

# ART / INNOVATION

## PART II



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Anthony M., 2018). One of the m  
global Non-Traditional Security risks is the  
COVID-19 pandemic. This worldwide health crisis  
has resulted in an unacceptably high number of deaths  
and a significant economic impact.

Securitization theory, which is employed as a frame-  
work analysis, is the basic theory that underpins the  
analysis in this study. Securitization developed from  
Copenhagen School (COPRI – Copenhagen Peace  
Research Institute) of security studies pioneered by  
Barry Buzan, Ole Weaver and Jean De Wilde (1998).

issue. The ins...  
ing actors who play a role in declaring something  
that is existentially threatened. The government,  
represented by high-ranking officials, lobbyists, and  
even pressure from a group are all examples of securi-  
tizing actors. Next is the issue or threat that potential-  
ly brings harmful effects towards peace and stability of  
the country and lastly is the reference object or who

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# ART / *INNOVATION*

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PART II



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JABATAN SENI HALUS  
FAKULTI SENI LUKIS & SENI REKA  
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## INTRODUCTION

**ARTE: Art and Expression** is a biannual book monograph series, published under the collaboration of the Program of Fine Arts, College of Creative Arts, UiTM Perak Branch with Galeri Al-Biruni under the supervision of Universiti Teknologi MARA, Malaysia. 'ARTE' is an amalgamation of the English word 'Art', and Malay word, specifically Perak slang 'Ate' which translate as conversation starter. 'ARTE' uses the concept of book chapter that platforms art enthusiasts to express their inner-creativity in the form of literal conjectures.

## VISION

To promote art and expression as aspirations towards stylistic and artistic practices.

## MISSION

- To enhance the culture of research and academic publication among academic and artists for international recognition.
- To promote intellectual, cultural and knowledge sharing through artistic expression.
- To celebrate the diversity and differences in arts practices thus, creating an intellectual platform for artist, to express their interest, in art

## PUBLICATION FREQUENCY

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# USING ART FOR CHILDREN WITH DEVELOPMENTAL DISABILITIES

a chapter by

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## Introduction

Children with developmental disabilities often struggle with basic life skills, communication, and social interaction. They may have conditions such as autism, attention deficit hyperactivity disorder (ADHD), and learning disorders. It is estimated that 1 in 6 children in the United States have a developmental disability. Early intervention and support from parents, educators, and healthcare providers can greatly improve outcomes for these children. However, there is still a significant lack of resources and support for families and individuals with developmental disabilities.

The prevalence of children with developmental disabilities in Malaysia is not well documented, but it is estimated that around 3-5% of children in the country have some form of developmental disability (Ministry of Women, Family and Community Development, 2020). These disabilities can include autism, attention deficit hyperactivity disorder (ADHD), and intellectual disability. However, access to diagnosis and support services for children with developmental disabilities in Malaysia remains limited, particularly in rural areas (Department of Social Welfare Malaysia, 2021). Improving access to resources and support for families and individuals with developmental disabilities is crucial for improving outcomes and quality of life for affected children in Malaysia (World Health Organization, 2021).

## Effect of developmental disability to the person and family.

Children with a developmental disability often have issues in at least two developmental domains, including language, cognition, social skills, gross

motor skills, fine motor skills, and activities of daily living (ADL). The features of each developmental disorder are different, but most are characterized by a delay in reaching expected developmental milestones. Prominently, children with a developmental disability encounter problems in behaviours such as aggressiveness, tantrums, non-compliance, and hyperactivity that interfere with their learning, academic achievement, family cohesiveness, parent well-being, and family members' physical health. Children with developmental disability (DD) lack in term of motor skills, which may limit their opportunity to engage in play which leaves them with little time to

develop motor skills. The concept of play is where children exercise various important developmental processes that support their cognitive growth, positively contribute to practical skills used in everyday life, and encourage the development of more advanced motor abilities. Thus, children with a developmental disability may find it difficult to learn new social and communication skills, which creates further hurdles to their engagement in physical exercise (Esposito et al., 2012). Other than that, they encounter difficulties in sensory integration which will lead to a problem with attention, arousal, or mobility, and these issues may cause anxiety, have a detrimental impact on developmentally appropriate learning and eventually cause family relationships to suffer.

The benefits and challenges of raising children with developmental disability are unique. On the one side, parents might feel content, strong, and connected to their families (Hastings, Allen, McDermott, & Still, 2002). They can profit from their parenting experiences in ways that are beneficial, such as increased confidence, a deeper

spirituality, a change in priorities, pride in their children's successes and understanding of the advantages their children have for the community (Beighton & Wills, 2019). On the other hand, the risk of declining emotional health is high for parents of children with developmental disability. Parents of children with developmental disability exhibit more depressive symptoms than parents of generally functioning children. There is a higher likelihood of depressive symptoms in parents of children with more severe impairments and lower family earnings (Scherer, Verhey, & Kuper (2019).

The psychosocial circumstances that parents of children with developmental disability face are distinct. This circumstance has frequently been linked in high-income countries (HICs) to a lack of social and environmental supports in the form of useful coping mechanisms, financial hardships, unfavorable societal attitudes, and ignorance about the children with developmental disability. The stigma, prejudice, misinformation, and practitioners with little training are some of the biggest barriers to include in children with developmental disability (UNICEF, 2013). Due to these social obstacles, disabled children experience prejudice and isolation (Bilgin & Kucuk, 2010; Zheng et al., 2015). Understanding how culture affects child development and family engagement may make it easier for professionals to deliver culturally appropriate services.

### **Benefits of arts among children with developmental delay.**

The words of learning disabilities is used for students who have learning problems, autism and hearing impairment. From the aspect of artistic expression in arts are including the use of colors, lines, shapes, visuals, and techniques that are appropriate, given to students under visual communication. Arts work can help teachers and students in improving social interaction in the classroom. Martin (2009) said that the field of art seen from the aspect of art as a medium of communication and self-expression is one of the techniques that can be used in forming more creative, innovative and productive human capital, especially for the learning disabilities.

Art therapy is seen as one of the approaches that can be used in the counselling process either in individual counselling or group counselling, especially for groups learning problems below achievement. The use of art therapy in counselling is seen as one of the appropriate approaches to be applied to teenagers with different developmental levels, learning levels and also different social and emotional needs.

According to Mayesky (2015), art activities in special needs children and early education that involve the use of small muscles in the fingers, hands and wrists such as drawing, cutting, pasting and creating clay models give children the opportunity to practice and develop their fine motor skills. Through art activities, children have the opportunity to explore the use of various materials and techniques to increase their imagination and creativity naturally. Cutting is seen as one of the functional activities that involves the development of skills, the use of coordination and fine motor control during the age of 5-6 years. Emergy (2004) said that the use of mature bilateral hand functions depends on exposure in cutting tasks using scissors. The author also also said that bilateral skills of motor movement are the children's needs before entering school so that they are ready for the school activities.

### **Activities of arts**

#### **Coloring**

Colouring is a powerful educational tool that stimulates a child's overall development. It is an important activity that improves children's gross motor skills and improves their mental growth. Colouring activities are one of the fun activities for children of all ages. Young children get introduced to the concept through the writing activity. It involves giving them any colour stick and making them use it aimlessly on a blank piece of paper. They also enjoy writing on newspapers, books, and even walls. The coloured lines that appear as a result of their activity give them a sense of accomplishment.

Finding from many studies indicates that the colouring activities improve children's

concentration levels, developing gross and fine motor skills and unearthing creativity (Epp 2008; Alter-Muri, 2017; Farmer & Watson, 2019; Musyiro et al., 2023)

### **Drawing**

The selection of a drawing therapy approach for autistic children is because the therapy is easy to follow by autistic children to achieve effective communication in the world around them or to express what they feel when they lack the skills to speak. Drawing therapy is very beneficial for these autistic children because art therapy is known to help people gain self-understanding and self-expression (Osborne, 2003). Some children with autism are proficient in their motor skills, particularly in fine motor object manipulation, slow development in gross motor or fine motor and experience difficulty in coordination. There are also children with autism who have problems in neuromotor processes and executive function is low. Problems in the neuromotor process include reduced strength and low muscle tone.

Curl, (2018) said that the process of drawing involves the use of the right brain where the functions of imagination, emotion, color, creativity, holistic, music and others are located. the degree of intelligence in the human mind. This shows that drawing is one of the elements that are equally coupled with other learning elements such as calculation, writing and so on in increasing the degree of intelligence of the human brain.

In a painting that results is not just a form of imagery but a statement of the soul, expression, mood, perception, observation, observation, imagination, visualization, aesthetics and creativity (Curl 2008). Drawing is a learning process. Building the ability to draw is easier than building the ability to write.

### **Origami**

Origami is not just about turning a piece of paper into a shape; it also offers numerous benefits, such as increasing creativity, imagination, perseverance, and even thoroughness. Each difficulty level of origami comes with its own

advantages, helping in the development of both fine motor and gross motor skills. Furthermore, the mechanical problem of handwriting skills is a characteristic commonly seen in learning disabilities. For example, sitting upright while folding paper is one of the gross motor skills that are crucial for growing children. These sitting skills can help them adjust their bodies in line with the needs of the environment and tasks when engaging in writing activities.

In addition, origami involves the activity of folding, which contributes to improving visual motor control, hand manipulation, motor control accuracy, spatial reasoning, and the ability to examine, change, apply, prove, and communicate. It also enhances spatial visualization, the use of both hands without dominance of one hand, and visual motor integration, as proven by children who frequently engage in origami (Zwicker & Montgomery, 2012).

The selection of origami as an intervention is based on the results of previous studies, which demonstrate that origami activities, combining various senses, allow children with learning disabilities not only to visualize a creative production process in a short time but also to leave a positive impression. Origami becomes the main stimulus for these children to continue using it in teaching and learning activities, ultimately having a positive impact on the students' learning skills.

### **Using art for children with developmental disabilities.**

Art can be a powerful tool for children with developmental disabilities, providing them with opportunities for expression, creativity, and communication (American Art Therapy Association, 2021). By engaging in art activities, children with developmental disabilities can also develop fine motor skills, hand-eye coordination, and problem-solving abilities. In this article, we will explore various ways to use art to support children with developmental disabilities.

One effective way to use art with children with developmental disabilities is through structured art activities. Structured activities provide



children with clear expectations and guidelines, which can help them feel more comfortable and confident (World Health Organization, 2021). For example, a structured activity might involve coloring or painting within a defined area or following a specific pattern. Structured activities can also help children with developmental disabilities to develop their concentration and focus.

Another way to use art with children with developmental disabilities is through sensory art. Sensory art activities involve using a variety of textures, colors, and materials to engage the senses and promote sensory exploration. For example, children might use their hands to paint with squishy, gooey materials or manipulate soft, plush materials or drawing as shown in figure 1. Sensory art activities can be particularly beneficial for children with autism, as they can help them regulate their emotions and provide a sense of calm (National Institute of Child Health and Human Development, 2021).

Art can also be used as a form of communication with children with developmental disabilities. Children who struggle with verbal communication can use art to express their thoughts, feelings, and ideas (American Art Therapy Association, 2021). For example, a child who is unable to communicate their frustration might be able to express their emotions through a drawing. This can help children with developmental disabilities feel heard and understood.



Figure 1: Messy play

Finally, art can be used as a tool for socialization with children with developmental disabilities. Art activities can provide children with opportunities to interact with others, practice sharing and taking turns, and develop their social skills (American Occupational Therapy Association, 2021). For

example, children might work together on a collaborative art project or take turns drawing or painting.

## Conclusion

In conclusion, art can be a valuable tool for supporting children with developmental disabilities. Whether through structured activities, sensory exploration, communication, or socialization, art can provide children with opportunities for growth, expression, and enhance creativity.

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Tarikh : 20 Januari 2023

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Saya yang menjalankan amanah,

**SITI BASRIYAH SHAIK BAHARUDIN**  
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*nar*

*Setuju.*

*27.1.2023*

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