

The Effectiveness of Multisensory to Enhance Attention in Early Reading of a Child with Mild Intellectual Disability in Public School

Heni Mularsih, S.Psi.

Prof, Dr. Samsunuwiyati Mar'at (Pembimbing I)

Sri Tiatri, Ph.D., Psi.(Pembimbing II)

Program Studi Magister Psikologi, Universitas Tarumanagara, Jakarta

Abstract

Various studies have shown that the application of multisensory method is effective to enhance attention. However based on the author's knowledge, application of multisensory method for improving attention in early reading for of mild intellectual disability children has not been conducted. This study aims at testing the effectiveness of multisensory method for improving attention in in early reading activities, especially for children with mild intellectual disability in public schools. The participant is a boy with mild intellectual disability, aged 11 years and 3 months with an IQ of 59 based on the Wechsler scale. This boy has difficulties with learning attention in addition he has a limited ability to read particularly several letters and syllables. This is an experimental method research with a single subject research which uses ABA design. Interventions are carried out in 3 weeks or 15 sessions, which consist of 5 sessions for baseline phase 1 (A-1), 5 sessions for intervention phase (B), and 5 sessions for baseline phase 2 (A-2). The mulisensory procedures in this early reading intervention comprises of two stages introducing and blending (Lovitt, 1990). Media used to read in a multisensory method is letters card, syllable cards and words cards which are made of rough carpet pieces. The Attention is measured by recording the duration required for the participant to focus on reading material over a span of 600 seconds, using the observation sheets media conducted by observers. The result of the research shows that multisensory is proven to be effective to enhance attention in aerly reading activities of children with a mild intellectual disability in public schools. Multisensory method can be applied in learning process for subjects with similar characteristics to the subject in this research.

Key words : multisensory method, attention, early reading, intellectual disability.