The Effectiveness of Socio-Activity Cards in Improving the Language Skills of Children with Autism in the School Social Environment

Dian Atnantomi Wiliyanto[1*], Rizki Husadani[1], Sinar Perdana Putra[1], Nazmin binti Abdullah[2]

[1]Speech Therapy Study Program, Department of Speech Therapy, Poltekkes Kemenkes Surakarta, Surakarta, Indonesia

[2]College of Arts and Sciences, Universiti Utara Malaysia, Sintok, Kedah, Malaysia

*Email: dian.atnantomi@poltekkes-solo.ac.id

Abstract: *Language ability is a crucial element in the personality development of individuals with autism. This study aims to examine the effectiveness of the "Socio Activity Card" media in enhancing the language skills of children with autism within the social environment of a school setting. A quantitative research approach was employed, utilizing a pre-experimental "One-Group Pretest–Posttest" design. In this design, a single group of subjects underwent an initial assessment (pretest), followed by an intervention—the use of Socio Activity Cards—and a subsequent assessment (posttest) to determine changes in language ability following the intervention. The study was conducted at a special education school with five students diagnosed with autism. The research spanned approximately eight weeks, encompassing preparation, the pretest, the intervention phase, the posttest, and data analysis. The results indicate that the use of Socio Activity Card media has a significant impact on the language abilities of children with autism ($p = 0.003 < 0.005$). Based on the effect size (Cohen's $d = 2.86$), the Socio Activity Card media exerts a strong influence on improving the language skills of children with autism. Consequently, the use of Socio Activity Cards is expected to serve as an alternative solution for educators and therapists to help develop the language abilities of children with autism in social contexts, encompassing both verbal and nonverbal communication.*

Keywords: *Autism; Language Ability; Social Environment; Socio Activity Card*

Submitted: October 2026 Reviewed: October 2026 Accepted: October 2026 Published: October 2026

1. INTRODUCTION

Autism is a developmental condition characterized by challenges in social communication and interaction with one's environment. These challenges can manifest across various linguistic domains, including pragmatics, semantics, syntax, grammar, phonology, and morphology (American Psychiatric Association, 2022). Language abilities in children with autism vary significantly—ranging from those who can communicate verbally to those with very limited verbal skills or those who do not yet use verbal language functionally (Vogindroukas et al., 2022). Consequently, language ability is a critical aspect that requires attention within the educational and intervention processes for children with autism. Language difficulties in these children are closely linked to their capacity for social interaction (Muès et al., 2024). Communication skills encompass more than just the ability to produce words or sentences; they also involve understanding information, responding appropriately, expressing needs, engaging in conversation, and using language in accordance with social contexts (Arum et al., 2023). The core

characteristics of autism spectrum disorder pertain to the ability to communicate and interact with others, and such communication and interaction are fundamentally tied to the ability to comprehend language and convey information (Arum et al., 2023). Research findings summarized in the source indicate that the majority of the autistic students studied possess receptive and expressive language skills at the level of a five-year-old's mental age.

These challenges also extend to language comprehension and nonverbal communication; children with ASD often experience delays in language understanding and difficulties with nonverbal communication (Torrens & Ruiz, 2021). This may manifest as limited language proficiency, repetitive language use, self-talk, or echolalia. Such barriers can hinder a child's ability to use language functionally when interacting with teachers and peers within the school environment (Cui et al., 2023). The school setting serves as a crucial context for the development of language and social skills in children with autism. At school, children have opportunities to engage with teachers, peers, and their surroundings through both academic and social activities (Muès et al., 2024). Social skills encompass a range of abilities, including playing, interacting, understanding emotions, problem-solving, conflict resolution, and decision-making (Pavlou & Garmpis, 2025). Consequently, social skills interventions are essential to support children in participating effectively within more inclusive social and educational environments.

A lack of social skills can impact a child's interpersonal relationships and their participation in various environments. Furthermore, limited social skills in children with autism can affect their academic achievement, interpersonal relationships, behavior, and overall quality of life, whether at school, at home, or in the community (Pavlou & Garmpis, 2025). However, social skills can be cultivated through appropriate interventions, providing children with the opportunity to learn the skills necessary for social interaction. One approach to supporting the development of communication and social skills in children with autism is the use of visual media (Silveira-Zaldivara et al., 2021). Visual media provides concrete and structured information, helping children understand the activities or situations they encounter (Permata & Khoeriah, 2025). The use of picture cards, for instance, is an effective way to help children with autism develop their vocabulary (Permata & Khoeriah, 2025). These cards offer visual representations that assist children in connecting objects and activities with the words used in communication. The use of visual supports has also been widely linked to the development of functional communication in individuals with autism (Rutherford et al., 2020). Such supports can help reduce anxiety, increase predictability, facilitate communication, and encourage the participation of individuals with autism (Rutherford et al., 2020). Augmentative and alternative communication (AAC) systems can be used to foster functional communication, with the specific technology selected based on each individual's unique needs and abilities (Alexander & Dille, 2018).

In this context, "Socio Activity Card" can serve as a visual medium linking social activities to opportunities for children to communicate (Prince et al., 2023). Card-based media allow social activities to be presented in a more concrete and structured format. Such strategies help children with autism develop "social commenting" skills during play (Prince et al., 2023). Furthermore, the literature indicates that Socio Activity Cards are a form of card-based intervention designed to help children develop social skills through communicative experiences with their surrounding environment (Gladfelter et al., 2019). Utilizing play and social activities as a context for intervention is highly relevant to language and communication development (Zohoorian et al., 2021). Various play-based interventions for children with autism leverage the connection between social play and the development of social, language, and communication skills. Social activities provide children with the opportunity to apply their communication skills in meaningful, real-world situations, rather than relying solely on isolated language exercises (Gibson et al., 2021).

Research findings on the use of visual media also demonstrate its potential to support the development of communication in children with autism. The use of PECS (Picture Exchange

Communication System)- based visual media has a positive impact on the communication of children with autism and can create a more enjoyable learning environment for both children and teachers (Taryadi, 2018). Improvements in communication skills have been observed in children with autism following their participation in programs that utilize visual media (Broupi et al., 2023). These findings suggest that visual media can be part of an intervention strategy to support children's communication and social participation (Broupi et al., 2023). Furthermore, research indicates that the use of "social activity cards" is positively associated with improved social skills in children with autism, demonstrating a significant influence on their development (Gibson et al., 2021). Nevertheless, the improvement of social skills should be understood not merely as a child's ability to follow social rules, but also as the capacity to use language functionally during interactions (Rutherford et al., 2023). The ability to make requests, provide answers, share information, offer comments, express desires, and sustain conversations constitutes an essential part of social communication. Consequently, the use of social activity cards in a school setting offers the potential to provide more concrete communication experiences through activities closely aligned with children's daily lives.

Based on this, social activity cards are a relevant tool for supporting the development of language skills in children with autism in the school social environment. This medium combines visual support with social activities, enabling children to better understand situations, identify appropriate forms of communication, and practice using language during direct interactions. Research on the "effectiveness of social activity cards in enhancing the language skills of children with autism within a school's social environment" is important for understanding how such tools can be utilized to support the functional communication abilities of children with autism. Thus, the use of "Socio Activity Card" is intended as a visual learning tool to help children with autism develop language skills through structured, concrete, and meaningful social experiences within the school environment. This tool is expected to support children in understanding social situations and using language to interact with teachers and peers. Furthermore, this study may serve as a foundation for developing more practical learning materials tailored to the social communication needs of children with autism in educational settings.

2. RESEARCH METHOD

Research Procedure

This study employs a quantitative research design—specifically a pre-experimental, one-group pretest-posttest design—in which all research subjects undergo an initial assessment (pretest), followed by an intervention using "Socio Activity Card," and a subsequent assessment (posttest) to observe changes resulting from the intervention. The study was conducted at a special needs school serving students with autism. The research process spanned approximately eight weeks and included stages of preparation, pretest, intervention, posttest, and data analysis. This design was used to examine the differences in the language abilities of children with autism before and after the implementation of the "Socio Activity Card."

Sample

The sample in this study comprises 5 students diagnosed with autism, selected through purposive sampling based on established inclusion criteria. The sample was selected based on subjects' characteristics relevant to the research objectives. Purposive sampling—a technique for selecting participants based on specific criteria pertinent to the study's goals—was employed. In this study, the inclusion criteria are: (1) children diagnosed with autism; (2) aged 10–12 years; (3) possessing basic communication skills; and (4) having a parent or guardian who has provided written consent for the child's participation. Conversely, the exclusion criteria include: (1) the presence of other co-occurring neurological disorders; (2) the exhibition of aggressive behavior that could interfere with the intervention

process; (3) the presence of severe sensory impairments; and (4) current participation in other intensive therapies that could potentially influence the study's outcomes.

2.3. Data Collection Technique

The instrument assesses various aspects of language use in the social environment of children with autism, including verbal and nonverbal abilities, initiation of communication, responses to social interaction, and the capacity to understand and express emotions. Assessments are conducted during social interaction sessions or activities involving the child, through direct observation by the researcher. Questionnaire results are then converted into scores that represent the level of language proficiency within the child's social environment. This instrument helps measure changes in social communication skills following the "socio-activity card" intervention.

2.4. Data Analysis Technique

Data analysis was conducted to examine the effectiveness of "socio activity cards" on the language abilities of children with autism, using a paired-samples t-test. The statistical assessment of these cards' effectiveness involved comparing pre-test and post-test scores. Prior to this assessment, a prerequisite test—specifically, a normality test using the Shapiro-Wilk test—was conducted because the sample size was fewer than 30 respondents. The results of the normality test indicated that the data were normally distributed; therefore, a parametric test—the paired-sample t-test—was applied.

3. RESULT AND DISCUSSION

The normality test results using the Shapiro-Wilk test ($n < 30$) show a significance value of 0.286 for the pre-test and 0.252 for the post-test. Therefore, H_0 is accepted, and H_1 is rejected ($p > 0.05$). Consequently, the data for both variables are normally distributed and satisfy the normality assumption required for a paired-sample t-test.

Table 1 presents the results of the normality test.

Table 1. Test of Normality

Pair	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest	.875	5	.286
Posttest	.866	5	.252

A paired-sample t-test was employed within a pre-experimental research design to determine the differences in the language abilities of children with autism before and after the use of "socio activity cards" in a school setting. The results presented in Table 2 (Paired Samples Statistics) indicate that the mean pretest score for the social communication abilities of the five participating children with autism—prior to the introduction of the socio activity cards—was 42.40. The standard deviation for this score was 9.397, reflecting a degree of variation in language abilities among the participants before the intervention. Following the intervention, the mean posttest score increased to 61.60, with a standard deviation of 5.128. This 19.20-point increase in the mean suggests that, descriptively, the socio activity card intervention had a positive impact on the language abilities of the children with autism. Furthermore, the standard error of the mean decreased from 4.202 in the pretest to 2.293 in the posttest, indicating that the posttest scores were more stable and exhibited less variability.

Table 2. Paired Samples Statistics

Pair	Mean	N	Std. Deviation	Std. Error Mean
Pretest	42.40	5	9.397	4.202
Posttest	61.60	5	5.128	2.293

The Paired Samples Test results show a Sig. (2-tailed) value of 0.003, which is less than 0.05. Consequently, H_0 is rejected, and H_1 is accepted. It can therefore be concluded that there is a statistically significant difference between the pretest and posttest scores. The test results indicate that the calculated t-value of –6.386 is greater in absolute terms than the t-table value for df = 4 (which is 2.776; |–6.386| > 2.776). Thus, it can be concluded that the use of "socio activity cards" has a significant effect on the language abilities of children with autism. Based on the mean difference (M = 19.2) and the standard deviation (SD = 4.269), a Cohen's d value of 2.86 was obtained. According to effect size criteria, this value falls into the "strong" category. This suggests that the "Socio Activity Card" medium has a strong influence on improving the language abilities of children with autism.

Table 3 presents the results of the paired samples test.

Table 3. Paired Samples Test Results

Pair	Mean	Std. Deviation	Sig. (2-tailed)
Pretest - Posttest	-19.200	9.397	.003

Autism is a disorder that encompasses cognitive, emotional, behavioral, and social domains, including an inability to interact with those around them—whether verbally or nonverbally (Mériaux et al., 2025). One of the challenges faced by children with autism concerns language proficiency in social environments, such as socializing and interacting with others (Prameswari, 2026). Language proficiency in social settings is not an innate trait; rather, it is acquired through a learning process involving parents, peers, and the surrounding environment (Qin et al., 2026). Such proficiency entails the ability to engage in behaviors that enable an individual to achieve social competence, which includes various verbal responses—such as tone of voice, pitch, and clarity of speech (Kritsotakis & Morfidi, 2025). Developing language proficiency in social contexts offers numerous benefits for children: it helps shape personality and identity, fosters work-related skills, productivity, and career success, enhances quality of life, improves physical and psychological well-being, and cultivates the ability to cope with stress (Georgiou & Spanoudis, 2021).

Social-linguistic competence—the ability to use language in social contexts—is essential for children with autism to interact with others in ways that are specific and socially acceptable (Parantis & Toran, 2024). For children with autism, this competence encompasses behaviors that facilitate successful social relationships and enable effective collaboration with others (Nowicki et al., 2014). Furthermore, it involves the skill of eliciting desired responses from others. Social skills comprise various elements, including influence, communication, leadership, acting as a catalyst for change, conflict management, networking, collaboration, cooperation, and teamwork (Khoirunisa et al., 2019). For children with autism, social-linguistic competence entails the ability to interact, communicate, and participate in groups—grounded in personal attributes such as self-control, self-confidence, discipline, and a sense of responsibility—which allows them to navigate disagreements and foster cooperation (Indriastuti, 2019). The use of "social stories" combined with prompting techniques has been shown to enhance the social-

linguistic competence of children with autism (Oktaviani et al., 2023). Play therapy using flashcards has also been proven to support the development of children with autism. The application of social stories with prompting techniques to improve the social skills of children with autism has likewise been documented (Permatasari, 2021). Educators and professionals, such as speech therapists, often employ visual-based media to help children develop their social-linguistic competence (Prince et al., 2023; Taryadi, 2018). One such form of visual support is the "Socio Activity Card." In several studies, flashcards have been utilized to improve social interaction among children with autism by enhancing their language and communication abilities.

Flashcard play therapy has been shown to improve language abilities and social interaction in children with autism (Alahmari et al., 2025). Furthermore, a behavioral art program method has been developed to enhance social interaction in children with autism spectrum disorder (ASD) through self-presentation (Muès et al., 2024). Social stories have also been used to help children on the autism spectrum recognize emotional expressions (Walsh et al., 2025). Flashcard play therapy has additionally been applied to foster development in children with autism, encompassing emotional growth, social skills, decision-making, and cognitive development (Khatab et al., 2024). Social stories, combined with prompting techniques, have also been used to improve language skills in social settings for children with autism (Robinson & Nohelty, 2024). Consequently, the use of social activity cards holds promise as an alternative for educators and therapists to support the development of children's social skills—both verbal and nonverbal.

4. CONCLUSION

The results of the study indicate that using the "Socio Activity Card" affects the language abilities of children with autism. It can be interpreted that these Socio Activity Cards strongly enhance the language skills of children with autism; based on effect size criteria, this value falls into the "strong" category. Interventions using the Socio Activity Card are beneficial for fostering language skills in social environments—skills essential for children with autism to engage in interactions, communicate, and participate in groups. These skills are rooted in personal competencies such as self-control, self-confidence, discipline, and a sense of responsibility, which enable children to navigate disagreements and foster cooperation within school and community settings. Consequently, the use of the Socio Activity Card is expected to serve as an alternative solution for educators and therapists to help develop the language abilities of children with autism in social contexts, encompassing both verbal and non-verbal forms of communication.

5. REFERENCES

Alahmari, F. S., Alhabbad, A. A., Alshamrani, H. A., & Almuqbil, M. A. (2025). Effectiveness of social skills training interventions for children with autism spectrum disorder: A systematic review and meta-analysis. *Saudi Medical Journal*, *46*(3), 226–237. https://doi.org/10.15537/smj.2025.46.3.20240788

Alexander, E., & Dille, L. (2018). Professional perceptions of the effectiveness of visual communication systems and their applications for functional communication interventions for individuals with Autism Spectrum Disorder. *Autism & Developmental Language Impairments*, 3. https://doi.org/10.1177/2396941517747468

American Psychiatric Association. (2022*). Diagnostic and statistical manual of mental disorders. 5th Edition, Text Revision (DSM-5-TR)*. https://doi.org/10.1176/appi.books.9780890425787

Arum, E. R., Shoba, S. H., & Ekasari, T. (2023). Assessing language ability of adolescent students with autism spectrum disorders. *ANAKKU: Jurnal Asesmen dan Intervensi Anak Berkebutuhan Khusus, 23*(2), 84–91. https://doi.org/10.17509/jassi.v23i2.64786

Broupi, A. E., Kokaridas, D., Tsimaras, V., & Varsamis, P. (2023). The effect of a visual arts and exercise program on communication and social skills of students with autism spectrum disorders. *Advances in Autism, 9*(4), 388–401. https://doi.org/10.1108/AIA-05-2022-0031

Cui, M., Ni, Q., & Wang, Q. (2023). Review of intervention methods for language and communication disorders in children with autism spectrum disorders. *PeerJ, 11*, e15735. https://doi.org/10.7717/peerj.15735

Georgiou, N., & Spanoudis, G. (2021). Developmental Language Disorder and Autism: Commonalities and Differences on Language. *Brain Sciences*, *11*(5), 589. https://doi.org/10.3390/brainsci11050589

Gibson, J. L., Pritchard, E., & de Lemos, C. (2021). Play-based interventions to support social and communication development in autistic children aged 2-8 years: A scoping review. *Autism & Developmental Language Impairments*, *6*, 23969415211015840. https://doi.org/10.1177/23969415211015840

Gladfelter, A., Barron, K. L., & Johnson, E. (2019). Visual and verbal semantic productions in children with ASD, DLD, and typical language. *Journal of Communication Disorders*, *82*, 105921. https://doi.org/10.1016/j.jcomdis.2019.105921

Indriastuti, N. W. (2019). Metode behavioral art program untuk meningkatkan interaksi sosial anak dengan ASD. *Persona: Jurnal Psikologi Indonesia*, 8(1), 128–138. https://doi.org/10.30996/persona.v8i1.2364

Khatab, S., Hassan Fadi Hijab, M., Othman, A., & Al-Thani, D. (2024). Collaborative play for autistic children: A systematic literature review. *Entertainment Computing*, 50, Article 100653. https://doi.org/10.1016/j.entcom.2024.100653

Khoirunisa, E., Karsidi, R., & Yusuf, M. (2019). The role of Posyandu as primary health care services in implementing early detection and intervention for autistic children in Indonesia. *International Journal of Multicultural and Multireligious Understanding*. 6(1), 101 – 109. https://doi.org/10.18415/ijmmu.v6i1.511

Kritsotakis, G., & Morfidi, E. (2025). Reading comprehension challenges in Autism Spectrum Disorder: Linguistic factors and figurative language proficiency. *Autism & Developmental Language Impairments*, *10*, 1–11.https://doi.org/10.1177/23969415251371544

Mériaux, J., Foin, S., El Ahmadi, A., Assaiante, C., & Colé, P. (2025). Assessing Language Skills in Children Aged 4 to 6 Years with Autism Spectrum Disorder: A Prospective Study. *Children*, *12*(12), 1596. https://doi.org/10.3390/children12121596

Muès, M., Schaubroeck, S., Demurie, E., & Roeyers, H. (2024). Factors associated with receptive and expressive language in autistic children and siblings: A systematic review. *Autism & developmental language impairments*, *9*, 23969415241253554. https://doi.org/10.1177/23969415241253554

Nowicki, E. A., Brown, J., & Stepien, M. (2014). Children's thoughts on the social exclusion of peers with intellectual or learning disabilities. *Journal of Intellectual Disability Research: JIDR*, *58*(4), 346–357. https://doi.org/10.1111/jir.12019

Oktaviani, E., Zuraidah, Susmini, & Jamaludin, I. (2023). Implementasi terapi bermain flash card untuk meningkatkan interaksi sosial anak autisme. *Jurnal Kesehatan Mercusuar*, 6(1), 56–64. https://doi.org/10.36984/jkm.v6i1.373

Parantis, C., & Toran, H. (2024). Knowledge and practice of special education teachers in teaching social skills to students with autism. *International Journal of Academic Research in Progressive Education and Development, 13(4),* 1433 – 1448. https://doi.org/10.6007/IJARPED/v13-i4/15722

Pavlou, E.-S., & Garmpis, A. (2025). Enhancing social skills in children with autism spectrum disorder through natural musical instruments and innovative digital musical instruments: A literature review. *Societies*, *15*(3), 53. https://doi.org/10.3390/soc15030053

Permata, A., & Khoeriah, N. D. (2025). The use of image cards in developing vocabulary mastery for autistic children in grade 1 of SLB Bintang Harapan, Bandung Regency. *Journal of English Language and Education, 10*(5). https://doi.org/10.31004/jele.v10i5.1341

Permatasari, N. (2021). Penerapan social story dengan teknik prompting dalam meningkatkan keterampilan sosial anak autis. *Temu Ilmiah Nasional (TEMILNAS XII)*, 15–31. https://ojs.unm.ac.id/Temilnas/article/view/20011

Prameswari, A. (2026). Language competence of ASD's child 0-5 years old: Study of autistic child language acquisition [Kemampuan bahasa anak dengan gangguan spektrum autisme (GSA) usia 0-5 tahun: Studi tentang perkembangan bahasa pada anak autis]. *POLYGLOT: Jurnal Ilmiah*, 22(2), 156-182. https://doi.org/10.19166/pji.v22i2.10966

Prince, J., Tincani, M., & Dowdy, A. (2023). Effects of the power card strategy on social commenting of children with autism during gameplay: Strength-based intervention. *Journal of Positive Behavior Interventions*, *25*(3), 185–197. https://doi.org/10.1177/10983007231158816

Qin, S., Liu, M., Wei, T., & Liu, Q. (2026). Language proficiency assessment of autistic children using large language models. *Expert Systems with Applications*, 298(Part B), Article 129712. https://doi.org/10.1016/j.eswa.2025.129712

Robinson, R., & Nohelty, K. (2024). Interventions to improve social and play skills for autistic children. In D. R. Dixon, P. Sturmey, & J. L. Matson (Eds.), *Handbook of early intervention for autism spectrum disorders: Research, policy, and practice* (2nd ed., pp. 379–393). Springer Nature Switzerland AG. https://doi.org/10.1007/978-3-031-64499-3_19

Rutherford, M., Baxter, J., Johnston, L., Tyagi, V., & Maciver, D. (2023). Piloting a Home Visual Support Intervention with Families of Autistic Children and Children with Related Needs Aged 0–12. *International Journal of Environmental Research and Public Health*, 20(5), 4401. https://doi.org/10.3390/ijerph20054401

Rutherford, M., Baxter, J., Grayson, Z., Johnston, L., & O'Hare, A. (2020). Visual supports at home and in the community for individuals with autism spectrum disorders: A scoping review. *Autism : The International Journal of Research and Practice*, *24*(2), 447–469. https://doi.org/10.1177/1362361319871756

Silveira-Zaldivara, T., Özerk, G., & Özerk, K. (2021). Developing social skills and social competence in children with autism. *International Electronic Journal of Elementary Education*, 13(3), 341-363. https://doi.org/10.26822/iejee.2021.195

Taryadi, T. (2018). Improved communication skills of children with autism spectrum disorder using augmented reality based on PECS (Picture Exchange Communication System). *JAICT (Journal of Applied Information and Communication Technologies, 3*(2), 1–8. https://doi.org/10.32497/jaict.v3i2.1338

Torrens, V., & Ruiz, C. (2021). Language and communication in preschool children with autism and other developmental disorders. *Children, 8*(3), 192. https://doi.org/10.3390/children8030192

Vogindroukas, I., Stankova, M., Chelas, E. N., & Proedrou, A. (2022). Language and speech characteristics in autism. *Neuropsychiatric Disease and Treatment, 18*, 2367–2377. https://doi.org/10.2147/NDT.S331987

Walsh, O., Linehan, C., & Ryan, C. (2025). Is there evidence that playing games promotes social skills training for autistic children and youth?. *Autism : The International Journal of Research and Practice*, 29(2), 329–343. https://doi.org/10.1177/13623613241277309

Zohoorian, Z., Zeraatpishe, M., & Matin sadr, N. (2021). Effectiveness of the Picture Exchange Communication System in Teaching English Vocabulary in Children with Autism Spectrum Disorders: A single-subject study. *Cogent Education*, *8*(1). https://doi.org/10.1080/2331186X.2021.1892995

How to cite: Wiliyanto, D. A., Husadani, R., Putra, S. P., & Abdullah, N. (2026). The effectiveness of socio-activity cards in improving the language skills of children with autism in the school social environment. *Teknodika, 24*(2), 218-226. https://doi.org/10.20961/teknodika.v24i2.128324