

DAFTAR PUSTAKA

- Amato-Zech, N. A., Hoff, K. E., & Doepeke, K. J. (2006). Increasing on-Task Behavior in the Classroom: Extension of Self-Monitoring Strategies. *Psychology in the Schools*, 43(2), 211–221. <https://doi.org/10.1002/pits.20137>
- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders: DSM-5* (5th ed). American Psychiatric Association.
- Anjani, S., & Tjakrawiralaksana, M. A. (2019). Penerapan Teknik Shaping Untuk Meningkatkan Durasi on-Task Behavior Pada Anak Dengan Masalah Atensi. *Jurnal Ilmiah Psikologi Terapan*, 7(2), 184–198. <https://doi.org/10.22219/jipt.v7i2.9051>
- Beserra, V., Nussbaum, M., & Oteo, M. (2017). On-Task and Off-Task Behavior in the Classroom: A Study on Mathematics Learning With Educational Video Games. *Journal of Educational Computing Research*, 56(8), 1361–1383. <https://doi.org/10.1177/0735633117744346>
- Carnahan, C. R., Hume, K., Clarke, L., & Borders, C. (2009). Using Structured Work Systems to Promote Independence and Engagement for Students with Autism Spectrum Disorders. *TEACHING Exceptional Children*, 41(4), 6–14. <https://doi.org/10.1177/004005990904100401>
- Chairunnisa, R. S., & Kemala, C. N. (2020). Penerapan Teknik Shaping Untuk Meningkatkan Durasi Perilaku on-Task Anak Dengan Masalah Atensi. *JURNAL PSIKOLOGI INSIGHT*, 4(1), 15–31. <https://doi.org/10.17509/insight.v4i1.24636>
- Febrianti, Y. E., & Suhaili, N. (2021). Analisis perilaku off-task siswa. *JPGI (Jurnal Penelitian Guru Indonesia)*, 6(1), 1–5. <https://doi.org/10.29210/02650jpgi0005>
- Halimah, Bakar, A., & Nurbaiti. (2020). Analisis Faktor Penyebab Perilaku Off-Task Siswa. *Jurnal Ilmiah Mahasiswa Bimbingan dan Konseling*, 5(1), 48–54.
- Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2014). *Exceptional Learners: An Introduction to Special Education* (12th ed.). Pearson.

- Hanifah, N., Magfiroh, N. H., & Assa'diy, A. A. (2024). Analisa Efektivitas Metode Montessori terhadap Kemampuan Atensi Anak ADHD. *Aulad: Journal on Early Childhood*, 7(2), 434–444. <https://doi.org/10.31004/aulad.v7i2.689>
- Hu, X., Lee, G. T., Liu, Y., & Wu, M. (2019). Using an Individual Work System to Increase Independence for Students with Autism in a Special Education Classroom in China. *Education and Training in Autism and Developmental Disabilities*, 54(2), 119–121.
- Hume, K., & Odom, S. (2007). Effects of an Individual Work System on the Independent Functioning of Students with Autism. *Journal of Autism and Developmental Disorders*, 37(6), 1166–1180. <https://doi.org/10.1007/s10803-006-0260-5>
- Hume, K., & Reynolds, B. (2010). Implementing Work Systems across the School Day: Increasing Engagement in Students with Autism Spectrum Disorders. *Preventing School Failure: Alternative Education for Children and Youth*, 54(4), 228–237. <https://doi.org/10.1080/10459881003744701>
- Istiqomah, A. (2019). Efektifitas Individual Work System Untuk Meningkatkan Kemandirian Penyelesaian Tugas Anak Dengan Autisme. *Persona: Jurnal Psikologi Indonesia*, 8(2), 278–293. <https://doi.org/10.30996/persona.v8i2.2727>
- Isvari Biran, M., & Nurhastuti. (2018). *Pendidikan Anak Autisme*. Goresan Pena.
- Kemp, C., & Carter, M. (2006). Active and Passive Task Related Behavior, Direction Following and the Inclusion of Children with Disabilities. *Education and Training in Developmental Disabilities*, 41(1), 14–27.
- Kristall J. Graham-Day, Ralph Gardner Iii, & Yi-Wei Hsin. (2010). Increasing On-Task Behaviors of High School Students with Attention Deficit Hyperactivity Disorder: Is it Enough? *Education and Treatment of Children*, 33(2), 205–221. <https://doi.org/10.1353/etc.0.0096>
- Macdonald, L., Trembath, D., Ashburner, J., Costley, D., & Keen, D. (2018). The Use Of Visual Schedules And Work Systems To Increase The On-Task Behaviour Of Students On The Autism Spectrum In Mainstream Classrooms. *Journal of Research in Special Educational Needs*, 18(4), 254–266. <https://doi.org/10.1111/1471-3802.12409>

- Mahanani, F. K. (2017). Operant Conditioning: Shaping Dan Positive Reinforcement Contingencies “Dari Perilaku Off-Task Menjadi on-Task.” *Intuisi: Jurnal Psikologi Ilmiah*, 9(3), 276–289.
- Mavilidi, M. F., Drew, R., Morgan, P. J., Lubans, D. R., Schmidt, M., & Riley, N. (2020). Effects of Different Types of Classroom Physical Activity Breaks on Children’s On-Task Behaviour, Academic Achievement and Cognition. *Acta Paediatrica*, 109(1), 158–165. <https://doi.org/10.1111/apa.14892>
- Mesibov, G. B., Shea, V., Schopler, E., Adams, L., Merkler, E., Burgess, S., Mosconi, M., Chapman, S. M., Tanner, C., & Van Bourgondien, M. E. (2004). *The TEACCH Approach to Autism Spectrum Disorders*. Springer US. <https://doi.org/10.1007/978-0-306-48647-0>
- Mesibov, G., & Howley, M. (2018). *Accessing the Curriculum for Pupils with Autistic Spectrum Disorders: Using the TEACCH Programme to Help Inclusion* (1 ed.). Routledge. <https://doi.org/10.4324/9781315097664>
- Miltenberger, Raymond G. *Behavior Modification: Principles and Procedures*. 6 ed. USA: Cengage Learning, 2016.
- Otero, T. L., & Haut, J. M. (2016). Differential Effects of Reinforcement on the Self-Monitoring of On-Task Behavior. *School Psychology Quarterly*, 31(1), 91–103. <https://doi.org/10.1037/spq0000113>
- Schopler, E., & Mesibov, G. B. (Ed.). (1995). *Learning and Cognition in Autism*. Springer US. <https://doi.org/10.1007/978-1-4899-1286-2>
- Sunanto, J., Takeuchi, K., & Nakata, H. (2005). *Pengantar Penelitian Dengan Subjek Tunggal*.
- Wahyudi, B. (2022). Analisis Rencana Pelaksanaan Pembelajaran (RPP) dengan Praksiologi. *Jurnal Indonesia Sosial Teknologi*, 3(06), 764–771. <https://doi.org/10.36418/jist.v3i6.452>
- Wardani, I. R., Zuani, M. I. P., & Kholis, N. (2023). Teori Belajar Perkembangan Kognitif Lev Vygotsky dan Implikasinya dalam Pembelajaran. *Dimar: Jurnal Pendidikan Islam*, 4(2), 332–346.