



Disordering Behavior Pattern in Autistic Students

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Abstract

Autistic students experience barriers to behavior, communication, and social interaction. Based on a preliminary study, it was found that autistic students did not respond to people around them, were often alone, and rarely played. The purpose of this study was to describe the pattern of disruptive behavior in autistic students. Subject selection is done by means of identification of children with special needs and assessment of disruptive behavior. The research design is a qualitative case study with a descriptive method. Data were collected by observation and interviews. Observations were used to observe verbally and physically disruptive behavior the teacher's role in overcoming disruptive behavior, as well as the impact of disruptive behavior on autistic students. Interviews were used to get answers orally to classmates and class teachers, principals, parents, neighbors. The data were analyzed using componential analysis which analyzed more specifically the focus of the research. The results of the study showed that autistic students' verbally disruptive forms of behavior such as making fun of and calling with bad names. The forms of behavior that physically interfere with autistic students are attacking, pulling the headscarf, pulling hair, and pulling friends' hands. The teacher plays an authoritative role in overcoming the disruptive behavior raised by autistic students. The impact of disruptive behavior on the person being bullied is feeling uncomfortable and angry. The impact of behavior on autistic students themselves is being attacked and ostracized. It is recommended for teachers to provide assertiveness, collaborate with behavioral therapists and competent experts.

Keywords: *Disturbing behavior; the role of the teacher; impact; autistic students.*

Introduction

Each individual has special characteristics and characteristics that are different from other individuals, one of these characteristics is in behavior (Marlina et al., 2022b). Behavior is a person's actions that can be observed and cannot be observed. Behavior that is raised by individuals can have a good or bad impact on other individuals and on themselves. Behavioral problems usually appear in various environments, one of which is in the school environment.

One of the behavioral problems that arise in schools is disruptive behavior or what is often called *disruptive behavior* (Marlina et al., 2022a). Disruptive behavior can be in the form of verbal, physical, and relational disruptive behavior that appears repeatedly so that it can interfere with social interactions. As for some disturbing behaviors that often appear, such as attacking

(pulling and undressing other people, pulling other people's hair, pulling hands), hugging suddenly, taking other people's rights, kicking other people, hitting other people, snatching other people's belongings, and making fun of others. others (Christian & Hidayat, 2020).

Disruptive behavior also appears in students with special needs, one type of students with special needs who experience disruptive behavior problems is autistic students. Autistic students are those who have obstacles in three aspects, namely social interaction, communication, and behavior which can be caused by brain dysfunction and can also be caused by trauma due to sexual harassment (Marlina et al., 2022a). Symptoms of autism can be detected before the individual is three years old (Marlina, 2018).

The phenomena of autistic students experience disruptive behavior disorders and form a pattern of

relationship forms of behavior as well as students in general. The disruptive behavior can be in the form of verbally disturbing behavior and physically disturbing behavior (Suparno, 2010). This verbally disturbing behavior is in the form of words that can cause feelings of discomfort and disturbance. While physically disruptive behavior is behavior that can injure and cause physical pain.

The importance of understanding the behavioral problems raised by autistic students so as not to misinterpret and respond to the behavior that appears. Behavioral issues in autistic students are important for everyone to understand, especially those who will be in direct contact with autistic students such as teachers and parents. Teachers have an important role in the growth and development of autistic students.

Teachers have an important role in the growth and development of student behavior, especially students with autism. The growth and development of the behavior of autistic students, especially in schools, is directly more the role of the teacher. Teachers know more and even teachers have more time with students than parents.

Disruptive student behavior raised by autistic students can have an impact. Their behavior will have an impact on both the environment and themselves. There are various possible impacts of disruptive behavior that will arise.

The above problems are also found in autistic students who attend SLB Bina Bangsa Padang. Based on a preliminary study conducted by researchers at the Bina Bangsa Special School, Padang City, it was found that students with autism were found. The student does not respond when called by the people around him. The autistic student seemed to be alone and rarely played with his friends. Then the autistic student experienced obstacles in communication and social interaction. Therefore, an understanding of disruptive behavior patterns in autistic students is very necessary so it is very interesting to study.

Disruptive behavior is an act or word that is repeated so that it causes feelings of disturbance, anxiety, and even fear of the people around. Disruptive behavior can have a negative impact on others as well as on the offender. The impact of disruptive behavior on others is causing discomfort to fear, while the impact of disruptive behavior on perpetrators is such as a bad label on the perpetrator and being ostracized (Ibrahim et al., 2021). Aspects of disturbing behavior are described in detail as follows:

Disturbing behavior is a form of behavior in the form of words that can cause feelings of discomfort,

hurt and discourage the person who is the victim. Verbally disruptive behavior can include teasing with words, making fun of, and calling out bad names.

Disruptive behavior Physically disruptive behavior is disruptive behavior that can physically injure the victim, causing pain. It is said to be physically disturbing behavior if it tends to physically injure other people by pulling other people's clothes and limbs, pushing other people, throwing other people, biting other people, kicking and hitting others (Purnaningtias et al., 2020).

Behavior Relational disturbing behavior is behavior that weakens the victim's self-esteem with the aim that the victim is ignored, ostracized, and shunned by his social environment. There are several forms of disruptive social/relational behavior such as gossiping, scorn, and abusive body language (Nasir, 2018).

Disruptive behavior is a word or deed that can cause discomfort and stiffness in people around so that the perpetrator will be shunned. Disruptive behavior needs to be handled intensely when there are students who bring up the behavior.

Autistic students are students who experience obstacles in three aspects, namely social interaction, communication, and behavior that can be detected before the age of three years. One of the characteristics of autistic students is behavioral pervasive disorders. Behavioral barriers that occur in autism will have a bad impact on the integration process with the social environment, one of which is at school (Marlina, 2017).

Behavioral barriers experienced by autistic students occur repeatedly are a major problem for autistic students in schools (Marlina, 2019). This will have a negative impact on the teaching and learning process as well as students' social interactions with other students and also teachers in the school. Behavioral problems of autistic students that occur in classrooms and schools on a regular basis, such as low attention or concentration, communication that cannot take place properly, leaving class without the teacher's permission, or disturbing friends (Suparno, 2010).

One of the characteristics of autistic students is behavioral pervasive disorders. Behavioral barriers that occur in autism will have a bad impact on the process of social integration. The behavior that appears by autistic students tends to be unnatural or interferes with both learning activities and the social life of autistic students. So that the behavior that arises in autistic students is often called disruptive behavior (Wulandari, 2015).

Disruptive behavior is a problem that needs attention. In general, there are 2 types of disruptive

behavior that can appear in autistic students, namely hyperactive behavior and excessive behavior (Sumekar, 2009). Autistic students who experience hyperactivity tend to display the following behaviors: (1) Students cannot sit still and calmly both during learning or when required to be silent, (2) Hands and other body parts keep moving (3) Often walk around and run and up and down the table in the classroom, (4) Unable to sit in an orderly manner, (5) Speaks in a language that is difficult to understand and excessive, (6) Often answers questions that have not been given and often instructs others (Ummah, 2020).

The autistic students who have excessive behavior will tend to bring up the following behaviors: (1) Aggressive behavior, namely behavior that children often pull, hit, kick, and pinch other people, (2) Repeated behavior, the same actions and words are done many times. -times so that it can be sustained continuously, (3) Tantrums, namely crying loudly accompanied by hurting themselves and their movements, (4) damaging and scattering objects around them, (4) Self-stimulation where the child will move his fingers and hands so that when This ongoing learning will interfere with classmates or those around them to study (Saroinsong, 2020).

Disruptive behavior in autistic students needs to be overcome. Teachers have an important role in overcoming disruptive behavior in autistic students. The following are some of the teacher's roles in overcoming disruptive behavior in autistic students (Abdi et al., 2015):

a. Authoritative

Authoritative teacher's role in overcoming disruptive behavior in autistic students which leads to openness to provide enlightenment. Openness gives enlightenment meaning that when autistic students interfere, the teacher provides understanding and directs autistic students so as not to interfere. Teachers support students and expect positive things from students with the aim of motivating them (Marlina et al., 2019).

b. Authoritarian

Teachers play a flexible and demanding role, controlling disruptive behavior in autistic students. Authoritarian teachers provide more direct assertiveness to students when disruptive behavior occurs in autistic students. The assertiveness can be in the form of threatening words that can make students feel afraid, tense, and easily nervous. In addition to threats, the teacher also gives punishment.

c. Permissive

Teachers in overcoming disruptive behavior in autistic students also play a permissive role. Permissive here means that the teacher allows autistic students to disturb their friends without intervening. The result of a permissive teacher is that students will not know the disruptive behavior is good or bad. However, if students are aware of the disturbing behavior that is raised, students will leave bad behavior and maintain good behavior.

Disruptive behavior raised by autistic students will have an impact both on others and themselves. Disruptive behavior that appears in autistic students can harm, hurt, and hurt the hearts of others. This disruptive behavior does not only have an impact on other people but also on autistic students themselves such as academic and social interactions with friends and teachers (Puspitasari, 2021).

Research Method

The type of research used by the researcher in this study is a qualitative research with a case study approach. While the method used in this research is descriptive method. In this study, a description or description of a series of events that emerged in the field will be presented (Nurmalasari & Erdiantoro, 2020).

This research consists of stages starting from a preliminary study, data collection, data analysis, to testing the validity of the data. Data collection techniques used by researchers are observation, interviews, and documentation studies. Observations were carried out by researchers to find out through direct observation of disruptive behavior patterns in autistic students at SLB Bina Bangsa Padang City. In addition, the researcher also conducted interviews with the main respondents and supporting respondents to obtain information/data orally. To strengthen the results of the research, researchers conducted a study of documentation in the form of videos and photos of events that appeared in the field. After the data was obtained, the researcher analyzed the data based on specific focuses (Sugiyono, 2016). To test the validity or truth of the data, the researchers used data triangulation and extension of observation (Moleong, 2017).

Results and Discussion

In this study, the research subjects were students with autism who attended SLB Bina Bangsa Padang City. The autistic student is a male aged approximately 20 years. The autistic student named

Revi Ramadhan Jones is often called Revi. Currently, Revi is in class VII (Seven) SMPLB. Researchers conducted research on Revi to find out how disruptive behavior patterns of autistic students at school. For describe the results of this study, the researchers describe based on the focuses research which is as follows:

a. Forms of verbally disruptive behavior in autistic students at SLB Bina Bangsa Padang City

Autistic students experience behavioral problems, one of which is disruptive behavior. The form of verbally disturbing behavior that is often raised by Revi mocks. Revi likes to make fun of people around him, be it his friend or even his teacher. The ridicule raised by Revi leads to (body shaming). Not only at school, at home and around the house, Revi often makes fun of other people with words. This also often appears when Revi is at school. Revi often calls students and even his teacher by calling him physical like uh fat. In addition to making fun of Revi, he also often calls his friends and teachers by calling bad names like calling his friends crazy.

b. Forms of physically disturbing behavior in autistic students at Bina Bangsa Special School Padang

Revi students with autistic disorders at Bina Bangsa Special School Padang City. In addition to disruptive behavior verbally, Revi also often interferes physically. The form of physically disturbing behavior that is often raised by Revi is pulling his friend's headscarf. When reprimanded by the teacher, Revi stopped what he was doing and then he continued to pull his friend's headscarf again. Various attempts and methods were made by Revi to pull her friend's hijab.

Not only does he like to pull the headscarf, Revi also likes to pull the hair of his female friends. When Revi managed to pull his friend's hijab off, then Revi also caught and pulled his friend's hair. Revi's pull was so strong that it even broke his girlfriend's hair. When pulling his friend's hair, Revi sometimes compliments his friend's hair that it's good. Besides praising Revi, he also kissed his friend's hair being pulled. Apart from hair, Revi is also happy with the hands of both male and female friends.

Revi often holds the hands of his friends and teachers. However, after holding Revi's hand, he also pulled his friend's hand firmly and accompanied him by turning his friend's hand. Revi's larger body is supported with strong strength making it easy to pull his friend's hand.

In addition to pulling the hijab, pulling signs, and pulling hands, it turns out that Revi also often attacks by demonstrating boxing to others. Revi attacked his friend at school by punching and hitting

his friend. Occasionally, Revi demonstrates the movement of people fighting in films on television. The attack was not only carried out by Revi on students but also on teachers who were around him.

c. The role of the teacher in overcoming disruptive behavior in autistic students at SLB Bina Bangsa Padang City

In the process of academic and non-academic development the teacher has an important role. Thus the teacher also has a role in overcoming disruptive behavior in autistic students. As for the role of the teacher in overcoming disruptive behavior in Revi, namely by giving a warning. Teachers often use reprimands when Revi's disturbing behavior recurs. The reprimand used by the teacher was in the form of mentioning the name Revi, then followed by the word no or no.

In addition to giving a warning, the teacher also threatened Revi. The threat arises when disruptive behavior is raised by Revi. There are many threats used by the teacher to stop Revi's behavior, such as: Threats if Revi disturbs his friend Revi does not go to class, Revi's mother will punish you later if you disturb a friend, and threats will be hit with a ruler. The threat was carried out by the teacher if the reprimand did not stop Revi's behavior.

Then after giving a warning the teacher gave enlightenment and understanding to autistic students about the value and impact of the behavior that students showed. Then the teacher asked Revi to apologize to the students or people who were disturbed. In addition to reprimanding and threatening Revi when disruptive behavior appears, the teacher also provides understanding to Revi. The teacher gives Revi an understanding of the impact of Revi's behavior.

Not only giving an understanding to Revi, but the teacher also teaches Revi how to hold and stroke Afira's hair. The teacher's goal is to teach this so that Revi doesn't pull his friend's hair. So Revi is allowed to hold it but in a way that will not cause pain or harm. This is of course with Revi's habit of holding and stroking instead of pulling Afira's hair.

d. The impact of disruptive behavior on autistic students at SLB Bina Bangsa Padang City

The behavior raised by autistic students will have an impact on others as well as themselves. Revi's disturbing behavior made his friend feel uncomfortable and in pain. His friend felt uncomfortable with Revi because of the pain felt by the student whose hair was pulled. The student whose hair was pulled by Revi felt a headache so he screamed and cried. In addition to screaming and crying, Revi's disturbing behavior also scared his friends. The student whose hair had been pulled by

Revi before and was often frightened when Revi approached they drifted away. In addition, Revi's disturbing behavior also caused him to be shunned by his friends. Not only at school, several occasions, such as at home, Revi is also shunned by children. In his home environment, Revi is not invited to play with the children and is often expelled.

Not only does it affect other people, Revi's behavior also has an impact on himself, such as being hit and kicked by his friends. If their friends are male they will reply to Revi the same as what Revi did to them. Even the revenge of his friends is sometimes worse than what Revi did to them.

Revi's annoying behavior also caused some of his friends to play with Revi. His friends know that Revi likes to pull signs and pull hands, making them happy to be chased by Revi. They called Revi's name then when Revi approached then they ran.

Behavior is an academic prerequisite that will affect students' academics. Revi's behavior also has an impact on the completion of his academic tasks so that Revi's academic score is low. Revi's academic assignments are rarely completed because Revi is busy going in and out of Afira and Raisa's classes so he doesn't have time to do his assignments. Not only the completion of academic tasks in the form of written questions but verbal understanding is also academic. Disruptive behavior that appears in Revi also causes a lack of understanding of the material presented by the teacher.

After conducting interviews with respondents, observations, and documentation studies, researchers have obtained information data that is used as a result of research on disruptive behavior patterns in autistic students at SLB Bina Bangsa Padang City. After the data is obtained, the researcher will then connect or link the information results to relevant theories and match the research focus. In the research findings, researchers found forms of verbally disruptive behavior, forms of physically disruptive behavior, teacher's role in overcoming disruptive behavior, and the impact of disruptive behavior.

The forms of verbally disturbing behavior that are raised by autistic students are making fun of and calling with bad names. While in the classroom and outside the classroom, the researchers found that students often called their friends crazy and also called their friends with calls that were offensive to physical body shaming. Then not only to his friends but also to the teachers even when the teacher is working or teaching. When the teacher is explaining the lesson to his friends, the autistic student calls his friend and even

the teacher as crazy or *body shaming* so that the learning process stops. Behavior in the form of words such as making fun of and calling with bad names can cause feelings of discomfort, hurt and discourage the intended person (Purnaningtias et al., 2020). Such verbal behavior can occur because autistic students experience obstacles or inability to understand the feelings of others so that they cannot filter words (Kawangmani & Santoso, 2019).

The forms of physically disturbing behavior that are raised by autistic students often pull the headscarf of their friends in the same class and other friends during study breaks. then not only that, researchers often find autistic students pulling their friends' hair. Furthermore, the researchers also found autistic students pulled and twisted their friends' hands. Finally, the researcher found that autistic students often attacked the teacher by demonstrating boxing scenes. Such behavior tends to injure or cause physical pain to other students or teachers who are bullied. The behaviors raised by Revi often occur and are repeated (Saroinsong, 2020). This is in accordance with the characteristics of Autism. In overcoming the disruptive behavior raised by autistic students at school, it is the role of the teacher. This is in line with the results of research (Purnaningtias et al., 2020) which states that disruptive behavior in autistic students can be in the form of attacks that cause pain such as pulling, and hitting.

In overcoming disruptive behavior raised by autistic students at school is the role of the teacher. Teachers have an important role in the academic growth and development and behavior of autistic students. Teachers play an authoritative role in overcoming disruptive behavior in autistic students. The teacher provides enlightenment, understanding, and understanding to autistic students regarding disturbing behaviors that arise. This is in line with the results of research from (Abdi et al., 2015) that teachers play a role in providing enlightenment and understanding of the impact and value of disruptive behavior that appears. Then this is also in line with (Nam & Chun, 2014) which states that the role of the teacher will direct behavior in accordance with values and norms. The teacher provides understanding without coercion but still provides firmness to the autistic students who are brought.

The impact of disruptive behavior on the person being bullied is feeling uncomfortable and angry. The impact of behavior on autistic students themselves is that low academic scores are attacked and ostracized. This is in accordance with the results of research

(Puspitasari, 2021) which shows that disruptive behavior does not only have an impact on other people but also has an impact on the personal self of autistic students such as having an impact on academic and social interactions with the environment. Furthermore, it is also supported by the results of research (Yang et al., 2021) which shows that autistic students who often interfere will find it difficult to socialize with the surrounding environment and lag behind in completing their assignments academically.

Conclusion

Based on the research conducted, the researchers concluded that (1) the form of verbally disturbing behavior raised by autistic students was making fun of and calling with bad names. Autistic students make fun of, call their friends by bad names and even their teachers who are teaching or busy working. Calling his friends crazy and calling his friends and even his teacher fat. (2) and physically raised by autistic students are pulling a friend's headscarf, pulling a friend's hair, pulling a friend's hand, and also attacking by acting like a boxer. (3) The teacher's role in overcoming disruptive behavior in autistic students is authoritative. The teacher reprimanded and then gave enlightenment and understanding about the value and impact of Revi's disruptive behavior. Next, the teacher asked Revi to apologize to other people or students who were bullied. (4) The impact of disturbing behavior on the person being bullied is feeling uncomfortable and angry. The impact of behavior on autistic students themselves is being attacked and ostracized.

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