

Enhancing “Dekiru” (Behavior Maintained via Positive Reinforcement) in Individuals with a Disability

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This study examines the effective support provided by student job coaches (SJs) for people with a disability so as to aid the disabled person in reporting behavior maintained via positive reinforcement. In this study, an SJC supported a high school student attending training for a particular job.

The SJC attempted to maintain and enhance the disabled participant’s behavior via positive reinforcement during a period of job training. The SJC used systematic instruction on behavior, as was written on procedural notes. The SJC also gave the participants a “dekita card” and praised them when the disabled participant exhibited novel behavior that was not written on the procedural notes. (In other words, the disabled participant did not need to exhibit that behavior.) In addition to that, the SJC added or changed the provided support for each period.

In study 1, the SJC added identical support for the disabled participant’s colleague, and thus the disabled participant started to have favorable communication with said colleague. Then, instances of behavior increased in which the disabled participant reported a feeling of “dekita.” In study 2, the disabled participant reported only a few “dekita” moments, thus the SJC gave praise and asked the disabled participant about feelings of “dekita.” As a result, not only did the disabled participant report feelings of “dekita,” the participant exhibited certain behavior, such as counting “dekita cards” and reporting on certain desired items in real time.

Supporting the disabled participant’s behavior was maintained via positive reinforcement through job training, which promoted behavior to enhance “dekita” reporting.