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RECONNECT AND DISCOVER

Extended Abstract

International Innovation & Design in Library & Information Science Competition (InDeLib2022)

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Editors

Asmadi Mohammed Ghazali
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UNIVERSITI TEKNOLOGI MARA

EXTENDED ABSTRACT

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CONTENTS

FRAMEWORK: VISUAL-SPATIAL: A MEDIATOR EFFECTS ON THE AUTISM SPECTRUM DISORDERS (ASD) ACHIEVEMENT IN SPEECH UTTERANCE

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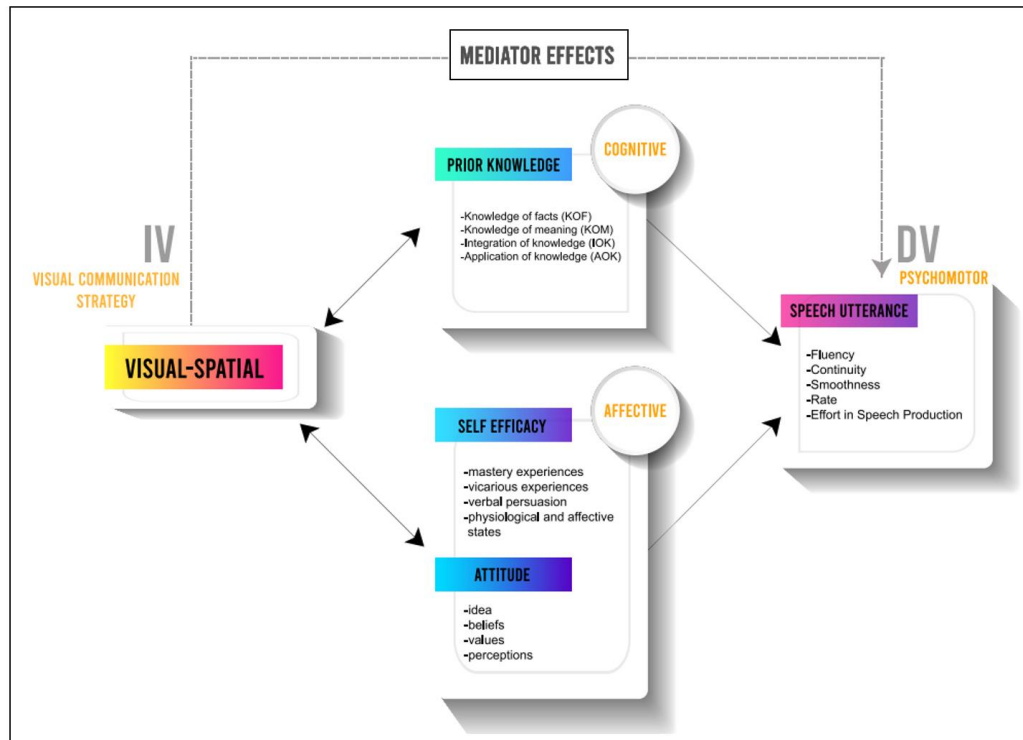badru010@uitm.edu.my

Abstract
The abstract on Visual Image and Spatial Ability is the basis for consolidating the results of art therapy that can be utilized in terms of its design through art activities with therapeutic processes. Evidence-based learning related to the Emotional and Speech Utterance of a person and personality in developing design interventions that can support the therapeutic process. This study focuses on special (special needs) groups with Autism Spectrum Disorder (ASD). This is also contained in the eight types of multiple intelligences on the abilities and capabilities of a person born normally or abnormally. This has become an unavoidable necessity nowadays. Its effectiveness should be assessed by strategizing the therapeutic process of a patient from different backgrounds, whether in terms of genetic ability, race, family, place, culture, environment and religion. Each different lifestyle and experience make this therapeutic process necessary to unravel the complexity from becoming more serious. This study is in line with the need for rapid development of our country, not only sponsored by educated, technological, creative, skilled and cultured people but also have strong intelligence and personality as well as emotional stability. This paper aims to discuss visually supporting teaching strategies with the influence of the perceived approach (Picture Exchange Communication System PECS) on the development of speech utterance among children with Autism Spectrum Disorder (ASD). This is also to determine and analyse the effects of cognitive and affective factors in speech utterance using the visual-spatial approach.

Keywords
Special Needs, Autism Spectrum Disorder (ASD), Picture Exchange Communication System (PECS), Learning Cognitive and Affective Aspects.

Product Description
This framework focuses on special needs (pendidikan khas) groups with Autism Spectrum Disorder (ASD). This is also contained in the eight types of multiple intelligences on the abilities and capabilities of a person born normally or abnormally. This has become an unavoidable necessity nowadays. Its effectiveness should be assessed by strategizing the therapeutic process of a patient from different backgrounds, whether in terms of genetic ability, race, family, place, culture, environment and religion. Each different lifestyle and experience make this therapeutic process necessary to unravel the complexity from becoming more serious. This study is in line with the need for rapid development of our country, not only sponsored by educated, technological, creative, skilled and cultured people but also have strong intelligence and personality as well as emotional stability.

Novelty and Uniqueness
1. Creating a comprehensive reference for a future product designer that consists of needed Autism Spectrum Disorder (ASD) dimensions from cognitive and affective factors in measuring the effectiveness of using current tools and approaches in teaching and learning based on the Picture Exchange Communication System (PECS).
2. A platform to establish the mediator effect on ASD achievement in speech utterance using PECS as a Visual-Spatial approach.

Benefit to Mankind
This invention was created to
1. Graphic and Product Designer.
2. As a reference for ASD instructors.
3. Guideline to general training (professions and areas).
4. In-service teachers (pendidikan khas) include novices.

Potential Commercialization
1. To promote product design companies related to education areas.
2. To benefit private and government teaching and training institutions, agencies and industries.
3. To create comprehensive autism teaching and therapy tools to help in the landscape of special needs education.

Acknowledgement
The framework for designing teaching aids for children with autism is significantly reduced in special education curriculum development. The lack of specific teaching tools for autistic children causes teachers to buy existing tools and process them according to the learning needs of autistic children. Designers need to create teaching aids with accurate references to help children with autism in their speech utterances (Deb, 2020).