

DAFTAR PUSTAKA

- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). American Psychiatric Association.
- Andini, P. D., dkk. (2025). Tactile sensorimotor intervention in autistic children to reduce tantrum behavior. *Psikoborneo: Jurnal Ilmiah Psikologi*, 13(1), 61–62.
- Ayres, A. J. (1979). *Sensory integration and the child*. Western Psychological Services.
- Case-Smith, J., O'Brien, J. C., & Fazio, L. S. (2020). *Occupational therapy for children and adolescents* (ed. ke-8). Elsevier.
- Cascio, C. J., Gu, C., & Schauder, K. B. (2021). Sensory abnormalities in autism spectrum disorders: A focus on the tactile domain, from genetic mouse models to the clinic. *Frontiers in Cellular Neuroscience*, 15, Article 651103.
- Chantika, H. B., Puteri, F. A., & Rahmawati, A. (2024). Upaya lingkungan keluarga dan sekolah terhadap perkembangan kemampuan anak berkebutuhan khusus. *Innovative: Journal of Social Science Research*, 4(3), 10–18.
- Dunn, W. (1999). *Sensory profile: User's manual*. Psychological Corporation.
- Dunn, W. (2009). *Living sensationally: Understanding your senses*. Jessica Kingsley Publishers.
- Dunn, W. (2014). *Sensory Profile 2: Child caregiver questionnaire*. Sensational Kids. <https://www.sensationalkids.ie/wp-content/uploads/2024/03/Sensory-Profile-2-Child.pdf>
- Fiantika, F. R., Wasil, M., Jumaiyah, S., Honesti, L., Sriwahyuni, S., & Subakti, H. (2022). *Metodologi penelitian kualitatif*. PT. Global Eksekutif Teknologi.
- Irvan, M. (2017). Gangguan sensory integrasi pada anak dengan autism spectrum disorder. *Buana Pendidikan: Jurnal Fakultas Keguruan dan Ilmu Pendidikan Unipa Surabaya*, 13(23), 13–20.
- Miller, L. J., & Fuller, D. A. (2007). *Sensational kids: Hope and help for children with sensory processing disorder (SPD)*. Penguin.

- Nabila, R. R., Abadi, R. F., & Sidik, S. A. (2025). Penggunaan media pembelajaran messy play dalam meningkatkan sensori taktil pada anak autisme kelas IX SMPKH di SKH Negeri 02 Kota Serang. *Jurnal Ilmiah Pendidikan Dasar (JIPDAS)*, 5(4), 4078–4085.
- Nilansari, A. (2019). Pelaksanaan pembelajaran sensori integrasi untuk anak autisme di sekolah khusus autisme Bina Anggita Yogyakarta. *Jurnal Widia Ortodidaktika*, 8(7), 694–704.
- Pambudi, R. K., & Subando, J. (2026). Strategi Pembelajaran Pendidikan Agama Islam dalam Membentuk Perilaku Religius Siswa Autisme. *TSAQOFAH*, 6(4), 3282-3293.
- Peña, M., Perez, R., & Smith, T. (2021). Brief report: Parent perspectives on sensory-based interventions for children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 51(6), 2113–2120.
- Putri, D. P. E. (2025). Efektivitas penggunaan media tekstur dalam meningkatkan kemampuan taktil anak usia dini. *ICEJ: Islamic Childhood Education Journal*, 4(1), 2–10.
- Rahardjo, M. (2017). *Studi kasus dalam penelitian kualitatif: Konsep dan prosedurnya*. Program Pascasarjana Universitas Islam Negeri Maulana Malik Ibrahim Malang.
- Salkić, N., Mehmedinović, S., & Hasanbegović, E. (2022). Difficulties of the tactile sensory system sensory integration of children with autism. *Technium Social Sciences Journal*, 27, 502–505.
- Schaaf, R. C., & Mailloux, Z. (2015). Clinician's guide for implementing Ayres Sensory Integration®. Dalam J. Case-Smith & J. C. O'Brien (Eds.), *Occupational therapy for children and adolescents* (ed. ke-7, hlm. 616–641). Elsevier.
- Schoen, S. A., Lane, S. J., Mailloux, Z., May-Benson, T., Parham, L. D., Smith Roley, S., & Schaaf, R. C. (2019). A systematic review of Ayres sensory integration intervention for children with autism. *Autism Research*, 12(1), 6–19.
- Sugiyono. (2013). *Metode penelitian kuantitatif, kualitatif, dan R&D* (ed. ke-3). Alfabeta.

World Health Organization. (2022). *International statistical classification of diseases and related health problems* (ed. ke-11). World Health Organization.

Zahira, N., Fitriani, A., & Kurniawan, D. (2025). Perkembangan dan dukungan lingkungan terhadap anak autis di sekolah luar biasa (SLB) Kota Bengkulu. *ISTISYFA: Journal of Islamic Guidance and Counseling*, 4(3), 204–211.



