



Volume 3, Nomor 2

Jurnal Hāwā
Studi Pengarus Utamaan Gender dan Anak
<https://ejournal.iainbengkulu.ac.id/index.php/hawa>

Desember, 2021

P-ISSN : 2685-8703

E-ISSN : 2686-3308



The Effectiveness of Physical Touch for Tantrum Treatment on Autistics Child

Intan Alawiyah¹, Salsabila²

Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia

intan.alawiyah21@mhs.uinjkt.ac.id¹, salsabila.nadjib21@mhs.uinjkt.ac.id²

Info Artikel

Diterima:

September 2021

Disetujui:

Oktober 2021

Dipublikasikan:

Desember 2021

Keyword

Physical touch;

Tantrum;

Autistic Children

Abstract

Autism is a child with neurodevelopmental disorders that can cause behavioral disorders, communication disorders, social disorder, sensory disturbances, and emotional disturbances, such as tantrums. Symptoms of this disease are more often found in childhood, but can also be found in adulthood. Autism is currently called autism spectrum disorder or Autism Spectrum Disorders (ASD). Tantrum in autistic children are caused by brain damage, which makes them unable to control their emotions and cannot communicate their emotions normally. The purpose of this study was to determine the effectiveness of physical touch in treatment autistic children during tantrums. This research was conducted at SKH Negeri 01 Pandeglang in 2021. This study used qualitative research methods with a descriptive qualitative approach. The subject of this study the authors chose a special teacher for autistic children at school, and the closest relatives who have family members with special needs. The conclusion of the study is that the effectiveness of physical touch in treatments autistic children during tantrums is very influential, besides physical touch, there are other treatments that can prevent tantrums from occurring in autistic children, namely a diet of foods containing chocolate, MSG, and preservatives.

Kata Kunci

Sentuhan fisik;

Tantrum;

Anak Autis

Abstrak

Autisme adalah anak dengan gangguan perkembangan saraf yang dapat menyebabkan gangguan perilaku, gangguan komunikasi, gangguan sosial, gangguan sensorik, dan gangguan emosional, seperti tantrum (mengamuk). Gejala penyakit ini lebih sering diemukan pada masa kanak-kanak, namu bisa juga ditemukan pada masa dewasa. Autisme saat ini disebut gangguan spektrum autisme atau *Autism Spectrum Disorder* (ASD). Tantrum anak autis disebabkan oleh keusakan otak, yang membuat mereka tidak dapat mengontrol emosinya dan tiak dapat mengkomunikasikan emosi secara normal. Tujuan penelitian ini untuk mengetahui seberapa besar efektivitas sentuhan fisik pada penanganan anak autis saat tantrum. Penelitian ini dilaksanakan di SKH Negeri 01 Pandeglang tahun 2021. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan kualitatif deskriptif. Subjek penelitian ini penulis memilih Guru khusus anak autis di sekolah, dan kerabat terdekat yang memiliki anggota keluarga berkebutuhan khusus. Kesimpulan penelitian bahwa efektivitas sentuhan fisik pada penanganan anak autis di saat tantrum sangat berpengaruh, selain sentuhan fisik ada penanganan lain yang bisa mencegah agar tidak terjadi tantrum pada anak autis, yaitu Diet dari makanan yang mengandung coklat, MSG dan pengawet.

To cite this article:

Alawiyah, I., & Salsabila, S. (2021). The Effectiveness of Physical Touch for Tantrum Treatment on Autistics Child. *Jurnal HAWA: Studi Pengarus Utamaan Gender dan Anak*, 3(2), 74-84.
<http://dx.doi.org/10.29300/.v3i2.5588>

Introduction

Children are the greatest gift that every parent can get from the Almighty. No parent does not want to miss the opportunity at every stage of a child's growth and development because children are the hope of every family. However, in some cases, children show symptoms of developmental disorders from an early age. Sometimes, children experience developmental disorders before and after birth. One type of developmental disorder that many children suffer from is a behavioral development disorder.

Autism is a brain development disorder in children which results in not being able to communicate and not being able to express their feelings and desires, so that the behavior of relationships with other people is disrupted (Sastra, 2011). Characteristics that appear in autistic children are delays in the development of their intelligence (intellectual), they experience various obstacles and problems in an effort to overcome these needs, these obstacles if ignored can result in delays in their development (Zubaidah & Utomo, 2021).

Children with Special Needs (ASD), according to (Suran & Rizzo, 1979) are children who are significantly different in several important dimensions of their human function. Those who are physically, psychologically, cognitively, or socially hampered in achieving their goals/needs and their maximum potential, include those who cannot hear, cannot see, and have speech disorders, physical disabilities, mental retardation, emotional disorders. Also children who are gifted with high intelligence, can be categorized as special/extraordinary chil-

dren, because they require trained handling from professional staff.

Autistic children are children who experience developmental disorders that generally occur before the age of 3 years and are complex, which have an impact on social development, communication, behavior and emotions do not develop optimally (Supartini, 2009).

Abnormalities, problems, or deviations, whether physical, sensory, motor, mental, intellectual, social, emotional, behavioral, combined in the process of growth or development with other children of their age so that they require special education services are children with special needs (Irdamurni, 2020). One part of the disorder of children with special needs is Autism. Autism is a pervasive disorder of brain function development (inco), which includes cognitive, language, behavioral, communication, and social interaction disorders (Mariyanti, 2012).

Characteristics Individuals with autism by emotional instability are often referred to as tantrums. The Big Indonesian Dictionary defines tantrums as anger with tantrums due to the inability to express desires or needs in words. Behavioral tantrums or commonly referred to as temper tantrums are explosive and uncontrolled emotional outbursts in children where a rapid increase in mood for unknown reasons, the child may get out of control without realizing it first, which may worry the family. The food they eat is one factor in the tantrum itself. If they eat the wrong food, this will provoke emotions and lose control of children's emotions so that they often hurt themselves. Errors in

consuming these foods can affect the physical condition of people with autism.

So, after consuming certain foods the characteristics of tantrum behavior will appear. The anger that appears is excessive, such as hitting, struggling, crying, silent, hurting himself and throwing things at people around him. This sudden outburst of emotion requires the role of love and attention on the part of the family. Families in an effort to deal with emotional outbursts play an important role, these outbursts disturb the child so that it is "emotional" and immediately fills the body which eventually causes anger (Khairi & Sopandi, 2020).

Tantrum behavior in autistic children can appear anywhere and anytime, both at school and home (Rahmahtrisilvia, 2010). When an autistic child has a tantrum, he usually wants something or something that makes him uncomfortable. Parents and teachers usually should know the causes and types of tantrums when a child's tantrums by something.

Providing treatment or treatment for autism when experiencing a tantrum requires a relatively intensive and optimal process. According to research observations (MW Suzant, 20), there are various actions of parents when children experience temper tantrums. Some parents scold their children and get carried away with emotions when children have tantrums; even parents who lock their children in the bathroom let crying children. Some parents let their children experience tantrums, giving whatever they want until the child is quiet and does not cry.

According to a special teacher for autistic children at SKH Negeri 01 Pandeglang, one of the handlings of tantrums is to

provide physical touch, such as hugging, stroking the hair, and kissing the child's cheek and head lovingly. Let the child cry in the arms of the parents. Make sure the parent or teacher hugs the child until he calms down and stops crying.

The effectiveness of physical touch in treating tantrums in autistic children is very influential because when they experience tantrums, physical contact is needed, for example, as discussed above. They will feel more calm, safe, and comfortable.

The following research is a study based on the findings of previous studies that are similar to ours. The research findings indicate that the formulation of instructional strategies that can overcome tantrum behavior in children with autism are (1) the importance of assessment to determine the child's needs; (2) the importance of supporting facilities that can reduce the impact of the head on the wall; (3) The importance of curriculum analysis according to children's needs; (4) the importance of lesson analysis by the child's development; (5) the importance of teaching aids that support the learning process; (6) the importance of handling reinforcement that motivates children in learning.

By using all of the above instructional strategies, research shows positive results that reduce tantrum behavior in children with autism during the learning process. The implications of this instructional strategy for students are (1) able to reduce tantrum behavior in children with autism; (2) able to develop self-confidence in children with autism; (3) able to develop communication skills, both verbal and nonverbal, in children with autism; (4) able to motivate children in

learning; (5) able to develop children's initiative in learning. The implications of the strategy for teachers are (1) being able to analyze children's behavior before deciding to solve the problem; (2) able to motivate teachers in dealing with children with autism who have tantrum behavior; (3) being able to motivate teachers to find effective strategies to develop children with autism potential; (4) able to give an optimistic value to the teacher in finding a way out of the child's behavior. The research results above recommend that teachers use instructional strategies for children with autism who have tantrums (Rahmahtisilvia, 2010)

The difference between the research and the results of our study is the focus of the research is different if the previous research emphasized more on the discussion of learning strategies to overcome tantrum behavior in autistic children. In contrast, our study focused more on the effectiveness of handling tantrums with physical touch. For autistic children, does it affect or vice versa, and how is the process of teachers or parents in providing handling of this physical touch to autistic children. Therefore, the author chose this title because he wanted to learn and find out more about how effective physical contact is for treating tantrums in autistic children, how necessary physical touch treatment is in tantrum behavior.

According to the previous explanation in SKH Negeri 01 Pandeglang, the researcher found a problem for the boy with initial A. From August to September, he only experienced tantrums once. The treatment given by the teacher or supervisor is to embrace him and give a his favorite food, then 5 minutes after that, A will feel calm and return

to learning. It is a good development because the frequency of tantrums in autistic children usually reaches once per week. The success of parents in providing food intake for the treatment of the child is also very influential.

This study aimed to determine the effectiveness of physical touch in handling autistic children during tantrums. The focus of this discussion review is (1) the factors that trigger tantrums in autistic children; (2) how to prevent tantrums from occurring in autistic children; (3) the handling of teachers or parents in autistic children when experiencing tantrums; (4) the effectiveness of physical touch for the treatment of tantrums in autistic children.

Method

This study uses a qualitative descriptive approach. According to David Williams (Moleong, 2005), qualitative research attempts to collect data based on natural settings. Of course, the research results are also scientific and can be justified because naturally.

The author conducted this research at SKH Negeri 01 Pandeglang in 2021. First, The author chose the location because it was close to the researcher's house. Second, in that place, the researchers found objects that matched this research. Third, the researchers wanted to explore more deeply disorders in autistic children according to the focus of this study.

This data collection technique uses (1) Interviews. Conduct the interviews to find out complete data and efforts to obtain accurate data and appropriate data sources. In this study, the authors interviewed one special teacher for autistic children at SKH

Negeri 01 Pandeglang school and one close relative who has family members with children with special needs; (2) Observation. The author made observations at the place directly concerned with the research. Select the following respondents for this study.

1. Dp is the special teacher for autistic children at SKH Negeri 01 Pandeglang;
2. ZT is a relative who has family members with autistic children.

In the analysis of qualitative data, this research comes from data from interviews and observations. Data obtained from direct observations through interviews with teachers and relatives regarding the effectiveness of physical touch on autistic children can include tantrums in the research report.

The steps of this research include, 1) Develop and manage the research design. 2) Select the location and research subjects. 3) Collecting data and analyzing data. 4) Presentation of research data. 5) Withdrawal of research conclusions.

Result

The implementation of research on autistic children at SKH Negeri 01 Pandeglang focused on the crucial points of this research. The study focuses on (1) the factors that trigger tantrums in autistic children, (2) prevention that parents or teachers can do to prevent tantrums in autistic children while at school. (3) How to handle tantrums in autistic children, (4) the effectiveness of physical touch on treating children with autism who are having tantrums.

And based on interviews and observations that have been carried out, the author can describe the effectiveness of physical touch in handling tantrums in autistic

children; in this study, the authors obtained results regarding the causes of autistic children who experience tantrum symptoms. As the special teacher for autistic children, DP revealed that tantrums usually occur due to consuming the wrong foods such as MSG, chocolate, and foods containing preservatives. The following is the narrative of the interview results,

"The reason is mostly about food. It doesn't match the food. The mood is also, if the mood is not good, for example, on that day, he can throw a tantrum and cry, or he wants something but is not fulfilling, it's crying, and his tantrum is extraordinary. But often, it's because of food because autistic children can't eat chocolate, MSG must also minimize because it can cause tantrums."

Result of the interview above, the author sees DP as a teacher at the school who observes the causes of their student's experiencing tantrums, the occurrence of tantrums in autistic children as mentioned in the interview results above. In addition to food, it turns out that the child's mood can affect. The best solution to overcome these causes is to consume healthy, organic, and preservative-free foods or homemade foods. Parents and teachers should pay more attention to children's unstable moods, understand children, fulfill what they want, and not get carried away by emotions in dealing with children during tantrums.

Another respondent from a relative with family members who had the same opinion, ZT, told how his brother was during the process before the tantrum and during the tantrum itself. The following is the narrative of the interview results.

"K, this child is more in the mood. For example, we want to hang out and prepare, but suddenly it's raining, so it's automatically waiting for it to subside, right? So she immediately got angry, cried, and sulked because she didn't go like that. Another example is that if he is sleeping and continues to be distracted by something that wakes him up, his tantrum is worse than other factors. He can be furious because he doesn't sleep well. I'm just a normal person. If his sleep is disturbed, he will be annoyed. How about his special modeling. Yes, mostly K is usually because of the mood, that's all."

From the explanation of the results of the interview above, the author saw the similarities and tendencies of the factors that cause tantrums, namely because of the child's mood and also food, the child will rage if something he wants is not fulfilled, or is disturbed by things that are not they like.

The way to prevent tantrum-causing factors, as previously explained, is to go on a diet, avoid foods that contain preservatives, and consume organic or homemade foods. In addition to prevention with food, parents or teachers should pay special attention to them, starting from fulfilling their wishes or understanding their feelings.

Some autistic children's behavior when tantrums include anger, self-harm, tantrums, crying, destroying objects around them. According to the author's on-site interview, the frequency of time for autistic children to experience tantrums is about 10 minutes at the earliest and 1 hour at the longest. The effect on children after experiencing tantrums is usually silent; some others return to their activities in class as usual, and some cry all day so they don't study in class.

Meanwhile, DP, a special teacher for autistic children at the school, said that special treatment for autistic children when they have a tantrum is physical touch, giving them their favorite toy and food. The following is the narrative of the interview,

"Oh, the physical touch is very influential. If the child is crying, we have to embrace it, and it will subside faster than we just let it go."

The author sees from the interview above that physical touch to autistic children during tantrums is very influential and effective for handling these tantrums and can even relieve their tempers tantrums quickly compared to other ways of handling. However, it turns out some autistic children can't deal with physical touch during tantrums. Some of them need their own space to express their emotions, or commonly known as sensory space. Like the words of another respondent, namely ZT, he said something that was slightly contradictory to DP. This difference can see from the following excerpt from the interview,

"If he has a tantrum, just let him go. The problem is if he's angry, it's scary, so we'll just shut up for a while. We provide an empty room containing only a strong teak/mahogany wardrobe, so it won't be damaged if you slam it. He's the type to be left alone when he's emotional, let him out until he calms down; it's about 30 minutes to 1 hour, later when it's finished we love again, then we joke again, that's the best, huh."

The difference of opinion between DP and ZT is that the authors conclude that handling with physical touch still affects the process. DP's results are some tantrums in autistic children at SKH Negeri 01 Pandeglang without going through the process. Autistic children, such as embracing,

hugging, stroking the child's hair, and giving affection. In contrast to respondent ZT, he handles tantrums with physical touch on his brother through processes, such as putting the child into an empty room filled with only durable materials. Then the child is free to tantrum, cry, and struggle. Then later, after the child has finished expressing his emotions, the new parent gives the child a physical touch for the following handling process.

Discussion

Based on the findings of our research, it can be concluded that tantrums in autistic children are mostly caused by consuming wrong food and how to handle it, namely the way to prevent it is to go on a diet, avoid foods that contain preservatives, and consume organic or foods *homemade*. In addition to prevention with food, parents or teachers must pay special attention to them, starting from fulfilling their wishes, or understanding their feelings.

Autism has a complex developmental problem that appears before the age of three years as a result of neurobiological disorders so that it has an impact on children (Azwandi, 2005). The function of the brain. Disorders of the brain cause autistic children to have barriers in communication, social interaction, and behavior. Various barriers that autistic children have cause them to require special education and special services.

According (Zubaidah & Utomo, 2021) in the results of they research, some of the characteristics of autistic children that can be seen include (1) they have difficulty communicating, whether speaking, writing, reading

and understanding sign language; (2) They find it difficult to socialize, most of them are difficult to relate to the surrounding environment; (3) Behavioral problems, some behavioral problems include crying, only liking certain foods; (4) Likes to bite his own hand; (5) Body movements tend to be stiff; (6) Prefers the world and is alone and many others.

Chaplin, (2009) defines a tantrum as an outburst of intense emotion accompanied by anger, aggressive attacks, crying, screaming, stamping of the feet, and hands on the floor or the ground. Aggressive attacks is very dangerous (Mustikasari et al, 2021). Temper tantrums are explosive and uncontrollable outbursts of emotions. Individuals with autism are characterized by emotional instability, often referred to as tantrums.

Mashar, (2015) also stated that Temper tantrum is an outburst of child anger that often occurs when the child shows a negative attitude or rejection. In younger children (younger) usually to vomit, pee, or even shortness of breath due to crying and screaming too much.

1. Factors that trigger tantrums in autistic children.

According to (Rahmahtrisilvia, 2010), the factors that trigger tantrums in autistic children include,

- a) Blocked by the desire to get something after unsuccessfully asking for something and still wanting it, the child may use tantrums to pressure the teacher or parent to get what he wants;
- b) The child's inability to express himself. Children who have language limitations, there are times when they want something but can't, and teachers/

parents don't understand what they want. This condition can become frustrating and manifest tantrum behavior;

- c) The child feels tired, hungry or sick;
- d) Wrong food consumption in children. For example, consuming foods that contain MSG, chocolate, and those containing other preservatives.

Some positive things can be seen from the behavior of tantrums, children who lose patience want to show their independence, express their own personality, express their opinions, express anger and frustration, and let adults know if they are confused, tired, or sick.

Therefore, tantrums in them should be properly guided. The behavior of autistic children's tantrums can appear anytime and anywhere. Whether at school, at home, or in other public places. If this kind of tantrum appears in schools, it will have an impact on the teaching process, which requires teachers to have professional abilities to overcome tantrums, so that they can achieve the best results in the teaching and learning process.

2. How to prevent tantrums in autistic children.

In frequent cases, the child may experience tantrums due to behavioral disorders or psychological problems (such as autism). Children can also use their emotions to get what they want. When their parents don't give it to them, they tend to do the same to get what they want. As mentioned earlier, there are many reasons for tantrums. However, there are steps you can take to prevent your child from losing their temper.

Here are some ways to prevent tantrums:

- a) Perform daily activities at the same time each day, such as eating, playing or sleep-

ing. Do not give them too much activity, because they will feel tired, this can trigger a tantrum.

- b) When children begin to show symptoms of temper tantrums by complaining, parents and teachers can distract them by giving them toys that they often play with, or giving their favorite foods.
- c) Help your child not to be bored with his daily life. In this case, parents can prepare other interesting and exciting things, such as reading stories or playing together.
- d) Diet food. Avoid consuming foods that contain excessive preservatives, such as chocolate, MSG, and other foods. Give them organic food, healthy, and without preservatives, or it could be food home-made.

3. Handling teachers or parents in autistic children when experiencing tantrums.

Here are 5 ways for parents or teachers to treatments tantrum for autistic children:

- a) Recognize the causes and types of tantrums, when a child's tantrums are usually caused by something. When an autistic child has tantrums, he usually wants something or something makes him uncomfortable. Therefore, parents or teachers must know the factors that cause tantrums.
- b) If a tantrum occurs in a crowded place, take the autistic child to a place away from the crowd and if the tantrum occurs in the classroom during the teaching and learning process, take the child to a larger, safe and comfortable room. Based on research, usually in SKH Negeri 01 Pandeglang children are taken to the sensory room. The room meant is a room

that is free from things that are harmful to children.

- c) Let the child release his emotions first. Stay calm and give your child a little time to express his emotions but not on things that are harmful to himself. Patience is the most important key for parents and teachers in this regard.
- d) Give attention with physical touch. When the tantrum stops, give him a hug. Hugs are believed to calm the child's feelings. By hugging children can feel safe, affectionate and comfortable for children with autism.
- e) Divert attention and interest to the things he likes. Communicate what he wants, and what we want. Create a calm atmosphere for the child. Divert your child's attention to a calming activity or introduce an object that makes him feel comfortable. You can also invite him to play.

Teachers and parents agree on the child's routine with various scheduled activities so as to reduce the appearance of tantrums in children. Through understanding, affection, patience and the right way from teachers and parents such as helping to express themselves through things of interest and other positive things, they will be able to overcome the occurrence of tantrums in autistic children.

The role of the family in dealing with children's temper tantrum behavior includes finding out the cause, establishing clear rules, avoiding fights over trivial things, time out, discussing when the child is calm. Parents also do follow-up or follow-up in collaboration with supervisors and therapists (Khairi & Sopandi, 2020) .

- 4. The effectiveness of physical touch for treatment tantrums in autistic children.

In the big Indonesian dictionary it is stated that effective means there is an effect (consequent, effect, impression). The word effective means the occurrence of a desired effect or result in an action. The word effective according to Mulyasa in B Patra Nuruliyah effectiveness means showing success in terms of whether or not the targets have been achieved, results that are closer to the target means high effectiveness. Based on the explanation above, effectiveness can be interpreted as the results generated or felt on an activity (Nuraeni, 2019). In this study, effectiveness is directed to the results caused by the therapy given by the teacher at SKH Negeri 01 Pandeglang.

Main key to dealing with child tantrums is to give love wholeheartedly. We must also provide physical contact, such as hugging, stroking the hair, and kissing the child's cheek and head affectionately. Let the child cry in the arms of the parents. Make sure the parent or teacher hugs the child until he calms down and stops crying. After that, give the child mineral water to calm him down, then his mood will stabilize.

Tantrums in children are most often caused by excessive tiredness and hunger. Therefore, parents must ensure that the child eats and gets enough rest every day. However, if the child's tantrums are not caused by these conditions and parents and teachers find it difficult to overcome them, don't hesitate to seek help from a doctor or expert.

The effectiveness of physical touch for treatments tantrum in autistic children is very influential, because when they are

experiencing tantrums, physical touch is needed, for example as discussed above. They will feel more calm, safe, and comfortable.

Conclusion

Autism is a child with neurodevelopmental disorders that can cause behavioral disorders, communication disorders, social disorders, sensory disturbances, and emotional disturbances, such as tantrums (tantrums). Tantrums in autistic children are caused by brain damage, which makes them unable to control their emotions and cannot communicate their emotions normally. The food they eat is one factor in tantrums. Errors in consuming these foods can affect the physical condition of people with autism. The anger that appears is very excessive, such as hitting, struggling, crying, silent, hurting himself and throwing things at people around him.

The implementation of research on autistic children at SKH Negeri 01 Pandeglang is fully focused on important research points, namely the causes of tantrums, prevention, and also the treatment that can be done by parents or teachers when tantrum behavior occurs in autistic children at school. And based on the results of interviews with special teachers in schools, the author also found that autistic children who experience symptoms of tantrums are basically caused by consuming wrong foods such as MSG, chocolate, and other foods that contain preservatives, which can have a major effect on the child for tantrums to occur. Meanwhile, the way to prevent it is to do a food

diet, avoid foods that contain preservatives, and consume organic foods homemade.

The word effective means the occurrence of a desired effect or result in an action. We should also give physical touch such as hugs, gentle strokes on the hair, and affectionate kisses on the child's cheek and head. Make sure the parent or teacher continues to hug the child until it calms down and stops crying. Therefore, it is important for parents to ensure that their child gets adequate intake and rest every day. The effectiveness of physical touch for treatments tantrum in autistic children is very influential, because when they are experiencing tantrums, physical touch is needed.

References

- Azwandi, Y. (2005). Mengenal dan membantu penyandang autisme. *Jakarta: Departemen Pendidikan Nasional*.
- Chaplin.J.P. (2009). *Kamus Lengkap Psikologi*. Jakarta: PT Rajagrafindo Persada.
- Irdamurni, M. P. (2020). *Pendidikan Inklusif: Solusi Dalam Mendidik Anak Berkebutuhan Khusus*. Prenada Media.
- Khairi, Z., & Sopandi, A. A. (2020). Upaya Keluarga Dalam Menangani Perilaku Temper Tantrum Pada Anak Autis Kelas VI Di SLB Negeri 1 Padang. *Ranah Research: Journal of Multidisciplinary Research and Development*, 2(2), 111-116.
- Mashar, R. (2015). *Emosi Anak Usia Dini dan Strategi Pengembangannya*. Jakarta: Kencana.

- Moleong, L. J. (2005). *Buku Metodologi Penelitian Kuantitatif*. Bandung: Remaja Rosdakarya
- Mustikasari, M. T. I., Utomo, P., Aam, A., & Zubaidah, Z. (2021). Psikoedukasi: Efektivitas Penggunaan Teknik Sosiodrama Sebagai Media Untuk Mereduksi Perilaku Agresif Verbal Siswa Menengah Pertama (SMP). *Jurnal Wahana Konseling*, 4(2), 99-112.
- Nixon, N., & Mariyanti, S. (2012). Gambaran Kemandirian Anak Penyandang Autisme Yang Mengikuti Program Aktivitas Kehidupan Sehari Hari (Aks). *Jurnal Psikologi Esa Unggul*, 10(02), 127101.
- Nuraeni, R. (2019). *Efektivitas Terapis dalam Membimbing interaksi Sosial Anak Autis di Autis Center Kota Bengkulu* (Doctoral dissertation, IAIN Bengkulu).
- Rahmahtrisilvia, R. (2010). Strategi Pembelajaran Untuk Mengatasi Perilaku Tantrum Pada Anak Autistik. *Pedagogi: Jurnal Ilmu Pendidikan*, 10(2), 1-10.
<http://ejournal.unp.ac.id/index.php/pedagogi/article/view/2235>
- Sastra, G. (2011). *Neurolinguistik: Suatu Pengantar* (cet. 1). Bandung: Alfabeta.
- Supartini, E. (2009). Program Son-Rise untuk Pengembangan Bahasa Anak Autis. *JPK (Jurnal Pendidikan Khusus)*, 4(3).
<https://doi.org/10.21831/JPK.V4I3.785>
- Suran, B. G., & Rizzo, J. V. (1979). *Special children: An integrative approach*. Pearson Scott Foresman.
- Utomo, P. (2021). Pola Pembelajaran dalam Layanan Bimbingan dan Konseling Terhadap Siswa Berkebutuhan Khusus (Tunagrahita) di Sekolah Luar Biasa. *Jambura Guidance and Counseling Journal*, 2(2), 62-73.
<https://doi.org/https://doi.org/10.37411/jgcj.v2i2.950>
- Zubaidah, Z., & Utomo, P. (2021). Kesejahteraan Psikologis Anak Autis Ditinjau dari Layanan Bimbingan dan Konseling Berkebutuhan Khusus di Sekolah. *Jurnal Hawa: Studi Pengarus Utamaan Gender dan Anak*, 3(1), 25-32.
<https://doi.org/http://dx.doi.org/10.29300/hawapsga.v3i1.5420>
- Zubaidah, Z., & Utomo, P. (2021). Pola Pembelajaran dalam Layanan Bimbingan dan Konseling Terhadap Siswa Berkebutuhan Khusus (Tunagrahita) di Sekolah Luar Biasa. *Jambura Guidance and Counseling Journal*, 2(2), 62-73.
<https://doi.org/https://doi.org/10.37411/jgcj.v2i2.950>