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Dealing with undesirable behavior of students with ASD in the context of professional development of specialists

Abstract: Undesirable behavior represents a wide range of manifestations that negatively affect the process of both correctional and developmental work and education of a child with disabilities. Reactions of active protest, reduced activity, lack of cooperation with a teacher or a specialist are a problem that often emotionally colors the process of interaction with a child. Often in this case, strategies with questionable effectiveness are used, behavior problems are a priori associated with the "neurological status", the diagnosis of the child or the shortcomings of family education. At the same time, undesirable behavior is sometimes the only available (taking into account development) way for a child to respond to external influences (what happens in the learning process). In this regard, it seems necessary to take an active position of an adult (teacher, specialist), assuming competent purposeful intervention in the process of forming the necessary behavioral skills for a child and competent response in situations where problematic behavior occurs. Mastering knowledge about the causes (functions) of undesirable behavior, skills of analysis and flexible regulation of situations (including one's own actions) will not only effectively build the process of interaction with a child in the classroom, but will also contribute to the formation of communication and self-regulation skills that are significant in the broader context of the socialization of a child with developmental disabilities.