UNIVERSITAS GADJAH MADA
Eksplorasi Penerapan Metode Stay-Play-Talk (SPT) dalam Mendukung Keterampilan Sosial Anak Autism Spectrum Disorder (ASD) Usia Prasekolah di Sekolah Inklusif
Amira Shafa Mufida, Diana Setiyawati, S.Psi., M.H.Sc., Ph.D., Psikolog
Universitas Gadjah Mada, 2025 | Diunduh dari http://etd.repository.ugm.ac.id/

Daftar Pustaka

Arslan, E., Durmuşoğlu-Saltali, N., & Yilmaz, H. (2011). Social skills and emotional and behavioral traits of preschool children. Social Behavior and Personality: an international journal, 39(9), 1281-1287.

Bandura, A. (2008). Observational learning. In W. Donsbach (Ed.), *The international encyclopedia of communication*. Wiley-Blackwell.

Barber, A. B., Saffo, R. W., Gilpin, A. T., Craft, L. D., & Goldstein, H. (2016). Peers as clinicians: Examining the impact of Stay Play Talk on social communication in young preschoolers with autism. *Journal of Communication Disorders*, *59*, 1-15.

Biggs, E. E., Carter, E. W., Bumble, J. L., Barnes, K., & Mazur, E. L. (2018). Enhancing peer network interventions for students with complex communication needs. *Exceptional Children*, *85*(1), 66-85.

Briet, G., Le Maner-Idrissi, G., Seveno, T., Le Marec, O., & Le Sourn-Bissaoui, S. (2023). Peer mediation in play settings for minimally verbal students with autism spectrum disorder. *Autism & Developmental Language Impairments*, *8*, 23969415231204837.

Chan J. M., Lang R., Rispoli M., O'Reilly M., Sigafoos J., Cole H. (2009). Use of peer-mediated interventions in the treatment of autism spectrum disorders: A review. Research in Autism Spectrum Disorders, 3, 876–889

c, Y. C., & Locke, J. (2016). A Systematic Review of Peer-Mediated Interventions for Children with Autism Spectrum Disorder. Research in Autism Spectrum Disorders, 27, 1-10.

Creswell, J. W., & Poth, C.N. (2018). Qualitative Inquiry and Research Design: Choosing Among Five Approaches (4th ed.). SAGE Publications.

Deganian, E. G. (2015). The Effects of Peer-led Interventions," Stay, Play, Talk", on Social Skills with Students with Autism.

Denham, S. A., Kalb, S., Way, E., Warren-Khot, H., Rhoades, B. L., & Bassett, H. H. (2013). Social and emotional information processing in preschoolers: Indicator of early school success. *Early child development and care*, *183*(5), 667-688.

Eigsti, I. M., de Marchena, A. B., Schuh, J. M., & Kelley, E. (2011). Language Acquisition in Autism Spectrum Disorders: A Developmental Review. Research in Autism Spec trum Disorders, 5, 681-91. https://doi.org/10.1016/j.rasd.2010.09.00

English, K., Goldstein, H., Kaczmarek, L., & Shafer, K. (1996). "Buddy skills" for preschoolers. *Teaching Exceptional Children*, *28*(3), 62-66.

Eksplorasi Penerapan Metode Stay-Play-Talk (SPT) dalam Mendukung Keterampilan Sosial Anak Autism
Spectrum Disorder (ASD) Usia Prasekolah di Sekolah Inklusif
Amira Shafa Mufida, Diana Setiyawati, S.Psi., M.H.Sc., Ph.D., Psikolog
Universitas Gadjah Mada, 2025 | Diunduh dari http://etd.repository.ugm.ac.id/

Fedewa, M. P., Watkins, L., Carden, K., & Grbac, G. (2025). Effects of a Teacher-Facilitated Peer-Mediated Intervention on Social Play of Preschoolers with Autism. *Journal of Autism and Developmental Disorders*, *55*(5), 1595-1614.

Fletcher-Watson, S., & McConachie, H. (2017). The search for an early intervention outcome measurement tool in autism. Focus on Autism and Other Developmental Disabilities, 32(1), 71-80.

Goldstein, H., English, K., Shafer, K., & Kaczmarek, L. (1997). Interaction among preschoolers with and without disabilities: Effects of across-the-day intervention. Journal of Speech, Language, and Hearing Research, 40(1), 33–48. https://doi.org/10.1044/jslhr.4001.33

Goldstein, H., McGinnis, J., & M. (1997). Peer-mediated instruction and interventions. The Journal of Special Education, 31(3), 275-290.

Grusec, J. E. (2019). Social Learning Theory. Reference Module in Neuroscience and Biobehavioral Psychology. doi:10.1016/b978-0-12-809324-5.23568-2

Grusec, J. E., & Lytton, H. (2018). Social development: History, theory, and research. Wiley.

Harper, C. B., Symon, J. B., & Frea, W. D. (2008). Recess is time-in: Using peers to improve social skills of children with autism. *Journal of autism and developmental disorders*, *38*(5), 815-826.

Hughett, K., Kohler, F. W., & Raschke, D. (2013). The effects of a buddy skills package on preschool children's social interactions and play. *Topics in Early Childhood Special Education*, *32*(4), 246-254.

Jones, D. E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American journal of public health*, *105*(11), 2283-2290.

Kamps, D., Thiemann-Bourque, K., Heitzman-Powell, L., Schwartz, I., Rosenberg, N., Mason, R., & Cox, S. (2015). A comprehensive peer network intervention to improve social communication of children with autism spectrum disorders: A randomized trial in kindergarten and first grade. *Journal of autism and developmental disorders*, *45*, 1809-1824.

Katz, E., & Girolametto, L. (2015). Peer-mediated intervention for pre-schoolers with ASD: Effects on responses and initiations. *International journal of speech-language pathology*, *17*(6), 565-576.

Kasari, C., & Smith, T. (2013). Interventions in schools for children with autism spectrum disorder: Methods and recommendations. Autism, 17(3), 254-267.

Keuffer, S. I. C., & de Souza, C. B. A. (2023). Peer-Mediated Intervention to Teach Social Interaction to People with Autism: A Systematic Review. Psychology, 14, 1331-1350.

Kemp, C., Stephenson, J., Cooper, M., & Hodge, K. (2019). The use of peer mediation and educator facilitation to promote turn taking in young children with autism spectrum disorder in inclusive childcare. *Infants & Young Children*, *32*(3), 151-171.

Eksplorasi Penerapan Metode Stay-Play-Talk (SPT) dalam Mendukung Keterampilan Sosial Anak Autism
Spectrum Disorder (ASD) Usia Prasekolah di Sekolah Inklusif
Amira Shafa Mufida, Diana Setiyawati, S.Psi., M.H.Sc., Ph.D., Psikolog
Universitas Gadjah Mada, 2025 | Diunduh dari http://etd.repository.ugm.ac.id/

Kim, T. (2010). Sibling-implemented intervention for improving social interaction skills of young children who have difficulties with socialization (Doctoral dissertation, University of Kansas).

Koegel, L. K., Koegel, R. L., Ashbaugh, K., & Bradshaw, J. (2014). The importance of early identification and intervention for children with or at risk for autism spectrum disorders. *International journal of speech-language pathology*, *16*(1), 50-56.

Ledford, J.R., Osborne, K., & Chazin, K.T. (2016). Stay, play, talk procedures. In Evidence based instructional practices for young children with autism and other disabilities.

Ledford, J. R. (2022). A guide to implementing Stay-Play-Talk. In E. E. Biggs & E. Carter (Eds.), The Power of Peers. TIES Center.

Ledford, J. R., & Pustejovsky, J. E. (2023). Systematic review and meta-analysis of stay-play talk interventions for improving social behaviors of young children. *Journal of Positive Behavior Interventions*, *25*(1), 65-77.

Lerman, D. C., Hawkings, L., Hilman, C., Shireman, M., & Nissen, M. A. (2015). Adults with Autism Spectrum Disorder as Behavior Technicians for Young Children with Aut ism: Outcomes of a Behavioral Skills Training Program. Journal of Applied Behavior Analysis, 48, 233-256.

Matson, J. L. (Ed.). (2017). *Handbook of social behavior and skills in children*. Springer.

Maich, K., Hall, C. L., van Rhijn, T., & Squires, K. (2018). Investigating stay, play, & talk: A peer-mediated social skills intervention for young children with autism spectrum disorder and other social challenges.

McFadden, B., Kamps, D., & Heitzman-Powell, L. (2014). Social communication effects of peer-mediated recess intervention for children with autism. *Research in autism spectrum disorders*, *8*(12), 1699-1712.

Milam, M. E. (2018). Stay-Play-Talk with Preschoolers: Programming for Generalization and Maintenance. Vanderbilt University.

Owen-DeSchryver, J. S., Carr, E. G., Cale, S. I., & Blakeley-Smith, A. (2008). Promoting social interactions between students with autism spectrum disorders and their peers in inclusive school settings. *Focus on Autism and other developmental disabilities*, *23*(1), 15 28.

Schneider, N., & Goldstein, H. (2010). Using social stories and visual schedules to improve socially appropriate behaviors in children with autism. *Journal of positive behavior interventions*, *12*(3), 149-160.

Severini K. E., Ledford J. R., Barton E. E., Osborne K. (2019). Implementing stay play-talk with children who use AAC. Topics in Early Childhood Special Education, 38, 220–233.

Suresh, S., & Sandhu, D. (2012). Social skills and well-being: The mediating role of positive relations with others. *Indian journal of positive psychology*, *3*(1), 71.

Eksplorasi Penerapan Metode Stay-Play-Talk (SPT) dalam Mendukung Keterampilan Sosial Anak Autism
Spectrum Disorder (ASD) Usia Prasekolah di Sekolah Inklusif
Amira Shafa Mufida, Diana Setiyawati, S.Psi., M.H.Sc., Ph.D., Psikolog
Universitas Gadjah Mada, 2025 | Diunduh dari http://etd.repository.ugm.ac.id/

Sugiyono. (2013) *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.

Taylor, A. L., Hemmeter, M. L., Ledford, J., Granger, K. L., Hoepfner, A. C., & Basler, S. J. (2025). An Adaptation of Stay-Play-Talk for Young Children Who Exhibit Social Withdrawal. *Journal of Positive Behavior Interventions*, *27*(3), 170-180.

Tsao L., Odom S. L. (2006). Sibling-mediated social interaction intervention for young children with autism. Topics in Early Childhood Special Education, 26, 106–123.

Venturini, S. V., & Faria, H. A. M. (2025). Peer-mediated intervention as a strategy for school inclusion: impacts on the learning and development of students with ASD. *European Journal of Special Education Research*, *10*(8).

Watkins, L., O'Reilly, M., Kuhn, M., Gevarter, C., Lancioni, G. E., Sigafoos, J., & Lang, R. (2015). A review of peer-mediated social interaction interventions for students with autism in inclusive settings. *Journal of autism and developmental disorders*, *45*, 1070 1083.

Zhang, B., Liang, S., Chen, J., Chen, L., Chen, W., Tu, S., ... & Chu, L. (2022). Effectiveness of peer-mediated intervention on social skills for children with autism spectrum disorder: a randomized controlled trial. *Translational Pediatrics*, *11*(5), 663.