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International Teaching Aid
Competition 2023

Reconnoitering Innovative Ideas in Postnormal Times

iTAC

2023

iTAC 2023
INTERNATIONAL TEACHING AID COMPETITION
E-PROCEEDINGS

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PREFACE

iTAC or International Teaching Aid Competition 2023 was a venue for academicians, researchers, industries, junior and young inventors to showcase their innovative ideas not only in the teaching and learning sphere but also in other numerous disciplines of study. This competition was organised by the Special Interest Group, Public Interest Centre of Excellence (SIG PICE) UiTM Kedah Branch, Malaysia. Its main aim was to promote the production of innovative ideas among academicians, students and also the public at large.

In accordance with the theme "Reconnoitering Innovative Ideas in Post-normal Times", the development of novel ideas from the perspectives of interdisciplinary innovations is more compelling today, especially in the post-covid 19 times. Post-pandemic initiatives are the most relevant in the current world to adapt to new ways of doing things and all these surely require networking and collaboration. Rising to the occasion, iTAC 2023 has managed to attract more than 267 participations for all categories. The staggering number of submissions has proven the relevance of this competition to the academic world and beyond in urging the culture of innovating ideas.

iTAC 2023 committee would like to thank all creative participants for showcasing their innovative ideas with us. As expected in any competition, there will be those who win and those who lose. Congratulations to all the award recipients (Diamond, Gold, Silver and Bronze) for their winning entries. Those who did not make the cut this year can always improve and join us again later.

It is hoped that iTAC 2023 has been a worthy platform for all participating innovators who have shown ingenious efforts in their products and ideas. This compilation of extended abstracts published as iTAC 2023 E-Proceedings contains insights into what current researchers, both experienced and novice, find important and relevant in the post-normal times.

Best regards,

iTAC 2023 Committee
Special Interest Group, Public Interest Centre of Excellence (SIG PICE)
UiTM Kedah Branch
Malaysia

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ROLE PLAY: THE USAGE OF DOLLS IN IMPROVING THE SELF-CARE SKILLS AMONG AUTISM SPECTRUM DISORDER INDIVIDUALS WITH SEXUAL BEHAVIOUR PROBLEMS

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ABSTRACT

The inability to communicate and express their feelings causes ASD individuals to have issues managing themselves. The point of sexual behaviour among ASD individuals is alarmingly widespread. The sexual behaviour problem among ASD individuals is disturbingly familiar and observable and always happens in schools or public areas. Despite disturbing experiences, ASD individuals eventually do not know the dos and don'ts of appropriate sexual behaviour, especially in modifying sexual behaviour cues. As a result, most instances involving sexual behaviour issues, such as harassment, frequently fail to serve both the victim and the perpetrator owing to a lack of solid proof. Monitoring and preparation for transiting ASD individuals to an adult are needed direly. Therefore, this innovation aims to examine the use of the doll in improving self-control skills among ASD individuals with sexual behaviour problems. In order to support this innovation, a study was conducted for eight weeks with observation methods, pre-test, and post-test conducted on 5 ASD teenagers range 15 to 18 years. The study's results found an improvement in ASD individuals' self-care skills achievement after using a doll as a role-play self-representative. The implication of this study shows that ASD individuals can learn to manage themselves better and be more aware after using a doll as a role-play.

Keywords: ASD, sexual behaviour, self-care, communication, doll

INTRODUCTION

Individuals and young people with Autism Spectrum Disorder (ASD) have impairments in

three main domains. The three domains are communication, restricted behaviour and interest, and social interaction (American Psychiatric Association, 2013). Some impairments may influence sexual development and contribute to concerns about such behaviour. Sexuality and sexual behaviour among ASD have recently caught parents, society, and professionals by surprise. Many often ask about the difference between standard and not normal sexual behaviour, the deviant ones, and the signs of such behaviours as minors or adolescents. According to Tolman & McClelland (2011), the term routine or normality has been functionally and differentially defined by researchers in many disciplines, and the term is complex and still contested.

ASD teenagers who display sexual behaviour are often concerned if these behaviours are socially inappropriate or harmful to others. In this sense, parents of ASD teenagers with such sexual behaviour problems are primarily concerned with teenagers' safety and others' misunderstanding of their teenager's behaviour (Nicholas & Blakeley-Smith, 2010). Although individuals with ASD may mature physically and sexually according to normal development stages, an ASD teenager can generally develop in some social and emotional understanding areas whilst having difficulties in others (Abrams, 2017). As ASD individuals have difficulties in social understanding (Travers & Tincani, 2010), their emotional changes and increasing sexual urges may be delayed or prolonged (Huwaidi & Daghestani, 2013). Moreover, families, therapists or caregivers are often concerned about the growing sexual behaviour in ASD teenagers. However, it is generally not accompanied by a corresponding growth in social knowledge, leading to socially embarrassing behaviour.

"Body Zone" chart

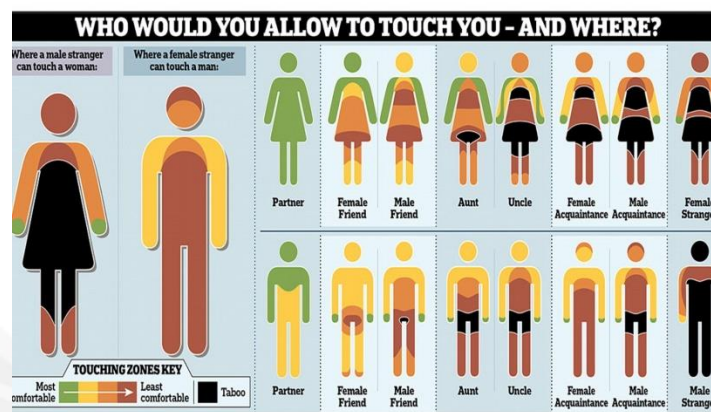


Figure 1. General body zone chart

Abrams (2017) explained that to positively impact sexual behaviour among ASD individuals,

educators and parents could use a "body zone" chart that visually identifies which body parts on a woman and man are private. For instance, educators can pictorially use 'red zone' to show private body zones for the red signs used. However, for ASD individuals, colours are distracting (Boucher, 2009). Hence, the black and white picture is better to reduce the effect. However, Travers & Tincani (2010) suggested reducing colour usage would be a good idea. Hence, by innovating the idea of this role play, the researchers will only use three primary colours, which are green, yellow and red. If this idea is incorporated using role play technique, ASD individuals may experience it well due to their immense focal ability on the applied diorama technique.

Hence, this body zone chart is best adapted to the circle of connection and contact following the standard of the cognitive level of ASD individuals. It is best to visually personalise it by naming it "My Social Circle" and using the individual's name or sticking an ASD individual photograph in the "Me" circle to recognise it as pertinent to their lives. This social circle is essential to ASD individuals to prevent them from being harassed or lured into unwanted sexual cues. Parents and educators can portray this as a 'live' concept. The live concept refers to people who can move into and out of the circles with the corresponding rights and responsibilities these circles give them. The idea of these circles is well established in sexuality teaching, with some users using colours, names, or numbers to delineate between circles.

PRACTICE AND PROCESS

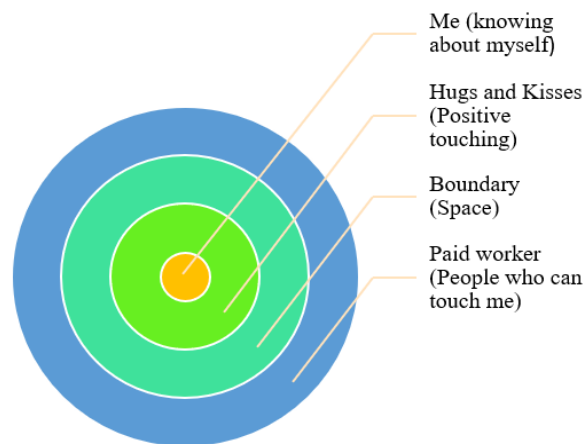


Figure 2. Social Circle



Figure 3. 2D-Doll Model before converted to the 3D model

Using role-play through doll play is designed to help people with ASD comprehend social settings. This method can educate ASD individuals on forecasting, anticipating particular events, and behaving appropriately (Gray, 2002). Social Stories provide accurate social knowledge and develop social awareness (Ozdemir, 2010). These brief, personalised stories help navigate new and often perplexing social situations. A Social Story also assists ASD individuals in gaining an appropriate grasp of social knowledge. It enhances a specific context by instructing who, what, when, where, and why of a social scenario.

Upon this study, there are positive changes in sexual behaviour. It is merely because of integrating the social circle framework (Figure 2) into the role play (as shown in Figure 3). The integration complements yet enriches communication skills with the Zone of Proximal Development (ZPD). The reason behind it is that the educators examine how a learner's performance is socially mediated (Pathan et al., 2018); hence, that is, how shared knowledge or inter-subjectivity is accomplished by bringing learners from their existing capabilities to a higher, culturally mediated level of development. Through this integration, ASD individuals will acquire all taught social competence.

CONCLUSION

The so-called improper sexual behaviour displayed by ASD individuals in the early stages is not something they yearn to do. Nevertheless, like any other human being, if someone does not know their action is right or wrong and is abruptly penalised, they will undoubtedly revolt in

their emotions. The same thing will happen to those with ASD. Their emotional state revolted and erupted. Thus the situation will be invited to more uncontrollable sexual activity. Therefore, this method could assist the parents, special education educators, and clinical psychologists in tracking the history before ASD individuals fall into inappropriate sexual behaviour. In addition, retrieving the initial stage of the behaviour directing ASD individuals to fall into the sexual behaviour issue, would help the educators or even the therapist start a plan for a suitable Individual Education Program (IEP). Therefore, it is vital to overcome the issue before tackling the behaviour is more complicated.

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