

EARLY INTERVENTION FOR CHILDREN WITH AUTISM SPECTRUM DISORDER USING PLANNING MATRIX

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ABSTRACT

Early intervention for children with special needs refers to a special service program that is designed for children with special needs to optimize their development and to prevent the potential of developmental delays. Various forms of service can be provided to support the intervention, one of them is academic learning. In practice, early intervention require the participation of families, teachers, therapists and other experts. Every children with special needs need to get intervention from an early age, one of whom is a children with Autism Spectrum Disorder (ASD). ASD is a complex developmental disorder, which exhibits symptoms of social communication disorders, social interactions, and sensory disorders that have an impact on the shows of repetitive and restricted behaviors. Provide teaching for children with ASD need a positive partnership approach that prioritizes to understanding of the characteristics and needs of the child. Teachers need to use Planning Matrix for planning strategy in implementing learning activities for children with ASD. Planning matrix, is a table-shaped framework that prioritizes a positive partnership approach to simplify the process of identifying characteristics, to find the teching metod, and to evaluate the development of children with ASD

Keyword : *Early Intervention, Autism Spectrum Disorder, Planning Matrix*

INTRODUCTION

Intervention is an additional service or modification of the strategies, techniques, or materials to change developmental delays (Fallen and Umansky in Sunardi & Sunaryo, 2007:27). In general, intervention is a help, handling, service, or intervention of others to a problem facing the individual with the aim of preventing the development of the problem and minimizing the impact of the problem or crisis. In this study, interventions for children with special needs is a service system to help children with developmental disorders (Schwarz, dkk:2012). Intervention for children with special needs aims to optimize development and minimize the potential delays. The scope of interventions for children with special needs includes aspects of physical, cognitive, communication, emotional and social development of adaptive behavior (IDEA : 2012). In terms of scope, it can be assumed that various experts should play an important role in supporting intervention services for children with special needs, including parents, teachers, therapists, doctors and psychologists (Sofronoff and Farbotko, 2002:271).

The teachers have an important role in providing intervention services for children with special needs in the field of cognitive in the academic learning. In practice, not all types of children with special needs can be provided with educational services designed only by measuring cognitive abilities. For example the children with Autism Spectrum Disorder (ASD). Children with ASD have different characteristics from one to another. Base on the problem, the special strategies need to design educational services for children with ASD.

DISCUSSION

Early Intervention

"Intervention" in which an intervention, service, or intervention "intervenes" The term Intervention is generally recognized by the public. But generally interpreted and connotes negatively, as happened in the field of politics (Sunardi, 2007:26). In this study, intervention is intended to be more positive because it is intended to help children with special needs in order to achieve optimal development. Intervention is an aid, handling, service, or intervention to a problem facing a person with the aim of preventing the development problems (Fallen and Umansky in Sunardi & Sunaryo, 2007: 27). Intervention is a service system to help baby and children with developmental delay or disability disorders. Early intervention is focused on meeting the stages of children development and providing learning to shape new skills appropriate to the developmental type of children in an early age, Includes (1) physical, which includes reaching, rolling, crawling, and walking. (2) cognitive, which includes thinking, learning, and problem solving (3) communication, which includes speaking, listening, and understanding; (4) social emotional, includes socializing, playing, comfortable and happy (5) self help, which includes eating, bathing, and wearing clothes (Schwarz, et al: 2012).

Accoeding of Greco, V & Leonard. D. (in Sunardi & Sunaryo, 2007: 30) early intervention is a program designed to optimize a child's learning experience during the most crucial period of development in the early period of development. Early development is a crucial period for successful development at the next age, based on the results of the study, explaining that the five or six on first years is a very potential period in both the areas of physical, perceptual, linguistic, cognitive, and affective development.

Kofi Marfo (in Sunardi & Sunaryo, 2007: 31) explains that the primary goal of early intervention for children with special needs is to optimize child development. Through an early intervention program conducted, by teaching special skills and competencies to parents, will affect the interaction between parent and child, so as to produce better learning ability than interventions conducted at the next stage of development. In general, the purpose of the intervention is to help the child grow and develop optimally in accordance with his capabilities, encouraging and assisting parents in developing their children and get problem solving

Sunardi & Sunaryo (2007: 31) defines the main goals of early intervention for children with special needs under five years, include: (1) Children with risk factors, ie children who have developmental problems that may affect the next learning ability. Categorized in this group are children born from poor families, born premature, malnourished, chronic disease patients, and so on. (2) Children with developmental delay, ie children with disabilities that can affect the development of ability, achievement, and function when entering in educational setting together/inclusive school with normal children in general. (3) Children with definite deformity, ie individuals are significantly impaired or disordered in their development compared to normal children in general.

The early intervention approach consists of four types: medical approach, social approach, psychological approach, and educational approach. Early intervention through an educational approach refers to a teaching program provided for children with special needs based on needs, abilities, learning styles, and characteristics implemented through individual learning programs/individual educational program

Autism Spectrum Disorder (ASD)

Autism Spectrum Disorder (ASD) is a pervasive developmental disorder, which shows symptoms the complex in social skills with failure in the development (Rondeau, et al. 2010). ASD is a neurodevelopmental spectrum disorder that can be classified according to apparent symptoms (Rondeau, et al: 2010; Kaufman: 2013). ASD classification according to apparent symptoms can be divided into three types, namely:

Autism Disorder

Autism is a pervasive developmental disorder that shows difficulty in the areas of social interaction, social communication, and behavioral (repetitive and restricted). Autism is a classification of ASD that shows all the symptoms. With the existence of three complex disorders that have children with Autism Disorder resulted in socialize and interact with the environment.

Asperger Syndrome

Some educational experts say that the condition of Asperger syndrome is a high function of autism disorder. From the disturbance of Asperger's children have no impact on intelligence ability, even some Asperger syndrome children possess the ability of intelligence above the average. Children with Asperger's syndrome have a characteristic that always focuses itself on one activity of interest, so most children with Asperger syndrome appear superior in one field

Pervasive Developmental Disorder (PDD-NOS)

PDD-NOS is a pervasive developmental disorder that shows symptoms of ASD disorder. Called NOS (Not Otherwise Specific) because the PDD-NOS child shows non-specific ASD symptoms. Some PDD-NOS children have difficulty interacting socially and have behavioral disorders (repetitive and restricted), but their communication skills can develop quite well

Using Planning Matrix to Provide Intervention In Children With Autism Spectrum Disorder (ASD)

Teacher is one of the experts who have an important role in supporting the development of children with ASD (Sofronoff and Farbotko, 2002: 271). Teachers have task with providing intervention services for children with ASD to develop cognitive in academic learning. In academic learning, teachers should create Individual educational program for children with ASD. However, in practice making learning design for children with ASD can not be produced by measuring cognitive abilities. Creating a learning design for children with ASD should take into their characteristics, needs, and cognitive skill (Greco, V & Leonard D. in Sunardi & Sunaryo, 2007: 30).

Based on the case, it can be assumed that teachers need an instrument that can assist in design to make individual educational program for children with ASD with the name is planning matrix. Planning Matrix is an instrument used to help design methods of inervention for children with ASD. Planning Matrix is generally used as a planning strategy in implementing a series of intervention activities to achieve a specific target. Planning Matrix is a planning table that prioritizes the Positive Partnership approach with children (ACG: 2010). According to Sutherland (2013), Positive Partnership is an approach to understanding each child's characteristics and needs, this approach is necessary in providing treatment for children with ASD. The Planning Matrix is used to define any impact that arises from characteristics of children with ASD, then writte into tables in order to summarize handling and learning needs for children with ASD. The goal can be to facilitate the determination of the handling strategy of each handling and learning of children with ASD

	Communication	Social	Ri/RB	Sensory	Information processing
Characteristics					
Implications					
Strategies					

Can be seen in the example table planning matrix above. Each column in the planning matrix consists of aspects of the main problem in children with ASD. Each aspect of development have characteristics and implications of the constraints experience by children with ASD. Teachers are required to fill in the characteristics and implications of each aspect of the main problem in children with ASD. By filling in the table, it can be determined the learning model for children with ASD. So teachers will more easily determine the method of learning that can be used in providing academic learning services for children with ASD

CONCLUSION

Early intervention becomes very important for children with ASD to develop their abilities and learning activities. Intervention services can also provide significant benefits to parents and their families. Parents of children with special needs often feel disappointment, social isolation, pressure, frustration, and helplessness. Interventions can help children grow and develop optimally to their capabilities, encourage and assist parents in developing their children and address emerging issues. Teachers are part of the intervention services provided to children with ASD. The cognitive abilities of children with ASD may develop with early intervention in the form of academic learning. However, in providing academic learning services for children with ASD requires strategies that can facilitate the design of learning. Prior and Jacquellin (2012) explains that planning matrix can facilitate teachers and parents in determining handling strategies for children with ASD. In addition, the Planning Matrix can be useful to provide a detailed picture of the characteristics of disorders and developments that have been experienced by ASD children, it is very important when the children with ASD needs to do substitution experts in providing treatment. AAETC (2011) documented that planning matrix has benefits (1) improves teachers' understanding of the impact characteristics for children with ASD, (2) to facilitate the teachers to determine methods of handling children with ASD, (3) improves handling learning of children with ASD

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Biodata



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