

**PROGRAM INTERVENSI DINI BERSUMBERDAYA KELUARGA
UNTUK MENGOPTIMALKAN KEMAMPUAN KOMUNIKASI
EKSPRESIF ANAK AUTIS**

TESIS

**Diajukan untuk memenuhi Sebagian Syarat untuk Memperoleh Gelar
Magister Pendidikan Khusus**



**Disusun Oleh
ERMANTO NUGROHO**

**NIM
1605148**

**PROGRAM STUDI PENDIDIKAN KHUSUS
SEKOLAH PASCASARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
2021**

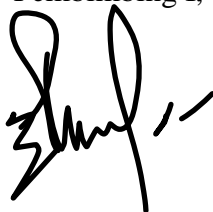
LEMBAR PENGESAHAN

ERMANTO NUGROHO
1605148

PROGRAM INTERVENSI DINI BERSUMBERDAYA KELUARGA UNTUK
MENGOPTIMALKAN KEMAMPUAN KOMUNIKASI EKSPRESIF ANAK
AUTIS

disetujui dan disahkan oleh:

Pembimbing I,



Dr. Endang Rochyadi, M.Pd
NIP. 19560818 198503 1 002

Pembimbing II,



Dr. Imas Diana Aprilia, M.Pd
NIP. 19700417 199402 2 001

Penguji I,



Prof. Dr. H Achmad Hufad, M.Ed
NIP. 19550101 198101 1 001

Penguji II,



Dr. Herlina, M.Pd. Psi.
NIP. 19660516 200012 2 002

Mengetahui
Ketua Program Studi Pendidikan Khusus
Sekolah Pascasarjana Universitas Pendidikan Indonesia



Dr. Imas Diana Aprilia, M.Pd
NIP. 19700417 199402 2 001

LEMBAR PENGESAHAN

PROGRAM INTERVENSI DINI BERSUMBERDAYA KELUARGA UNTUK MENGOPTIMALKAN KEMAMPUAN KOMUNIKASI EKSPRESIF ANAK AUTIS

Oleh
Ermanto Nugroho

S.Pd Universitas Negeri Jakarta

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd.) pada Sekolah Pascasarjana

© Ermanto Nugroho 2021
Universitas Pendidikan Indonesia
Januari 2021

Hak Cipta dilindungi undang-undang.
Tesis ini tidak boleh diperbanyak seluruhnya atau sebagian,
Dengan dicetak ulang, difoto kopi, atau cara lainnya tanpa ijin dari penulis.

ABSTRAK

PROGRAM INTERVENSI DINI BERSUMBERDAYA KELUARGA UNTUK MENGOPTIMALKAN KEMAMPUAN KOMUNIKASI EKSPRESIF ANAK AUTIS

ERMANTO NUGROHO

NIM. 1605148

Program Studi Pendidikan Khusus, Sekolah Pascasarjana
Universitas Pendidikan Indonesia

Penelitian ini bertujuan untuk mendesain dan mengembangkan program intervensi dini bersumberdaya keluarga untuk mengoptimalkan kemampuan komunikasi ekspresif. Subjek penelitian yaitu ayah dan ibu yang memiliki anak autis usia dini 5 tahun. Metode pada penelitian ini adalah metode kualitatif dengan desain DDR *Design and Development Research*. Perencanaan penelitian desain dan pengembangan program didasarkan pada profile kebutuhan perkembangan anak dan kebutuhan orang tua terhadap perkembangan anak. Tahap desain program menggunakan logic model kemudian dilanjutkan ke langkah uji program melalui validasi *expert judgement* untuk memberikan penilaian secara rasional, metode penilaian pada tahap validasi menggunakan metode Delphi (Standar Deviasi; $0,41 < 0,5$ dengan Interquartile Range; $0 < 1,5$) untuk memperoleh konvergensi atau consensus seluruh validator sebagai evaluasi kemudian system rank sebagai focus dalam melakukan perbaikan/ revisi program. Hasilnya berupa buku panduan *manual book* program berisikan Program yang terdiri dari 3 sesi kegiatan secara bertahap dengan masing-masing tujuan dan kegiatan. Pelaksanaan program diawali dengan pemberian edukasi berupa pemahaman-pemahaman konsep pada kegiatan sesi 1 kemudian sesi 2 memberikan pengalaman belajar dengan cara belajar langsung di tempat wisata rekreasi orang tua dengan anak selanjutnya diakhiri pada kegiatan sesi 3 melakukan latihan untuk mengoptimalkan kemampuan komunikasi ekspresif anak.

Kata kunci: program intervensi dini, komunikasi ekspresif anak autis

ABSTRACT

EARLY INTERVENTION PROGRAM WITH FAMILY RESOURCES TO OPTIMIZE EXPRESSIVE COMMUNICATION SKILLS OF CHILDREN WITH AUTISM

ERMANTO NUGROHO

NIM. 1605148

Program Studi Pendidikan Khusus, Sekolah Pascasarjana
Universitas Pendidikan Indonesia

This research to design and develop an early intervention program with family resources to optimize expressive communication skills. The research subjects were fathers and mothers who have autism childhood at the early age of 5 years. The method in this research is a qualitative method with the design of DDR Design and Development Research. Planning research design and program development is based on a profile of the needs of child development and the needs of parents for child development. The program design stage uses a logic model and continues to the program test step through expert judgement validation to provide rational assessment, the assessment method at the validation stage uses the Delphi method (standard deviation; $0,41 < 0,5$ with interquartile range; $0 < 1,5$) to obtain convergence or consensus of all validators as an evaluation and then the rank system as a guide in making program improvements/ revisions. As a result, the method to fulfill the needs of parents is to use the earlybird program as the design of parent training/ parent education, while the PECS method is to optimize the expressive communication skills of child with autism using the principles of the SCERTS model when conducting early intervention activities with family resources.

Keywords: *early intervention program, expressive communication of child with autism*

DAFTAR ISI

LEMBAR PENGESAHAN	ii
LEMBAR HAK CIPTA.....	iii
LEMBAR PERNYATAAN BEBAS PLAGIARISME	iv
KATA PENGANTAR.....	v
UCAPAN TERIMAKASIH	vi
ABSTRAK.....	viii
DAFTAR ISI.....	x
DAFTAR TABEL	xiv
DAFTAR BAGAN.....	xv
DAFTAR GAMBAR.....	xvi
DAFTAR TABEL (LAMPIRAN).....	xvii
DAFTAR GAMBAR (LAMPIRAN).....	xviii
DAFTAR BAGAN (LAMPIRAN).....	xix
BAB I.....	1
PENDAHULUAN.....	1
1.1 Latar Belakang Penelitian.....	1
1.2 Fokus Penelitian	6
1.3 Pertanyaan Penelitian.....	7
1.4 Tujuan Penelitian	7
1.5 Manfaat Penelitian.....	7
BAB II.....	9
KAJIAN TEORETIS.....	9
2.1 Deskripsi Teori.....	9
2.1.1 Intervensi Dini.....	9
2.1.2 Family Quality of Life (FQoL).....	13
2.1.3 Keterampilan Komunikasi	17
2.1.4 Konsep Kemampuan Bahasa Anak.....	22
2.1.5 Komunikasi Anak dengan Hambatan Autis.....	30
2.1.6 Program-Program Bagi Orang Tua dengan Anak Autis.....	32

2.2	Penelitian yang Relevan	43
BAB III	.....	50
METODE PENELITIAN	.....	50
3.1	Desain Penelitian	50
3.2	Subjek dan Lokasi Penelitian.....	54
3.2.1	Teknik Pengumpulan Data	55
3.2.2	Analisis Data.....	60
3.2.3	Keabsahan Data	62
3.3	Prosedur Penelitian.....	64
3.3.1	Tahap I	66
3.3.2	Tahap II	67
3.3.3	Tahap III	79
BAB IV	.....	80
TEMUAN DAN PEMBAHASAN PENELITIAN	.....	80
4.1	Temuan Penelitian	80
4.1.1	Kondisi Faktual Kemampuan Komunikasi Ekspresif Anak Autis	80
4.1.2	Kondisi Faktual Keluarga dalam Melakukan Intervensi Dini.....	88
4.1.3	Rumusan program intervensi dini bersumberdaya keluarga untuk mengoptimalkan kemampuan komunikasi ekspresif anak autis.....	111
4.2	Pembahasan.....	175
BAB V	.....	189
SIMPULAN, IMPLIKASI DAN REKOMENDASI	.....	189
5.1	Simpulan	189
5.2	Implikasi	190
5.3	Rekomendasi.....	191
DAFTAR PUSTAKA	.....	194
LAMPIRAN 1	.....	212
Kisi-kisi Instrumen Observasi (Anak)	.....	213
1.1	Kisi-kisi instrument observasi (pengumpulan data).....	213
Format Pedoman Instrumen Pelaksanaan Observasi (Anak)	.....	215
1.2	Format Pedoman Instrumen Pelaksanaan Observasi (Anak).....	215
Kisi-kisi Instrumen Observasi Keluarga (Pengumpulan Data)	.....	218
1.3	Kisi-kisi Instrument Observasi Keluarga (Pengumpulan Data).....	218
Format Pedoman Instrumen Observasi (Keluarga)	.....	220
1.4	Format Pedoman Instrumen Observasi (Keluarga).....	220

Kisi-kisi Instrumen Wawancara (pengumpulan data)	222
1.5 Kisi-kisi instrument wawancara (pengumpulan data)	222
Format Pedoman Wawancara	223
1.6 Format Pedoman Wawancara	223
DATA PENUNJANG	226
STUDI LITERATUR	226
1.7 Pendahuluan	226
1.8 Landasan Teoretis	228
1.8.1 Komunikasi Anak dengan Hambatan Autis.....	228
1.8.2 Intervensi Dini Bersumberdaya Keluarga (dalam konsep <i>Ecological System</i> dan <i>Zone of Proximal Development</i>).....	229
1.8.3 Family Quality of Life (FQoL).....	230
1.8.4 McMaster Model of Family Functioning.....	232
1.9 Reduksi Data Penunjang	235
1.10 Display Data Penunjang	242
1.11 Verifikasi Data/ Kesimpulan Tindak Lanjut	247
ANALISIS DATA KUALITATIF	248
1.12 Format Hasil Observasi (Anak dan Keluarga).....	248
1.12.1 Reduksi Data Observasi (Data Kondisi Faktual Komunikasi Ekspresif Anak Autis Usia Dini).....	249
1.12.2 Display Data Observasi (Need Assessment Profile Anak)	254
1.12.3 Reduksi Data Observasi (Data Kondisi Faktual Keluarga)	261
1.12.4 Display Data Observasi (<i>Family Assessment Device</i> Profile Keluarga).....	264
1.13 Format Hasil Wawancara (Orang Tua).....	269
1.13.1 Transkrip Data Wawancara Orang Tua dalam mengumpulkan data Kondisi Faktual Keluarga	269
1.13.2 Reduksi Data Wawancara Orang Tua	282
1.13.3 Display Data Hasil Wawancara Orang Tua.....	293
1.14 Verifikasi Data (Penarikan Kesimpulan).....	304
LAMPIRAN 2	306
Draft Validasi.....	307
PENDAHULUAN.....	309
A. Rasional.....	309
B. Kajian Teori	312
C. Penelitian yang Relevan.....	323

D. Tujuan	327
E. Manfaat.....	327
F. Sasaran.....	327
G. Ruang Lingkup.....	327
H. Prosedur Desain Program (<i>Logic Model</i>)	329
I. Rumusan Program.....	330
J. Susunan Program	353
K. Profile Program	363
FORM PENILAIAN PROGRAM	386
Analisis Penilaian Validasi Program Intervensi Dini Bersumberdaya Keluarga untuk Mengoptimalkan Kemampuan Komunikasi Ekspresif Anak Autis	390
2.1 Format analisis penilaian validasi program.....	390
2.1.1 Kriteria Penilaian.....	391
DRAFT HASIL PERBAIKAN/ REVISI PROGRAM	405
LAMPIRAN 3	424
UJI KREDIBILITAS	425
3.1 Triangulasi Data.....	425
3.1.1 Kesimpulan Hasil Data Triangulasi	438
LAMPIRAN 4	441

DAFTAR TABEL

Tabel 3 1 Kisi-kisi instrumen observasi (anak autis)	56
Tabel 3 2 Kisi-kisi instrumen observasi (orang tua)	57
Tabel 3 3 Kisi-kisi Instrumen wawancara terbuka open-end interview (pengumpulan data)	59
Tabel 3 4 form penilaian langkah pertama	70
Tabel 3 5 Kriteria Penilaian Langkah Kedua dengan Skala	71
Tabel 3 6 form penilaian langkah kedua menggunakan kriteria penilaian dengan skala .	72
Tabel 3 7 Evaluasi Konvergensi atau Konsensus dalam Langkah Ketiga	75
Tabel 3 8 Peringkat Aspek Indikator Penilaian Program	78
Tabel 4 1 Temuan Data Hasil Observasi (Need Assesment Profile)	81
Tabel 4 2 Temuan Data Hasil Observasi (Family Assessment Device Profile Keluarga)....	90
Tabel 4 3 Tabel Keterangan Format coding Kualitatif	94
Tabel 4 4 Profile Perencanaan Penelitian Desain dan Pengembangan Program dalam Penetapan Tujuan Penelitian	111
Tabel 4 5 Perbaikan/ Revisi Program	123
Tabel 4 6 Rumusan Program Fase 1	126
Tabel 4 7 Rumusan Program Fase 2	129
Tabel 4 8 Rumusan Program Fase 3	137
Tabel 4 9 Susunan Program Fase 1	140
Tabel 4 10 Susunan Program Fase 2	146
Tabel 4 11 Susunan Program Fase 3	150
Tabel 4 12 Profile Program	158
Tabel 4 13 Novelty/ Kebaruan Program Berdasarkan Keunggulan dan Kelemahan Program (penelitian hasil desain dan pengembangan)	173

DAFTAR BAGAN

Bagan 3 1 Prosedur Penelitian	65
Bagan 3 2 Logic Model (adaptasi)	68
Bagan 4 1 Prosedur Desain Program menggunakan Logic Model untuk Merumuskan Program	118
Bagan 4 2 Prosedur Desain Dan Pengembangan Program (logic model) hasil perbaikan/ revisi program.....	125
Bagan 4 3 Prosedur Pelaksanaan Program (hasil penelitian desain dan pengembangan)	168

DAFTAR GAMBAR

Gambar 3 1 The 6-phase design and development research approach (Ellis & Levy, 2010)	52
Gambar 3 2 The Basic Logic Model (KelloggFoundation, 1998)	52
Gambar 3 3 Guiding Theoretical Framework (parent as teachers, 2017)	53

DAFTAR TABEL (LAMPIRAN)

Tabel Lampiran 1 1 Kisi-kisi Instrumen Observasi (pengumpulan data) anak.....	213
Tabel Lampiran 1 2 Format Pedoman Instrumen Pelaksanaan Observasi (Anak).....	215
Tabel Lampiran 1 3 Kisi-kisi Instrumen Observasi Keluarga (pengumpulan data).....	218
Tabel Lampiran 1 4 Format Pedoman Instrumen Pelaksanaan Observasi (Keluarga)....	220
Tabel Lampiran 1 5 Kisi-kisi Instrumen wawancara terbuka open-endinterview (pengumpulan data).....	222
Tabel Lampiran 1 6 Format Pedoman Wawancara (pengumpulan data orang tua)	223
Tabel Lampiran 1 7 Reduksi Data Penunjang Program.....	235
Tabel Lampiran 1 8 Display Data Penunjang Program.....	242
Tabel Lampiran 1 9 Reduksi Data Observasi (Data Kondisi Faktual Komunikasi Ekspresif Anak Autis Usia Dini).....	249
Tabel Lampiran 1 10 Display Data Observasi (Need Assesment Profile Anak).....	254
Tabel Lampiran 1 11 Reduksi Data Observasi (Data Kondisi Faktual Keluarga).....	261
Tabel Lampiran 1 12 Display Data Observasi (Family Assessment Device Profile Keluarga)	264
Tabel Lampiran 1 13 Transkrip Data Wawancara Orang tua dalam Mengumpulkan Data Kondisi Faktual Keluarga	270
Tabel Lampiran 1 14 Reduksi Data Wawancara (Pengumpulan Data Orang Tua).....	282
Tabel Lampiran 1 15 Pengkodean Data Hasil Wawancara dengan Orang Tua (dalam Tahap Pengumpulan Data).....	293
Tabel Lampiran 2 1 (rumusan program) Need Assesment Profile Anak.....	330
Tabel Lampiran 2 2 (rumusan program) Family Assessment Device Profile Keluarga ...	335
Tabel Lampiran 2 3 rumusan program fase 1	339
Tabel Lampiran 2 4 rumusan program fase 2	342
Tabel Lampiran 2 5 rumusan program fase 3	350

DAFTAR GAMBAR (LAMPIRAN)

Gambar Lampiran 1 1 Family Quality of Life.....	231
Gambar Lampiran 1 2 Tampilan Data Desain Program untuk Orang Tua dan Metode Program untuk Anak Autis (Profil Penetapan Penelitian Desain dan Pengembangan Program dalam Penetapan Tujuan Penelitian) .	246

DAFTAR BAGAN (LAMPIRAN)

Bagan Lampiran 2 1 Prosedur Desain Program dalam Logic Model.....	329
---	-----

DAFTAR PUSTAKA

- Abbas, S. (2006). *Pembelajaran Bahasa Indonesia Yang Efektif Disekolah Dasar*. Jakarta: departemen pendidikan nasional dierktorat jendral pendidikan tinggi direktorat ketenagaan.
- Adler, R. B., & Rodman, G. (2008). *Understanding Human Communication Tenth (10th) Edition Perfect Paperback*. USA: Oxford University Press; Review edition.
- Akhadiyah, S., & et al. (1993). *Pembinaan kemampuan Menulis Bahasa Indonesia*. Jakarta: Erlangga.
- Algood, C. L. (2011). Maltreatment Of Children With Developmental Disabilities: An Ecological Systems Analysis. *Children and Youth Services Review* , 33; 1142–1148 doi:10.1016/j.chilyouth.2011.02.003.
- Alimin, Z. (-, - -). *file.upi.edu/Direktori/FIP/JUR._PEND._LUAR_BIASA/*. Retrieved from Upi.Edu: http://file.upi.edu/Direktori/FIP/JUR._PEND._LUAR_BIASA/195903241984031-ZAENAL_ALIMIN/Konsep_Stimulasi_dan_Intervensi_Dini_%5BCompatibility_Mode%5D.pdf
- Alimin, Z. (2009, Mei Jumat). *z-alimin.blogspot.com*. Retrieved from vygotsky-in-classroom-mediated-leteracy: <http://z-alimin.blogspot.com/2009/05/vygotsky-in-classroom-mediated-leteracy.html>
- Alimin, Z. (2008, Maret Senin). *z-alimin.blogspot.com/pemahaman-konsep-pendidikan-kebutuhan*. Retrieved from z-alimin.blogspot.com: <http://z-alimin.blogspot.com/2008/03/pemahaman-konsep-pendidikan-kebutuhan.html>
- Alimin, Z., Homdijah, O. S., & Sugiarmim, M. (2009, - -). *file.upi.edu*. Retrieved from Upi.Edu: http://file.upi.edu/Direktori/FIP/JUR._PEND._LUAR_BIASA/195405271987031-MOHAMAD_SUGIARMIN/Artikel_Interaksi_komunikasi_ASD.pdf
- Allen, K. E., & Marotz, L. R. (2010). *Developmental Profiles: Pre-Birth Through Twelve*. Ohio: Wadsworth.

- Alsayedhassan, B. T., Banda, D. R., Lee, J., Kim, Y., & Griffin-Shirley, N. (2019). A survey of parents' perceptions of Picture Exchange Communication System for children with autism spectrum disorders and other developmental disabilities. *Clinical Archives of Communication Disorders* , 4(1), 1-9 doi.org/10.21849/cacd.2019.00038.
- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders (DSM-5), Fifth Edition*. America: American Psychiatric Association (APA).
- American Psychiatric Association. (2000). *Diagnostic and Statistical Manual of Mental Disorders, 4th Edition, Text Revision (DSM-IV-TR) 4th Edition*. USA: American Psychiatric Association APA.
- American Psychological Association. (2016, September Wednesday). *www.apa.org*. Retrieved from APA: <https://www.apa.org/pi/disability/resources/publications/newsletter/2016/09/autism-spectrum-disorder>
- American Speech-Language-Hearing Association ASHA. (2019, June Wednesday). *asha.org/publications*. Retrieved from asha.org: <https://pubs.asha.org/>
- Andrews, F. M., & Withey, S. B. (1976). *Social indicators of well-being*. New York: Plenum.
- Anggito, A., & Setiawan, J. (2018). *Metodologi Penelitian Kualitatif*. Sukabumi: CV Jejak.
- Apter, J. (1982). *Trouble System, Trouble Children*. New York: Praticce Hall Inc.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Assjari, M., & Sopariah, E. S. (2013). Penerapan Latihan Sensorimotor Untuk Meningkatkan Kemampuan Menulis Pada Anak Autistic Spectrum Disorder. *jurnaldikbud* , 17(2), <https://doi.org/10.24832/jpnk.v17i2.20>.
- Astuti, E. Y. (2014). *Pengembangan Program Intervensi Dini Bersumberdaya Keluarga: dilakukan pada keluarga yang memiliki anak dengan hambatan motorik*. Bandung: Thesis; Program Studi Pendidikan Khusus; Fakultas Ilmu Pendidikan; Sekolah Pascasarjana Universitas Pendidikan Indonesia.
- Aydillah, D., & Rokhaidah. (2018). Metode Glenn Doman Meningkatkan Kemampuan Interaksi Sosial Anak Autis. *Jurnal Care* , 6(1), dx.doi.org/10.33366/cr.v6i1.740.

- Bailey, D. B., Bruder, M. B., Hebbeler, K., Carta, J., Defosset, M., Greenwood, C., et al. (2006). Recommended Outcomes for Families of Young Children with Disabilities. *Journal of Early Intervention* , 28(4), 227–251.
- Bailey, D., & Simeonsson, R. (1988). *Family assessment in early intervention*. Columbus, OH: Merrill.
- Bailey-Dempsey, C., & Reid, W. J. (1996). Intervention Design and Development: A Case Study. *Research on Social Work Practice* , 6(2), 208-228.
- Barokova, M. D., Valle, C. L., Hassan, S., Lee, C., Xu, M., McKechnie, R., et al. (2020). Eliciting Language Samples for Analysis (ELSA): A New Protocol for Assessing Expressive Language and Communication in Autism. *International Society for Autism Research and Wiley Periodicals LLC* , 000: 1–15. DOI: 10.1002/aur.2380.
- Benson, P. (2006). The impact of child symptom severity on depressed mood among parents of children with ASD: The mediating role of stress proliferation. *Journal of Autism and Developmental Disorders* , 36(5), 685–695.
- Beuker, K. T., Rommelse, N. N., Donders, R., & Buitelaar, J. K. (2013). Development of early communication skills in the first two years of life. *Infant Behavior and Development* , 36(1), 71–83.
- Bhopti, A., Brown, T., & Lentin, P. (2016). Family Quality of Life: A Key Outcome in Early Childhood Intervention Services—A Scoping Review. *Journal of Early Intervention* , 1-12; DOI: 10.1177/1053815116673182.
- Bogdan, R. C., & Biklen, K. S. (1982). *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston; London: Allyn and Bacon, Inc.
- Bondy, A., & Frost, L. (2011). *A Pictures Worth: PECS and Other Communication Strategies in Autism (Second Edition)*. United State of America: Woodbine House.
- Bondy, A., & Frost, L. (2002). *PECS and Other Visual Communication Strategy in Autism. First Edition*. Woodbine House: Library of Congress Cataloging in Publication Data.
- Bourque, A. N. (2008). *A Comparison of Morphonic Faces and The Picture Exchange Communication System on The Production of Verbal Communication in Preschooler with Autism*. Louisiana: B.S., Louisiana State University.

- Boyd, B. A., Odom, S. L., Humphreys, B. P., & Sam, A. M. (2010). Infants and Toddlers With Autism Spectrum Disorder: Early Identification and Early Intervention. *Journal of Early Intervention* , 32(2):75-98. DOI: 10.1177/1053815110362690.
- Brock, G. W., & Barnard, C. P. (1999). *Procedure in marriage and family therapy*. Boston: Allyn and Bacon.
- Bronfenbrenner, U. (1974). *Report on longitudinal evaluations of preschool programmes, Volume II: Is early intervention effective?* Washington DC: US Government Printing Office.
- Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Cambridge: Harvard University Press.
- Bronfenbrenner, U., & Ceci, S. J. (1994). Nature-Nurture Reconceptualized in Developmental Perspective: A Bioecological Model. *American Psychological Association, Inc* , 101(4),568-586.
- Bronfenbrenner, U., & Morris. (1998). *The Ecology of Developmental Processes*. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), *Handbook of Child Psychology: Vol. 1: Theoretical Models of Human Development*,. New York: Wiley.
- Brookman-Frazee, L., Stahmer, A., Baker-Ericze'n, M. J., & Tsai, K. (2006). Parenting Interventions for Children with Autism Spectrum and Disruptive Behavior Disorders: Opportunities for Cross-Fertilization. *Clinical Child and Family Psychology Review* , 9, DOI: 10.1007/s10567-006-0010-4.
- Brown, I., Brown, R. I., Baum, N. T., Isaacs, B. J., Myerscough, T., Neikrug, S., et al. (2006). *Family Quality of Life Survey (general version)*. Toronto, Ontario, Canada: Surrey Place Centre.
- Brown, I., Brown, R. I., Baum, N. T., Isaacs, B. J., Myerscough, T., Neikrug, S., et al. (2006). *Family Quality of Life Survey: Main-Caregivers of People with Intellectual or Developmental Disabilities*. Toronto: Surrey Place Centre.
- Brown, R. I., & Brown, I. (2014). Family Quality of Life. *Encyclopedia of Quality of Life and Well-Being Research; Springer* , DOI 10.1007/978-94-007-0753-5.
- Camarata, S. (2014). Early identification and early intervention in autism spectrum disorders: Accurate and effective? *International Journal of Speech-Language Pathology* , 16(1), 1-10. doi.org/10.3109/17549507.2013.858773.

- Cangara, H. (2005). *Pengantar Ilmu Komunikasi*. Jakarta: Rineka Cipta.
- Chan, C. K., Zorina, Z. A., Jesse, R. S., & Ornat, S. L. (2012). *Lev Vygotsky's Theory of Development*. -: In book: *Encyclopedia of the Sciences of Learning*. DOI: 10.1007/978-1-4419-1428-6_4760.
- Charlop-Christy, M. H., Carpenter, M., Le, L., LeBlanc, L. A., & Kellet, K. (2002). Using the picture exchange communication system (PECS) with children with autism: Assessment of PECS acquisition, speech, social-communicative behavior, and problem behavior. *Journal of Applied Behavior Analysis* , 35(3),213–231.
- Cohen, N. J. (2010, January 2nd). *child-encyclopedia.com*. Retrieved from encyclopedia.com: <http://www.child-encyclopedia.com/sites/default/files/textes-experts/en/622/the-impact-of-language-development-on-the-psychosocial-and-emotional-development-of-young-children.pdf>
- communication, T. N. (1953, - -). *communicationtheory: the-newcomb's-model*. Retrieved from www.communicationtheory.org: <https://www.communicationtheory.org/the-newcomb%E2%80%99s-model/>
- Coogle, C. G. (2012). *A STUDY OF FAMILY CENTERED HELP GIVING PRACTICES IN EARLY INTERVENTION*. Florida: Florida State University Libraries.
- Creswell, J. W. (2013). *Research Design Pendekatan Kualitatif, Kuantitatif dan Mixed Method*. Yogyakarta: Pustaka Belajar.
- Dalkey, N. C. (1967). *Delphi*. Santa Monica, CA: The RAND Corporation.
- Danial, & Wasriah. (2009). *Metode Penulisan Karya Ilmiah*. Bandung: Laboratorium Pendidikan Kewarganegaraan UPI.
- Danuatmaja, B. (2003). *Terapi Anak Autis Di Rumah*. Jakarta: Puspa Swara.
- Dawson-Squibb, J.-J., Davids, E. L., & Vries, P. J. (2018). Scoping the evidence for EarlyBird and EarlyBird Plus, two United Kingdom-developed parent education training programmes for autism spectrum disorder. *Autism* , 00(0), 1-14, doi.org/10.1177/1362361318760295.
- Demeyer, L. (2010). *Handycap Psikology*. Jerman: Samfundslitteratur.
- Departemen Pendidikan Nasional Depdiknas. (2006). *Kurikulum Tingkat Satuan Pendidikan (KTSP) untuk Sekolah Dasar/ MI*. Jakarta: Depdiknas.

- DeVito, J. A. (1992). *The Interpersonal Communication Book*. Pennsylvania State University: HarperCollins.
- Dewi, D. M. (2014). *Identifikasi Kemampuan Berbahasa Anak Autis di Sekolah Inklusif SD Negeri Giwangan, Yogyakarta*. Yogyakarta: https://eprints.uny.ac.id/14372/1/SKRIPSI_Des%20Maninda%20Chornelya%20Dewi_10108241072.pdf.
- Dindar, K., Laitila, A., & Kärnä, E. (2014). CONTEXT-SITUATED COMMUNICATIVE COMPETENCE IN A CHILD WITH AUTISM. *INTERNATIONAL JOURNAL OF SPECIAL EDUCATION* , 29(2),4-17.
- Dixon-Krauss, L. (1996). *Vygotsky in the Classroom: Mediated Literacy Instruction and Assessment*. London: Longman Group Ltd.
- Dobkin, B. A., & Pace, R. (2003). *Communication in a Changing World*. New York, NY: McGraw-Hill.
- Dunst, C. J., Trivette, C. M., & Deal, A. G. (1988). *Supporting and strengthening families: Methods, strategies and practice*. Cambridge, MA: Brookline Books.
- Dunst, C., Trivette, C., & Deal, A. (1988). *Enabling and empowering families: Principles and guidelines for practice*. Cambridge, MA: Brookline Books.
- Effendy, O. U. (2011). *Ilmu Komunikasi: Teori dan Praktek*. Bandung: Rosda.
- Ekman, P. (2016). *Nonverbal Messages: Cracking the Code: My Life's Pursuit (First edition)*. -: Paul Ekman Group.
- Eldevik, S., Richard, H. P., Hughes, J. C., & Jahr, E. (2009). Meta-Analysis of Early Intensive Behavioral Intervention for Children With Autism. *Journal of Clinical Child & Adolescent Psychology* , 38(3):439-50. DOI 10.1080/15374410902851739.
- Ellis, T. J., & Levy, Y. (2010). A Guide for Novice Researchers: Design and Development Research Methods. *Proceedings of Informing Science & IT Education Conference (InSITE)* , 108-118.
- Ellis, T. J., & Levy, Y. (2008). Framework of Problem-Based Research: A Guide for Novice Researchers on the Development of a Research-Worthy Problem. *Informing Science: the International Journal of an Emerging Transdiscipline* , 11,17-33.

- Epstein, N. B., Baldwin, L. M., & Bishop, D. S. (1983). The McMaster Family Assessment Device. *Journal of Marital and Family Therapy* , 9(2), 171–180 doi.org/10.1111/j.1752-0606.1983.tb01497.x.
- Epstein, N. B., Bishop, D. S., & Levin, S. (1978). The McMaster Model of Family Functioning. *JMFT Journal of Marital and Family Therapy* , 4(4), 19-31 doi.org/10.1111/j.1752-0606.1978.tb00537.x.
- Epstein, N. B., Ryan, C. E., Bishop, D. S., Miller, I. W., & Keitner, G. I. (2003). *The McMaster Model: A View of Healthy Family Functioning*. In F Walsh (Ed), *Normal Family Process: Growing Diversity and Complexity 3rd Ed*. New York: The Guilford Press.
- Epstein, S. (2003). *Cognitive-Experiential Self-Theory of Personality*. DOI: 10.1002/0471264385: John Wiley & Sons, Inc.
- Fakhoury, W. K., & Stefan, P. (2002). Subjective quality of life: it's association with other constructs. *International Review of Psychiatry* , 14, 219–224. DOI: 10.1080/09540260220144957.
- Fallen, N. H., & Umansky, W. (1985). *Young Children With Special Needs*. Columbus-Ohio: Charles E Merrill Publishing Company.
- Fiaz, H., & Rehman, A. U. (2020). Effectiveness of the social communication emotional regulation and transactional support (SCERTS) model based intervention in language development and fostering social communication in children with autism spectrum disorder. *Journal of Fatima Jinnah Medical University* , 14, 16-18 DOI: <https://doi.org/10.37018/IENH3595> .
- Firdiana, A. D. (2013). *Guru dengan Pemahaman Perilaku Komunikasi Anak dengan Autism*. Malang: Pusat Layanan Autis.
- Forsdale. (1981). *Perspectives on Communication*. New York: Random House.
- Ganz, J. B., Lund, E. M., & Simpson, R. L. (2012). The Picture Exchange Communication System (PECS): A Promising Method for Improving Communication Skills of Learners with Autism Spectrum Disorders. *Education and Training in Autism and Developmental Disabilities* , 47(2),176–186.
- Ganz, J., Simpson, R., & Corbin-Newsome, J. (2008). The impact of the Picture Exchange Communication System on requesting and speech development in preschoolers with autism spectrum disorders and similar characteristics. *Research in Autism Spectrum Disorders* , 2, 157-169.

- Garbarino, J. (1977). The human ecology of child maltreatment: A conceptual model for research. *Journal of Marriage and Family* , 39,721–736.
- Gardner, R. M., Jappe, L. M., & Gardner, L. (2009). Development and Validation of a New Figural Drawing Scale for Body-Image Assessment: The BIAS-BD. *JOURNAL OF CLINICAL PSYCHOLOGY* , 65(1), 113--122. DOI: 10.1002/jclp.20526.
- Ghazanfar, L., & Sameera, S. (2016). Coping Strategies and Family Functioning as Predictors of Stress among Caregivers of Mentally Ill Patients. *International Journal of Clinical Psychiatry* , 4(1), pp. 8-16, doi: 10.5923/j.ijcp.20160401.02.
- Gilliam, J. E. (2013). *Gilliam Autism Ratings Scale, Third Edition (GARS-3)*. WPS: Not Publish.
- Godfrey, R., Moore, D., & Fletcher-Flinn, C. (2002). *An evaluation of some programmes for children with autistic spectrum disorder in Auckland: Opportunities, contingencies, and illusions*. Auckland: Research Centre for Interventions in Teaching and Learning, University of Auckland.
- Graves, D., & Sheldon, J. P. (2017). Recruiting African American Children for Research: An Ecological Systems Theory Approach. *Western Journal of Nursing Research* , 40(10): 1489-1521. Volume: 40 issue: 10, page(s): 1489-1521 doi.org/10.1177%2F0193945917704856.
- Guralnick, M. J. (2010). Early intervention approaches to enhance the peer-related social competence of young children with developmental delays: A historical perspective. *Infants & Young Children* , 23, 73–83.
- Guralnick, M. J. (2005). Early Intervention for Children with Intellectual Disabilities: Current Knowledge and Future Prospects. *Journal of Applied Research in Intellectual Disabilities* , 18, 313–324. DOI 10.1111/j.1468-3148.2005.00270.x.
- Hall, H. R., & Graff, J. C. (2010). PARENTING CHALLENGES IN FAMILIES OF CHILDREN. *Issues in Comprehensive Pediatric Nursing* , 33; 187–204. DOI: 10.3109/01460862.2010.528644.
- Hall, H. R., & Graff, J. C. (2010). PARENTING CHALLENGES IN FAMILIES OF CHILDREN WITH AUTISM: A PILOT STUDY. *Issues in Comprehensive Pediatric Nursing* , 33, 187–204, DOI: 10.3109/01460862.2010.528644.

- Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2012). *Exceptional Learners (An Introduction to Special Education) Twelfth Edition*. New Jersey: Perason Education, Inc.
- Hartati, D. (2016). *Pengembangan Program Intervensi Dini Bersumberdaya Keluarga untuk Mengoptimalkan Kemampuan Komunikasi Anak Autis*. Bandung: Thesis; Program Studi Pendidikan Khusus; Fakultas Ilmu Pendidikan; Sekolah Pascasarjana Universitas Pendidikan Indonesia.
- Hovland, C. I. (1873). *Communication and Persuasion*. London: Yale University Press.
- Hovland, C. I., Janis, I. L., & Kelley, H. H. (1953). *Communication and Persuasion: Psychological Studies of Opinion Change*. the University of California: Greenwood Press.
- Howlin, P., Gordon, R. K., Pasco, G., Wade, A., & Charman, T. (2007). The effectiveness of Picture Exchange Communication System (PECS) training for teachers of children with autism : A pragmatic, group randomized controlled trial. *Journal of Child Psychology and Psychiatry* , 48(5).
- Huang, A. X., & Wheeler, J. J. (2006). Effective interventions for individuals with high functioning autism. *The International Journal of Special Education* , 21, 165-175.
- Hurlock, E. B. (2005). *Perkembangan Anak (Jilid 1, Edisi Keenam)*. Jakarta: Erlangga.
- Isaacs, B. J., Brown, I., Brown, R. I., Baum, N., Myerscough, T., Neikrug, S., et al. (2007). The International Family Quality of Life Project: Goals and Description of a Survey Tool. *Journal of Policy and Practice in Intellectual Disabilities* , 4(3), 177–185. DOI: 10.1111/j.1741-1130.2007.00116.x.
- Johnson, D. W., & Johnson, R. T. (2009). An Educational Psychology Success Story: Social Interdependence Theory and Cooperative Learning. *American Educational Research Association* , 38(5), 365-379.
- Kellogg Foundation, W. K. (2004). *Using Logic Models to Bring Together Planning, Evaluation, and Action: Logic Model Development Guide*. Battle Creek, Michigan: The W.K. Kellogg Foundation.
- Koegel, L. K., Koegel, R. L., Ashbaugh, K., & Bradshaw, J. (2014). The importance of early identification and intervention for children with or at risk for autism spectrum disorders. *International Journal of Speech-Language*

Pathology , 16(1): 50–56.
<http://dx.doi.org/10.3109/17549507.2013.861511>.

- Koegel, R. L., O'Dell, M. C., & Koegel, L. K. (1987). A natural language teaching paradigm for nonverbal autistic children. *Journal of Autism and Developmental Disorders* , 17(2): 187–200.
- LeBlanc, L. A., Esch, J., Sidener, T. M., & Firth, A. M. (2006). Behavioral language interventions for children with autism: Comparing applied verbal behavior and naturalistic teaching approaches. *The Analysis of Verbal Behavior* , 22(1), 49–60.
- Ledford, J. R., & Wolery, M. (2013). Peer modeling of academic and social behaviors during small-group direct instruction. *Exceptional Children* , 79, 439–458.
- Lerner, J. W. (1985). *Learning Disabilities: Theories, Diagnosis and Teaching Strategies*. New Jersey: Houghton Mifflin Company.
- Levi, L., & Anderson, L. (1997). *Psychosocial stress: population, environment, and the quality of life*. Holliswood, NY: Spectrum.
- Lewis, V. (2003). *Development And Disability*. UK: Blackwell Publisher Ltd, a Blackwell Publishing Company.
- Lichtman, M. (2013). *Qualitative Research in Education; 3rd, Edition* . Virginia Polytechnic Institute and State University; Blacksburg, Virginia, United States: SAGE pub.
- Lord, C., Rutter, M., Dilavore, P. C., & Risi, S. (2000). *(ADOS™) Autism Diagnostic Observation Schedule™*. WPS: Not Publish.
- Lucyshyn, J. M., Dunlap, G., & Albin, R. W. (2002). *Families and Positive Behavior Support: Addressing Problem Behavior in Family Contexts. Family, Community & Disability*. US: Paul H. Brookes Publishing; Baltimore, MD.
- Mahardani, D. Y. (2016). *Kemampuan Komunikasi dalam Berinteraksi Sosial Anak Autis di Sekolah Dasar Negeri Bangunrejo 2*. Yogyakarta: Skripsi; Program Studi Pendidikan Luar Biasa; Fakultas Ilmu Pendidikan; Universitas Negeri Yogyakarta.
- Manolson, A. (1992). *It takes two to talk. The Hanen Centre Program Manual; Second edition*. Toronto: The Hanen Centre.

- Marhamah. (2019). Pola Komunikasi Anak Autis: Studi Etnografi Komunikasi Pada Keterampilan Interaksi Anak Autis di Sekolah Cinta Mandiri Lhokseumawe. *Junal Al-Bayan* , 1-34.
- Martikainen, A.-L., & Korpilahti, P. (2011). Intervention for childhood apraxia of speech: A single-case study. *Child Language Teaching and Therap* , 27(1), 9–20. DOI: 10.1177/0265659010369985.
- McLinden, M., Douglas, G., Cobb, R., Hewett, R., & Ravenscroft, J. (2016). ‘Access to learning’ and ‘learning to access’: Analysing the distinctive role of specialist teachers of children and young people with vision impairments in facilitating curriculum access through an ecological systems theory. *British Journal of Visual Impairment* , 34(2) 179–197. DOI:10.1177/0264619616643180.
- Miles, B. M., & Huberman, M. (1992). *Analisis Data Kualitatif Buku Sumber Tentang Metode-metode Baru*. Jakarta: UIP.
- Miller, I. W., Ryan, C. E., Keitner, G. I., Bishop, D. S., & Epstein, N. B. (2000). The McMaster Approach to Families: Theory, Assessment, Treatment and Research. *Journal of Family Therapy* , 22, 168-189.
- Moleong, L. J. (2011). *Metodologi Penelitian Kualitatif Edisi Revisi*. Bandung: PT. Remaja Rosdakarya.
- Moleong, L. (2007). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Karya.
- Morgan, S. B. (1988). The Autistic Child and Family Functioning: A Developmental-Family Systems Perspective. *Journal of Autism and Developmental Disorders; Plenum Publishing Corporation* , 18(2).
- Muktiono, J. D. (2003). *Aku Cinta Buku (Menumbuhkan minat baca pada anak)*. Jakarta: Elex Media Computindo.
- Mulyono, A. (2003). *Pendidikan bagi Anak Berkesulitan Belajar*. Jakarta: Rineka Cipta.
- Nasution. (2003). *Metode Penelitian Naturalistik Kualitatif*. Bandung: Tarsito.
- National Research Council. (2001). *Educating Children with Autism. Committee on Educational Interventions for Children with Autism. Division of Behavioral and Social Sciences and Education*. Washington, DC: National Academy Press.
- New York State Department of Health Early Intervention Program. (1999). *The Guideline Technical Report on Autism/ Pervasive Developmental Delays*

Assessment and Intervention for Young Children (0–3 years). New York: Guideline Technical Report; New York Department of Health.

Noli, E. V. (2014). *Program Intervensi Berbasis Family Quality of Life bagi Orang Tua Anak Tunanetra Majemuk di SLB A Bartemeus Manado*. Bandung: Thesis; Program Studi Pendidikan Khusus; Fakultas Ilmu Pendidikan; Sekolah Pascasarjana Universitas Pendidikan Indonesia.

Pamuji. (2007). *Model Terapi Terpadu Bagi Anak Autisme*. Jakarta: Departemen Pendidikan Nasional.

parents as teachers. (2020, - -). *parentsasteachers.org/logic-model*. Retrieved from parentsasteachers.org: <https://parentsasteachers.org/logic-model>

Park, J., Hoffman, L., Marquis, J., Turnbull, A. P., Poston, D., Hamman, H., et al. (2003). Toward assessing family outcomes of service delivery: validation of a family quality of life survey. *Journal of Intellectual Disability Research* , 47, 367–84.

Park, J., Turnbull, A. P., & Turnbull, H. R. (2002). Impacts of Poverty on Quality of Life in Families of Children With Disabilities. *Council of Exceptional Children* , 68(2), 151-170 doi.org/10.1177%2F001440290206800201.

Paul, R. (2008). Interventions to Improve Communication in Autism. *Child Adolesc Psychiatr Clin N Am* , 17, 835–856. doi: 10.1016/j.chc.2008.06.011.

Peeters, T. (1995). *Autism From Theoretical Understanding to Educational Intervention*. London: Whurr Publisher Ltd.

Peppers, K., Tuunanen, T., Rothenberger, M. A., & Chatterjee, S. (2007). A design science research methodology for information systems research. *Journal of Management Information Systems* , 24(3), 45-77.

Perry, A., & Condillac, R. (2003). *Evidence-Based Practices for Children and Adolescents with Autism Spectrum Disorders: Review of the Literature and Practice Guide*. Toronto: Children's Mental Health Ontario.

Pfeiffer, J. (1968). *New look at education*. Poughkeepsie, NY: Odyssey Press.

Poston, D., Turnbull, A., Park, J., Mannan, H., Marquis, J., & Wang, M. (2003). Family Quality of Life: A Qualitative Inquiry. *American Association on Mental Retardation* , 41(5), 313-328.

Pradotokusumo, P. S. (2005). *Pengkajian Sastra*. Jakarta: PT Gramedia Pustaka Utama.

- Prizant, B. M. (1982). Speech-language pathologists and autistic children: What is our role? Part I. *ASHA* , 24, 463–468.
- Prizant, B. M., & Duchan, J. F. (1981). The functions of immediate echolalia in autistic children. *Journal of Speech and Hearing Disorders* , 46, 241–249.
- Prizant, B. M., & Rubin, E. (1999). Contemporary issues in interventions for autism spectrum disorders: A commentary. *Journal of the Association of Persons with Severe Handicaps* , 24, 199–217.
- Prizant, B. M., Wetherby, A. M., Rubin, E., & Laurent, A. C. (2003). The SCERTS Model: A Transactional, Family-Centered Approach to Enhancing Communication and Socioemotional Abilities of Children With Autism Spectrum Disorder. *Infants and young children* , 16(4), 296–316. DOI: 10.1097/00001163-200310000-00004.
- Probst, P., & Glen, I. (2011). TEACCH-based interventions for families with children with Autism Spectrum Disorders: Outcomes of a parent group training study and a home-based child-parent training single case study. *Life Span and Disability* , XIV(2), 111-138.
- Rahayu, F. (2014). *Kemampuan Komunikasi Anak Autis dalam Interaksi Sosial (Kasus Anak Autis di Sekolah Inklusi, SD Negeri Giwangan Kotamadya Yogyakarta)*. Yogyakarta: Skripsi; Proram Studi Pendidikan Luar Biasa; Fakultas Ilmu Pendidikan; Universitas Negeri Yogyakarta.
- Rahmawati, S. (2012). *Pengaruh Metode ABA : kemampuan bersosialisasi terhadap kemampuan interaksi sosial anak autis di SLB Taman Pendidikan Asuhan Kabupaten Jember*. Jember: Skripsi; Program Studi Ilmu Keperawatan; Universitas Jember.
- Ramey, C. T., & Ramey, S. L. (1998). Early intervention and early experience. *American Psychologist* , 53(2), 109-120.
- Reichow, B., & Wolery, M. (2008). Comprehensive synthesis of early intensive behavioral interventions for young children with autism based on the UCLA Young Autism Project model. *Journal of Autism and Developmental Disorders* , 39, 23–41.
- Richards, J. C., & Rodgers, T. S. (1986). *Approaches and Methods In Language Teaching: A description and analysis*. United Kingdom: Cambridge University Press.
- Richey, R. C., & Klein, J. D. (2007). *Design and Development Research: Methods, Strategies, and Issues*. New Jersey: Lawrence Erlbaum Associates, Inc.

- Roberts, M. Y., Kaiser, A. P., Wolfe, C. E., Bryant, J. D., & Spidalier, A. M. (2014). Effects of the Teach-Model-Coach-Review Instructional Approach on Caregiver Use of Language Support Strategies and Children's Expressive Language Skills. *Journal of Speech, Language, and Hearing Research* , 57, 1851-1869 DOI: 10.1044/2014_JSLHR-L-13-0113.
- Rochyadi, E. (2005). *Pengembangan Program Pembelajaran Individual*. Jakarta: Direktorat Pendidikan Tenaga Kependidikan dan Ketenagaan Perguruan Tinggi.
- Rothman, J., & Thomas, E. J. (1994). *Intervention Research: Design and Development for the Human Service*. -: Psychology Press.
- Rutter, M., Couteur, A. L., & Lord, C. (2003). *Autism Diagnostic Interview-Revised (ADI-R)*. PCTA: Not Publish.
- Samtani, A., Sterling-Levis, K., Scholten, R. J., Woolfenden, S., Hooft, L., & Williams, K. (2011). *Diagnostic tests for Autism Spectrum Disorders (ASD) in preschool children*. The Cochrane Collaboration.: John Wiley & Sons, Ltd.
- Samuel, P. S., & et., al. . (2012). The Development of Family Quality of Life Concepts and Measures. *Journal of Intellectual Disability Research* , 56 (1), pp. 1-16, doi: 10.1111/j.1365-2788.2011.01486.x.
- Santana, S. K. (2007). *Metode Penelitian Kualitatif*. Jakarta: Yayasan Obor Indonesia.
- Santrock. (2003). *Adolescence. Terjemahan: Adelar dan Saragih*. Jakarta: Erlangga.
- Santrock, J. W. (2009). *Masa Perkembangan Anak; Edisi 11 Versi Terjemahan; Children*. Jakarta: Salemba Humanika.
- Santrock, J. W. (2007). *Perkembangan Anak Jilid 1 Edisi Kesebelas*. Jakarta: PT. Erlangga.
- Sarmanu. (2017). *Dasar Metodologi Penelitian Kuantitatif, Kualitatif dan Statistika*. Surabaya: Airlangga University Press.
- Schopler, E., Bourgondien, M. E., Wellman, G. J., & Love, S. R. (2010). *(CARS™-2) Childhood Autism Rating Scale™, Second Edition*. WPS: Not Publish.
- Schreibman, L., & Koegel, R. L. (1996). *Fostering self-management: Parent-delivered pivotal response training for children with autistic disorder*. In Hibbs E. D., and Jensen P.S. (Eds. *Psychosocial Treatments for Child and*

Adolescent Disorders: Empirically Based Strategies for Clinical Practice. Washington, D.C.,: US: American.

- Shields, J. (2001). The NAS EarlyBird Programme. *Autism* , 5(1), 49-56.
- Siegel, B. (1998). *The World of the Autistic Child : Understanding and Treating Autistic Spectrum Disorders (Revised ed. Edition)*. Oxford: England: Oxford University Press.
- Siporin, M. (1980). Ecological Systems Theory in Social Work. *The Journal of Sociology & Social Welfare* , 7(4),507-532.
- Slappendel, G., Mandy, W., Ende, J. v., Verhulst, F. C., Sijde, A. v., Duvekot, J., et al. (2016). Utility of the 3Di Short Version for the Diagnostic Assessment of Autism Spectrum Disorder and Compatibility with DSM-5. *J Autism Dev Disord* , 46, 1834–1846 doi: 10.1007/s10803-016-2713-9.
- Somad, P. (2013). Teori Ekologi sebagai Dasar Pengembangan Keterampilan Komunikasi Siswa Tunarungu Usia Pra-Sekolah. *JASSI_Anakku* , 12(1).
- Soyomukti, N. (2017). *Pengantar Ilmu Komunikasi*. Malang: Jawa Timur: Ar Ruzz.
- Spector, J. M., Merrill, M. D., Elen, J., & Bishop, M. J. (2014). *Handbook of Research on Educational*. New York: Springer Science and Business Media.
- Steiner, A. M., Koegel, L. K., Koegel, R. L., & Ence, W. A. (2012). Issues and Theoretical Constructs Regarding Parent Education for Autism Spectrum Disorders. *J Autism Dev Disord* , 42(6): DOI 10.1007/s10803-011-1194-0.
- Suchowierska, M., Rupińska, M., & Bondy, A. (2013). *"Picture Exchange Communication System (PECS): A Short "tutorial" for the doctors"*. United Kingdom: Polish PECS Publish.
- Sugiyono. (2010). *Memahami Penelitian Kualitatif*. Bandung: Alfabeta.
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Sulzer-Azaroff, B., Hoffman, A. O., Horton, C. B., Bondy, A., & Frost, L. (2009). The Picture Exchange System (PECS): What do the data say? *Focus on Autism and Other Developmental Disabilities* , 24(2), 89–103.
- Summers, J. A., Poston, D. J., Turnbull, A. P., Marquis, J., Hoffman, L., Mannan, H., et al. (2005). Conceptualizing and measuring family quality of life. *Journal of Intellectual Disability Research* , 49, 777-783.

- Sunardi, & Sunaryo. (2007). *Intervensi Dini Anak Berkebutuhan Khusus*. Jakarta: Departemen Pendidikan Nasional.
- Tarigan, G. H. (1986). *Menyimak Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Tarigan, H. G. (2008). *Menulis sebagai Suatu Keterampilan Berbahasa*. Bandung: Penerbit Angkasa.
- Tien, K.-C. (2008). Effectiveness of the Picture Exchange Communication System as a Functional Communication Intervention for Individuals with Autism Spectrum Disorders: A Practice-Based Research Synthesis. *Education and Training in Developmental Disabilities* , 43(1),61–76.
- Turnbull, A. P., & Turnbull, H. R. (2001). *From The Old to The New Paradigm of Disability and Families : Research to Enhance Family Quality of Life Outcomes*. London: Ablex Publishing.
- Turnbull, A. P., Zuna, N., Turnbull, R. H., Poston, D., & Summers, J. A. (2007). *Families as Partners in Educational Decision Making: Current Implementation and Future Directions*. New York, NY: A Division of Guilford Publications, Inc.
- Turnbull, A. (2011). *Theorizing and measuring quality of life*. New York, NY: Paper presented at the ISEI Conference.
- Turnbull, H. R., Beegle, G., & Stowe, M. J. (2001). The core concepts of disability policy affecting families who have children with disabilities. *Journal of Disability Policy Studies* , 12, 133–43.
- United Nations. (1990). *Human development report 1990: development programme*. Oxford: Oxford University Press.
- Valentine, Y. G., Sugandi, & Boer, K. M. (2019). Pola Komunikasi Interpersonal Guru Terhadap Anak Autis di SLB Ruhui Rahayu Samarinda. *eJournal Ilmu Komunikasi* , 7(2): 135-149.
- Valeria, N., & Lau, B. T. (2011). Learn with Me: Collaborative Virtual Learning for the Special Children. *Communications in Computer and Information Science* , 179, DOI: 10.1007/978-3-642-22170-5_42.
- Varekamp, L. C. (1973). *Perbaikan Bicara (Speech Therapy)*. Jakarta: DNIKS.
- Volkmar, F. R. (2013). *Encyclopedia of Autism Spectrum Disorders*. New York: Springer.

- Vygotsky, L. S. (1986). *Thought and language* (A. Kosulin, Ed. & Trans.). Cambridge, MA: MIT Press.
- Walker, L. (1978). *The development, implementation, and evaluation of two educational models of family intervention*. Doctoral dissertation, the University of Texas at Austin: Dissertation Abstracts 39, 2160A.
- Walsh, F. (1982). *Normal family process*. New York: The Guilford Press.
- Walsh, F. (2003). *Normal Family Processes: Growing Diversity and Complexity 3rd Edition*. New York: Guild Ford Press.
- Wang, M., Turnbull, A. P., Summers, J. A., Little, T. D., Poston, D. J., Mannan, H., et al. (2004). Severity of disability and income as predictors of parents' satisfaction with their family quality of life during early childhood years. *Research and Practice for Persons with Severe Disabilities* , 29, 82–94.
- Wiersma, W. (1986). *Research methods in Education; an Introduction*. Massachusetts: Allyn and Bacon, Inc.
- Wilkinson, I. (1998). *Child and family assessment: Clinical guidelines for practitioners (2nd Ed.)*. London: Routledge.
- Willis, S. S. (2007). *Konseling individual Teori dan praktek*. Semarang: Alfabeta.
- Wing, L., Leekam, S. R., Libby, S. J., Gould, J., & Locombe, M. (2002). The Diagnostic Interview for Social and Communication Disorders: background, inter-rater reliability and clinical use. *Journal of Child Psychology and Psychiatry* , 43(3), 307-325. DOI: 10.1111/1469-7610.00023.
- Wiwahani, P. W. (2015). *Efektivitas Metode PECS (Picture Exchange Communication System) Fase I-IV Terhadap Kemampuan Komunikasi Ekspresif pada Anak Autis Kelas 1 SDLB DI Sekolah Luar Biasa Negeri 1 Bantul*. Yogyakarta: Program Studi Pendidikan Luar Biasa Fakultas Ilmu Pendidikan; Universitas Negeri Yogyakarta.
- World Health Organization WHO. (2013, - -). *who.int: publications: world_health_statistics*. Retrieved from who.int: https://www.who.int/gho/publications/world_health_statistics/EN_WHS2013_Full.pdf
- Yousuf, M. I. (2007). Using Experts' Opinions Through Delphi Technique. *Practical Assessment, Research and Evaluation* , 12(4).
- Yu, L., & Zhu, X. (2018). Effectiveness of a SCERTS Model-Based Intervention for Children with Autism Spectrum Disorder (ASD) in Hong Kong: A Pilot Study.

Journal of Autism and Developmental Disorders , 48(2), DOI:
10.1007/s10803-018-3649-z.

Yusuf, M. (2014). *Metode Penelitian Kuantitatif, Kualitatif dan Penelitian Gabungan*. Jakarta: Kencana.

Yuwono, J. (2009). *Memahami Anak Autistik (Kajian Teoritik dan Empirik)*. Bandung: Alfabeta.

Zager, D., Wehmeyer, M. L., & Simpson, R. (2012). *Educating students with autism spectrum disorders: Research-based principles and practices*. New York, NY: Taylor & Francis.