

(ecological strategies),
 (Meyer & Evans, (negative consequence strategies),
 1986). Meyer Evans (1989) (curricular strategies) . ,
 (eliminative Westling Fox (1995)
 approach) ,
 . , (ecological and setting event strategies),
 (antecedent strategies),
 (consequence strategies)
 . Horner (1990) ‘
 ’ 가 ,
 가 가 가 , ‘
 . , - (positive behavioral support)’
 가 .
 가 가
 . , 가
 . , (replacement behavior) .
 1980 , Meyer
 (aversive) Evans (1985) “ ” 가
 (an "equal power" incompatible skill),
 (nonaversive) “ ” (an
 "equal power" alternative skill)
 가 (gentle teaching) .
 (, 1998) 가 가 ,
 가 .
 가
 Horner (1980)
 . , ,
 (, 1998).
 ,
 (1995) 가
 (, 1997). , 가
 가 (Horner et al.,
 1990).
 Meyer Evans (1989) . Bird

(1989) Evans, 1989; Strain, Guralick, & Walker, 1986)

(1996) , 가

() . Murphy, Hutchinson, Bailey(1983) 334

(time-out)

Knapczyk(1988) , , , . Bay-Hintiz, Peterson, Quilitch (1994) 70

Durand(1985) 가 Carr , “ .(I don't understand.)” 가 , “ 가가 ?(Am I doing good work?)” 가 , 가 Murphy, Day, Horner Hutchinson, Bailey(1983) O'Neill(1994) (time-out) 가 “ 가 Bay-Hintiz, Peterson, Quilitch(1994)

” Carr, Newsom Binkoff

(1980) (가) , 가

(Schleien et al., 1995). 가 (Parten, 1932; Schleien, 1982).

(Goldstein, 1981; Howell & Morehead, 1987; Knapczyk, 1988; Meyer & 1.

II.

가.

< 1 >

<p>(9 3)</p>	<p>1. - : “ !”, “ !”, “ !”, “ !”, “ !”, (가) “ !” 2. - : , “ - ”, “ ?” 3. . . . 4. 가 5. 6. () 7. 8. 9.</p>
<p>(10 4)</p>	<p>1. - : “ , !” 2. - : “ ?” 3. - : “ .” 4. 3 - : “ , !”, “ !”, “ !” 5. - : “ , !”, “ !”, “ !” 6. 7. 8. ,</p>
<p>(9 3)</p>	<p>1. - : “ !” 2. - : “ !” 3. 4. 5. 6. 가 7.</p>

() S 10%
(, 1994
) . S 가 5

< 1 >

S
. 10
(partial interval time recording)
, 50% : 1997 3 17 3 28

2.

: 1997 3 31 4 4

: 1997 4 7 7 4 (2)

: 1997 9 1 10 10 (1)

Westling Fox(1995),

< 2 >

		1. - : ,
		2. - :
		1. - :
		1. - : , 119 가 ,
		1. 가 , - : ,
		2. - :
		1. , - : “ ”, “ ”, “ ”, 가
		2. “ , ”, “ ”, 가
		3. - : “ ”,
		4. - : “ ”, 가가 가
		5. - : “ ” ,

Bay-Hintiz (1994), Zirpoli Wolery (1992) (Melloy (1993), 1995)

< 1>

Schleien(1982) , Bay-H), intiz, Peterson, Quillitch(1994) , Bailey < 2>

< 3>

	3M	6 가
	3-4m	가 가
	(15x30x 10cm),	
		6 가
	(1m ,),	6 가

3.

가 , 가 .
 가 . 1
 3 , 15 , 2 3
 , 15 , 3 2 , 10

Don Adcock
 Marilyn Segal (1993) *Play Together Grow Together - A cooperative curriculum for teachers of young children*
 가 , 가

4.

가 (single subject research)
 20 , (multiple baseline across subjects)

가 가 가
 가 가
 1 1
 가 , 1 가
 가 3 , 2
 가 , 3 2
 . 5

, 5 90% .
 10%
 , (%) =
 8
 1 가 5 $\frac{60 ()}{ } \times 100$

5.

가. (interval raw agreement)
 1/3
 1) 가
 , , ,
 85%

(1) 가
 (2) “ 10 가 가
 ” ()

(3) 가 ,) (%)=
 . 10 $\frac{ }{ } \times 100$

(4) 가 (), 87.9% ,
 () . 70.0 - 100%

2)

III.

TV < 4>, < 5>, < 6> < 1>
 ,
 가 10 가 ,
 10 10 60
 10 8 2
 . 8
 1 2

< 4>

1

가

(%)

		0.3	75.3	65.9
		0 - 1.7	0 - 98.3	50.0- 90.0
		83.0	8.7	7.0
		60.0- 95.0	0 - 35.0	3.3- 10.0

(Knapczyk, 1989; Knapczyk & Peterson, 1975; Morris & Dolker, 1974; Schleien, 1982; Whitman, Mercurio, & Caponigri, 1970)

가

< 5>

2

(%)

		0	86.8	84.5
		0 - 0	66.1- 100	70.0- 100
		50.5	2.8	2.3
		28.3- 69.0	0- 16.7	0 - 6.7

(Bornstein, Bellak, & Hersen, 1977; Carr, Newsom, & Binkoff, 1980; Day, Horner, & O'Neill, 1994; Knapczyk, 1988; Wahler & Fox, 1980)

가

가

Whitman, Mercurio, Caponigri(1970) Morris, Dolker(1974)

< 6>

3

(%)

		11.6	92.8	88.6
		1.7- 33.3	63.3- 100	76.2- 100
		52.1	4.7	2.0
		31.7- 71.7	0- 21.7	0 - 6.7

가

가

Deklen Odom(1989)

가

가

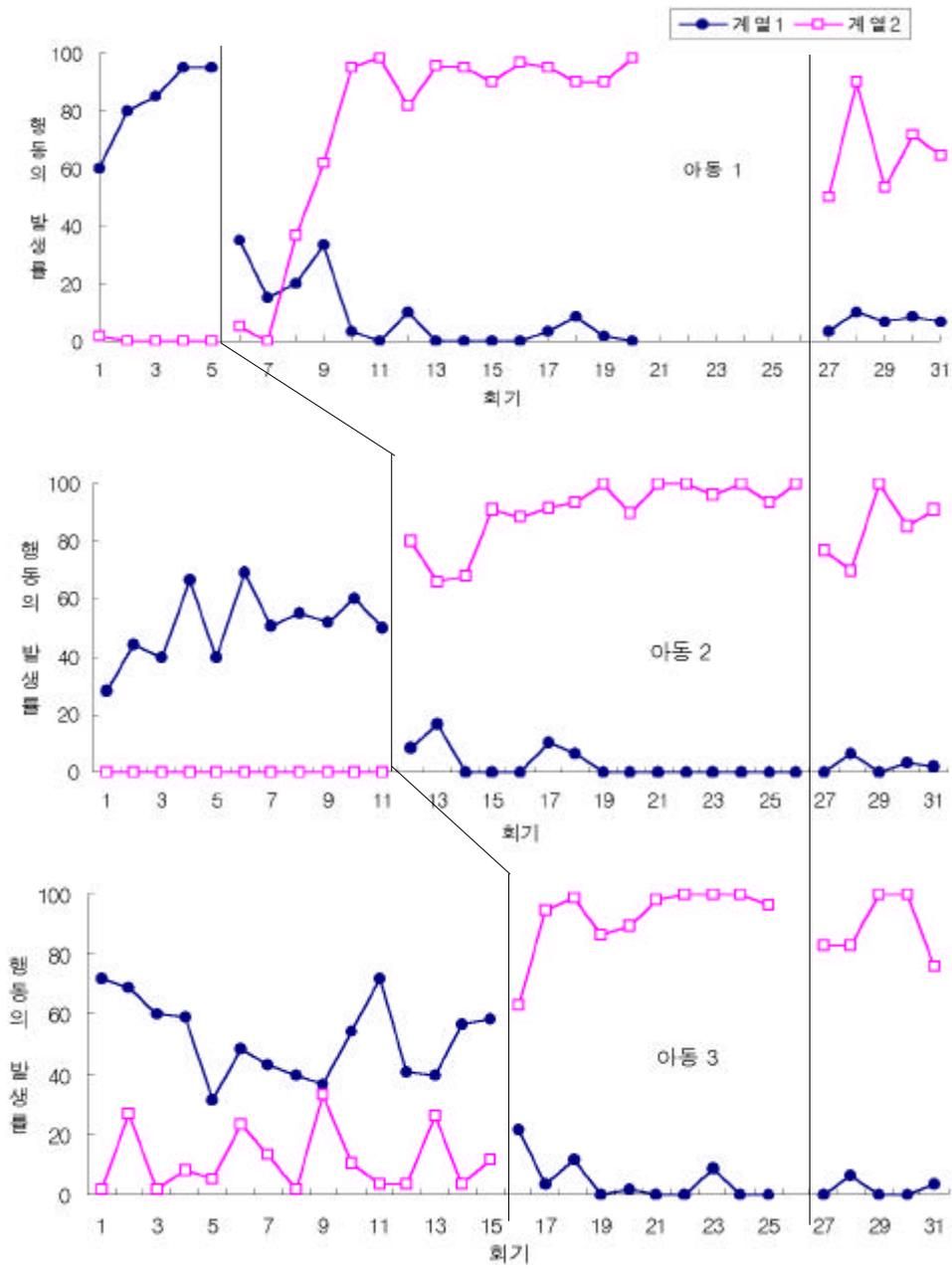
IV.

Wolery Bailey(1992)

가

(

가



< 1 >

, 1995).

가

가

가

가

Lifter

(1993)

가

3

Adcock Segal(1993)

가

3, 4

가

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가

가

가

(, 1997).

가

가

가

가

Meyer

가

가

Evans(1989)

가

가

가

(, 1998).

가

가

가

(Zirpoli &

Melloy, 1993).

2

가가

가

가

2

2

가

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Abstract

A Study on the Effects of Teaching Cooperative Play on Aggressive Behaviors of Children with Mental Retardation

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The purpose of this study is to examine the effects of teaching cooperative play to three mentally retarded children with aggressive problem behaviors in a special school setting. Using multiple baseline design across subjects, the frequency of cooperative play behavior and aggressive behavior during baseline, treatment, follow-up sessions were measured.

For this study, three mentally retarded children with high levels of aggressive behavior in free play time were selected as subject. They were mingled with their five peers who were also disabled into playroom, and taught to play cooperatively with the five peers by an adult instructor during treatment sessions. As a result of this treatment, the frequency of cooperative play behavior of all

three subjects was increased, and the frequency of aggressive behavior of all three subjects was decreased. The increase of cooperative play behavior and the decrease of aggressive behavior were maintained after eight weeks withdrawal of treatment.

From the results of this study, We can suppose that the increase of cooperative play behavior by teaching cooperative play can lead the collateral decrease of aggressive behavior in free play time. In other words, cooperative play behaviors could be able to substitute aggressive behaviors in free play time in a special environment.

Keywords : Nonaversive approach, Effects of teaching cooperative play, Replacement behavior, Aggressive behavior, Collateral effects, Children with mental retardation