

CERTIFICATE OF PRESENTER

We hereby certify that

Endang Widyorini

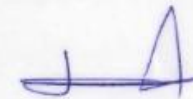
Personally took part in the congress

WORLD PSYCHOLOGICAL FORUM 2015 – CROSSROADS OF INTERDISCIPLINARITY

held in

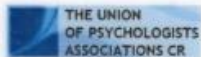
Prague 17th – 19th September 2015, Hotel Dorint Don Giovanni, Czech Republic

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.

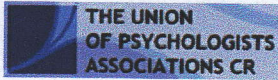


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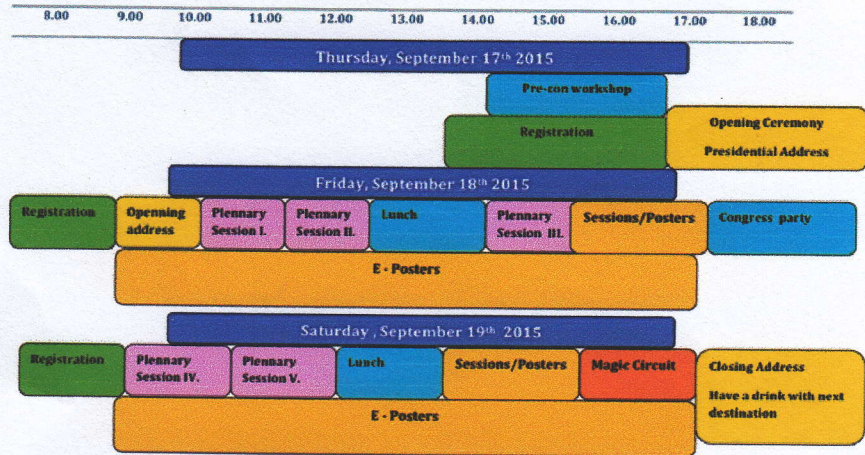


Czech-Moravian Psychological Society



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

ID	80
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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 each 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".

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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

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▶ for example:

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▶ BUKU spelled B U K U

▶ ROTI spelled R O T I



Fun learning for reading and communication method

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