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(Meyer & Evans, 1986) 가

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(Carr, 1977; Meyer & Evans, 1989), 가

(Favell, 1981; Baumeister & Rollings,

1976). , ,

(Carr, 1977; Meyer & Evans, 1989).

(Iwata et al., 1994),

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(Iwata et al., 1994).

(punishment)

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(Birnbrauer, 1968, Corte et al.,

1971

; Iwata et al., 1994; Dorsey et al., 1980).

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(Schroeder, Mulick & Rojahn,

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(Durand & Carr, 1987).

(Carr et al., 1994; Meyer & Evans, 1989).

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(Bird et al., 1989; Carr & Durand, 1985;

Durand & Kishi, 1987; Horner & Budd, 1985; Hunt, Alwell & Goetz, 1988; Wacker et al.,

1990),

(Durand & Carr, 1987),

(Durand & Crimmins, 1987)

(Bird et al., 1989),

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(Durand & Carr, 1991; Donnellan et al., 1984).

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(functional equivalence)

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(Carr &

Durand, 1985).

(Carr et al., 1994; Carr & Durand, 1985; Steege et al., 1990;

Wacker et al., 1990).

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(Iwata et al., 1990;

Pace et al., 1993).

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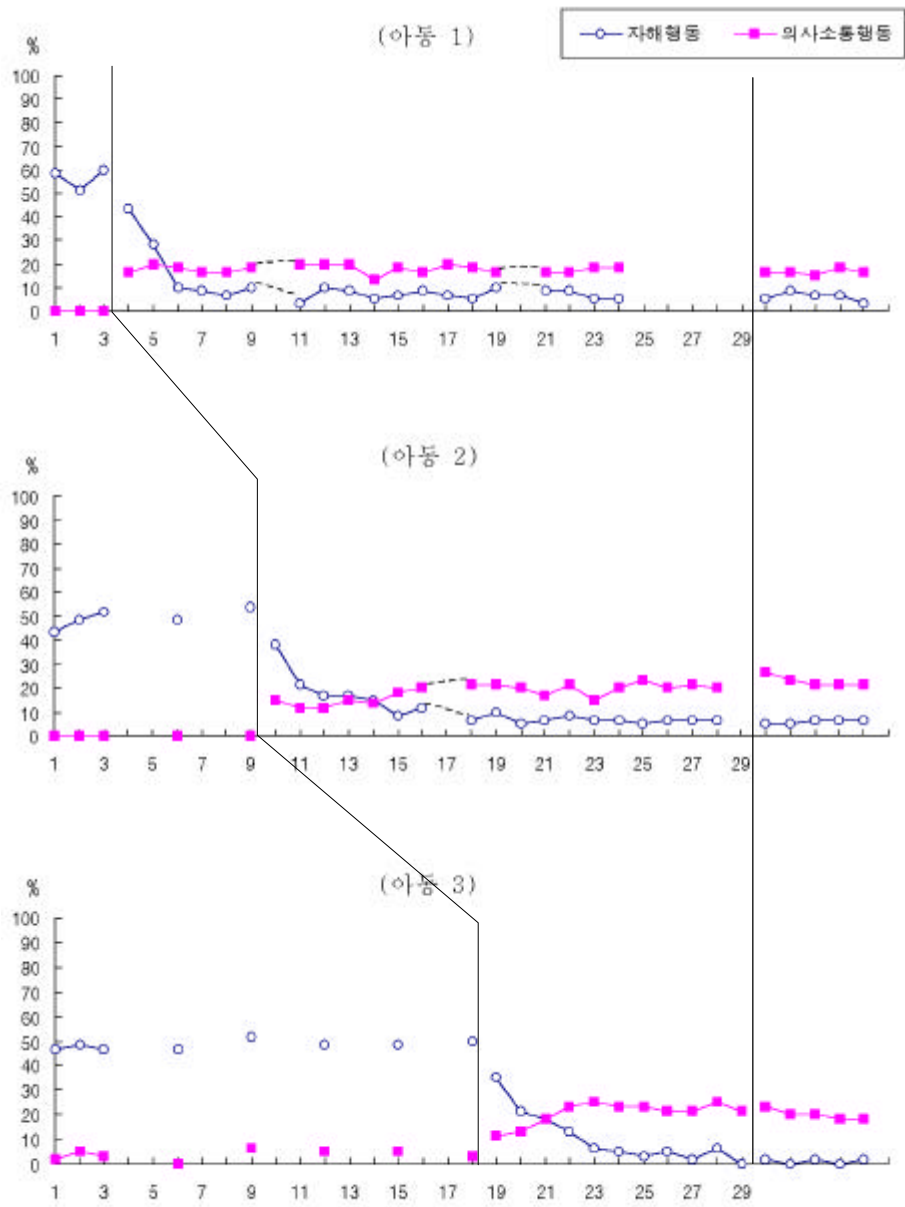
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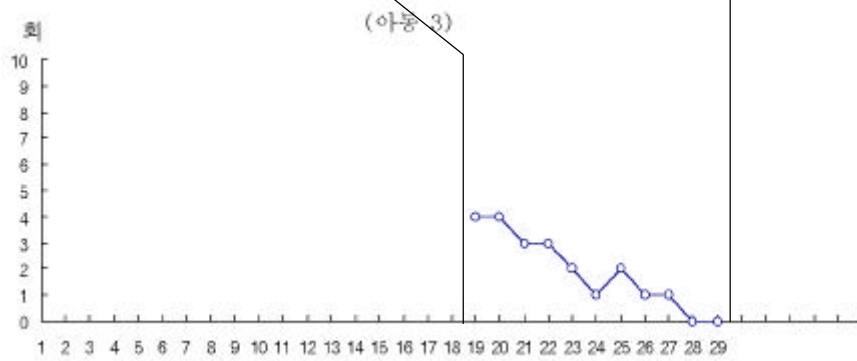
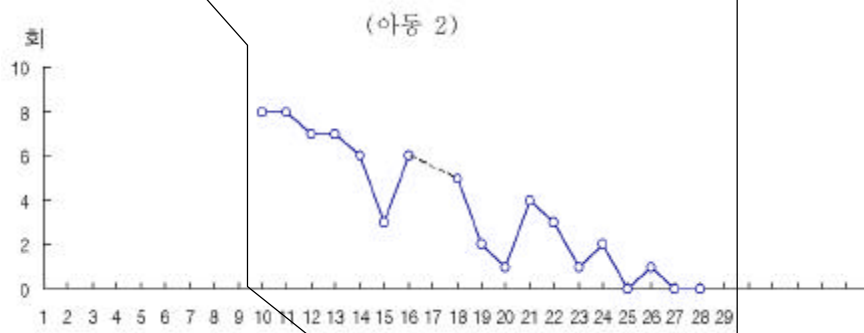
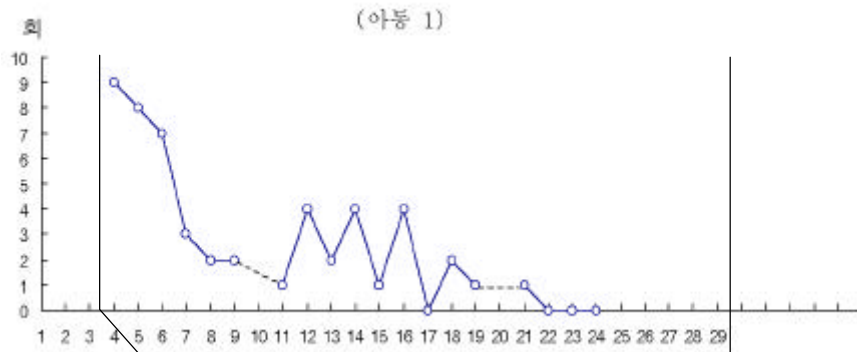
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(Iwata et al., 1994; Cooper & Harding, 1993)

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(Wacker & Reichle, 1993)

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(Heidorn & Jensen, 1984; Zarcone et al., 1993; Steege et al., 1990)

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(Steege et al., 1990), 가

(Durand, Berotti & Weiner, 1993).

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(AAC: augmentative and alternative communication)” , AAC

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(Mace &
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ABSTRACT

Treatment of Self-Injurious Escape Behavior through
Functional Communication Training

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Dept. of Special Education, Ewha Womans University)

The purpose of this study was to investigate the effects of functional communication training as an intervention for self-injurious behavior (SIB) of the children with developmental disabilities maintained by negative reinforcement (escape from educational tasks). Using multiple-probe baseline design across three subjects, the frequency of SIB and communication behaviors were measured. The intervention involved teaching an appropriate escape response to the children to replace SIB. This intervention, also, included an escape-extinction component in which SIB no longer produced escape. The results from this study were as follows: (1) Teaching appropriate escape responses as alternative behaviors to SIB through functional communication training increased the frequency of communication behavior; (2) Functional communication training decreased the frequency of SIB through increasing the frequency of communication behavior; (3) Increasing the frequency of communication behavior and decreasing the frequency of SIB were maintained after the withdrawal of intervention.

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