

CERTIFICATE OF PRESENTER

We hereby certify that

Endang Widyorini

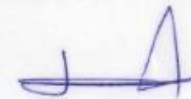
Personally took part in the congress

WORLD PSYCHOLOGICAL FORUM 2015 – CROSSROADS OF INTERDISCIPLINARITY

held in

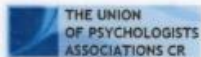
Prague 17th – 19th September 2015, Hotel Dorint Don Giovanni, Czech Republic

Date: 17.9.2015



Signature: Šárka Dobiášová

WPF 2015 Secretary General



FAKULTAS PSIKOLOGI

Jl. Pawiyatan Luhur IV/1 Bendan Duwur Semarang 50234
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LETTER OF DUTY AFFIRMATION
No: 3213/H.9.6/FP/VII/2015

To Whom It May Concern,

The undersigned, Dean of Faculty of Psychology, Soegijapranata Catholic University of Semarang, Indonesia, hereby assigns:

Name : Dr. Endang Widyorini, MS


Occupation : Full time Faculty Member of Psychology Faculty

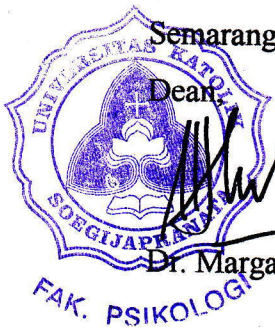
To joint World Psychology Forum (WPF) 2015 organized by the Union of Psychological Associations of the Czech Republic (UPA CR) in collaboration with the Czech-Moravian Psychological Society in Prague, Czech Republic, from 17th of September – 19 of September 2015.

This letter is issued for whatever it might deem useful to her.

Semarang, 7th July 2015

Dean,


Dr. Margaretha Sih Setija Utami, M.Kes.

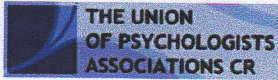


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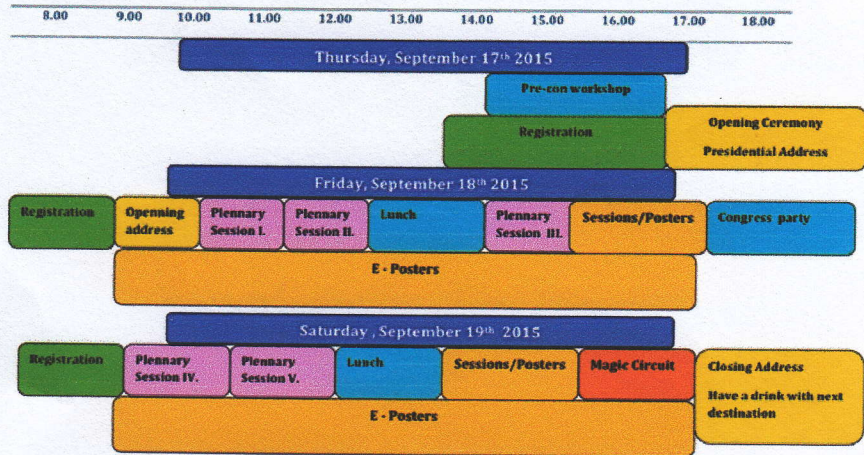


Czech-Moravian Psychological Society



FACULTY OF HUMANITIES Charles University

Preliminary program overview



REFERENCE: WPF2015ID80ILP6

Endang Widyorini

Soegijapranata Catholic University

Jl. Pawiyatan Luhur IV/ no. 1

Semarang

Indonesia

Prague, 6th April 2015

Letter of Acceptance for World Psychological Forum 2015

Dear Endang Widyorini,

It is with great pleasure that we invite you to participate in the World Psychological Forum (WPF) 2015 which will be held at the Dorint Hotel Don Giovanni, Prague, Czech Republic from 17th to 19th September 2015.

You are invited to present your E-POSTER and brief ORAL PRESENTATION in the section of Cross-Cultural Psychology:

"Teaching students with autism spectrum disorder using Fun Learning and Communication (FULRIC) method"

The WPF 2015 is organized by the Union of Psychological Associations of the Czech Republic (UPA CR), in collaboration with the Czech-Moravian Psychological Society (CMPS) and under the auspices of Ministry of Regional Development CZ (MMR CZ).

The overall theme of the Congress is "**Crossroads of Interdisciplinarity**" and this year is focused on fields of Political, Economic and Cross-Cultural Psychology. The Congress will be a platform for psychologists and related fields participants to discuss the current situation, challenges and advancements relating to the topics of the each sections.

The working language of the Congress will be English.

A practical Information, Registration form and other important information can be found at conference official website www.wpforum.eu.

Should you have further queries about the World Psychological Forum 2015, please address them to WPF 2015 Secretariat Mrs. Šárka Dobiášová at info@wpforum.eu.

Looking forward to seeing you at this important event,

Yours sincerely,



Jaroslav Šturma

President WPF 2015

Attachments:

1. Personal Data Registration form
2. Abstract form



Users | Abstracts | Registration | Order Of Payment

User detail

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Abstract form

ID	52
Title	Teaching students with autism spectrum disorder using Fun Learning and Communication (FULRIC) method
Name of The author	Endang Widyorini
Contact	Widyorini@yahoo.com
Institution	Soegijapranata Catholic University
Topic section	Cross-Cultural Psychology
Topic	-Varia-
Text of The abstract	Some students may have particular problems attending and processing classroom subject matter in an effective manner. This will certainly be true for students with particular learning disabilities and, therefore, it has been noted the importance of making appropriate accomodations and facilities, including specific teaching methods, for students with special needs. The purpose of this study is to assess the effectiveness of Fun Learning Reading and Communication (FULRIC) method on reading improvement among students with Autism Spectrum Disorder (ASD). Single case experiment design was conducted. Participants were 22 children aged 6-15 years old with ASD, specifically having a limited verbal and spoken language ability. There was a statistically significant difference on reading improvement between pre-treatment and post-treatment. Scores on reading skill raised significantly after the treatment compared to the initial condition before the treatment was given to the participants.
Key words	Keywords: students with autism spectrum disorder non verbal, reading skill, fun learning and communication (FULRIC) method
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Introduction

Neurology

Neurology plays a large role in the etiology of ASD. The areas affected include:

- The Limbic System
- The Cerebellum

As a result of this neurological involvement, the student with ASD differs from the typical child in the way that they learn. Autism is a neurological disorder that affects a child's ability to understand language, communicate, play and relate to others.



One prominent disturbance of children with autism is a disorder or obstacles in communication

With increasing age, children with autism non-verbal should be able to develop non-verbal communication to a higher level because of the need to be more complex communication

One form of communication non-verbal children with autism is to use writing

Most children with autism are visual learners, they learn more quickly through images or symbols.

Facilitate visual learning autistic children to be able to understand something, for example by looking at concrete objects, color photographs, drawings or symbols.

Using a visually is a fun way to learn.



Participants

Subjects : 22 children, 14 boys and 8 girls (aged 6-9 years, mean 7.9 years old), with autism spectrum disorder non verbal or functional spoken limited. They were students of special school in Semarang, Central of Java. The treatment group (n=11; mean age 7.7 years; 4 girls). The control group (n=11; mean age 7.10 years; 4 girls), received 2-3 months of one to one instruction in reading and writing (communicating). Before and after the intervention, participants were given criterion-referenced testes to assess their reading and communicating skills.

Discussions

Teaching autistic children reading skills can be an overwhelming task. Some of these children will never read, but many children with autism can learn to some extent and can become excellent readers. Learning to read should be fun for any child, but when it comes to autistic children, you have to reach them on their level, so make sure you chose a method that meets their needs.

Methods

Fun learning for reading and communication method

There are three major components that have been found to be important for these learners Autistic:

1 Most students with autism are visual learners and must have their material is presented to them visually.

2 Students with autism do better with simple directions, concise and minimal or instructions for completing tasks or implement skills.

3 Many students with autism do well with phonics instruction presented visually based and simple

4 Teacher-oriented approach

FULRIC method based on

1 A multi-sensory stimulation, wich means it is a multi-sensory method that teaches to all learning style including verbal, visual and kinesthetic

2 Four components in reading. They are: a) phonemic awareness, b) phonics, c) fluency, d) comprehension

In the experimental group learned to read individually, whereas some subjects in the control group study in small groups (consisting of 2-3 students). In the control group they learned without systematically, the control group learning with conventional ways, are not systematically and not using multisensory, so students who participant in the experiment group showed

so students who participant in the experiment group showed a greater improvement in Reading skill

Objectives

To assess the feasibility and effectiveness of a model (FULRIC) designed to teach reading, and communicating for students with autism non verbal.

1. Children are introduced to the letter.

There are 5 group of letters by phonic or articulation, among others:

- group 1 (a, i, u, e, o)
- group 2 (m, n, b, p, l)
- group 3 (d, n, t, k, s, r, h)
- group 4 (c, y, z, v)
- group 5 (ng, ny, ai, au, au)

Looking for a certain letter sounds in words. For example, search for the word "a" on an apple. Children ask to find letter "a" in front, in the middle, and at the back. Looking for the sound of the object. Children were asked to hold the object that is the letter "a" her. Fingering letters. This is the process of preparing to write Children are taught fingering the direction instructions to look for the letters in the text. Children were asked to look for the letters in the text in a card.

2. Syllables

Once children know the sound of the consonant vowel sound, associated with children who have been controlled, for example, "m" and "a" to "ma", "b" and "u" to "bu"

3. Words

The word consists of consonant-vocal-consonant-vocal (CVCV) as much as 10 cards. Example: mata, roti, buku. The objective this step, Child recognize words and spelling and pronunciation

4. Words of construction

Children are asked to draw such words or construction a word ROTI is RO-TI and MATA is MA-TA

5. Stringing letters

Children were asked to draw up or stringing letters that there be one word corresponding to the picture on the card, consonant-consonant-verbal-verbal (CVCV) For example: e-a-r-a-k-k-m-b into "mata"

Sentence Reading

Furthermore, children are taught to read some words that make a sentence

For example: namaku buku; saya suka roti Once connected, children are invited to form words, such as "mata".

In the experimental group learned to read individually, whereas some subjects in the control group study in small groups (consisting of 2-3 students)

In the control group they learned without systematically, the control group learning with conventional ways, are not systematically and not using multisensory, phonem approach, and fun strategy

FULRIC using multisensory in the Fun Learning

Kinesthetic Activities
Identification with lego letters; Letters play-hide object; Sandpaper letters, manipulating words with magnetic letters, or Physically matching or sorting words/pictures, Modeling materials such as clay and sculpting materials

Auditory Activities
Music, song, instruments, speaking, rhymes, chants and language games

Visual Activities
Text and/or pictures on paper, posters, models, projection screens, computers or flash cards
Use of color for highlighting, organizing information or imagery
Graphic organizers, outlining passages
Student created art, images, text, pictures and video

Results

Twenty two experiment participants and twenty two control participants completed the study. Both groups showed greater improvement on the skills in which they had been trained, compared to the other group: Hotelling's Trace=0.56, F=4.43, P=0.027 (one-tailed), $\eta^2_p = 0.30$. On the experiment group showed significant improvement: paired t(4) =2.40, P=0.037 (one-tailed), the control group did not (P>0.10).



Use a Phonemic Approach The use of phonological awareness and its relation to reading acquisition has also been recognized as a valuable teaching technique. Reading through phonics is vital in helping the autistic child acquire language. Each autistic child is different and will learn at a different pace and in a different manner. While some autistic children read phonetically, many are natural sight readers (Claiser 2007; Smith, 2007). Instruction in phonemic awareness and phonics skills expect that students will produce sounds in letters and words (Algrin-Detwill et al, 2008); some autistic children will learn reading more easily with phonics, and others will learn best by memorizing whole words.

Some children with autism will learn best if flash cards and picture books are used so that the whole words are associated with pictures.

But in Bahasa Indonesia, more easily with phonic, because letter, word, or phrase spelled in accordance with what is written, for example: MA spelled MA BUKU spelled B U K U ROTI spelled R O T I



TEACHING READING FOR STUDENTS WITH AUTISM SPECTRUM DISORDER NON VERBAL WITH FULRIC METHOD

Dr. Endang Widyorini

Psychology Faculty of Catholic University Soegijapranata

widyorini@yahoo.com

▶ some autistic children will learn reading more easily with phonics, and others will learn best by memorizing whole words.

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▶ But in Bahasa Indonesia, more easily with phonic, because letter, word, or phrase spelled in accordance with what is written,

▶ for example:

▶ MA spelled M A

▶ BUKU spelled B U K U

▶ ROTI spelled R O T I



Fun learning for reading and communication method

1. A multi-sensory stimulation, which means it is a multi-sensory method that teaches to all learning style including verbal, visual and kinesthetic
2. Four components in reading. They are: a) phonemic awareness, b) phonics, c) fluency, d) comprehension

OBJECTIVES

To assess the feasibility and effectiveness of a model (FULRIC) designed to teach reading, and communicating for students with autism non verbal.



One prominent disturbance of children with autism is a disorder or obstacles in communication



With increasing age, children with autism non-verbal should be able to develop non-verbal communication to a higher level because of the need to be more complex communication



One form of communication non-verbal children with autism is to use writing

- ▶ Most children with autism are visual learners, they learn more quickly through images or symbols
- ▶ Facilitate visual learning autistic children to be able to understand something, for example by looking at concrete objects, color photographs, drawings or symbols
- ▶ Using a visually is a fun way to learn

Twenty two experiment .participants and twenty two control participants completed the study. Both groups showed greater improvement on the skills in which they had been trained, compared to the other group: Hotelling's Trace=0.56, $F=4.43$, $P=0.027$ (one-tailed), $\eta^2=0.30$. On the experiment group showed significant improvement: paired $t(4)=2.40$, $P=0.037$ (one-tailed); the control group did not ($P>0.10$).

TEACHING READING FOR STUDENTS WITH AUTISM SPECTRUM DISORDER NON
VERBAL USING FUN LEARNING FOR READING AND COMMUNICATION (FULRIC)
METHOD

Dr. Endang Widyorini

Soegijapranata Catholic University Indonesia

Some students may have problems attending and processing classroom participation matter in an effective manner. This will certainly be true for students with particular learning disabilities and, therefore, it has been noted the importance of making appropriate accommodations and facilities, including specific teaching methods, for students with special needs. The purpose of this study is to assess the effectiveness of Fun Learning Reading and Communication (FULRIC) method on reading improvement among students with Autism Spectrum Disorder (ASD). Single case experiment design was conducted. Participants were 22 children aged 6-15 years old with ASD, specifically having a limited verbal and spoken language ability. There was a statistically significant difference on reading improvement between pre-treatment and post-treatment. Scores on reading skill raised significantly after the treatment compared to the initial condition before the treatment was given to the participants.

Keywords: students with autism spectrum disorder non verbal, reading skill, fun learning and communication (FULRIC) method

Every child has the right to obtain education and teaching in accordance with the intelligence levels and characteristics of children nor with children who have a uniqueness or particularity like children with autism. Children with specificity and uniqueness require educational services in accordance with the characteristics and needs of each. Educational services include instructional models and strategies are appropriate and effective for children with special needs, in this case children with autism spectrum disorder.

Children with autism who have different characteristics, sometimes they make teachers and educators have difficulty in teaching process. By using the guide, model and learning strategies appropriate to the needs and characteristics of children with autism will greatly assist teachers in teaching.

Primary education for children is an activity that aims to develop and improve the basic skills possessed child. One of the basic abilities of children is the ability to read and write. Reading and writing are two interrelated language skills. When learning to write, someone will read it. Ability in reading and writing is a vital skill in social life. Reading and writing skills were owned subsidiary will provide opportunities for children to not depend on others. It is this which is the main goal of education for children with autism to be able to be independent and not rely on others later. With the ability to read and write, children with autism will have the opportunity to gain information and knowledge and be able to express or express their wishes and opinions.

Primary education for children is an activity that aims to develop and improve the basic skills possessed child. One of the basic abilities of children is the ability to read and write. Reading and writing are two interrelated language skills. When learning to write, someone will read it. Ability in reading and writing is a vital skill in social life. Reading and writing skills will provide opportunities for children to not depend on others. It is this which is the main goal of education for children with autism to be able to be independent and not rely on others later. With the ability to read and write, children with autism will have the opportunity to gain information and knowledge and be able to express or express their wishes and opinions. It is the main goal of education for children with autism to be able to be independent and not rely on others later. With the ability to read and write, children with autism will have the opportunity to gain information and knowledge and be able to express or express their desires and opinions.

In general, children with autism have pervasif. Gangguan complex developmental disorder called pervasive developmental disorders (pervasive developmental disorders / PDD) is a neurological disorder emerged since childhood involving several areas including the development of physical, behavioral, cognitive, social, and language, this disorder occurs in all aspects of life, such as communication, social interaction, sensory disturbances, patterns of play, typical behaviors, and emotions (Riyanti, 2002, Peeters, 2004; Hidayat, 2006; Sunardi dan Sunaryo, 2006).

One prominent disturbances of children with autism is a disorder or obstacles in communication. Feature seen is delay in language development or not at all able to communicate verbally. Looks like a deaf child, it is difficult to talk, or never talk. Sometimes the words used are not appropriate means. Meaningless babble over and over with a language that can not be understood by others. Talk is not used for communicating tool

Glad mimic or imitate (echolalia). When liked to imitate, can memorized the correct words or singing but do not understand its meaning.

In the non-verbal children with autism found the cause of the temporalis lateralis (hearing and speech center), the cerebellum and the caudate nucleus area (Panggabean, 2003). Damage to some part of the brain causing autistic children do not speak or "mute", no turn play the sound or "turn-taking", babble or "babbling". More children mumbling or simply out some sounds.

With increasing age, non-verbal children with autism should be able to develop non-verbal communication to a higher level because of the need to be more complex communication. One form of communication non-verbal children with autism is to use writing (Stokes, 2007)

.The use of words and sentences to communicate, the child write a word or a sentence to express a desire or needs. Stokes said that it is important to communicate in non-verbal children with autism is the delivery of messages is done through forms of communication above, non-verbal autistic children communicate by using some form of the above in accordance with the needs and kemampuan. Oleh can therefore be concluded that writing can be one communication non-verbal autistic children to express desires or needs.

One of the capabilities that can be used in communication is the ability to read and write. Therefore taught to read and write were able to help autistic children develop non-verbal communication skills, especially in receptive language skills. Teach reading and writing in children with autism is not easy especially on non-verbal children with autism who do not or very minimal language skills. It takes teaching methods and techniques appropriate to the learning of reading and writing can be effective. Besides the motor development of children with autistic disorder also have obstacles that require precise technique also in teaching writing. Methods or techniques to teach reading and writing in children with autism should be based modalities of owned autistic children.

Most children with autism are visual learners, Autistic children learn more quickly through images or symbols. Autistic children easily understand and remember things visually seen and touched (visual learners or visual thinking), because the use of tools by using visual strategies (visual aids) can be used in teaching communication skills. This agrees with Gemah (2004) says that many children with autism get better results when using visual learning. Facilitate visual learning autistic children to be able to concentrate and understand something, for example by looking at concrete objects, color photographs, drawings or symbols.

Children with autism require appropriate learning strategies to develop the ability to read and write, they might have a visual learning style, but learning to read and write non-verbal children with autism using a fixed involve some are kinesthetic and auditory modalities of in the implementation of learning. Therefore, to teach reading and writing require multiple modalities are visual, auditory, and kinesthetic.

Problem behavior of children with autism who often arise during the process of learning and teaching is excessive behaviors and deficits. Excessive behavior include tantrums, self-stimulation (hand-flapping, rocking, lining, spinning), self-abuse, or aggression. While the deficit behaviors include Talk (little voice, slurred, ecolali), emotional problems do not fit (scream or laugh at the slightest provocation, just stunned when dikelitiki). This behavior will interfere with the learning process that need to be considered in the strategy of learning in children with autism, so that teachers or teachers have guidelines and procedures or techniques in dealing with the behavior of children with autism is that the learning process runs smoothly and effectively. Besides these behaviors can be used as in formulating approaches, methods and techniques of teaching reading and writing to children with autism so that learning strategies are made appropriately and effectively. Learning to read and communicate strategies include approaches, methods, procedures and communication of learning to read. In this case used is a teacher-oriented approach. In this case the teacher who took a leading role in the learning process. Children with autism especially non-verbal children with autism have not been able to express ideas, opinions or desires, so that teachers play an active role in providing the materials, the stimulus and gives directions during the learning process. Teachers also be a figure or prompt aid. Prompt given to children with autism in order to stimulate the child to perform or speak in accordance with the instructions or the desired goal.

The purpose of the study

The activities of model of Learning for reading and communicating for non- verbal autistic children are creating models and learning strategies appropriate to them in helping the ability to read and communicate.

The benefit of this study

- 1) Children with autism non-verbal learning model can gain readand write appropriate and in accordance with their characteristics.
- 2) Model of Learning for reading and communication for non-verbal autistic children can be

used by teachers and educators as references and guides in teaching reading and writing skills in children with autism are non-verbal.

3) For parents of development models and strategies for learning to read and communicate for non-verbal children with autism can assist parents in teaching child to read and write are also useful in developing communication skills

METHOD

Participants

Participants of this study were 22 children, 14 boys and 8 girls (aged 6-9 years, mean 7,9 years old). with autism spectrum disorder nonverbal or functional spoken limited; They were students of special school in Semarang, Central Java. The treatment group (n=11; mean age 7,7 years; 4 girls). The control group (n=11; mean age 7,10 years, 4 girls). received 2-3 months of one to one instruction in reading and writing (communicating). Before and after the intervention, participants were given criterion-referenced tests to assess their reading and communicating skills.

Procedure :

We developed a Fun Learning for Reading and Communication Method or FULRIC

There are three major components that have been found to be important for these learners Autistic:

1. Most students with autism are visual learners and must have their material is presented to them visually.
2. Students with autism do better with simple directions, concise and minimal or instructions for completing tasks or implementing skills.
3. Many students with autism do well with phonics instruction presented visually based and simple

FULRIC method based on a multi-sensory stimulation, which means it is a multi-sensory method that teaches to all learning style including verbal, visual and kinesthetic. This method is given with reading strategies taught individually, explicitly, sequentially, directly clear that starts from simple concepts and gradually move to a more complex concept. The National Reading Panel (NRP) (National Institute of Child Health and Human Development, 2000) identified four components in reading. They are: a) phonemic awareness, b) phonics, c) fluency, d) comprehension. FULRIC teaches students develop phonemic awareness and phonics skills taught in the way their brains learn. Fulric Method based on; a. A Multi-sensory stimulation, which means it is a multi-sensory method

that teachers to all learning style verbal, visual, and kinesthetic; b. four component in reading, they are phonemic awareness; phonic; fluency; comprehension. Study in the small group (consisting of 2-3 students), in the control group they learn without systematically, they learn with conventional ways, are not systematically and not using multisensory.

Procedure of FULRIC method:

I. Children are introduced to ring the letter.

There are 5 groups of letters by phonic or articulation, among others;

group 1 (a, i, u, e, o)

group 2 (m, s, b, p, l),

group 3 (d, n, t, w, s, r, h),

kelompok 4 (c, j, y, z, v) and

Group 5 (ng, ny, ai, au, ao).

~ Looking for a certain letter sounds in words. For example, search for the word "a" on an apple. We ask to children letter "a" in front, in the middle, and at the back.

~ Looking for the sound of the object. Children were asked to hold the object that is the letter "a" here.

~ Fingering letters. This is the process of preparing to write. Children are taught fingering the direction instructions.

~ Looking for letters in the text. Children were asked to look for the letters in the text in a card.

II. Syllables

Once children know the sound of the consonant vowel sound associated with children who have been controlled, for example, "m" and "a" to "ma"; "b" and "u" to "bu"

III. Words

The word consists of consonant-vocal-consonant-vocal (CVCV) as much as 10 cards. Example: mata, roti, buku. The objective this step: Child recognize words and spelling and pronunciation.

IV. Words of construction

Children are asked to draw up such words or mekontruksi word ROTI is RO-TI and MATA is MA-TA

V. Stringing letters

Children were asked to draw up or stringing letters that there be one word corresponding to the picture on the card, consonant-consonant-verbal-verbal (CVCV)

For example: e-a-r-a-t-k-m-b into "mata"

VI. Sentence Reading

Furthermore, children are taught to read some words that make a sentence

For example: namaku budi; saya suka roti

Once connected, children are invited to form words, such as "mama".

parents in teaching children to read and write are also useful in developing communication skills.

RESULTS

Twenty-two experiment participants and twenty two control participants completed the study. Both groups showed greater improvement on the skills in which they had been trained, compared to the other group: Hotelling's $T^2 = 0.56$, $F = 4.43$, $P = 0.027$ (one-tailed). At the pretest stage, just like other abilities, it appears that participant 4 still does not have the ability to identify words at all. Participant 4 couldn't do it at all when asked to pick up the syllable cards mentioned by the therapist. After being given treatment in the form of the fulric method, it seems that participants experienced progress, especially in identifying words that were familiar and frequently heard by participants, including ball, book, table, and so on. Participants are very interested in seeing the pictures, because participants are also very easy to direct, so when participants ask for pictures, the therapist will also give the words, and ask participants to remember and paste the words on the board. Some pictures that he likes and recognizes become easier for him to remember.

DISCUSSION

The application of the FULRIC method has been proven to be able to improve children's reading abilities. Fulric lessons are accepted to varying degrees by each child. Implementation of the development of reading and writing learning models and strategies for non-verbal autistic children using the FULRIC learning method. The school concerned received a new teaching method, which is more innovative and varied than the teaching methods usually used. The teachers concerned receive training that is able to improve their teaching skills with teaching methods that are more innovative, varied and fun for students.

The students concerned receive teaching methods that have been adapted to their basic abilities, and developed according to their abilities.

This research was conducted on the purpose to identify whether there is significantly different of the reading skill of the students before and after being taught by using Fulric method. Use a Phonetic Approach The use of phonological awareness and its relation to reading acquisition has also been recognized as a valuable teaching technique. Reading through phonics is vital in helping the autistic child acquire language. Each autistic child is different and will learn at a different pace and in a different manner. While some autistic children read phonetically, many are natural sight readers (Glaser 2007; Smith, 2007). Instruction in phonemic awareness and phonics skills expect that students will produce sounds in letters and words (Ahlgren-Dezell et al, 2006).

Based on the result, the conclusion could be stated that the use of method is more effective in improving students' reading comprehension compared to the conventional method. It could be seen from the computation on the previous chapter which showed that the t-value is higher than t-table. It means that the students' reading skill on the experimental group is better than the control group which shows the effectiveness of the treatments are given to the experimental group compared to the treatments are given to the control group.

Some supportive factors for this activity are:

1. Availability of excellent tools, which are in accordance with the design of the activity plan
2. The enthusiasm of the teachers concerned in implementing new learning methods, which have never been available before

Obstacle factor

1. The ability of teachers to provide learning methods that are not the same as each other, so that in the process of implementation they produce output that is different from one another.
2. The variety of students (non-verbal autistic children) that are handled results in the application of reading methods

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