

USE OF SON-RISE PROGRAM AND APPLIED BEHAVIOR ANALYSIS (ABA) METHOD ON LANGUAGE DEVELOPMENT OF CHILDREN WITH AUTISM**Siti Annoora Niroha Pulungan^{1*}, Imas Diana Aprilia², Oom Sitti Homdidjah³**

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ABSTRACT

Keywords: Dampak; Autism is a neurodevelopmental disorder that can affect communication skills, social interactions, and behaviour. One of the most common impacts of autism is delays or difficulties in language development. This research aims to analyse the use of the Son-Rise program and the ABA method on the language development of children with autism. The method used in writing articles is library research. The data that has been collected is then analysed in three stages, namely data reduction, data presentation and conclusion. The research results show that the Son-Rise Program and the ABA method are two effective therapy methods for helping autistic children develop their language skills. Parents can choose the therapy method that best suits their child's needs and characteristics.

Pembelajaran; Anak.

**Introduction**

The public is familiar with children who have autism, but not everyone understands what is called an autistic child (Desiningrum, 2017). Often, people mistake or even confuse children with autism, ADHD, intellectual disabilities, and so on. At first glance, they look similar, but if you look closely, you will see the differences, especially in language development (Puspaningrum, 2010).

Children with autism have disorders in complex developmental processes in terms of behaviour, communication, and motor skills (Fitri, 2018). According to the Department of National Education, autistic children are children who experience complex developmental disorders, including disorders of communication, social interaction, and imaginative activities that appear before the age of three. Even in children, the symptoms of infantile autism have been present since birth (Ulva & Amalia, 2020).

Children with autism often have difficulty communicating verbally, understanding language, and interacting socially, which can hinder their development in various aspects of life (Goa & Derung, 2017). Several intervention programs have been developed to improve these children's language skills, including the Son-Rise Program and Applied Behavior Analysis (ABA) Methods (Sari, Budiman, & Hadinata, 2021).

Son-Rise is a therapeutic approach carried out at home for children with autism who experience barriers to communication and social interaction. Above all, this method aims to increase eye contact and acceptance of other people without using punishment or violence against children. This approach is carried out with love and hope to help positively change the child's condition. The Son-Rise method was developed in the

United States by Barry Neil Kaufman and Samahria Lyte Kaufman, parents of a child with autism (Budiastutik & Widajati, 2018).

Another way to reduce the symptoms of autism in children is to carry out ABA therapy (Fernando, 2021). Applied behaviour analysis therapy, or ABA, is a program that aims to develop children's social skills and reduce unwanted behaviour. This method has helped autistic children since the 1960s. It uses specific strategies, which the therapist must flexibly apply to the child. Not all children with autism will respond the same way or understand at the same speed (Rahmat, 2021). One of the main strategies is positive reinforcement. This refers to 'rewarding' good behaviour with a reward to increase the likelihood of that behaviour being repeated. This positive reinforcement strategy is based on the psychological hypothesis that rewarding good behaviour will be more effective in maintaining children's behaviour than punishing bad behaviour (Suparto & Mawardah, 2016).

Previous research (Supartini, 2009) shows that the son-rise program is intended for children under five. The success of the program depends on (1) the willingness to accept children as they are, (2) the ability to build good relationships with children, and (3) complete initiative and creativity in growing and developing children's abilities. Apart from that, parental participation and love also determine the success of this program. The methods used in the Son-Rise program are as follows: a) establishing relationships with strength, joy, and enthusiasm, and b) following the child's development (Hariyani, 2023).

Other research (Dini, 2022) shows that ABA therapy can improve the language development of children with mild autism, including expressive language development: 1) Expressing what they want, 2) Expressing what they do not want. Receptive language development: 1) Children can listen, 2) Children can understand commands, and 3) Children can understand questions. To improve expressive language development, the therapist's role is to provide stimuli so that the child can say what he wants. The stimulus consists of asking questions about what objects the child wants and what they do not want, offering games, and imitating words such as saying hello (training role). To improve receptive language, the therapist's role is to train the child's abilities, provide instructions, provide non-verbal clues, and guide through physical prompts when the child does not respond.

This discussion will focus on using the Son-Rise program and Applied Behavior Analysis (ABA) methods on the language development of children with autism. This research can provide a better understanding of the effectiveness of these two approaches in improving the language skills of children with autism. By evaluating the results of applying these two methods, research can provide strong empirical evidence regarding their effectiveness and potential benefits for children on the autism spectrum. This research aims to analyse the use of the Son-Rise program and the ABA method on the language development of children with autism.

Research Methods

The method used in writing articles is a literature study. The literature study method involves collecting library data, reading, recording, and managing research materials to form a series. The literature review was conducted using the best evidence approach, based on an analysis of seven journal articles selected according to the author's questions. In this process, the author uses the same criteria, which is by the author's question.

Results and Discussion

Characteristics of Language Development of Children with Autism

Communication difficulties of autistic children in using language concern two aspects, namely aspects of receptive language (receptive language) and expressive language (expressive language). Receptive language is the ability to hear and understand language or spoken language. Expressive language is verbal language, also called written or mimic language. Children with autism experience language difficulties and children with autism are less able to focus, do not like eye contact, and often repeat words. With less ability to focus, autistic children become less conceptual of language. Less fond of eye contact; if there is less eye contact with children with autism when talking, children with autism do not understand speech. Children with autism often repeat the word, which can cause limited vocabulary they have. There are several things in the language development of children with autism that need to be considered, ranging from articulation and words used to sentence order.

Use of Son-Rise Program for Language Development of Children with Autism

The parents of a child with autism developed a program called the Son-Rise program. The Son-Rise program refers to an attitude of acceptance and establishing good relationships that aim to make the language skills of children with autism appropriate for their age. The philosophy of accepting the shortcomings and advantages of autistic children, especially in parents, can be a new spirit for children with autism. They also expected to be able to change the mindset of parents who previously thought it was a problem that had no way out. Still, after accepting the situation of children with autism, parents will think it is a challenge to find the best solution. Children with autism can be open with people, making them comfortable. Therefore, it is essential to establish a good relationship with children with autism so that they can tell whatever it is; through telling stories, children with autism can develop language. explained the principles of the Son-Rise program, namely 1) The importance of loving and accepting attitudes. 2) Children with autism are a special gift. 3) Parents are the best source for children. 4) False expectations and expectations. 5) The child as a teacher.

According to Theodoro, the basic principle in the Son-Rise Program is to consider children as leaders. Adults encourage when children interact by communicating through eye contact, gestures, or verbal speech. Meanwhile, according to William and Bryn, the benefit of the Son-Rise Program is to improve children's social skills by improving four fundamental aspects of socialisation: interactive attention, eye contact, non-verbal and verbal communication, and flexibility. The Son-Rise program is considered appropriate

for improving the communication skills of autistic children, which suits their learning style as hands-on learners, where children tend to learn through direct experience (BUDIASTUTIK & WIDAJATI, 2018).

The Son-Rise program has an implementation procedure consisting of several steps. The first is creating an emotional bond with an autistic child through activities that trigger a feeling of closeness between the two. Second, get the attention of autistic children by doing activities that make them happy, enthusiastic and happy. Third, maintaining regular eye contact with autistic children strengthens the relationship and is critical in communication. Fourth, join in activities that autistic children are interested in, such as playing or drawing together, strengthening their bond. Fifth, by obtaining permission from autistic children to control their behaviour, parents or teachers can guide and provide examples of good behaviour so that autistic children can learn from these examples and imitate them. This helps autistic children learn to behave better through modelling guidance.

According to Sri and Prima, various techniques can improve children's expressive language skills, including storytelling and role-playing. Mucca hand puppets as a storytelling method have been proven effective in improving children's expressive language skills. In the context of the Son-Rise Program (SRP), the role of the environment in providing joint attention and engagement is considered an essential skill that can stimulate social interaction and advance children's language development. This approach emphasises the importance of building interactions with children and motivating children to engage in interactions with the facilitator. The playroom is a supportive environment for building interaction, playing with children, and overcoming behavioural problems. SRP also focuses on developing flexibility and effective use of time, where every moment is spent to the maximum without a single moment being wasted. Children are not left alone when the facilitator or therapist prepares activities, but they will be involved in play activities with the facilitator by fully utilising the available time (Dini, 2022). Using the Son-Rise program for language development in children with autism has several benefits, as stated in the research results as follows:

1. Improve language, social and communication skills in autistic children
2. Improve the learning abilities of autistic children, especially in communication and language development
3. Reduce off-task behaviour in autistic children

Research (Dini, 2022) shows that the instruments used start from activity programs, individual programs, and assessment formats following what is determined by the Son-Rise Program (SRP). Researchers only need to adapt it in Indonesian or provide understanding to the therapist to understand it better. Moreover, daily report writing will be done in Indonesian. The SRP program is used as a reference by researchers to conduct observations and assessments at the beginning of research activities to determine a baseline (A1). This format will describe the SRP activity program that children will carry out at a certain level and observe the continuation of the following program if the previous program has been achieved or fulfilled. They determine the child's level of ability during

observation or assessment based on the results of interviews with parents and the researcher's initial analysis.

The tendency for off-task behaviour in autistic children tends to decrease after being given intervention using the Son-Rise program. This can be concluded from the increase in the direction trend in the baseline phase and the decrease in the tendency of off-task behaviour after parents implement the program. Thus, it can be concluded that the Son-Rise program used by parents can effectively reduce off-task behaviour in autistic children. The results of this research imply that it is hoped that families who have autistic children can use the Son-Rise program as a method to reduce off-task behaviour experienced by their children.

The use of the Applied Behavior Analysis (ABA) method on the language development of children with autism

The Applied Behavior Analysis (ABA) method is a method that helps autistic children interact and communicate well with other people to live independently. Many people use the ABA method to train the behaviour and motor skills of autistic children because the ABA method is still considered to focus on behaviour. The ABA method can also be used to develop language in autistic children. There are several ABA method techniques for developing autistic children's speaking abilities, namely 1) active two-way communication. 2) socialisation into the general environment. 3) eliminate or minimise inappropriate behaviour. 4) Teach educational behaviour. 5) Ability to build yourself or other skills.

The ABA method aims to increase desired behaviour while reducing specific or typical behavioural problems. This approach applies systematic principles to improve behaviour with a significant social impact and uses experiments to identify the variables responsible for behaviour change. About 15 years ago, a behavioural therapist named Ivar O Lovaas from the University of California Los Angeles (UCLA) in the United States (US) applied the ABA method to autistic children.

Lovaas uses this method with a very structured approach, making it possible to measure results. The ABA method has well-defined techniques and stages in its application and has consistent evaluation procedures. The ABA method is characterised by firm instructions but without violence, and the basic behaviours taught provide adequate, complete, consistent and continuous sensory and motor stimulation.

Language development in autistic children through the ABA method is entirely possible. In this method, autistic children's language development is carried out by integrating language into daily activity instructions. Children will be encouraged to respond or repeat the instructions given. For example, a teacher might say, "Pick up the blue ball," and then the child would pick up the blue ball, followed by instructions to say, "I have picked up the blue ball." Initially, the ABA therapist will observe the child to see the extent of the child's abilities and difficulties. Next, he will determine the specific goals of this therapy. For example, the specific goal of your child's ABA therapy is to be able to look someone in the eye who is talking to him. When determining goals, the therapist

will also determine objective measures, such as how many gazes the child makes in 10 minutes of chatting. To achieve this goal, the therapist will design a technical plan that is as detailed as possible regarding the child's activities during therapy. For example, the therapist will do the following to make a child establish eye contact successfully. The look in the child's eyes that the therapist sees in 10 minutes will be the benchmark. This can determine the extent to which specific goals have been achieved (Rahmah, 2019).

In research (Julianingsih, Isnaini, & Ariyanti, 2023), applying the ABA method at YPT, Mata Hati used the Discrete Trial Training (DTT) technique, namely giving instructions according to the child's stage. The results of this research show that applying the Applied Behavior Analysis (ABA) method in improving social interaction in speech-delayed children at the Mata Hati Integrated Education Foundation Bandar Lampung with implementation stages includes assessment, program creation, implementation of therapy, and evaluation. The technique used by Discrete Trial Training (DTT) is providing instructions in the form of material that suits the child's needs. Looking at the child's response in the form of behaviour, the form of the child's response varies; some are correct, and some are incorrect, so in assessing the response, we have to look at the quality and provide feedback in the form of consequences for the child for the response given. Feedback gives the child a sign that his response was correct or incorrect. This feedback must be carried out consistently by the therapist. Applying the Applied Behavior Analysis (ABA) method using the Discrete Trial Training (DTT) technique can make children better and more controlled in social interactions. So, social interaction gives children a stimulus to support their ability to learn to speak.

Other research by (Rahmah, 2019) shows that the application of the ABA method in the elementary classes of Kendari State Special School 1 is integrated. Integrated processes that combine the ABA method with the school curriculum, starting from the facilities, then the Learning Implementation Plan, pre-learning preparation process, learning implementation techniques and reports on children's achievements. Even though the implementation is integrated, it does not eliminate the processes and techniques of the ABA method. After conducting this research, the researcher provided suggestions for schools to improve the implementation of learning using the ABA method in terms of inadequate room preparation facilities and improving training for autistic class teachers so that they better understand the concept of the ABA method perfectly. For further research, we can analyse the developmental abilities of elementary-grade autistic children using the Applied Behavior Analysis (ABA) method, including moral, physical motor, cognitive, language, social, and artistic abilities.

Based on these scores, the conclusion is that "there is a significant influence of the Applied Behavior Analysis Method (ABA) in listening for the teaching skills of autistic children at Mandiri Therapy Sidoarjo". Educators (parents and teachers) who work to help handle the care and learning of children on the autism spectrum must have a clear and robust understanding of the autism spectrum (autism spectrum disorder). By understanding the specific conditions of the autism spectrum, educators can work more effectively and understand how to provide instructions and teach appropriately according

to how children with autism learn. ABA Therapy Basic Training is designed for educators who work to help treat children on the autism spectrum. By understanding ABA (Applied Behavior Analysis) as a learning intervention and understanding the condition of Autism in children, the training participants are expected to be able to help with behaviour management and learning processes and build children's abilities to live better lives.

Conclusion

Children with autism have disorders in complex developmental processes in terms of behaviour, communication, and motor. Children with autism experience language difficulties and children with autism are less able to focus, do not like eye contact, and often repeat words. With less ability to focus, autistic children become less conceptual of language. Less fond of eye contact; if there is less eye contact with children with autism when talking, children with autism do not understand speech. Children with autism often repeat the word, which can cause limited vocabulary they have. The Son-Rise program refers to an attitude of acceptance and establishing good relationships that aim to make the language skills of children with autism appropriate for their age. The Applied Behavior Analysis (ABA) Method is a method that helps children with autism interact and communicate well with others to live independently. Both approaches have the same goal in developing the language of children with autism; both provide language practice through multiplying talking by giving a sense of comfort. So, both approaches can be used for the language development of children with autism, and their use can be adapted to individual children with autism.

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