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Development of a Family-Based Early Intervention Program to Develop Sign Language Skills in Deaf Children

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ABSTRACT

Family-based early intervention needs to be provided for children who experience obstacles, this aims to ensure that the obstacles experienced by children can be overcome from an early age. The obstacles that are overcome from now on will have a positive impact in the future development. This research aims to develop a family-based intervention program to develop sign language skills for deaf children. The research method used in this research is the descriptive qualitative method. The subject in this study was a 5-year-old deaf child and the child's parents. The results of this research are an intervention program based on family resources to develop deaf children's sign language skills as a modality for children to communicate with the community and a modality in educational settings in elementary schools. It is hoped that this research can help deaf children, parents, and teachers to develop sign language skills in deaf children.

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1. INTRODUCTION

For parents, having a child is a gift. Although all parents want the best for their children in every regard, not every child has the ideal developmental stage. Certain children are born with obstacles that they must overcome from the start or are the result of developmental delays. Children who encounter several obstacles are one example (Rizqita et al., 2024). A deaf student is someone who has hearing loss caused by the malfunction of some or all the hearing organs so that they cannot receive stimuli through their hearing senses (Rizqita & Susetyo, 2023). Hearing impairments experienced by deaf children have an impact on language as a communication modality. Since we are social creatures, communication is essential to existence (Septiani, 2021). Through the delivery, the needs will go well if there are no obstacles in communicating (Rizqita, 2022).

The obstacles experienced by deaf children in communicating verbally can be overcome by using sign language. Sign language for the deaf, or "sign language" for the deaf, is a visual communication system used by people who cannot hear or speak. This language uses hand, body, and facial movements to communicate ideas, information, and emotions. There are two ways that sign language is used in Indonesia itself: the first is the Language System Indonesian Signs (SIBI), which is standardized and derived from American Sign Language (ASL) with additional start and terminal affixes, and the primary or mother language tongue used on a daily basis by the deaf and speech impaired is Indonesian Sign Language (BISINDO) (Kemendikbud, 2020 & Susanti., et al. 2021).

Family-based early intervention is very important to detect and address problems early, to reduce negative impacts and promote better outcomes. For deaf children, this intervention, based on family resources, can be implemented to develop sign language skills as the main modality in socializing and as a modality at the next level of education. In this research, the sign language used is SIBI with finger alphabet coverage as an initial stage for young deaf children who do not know sign language at all.

Currently, there are many studies that discuss family-resourced early intervention programs, including Development of Traluli Program of Family-Resourced Early Intervention for Multiple Disability and Visual Impairment (MDVI) Children with Fine Motor Impairment in Inclusive School (Rizqita, et al., 2024), Development of a Family-Based Early Intervention Program to Improve Consonant Letter Articulation Skills in Children with Articulation Barriers (Bela, et al., 2024), Early childhood intervention for children with autism (Ismet, 2019), Increasing knowledge of early intervention in language and speech for children with special needs with an accommodative service model (Edyyul, Sari, & Imanniyah, 2021), and Parental involvement in the intervention of children with special needs (Tantiani, 2020). However, until now there has been no research on family-sourced early intervention programs for those with delayed fine motor development in inclusive schools.

For kids who encounter difficulties, family-based early intervention is necessary to make sure that the challenges they face can be surmounted from a young age. Overcoming challenges going forward will benefit advances in the future. The purpose of this project is to create a family-based intervention program to help deaf youngsters learn sign language. The qualitative descriptive approach was the research methodology employed in this study. A five-year-old deaf youngster and his parents served as the study's subjects. The study's output is a family-based intervention program for deaf children that aims to improve their sign language proficiency so they can interact with the community and receive instruction in primary schools. It is believed that this research would assist parents, instructors, and deaf youngsters in helping them learn sign language.

2. METHODS

This study used descriptive qualitative method. Qualitative descriptive methods were used to reveal the data. In this research, research techniques using literature studies, interviews, observation, and documentation were used. This research focuses on deaf children aged 5 years and their parents. The place for this research is one of the SLBNs in Bandung City. **Figure 1.** shows the natural flow of this research which starts from the school licensing stage, identification, assessment, and development of an early intervention program with family resources.

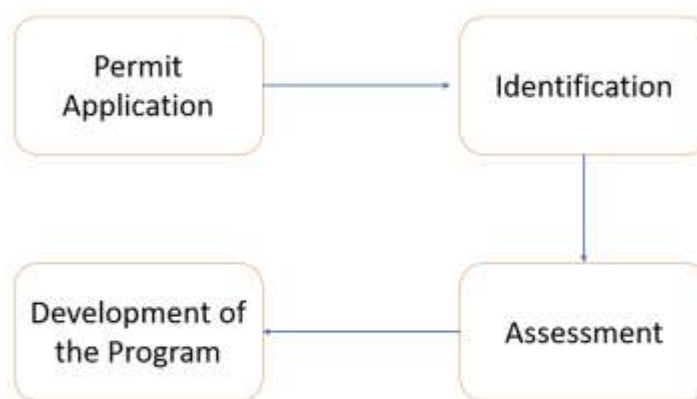


Figure 1. Research Flow

3. RESULTS AND DISCUSSION

3.1. Subject Demographic

The subject in this study was a 5-year-old deaf child and the child's parents. A deaf student is someone who has hearing loss caused by the malfunction of some or all the hearing organs so that they cannot receive stimuli through their hearing senses (Rizqita & Susetyo, 2023). The child's parents are also involved in developing this program as individuals who are closest to the child and have more interaction time with the child than the teacher.

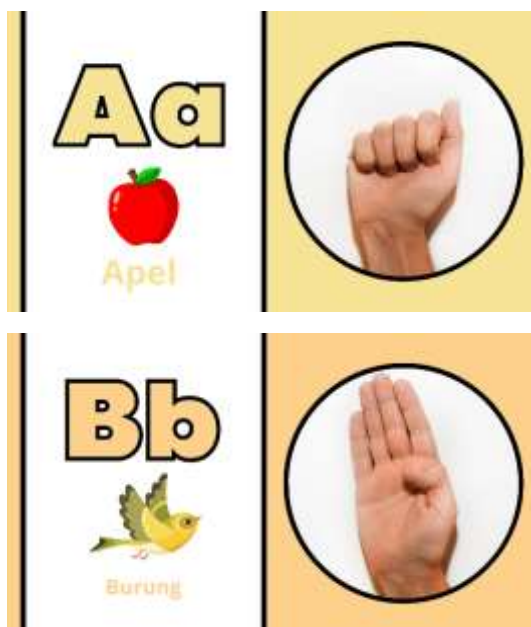
3.2. Development Early Intervention Program

The development of the program in this research involved children and parents in its implementation. **Table 1.** This program aims to develop children's skills in understanding SIBI which focuses on the content of finger alphabet signs. The selection of finger alphabet sign content is based on the child's needs. The content of finger gestures was chosen as a basis for children being able to communicate and as a preparation for entering elementary school. **Figure 2.** The development of this program uses flashcard media which contains finger alphabet signs, object names, and pictures of objects.

Table 1. Early Intervention Program

Aspect	Program	Goals	Activities	Methods
Sign Language	SIBI Alphabetic sign language	Parents have the skill to trains children SIBI Alphabetic sign language	<ol style="list-style-type: none"> 1. Conversations take place in a setting that is encouraging. 2. Based on the assessment's findings, parents have described their child's abilities and requirements. 3. Parents receive instruction and explanations on the phases involved in teaching their children to sign alphabetically. With specifics: <ol style="list-style-type: none"> a. Playing with their parents helps youngsters learn in a fun environment, which is how parents raise their kids. b. Parents can use SIBI alphabetic sign language flashcards as play stimuli for their kids. While the child is playing, stimulation can be provided by a card. c. Children are taught how to use flashcards that depict finger shapes in sign language by their parents. d. Parents can reinforce their instructions to their children by doing so if they are still incorrect. e. Parents clap their hands and give their kids high fives to show them how much they appreciate them. 4. How to evaluate their children's tracing findings is presented to parents. 	Drill Method

Figure 2. Sign Language Flashcard



4. CONCLUSION

Family-based early intervention is required for children who struggle to ensure that they can overcome their obstacles from an early age. Overcoming obstacles in the future will help advancements. This research aims to develop a family-based intervention program to assist children who are deaf in learning sign language. In this study, the qualitative descriptive approach was used as the research methodology. The subjects of the study were the parents and a five-year-old deaf child. The study's product is a family-based intervention program designed to help deaf kids become more proficient in sign language so they can communicate with others and learn in elementary schools. It is anticipated that this research will help deaf children acquire sign language with the support of their parents, teachers, and peers.

5. ACKNOWLEDGMENT

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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