Comparing parent and professional concerns
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Abstract

Parents and professionals working with individuals on the autism spectrum face many challenges meeting their social and communication demands, adapting to their changes, and providing conducive environments for their physical and emotional well-being. A survey assessed the information needs of parents and professionals. Results revealed that parents and professionals shared similar concerns on most of the categories.

Method continued...

➢ Three coders analyzed the data independently and identified 15 themes. The themes included:

1. Sensory (7) 6.9%
2. Motor (18) 10.8%
3. Noncompliance (73) 12.4%
4. Aggression (34) 6.2%
5. Self-stimulatory behaviors (73) 12.4%
6. Academics (6) 6.43%
7. Attention deficit outbursts (15) 7.15%
8. Restricted (20) 11.42%
9. Social issues (34) 6.2%
10. Communication (20) 11.42%
11. Emotional (6) 6.43%
12. Organization (20) 11.42%
13. Mental health (20) 11.42%
14. Personal care (34) 6.2%
15. Other (20) 11.42%

➢ 33% of the data was used to determine coding reliability.

Discussion

➢ Both groups reported highest concerns on social interaction.

➢ The present findings indicate that parents and professionals share a substantial overlap in their identification of critical need areas.

➢ Limitations:

➢ The data were gathered from a larger study who original purpose did not focus specifically on the behavioral concerns of parents and professionals.

➢ The data were gathered from an open ended question which may have resulted in erroneous interpretations of qualitative data.

Future research should focus on gathering more explicit data to compare the behavioral concerns of parents and professionals who live and work with persons with ASD.

Results

Table: Percentage of Responses (Number of Responses)

<table>
<thead>
<tr>
<th>Theme</th>
<th>Parents</th>
<th>Professionals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensory</td>
<td>6.9%</td>
<td>6.43%</td>
<td>12.4%</td>
</tr>
<tr>
<td>Motor</td>
<td>10.8%</td>
<td>6.2%</td>
<td>17.0%</td>
</tr>
<tr>
<td>Noncompliance</td>
<td>12.4%</td>
<td>11.42%</td>
<td>23.8%</td>
</tr>
<tr>
<td>Aggression</td>
<td>6.2%</td>
<td>6.43%</td>
<td>12.6%</td>
</tr>
<tr>
<td>Self-stimulatory behaviors</td>
<td>6.2%</td>
<td>6.43%</td>
<td>12.6%</td>
</tr>
<tr>
<td>Academics</td>
<td>6.43%</td>
<td>6.2%</td>
<td>12.6%</td>
</tr>
<tr>
<td>Attention deficit outbursts</td>
<td>7.15%</td>
<td>6.2%</td>
<td>13.35%</td>
</tr>
<tr>
<td>Restricted</td>
<td>11.42%</td>
<td>6.2%</td>
<td>17.62%</td>
</tr>
<tr>
<td>Social issues</td>
<td>6.2%</td>
<td>6.43%</td>
<td>12.6%</td>
</tr>
<tr>
<td>Communication</td>
<td>11.42%</td>
<td>6.2%</td>
<td>17.62%</td>
</tr>
<tr>
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<td>12.6%</td>
</tr>
<tr>
<td>Organization</td>
<td>11.42%</td>
<td>6.2%</td>
<td>17.62%</td>
</tr>
<tr>
<td>Mental health</td>
<td>11.42%</td>
<td>6.2%</td>
<td>17.62%</td>
</tr>
<tr>
<td>Personal care</td>
<td>6.2%</td>
<td>6.43%</td>
<td>12.6%</td>
</tr>
<tr>
<td>Other</td>
<td>11.42%</td>
<td>6.2%</td>
<td>17.62%</td>
</tr>
</tbody>
</table>

Withdrawal

➢ Costing reliability - 90% (range 80%-100%)

➢ The average difference between family and professionals is 2%

➢ The smallest difference between family and professionals is 0.16% (Academic/Literacy)

➢ The largest difference between family and professionals is 4.47% (Tantrums/Stunts)

Conclusion

Parents and professionals concurred on the behavioral concerns demonstrated by the children they live with/work with. While these findings contradict previous research (e.g. Stone & Rosenbaum, 1988), these results are encouraging in that they suggest parents and professionals are aligned in terms of their views on problem behaviors, and thus will more likely be able to successfully work in collaboration toward the overall development of the individual with ASD. While differences on directions to go may exist, shared recognition of the problem is a first step to shared goals for solving it.

References


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