

Implementation of Forward Chaining in Providing Menstrual Care Training for Adolescent Female with Intellectual Disability

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Abstract

This study was undertaken to find whether the forward chaining technique is able to assist in providing care menstrual training for adolescent females with intellectual disability. This study employed a pretest-posttest design with N = 1;

wherein the author uses a subject to be given the treatment in this study. It was conducted in Jakarta and the subject is female adolescents with moderate category of intellectual disability who has not yet been able to perform her menstrual care independently. In this study, the task analysis utilized was designed by the author; and it is called task analysis of changing pads.

Furthermore, It refers to two previous studies, i.e. the study of Richman, Reiss, Bauman, and Bailey (1984) in his study entitled Teaching Menstrual Care to Mentally Retarded Women: Acquisition, Generalization, and Maintenance; and related latest research from Ersoy, Tekin- Iftar, and Kircaali-Iftar (2009), entitled

Effects of Antecedent Prompt and Test Procedure on Teaching Simulated Menstrual Care Skills to Females with Developmental Disabilities. The intervention period went for 6 days, starting from the first menstruation day of the

study subject. The result showed that the forward chaining is able to assist in training menstrual care skill for adolescent female with intellectual disability. Moreover, it can be seen by comparing the difference from its pre-test and post-test; in which A has increased for approximately 30% in the menstrual care behavior.

Keywords: *Forward chaining, Intellectual Disability (ID), menstrual care.*