

ABSTRAK

Kajian ini dibuat untuk mengenal pasti kebolehan berkomunikasi sepuluh orang kanak-kanak autisme yang sedang mengikuti program ABA (Applied Behaviour Analysis) dari Pusat Pendidikan Autisme NASOM, Klang. Kajian ini juga dibuat untuk menunjuk bahawa kanak-kanak autisma dapat menggunakan kemahiran komunikasi yang dipelajari dalam aktiviti harian. Tahap kemahiran komunikasi kanak-kanak ini diuji sebelum dan selepas mengendalikan program ABA dengan menggunakan Borang 'Behavioural Language Assessment', temuduga dengan guru mereka dan pemerhatian oleh pengkaji. Selepas menganalisa data, didapati bahawa beberapa kemahiran komunikasi seperti 'Request, Motor Imitation, Matching to Sample, Receptive, Letters and Numbers, Greeting' lebih mudah diperolehi daripada kemahiran seperti 'Vocal Play, Vocal Imitation, Receptive by Functions, Features and Class, Conversational Skills, Social Interaction, Gestures. Beberapa orang daripada kanak-kanak ini dapat berkomunikasi dalam aktiviti-aktiviti yang dijalankan di dalam dan di luar bilik darjah. Kanak-kanak yang memulakan program ini semasa umur mereka lebih muda dan mereka yang mendapat bimbingan di rumah dapat berkomunikasi dengan lebih baik. Guru-guru dan kanak-kanak autisme menghadapi beberapa masalah semasa proses pengajaran dan pembelajaran. Antara yang paling penting adalah kerjasama daripada ibubapa dalam hal bimbingan di rumah. Kekurangan guru yang terlatih dan pendedahan terhadap perkembangan terkini dalam pengajaran kanak-kanak autisme juga menjadi masalah. Beberapa langkah untuk mengatasi masalah-masalah ini telah juga dikenalpasti.

ABSTRACT

The aim of this research was to diagnose the communication ability of a group of ten children with autism who were undergoing the Applied Behaviour Analysis programme at a NASOM Autistic Educational Centre in Klang. The research also set out to show that these children were able to use in their daily life the skills that they have learnt in the programme. The ability of these children to communicate before and after the intervention was noted by using a Behavioural Language Assessment Form, through interviews with teachers and in the observations of the researcher. It was found that some communication skills such as Requests, Motor Imitation, Matching to Sample, Receptive, Letters and Numbers and Greeting are acquired faster than other skills such as Vocal Play, Vocal Imitation, Receptive by Functions, Features and Class, Conversational Skills. Social Interaction and Gestures. A few students are also found to be able to communicate inside and outside the classroom. Students who received extra guidance at home performed better than those who did not get any help from their parents. It was also found that exposure to the intervention programme at a younger age produced better results. The teachers and students encountered various problems during the teaching and learning process. Among the problems are: lack of cooperation from parents where extra guidance was concerned; lack of qualified teachers and teacher-aids; and lack of exposure to the latest developments in educating children with autism. Recommendations to improve teaching strategies have been suggested to enhance communication skills among children with autism.