

学 位 論 文 要 旨

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題 目 Experimental Examination on the effectiveness procedure to teach social niceties in the workplace for individuals with autism spectrum disorder

学位論文要旨（和文2,000字又は英文1,000語程度）

This study was conducted for the purpose of developing the effective intervention to promote acquiring social niceties related to the workplace for individuals with autism spectrum disorder (ASD). In particular, this study examined the efficacy to acquire, the resource-efficacy, and the time-efficacy.

All participants were diagnosed as ASD and no one was diagnosed as an intellectual disorder. All studies were conducted in a setting that simulated the workplace. In this setting, participants engaged in some light work such as assembling envelopes. Actors and trainers participated in each intervention. One actor played the role of the boss and two actors played the role of the colleague. The actors presented the participant to the work scenario. Trainers conducted the behavioral skills training (BST) and presented the prompt and feedback in a simulated setting. In addition, they recorded the participant's responses.

Study 1 examined the efficacy of simulation training and the BST on the acquisition of three social niceties. The social niceties were followed; "greeting when entering or leaving the room," "saying thank you when he was helped by someone," and "correcting posture when he talked with his boss." All participants received feedback after a session was over. In addition, participants received the BST. As a result, participants did not acquire social niceties when only simulation training was introduced. When the BST was introduced, participants acquired social niceties. From these results, the only simulation training is ineffective to acquire social niceties. Therefore, I considered an additional intervention was required.

Study 2 examined the efficacy of simulation training with the textual prompt on the acquisition of two social niceties. The social niceties were followed: "saying excuse me when you talk a boss to report something" and "saying thank you when you left a boss." Immediately before the actor presented the work scenario, the trainer presented the participant with the textual prompt. As a result, almost all participants acquired social niceties. However, some participants did not acquire them. So, I considered more effective intervention were needed.

Study 3 examined the efficacy of simulation training with the textual prompt and performance feedback. on the acquisition of two social niceties. The social niceties were followed: "saying 'do you have a minute?' when you talk a boss to report something" and "saying 'thank you for your time' when you left a boss." Immediately before the actor presented the work scenario, the trainer presented the participant with the textual prompt. When the participant emitted the social nicety to the work scenario presented by the actor, the trainer immediately

immediately presented the performance feedback. Concretely, after the work scenario was complete or the participant stopped responding, the trainer gave the scored prompt sheet to the participant and said, "Please take a good look." Next, the trainer described the performance feedback. If the participant demonstrated correct social niceties, the trainer briefly praised the participant's behavior. If the participant demonstrated incorrect responses, the trainer provided corrective feedback while referring to the textual prompt and explaining how to perform the target social nicety. As a result, participants acquired social niceties immediately when the intervention was introduced. From this result, it proved that the simulation training with the textual prompt and the performance feedback is effective to acquire social niceties. However, I have used the textual prompt consisting only of letters. Because some individuals with ASD have difficulty responding to text stimuli, the textual prompt did not show the efficacy of such individuals. Therefore, I considered requiring the development of an intervention for individuals who did not acquire social niceties by introduced the textual prompt written by letters.

Study 4 examined the effectiveness of the BST with the textual plus photo prompt for the acquisition of social niceties related to employment for an adolescent with ASD who did not acquire target behaviors by using the textual prompt and performance feedback. The three social niceties were set in each work scenario. The procedure was the same as Study 3. However, if the participant did not acquire a social nicety, the BST and the training used the textual prompt plus photo prompt were introduced. As a result, the participant acquired almost social niceties. This result showed the textual plus photo prompt can promote to acquire social niceties even if the participant did not acquire when he or she has received some intervention.

Study 5 examined the resource-efficacy and the time-efficacy of the simulation training with the textual prompt and the simulation training with the performance feedback. Ten participants were divided into two groups, each comprising five participants. Participants in the TP group were presented only with the textual prompt. In a while, participants in the PF group were presented only the performance feedback. As a result, all participants in the PF group acquired all social niceties. Participants in the TP group did not acquire some social niceties. These results show that it is sufficient to acquire social niceties by using only the performance feedback.

In the general discussion, I described the efficacy of the textual prompt, the performance feedback, and the BST, the efficiency of the resource and the time, and the limitations.