

The Implementation of Total Task Presentation to Enhance Toothbrushing Skill in Children with Severe Intellectual Disability

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Abstract

The aim of this research is to figure out whether the implementation of total task presentation technique can possibly be the tool to enhance toothbrushing skill in middle childhood child with severe intellectual disability. In this research the author used the pretest-posttest design with N=1; in which the treatment applied to one participant. This research was conducted in one of SLB-C, Mampang Prapatan, South Jakarta and it was done when the participant had finished eating his breakfast and lunch. The participant is one of the student in SLB-C with severe intellectual disability who has not yet been able of doing toothbrushing activity independently and he has the oral health problem. In addition, in this research, the author has used the toothbrushing task analysis with some adjustment. The task analysis has referred to two previous research that had been done by Horner and Keilitz (1975) and Smeets, Bouter and Bouter (1976) and with some adjustment from the DepKes RI. The intervention conducted within 10 days or equal to 20 training sessions. The result shows that the total task presentation technique can be a possible tool to enhance the toothbrushing skill for middle childhood child with severe intellectual disability. Moreover, the improvement can be seen from the comparison between the pretest and posttest result; in which the final result shows that E's toothbrushing skill has increased for approximately 75%.

Keywords: *Total Task Presentation, Intellectual Disability, toothbrushing, oral health.*