The Use of Correctional "NO!" Approach to Reduce Destructive Behavior on Autism Student of CANDA Educational Institution in Surakarta

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Abstract. This research aims to reduce the destructive behavior such as throwing the learning materials on autism student by using correctional "NO!" approach in CANDA educational institution Surakarta. This research uses Single Subject Research (SSR) method with A-B design, it is baseline and intervention. Subject of this research is one autism student of CANDA educational institution named G.A.P. Data were collected through recording in direct observation in the form of recording events at the time of implementation baseline and intervention. Data were analyzed by simple descriptive statistical analysis and is displayed in graphical form. Based on the result of data analysis, it could be concluded that destructive behavior such as throwing the learning material on autism student was significantly reduced after given an intervention. Based on the research results, using correctional “NO!” approach can be used by teacher or therapist to reduce the destructive behavior on autism student.

1. Introduction
Autism is one of several classifications of children with special needs. Autism is considered to be the result of a neurological disorder that affect the function of the brain, it is not caused by psychological factors. At this point, there is no medical test diagnose for this disorder. Any diagnosis is based on observable characteristics, that is behavior that a person is exhibiting. Autism is a developmental disability significantly affecting verbal and nonverbal communication and social interaction. It is generally evident before the ages of three. This disorder affects a child’s ability to communicate, understand language, play, and relate to other [1]. In education, the most important thing to note is the level of compliance student to a therapist or teacher. Focus of educational programs for autism students is on improving communication and social, academic, behavioral, and daily living skills. Behavior and communication problems that interfere with learning require the assistance of a knowledge professional trained in autism-specific teaching strategies. There are some characteristics that are indicative of the autism.

Generally, an individual with autism will have struggles in several categories, not just one. The characteristic on the domain of behavior are: Obsessions with objects, ideas or desires; Ritualistic or compulsive behavior patterns (sniffing, licking, watching objects fall, flapping arms, spinning, rocking, humming, tapping, sucking, rubbing clothes); Fascination with rotation; Play is often repetitive; Many and
varied collections; Unusual attachment to objects; Quotes movies or video games; Difficulty transferring
skills from one area to another; Perfectionism in certain areas; Frustration is expressed in unusual ways;
Feels the need to fix or rearrange things; Transitioning from one activity to another is difficult; Difficulty
attending to some tasks; Gross motor skills are developmentally behind peers (riding a bike, skating,
running); Fine motor skills are developmentally behind peers (hand writing, tying shoes, scissors);
Inability to perceive potentially dangerous situations; Extreme fear (phobia) for no apparent reason;
Verbal outbursts; Unexpected movements (running out into the street); Difficulty sensing time (Knowing
how long ten minutes is or three days or a week); Difficulty waiting for their turn (such as in a line); and
Causes injury to self (biting, banging head). Some of this behavior, if not handled properly, will certainly
disrupt the continuity of the learning process.

During the learning process for autism student, behavior is an important thing that must be controlled.
This is because most autism student have a slightly different behavior than any other kids and if they can
not behave properly, then the learning success will not be achieved. Some behaviors that are commonly
seen in autism student is like aggressive behavior, destructive / disruptive behavior, improper behavior,
self injury behavior, and so on. Basically, the behavior is an act caused by the organism itself. Behavior is
the range of actions and mannerisms made by individuals, organisms, systems, or artificial entities in
conjunction with themselves or their environment, which includes the other systems or organisms around
as well as the (inanimate) physical environment. It is the response of the system or organism to various
stimuli or inputs, whether internal or external, conscious or subconscious, overt or covert,
and voluntary or involuntary. Aisyah (2015:1) also explains behavior is appreciation intact and person's
reaction as a result of both internal and external stimuli that processed through cognitive, affective, and
psychomotor.

In other to teaching autism student the classroom environment should be structured so that the program
is consistent and predictable, it is also important to develop programs with parents so that learning
activities, experiences, and approaches can be carried over into the home and community environment.
Lots of strategies or approaches that can be used to change the behavior of autism students, one of which
is through correctional “NO!” approach that can be using to reduce or to decrease the destructive behavior
on them.

Correctional “NO!” approach is one of several approaches to handling an autism student behavior. The
meaning of correctional “NO!” is the pronunciation of the word “NO!” as hard by the tone and volume,
firmly, stomping, snapping (light / a little to heavy / strong). Pronunciation “NO!” on correctional "NO!"
approach pronounced only once, but if necessary it can be repeated as needed if it is still necessary, but
not with pauses (not consecutive, not concatenated). Pronunciation "NO!" May be prolonged for
emphasis, and may also need to be accompanied by stomping. Principle of correctional "NO!" approach is
do not let student make mistakes until its completed, therefore the therapist or teacher should be alert to
deal with the behavior displayed by student. Correctional approach "NO!" Can be applied when the child
is doing some bad behavior, such as:

- Aggressive behavior such as hitting, kicking, pinching, pulling, and so on.
- Destructive/ disruptive behavior such as throwing learning material, disrupts teaching material,
  and so on.
- Improper behavior such as touching others breast, and so on.
- Self-injury behavior such as biting his finger, hit his chest, banged his head against the wall, pinch
  his self, and so on.
- Endanger situation such as a child wanted to reach a pot of boiling water on the stove, would like
  striking to the outlet, and so on.
The use correctional “NO!” approach if necessary accompanied by the identification of problems to find the right intervention or behavior modification for specific behaviors.

2. Research methodology
This research was conducted in CANDA educational institution. The research method used is a Single Subject Research (SSR). Single Subject Research (SSR) is popular in the fields of special education and counseling. This research design is useful when the researcher is attempting to change the behavior of an individual or a small group of individuals and wishes to document that change [2]. The research design is the reversal design in form A-B, A for baseline and B for intervention. In this research, there are two variables that become the focus of research, the first is independent variable about correctional "NO!" approach and the dependent variable about destructive behavior such as throwing the learning material. Subject of this research is one autism student of CANDA educational institution named G.A.P. Data were collected through recording the frequency of behavior that occurs in direct observation at the time of implementation baseline (A) and intervention (A). The data that has been collected is summarized in event table for further analysis. Data were analyzed by simple descriptive statistical analysis in visual analysis, that is by describing the influence or change behavior is measured before and after treatment or intervention. Data were analyzed by comparing observation result in the phase of baseline (A) and intervention (B) and it is displayed in the form of a line graph.

3. Results and Discussion
The results of this research can be seen from the number of frequency counts that autism student perform destructive behavior such as throwing learning materials at baseline (A) and intervention (B). Teacher count or record the frequency of occurrence about destructive behavior to measurements during treatment at baseline (A), the destructive behavior observed directly without giving a treatment to student. The results that obtained during the baseline (A) can be seen in Table 1.

| Date          | Time (Start – stop) | Tally of target behavior | Total of tally |
|---------------|---------------------|--------------------------|----------------|
| 09 February 2016 | 13.35 – 14.55       | IIII II                  | 9              |
| 10 February 2016 | 13.35 – 14.55       | IIII IIII II             | 12             |
| 11 February 2016 | 13.35 – 14.55       | IIII II                  | 7              |
| 12 February 2016 | 13.35 – 14.55       | IIII IIII                | 9              |
| Average       |                     |                           | 9              |

Subject : G.A.P
Observer : N.A
Time : Start at 13.35 – 14.55 (80 minutes)
Date : 09, 10, 11, 12 February 2016
Target of behavior : Throwing learning materials
At the time of intervention, teachers are giving a treatment when student is doing a destructive behavior such as throwing learning materials by using correctional “No”! approach. The results that obtained during the intervention (B) can be seen in the Table 2.

**Table 2.** Data of target behavior at intervention (B).

| Date         | Time (Start – stop) | Tally of target behavior | Total of tally |
|--------------|---------------------|--------------------------|----------------|
| 16 February 2016 | 13.35 – 14.55       | IIII II                  | 6              |
| 17 February 2016 | 13.35 – 14.55       | III I                    | 6              |
| 18 February 2016 | 13.35 – 14.55       | III                      | 3              |
| 19 February 2016 | 13.35 – 14.55       | II                       | 2              |
| 23 February 2016 | 13.35 – 14.55       | IIII                     | 4              |
| 24 February 2016 | 13.35 – 14.55       | II                       | 2              |
| **Average**              |                    |                          | **3.8**        |

Subject: G.A.P
Observer: N.A
Time: Start at 13.35 – 14.55 (80 minutes)
Date: 16, 17, 18, 19, 23, 24 February 2016
Target of behavior: Throwing learning materials

This can be seen from the difference of values obtained during the baseline (A) and intervention (B), it seemed that the frequency of occurrence the behavior that measured decline significantly. The average obtained at baseline is 9 and at intervention is 3.8. Based on the description of table that has been described above, researcher concluded that the use of correctional "NO!" approach have an effect to reducing the destructive behavior such as throwing learning materials on autism student.

Thing that often appears in the daily dealing with autism student is a behavioral problem. The disorders of the nervous system that they experienced cause unstable behavior or bad behavior. The main thing in training an autism student is to train the compliance and continued with change bad behavior and maintaining good behavior. The use of correctional "NO!" approach can train autism student’s compliance level on therapist or teacher, and at the same time can also change they bad behavior bad habit. Use of the tone is firm and precise expression when applied approach is very helpful in the successful using this approach.

In this study, researchers wanted to change the bad behavior that often displayed by the subjects, it is destructive behaviors such as throwing learning materials. The behavior such as throwing learning materials is disturbing the learning process. Student can’t receive the stimulation of learning if he kept throwing learning materials. Therefore, this behavior should get treatment as soon as possible so that the learning process can go on properly, one of the ways to overcome this destructive behavior is to use a correctional “NO!” approach.

The result of using correctional “NO!” approach to reduce destructive behavior such as throwing learning material on autism student is very successful. The analysis showed that the use of this approach
to reduce destructive behaviors such as throwing a learning materials on autism student proven to give a good results. Changes can be seen in a decrease in the frequency of destructive behavior that looks at baseline (A) and intervention (B). The data generated can be seen in the Figure 1.

![Graph of destructive behavior shown in the baseline and intervention phases.](image)

**Figure 1.** Graph of destructive behavior shown in the baseline and intervention phases.

Figure 1 shows the number of destructive behavior such as throwing the learning material at baseline and intervention phases. At baseline phase, obtained the amount of destructive behavior is quite high, but after being treated at intervention phase by using correctional “NO!” approach obtained reduction in the number of destructive behavior of autism student. Based on the results that obtained during the intervention (B) by using the correctional “NO!” approach it is obtained amount of emergence behavior much less when compared to the baseline (A). It could be a reference rate of successful use of this approach. In this research, the less behavior that appears it will be better anyway, because the thing is being measured is the destructive behaviors that are behaviors that should eliminated.

Giving an intervention by practicing correctional “NO!” approach to autism student when he was doing the bad behavior as destructive behavior managed to decrease the frequency of the number of events behaviors that may appear. It refers to the average value that obtained at baseline was 9 and at intervention was 3.8. A decrease in the number of destructive behavior has become the evidence of the successful use of this approach.

### 4. Conclusion

Based on the explanation of the research results to reduce the destructive behavior such as throwing learning material on autism student by using correctional "NO!" approach, the researcher obtained data that destructive behaviors such as throwing learning material on autism student decreased after getting a treatment or after given an intervention. This can be seen from the average of destructive behavior at baseline (A) and intervention (B), is from average value 9 to 3.8. Reduced the number of destructive behaviors that can be indicated as the positive effects of the use of correctional "NO!" approach, that destructive behavior such as throwing learning material can be reduces by using correctional “NO!” approach.
5. References

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