

Research Article

Studies Literacy Reading Autistic Children

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Abstract.

The literacy movement is not only the responsibility of the government, but the responsibility of all stakeholders such as the business world, universities, social organizations, literacy activists, parents, and the community. The spirit of literacy culture is very active in its implementation in schools from elementary to high school. Various school programs are implemented, starting from reading corners, various places, and media created by schools to support these programs. Likewise, for special schools, literacy for children with special needs is also carried out to support a literacy culture for children with disabilities. There is one special school in Indonesia with disabilities that are included in the autistic category. Several studies have shown that schools are very enthusiastic about implementing the Literacy Movement program. However, it focuses a lot on how to implement it with the right method and does not consider what materials are needed for autistic children. Meanwhile, autistic children need independent literacy in their lives, such as independence in bathing, dressing, using socks, toilet training, and so on. Interesting reading material about self-reliance is hardly available in shops, libraries, and schools. In this article, we convey that making interesting reading materials for autistic students related to independent living is a challenge to make teachers, literacy activists, and communities concerned with literacy. Autistic students need regularity, discipline, and interesting reading with basic material content such as the chaining method. The chaining method, for example, is used to train dental skills in children with intellectual disabilities. The chaining method used is the chaining method used in the next steps of chaining, namely the initial steps of the behavior are taught first, the steps taught are related to the second steps, and so on until the stage is complete. The type of research used is a case study. Meanwhile, data collection was by observation and by looking at the literacy cases of children with special needs. Research analysis was done using qualitative description. The results showed that the significantly autistic used literacy materials by reading series books in the form of chains which were simpler to read and also useful for their independence in everyday life.

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1. PRELIMINARY

Literacy is an individual's ability to read, write, speak, calculate and solve problems at the skill level required in work, family, and society, literacy also has a more contextual perspective depending on the skills needed in a particular environment. Literacy is important for everyone, as well as for children with special needs, especially for children with autism.

Autism is a serious developmental disorder that interferes with communication and interaction. An autism spectrum disorder that affects the nervous system. The range and severity of symptoms may vary. Common symptoms include difficulty communicating, difficulty interacting socially, obsessive interests, and repetitive or repetitive behaviors. Early recognition, as well as behavioral, educational, and family therapy, can reduce symptoms and support development and learning.

Autistic children in childhood have many difficulties in reading. One of the causes of these obstacles is due to very low concentration abilities, lack of interest in things that are not liked, and focused only on repetitive activities that are different from their peers.

Reading materials for children are plentiful in libraries, bookstores, and online books from literacy centers, as well as a variety of readings that are being developed by several inclusive activists. But autistic children need different readings from children their age. They really need readings that contain about; (1) independence in life such as bathing, dressing, toilet training, and so on related to life skills, (2) choosing vocabulary and choosing simple images, and (3) more useful in the form of a procedural text. Autistic students need regularity, discipline, and interesting reading with basic material content such as the chain method.

The series method is the actionable steps that are taught first, the next steps are related to the second step, and so on until the stages. The chaining method is to teach step-by-step an activity so that the behavior is memorized for independence in life skills. Because autistic children on the spectrum are very difficult and cannot be independent in this activity if they do not get intervention early on.

2. LITERATURE REVIEW

2.1. Definition of Literacy

Literacy according to Oktariani (2020) is a person's ability to use potential and skills in processing and understanding information when doing reading and writing activities.

Through literacy skills, a person not only gains knowledge but can also use his knowledge and experience to be used as references in the future. According to the Ministry of Education and Culture (2017), reading and writing literacy is understanding the contents of written texts, both implied and expressed, and using them to develop knowledge and self-potential. Pouring ideas and ideas into writing with a good arrangement to participate in social circles. Numerical literacy is the ability to use a variety of numbers and symbols related to basic mathematics to solve practical problems in various contexts of everyday life. The ability to analyze information presented in various forms of graphs, tables, and charts, and use the interpretation of analysis results to predict and make decisions. Differences in Numerical Literacy and Mathematics Numeracy is not the same as mathematical competence. Both are based on the same knowledge and skills. However, the difference lies in the empowerment of this knowledge and skills. Knowledge of mathematics alone does not make a person have numeracy skills. Numeration includes applying mathematical concepts and rules in real everyday situations, which are often ill-structured problems, have many ways of solving or even no complete solution, and are related to non-mathematical factors.

2.2. Definition of Autism

Autism according to Nareza (2021) is a neurodevelopmental disorder that causes behavioral and social interaction disorders. Symptoms of this disease are more often detected in childhood, but can also be found in adulthood. Symptoms of autistic children include (1) communication and social interaction disorders, such as preferring to be alone, reluctant to talk to other people, and often repeating the same words, (2) behavioral disorders, such as doing the same movements repeatedly, for example always walking by tiptoeing, and (3) other disorders, such as cognitive impairment that hinders learning, impaired mood or emotional reactions, and seizures. According to Afrinda (2021), autism is a serious and complex brain and nerve function disorder that affects human behavior and thought processes. Autism includes all disorders in social interaction, language development, and communication skills both verbally and nonverbally. This developmental disorder generally begins in childhood and lasts a lifetime. The old term for people with autism is people who tend to have difficulty expressing their thoughts and expressing themselves, both with words, gestures, facial expressions, and touch.

2.3. Definition of Independence

Independence according to Sholihat (2022) autistic children have a desire in themselves to be able to live independently and not depend on their parents or other people around them. In addition, it was also found that children with autism have a desire to be the same as normal children in general. This is indicated by the desire to always have what normal children have. It can be seen that independence is an ability that is expected to be possessed by autistic children to take care of themselves, not depend on others, and to teach a sense of responsibility that they must have in self-development. According to Agustin (2012), the Ministry of National Education, Directorate of Special Education, mentions several forms of independence that school-age autistic children need to learn, including 1) Body hygiene (washing hands, washing face, washing feet, brushing teeth, and urinating). 2) Eating and drinking (eating using hands, eating using a spoon, drinking using a glass or straw) 3) Dressing (wearing underwear, wearing t-shirts, wearing pants/skirts, wearing shirts, and wearing socks and shoes) 4) Self-help (avoiding oneself from danger, such as fire or sharp objects) and communication (verbal and non-verbal activities) in realizing independence in autistic children requires guidance that must be done repeatedly, routinely, free from any pressure or coercion, carried out regularly. relaxed, unhurried, and harmless so as not to overextend his limitations.

Understanding and learning morals is a form of early childhood independence. Children's independence will develop gradually in line with the level of development. The level of independence of children can affect children's lives in the future. Independence is also interpreted Children can think, feel and do things on their own without having to depend on others. Children will not be afraid to make decisions and become doubtful individuals. Independence has several aspects including (1) emotional independence, related to the way children control emotions in establishing interactions with other people. (2) Intellectual independence, is related to the way children overcome problems by considering the values and norms that apply in their environment. (3) Independence in action, is related to the physical development experienced by the child and the way the child decides an action to be taken with confidence and responsibility. The level of independence that each child has is different, this is caused by several influencing factors. Two factors influence children's independence, namely internal factors, and external factors. Internal factors consist of physiological and psychological conditions. Meanwhile, external factors include genes from parents, parenting patterns, the education system in schools, and the life system in society

2.4. Definition of Channing

Pervitasari (2020) said that one of the behavior modification methods that can be used is the chaining method. Several behaviors can be trained which are routines in everyday life that can be trained using the chaining method. Some of them are brushing their teeth in the morning, putting on and taking off shoes, playing a musical instrument to some songs, and making a sandwich. So the chaining method is an effective method used to train routines in everyday life. According to Rury (2019), Chaining is a method of teaching a fairly complex skill by dividing the skill into simple task analysis or simple behavioral chains. A behavioral chain is a specific stage that when combined will produce the desired product. Each response from that chain serves as an instruction to work on the next chain. Examples of tasks that can be taught using the chaining method are independent programs such as wearing shoes, brushing teeth, washing hands and eating alone. In addition to teaching independence, chaining can also be used to teach other skills such as teaching how to work such as cooking, doing work tasks, crafts, cleaning the house, and so on. Teaching academics such as the alphabet, counting, and mathematics. Teaching speaking is like practicing echoic (polite, slow). Teach playing skills such as using a computer, and playing using rules.

There are three types of chaining:

1. a))Forward Chaining (chaining sequentially from the front). It is the simple behavior in the chain taught in order from the front. So if we want to teach how to brush our teeth we teach the first link, for example taking toothpaste and opening it. Then the next sequence of work is for the teacher/parent until the toothbrush is finished. Then the provision of reinforcement/assistance.
2. b))Total-task chaining skills taught are the same as forwarding chaining (from the front) which is a variation of forwarding chaining but all steps are taught at once. This can be done for tasks that are not too complex or for the ability of children who already understand part of the analysis of the task but have difficulty determining the order of tasks. Children also can imitate movements.
3. c))Backward Chaining (chaining that is taught backward) Is a simple behavior that is taught from the last sequence. If we want to teach how to brush our teeth we teach from the very last order. For example, washing the toothbrush and putting the toothbrush in its place than giving reinforcers or reinforcement. If the child is proficient, the next process is brushing the teeth then washing the toothbrush and putting the toothbrush in its place then giving reinforcers.

Factors that affect behavior chaining:

1. a))Complete task analysis. The more complete and accurate the task analysis is, the more likely the child is to progress and quickly learn new skills.
2. b))Length and complexity. The longer and more complex the skills taught, the longer it takes to attain proficiency.
3. c))Reinforcer or reinforcement and schedule of giving suitable reinforcers, because the therapist must also take into account the motivation of the child and also the number of responses from a chain.
4. d))Variation of the stimulus, the teacher must take into account the possibility of variations from, for example, wanting to teach the process of washing hands. Is there a chance that it won't be found tissue/towels in public toilets, but then the child is taught to dry with a hand dryer.
5. e))Variations in responses, teachers must take into account the possibility of variations in responses. In the process of making cakes, for example, there is dough that is directly baked in the oven, and there is dough that must be added with nuts. Then, the level of maturity of each dough is certainly different.

Examples of chaining-based books, Series Books, and Self Hygiene Cards

1. a))Brushing Teeth
2. b))Shower
3. c))Shampoo
4. d))Combing Hair
5. e))Wearing T-shirts
6. f))Wearing clothes

3. METHOD

This study uses the Total-task chaining learning method, the skills taught are the same as forwarding chaining (from the front) which is a variation of forwarding chaining but all steps are taught at once. This can be done for tasks that are not too complex or for the ability of children who already understand part of the analysis of the task but have difficulty determining the order of tasks. Children also can imitate movements. research

method with qualitative descriptive. Collecting observational data and case studies in the form of evaluation data on the literacy development of autistic children. Research time for 2 months for each skill. Pick-up location at SKH Spectrum.

Learning Methodology

The learning methodologies that have been implemented are as follows: (1) self-development programs are made which are carried out every 2 months focusing on one activity, (2) activities are carried out every day at noon at: 12.00-14.00, (3) reading activities with books reading is carried out before practice, (4) activity cards are pasted on the wall closest to the practice, and (5) the teacher accompanies students in drills until students are independent in reading and practicing.

4. RESULTS AND DISCUSSION



BRUSH TEETH

The average students read and practice brushing teeth independently without assistance properly for 2 months with 16 meetings with are as follows; reading ability range 1-5 and practice ability range 1-6. The conclusion is that reading ability with practice ranges more independently in practice.

BATH

The average students read and practice bathing independently without assistance properly for 2 months with 16 meetings with are as follows; reading ability range 4-5 and practice ability range 2-7. The conclusion is that reading ability with practice ranges more independently in practice.

WASHING HAIR

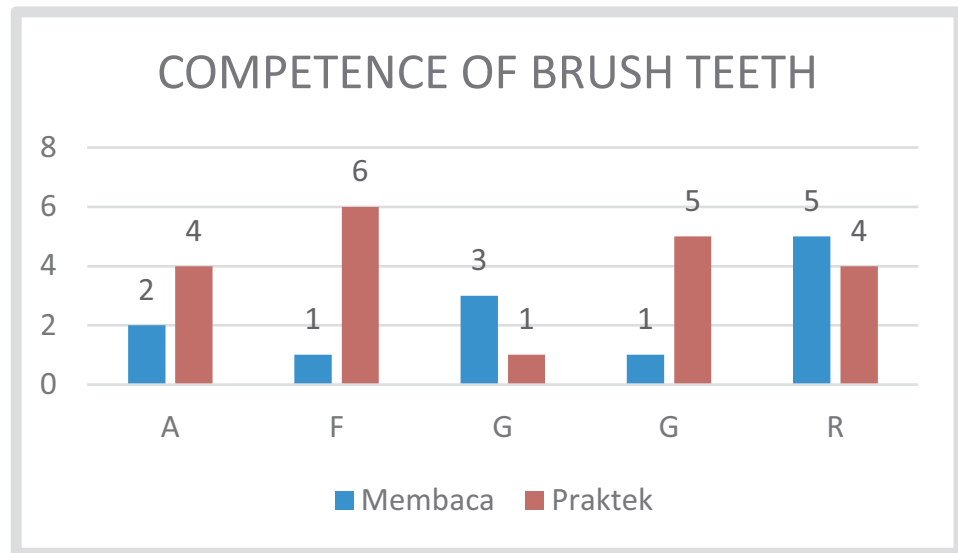


Figure 1: Reading and Brushing Your Teeth.

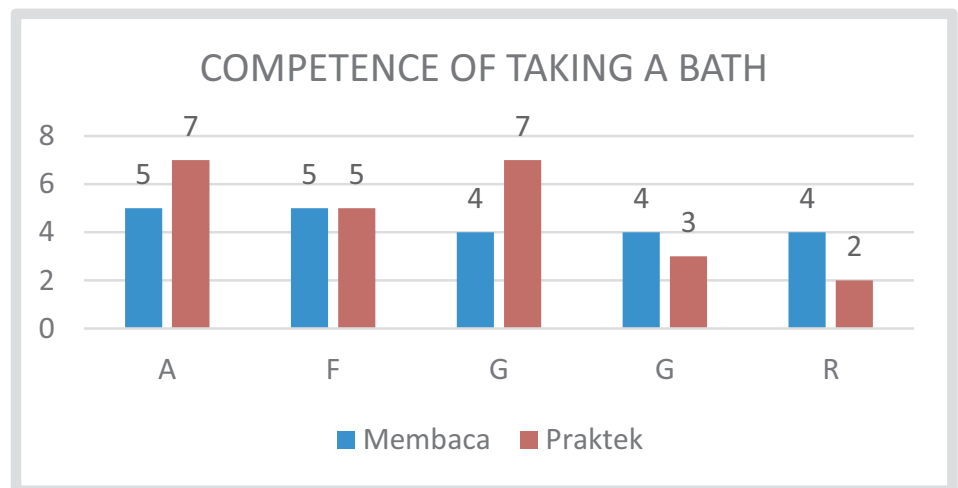


Figure 2: Reading and Bathing Practice.

The average students read and practice shampooing independently without help properly for 2 months with 16 meetings with are as follows; the reading ability range is 3-4 and the practice ability range is 4-7. The conclusion is that reading ability with practice ranges more independently in practice.

PUT ON SOCKS

On average, students read and practice socks independently without proper assistance for 2 months with 16 meetings with the following; reading ability range 3-7 and practice ability range 3-8. The conclusion is the ability to read with practice ranges more independent in reading.

COMB THE HAIR

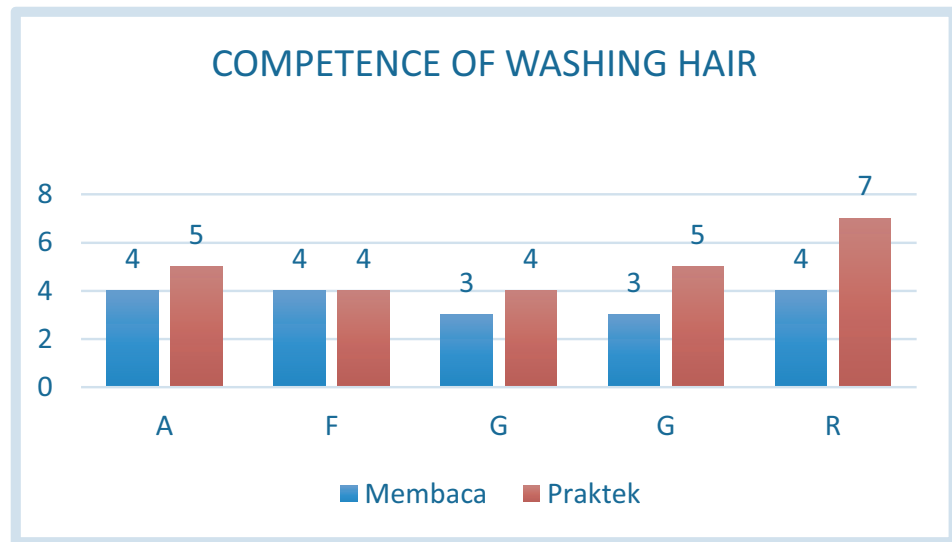


Figure 3: Washing Hair of Ability.

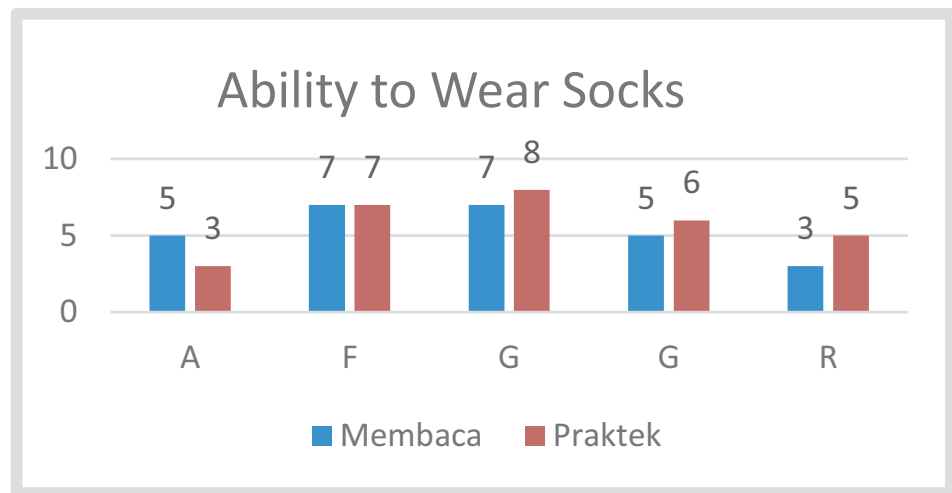


Figure 4: Ability to Wear Socks.

The average students read and practice combing hair independently without assistance properly for 2 months with 16 meetings with are as follows; reading ability range 4-8 and practice ability range 4-6. The conclusion is that reading ability with practice is more independent than practice.

BUTTON OF CLOTHES

On average, students read and practice socks independently without proper assistance for 2 months with 16 meetings with the following; reading ability range 4-8 and practice ability range 4-6. The conclusion is the ability to read with practice ranges more independent in reading.

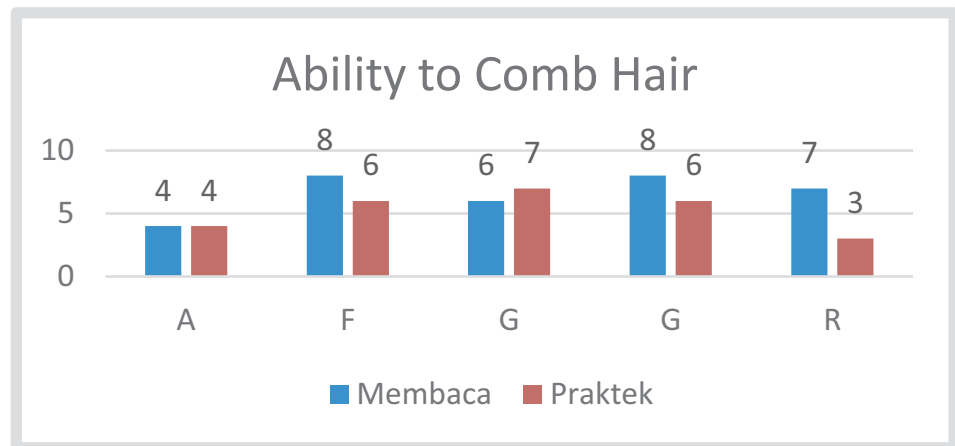


Figure 5: Ability to Comb Hair.

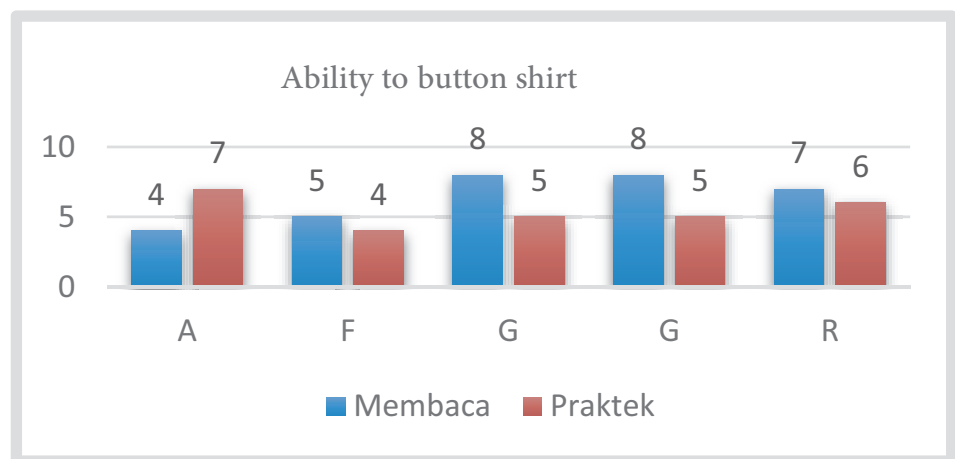


Figure 6: Ability to button shirt.

5. CONCLUSION AND RECOMMENDATION

1. Increase simple books to help autistic children have readings that can help them become independent
2. Be patient in helping autistic children to be able to live independently even with training because without continuous intervention they cannot perform their life skills on their own.
3. Hopefully this book can be useful for parents and teachers in need.
4. Invite book authors to contribute to our community.

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