

Implementation of a humanistic approach in early intervention services for children with autism

by Sukinah, Elya Marfu'atun, Diajeng Tyas Pinru Phytanza,, Kenanga Kusuma Murdiyani Khairil Mursyidin, Ni Made Yuli Ratnawati, Sifa Nurazijah

ABSTRACT

Children with autism are children who have developmental disorders that affect social, communication, and behavioral skills. Early intervention services in children with ASD are essential for addressing behavioral problems and helping them develop social, communication, and daily living skills. Handling behavior so far using a behavioristic approach where the impact of ASD children is always patterned, structured and consistent like rigid. This problem is the background of this study. This study aims to obtain an overview of information about the form of application of humanistic learning models in early intervention services for autistic learners. This research was carried out through 4 stages, namely needs analysis which aims to get a theoretical and practical picture of the indicators of the application of the humanistic learning model, the development of instruments based on the indicators obtained and the next data collection is data analysis. The study will be conducted in SLB which is in the DIY area with the subject of the study is ASD children with DSM V criteria having behavioral problems aged 0-8 years. Based on the results of the study, it can be seen that the majority of teachers use 5 aspects that are the basis for knowing the learning needs of autistic students, shown by often applying aspects of structure, often applying positive approach expectations (31.70%), often applying empathy (38.67%), often applying aspects of low arousal (21.19%), often building links (23.93%). In this case, the majority of teachers use a behavior-based approach so it requires a varied approach and closer to the child

Kata Kunci: Humanistic Learning Model, ASD Early Intervention Behavior