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ABSTRACT
This research is intended to answer the question of whether the implementation of Behavior Therapy Program with the method of Applied Behavior Analysis Verbal Behavior (ABA VB) effectively improve the Language Ability of children with autism disorders. Autism is a very large and severe childhood disorder that develops in periods of development, characterized by constraints in the areas of communication, social interaction, cognitive, motoric, and behavioral patterns of stereotypes in which the symptoms appear before the age of 3. Behavioral aspects in children with autism often inhibit the potential of children. That’s why the handling of behavioral disorders in children with autism is very important. Behavioral therapy is aimed at shaping behavior that is acceptable to the surrounding environment and reducing problematic behavior (lovaas, 2013). One of the most commonly used behavioral therapy is Applied Behavior Analysis Verbal Behavior (ABA VB), which has been investigated by many experts proven to help shape behavior that is acceptable to the social environment in children with autism. This study aims to see the effectiveness of further behavioral therapy programs using Applied Behavior Analysis Verbal Behavior (ABA VB) on the development of autistic children language. This study used qualitative methods with data collection methods of in-depth interviews of parents, therapists, and observations of children. The results of the study showed that there was a significant increase in the development of language of children with autism, the increase between the condition before the subjects get Behavior Therapy with ABA VB method and subject conditions after getting Behavior Therapy with ABA VB. In addition to improving the language also obtained the development of 3 aspects observed in 12 meetings: imitation ability, pre-academic and receptive language of the child.

Keywords: Behavior Therapy, Applied Behavior Analysis Verbal Behavior, Autistic Spectrum Disorder, Language.

ABSTRAK

Kata kunci: Terapi Perilaku, Analisis Perilaku Terapan Perilaku Verbal, Autistic Spectrum Disorder, Bahasa.
INTRODUCTION

Autism is a condition that affects a person from birth or during infancy, which makes him unable to form normal social or communication relationships. This resulted in the child being isolated from another human being and entering into a repetitive world, an obsessive attribute and interest (Mash & Wolf, 2015).

Autism disorder can affect child development in three important aspects, namely behavior aspect, communication aspect and interaction aspect. Behavioral aspects of children with autism often inhibit the realization of potential children because of autistic behavior is different from normal behavior. Autistic behavior seems to be busy with the world itself so it does not respond to the stimulus of the environment as it should (Puspita & Adriana, 2011).

Autistic has excessive behavior or deficient behavior, to the extent of no behavior (Lovaas, 2015). Excessive behavior such as tanntrums, self-stimulating, and excessive selective on stimuli. While the lack of behavior such as speech disturbances, eye contact, and unstable emotions (Berkell, 2012). That's why the handling of children with autism is often focused on behavior therapy (Behavior Therapy). Basically behavioral therapy aims at establishing a behavior that is more acceptable to the social environment and reduces problematic behavior (Lovaas, 2015).

One of the most popular behavioral therapies worldwide is Applied Behavior Analysis Verbal Behavior (ABA VB). The inventor was an American psychologist, O. Ivar Lovaas, PhD. In Indonesia, this therapy is often called the Lovaas method. This therapy is well known because the results are satisfactory. But researchers did not close the phenomenon in the community that says ABA VB method to make children with autism like a robot and stiff. Although many criticize the ABA VB method, but behavioral therapy is used to provide treatment for children with autism. In fact, almost all therapeutic centers in Indonesia specialize in the style of treatment. The controversy made the researcher interested to study ABA VB method.

Teaching materials taught in behavioral therapy with ABA VB method refers to a curriculum encompassing the various skills children need to be able to function optimally and be accepted in their social environment (Maurice, 2016). There are some specialized curricula developed for people with autism worldwide, but for this study limits the basic skills of early childhood training in autistic children who refer to Behavioral Intervention for Young Children with Autism (manual for parents & professionals, edited by Catherine Maurice 2016, pro edition 2016) includes the ability to follow, the ability to imitate, receptive language skills, pre-academic ability, self-help and the ability to speak expressively.

Treatment in children with autism should be as early as possible. According to Lovaas (2011), the ideal age the first time the child is handled properly and regularly is 2 years or 3 years because at this time the child's brain develops most quickly. In addition, because the therapy process lasts about 2 to 3 years, with intervention as early as possible children can enter regular school in accordance with his age.

The researcher chose three basic capabilities: imitative ability, receptive ability and pre-academic ability based on characteristics that are at the age of preschool. At this time, the ability of children to imitate the environment like other children should have appeared, but in children with autism disorders the ability to imitate does not appear because the child is busy with his own world (Berkell, 2012). Imitating is the basis for learning and developing. Without being able to imitate, a child can not learn to speak (Handoyo, 2013). After the child can understand the concept of imitation then the receptive language skills and academic ability can be taught (Handoyo, 2013).

Based on the above, the researcher is interested to see the effectiveness of behavioral therapy with Applied Behavior Analysis Verbal Behavior (ABA VB) method to improve the language response ability of children with autism. The question in this study is "whether the behavioral therapy program with ABA VB method performed at home and where therapy effectively improves the ability of the language response in children with autism who are at the age of preschool?".

The general purpose of this study was to determine the effectiveness of the implementation of behavioral therapy program with ABA VB method in children with autism disorder. It is expected by knowing the effectiveness of the implementation of...
behavioral therapy program with Applied Behavior Analysis Verbal Behavior (ABA VB) method for handling autistic children then the expected benefits in this research are: (1) Getting a clear picture of the effectiveness of behavioral therapy with Applied Behavior Analysis Verbal Behavior (ABA VB) methods performed at home can improve the language response capability of children with autism residing in preschool age, (2) Expected to be a source of reference for professionals, parents and teachers in an effort to optimize the development of children with autism diagnosis, (3) can enrich the research about the handling model of children with autism.

MATERIAL AND METHODS

This research uses qualitative approach. The qualitative approach is done in natural situations so the emphasis is on dynamics and processes and is centered on the variation of individual experiences and different groups (Poerwandari, 2011). Therefore qualitative research is done and strived to be able to recognize the complex reality that occurs in the situation.

According to Poerwandari (2011), qualitative research will produce and process descriptive data such as interview transcripts, field records, pictures, photographs, video recordings, and so on. This approach allows researchers to obtain comprehensive and in-depth data about the phenomena to be studied. Good qualitative research will show inward and detail, as it focuses on in-depth investigation on a small number of cases. The selected cases should be tailored to the specific interests and objectives outlined in the research objectives (Creswell, 1994 in Poerwandari, 2001). A study aimed at obtaining an in-depth overview of the effectiveness of behavioral therapy programs using the Applied Behavior Analysis (ABA) method along with material guidance that refers to basic training skills in children with autism by Maurice (2016) tailored to the abilities and development of the subject. Because the research method chosen is case study method.

The case study is an intensive description and analysis of one individual case. Case studies can focus on individuals, groups, or entire communities and can take advantage of various information sources such as curriculum vitae, in-depth interviews, and observations (Yin, 2009). The data in the case study research is obtained through the necessary field observations, interviews, and archives. Case studies usually describe the application and results of some treatments. Case studies can also allow researchers to gain a rich source of information about individuals. Case studies allow also the opportunity to try new therapeutic techniques or unique applications of existing techniques, can also be used to study rare events (Yin, 2009).

Based on the above understanding, the criteria of the subjects in this study were children aged 3 years (preschool age) who have been diagnosed with autism. It is based that the first five years of life are an important time. Early intervention in children with autism with ABA VB method would be more effective if the child is under 6 years old (Teder, 2009). The subjects of the study were taken from one of the therapeutic sites in Jakarta which was implemented in the home and temple of the client's therapy, Yayasan YAMET Indonesia.

The method used in this study is the method of interviewing parents and therapists and observation of children. Observations include the recording and systematic observation of an event of behavior and objects in the selected therapy session for the study (Settler, 2012). In this study, observations were made on the implementation of therapy material program conducted during the implementation of behavioral therapy with ABA VB method.

Data collection in this research is done by interview method. Interviews are conversations and frequently asked questions that are directed towards a particular goal. Interview method is a form of two-way communication in which there is a process of dynamism and interaction between interviewer and interviewee (Settler, 2012). The type of interview selected is in-depth interview because the researcher wants to express the in-depth data so that knowledge is obtained about subjective meanings experienced and understood by the respondent.

In accordance with the method used, namely the interview, it is used to guide questions or guidelines for interviews. To obtain more in-depth information and open up the possibility of variations according to real-life situations, interview guides are prepared in open-ended and structured questions. In order not to deviate from the purpose of research, the questions are based on the theory underlying this
research. Nevertheless, it is possible to do probing to explore things that are not listed in the interview guidelines that have been prepared.

Interviews were conducted on people directly involved with the subject in the conduct of the ABA VB daily behavioral therapy methods such as therapists, parents, and caregivers. Interview guides are made for people who are directly involved with the subject. Questions developed in this interview guide include:

1. The overall condition of the child before the child follows behavioral therapy by ABA method according to both parent and therapist
2. The overall condition of the child after the child follows behavioral therapy with ABA VB method according to both parent and therapist
3. Difficulties and ease experienced by the therapist in providing therapy
4. Things that decrease and improve the success of therapy

Observation is the activity of showing accurately, noting the emerging phenomenon, and considering the relationship between aspects in the phenomenon. The purpose of the observations is to describe the settings learned, the ongoing activities, the people involved in the activity, and the meaning of the events seen from the perspective of those involved in the observed events (Sattler, 2012).

The data obtained from the observations will be used to assist researchers in understanding the context, allowing researchers to be open and discovery-oriented rather than evident, and to obtain data about things that are not openly revealed in the interview (Patton, 2010).

In this study will be observed the activities during the process of therapy. The program materials that are the main focus for observation include: The ability to imitate / imitation, Pre-academic ability, Language comprehension skills

The three basic capability categories are selected by researchers because these three abilities are some of the basic abilities given to children with autism disorders.

For these three abilities, the researcher has discussed with the counselor, then discussed with the therapist to be material in the behavioral therapy program at the beginning of June 2018. In addition, observations were also conducted on the material program and the observation was also conducted on the facility of the home therapy program as well implementation of ABA VB method based on TAPTAT (Therapist and Parent Teaching Assessment Tool) in Tender, 2016).

Implementation of the research will be done every day for 2 weeks from Monday to Saturday. Each therapy session is 4 hours long which is divided into 2 sessions, the first session is at 08.00 - 10.00 and the second sister is at 15.00 - 17.00. As for activity is at each meeting session, presented in table 1.

Table 1. Schedule of Data Retrieval

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Activity</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>3 Juni 2018 (Home)</td>
<td>Observation and interview</td>
<td>Researchers conducted interviews with mothers and made general observations of children, therapy chambers and tools used in the implementation of therapy</td>
</tr>
<tr>
<td>II</td>
<td>5 Juni - 10 Juni 2018 (Home)</td>
<td>Observation of material program implementation and therapeutic process</td>
<td>The therapeutic activity took place in one of the rooms inside the subject's home which was used as a therapy site. During the course of therapy, the family is allowed to see the process of carrying out the therapy with a note of not doing things that interest the subject and not inviting the therapist to speak during the trial. Researchers act as co-therapists who help provide prompt on the subject from the back especially on the imitation capabilities and besides each co-break session the co-therapist accompanies</td>
</tr>
</tbody>
</table>
RESULT AND DISCUSSION

Based Interviews with mother

According to the mother, before the therapy, the ability I to imitate only on the movements that interest only, because I only interested in toys. When a person uses a toy and performs a certain movement with the toy it is likely he will imitate the person's movement even if not all the time. For pre academics, I just like the things in the form of a circle. I just pile up, arrange or lining up the shapes according to his own desire while for language skills, until now I still not talk.

According to the mother, I have been undergoing ABA method therapy since December 20 and still continues until now. After I had behavioral therapy with ABA method social development I was much better than when he had not undergone therapy. I have more frequent eye contact. I also approached when his name was called. I began to feel lost and tried to find her mother when she was leaving. I showed the movement of the body wanted to come along like a stomping of a foot while issuing a grumbling sound when he saw her mother to start his car. When the time is relaxed, I want to be stroked his head by the mother while watching television.

I and his two siblings suffered from developmental problems. K's brother K was diagnosed as having an autism disorder just like I. R had already received behavioral therapy with ABA method since the age of 2 years and until now he is still undergoing monthly counseling by his therapist. Compared with R, progress I in mastering therapy material is classified as less. According to the parent, it is not due to the therapy but the characteristic I is different from R. The memory of R is stronger than I, and at the same age speech R is faster than speech. Ability I in the language is still very limited because until now I still not talk. According to the mother, he is very helpful with the communication picture (compic) used by I to communicate his desire for a good or food. Mom says that she communicates with I assisted with a series of body movements such as hand gestures while giving comments. Usually I will immediately take the compic (which is affixed in the fridge of the refrigerator for food and drink) and give to the mother even though I sometimes take a compic that does not match his wishes. If the mother forbids an undesirable act I then the mother will use the word "irfan no" with a firm attitude. I also understand the word "irfan here" to call him.

According to the mother, during the behavioral therapy with ABA VB method, the ability of I in imitating is good, i have started waving the hand if mother waved hand to dadah even though movement of wave of hand I still
The Child received behavioral therapy with ABAVB method since the children was 2 years 2 months. The child started getting therapy in May 2018. At that time the child condition was very different from now. The Child never make eye contact with a therapist. If his wish is not met, he will shout while lying down on the floor or get temper tantrums, the behaviour is very bad for example: kicking, screaming, throwing the toys and lying on the floor. The child was only fixated on electronic items such as televisions and fans. At the beginning of therapy, The child easily get distracted by external stimuli such as people's voices, moving leaves, striking images and colors. Attention the child to tasks is highly fluctuating. The child also like doing stimming with my fingers and stimming with sound. The child also like to spread the material on the table so that the therapist tries to multiply the therapy hours to close to 30 hours per week with the implementation of a structured session. At the beginning of therapy, the child was trained to learn that he will get rewards after doing the task. To teach that, the child have to master for about 4 weeks. If the child forget then the therapist uses the way of momentum that if the child respond correctly then directly rewarded. But of all the disadvantages the child have, the therapist says that the calm, easygoing behavior the child makes the therapist easy to work with when teaching a material in therapy.

In general it can be said that the subject never played in a reasonable way, the subject did not look at the eyes, and never used the finger to ask for something or show interest in something. The behavioral symptoms of the subjects satisfy the autism criteria in DSM-V, ie, communication disorder, social skills are still egocentric in the extreme with little discrimination against the people around their environment (social interaction problem). The subject also exhibits repetitive behavior, self-stimulation (stimming, head rocking, etc), unusual interest and preoccupation with familiar objects (wrapped around the finger with thread obtained from the environment). From the interviews, it was found that the subjects had good visual attention (when he doing coloring, playing toys, etc), visual-spatial ability (can arrange the complex puzzle) and fine motor skills in accordance with their age, conceptual or cognitive ability showed the obstacles in representing them but were able to learn from visuals if given full motivation. The innate nature of subjects makes the subject easy to work with others.

There are several important points to be discussed in this research. Obtained quite prominent results in the ability of pre-academic aspects of part and whole and block design. According to Sussman (1999), autistic children generally store information in visual form. They are very helpful to know new things presented in the form of visually attractive and clear. By sebeb the visual modalities of autistic children are very dominant. It is not surprising that the subjects are clever in tasks related to visual reconstruction such as arranging blocks and composing puzzles.

In the aspect of the ability of understanding language is the activity of identification adjectives then the subjects also experienced an increase. Yet according to the same theory of visual learning style mentioned above that is usually commonly owned by children with autism causes them difficult to understand abstract concepts (Sussman, 2009). By using the communication picture (compic) medium that is used in the subject ABA it is easier to learn big concepts and small concepts because the subject is shown in the visual form so that the subject is easier to store the concept in its memory.

In research the influence of family of subject, especially parent, also give big enough contribution especially in assisting the implementation of therapy material program outside hours of therapy. according to Lovaas (2011) in addition to therapy at institutions still needed the role of parents for handling at home. Parents, both fathers and mothers, should be the organizers of everyone who wants to be involved in the handling of children with autism. From the interviews, although parents have limited time to try to maintain the ability of subjects who have been mastered outside the hours of therapy but they are cooperative in providing various facilities and infrastructure needed in the implementation of therapy. other than that the
subject's parents try to align their treatment of the subject with what the therapist has done. This illustrates that the role of the family becomes an important factor in influencing the progress of subject therapy.

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