

REFERENCES

- A. Ahmadi, 2. R., Branch, H. F., Hosseinzadeh, A., & Amini, A. (2013). Investigating the Efficacy of Fernald Teaching Method on The Development of Reading in Mentally Retarded Male Students in Professional Skills Course. *Australian Journal of Basic and Applied Sciences*.
- Abdallah, M. M. (2015). *TEFL/TESOL for Students with Special Needs for EFL Students Teachers*.
- Adams-Gordon, B. L. (2010). *The Benefits of Multisensory Spelling Instruction*. Castlemoyle Books.
- Aja, S. N., Eze, P., Igba, D., Igba, E., Nwafor, C. C., & Nnamani, S. (2017). Using Multi-Sensory Instruction in Managing Classroom for Effective Teaching and Learning. *International Journal of Applied Engineering Research*, 15112 - 15118.
- Alkahtani, M. A. (2016). Review of the Literature on Children with Special Educational Needs. *Journal of Education and Practice*, VII, 70-83.
- Al-Seghayer, K. (2014, October 1). The Four Most Common Constraints Affecting English Teaching in Saudi Arabia. *International Journal of English Linguistics*, IV.
- Alwaqassi, S. A. (2017). *The Use Of Multisensory In Schools Today*. Master Thesis, Indiana University, Department of Curriculum and instruction-Special Education .
- Anderson, S. R. (2012). Psycho-Educational Processes as Strategies for Students Presenting with Emotional and Behavioural Disorders. *American International Journal of Contemporary Research*, VII.
- Arrah, R. O., & Swain, K. D. (2014). Teachers' Perceptions of Students with Special Education Needs in Cameroon Secondary Schools. *International Journal Of Special Education*, 29.
- Ashbaugh, A. (2016). *Multi-Sensory Techniques in Spelling Instruction: An Action Research Study for Students with Dyslexia*. Otterbein University. Master Thesis.
- August, J. H., Eato, H., Fros, R., Gapog, H., Hulum, J., Koima, A., et al. (n.d.). PD 5.1 Introduction to Special. In *Professional Development, Unit 5: Special Education* (pp. 1-67).

- Bebech, A. C., Oliver, T. D., Limperos, A. M., & BenjaminP. Schade, K. H. (2016). Perceptions Of Students With Multiple Disabilities And Typically Developing Peers. *European Journal of Special Education Research*, 1(3).
- Cassady, J. M. (2011). Teachers' Attitudes Toward the Inclusion of Students with Autism and Emotional Behavioral Disorder. *Electronic Journal for Inclusive Education*, 11.
- Echeverry, S. E. (2016). *Implementation Of Multi-Sensory Input Activities As An Engaging Supportive Tool To Promote The Development Of Vocabulary In English As A Foreign Language In Young Learners*. Universidad Tecnológica De Pereira .
- Ergen, Y., & Elma, C. (2018). Primary School Teachers' Practices and Troubles with the Students Who They Think Have Undiagnosed Difficulties in Verbal Communication, Reading and Writing. *Universal Journal of Educational Research* .
- Eunice, L. A., & Orodho, J. A. (2014). Effective Provision of Inclusive Education: Coping with Constraints in Public Secondary Schools in Rongo District, Migori County, Kenya. *Journal of Education and Practice*, 5.
- Falzon, R. C. (2011). *Structured Multisensory Techniques in Reading and Learning Patterns - Some Considerations*. 51-71.
- Hope, P. M. (n.d.). *Characteristics of Persons with Mental Retardation Presenting at Polokwane/ Mankweng Hospital Complex: An Archival Study*. Master Mini-Dissertation, University Of Limpop.
- Jeyasekaran, J. M. (2014). Effectiveness of visual auditory kinesthetic tactile technique on reading level among dyslexic children at Helikx Open School and Learning Centre, Salem. *International Journal of Medical Science and Public Health*, 315-318.
- Magombo, F. B. (2015). *Teaching Childern with Reading and Writing Difficulties in Regular School*. University of Oslo, department of Special Needs Education.
- Mattarima, K., & Hamdan, A. R. (2011). *The Teaching Constraints of English as a Foreign Language in Indonesia: The Context of School Based Curriculum*. 287-300.
- Moustafa, A., & Ghani, M. Z. (2016). The Effectiveness of a Multi Sensory Approach in Improving Letter- Sound Correspondence among Mild Intellectual Disabled Students in State of Kuwait. *Journal of Education and Practice*, Vol.7, No.32.
- MR, F. M. (2014). *Etiology in Children Referred to Care Services*. *Patient Saf Qual Improv*, 165-167.

- Mugambi, M. M. (2017). Approaches to Inclusive Education and Implications for Curriculum Theory and Practice. *International Journal of Humanities Social Sciences and Education (IJHSSE)*, IV(10).
- Najmah, N. D. (2011). *Teaching English Vocabulary Using Multisensory Approach to Young Learners at The Fourth Grade Students of SDN 1 Pisang Sambo Karawang*. STKIP Silingwangi Karawang, English Education Study.
- Nassaji, H. (2015). *Qualitative and descriptive research: Data type versus data analysis*. Language Teaching Research .
- National Council for Special Education. (2014). *Children with Special Educational Needs*.
- Norhidayah. (2016). *The Use of Multisensory Technique to Improve Vocabulary of The Seventh Grade Students with Special Need at SLBN Pelambuan Banjarmasin*. S1 Skripsi, UIN Antasari Banjarmasin, Department of English Education, Banjarmasin.
- Nthia, O. N. (2012). *Constraints Facing Inclusive Education For Children With Special Needs In Public Primary Schools In Embu East District, Embu County, Kenya*. Kenyatta University, Education Degree.
- OECD - social Policy Division, Directorate of Employment, Labour and Social Affairs. (2012). *Special Educational Needs (SEN)*.
- Padurean, A. N. (2014). Teaching English Language to Children with Special Educational Needs. *TEM Journal*, 310.
- Pandjaitan, E. (Ed.). (2017). *Indonesia Educational Statistics In Brief* . Jakarta, Indonesia.
- Parhoon, K., Hassanzadeh, S., Parhoon, H., & Movallali, G. (2014, March). Educational Needs Assessment of Student with Hearing Impairment in Inclusive School. *International Journal of Academic Research in Progressive Education and Development*, III(2).
- Prasetyowati, N. (2008). *Some Constraints In The English Teaching – Learning*. Bachelor Degree Thesis, School of Teacher and Education Muhammadiyah University of Surakarta, Department of English.
- Robles, T. d., & Uglem, C. T. (2003). *Multisensory Instruction in Foreign Language Education*. Universidad Autónoma Metropolitana- Iztapalapa. Mexico: Educational Resources Information Center (ERIC).
- Rosenberg, L. (2015). *The Effects of Multisensory, Explicit, and Systematic Instructional Practices on Elementary School Students with Learning Impairments in Encoding and Oral Reading*. Boston, Massachusetts.

- Saebu, M. (2010). Physical Disability And Physical Activity: A Review Of The Literature On Correlates And Associations. *European Journal of Adapted Physical Activity, III*.
- Stewart, J. (2014). *Visual Impairment and educational Attainment*. Northern Ireland Assembly.
- Sthapit, E., & Kansakar, S. (2010). *Experiencing Nepal in a Peer Student Created Multi-sensory Environment*. Thesis , Laurea University of Applied Sciences , Degree Programme in Tourism .
- The International Dyslexia Association. (2009). *Multisensory Structured Language Teaching*.
- Thwal, S. (2015). Challenges Encountered by Teachers in Managing Inclusive Classrooms in Swaziland. *Mediterranean Journal of Social Sciences*.
- Tunde, A. O., & Boluwatife, A. (2015). A Psychosocial Appraisal of Social Maladjustment Behaviour of Selected Adolescents in Yaba Regiopolis, Lagos State, Nigeria. *American Journal of Psychology and Behavioral Sciences, II, 1-6*.
- Ureno, S. (2012). *Using Multisensory Methods in Reading and Literacy Instruction*. Master Thesis, University of La Verne.
- AASEP (American Academy of Special Education Professionals). Retrieved July 26, 2018, from AASEP: <http://aasep.org>
- Goyal, A. (2017). *Lexicon Reading Center*. Retrieved December 19, 2017, from <https://www.lexiconreadingcenter.org/>
- National Institute for Empowerment of Persons with Multiple Disabilities(NIEPMD). (2011). Retrieved September 6, 2018, from <http://www.niepmdexaminationsnber.com/muldisability.php>
- University of Cambridge. (n.d.). Retrieved from <https://www.disability.admin.cam.ac.uk/teaching-disabled-students/understanding-effects-impairments-study>
- (n.d). Retrieved December 25, 2017, from <https://sunnah.com/bukhari/78/152>
- (n.d.). Retrieved September 2, 2018, from Massachusetts Department of Elementary and Secondary Education: <http://www.doe.mass.edu/sped/links/pi.html>