



THE EXAMINATION OF THE EFFECTIVENESS OF THE INSTUCTIONAL PROGRAM TEACHING BELIEF BASED EMOTIONS TO CHILDREN WITH AUTISM THROUGH FLASH CARDS

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Abstract

The objective of this research was to scrutinize the effectiveness of a belief based emotions teaching program that was given to two children with autism through flash cards by the implementation of one of the errorless learning methods, constant time delay educational model. The research employed one of the single subject design models namely multiple probe model. The research was conducted in Izmir with two children who was diagnosed with high functional autism by the university hospitals, aged 8 and 12, and their language developmental level were above 6 years old and they were students at mainstreaming classes. During the instruction 60 picture stories which describe belief based situations were used. Each student had one-on-one sessions twice a week. At the end of 34 sessions both subjects acquired belief based happy and sad emotions teaching 100% and constant time delayed educational program was proved to be effective.

Key Words: Autism, belief based emotions, constant time delayed instruction