

Use of Principle of Developmental, Individual Differences, Relationship-based (DIR/Floortime) Applied to Improve Joint Attention Skill in Children with Intellectual Disability

MabrukaAzzahra
Dr. Soemiarti Patmonodewo
Naomi Soetikno, M.Pd.,M.Psi
Universitas Tarumanagara

Abstract

Abstract Contents

The objective of this research is to study efectivity the principle of developmental, individual differences, relationship-based (DIR/Floortime) applied to improve joint attention skill in children with intellectual disability. Joint attention is defined as the ability to coordinate one owns attention between an object and another person to indicate a need or to share interest. Mundy et al. (2007) distinguish two forms of joint attention: responding joint attention (RJA) and initiating joint attention (IJA). Intellectual disability is disability characterized by significant limitations both in intellectual functioning and adaptivebehavior, which covers many everyday social and practical skills, this disability originates before the age of 18. Children with intellectual disability show delayed or deficient in joint attention compared with typically developing children. In thisstudy,the principle of developmental, individual differences, relationship-based (DIR/Floortime) applied to improve joint attention skill. This study usesingle-case design and was conducted on 4 years girl with intellectual disability. Result indicated that child's joint attention skillwas improved. Before the intervention program was started, participant only performed responding joint attention. But, post assessment indicated than participant can performed responding and initiating joint attention.

Keywords : joint attention, intellectual disability, developmental – individual differences – relationship based (DIR/Floortime).