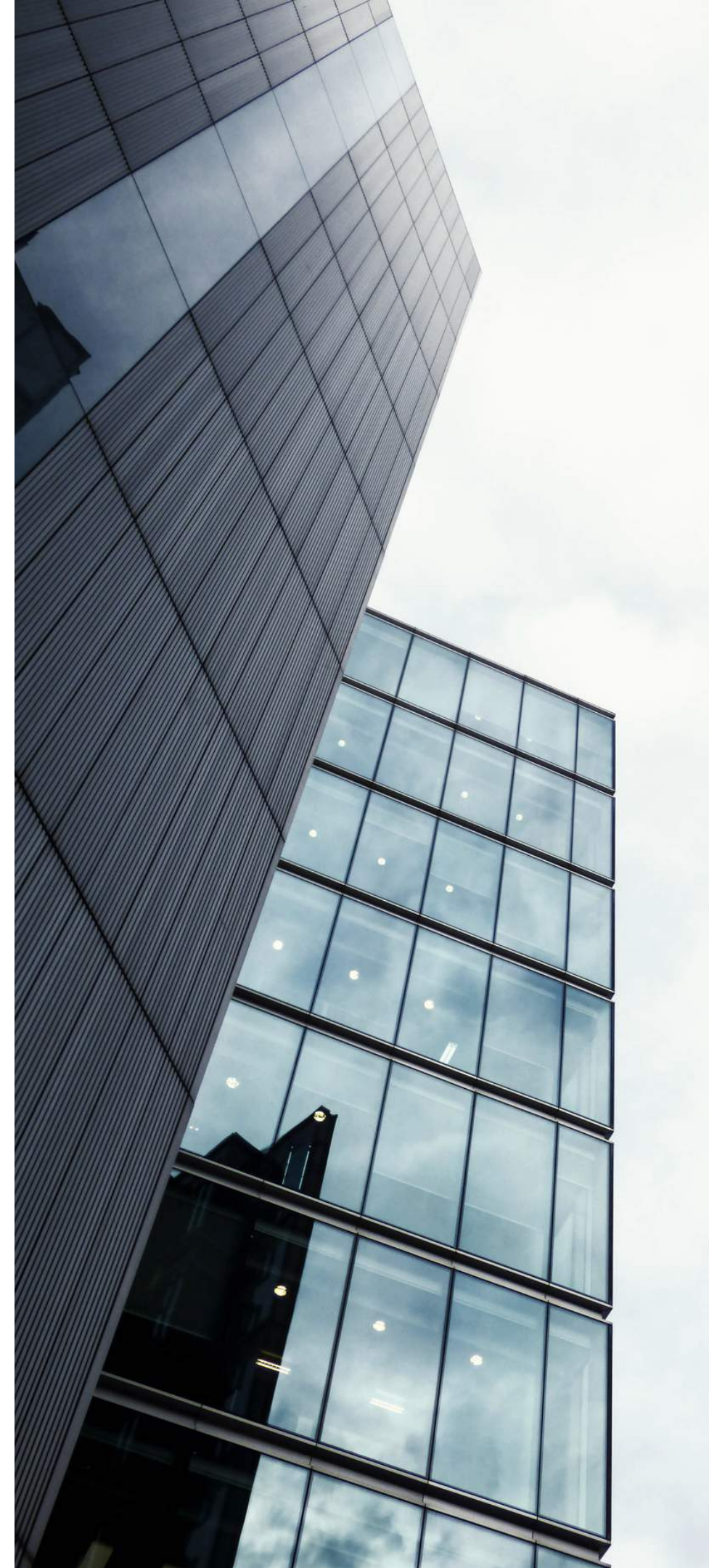


MODIFIKASI PERILAKU-PSG205

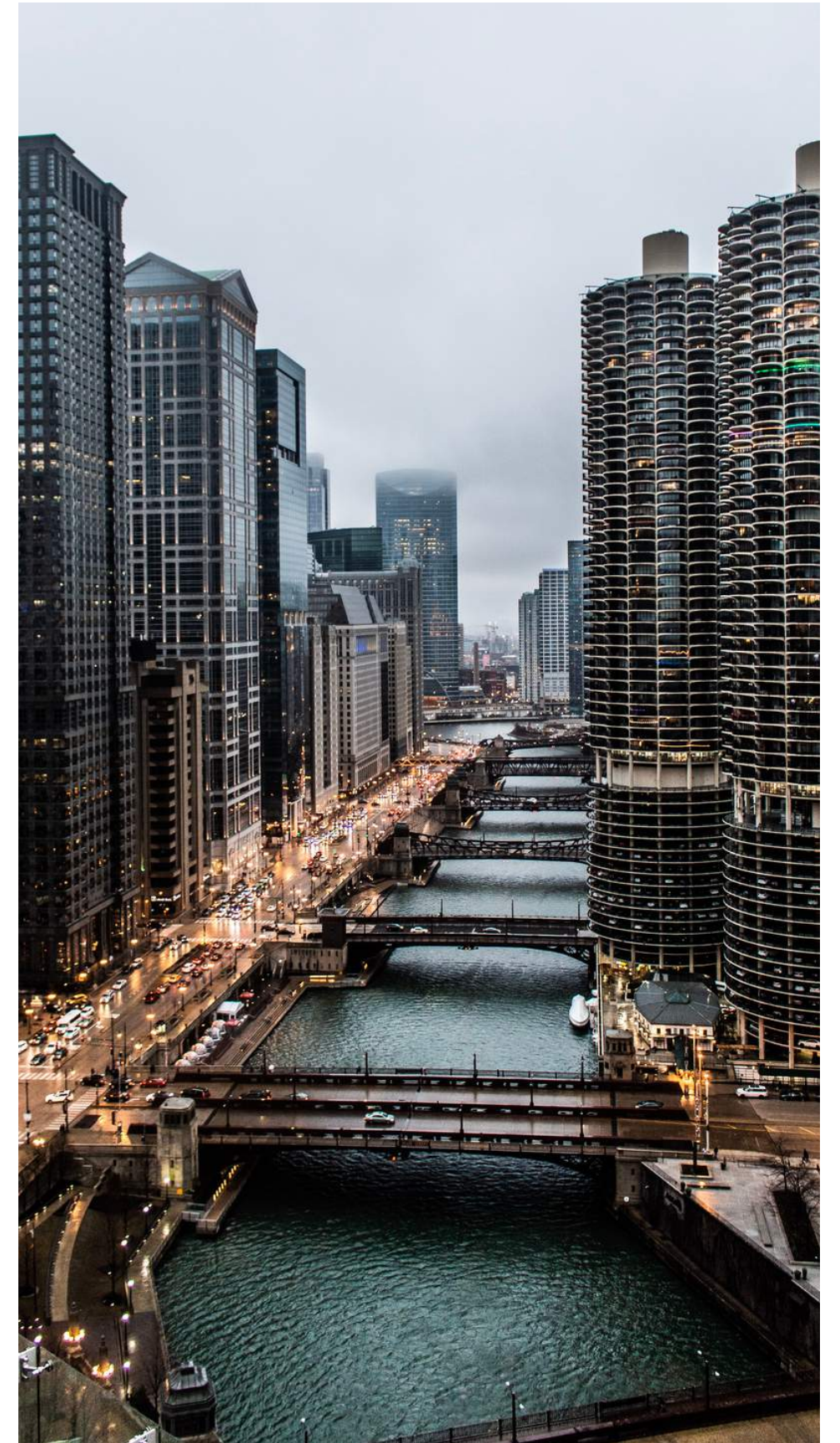
Oleh : Runi Rulangi - Prodi Psikologi FHB UPJ



ASESMEN PERILAKU

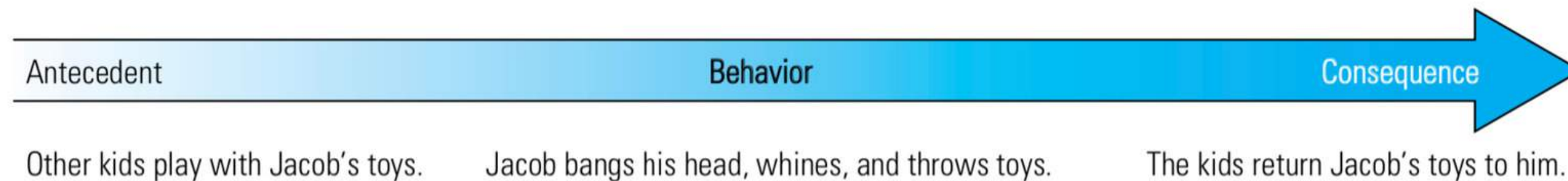
CONTOH ASESMEN

- Jacob- usia 2 tahun tinggal ibunya yang menjalankan bisnis penitipan anak (day care). Pada day care tersebut terdapat 10-15 anak. Jacob, yang sehari-harinya berada bersama anak-anak lain menunjukkan masalah perilaku. Ia memukul kepala, melempar mainan dan lainnya. Ibunya, yang mendeteksi adanya masalah pada anaknya, memanggil seorang Psikolog bernama Rich dan sepakat untuk memodifikasi perilaku Jacob.
- Sebelum treatment, dilakukan asesmen. Hasil asesmen menunjukkan bahwa Jacob tidak suka temannya memainkan mainannya. Ia akan memukul kepalanya, melempar mainan dan lainnya ketika temannya memainkan mainannya.



CONTOH ASESMEN

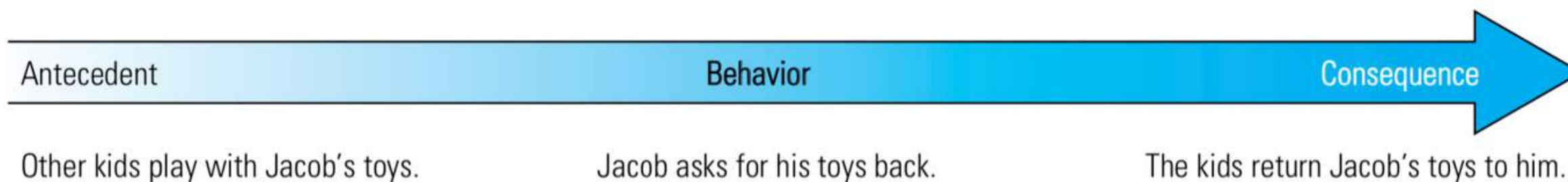
- Ketika temannya mengembalikan mainannya, ia akan berhenti memukul kepala, melempar mainan dan lainnya.
- Hal ini menunjukkan bahwa anteseden adalah teman-teman yang memainkan mainan Jacob
- Perilaku penyerta (reinforcer) adalah tindakan melempar mainan, memukul kepala dan lainnya, kemudian konsekuensi adalah teman-teman mengembalikan mainan Jacob



Outcome: Jacob is more likely to engage in head-banging, whining, and toy-throwing when other children play with his toys.

CONTOH ASESMEN

- Treatment yang dilakukan adalah dengan mengajarkan keterampilan pada Jacob untuk meminta mainannya dikembalikan ketika temannya mengambil mainannya.
- Melalui serangkaian sesi, akhirnya Jacob mulai dapat meminta temannya mengembalikan mainannya dan tidak menunjukkan perilaku melempar mainan, memukul kepala dan lainnya lagi.



Outcome: Jacob is more likely to ask for his toys back when other children play with them.

IMPLIKASI TREATMENT

- Treatment tersebut menurunkan perilaku yang tidak diharapkan (melempar mainan, memukul kepala, dan lainnya) serta meningkatkan perilaku yang diharapkan (Jacob meminta temannya untuk mengembalikan mainan miliknya).
-

CONTOH ASESMEN 2

- Anna, 3 tahun memiliki adik perempuan dan tinggal dengan Ibunya. Anna menunjukkan perilaku bermasalah seperti berteriak, menendang dan memukul di rumahnya.
- Rich, sekali lagi melakukan asesmen fungsional dengan pendekatan three term contingency untuk memetakan perilaku yang ditunjukkan oleh Anna.
- Hasil analisis yang dilakukan oleh Rich menunjukkan bahwa perilaku Anna terkait dengan perhatian Ibunya. Ketika Anna menunjukkan perilaku berteriak, menendang dan lainnya, Ibunya akan memperhatikan dirinya (dan berhenti melakukan pekerjaan di rumah).
- Proses modifikasi perilaku dilakukan dengan melakukan manipulasi pada perilaku Anna. Ketika Anna menunjukkan perilaku yang diharapkan, Ibunya akan memperhatikannya. Sedangkan ketika Anna menunjukkan perilaku bermasalah, Ibunya akan mengabaikannya.

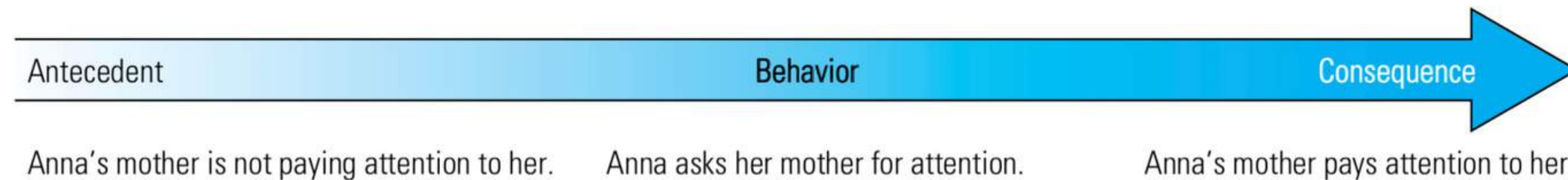
CONTOH ASESMEN 2

Sebelum treatment



Outcome: Anna is more likely to hit, kick, and scream when her mother is not paying attention to her.

Setelah treatment



Outcome: Anna is more likely to ask for her mother's attention when her mother is not paying attention to her at the time.

DEFINISI

- Asesmen fungsional adalah proses untuk memperoleh informasi mengenai antesedan dan konsekuensi yang secara fungsional terkait dengan kemunculan perilaku bermasalah (problem behavior).
- Ia menyediakan informasi yang dapat membantu menjelaskan bagaimana sebuah perilaku terjadi.

TABLE 13-1 Categories of Information from a Functional Assessment

- *Problem behaviors*: an objective description of the behaviors that make up the problem
 - *Antecedents*: an objective description of environmental events preceding the problem behavior, including aspects of the physical environment and the behavior of other people
 - *Consequences*: an objective description of environmental events that follow the problem behavior, including aspects of the physical environment and the behavior of other people
 - *Alternative behaviors*: information on desirable behaviors in the person's repertoire that may be reinforced to compete with the problem behavior
 - *Motivational variables*: information on environmental events that may function as establishing operations to influence the effectiveness of reinforcers and punishers for the problem behaviors and alternative behaviors
 - *Potential reinforcers*: information on environmental events—including physical stimuli and the behavior of other people—that may function as reinforcers and be used in a treatment program
 - *Previous interventions*: information on the interventions that have been used in the past and their effects on the problem behavior
-

FUNCTIONS OF PROBLEM BEHAVIORS

1. Social Positive Reinforcement
2. Social Negative Reinforcement
3. Automatic Positive Reinforcement
4. Automatic Negative Reinforcement

FUNCTIONAL ASSESSMENT METHODS

FUNCTIONAL ASSESSMENT METHODS

- Indirect methods
- Direct observation methods
- Experimental methods (functional analysis)

FUNCTIONAL ASSESSMENT METHODS

ANTECEDENTS

- When does the problem behavior usually occur?
 - Where does the problem behavior usually occur?
 - Who is present when the problem behavior occurs?
 - What activities or events precede the occurrence of the problem behavior?
 - What do other people say or do immediately before the problem behavior occurs?
 - Does the child engage in any other behaviors before the problem behavior?
 - When, where, with whom, and in what circumstances is the problem behavior least likely to occur?
-

FUNCTIONAL ASSESSMENT METHODS

CONSEQUENCES

- What happens after the problem behavior occurs?
- What do you do when the problem behavior occurs?
- What do other people do when the problem behavior occurs?
- What changes after the problem behavior occurs?
- What does the child get after the problem behavior?
- What does the child get out of or avoid after the problem behavior?

Direct Observation Methods

TABLE 13-2 Categories of Assessment Information and Sample Questions from the Functional Analysis Interview Format

- A. Describe the behaviors.
 - What are the behaviors of concern?
 - For each behavior, define how it is performed, how often it occurs, and how long it lasts.
- B. Define potential ecological events that may affect the behaviors.
 - What medications is the person taking, and how do you think these may affect the behaviors?
 - How many other people are in the setting (work/school/home)? Do you believe that the density of people or interactions with other people affect the targeted behaviors?
 - What is the staffing pattern? To what extent do you believe the number of staff, training of staff, and quality of social contact with staff affect the targeted behaviors?
- C. Define events and situations that predict occurrences of the behaviors (antecedents).
 - When, where, and with whom are behaviors most likely? Least likely?
 - What activity is most likely to produce the behaviors? Least likely?
- D. Identify the function of the undesirable behaviors. What consequences maintain the behaviors?
 - What does the person get and what does the person avoid as a consequence of the behaviors?
- E. Define the efficiency of the undesirable behaviors.
 - What amount of physical effort is involved in the behaviors?
 - Does engaging in the behaviors result in a payoff every time?

OBSERVATION RECORD

- ① Describe the behavior(s) _____
- ② Describe what happened just *before* the behavior occurred (what you did, what they did, etc.).
- ③ Describe what happened just *after* the behavior occurred (what you did, what they did, etc.).

Date, time	What happened just <i>before</i> the behavior?	Behavior: What was done or said? Be specific.	What happened just <i>after</i> the behavior?

FIGURE 13-2 This ABC observation data sheet includes columns to record the antecedents, the behavior, and the consequence of the behavior. Each time the problem behavior occurs, the observer immediately writes down a description of the antecedent events, the behavior, and the consequent events. With this ABC observation method, the observer must be able to take the time to describe the events as they occur.

Referensi :

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