

HOW CHILDREN WITH MULTIPLE DISABILITIES LEARN: A LITERATURE STUDY

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ABSTRACT

Children with Multiple Disabilities have a pretty complex impact since having multiple disabilities can affect their learning process. This study aims to identify the learning needs and appropriate learning strategies for children with Multiple Disabilities based on the articles found. The method employed is a literature study, which involves identifying 20 articles relevant to the research title. The results of the study indicate that learning for children with Multiple Disabilities needs to be conducted individually, contextually, and oriented towards a real approach through a multisensory approach, the use of concrete media, and support from a collaborative environment. Therefore, flexible and inclusive educational services are necessary to enable children to develop optimally.

Keywords: Learning, Children With Multiple Disabilities, Multisensory, Individual, Universal.

INTRODUCTION

Every child has the same right to receive education according to their needs and potential. But unfortunately, not all children receive adequate education. Especially children with multiple disabilities, in their learning, they often face complex challenges due to having more than one disability, such as simultaneous visual and hearing impairment. which affect their ability to receive and process information. This article aims to examine learning methods and strategies for children with multiple disabilities, supporting their inclusive and humane learning process.

All children in Indonesia have equal access to a proper education. This is stipulated in Article 31, paragraph 1 of the 1945 Constitution, which states, "Every citizen has the right to education." A proper education is not only available to the wealthy; in Indonesia, all children have the same rights, regardless of distinctions based on race, religion, gender, wealth, or ethnicity. This situation aligns with the educational opportunities that children with multiple disabilities have received, as each of them has unique and diverse needs.

This study no longer discusses the definition, characteristics, and impact of children with multiple disabilities, but rather how children with various disabilities can receive adequate education. Moroe and Masuku (2024) state that when vision and hearing are affected, access is limited. The ability to engage in social interactions, communication, cognition, and language development becomes severely limited. This impacts the learning and communication abilities of children with deafblindness. Therefore, learning is crucial for children with multiple disabilities. Learning can occur in various settings, including schools, homes, and the child's immediate environment. Activities can include activities of daily living (ADL) to improve the child's adaptive abilities.

According

to

https://www.ncbi.nlm.nih.gov/books/NBK470404/?utm_source=chatgpt.com, Activities of daily living (ADL) refer to the basic skills individuals need to be independent. They can care for themselves, such as eating, bathing, and mobility. Unlike other children, children with multiple disabilities have limitations in self-care, such as dressing, eating, and cleaning themselves. Many people require assistance with using the toilet as adults. This

is because children with multiple disabilities often need extra effort to perform specific tasks.

Therefore, this study is expected to provide a clearer picture of the learning characteristics and appropriate learning strategies for children with multiple disabilities. This can serve as a reference for parents, teachers, and other relevant parties in supporting the learning process for children. Children with various disabilities are more inclusively and humanely.

METHOD

This research uses a literature study approach with descriptive analysis. The literature study method is an activity related to collecting library data, reading, recording, and processing research materials (Yulia et al., 2022).

According to Sugiyono (2016, p. 122), literature is a record of past events in the form of writings, drawings, or monumental works by someone. The scientific articles used as data include articles, journals, and repository manuscripts from approximately the last five years. The scientific articles were retrieved from five sources, including Google Scholar and www.e-journal UPI, among others.

The articles used stipulated a minimum of 20 articles, consisting of 3 international articles and 17 national articles.

- The articles were freely accessible,
- The research method used was qualitative and experimental,
- The research topic was learning methods for children with multiple disabilities,
- The research subjects were children with multiple disabilities,
- References were taken from the period 2020-2025.

RESULT AND DISCUSSION

Based on the results of the literature review, it is clear that children with multiple disabilities have complex needs due to the combination of more than one disability, including sensory, intellectual, motor, and emotional-behavioral aspects. Therefore, several studies confirm that educational services for children with multiple disabilities cannot be equated with services for a single type of disability, but instead require a holistic and individualized approach.

Therefore, learning methods for children with multiple disabilities emphasize self-development and communication activities, enabling them to engage in meaningful activities independently. The following are the results of the analysis of the compiled articles.

No	Penulis (Tahun)	Judul	Metode Penelitian	Hasil
1.	Citra Ashri Maulidina, Mohammad Arif Taboer, Indra Jaya, dkk. (2024)	Family-Sourced Early Intervention Programs to Optimize Communication Development of Children with Multiple Disabilities	Design & Development Research (D&DR)	There are three programs created for families to stimulate communication for individuals with multiple disabilities, including: (1) Families Become Advocates for Their Children at Home, (2) Families Understand Their Children's Strengths,

				Barriers, and Potential in Communication, (3) Families Help Their Children Develop and Learn in Communication.
2.	Giulio E. Lancioni, Nirbhay N. Singh, Mark F. O'Reilly, dkk. (2022)	People with Intellectual and Multiple Disabilities Access Leisure, Communication, and Daily Activities via a Technology-Aided Program	Single-subject Experiments	In the program helps students access entertainment, communication, and daily activities using technology-assisted programs.
3.	Rossea Nur Oktavianti, Zaini Sudarto, Budiyanto (2023)	Pengembangan Sistem Isyarat Kunci Komunikasi Sosial Bagi Peserta Didik Multiple Disabilities With Visual Impairment	Mixed training approach field training & intervention project study in 9 schools	By establishing a social communication cue system as the key to meeting the daily needs of MDVI children, such as eating, drinking, sleeping, and toileting, methods include gestures, activities, and tactile cues to communicate basic needs.
4.	Vassilis Argyropoulos, Charikleia Kanari, Andrea Hathazi, dkk. (2020)	Children with Vision Impairment and Multiple Disabilities: Issues of Communication Skills and Professionals' Challenges	Quantitative research methods	By developing teacher training and a communication intervention program for children with Multiple Disabilities and Visual Impairment (MDVI), the program included three modules: (1) Concepts of development and characteristics of children with MDVI, (2) Communication assessment, and (3) Communication intervention.
5.	Desty Ariesandy, Toni Yudha Pratama, M. Pd, Dedi Mulia, M. Pd. (2020)	Penggunaan Media Interaktif Secil Membaca dalam Meningkatkan Kemampuan Membaca Permulaan pada Anak dengan Hambatan Majemuk	Descriptive qualitative	This study revealed that in the initial phase (baseline 1), children were only able to read syllables with 50% accuracy and simple words with 33% accuracy. Therefore, they were given

				intervention using Secil (an interactive digital learning application based on educational games), resulting in a drastic increase in the children's reading ability to 86.8% in syllable reading and 81.37% in word reading. During baseline phase 2 (without intervention), scores dropped slightly to 78.5% and 75%, indicating that the learning effects were only partially sustained.
6.	Refi Zulkarnain, Cindhi Fransisca, Dipo Ditiyo Pambudio, Citra Ashri Maulidina. 2023	Penerapan Metode ABA-VB dengan Teknik DTT pada Bahasa Reseptif Anak Hambatan Majemuk di PSBN RW Cahaya Batin	Descriptive qualitative	Before the intervention, children had difficulty understanding simple commands such as "take," "put," and "give." Then, after intervention using ABA-VB (Applied Behavior Analysis-Verbal Behavior) with the Discrete Trial Training (DTT) technique, the child showed increased consistency in responding to instructions. The DTT process is carried out in steps such as (1) providing verbal instructions, (2) giving the child 3-5 seconds to respond, (3) providing verbal reinforcement for the correct response, and (4) repeating the response with assistance if incorrect.
7.	Ashri, Citra. Dkk (2024)	POLA KOMUNIKASI	Research and Development (R&D)	From this article, it can be concluded that communication is an

		<p>SISWA DENGAN HAMBATAN MAJEMUK</p>	<p>important aspect for everyone in everyday life, including children with multiple disabilities. Communication skills are divided into two forms: verbal (through words) and non-verbal (expressions, body gestures, and others). Children with multiple disabilities experience serious impacts on their communication skills, making communication a key learning area for the child's daily life. Bhandari and Narayan (2009) outlined nine stages in developing communication skills in children, including:</p> <ul style="list-style-type: none"> (1) receiving a message, (2) registering the message, (3) recognizing the message, (4) understanding the message's meaning, (5) deciding on a response and medium, (6) selecting words, sounds, gestures, or images, (7) sequencing the message, (8) sending a response, and (9) anticipating feedback. <p>Developing communication skills in children with multiple disabilities must be done slowly and consistently to ensure optimal development. Furthermore, support from family, teachers, and peers is essential for optimal</p>
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				participation in the surrounding environment. The family environment, as the smallest unit, is crucial for optimal communication skills development.
8.	Nadia Isnayanti, Mohammad Arif Taboer, Hartini Nara. (2023)	Pengembangan Media Kenal Angka (Kenang) untuk Mengenalkan Konsep Lambang Bilangan 1-5 bagi Siswa Hambatan Majemuk Ringan.	Descriptive qualitative	In mathematics instruction for children with mild multiple disabilities, a combination of various aspects is required through the development of concrete media that engage the body's senses. The concrete media in this study resembles a moving cart board measuring 45x30x5 cm with 3 types of additional media in the form of: Carvings of numbers 1-5, real objects that resemble number values (mini orange toys as real objects), and audio. In the audio, it can count the number of numbers that correspond to the number when pressed, the audio can be heard so that children can join in counting while touching and counting the miniature oranges. Learning this media makes children happy to learn to recognize number symbols because it can be used as a game while learning. So multisensory-based concrete media is important for children with multiple disabilities.

9.	Rizqita, Alya Jilan. Dkk. (2023)	Development of Traluli Program of Family-Resourced Early Intervention for Multiple Disability and Visual Impairment (MDVI) Children with Fine Motor Impairment in Inclusive School.	Mixed methods	Parental support is crucial in the learning process for children (especially children with special needs). Developing fine motor skills is not solely the responsibility of teachers; parents are equally important. Parents provide learning support through additional stimuli initiated by themselves (based on assessment results obtained by teachers). This includes organizing the learning environment, using tools and materials, and even using methods for practicing skills.
10.	Sidik, Sistriadini Alamsya. Dkk. (2025)	The Orientation Mobility Social Communication (OMSC) Learning Based Universal Design for Learning: Optimizing the Potential of Students with Multiple Disabilities and Visual Impairments (MDVI).	Quantitative research	UDL, or Universal Design for Learning, is a learning approach that provides flexibility in the learning environment, facilitates easy access for all students, and minimizes barriers to understanding and alignment between the material and hands-on practice. The application of UDL in this study involved the addition of an audiobook to the CSOM guidebook. This learning medium demonstrated improvements in the CSOM learning process for children with MDVI, starting from the fourth of the 16 sessions where the media was first introduced.

11.	Veroyunita Umar, Ibnu Syamsi, Gena Diniarti (2025)	Peningkatan Kompetensi Guru Tentang Layanan Pendidikan Anak dengan Hambatan Majemuk	Qualitative approach with descriptive methods	A journal written by Umar et al. highlights how children with multiple disabilities learn from the perspective of teachers as educational facilitators. The results indicate that teachers struggle to prioritize learning according to the children's needs. Teachers understand that children learn more effectively through real-life activities, such as communication exercises and daily activities. Academic learning will be taught after the child's adaptive abilities are met. The key to their successful learning is a child-centered approach.
12.	Zakiah, Z., & Hermanto. (2022).	Kebutuhan guru dan orang tua dalam layanan pendidikan bagi anak dengan hambatan majemuk di masa pandemi Covid-19.	Qualitative approach with descriptive methods	The research findings indicate that teachers and parents of children with multiple disabilities face numerous obstacles in the learning process during the COVID-19 pandemic. Some of the challenges identified include limited resources, such as smartphone use and inadequate data quotas, weak network connectivity in remote areas, and parents' inability to support their children's online learning. Teachers also face challenges in selecting appropriate learning methods, techniques, and strategies for children with multiple

				disabilities due to their complex needs. This paper identifies the fundamental needs of these challenges to be addressed to support educational services for children with multiple disabilities, including conducting home visits and adapting the curriculum. Home visits allow teachers to establish direct communication with parents and provide personalized tutoring at home. Curriculum adaptation requires strategies, materials, and learning evaluations tailored to the child's abilities and circumstances. Collaboration between parents and teachers can increase children's motivation to learn and maintain the continuity of the educational process amid the pandemic.
13.	Suryati, N., & Nurjannah, N. (2024).	REHABILITATION INTERVENTION FOR NEGLECTED CASES OF MULTIPLE DISABILITIES IN CEREBRAL PALSY AND MENTAL RETARDATION	Qualitative case study	The focus is on children with cerebral palsy and intellectual disabilities learning effectively through concrete activities. They demonstrate improved abilities when engaging in motor skills training, self-care, and routine activities. Rehabilitation interventions conducted by the Sayap Ibu Foundation, such as physical therapy using AFOs and independence activities, have shown

				that children learn through real-world sensorimotor experiences. A comfortable and supportive learning environment can play a significant role in children's focus and motivation.
14.	Lailil Aflahkul Yaum, Asrorul Mais, and Ahmad Zaki Emyus. (2022)	The Use of Modification Audio Media in Recognition of Braille Letters Symbol on Multiple Disabilities with Visual Impairment (MDVI) Students	Single-subject research	In the baseline phase (A), 26.67% of children only recognized a small portion of braille symbols due to difficulty focusing. After the intervention (phase B), children will be provided with audio media in the form of a small musical instrument that can produce different sounds for each combination of braille dots (e.g., dot 1 = the sound "do" and dot 2 = the sound "re"). After eight training sessions, the child's performance increased to 67.22% and remained stable, demonstrating the strength of the intervention. The child was able to distinguish letter symbols and associate them with specific sounds in each braille pattern.
15.	Jemarie A. Esquivel. Dkk. (2025)	Innovative Approaches: Learning Strategies for SnEd Teachers in Multi-Disability Settings	Single-subject research	This article emphasizes the importance of a multisensory approach (visual, tactile, auditory, and kinesthetic) to meet the needs of students with multiple disabilities. The strategies employed in

				this study included the use of concrete objects, educational songs, colorful pictures, simple props, and direct touch to reinforce students' conceptual understanding. The teacher also employed positive reinforcement to reinforce students' learning behaviors. This can improve student focus and attention span during learning activities, as well as improve student comprehension of instructions.
16.	Athiyah Ummu Habibah, Farhana Alfisyahri Efendi, Firyaal Faadiyah, Siti Umriyyah (2024)	IDENTIFIKASI DAN ASESMEN ANAK DENGAN HAMBATAN LEBIH DARI SATU DI SALAH SATU SLB DAERAH JAKARTA PADA JENJANG SDLB DAN SMPLB	Descriptive qualitative	The results of this paper demonstrate that learning conditions vary widely depending on the child's physical, cognitive, social, and emotional conditions. In the learning process, children with multiple disabilities tend to require an individualized approach and learning that utilizes their remaining senses. Therefore, appropriate assessments are necessary based on the child's abilities and needs before beginning the learning process. Effective learning is achieved through a multi-strategy approach that combines visual, kinesthetic, and auditory methods. This learning needs to be repeated, focused, and involve real-life activities to facilitate

				the child's understanding of the material.
17.	Ach. Sudrajad Nurismawan, Findivia Egga Fahruni, Endang Pudjiastuti Sartinah. (2022)	Meningkatkan Aspek Sosial dan Motorik Anak Tunaganda di Sekolah Dasar Identifikasi Kebutuhan Pembelajaran Bagi Anak MDVI	Qualitative	This study highlights the challenges of teaching children with multiple disabilities in inclusive schools. This is a unique challenge for teachers. However, children with multiple disabilities can still thrive with the proper support. Play therapy is efficacious in improving social and motor skills. The success of this program depends on teacher training and strong collaboration between schools, parents, and experts.
18.	Sarirudiyati. (2020)	Identifikasi Kebutuhan Pembelajaran Bagi Anak MDVI	Qualitative	This study discusses the importance of contextual learning for children with MDVI (Multiple Disabilities with Visual Impairment), namely children with visual impairments who also have other disabilities, such as intellectual disabilities. Teachers play a crucial role in supporting children's development through a learning approach that encompasses cognitive, motor, mobility orientation, and self-development aspects. This approach aims to increase students' independence and active participation in the learning environment.
19.	Nurul Aiyuda. (2021)	Kemandirian pada Anak Tunaganda di	Descriptive qualitative	This study emphasizes the importance of

		Sekolah Dasar Luar Biasa Helen Keller		developing independence in children with multiple disabilities. Independence is crucial to prevent children from becoming overly dependent on others, especially in daily living activities. The roles of teachers and parents are crucial in ensuring that learning about independence occurs not only at school but also at home for optimal results.
20.	Dila Wardani. (2025)	Pendekatan Komunikasi Guru kepada Siswa Tunanetra Majemuk dalam Proses Pembelajaran di Yayasan Pendidikan Dwituna		This research highlights the importance of communication in the learning of students with multiple visual impairments. Communication is a key aspect that must be developed, tailored to the individual needs of each student. Teachers play a central role in establishing effective communication, whether through touch, sign language, or other communication aids.

Each student has a unique personality that distinguishes them from others. No two students can be considered the same. Slavin (2011:126) explains that students are different. They have different levels of performance, learning speeds, and learning styles. One student might succeed by reading a textbook, while another might learn effectively by listening to a teacher's explanations. These differences in learning styles reflect the easiest way for students to absorb information during learning. The easiest and fastest way a person learns is referred to as their learning style.

To identify the appropriate learning style, educators must examine the characteristics and abilities of each individual. Every child has different developmental stages, so their methods of receiving and processing information also vary. According to Jean Piaget, the stages of an individual's intellectual development and age-related changes significantly influence their ability to acquire knowledge. However, children with multiple disabilities experience delays in cognitive development due to their conditions. This is because these

conditions can impact other aspects of life, such as communication, mobility, and limited conceptual understanding. Therefore, the learning styles of children with multiple disabilities need to be identified through identification assessments so that learning can be tailored.

Learning is conducted through an integrated approach that encompasses sensory learning, the use of concrete media, communication development, and self-development, enabling children to participate in learning based on real-life experiences. Piaget emphasized the importance of more active children's activities in building understanding.

Several articles emphasize the importance of learning using concrete media relevant to everyday life. For example, articles 3, 8, 13, 15, and 16 state that a multisensory approach is a suitable learning method for children with multiple disabilities. Nadia et al. (2023) reported that in mathematics learning for children with multiple disabilities (blindness and intellectual disability), concrete media were used, combining imitation of numbers, imitation of objects (e.g., oranges), and audio media for counting numbers 1-5. The developed media can improve learning effectiveness for children with multiple disabilities through signs, such as children imitating counting until they recognize the numbers 1-5. Thus, concrete media involving multisensory input can be used as a learning method for children with multiple disabilities. Articles 3 and 15 both explain that children with multiple disabilities learn through tactile cues, such as signifiers (e.g., soap for bathing, drinking glasses, and spoons for eating). The primary learning needs include daily life activities, communication with others, and learning through the remaining five senses, such as the tactile sense.

Meanwhile, articles 1, 9, 12, and 19 all share similarities, discussing the role of the family in the learning process for children with multiple disabilities. Article 1 prioritizes the family as the primary role in early intervention. At the same time, Article 9 emphasizes the importance of parental involvement in fine motor development in children with multiple disabilities, where parents provide learning support through additional stimuli that they initiate themselves. Article 12 highlights the importance of collaboration between teachers and parents during online learning, while Article 19 emphasizes the importance of continuing to develop children's independent skills at home. It is concluded that learning is not solely the responsibility of teachers at school; parents also need to be involved. Can train independence and communication in the home environment, so that children's learning styles can produce a good understanding.

Several articles also demonstrate the relevance of using technology to support the learning process. Several studies have demonstrated that adaptive technology plays a crucial role in enabling children to access information. Article 2 emphasizes the use of adaptive technology based on digital devices to assist children in accessing communication and daily activities. This is also evident in articles 10 and 14, which both utilize audio-based technology. Article 10 utilizes Universal Design for Learning (UDL)-based audiobooks to enhance learning accessibility, while Article 14 employs audio media to recognize symbols in Braille patterns. Overall, articles 2, 10, and 14 demonstrate that technology can be a crucial component in supporting the learning of children with multiple disabilities.

Article 11 discusses assessment as the initial step in identifying the learning needs of children with multiple disabilities before developing a learning program. This is supported by Article 16, which emphasizes that assessment results are used as a basis for adapting learning to be more flexible and tailored to the child's learning needs. Furthermore, Article 18 complements the findings of Articles 11 and 16 by emphasizing that assessment is not only conducted initially but also needs to be carried out continuously to monitor the child's

development. Article 18 indicates that periodic evaluations can enable teachers to adjust strategies, media, and learning objectives for children with multiple disabilities.

Children with multiple disabilities require more than just concrete media and support from various parties. They also require structured and repetitive learning to build independence through their learning outcomes. For example, Articles 6 and 15 state that during learning, positive reinforcement, a gradual learning sequence, and repetition are necessary for children to understand the learning process effectively. Furthermore, Article 7 provides several stages for learning how to communicate clearly and skill-building with children with multiple disabilities. Support from parents and teachers is essential in navigating these stages.

CONCLUSION

Based on the literature review, children with multiple disabilities (MCDs) have very complex and diverse learning needs. Therefore, educational services and learning methods cannot be equated with those for children with only one type of disability. The approach used must be holistic, individualized, and contextual, with an emphasis on concrete and meaningful learning tailored to each child's unique needs. Structured intervention methods also contribute significantly to improving the abilities of children with multiple disabilities. The use of adaptive technology is also a crucial aspect in supporting the learning of children with MCDs. Finally, ongoing assessment is a crucial foundation in designing appropriate learning programs.

The recommended strategy in each article incorporates a multisensory approach, integrating visual, auditory, tactile, and kinesthetic aspects. Furthermore, the use of concrete media has proven effective in improving understanding of basic concepts. Moreover, the importance of collaboration between schools and families is a crucial element in supporting learning success. Finally, the use of adaptive technology is also a critical aspect for supporting learning.

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