

ABSTRACT

Rachmawati, Lilis. 2012. ABA Therapy is the Application Method (Applied Behavior Analysis) Following Instructions For An Ability in Children With Autism disorders. Thesis. Faculty of Psychology Maulana Malik Ibrahim State Islamic University of Malang.

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Keyword: Method of ABA (Applied Behavior Analysis), Following Instructions, Autism

Following the instructions is one of the important social skills possessed by each individual. Following the instructions is to do or doing what is instructed or ordered by someone else. Ability is considered very important to have the child with the diagnosis of autism, because it serves as a medium for encouraging children with autism to follow a few rules, be it at home, school, or community. One of type of intervention that can be applied for the ability to follow instructions in children with autism the ABA method of therapy. This method is a method of therapy is measurable, targeted and systematic, using visual aids, and provide special training in children by providing positive reinforcement (reward or praise) that can serve to improve language skills, social, motor, and forms of behavior that can received, as well as eliminating the problem behavior. Based on the description, the purpose of this study was to determine how the application of the methods of ABA therapy for the ability to follow instructions in children with autism disorders

This research uses descriptive qualitative research in the form of case studies, because basically the researchers wanted to examine in depth how the implementation of ABA therapy and the development of the subject the ability to follow instructions after receiving such therapy. The research method used was participant observation, overt (open) and natural, free guided interviews (semi-structure interview), and analysis of documentation. Even this study using the analysis of data simultaneously and continuously according to the characteristics of qualitative research.

Application of ABA therapy program will include learning readiness, gross motor imitation, imitation of fine motor, oral motor imitation, receptive language, expressive language, pre-academic, and self help. Learning readiness programs implemented include the subject response to the instruction "see", sit independently, and eye contact. On this program, the subject is able to respond and follow the instructions "look!", Able to sit independently, and eye contact is formed. Program gross motor imitation, fine, and the mouth is applied by giving examples of some of the movements that followed the instructions and must be simulated and by subject, in this case the subject was able to follow some gross motor movement, fine, and the mouth, such as applause, opening and closing the hand , and stuck out his tongue. Receptive language program conducted in the form of distinguishing the two images, by way of explaining the name of the picture and ask the subject to take a picture that has been described earlier, this

process is called identification. In this program the subject is able to distinguish images of apples and bananas, beef and rat animal drawings, and photographs that Father and her family. In the expressive language program, subjects were asked to replicate some of the vowels and simple words, the ability of these subjects have been able to pronounce some vowels and simple words, like a, o, what, a table, Father. In the pre academic skills program, subjects were trained to perform some of the skills associated with academic, the subject was able to hold a pencil, crossed out freely, and coloring pictures. On self-help program, subjects were trained to perform some simple activity, and the subject was able to drink by using a glass, put the food from spoon to mouth, and have the initiative to alert others if you want to urination. But progress has been achieved is certainly not free from constraints. Found several factors inhibiting the success of therapy, among others, the age factor therapy relatively late start, the lack of intensity of therapy, and lack of emotional closeness between subject and therapist.