

### Daftar Pustaka

- Abadiyah, S. A. S. A., & Sidik, S. A. (2022). Permainan Bowling Modifikasi Meningkatkan Pemahaman Instruksi Sederhana Anak Autis. *Jurnal Educatio FKIP UNMA*, 1374–1380.
- Adi, P. N. (2022). Meningkatkan Komunikasi Dua Arah Anak Autis Dengan Menggunakan Media Gambar. *SPEED Journal : Journal of Special Education*, 38–40.
- Afnuhazi, R. (2019). Pengaruh Terapi Social Skills Training (Sst) Dengan Dan Tanpa Diet Casein Free Gluten Free (Cfgr) Terhadap Kemampuan Sosialisasi Anak Autisme. *Jurnal Kesehatan Medika Saintika*, 10(1), 59–59. <https://doi.org/10.30633/jkms.v10i1.309>
- Aisyah, U., Aminah, S., Suryati, & Rahmawati. (2021). Terapi Bermain Untuk Mengembangkan Keterampilan Sosial Anak Autis Di Rumah Mentari Pringsewu Lampung. *JKP (Jurnal Konseling Pendidikan)*, 21–30.
- American Psychiatric Association (Ed.). (2013). *Diagnostic and statistical manual of mental disorders: DSM-5* (5th ed). American Psychiatric Association.
- American Psychological Association. (2024). *Diagnosing and managing autism spectrum disorder* [Diagnosing and Managing Autism Spectrum Disorder]. <https://www.apa.org/topics/autism-spectrum-disorder/diagnosing>
- Anixt, J. S., Ehrhardt, J., & Duncan, A. (2024). Evidence-Based Interventions in Autism. *Pediatric Clinics of North America*, 71(2), 199–221. <https://doi.org/10.1016/j.pcl.2024.01.001>
- Antonius, W. (2014). Pengaruh Pemanfaatan Media Kartu Jadwal Terhadap Kemampuan Berbahasa Anak Autis. *Jurnal ORTOPEDAGOGIA*, 225–230.
- Apnoza, R., Madjid, E. M., & Savitri, L. S. Y. (2018). Penerapan Pivotal Response Training Oleh Orangtua Untuk Meningkatkan Kemampuan Joint Attention Pada Anak Dengan Autism Spectrum Disorder. *Jurnal Psikologi*, 43–59.
- Ardiyani, I. D., Febriyana, N., Setiawati, Y., & Kalalo, R. T. (2020). Parent Training Program for Autism Spectrum Disorder During The Covid-19 Pandemic Period in Indonesia. *Jurnal Psikiatri Surabaya*, 9(2), Article 2. <https://doi.org/10.20473/jps.v9i2.19123>
- Artanti, P. (2012). Studi Deskriptif Terapi Terhadap Penderita Autisme Pada Anak Usia Dini Di Mutia Center Kecamatan Bojong Kabupaten Purbalingga. *Indonesian Journal of Early Childhood Education Studies*, 1(1), 44–48.
- Arthur-Kelly, M., Sigafos, J., Green, V., Mathisen, B., & Arthur-Kelly, R. (2009). Issues in the use of visual supports to promote communication in individuals with autism spectrum disorder. *Disability and Rehabilitation*, 31(18), 1474–1486. <https://doi.org/10.1080/09638280802590629>
- Barus, D. T., Anggraini, C., & Sembiring, F. (2020). Pengaruh Terapi Bermain Lego Terhadap Interaksi Sosial Anak Autis di Sdlb 017700 Kisaran Naga Kecamatan Kisaran Timur Kabupaten Asahan Tahun 2019. *Jurnal Penelitian Keperawatan Medik*, 68–73.
- Bellack, A. S., & Hersen, M. (Eds.). (1979). *Research and Practice in Social Skills Training*. Springer US. <https://doi.org/10.1007/978-1-4899-2192-5>
- Bohlander, A. J., Orlich, F., & Varley, C. K. (2012). Social Skills Training for Children with Autism. *Pediatric Clinics of North America*, 59(1), 165–174. <https://doi.org/10.1016/j.pcl.2011.10.001>
- Bottema-Beutel, K. (2020). Understanding and Addressing Social Communication Difficulties in Children with Autism. In G. Vivanti, K. Bottema-Beutel, & L. Turner-Brown (Eds.), *Clinical Guide to Early Interventions for Children with Autism* (pp. 41–59). Springer International Publishing. [https://doi.org/10.1007/978-3-030-41160-2\\_3](https://doi.org/10.1007/978-3-030-41160-2_3)
- Boyd, B. A., Stahmer, A. C., Odom, S. L., Wallisch, A., & Matheis, M. (2022). It's time to close

- the research to practice gap in autism: The need for implementation science. *Autism*, 26(3), 569–574. <https://doi.org/10.1177/13623613211064422>
- Bruinsma, Y. (Ed.). (2020). *Naturalistic developmental behavioral interventions for autism spectrum disorder*. Paul H. Brookes Publishing Co.
- Case-Smith, J., Weaver, L. L., & Fristad, M. A. (2015). A systematic review of sensory processing interventions for children with autism spectrum disorders. *Autism: The International Journal of Research and Practice*, 19(2), 133–148. <https://doi.org/10.1177/1362361313517762>
- CDC. (2024, February 22). *Data and Statistics on Autism Spectrum Disorder*. Autism Spectrum Disorder (ASD). <https://www.cdc.gov/autism/data-research/index.html>
- Chan, K.-L. R., & Ouyang, G. (2024). Impact of child-centered play therapy intervention on children with autism reflected by brain EEG activity: A randomized controlled trial. *Research in Autism Spectrum Disorders*, 112, 102336. <https://doi.org/10.1016/j.rasd.2024.102336>
- Christou, E., Parmaxi, A., & Zaphiris, P. (2024). A systematic exploration of scoping and mapping literature reviews. *Universal Access in the Information Society*. <https://doi.org/10.1007/s10209-024-01120-3>
- Chung, K.-M., Chung, E., & Lee, H. (2024). Behavioral Interventions for Autism Spectrum Disorder: A Brief Review and Guidelines With a Specific Focus on Applied Behavior Analysis. *Journal of the Korean Academy of Child and Adolescent Psychiatry*, 35(1), 29–38. <https://doi.org/10.5765/jkacap.230019>
- Conrad, C. E., Rimestad, M. L., Rohde, J. F., Petersen, B. H., Korfitsen, C. B., Tarp, S., Cantio, C., Lauritsen, M. B., & Händel, M. N. (2021). Parent-Mediated Interventions for Children and Adolescents With Autism Spectrum Disorders: A Systematic Review and Meta-Analysis. *Frontiers in Psychiatry*, 12, 773604. <https://doi.org/10.3389/fpsyt.2021.773604>
- Coughlan, B., Duschinsky, R., O'Connor, M.-E., & Woolgar, M. (2020). Identifying and managing care for children with autism spectrum disorders in general practice: A systematic review and narrative synthesis. *Health & Social Care in the Community*, 28(6), 1928–1941. <https://doi.org/10.1111/hsc.13098>
- D'Agostino, S. R., Douglas, S. N., & Dueñas, A. D. (2019). Practitioner-Implemented Naturalistic Developmental Behavioral Interventions: Systematic Review of Social Validity Practices. *Topics in Early Childhood Special Education*, 39(3), 170–182. <https://doi.org/10.1177/0271121419854803>
- Dahary, H., Rimmer, C., Kaedbey, M., & Quintin, E.-M. (2023). A Systematic Review of Shared Social Activities for Children on the Autism Spectrum and Their Peers. *Review Journal of Autism and Developmental Disorders*, 10(4), 771–792. <https://doi.org/10.1007/s40489-022-00322-w>
- Davis, A., Isaacson, L., & Harwell, M. (2014a). *Floortime strategies to promote development in children and teens: A user's guide to the DIR® model*. Paul H. Brookes Publishing Co.
- Davis, A., Isaacson, L., & Harwell, M. (2014b). *Floortime strategies to promote development in children and teens: A user's guide to the DIR® model*. Paul H. Brookes Publishing Co.
- DeFilippis, M., & Wagner, K. D. (2016). Treatment of Autism Spectrum Disorder in Children and Adolescents. *Psychopharmacology Bulletin*, 46(2), 18–41.
- Dettmer, S., Simpson, R. L., Myles, B. S., & Ganz, J. B. (2000). The Use of Visual Supports to Facilitate Transitions of Students with Autism. *Focus on Autism and Other Developmental Disabilities*, 15(3), 163–169. <https://doi.org/10.1177/108835760001500307>
- Dewi, I. K., Setyowati, B., I Made Widagda, & Dwi Pudjonarko. (2012). Effect of Music Therapy in Improving Non-verbal Communication Ability in Autism Children. *Indonesian Journal of*



UNIVERSITAS  
GADJAH MADA

**Scoping Review: Intervensi Keterampilan Komunikasi Sosial Pada Anak Dengan Autism Spectrum Disorder (ASD) Di Indonesia**

SARAH KARTIKA PRATIWI, Restu Tri Handoyo, S.Psi., M.Psi., Ph.D., Psikolog  
Universitas Gadjah Mada, 2024 | Diunduh dari <http://etd.repository.ugm.ac.id/>

- Physical Medicine & Rehabilitation*, 1(1), 80–85. <https://doi.org/10.36803/ijpmr.v1i1.215>
- Dijkstra-de Neijis, L., Tisseur, C., Kluwen, L. A., van Berckelaer-Onnes, I. A., Swaab, H., & Ester, W. A. (2023). Effectivity of Play-Based Interventions in Children with Autism Spectrum Disorder and Their Parents: A Systematic Review. *Journal of Autism and Developmental Disorders*, 53(4), 1588–1617. <https://doi.org/10.1007/s10803-021-05357-2>
- Donato, C., Shane, H. C., & Hemsley, B. (2014). Exploring the feasibility of the visual language in autism program for children in an early intervention group setting: Views of parents, educators, and health professionals. *Developmental Neurorehabilitation*, 17(2), 115–124. <https://doi.org/10.3109/17518423.2014.880526>
- Edwards, K. A. M., McKenney, E. L. W., Niekra, N., Hupp, S. D. A., & Everett, G. E. (2021). Personalization of social narratives for students with Autism Spectrum Disorder: Brief experimental analysis. *Research in Autism Spectrum Disorders*, 89, 101877. <https://doi.org/10.1016/j.rasd.2021.101877>
- Elbeltagi, R., Al-Beltagi, M., Saeed, N. K., & Alhawamdeh, R. (2023). Play therapy in children with autism: Its role, implications, and limitations. *World Journal of Clinical Pediatrics*, 12(1), 1–22. <https://doi.org/10.5409/wjcp.v12.i1.1>
- Esqueda Villegas, F., van der Steen, S., & Minnaert, A. (2024). Interactions Between Teachers and Students with Autism Spectrum Disorder in Mainstream Secondary Education: Fundamental, yet Under-Researched. *Review Journal of Autism and Developmental Disorders*, 11(2), 442–457. <https://doi.org/10.1007/s40489-022-00346-2>
- Fitriyah, F. khoirul, & Mustofa. (2019). Pengaruh Permainan Tradisional Gobak Sodor Dalam Bimbingan Kelompok Terhadap Peningkatan Interaksi Sosial Anak Autis. *Education and Human Development Journal*, 5(1), 13–20. <https://doi.org/10.33086/ehdj.v5i1.1293>
- FKKMK UGM. (2019). *Kenali Autisme Sejak Dini – FK-KMK UGM*. Fakultas Kedokteran, Kesehatan Masyarakat, dan Keperawatan, Universitas Gadjah Mada. <https://fkkmk.ugm.ac.id/kenali-autisme-sejak-dini/>
- Fountain, C., Winter, A. S., & Bearman, P. S. (2012). Six developmental trajectories characterize children with autism. *Pediatrics*, 129(5), e1112–1120. <https://doi.org/10.1542/peds.2011-1601>
- Frolli, A., Ciotola, S., Esposito, C., Frascchetti, S., Ricci, M. C., Cerciello, F., & Russo, M. G. (2022). AAC and Autism: Manual Signs and Pecs, a Comparison. *Behavioral Sciences*, 12(10), 359. <https://doi.org/10.3390/bs12100359>
- Frost, L. (2003). The Picture Exchange Communication System. *Perspectives on Augmentative and Alternative Communication*, 12(2), 8–10. <https://doi.org/10.1044/aac12.2.8>
- Futuhath, N., Rusdiyani, M. P., Dr. Hj. Isti, & Pratama, M. P., Toni Yudha. (2018). Penggunaan Metode Pecs (Picture Exchange Communication System) Untuk Meningkatkan Kemampuan Komunikasi Anak Autis Di Skh Negeri 01 Kota Serang. *UNIK (Jurnal Ilmiah Pendidikan Luar Biasa)*, 3(2). <https://doi.org/10.30870/unik.v3i2.5307>
- Gibson, J. L., Pritchard, E., & de Lemos, C. (2021). Play-based interventions to support social and communication development in autistic children aged 2–8 years: A scoping review. *Autism & Developmental Language Impairments*, 6, 23969415211015840. <https://doi.org/10.1177/23969415211015840>
- Goa, L., & Derung, T. N. (2017). Komunikasi Ekspresif Dengan Metode Pecs Bagi Anak Dengan Autis. *Jurnal Nomosleca*, 3(2). <https://doi.org/10.26905/nomosleca.v3i2.2037>
- Goldstein, A., Venker, E., & Weng, C. (2017). Evidence appraisal: A scoping review, conceptual framework, and research agenda. *Journal of the American Medical Informatics Association*, 24(6), 1192–1203. <https://doi.org/10.1093/jamia/ocx050>

- González-Sala, F., Gómez-Marí, I., Tárraga-Mínguez, R., Vicente-Carvajal, A., & Pastor-Cerezuela, G. (2021). Symbolic Play among Children with Autism Spectrum Disorder: A Scoping Review. *Children*, 8(9), 801. <https://doi.org/10.3390/children8090801>
- Gowen, E., Taylor, R., Bleazard, T., Greenstein, A., Baimbridge, P., & Poole, D. (2019). Guidelines for conducting research studies with the autism community. *Autism Policy & Practice*, 2(1 A new beginning), 29–45.
- Granpeesheh, D., Dixon, D. R., Tarbox, J., Kaplan, A. M., & Wilke, A. E. (2009). The effects of age and treatment intensity on behavioral intervention outcomes for children with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 3(4), 1014–1022. <https://doi.org/10.1016/j.rasd.2009.06.007>
- Greenspan, S. I., & Wieder, S. (1999). A Functional Developmental Approach to Autism Spectrum Disorders. *Journal of the Association for Persons with Severe Handicaps*, 24(3), 147–161. <https://doi.org/10.2511/rpsd.24.3.147>
- Greenspan, S. I., & Wieder, S. (2006). *Engaging Autism: Using the Floortime Approach to Help Children Relate, Communicate, and Think*. Hachette Books.
- Gunawidjaja, R. (2007). Pelatihan Social Stories dan Visual Support dan Keterampilan Guru Meningkatkan Perilaku Social Awareness Anak Autis. 1.
- Habibi, M. M. (2022). Efektifitas Terapi Bermain Sosial untuk Meningkatkan Kemampuan dan Keterampilan Sosial Bagi Anak Autism. *Jurnal Ilmiah Profesi Pendidikan*, 7(2), 504–511. <https://doi.org/10.29303/jipp.v7i2.706>
- Haddaway, N. R., Collins, A. M., Coughlin, D., & Kirk, S. (2015). The Role of Google Scholar in Evidence Reviews and Its Applicability to Grey Literature Searching. *PLoS ONE*, 10(9), e0138237. <https://doi.org/10.1371/journal.pone.0138237>
- Handayani, R. N., & Murniati. (2014). Pengaruh terapi visual teknik picture exchange communication (pec) terhadap kemampuan bahasa reseptif dan ekspresif pada anak autisme disabilitas purba adhi suta purbalingga. *Bhamada: Jurnal Ilmu Dan Teknologi Kesehatan (E-Journal)*, 2, 2–6.
- Hardiani, R. S., & Rahmawati, S. (2012). Metode Aba (Applied Behaviour Analysis): Kemampuan Bersosialisasi Terhadap Kemampuan Interaksi Sosial Anak Autis. *Jurnal Keperawatan Soedirman (The Soedirman Journal of Nursing)*, 7(1), 58–68.
- Hardy, J. K., & McLeod, R. H. (2020). Using Positive Reinforcement With Young Children. *Beyond Behavior*, 29(2), 95–107. <https://doi.org/10.1177/1074295620915724>
- Hayati, F. N., Samawi, A., & Nurmala, F. (2017). Permainan Lego untuk Meningkatkan Kemampuan Sosial Anak Autis. *Jurnal ORTOPEDAGOGIA*, 30–35.
- Hayes, G. R., Hirano, S., Marcu, G., Monibi, M., Nguyen, D. H., & Yeganyan, M. (2010). Interactive visual supports for children with autism. *Personal and Ubiquitous Computing*, 14(7), 663–680. <https://doi.org/10.1007/s00779-010-0294-8>
- Hendarko, A. C., & Anggraika, I. (2018). Efektivitas Teknik Prompting dan Positive Reinforcement untuk Meningkatkan Frekuensi Kontak Mata pada Anak Prasekolah dengan Autism. *Jurnal Online Psikogenesis*, 176–185.
- Hersen, M., & Bellack, A. S. (1976). Social skills training for chronic psychiatric patients: Rationale, research findings, and future directions. *Comprehensive Psychiatry*, 17(4), 559–580. [https://doi.org/10.1016/0010-440X\(76\)90038-9](https://doi.org/10.1016/0010-440X(76)90038-9)
- Hillman, H. (2018). Child-centered play therapy as an intervention for children with autism: A literature review. *International Journal of Play Therapy*, 27(4), 198–204. <https://doi.org/10.1037/pla0000083>



- Hong, Q. N., Fàbregues, S., Bartlett, G., Boardman, F., Cargo, M., Dagenais, P., Gagnon, M.-P., Griffiths, F., Nicolau, B., O’Cathain, A., Rousseau, M.-C., Vedel, I., & Pluye, P. (2018). The Mixed Methods Appraisal Tool (MMAT) version 2018 for information professionals and researchers. *Education for Information*, 34(4), 285–291. <https://doi.org/10.3233/EFI-180221>
- Hong, Q. N., Pluye, P., Fabregues, S., Bartlett, G., Boardman, F., Cargo, M., Dagenais, P., Gagnon, M., Griffiths, F., Nicolau, B., O’Cathain, A., Rousseau, M., & Vedel, I. (2021). *Mixed Methods Appraisal Tool*. Department of Family Medicine, Faculty of Medicine and Health Sciences, McGill University. <https://www.mcgill.ca/familymed/research/projects/mmat>
- Houghton, K., Schuchard, J., Lewis, C., & Thompson, C. K. (2013). Promoting child-initiated social-communication in children with autism: Son-Rise Program intervention effects. *Journal of Communication Disorders*, 46(5), 495–506. <https://doi.org/10.1016/j.jcomdis.2013.09.004>
- Hume, K., Steinbrenner, J. R., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2021). Evidence-Based Practices for Children, Youth, and Young Adults with Autism: Third Generation Review. *Journal of Autism and Developmental Disorders*, 51(11), 4013–4032. <https://doi.org/10.1007/s10803-020-04844-2>
- Indriastuti, N. W. (2019). Metode Behavioral Art Program untuk Meningkatkan Interaksi Sosial Anak dengan ASD. *Persona: Jurnal Psikologi Indonesia*, 8(1), 128–138. <https://doi.org/10.30996/persona.v8i1.2364>
- Isnannisa, E. D., & Boediman, L. M. (2019). Dir/Floortime Untuk Meningkatkan Komunikasi Antara Anak Dengan Autisme Dan Ibu Dengan Profil Sensori Berbeda. *Journal of Psychological Science and Profession*, 177–187.
- Jones, A. S., & Zarcone, J. R. (2014). Comparison of Prompting Strategies on Two Types of Tasks With Children Diagnosed With Autism Spectrum Disorders. *Behavior Analysis in Practice*, 7(2), 51–60. <https://doi.org/10.1007/s40617-014-0010-7>
- Kahjoogh, M. A., Pishyareh, E., Gharamaleki, F. F., Mohammadi, A., Someh, A. S., Jasemi, S., & Zali, M. M. (2020). The Son-Rise Programme: An intervention to improve social interaction in children with autism spectrum disorder. *International Journal of Therapy and Rehabilitation*, 27(5), 1–8. <https://doi.org/10.12968/ijtr.2018.0148>
- Kasari, C., Gulsrud, A. C., Wong, C., Kwon, S., & Locke, J. (2010). Randomized Controlled Caregiver Mediated Joint Engagement Intervention for Toddlers with Autism. *Journal of Autism and Developmental Disorders*, 40(9), 1045–1056. <https://doi.org/10.1007/s10803-010-0955-5>
- Kazdin, A. E. (2021). Single-case experimental designs: Characteristics, changes, and challenges. *Journal of the Experimental Analysis of Behavior*, 115(1), 56–85. <https://doi.org/10.1002/jeab.638>
- Khalil, H., Peters, M. DJ., Tricco, A. C., Pollock, D., Alexander, L., McInerney, P., Godfrey, C. M., & Munn, Z. (2021). Conducting high quality scoping reviews-challenges and solutions. *Journal of Clinical Epidemiology*, 130, 156–160. <https://doi.org/10.1016/j.jclinepi.2020.10.009>
- Khatab, S., Hassan Fadi Hijab, M., Othman, A., & Al-Thani, D. (2024). Collaborative play for autistic children: A systematic literature review. *Entertainment Computing*, 50, 100653. <https://doi.org/10.1016/j.entcom.2024.100653>
- Khoiriyah. (2020). Picture Exchange Communication System (Pecs) Sebuah Strategi Pengoptimalan Kemampuan Komunikasi Anak Autis. *Jurnal Buah Hati*, 39–51.
- Kiling, I. Y., Due, C., Li, D. E., & Turnbull, D. (2018). Interventions Supporting Development of

- Young Children With Disabilities at Environmental Risk in Indonesia: A Scoping Review. *SAGE Open*, 8(1), 2158244018754935. <https://doi.org/10.1177/2158244018754935>
- Kirana, E., Atmodiwirjo, E. T., & Debora, B. (2018). Penerapan Dir Floortime Pada Anak Dengan Autism Spectrum Disorder Untuk Meningkatkan Kemampuan Sosial. *Psibernetika*. <https://journal.ubm.ac.id/index.php/psibernetika/article/view/1439/1241>
- Knight, V., Sartini, E., & Spriggs, A. D. (2015). Evaluating visual activity schedules as evidence-based practice for individuals with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 45(1), 157–178. <https://doi.org/10.1007/s10803-014-2201-z>
- Kompas. (2019). *Pentingnya Aturan Penyelenggaraan Terapi Perilaku Bagi Penyandang Autisme di Indonesia Halaman all—Kompas.com*. Kompas, Jernih Melihat Dunia. <https://nasional.kompas.com/read/2019/03/11/18182461/pentingnya-aturan-penyelenggaraan-terapi-perilaku-bagi-penyandang-autisme-di?page=all>
- Landa, R. J. (2018). Efficacy of early interventions for infants and young children with, and at risk for, autism spectrum disorders. *International Review of Psychiatry (Abingdon, England)*, 30(1), 25–39. <https://doi.org/10.1080/09540261.2018.1432574>
- Lane, J. D., & Gast, D. L. (2014a). Visual analysis in single case experimental design studies: Brief review and guidelines. *Neuropsychological Rehabilitation*, 24(3–4), 445–463. <https://doi.org/10.1080/09602011.2013.815636>
- Lane, J. D., & Gast, D. L. (2014b). Visual analysis in single case experimental design studies: Brief review and guidelines. *Neuropsychological Rehabilitation*, 24(3–4), 445–463. <https://doi.org/10.1080/09602011.2013.815636>
- Leaf, J. B., Leaf, R., McEachin, J., Cihon, J. H., & Ferguson, J. L. (2018). Advantages and Challenges of a Home- and Clinic-Based Model of Behavioral Intervention for Individuals Diagnosed with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 48(6), 2258–2266. <https://doi.org/10.1007/s10803-017-3443-3>
- 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.
- Lei, J., & Ventola, P. (2017). Pivotal response treatment for autism spectrum disorder: Current perspectives. *Neuropsychiatric Disease and Treatment*, 13, 1613–1626. <https://doi.org/10.2147/NDT.S120710>
- Lerner, M. D., White, S. W., & McPartland, J. C. (2012). Mechanisms of change in psychosocial interventions for autism spectrum disorders. *Dialogues in Clinical Neuroscience*, 14(3), 307–318.
- Li, Y., Feng, Y., Zhong, J., Zou, Z., Lan, W., Shen, Y., Gong, J., Zhao, B., Tong, C., Sit, C. H.-P., & Hou, X. (2023). The Effects of Physical Activity Interventions in Children with Autism Spectrum Disorder: A Systematic Review and Network Meta-analysis. *Review Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s40489-023-00418-x>
- Lindsay, S., Hounsell, K. G., & Cassiani, C. (2017). A scoping review of the role of LEGO® therapy for improving inclusion and social skills among children and youth with autism. *Disability and Health Journal*, 10(2), 173–182. <https://doi.org/10.1016/j.dhjo.2016.10.010>
- LoBiondo-Wood, G., & Haber, J. (2022). *Nursing research: Methods and critical appraisal for evidence-based practice* (10th edition). Elsevier.
- Luiselli, J. K., Cannon, B. O., Ellis, J. T., & Sisson, R. W. (2000). Home-Based Behavioral Intervention for Young Children with Autism/Pervasive Developmental Disorder: A Preliminary Evaluation of Outcome in Relation to Child Age and Intensity of Service Delivery.



UNIVERSITAS  
GADJAH MADA

**Scoping Review: Intervensi Keterampilan Komunikasi Sosial Pada Anak Dengan Autism Spectrum Disorder (ASD) Di Indonesia**

SARAH KARTIKA PRATIWI, Restu Tri Handoyo, S.Psi., M.Psi., Ph.D., Psikolog

Universitas Gadjah Mada, 2024 | Diunduh dari <http://etd.repository.ugm.ac.id/>

*Autism*, 4(4), 426–438. <https://doi.org/10.1177/1362361300004004007>

- Macmillan, C. M., Pecora, L. A., Ridgway, K., Hooley, M., Thomson, M., Dymond, S., Donaldson, E., Mesibov, G. B., & Stokes, M. A. (2023). An Evaluation of Education-Based Interventions for Students with Autism Spectrum Disorders Without Intellectual Disability: A Systematic Review. *Review Journal of Autism and Developmental Disorders*, 10(2), 220–238. <https://doi.org/10.1007/s40489-021-00289-0>
- Manohar, H., Kandasamy, P., Chandrasekaran, V., & Rajkumar, R. P. (2019). Early Diagnosis and Intervention for Autism Spectrum Disorder: Need for Pediatrician-Child Psychiatrist Liaison. *Indian Journal of Psychological Medicine*, 41(1), 87–90. [https://doi.org/10.4103/IJPSYM.IJPSYM\\_154\\_18](https://doi.org/10.4103/IJPSYM.IJPSYM_154_18)
- Marpaung, W. (2017). Social Skill Training (SST) untuk Meningkatkan Keterampilan Sosial Pada Anak Autistic Spectrum Disorder (ASD). *Psikologia: Jurnal Pemikiran Dan Penelitian Psikologi*, 11(3), 103–111. <https://doi.org/10.32734/psikologia.v11i3.16661>
- Marsden, E., & Torgerson, C. J. (2012). Single group, pre- and post-test research designs: Some methodological concerns. *Oxford Review of Education*, 38(5), 583–616. <https://doi.org/10.1080/03054985.2012.731208>
- Martin, G., & Pear, J. (2015). *Behavior modification: What it is and how to do it* (Tenth edition). Pearson Education.
- Matson, J. L. (Ed.). (2017). *Handbook of Treatments for Autism Spectrum Disorder*. Springer International Publishing. <https://doi.org/10.1007/978-3-319-61738-1>
- Meadan, H., Ostrosky, M. M., Triplett, B., Michna, A., & Fettig, A. (2011). Using Visual Supports with Young Children with Autism Spectrum Disorder. *Teaching Exceptional Children*, 43(6), 28–35. <https://doi.org/10.1177/004005991104300603>
- Melnyk, B. M. (2023). *Evidence-based practice in nursing & healthcare: A guide to best practice* (Fifth edition.). Wolters Kluwer.
- Mercer, J. (2017). Examining DIR/Floortime™ as a Treatment for Children With Autism Spectrum Disorders: A Review of Research and Theory. *Research on Social Work Practice*, 27(5), 625–635. <https://doi.org/10.1177/1049731515583062>
- Miltenberger, R. G. (2016). *Behavior modification: Principles and procedures* (Sixth edition). Cengage Learning.
- Morsa, M., De Andrade, V., Alcaraz, C., De La Tribonnière, X., Rattaz, C., & Baghdadli, A. (2022). A scoping review of education and training interventions in Autism Spectrum Disorder. *Patient Education and Counseling*, 105(9), 2850–2859. <https://doi.org/10.1016/j.pec.2022.05.012>
- Mughal, S., Faizy, R. M., Saadabadi, A., & Doerr, C. (2024). Autism Spectrum Disorder (Nursing). In *StatPearls*. StatPearls Publishing. <http://www.ncbi.nlm.nih.gov/books/NBK568713/>
- Myers, A., & Hansen, C. H. (2011). *Experimental Psychology*. Cengage Learning.
- Napitupulu, L., & Adiyanti, M. (2010). Metode Compic untuk Meningkatkan Bahasa Resptif pada Anak Autis. *JIP (Jurnal Intervensi Psikologi)*, 2(1), 5–30. <https://doi.org/10.20885/intervensipsikologi.vol2.iss1.art1>
- Newcomb, E. T., & Hagopian, L. P. (2018). Treatment of severe problem behaviour in children with autism spectrum disorder and intellectual disabilities. *International Review of Psychiatry (Abingdon, England)*, 30(1), 96–109. <https://doi.org/10.1080/09540261.2018.1435513>
- Novitawati, M., Atmodiwirjo, E. T., & Basaria, D. (2017). Efektifitas Child Centered Play Therapy Untuk Meningkatkan Kemampuan Joint Attention Pada Anak Autism Spectrum Disorder.

- Odom, S. L., Boyd, B. A., Hall, L. J., & Hume, K. (2010). Evaluation of Comprehensive Treatment Models for Individuals with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*, 40(4), 425–436. <https://doi.org/10.1007/s10803-009-0825-1>
- Odom, S. L., Brown, W. H., Frey, T., Karasu, N., Lee Smith-Canter, L., & Strain, P. S. (2003). Evidence-Based Practices for Young Children With Autism: Contributions for Single-Subject Design Research. *Focus on Autism and Other Developmental Disabilities*, 18(3), 166–175. <https://doi.org/10.1177/10883576030180030401>
- Odom, S. L., Collet-Klingenberg, L., Rogers, S. J., & Hatton, D. D. (2010). Evidence-Based Practices in Interventions for Children and Youth with Autism Spectrum Disorders. *Preventing School Failure: Alternative Education for Children and Youth*, 54(4), 275–282. <https://doi.org/10.1080/10459881003785506>
- Odom, S. L., Hall, L. J., Morin, K. L., Kraemer, B. R., Hume, K. A., McIntyre, N. S., Nowell, S. W., Steinbrenner, J. R., Tomaszewski, B., Sam, A. M., & DaWalt, L. (2021). Educational Interventions for Children and Youth with Autism: A 40-Year Perspective. *Journal of Autism and Developmental Disorders*, 51(12), 4354–4369. <https://doi.org/10.1007/s10803-021-04990-1>
- O’Keeffe, C., & McNally, S. (2023). A Systematic Review of Play-Based Interventions Targeting the Social Communication Skills of Children with Autism Spectrum Disorder in Educational Contexts. *Review Journal of Autism and Developmental Disorders*, 10(1), 51–81. <https://doi.org/10.1007/s40489-021-00286-3>
- Pacia, C., Holloway, J., Gunning, C., & Lee, H. (2022). A Systematic Review of Family-Mediated Social Communication Interventions for Young Children with Autism. *Review Journal of Autism and Developmental Disorders*, 9(2), 208–234. <https://doi.org/10.1007/s40489-021-00249-8>
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., ... Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *BMJ*, 372, n71. <https://doi.org/10.1136/bmj.n71>
- Parung, C. A. L., & Pandjaitan, L. N. (2022). Integrasi Psikoedukasi dan Flashcards untuk Melatih Komunikasi Pada Anak Autism Spectrum Disorder. *Psikostudia: Jurnal Psikologi*, 11(3), 382–382. <https://doi.org/10.30872/psikostudia.v11i3.7751>
- Patten, M. L., & Newhart, M. (2018). *Understanding research methods: An overview of the essentials* (Tenth edition). Routledge, Taylor & Francis Group.
- Pencegahan dan Pengendalian Penyakit Kemenkes. (2020). *Hari Peduli Autisme Sedunia: Pentingnya Pendampingan dan Edukasi bagi Anak Gangguan Spektrum Autisme ditengah Pandemi Covid-19 – P2P Kemenkes RI*. Ministry of Health, Republic of Indonesia. <http://p2p.kemkes.go.id/hari-peduli-autisme-sedunia-pentingnya-pendampingan-dan-edukasi-bagi-anak-gangguan-spektrum-autisme-ditengah-pandemi-covid-19/>
- Pervin, M., Ahmed, H. U., & Hagmayer, Y. (2022). Effectiveness of interventions for children and adolescents with autism spectrum disorder in high-income vs. lower middle-income countries: An overview of systematic reviews and research papers from LMIC. *Frontiers in Psychiatry*, 13, 834783. <https://doi.org/10.3389/fpsy.2022.834783>
- Peters, M. D. J., Marnie, C., Colquhoun, H., Garritty, C. M., Hempel, S., Horsley, T., Langlois, E. V., Lillie, E., O’Brien, K. K., Tunçalp, Özge, Wilson, M. G., Zarin, W., & Tricco, A. C.





- (2021). Scoping reviews: Reinforcing and advancing the methodology and application. *Systematic Reviews*, 10(1), 263. <https://doi.org/10.1186/s13643-021-01821-3>
- Peters, M. D. J., Marnie, C., Tricco, A. C., Pollock, D., Munn, Z., Alexander, L., McInerney, P., Godfrey, C. M., & Khalil, H. (2020). Updated methodological guidance for the conduct of scoping reviews. *JB I Evidence Synthesis*, 18(10), 2119. <https://doi.org/10.11124/JBIES-20-00167>
- Peters, M., Godfrey, C., McInerney, P., Munn, Z., Trico, A., & Khalil, H. (2020). Chapter 11: Scoping Reviews. In E. Aromataris & Z. Munn (Eds.), *JB I Manual for Evidence Synthesis*. JB I. <https://doi.org/10.46658/JBIMES-20-12>
- Petersson-Bloom, L., & Holmqvist, M. (2022). Strategies in supporting inclusive education for autistic students—A systematic review of qualitative research results. *Autism & Developmental Language Impairments*, 7, 23969415221123429. <https://doi.org/10.1177/23969415221123429>
- Pollock, D., Tricco, A. C., Peters, M. D. J., McInerney, P. A., Khalil, H., Godfrey, C. M., Alexander, L. A., & Munn, Z. (2022). Methodological quality, guidance, and tools in scoping reviews: A scoping review protocol. *JB I Evidence Synthesis*, 20(4), 1098. <https://doi.org/10.11124/JBIES-20-00570>
- Puspitaningtyas, A. R., & Pratiwi, V. (2018). Pendekatan Pembelajaran Anak Autis Dengan Menggunakan Metode Floor Time Di Sekolah Dasar Kec.Situbondo Kabupaten Situbondo. *JRPD (Jurnal Riset Pendidikan Dasar)*, 1(2), 78–83. <https://doi.org/10.26618/jrpd.v1i2.1564>
- Qiu, S., Lu, Y., Li, Y., Shi, J., Cui, H., Gu, Y., Li, Y., Zhong, W., Zhu, X., Liu, Y., Cheng, Y., Liu, Y., & Qiao, Y. (2020). Prevalence of autism spectrum disorder in Asia: A systematic review and meta-analysis. *Psychiatry Research*, 284, 112679. <https://doi.org/10.1016/j.psychres.2019.112679>
- Rapmauli, D. T., & Matulesy, A. (2015). Pengaruh Terapi Bermain Flashcard Untuk Meningkatkan Interaksi Sosial Pada Anak Autis di Miracle Centre Surabaya. *Persona: Jurnal Psikologi Indonesia*, 4(1). <https://doi.org/10.30996/persona.v4i1.490>
- Rayani, D., & Utami, W. Z. S. (2019). Efektifitas Pemanfaatan Media Game Dobe Flash Untuk Melatih Kemampuan Interaksi Siswa Autisme. *Jurnal Visionary: Penelitian Dan Pengembangan Dibidang Administrasi Pendidikan*. <https://e-journal.undikma.ac.id/index.php/visionary/article/view/3014/2054>
- Retnoningtyas, D. W., & Indra Dewi, N. N. A. (2020). Efektivitas Applied Behavior Analysis terhadap Kemampuan Interaksi Sosial Murid SLB dengan Gangguan Spektrum Autis di Bali. *JURNAL PSIKOLOGI MANDALA*. <https://jurnal.undhirabali.ac.id/index.php/mandala/article/downloadSuppFile/1093/878>
- Rohmah, H., & Farid, M. (2016). Pengaruh Applied Behaviour Analysis Terhadap Kemampuan Berbahasa Anak Autis | *Persona: Jurnal Psikologi Indonesia*. *Persona : Jurnal Psikologi Indonesia*, 1, 83–91.
- Rutherford, M., Baxter, J., Grayson, Z., Johnston, L., & O'Hare, A. (2020). Visual supports at home and in the community for individuals with autism spectrum disorders: A scoping review. *Autism*, 24(2), 447–469. <https://doi.org/10.1177/1362361319871756>
- Salari, N., Rasoulpoor, S., Rasoulpoor, S., Shohaimi, S., Jafarpour, S., Abdoli, N., Khaledi-Paveh, B., & Mohammadi, M. (2022). The global prevalence of autism spectrum disorder: A comprehensive systematic review and meta-analysis. *Italian Journal of Pediatrics*, 48, 112. <https://doi.org/10.1186/s13052-022-01310-w>
- Sandbank, M., Bottema-Beutel, K., Crowley, S., Cassidy, M., Dunham, K., Feldman, J. I., Crank,

- J., Albarran, S. A., Raj, S., Mahbub, P., & Woynaroski, T. G. (2020). Project AIM: Autism Intervention Meta-Analysis for Studies of Young Children. *Psychological Bulletin*, 146(1), 1–29. <https://doi.org/10.1037/bul0000215>
- Sandbank, M., Bottema-Beutel, K., LaPoint, S. C., Feldman, J. I., Barrett, D. J., Caldwell, N., Dunham, K., Crank, J., Albarran, S., & Woynaroski, T. (2023). Autism intervention meta-analysis of early childhood studies (Project AIM): Updated systematic review and secondary analysis. *BMJ*, 383, e076733. <https://doi.org/10.1136/bmj-2023-076733>
- Schaefer, C. E. (2020). *Prescriptive play therapy: Tailoring interventions for specific childhood problems* (pp. xii, 276). The Guilford Press.
- Schlosser, R. W. (2003). *The efficacy of augmentative and alternative communication*. Academic Press - Elsevier.
- Schoen, S. A., Lane, S. J., Mailloux, Z., May-Benson, T., Parham, L. D., Smith Roley, S., & Schaaf, R. C. (2019). A systematic review of ayres sensory integration intervention for children with autism. *Autism Research*, 12(1), 6–19. <https://doi.org/10.1002/aur.2046>
- Schreibman, L., Dawson, G., Stahmer, A. C., Landa, R., Rogers, S. J., McGee, G. G., Kasari, C., Ingersoll, B., Kaiser, A. P., Bruinsma, Y., McNerney, E., Wetherby, A., & Halladay, A. (2015). Naturalistic Developmental Behavioral Interventions: Empirically Validated Treatments for Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 45(8), 2411–2428. <https://doi.org/10.1007/s10803-015-2407-8>
- Scruggs, T. E., Mastropieri, M. A., & Casto, G. (1987). The Quantitative Synthesis of Single-Subject Research: Methodology and Validation. *Remedial and Special Education*, 8(2), 24–33. <https://doi.org/10.1177/074193258700800206>
- Shenoy, M. D., Indla, V., & Reddy, H. (2017). Comprehensive Management of Autism: Current Evidence. *Indian Journal of Psychological Medicine*, 39(6), 727–731. [https://doi.org/10.4103/IJPSYM.IJPSYM\\_272\\_17](https://doi.org/10.4103/IJPSYM.IJPSYM_272_17)
- Shi, B., Wu, W., Dai, M., Zeng, J., Luo, J., Cai, L., Wan, B., & Jing, J. (2021). Cognitive, Language, and Behavioral Outcomes in Children With Autism Spectrum Disorders Exposed to Early Comprehensive Treatment Models: A Meta-Analysis and Meta-Regression. *Frontiers in Psychiatry*, 12. <https://doi.org/10.3389/fpsyt.2021.691148>
- Sidik, S. A. (2018). Penggunaan Permainan Dengan Teman Sebaya Untuk Meningkatkan Kemampuan Komunikasi Anak Autis. *Unik (Jurnal Ilmiah Pendidikan Luar Biasa)*. <https://jurnal.untirta.ac.id/index.php/UNIK/article/view/5319/3809>
- Siregar, H. M., Yuliyana, R., & Khatimah, K. (2017). Effect of Approach Play With Finger Painting on Social Interaction Ability among Autism Childrens. *Inki*, 5(3), 174–181.
- Skinner, B. F. (1957). *Verbal Behavior*. Appleton Century Croft.
- Solmi, M., Song, M., Yon, D. K., Lee, S. W., Fombonne, E., Kim, M. S., Park, S., Lee, M. H., Hwang, J., Keller, R., Koyanagi, A., Jacob, L., Dragioti, E., Smith, L., Correll, C. U., Fusar-Poli, P., Croatto, G., Carvalho, A. F., Oh, J. W., ... Cortese, S. (2022). Incidence, prevalence, and global burden of autism spectrum disorder from 1990 to 2019 across 204 countries. *Molecular Psychiatry*, 27(10), 4172–4180. <https://doi.org/10.1038/s41380-022-01630-7>
- Stagnitti, K., & Pfeifer, L. I. (2017). Methodological considerations for a directive play therapy approach for children with autism and related disorders. *International Journal of Play Therapy*, 26(3), 160–171. <https://doi.org/10.1037/pla0000049>
- Sucharew, H., & Sucharew, H. (2019). Methods for Research Evidence Synthesis: The Scoping Review Approach. *Journal of Hospital Medicine*, 14(7). <https://doi.org/10.12788/jhm.3248>
- Supena, A., Nuryanti, N., & Karnadi, K. (2022). Efektifitas Son-Rise Program dalam



- Meningkatkan Keterampilan Bahasa, Sosial Komunikasi pada Anak Autis. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(4), 2753–2776. <https://doi.org/10.31004/obsesi.v6i4.964>
- Supriyanto, D. (2020). Systematic Literature Review: Intervention for Behaviour Problems of Young Children with Autistic Spectrum Disorder (ASD). *IJDS: Indonesian Journal Of Disability Studies*, 7(1), Article 1. <https://doi.org/10.21776/ub.ijds.2019.007.01.6>
- Suryati, & Rahmawati. (2016). Pengaruh Terapi Bermain Terhadap Interaksi Sosial Anak Autis Di SDLB Prof. Sri Soedewi Masjchun Sofwan, SH Jambi Tahun 2014. *Jurnal Ilmiah Universitas Batanghari Jambi*, 16(1), 142–147.
- Suryawati, I. G. A. A. (2010). Model Komunikasi Penanganan Anak Autis. *Jurnal Ilmiah Fakultas Ilmu Sosial Dan Ilmu Politik*, 1(1), 27–37.
- Sutadi, R., Anwar, A., & Miranda, C. (2022). Effectiveness of Smart Applied Behavior Analysis Intervention in Teaching Non-Verbal Autism to Speak and Read. *Journal of Psychology and Behavior Studies*, 2(1), 78–95. <https://doi.org/10.32996/jpbs.2022.2.1.8>
- Sutinah, R. I. (2017). Terapi bermain berpengaruh terhadap kemampuan interaksi sosial pada anak autis. *Riset Informasi Kesehatan*, 6(1), 41–51.
- Sutton, B. M., Webster, A. A., & Westerveld, M. F. (2019). A systematic review of school-based interventions targeting social communication behaviors for students with autism. *Autism*, 23(2), 274–286. <https://doi.org/10.1177/1362361317753564>
- Syriopoulou-Delli, C. K., & Eleni, G. (2022). Effectiveness of Different Types of Augmentative and Alternative Communication (AAC) in Improving Communication Skills and in Enhancing the Vocabulary of Children with ASD: A Review. *Review Journal of Autism and Developmental Disorders*, 9(4), 493–506. <https://doi.org/10.1007/s40489-021-00269-4>
- Talantseva, O. I., Romanova, R. S., Shurdova, E. M., Dolgorukova, T. A., Sologub, P. S., Titova, O. S., Kleeva, D. F., & Grigorenko, E. L. (2023). The global prevalence of autism spectrum disorder: A three-level meta-analysis. *Frontiers in Psychiatry*, 14, 1071181. <https://doi.org/10.3389/fpsyt.2023.1071181>
- Tanriady, S., Hartanti, & Kartika, A. (2013). Pengaruh social stories terhadap keterampilan komunikasi pragmatis anak dengan gangguan asperger. *Jurnal Psikologi*, 2(1), 1–9.
- Tedjawidjaja, D., & Hartiani, F. (2021). Efektivitas functional communication training dalam meningkatkan perilaku meminta pada anak dengan autism spectrum disorder. *Jurnal Ilmiah Psikologi Terapan*, 9(2), 211–221. <https://doi.org/10.22219/jipt.v9i2.13533>
- Thurm, A., & Swedo, S. E. (2012). The importance of autism research. *Dialogues in Clinical Neuroscience*, 14(3), 219–222.
- Tillmann, J., San José Cáceres, A., Chatham, C. H., Crawley, D., Holt, R., Oakley, B., Banaschewski, T., Baron-Cohen, S., Bölte, S., Buitelaar, J. K., Durston, S., Ham, L., Loth, E., Simonoff, E., Spooren, W., Murphy, D. G., Charman, T., & EU-AIMS LEAP group. (2019). Investigating the factors underlying adaptive functioning in autism in the EU-AIMS Longitudinal European Autism Project. *Autism Research: Official Journal of the International Society for Autism Research*, 12(4), 645–657. <https://doi.org/10.1002/aur.2081>
- Tod, D., Booth, A., & Smith, B. (2022). Critical appraisal. *International Review of Sport and Exercise Psychology*, 15(1), 52–72. <https://doi.org/10.1080/1750984X.2021.1952471>
- Vegni, N., D'Ardia, C., Di Filippo, G., & Melchiori, F. M. (2023). The impact of Lego® Therapy on cognitive skills in Autism Spectrum Disorders: A brief discussion. *AIMS Neuroscience*, 10(2), 190–199. <https://doi.org/10.3934/Neuroscience.2023016>
- Vistasari, R., & Patria, B. (2019). Program PECS (Picture Exchange Communication System) untuk Meningkatkan Kemampuan Berbicara Terstruktur pada Anak Autis. *Gadjah Mada*



- Vogel, S. W., Mullins, K. L., & Kumar, S. (2024). Art therapy for children and adolescents with autism: A systematic review. *International Journal of Art Therapy*, 1–10. <https://doi.org/10.1080/17454832.2024.2343373>
- Wahyu, H., Betrianita, B., Pramesti, M. T., & Padila, P. (2018). Pengaruh Metode Glenn Doman (Tahap 1 dan 2) terhadap Perkembangan Komunikasi Anak Autisme di Autis Center Bengkulu. *Jurnal Keperawatan Silampari*, 2(1), 169–183. <https://doi.org/10.31539/jks.v2i1.306>
- Watkins, L., Kuhn, M., Ledbetter-Cho, K., Gevarter, C., & O'Reilly, M. (2017). Evidence-Based Social Communication Interventions for Children with Autism Spectrum Disorder. *The Indian Journal of Pediatrics*, 84(1), 68–75. <https://doi.org/10.1007/s12098-015-1938-5>
- Wattanawongwan, S., Ganz, J. B., Hong, E. R., Dunn, C., Yllades, V., Pierson, L. M., Baek, E., & Foster, M. (2022). Interventions for Improving Social-Communication Skills for Adolescents and Adults with ASD: A Meta-analysis. *Review Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s40489-021-00300-8>
- WHO. (2023). *Autism*. Autism. <https://www.who.int/news-room/fact-sheets/detail/autism-spectrum-disorders>
- Widagdo, T. M., Wijaya, H., & Harjosuwarno, S. (2020). Health Behavior of Children with Autism in Indonesia. *Indian Journal of Public Health Research and Development*, 11, 288–294.
- Widiawati, S. (2014). Pengaruh Terapi Musik Terhadap Perkembangan Komunikasi Anak Autis Di Kiddy Autism Centre Kota Jambi Tahun 2011. *Jurnal Ilmiah Universitas Batanghari Jambi*, 113–116.
- Wignyosumarto, S., Mukhlas, M., & Shirataki, S. (1992). Epidemiological and clinical study of autistic children in Yogyakarta, Indonesia. *The Kobe Journal of Medical Sciences*, 38(1), 1–19.
- Williams, K. R. (2006). The Son-Rise Program® intervention for autism: Prerequisites for evaluation. *Autism*, 10(1), 86–102. <https://doi.org/10.1177/1362361306062012>
- Williams, K. R., & Wishart, J. G. (2003). The Son-Rise Program1 intervention for autism: An investigation into family experiences. *Journal of Intellectual Disability Research*, 47(4–5), 291–299. <https://doi.org/10.1046/j.1365-2788.2003.00491.x>
- Zachor, D., & Ben-Itzhak, E. (2017). Variables Affecting Outcome of Early Intervention in Autism Spectrum Disorder. *Journal of Pediatric Neurology*, 15(03), 129–133. <https://doi.org/10.1055/s-0037-1601444>
- Zangari, C., Lloyd, L., & Vicker, B. (1994). Augmentative and alternative communication: An historic perspective. *Augmentative and Alternative Communication*, 10(1), 27–59. <https://doi.org/10.1080/07434619412331276740>
- Zeidan, J., Fombonne, E., Scoriah, J., Ibrahim, A., Durkin, M. S., Saxena, S., Yusuf, A., Shih, A., & Elsabbagh, M. (2022). Global prevalence of autism: A systematic review update. *Autism Research*, 15(5), 778–790. <https://doi.org/10.1002/aur.2696>
- Zwaigenbaum, L., Bauman, M. L., Choueiri, R., Kasari, C., Carter, A., Granpeesheh, D., Mailloux, Z., Smith Roley, S., Wagner, S., Fein, D., Pierce, K., Buie, T., Davis, P. A., Newschaffer, C., Robins, D., Wetherby, A., Stone, W. L., Yirmiya, N., Estes, A., ... Natowicz, M. R. (2015). Early Intervention for Children With Autism Spectrum Disorder Under 3 Years of Age: Recommendations for Practice and Research. *Pediatrics*, 136(Suppl 1), S60–S81. <https://doi.org/10.1542/peds.2014-3667E>