



Research Article

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Adaptive Vocational Learning for Children with Autism in Art Skills

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Abstract

The purpose of this research is to shed light on how children with autism may be adapted to the vocational learning process in the area of creative skills. This process comprises the stages of preparation, implementation, and assessment. Case studies provide the foundation of this qualitative approach to study. The study that was conducted used the purposive methodology, and the participants included three children with autism as well as instructors and skills assistants. Interviews, observations, and written documentation are the three primary methods used in data collecting. The tenacity of the researchers, the use of triangulation, and the scrutiny of the members all contributed to the validation of the data. Methods for analyzing data, including the reduction and display of data, the development of findings, and the verification of those conclusions. According to the findings of this study, children with autism spectrum disorders may benefit from adapted skill instruction in the context of vocational learning. This modification involves adjusting learning strategies, in general, to correspond with the features and capabilities of autistic pupils. Adaptation The results of the first ability test administered to the student are used as a basis for developing the lesson plan. The content that is presented is stuff that is straightforward and risk-free, such as painting in its general form without any modification to the tools, components, or procedures involved in the process.

Keywords: *adaptive learning, children with autism, vocational*

1. Introduction

Students who have specific needs must participate in specialized educational programming that is specifically designed to meet the challenges they encounter in their day-to-day lives. It is necessary to carry out these steps to encourage the development of skills necessary for independent living in every student who has unique needs. Independence can be defined in two different ways for children who have special needs: in the narrow sense, it refers to the ability to carry out day-to-day activities; in the broader sense, it refers to the ability to provide for oneself and even for others by earning a living. Both of these definitions of independence apply to children who have special needs.

One of the kids that fall under the category of having exceptional needs has been diagnosed with a pervasive developmental disorder. The term "pervasive developmental disorder" refers to a wide-ranging set of developmental issues that may manifest in a variety of ways, including communication, social interaction, and behaviour. Autism is a term that's used to refer to those who

suffer from significant developmental issues across the board. Autism is characterized by a range of neurological deficits, the most frequent of which are issues in motor planning and sensory processing. As a result of these challenges, even the simplest of activities may be difficult to do for a person with autism.

Autism is not a disability that prevents a person from maturing into an adult as other people do. However, in contrast to regular humans, persons with autism are not constantly accompanied by their parents or instructors. Because of this, autistic individuals are expected to lead an autonomous existence, especially at the stage of life when they are transitioning into adulthood (Grollmann, 2008). At this point, specialized education, more especially vocational education or education that focuses on how learning may be applied to vocational education, is necessary (Hoekstra et al., 2018). This is the case regardless of the kind of education received. A person's education that is geared toward the development of the skills, abilities, understanding, attitudes, work habits, and appreciation that are necessary for a person to enter the workforce and make work progress that is meaningful and productive is referred to as vocational or vocational education. This type of education can prepare a person to enter a meaningful and productive line of work.

Vocational training may be used to teach people with autism skills that are in demand in the workforce; the ultimate objective of this kind of training is to eventually increase the possibility that autistic people will be able to live independently in the future. The extent to which the institutions that are in charge of the administration of vocational education contribute to the recognition of the effect that vocational education has on life is an integral aspect of the equation. According to Roberts & Simpson (2016), students diagnosed with autism who enrol in a school that focuses on providing vocational education have a better chance of receiving the instruction necessary to develop a skill that is in demand in today's society. Hargrove (2013) states the act of learning in and of itself is the expression of the preparation that goes into developing these skills. There have not been any significant efforts made to put vocational education into practice, even though the value of vocational education has been acknowledged (Gentry et al., 2008). Even if there is one, it does not solely focus on providing people with autism with a special vocational education; rather, it includes children with autism alongside those who have other types of disabilities, which results in the creation of additional complications. Even if there is one, however, it does not focus solely on providing people with autism with a special vocational education. One of the issues is that it is still quite common for autistic teens and adults to fail in the realm of vocational pursuits (Pellicano et al., 2014). This is a problem since autistic people have difficulty communicating their needs.

There are still obstacles in Indonesia that prohibit people with exceptional needs, such as autism, from pursuing an education in a career they are interested in. It could be difficult for teachers and parents to get their hands on the necessary materials for vocational education for people with autism since there is a shortage of both knowledge and aid in this area. Since it is often written in a variety of different languages, the majority of parents and teachers who are involved in vocational education have a difficult time comprehending the information and support that is available (if it even exists at all). Because there is no comprehensive and regulated guide for providing vocational education to students with autism, how it is implemented is left up to the rules and unique inventiveness of each educational establishment. This is another matter that needs consideration and resolution.

It is generally agreed that one of the talents that are founded on vocational skills is one's creative capacity in the arts. More than a year's worth of time has been invested in training in a professional environment. It is possible to get vocational training in the field of creative abilities to produce things that can be sold, even though teachers continue to face problems in the course of their everyday job. This achievement is intrinsically tied to the efforts made by the school to offer children with autism access to vocational education that is tailored to suit the specific requirements of children with autism.

On the other hand, there is currently no all-encompassing concept of adaptive occupational learning accessible for children with autism to use in the context of skill acquisition. As a

consequence of this, researchers are assisting in revealing different types of vocational learning abilities that are matched to the demands of autistic pupils in the hope of uncovering particular patterns (forms of learning adaptation). This is done so that these types of vocational learning can be used as references by other institutions that want to arrange vocational learning for children with autism. The stages of learning that are known as preparation, implementation, and evaluation are the primary focal points of the research that is conducted on adaptive vocational learning for children with autism (Snell-Rood et al., 2020).

2. Methods

This examination focuses mostly on case studies and makes use of qualitative research methods. The three basic objectives of research that are carried out through case studies are the collection of data, the extraction of meaning, and the attainment of understanding from the cases. The case that is discussed in this research is an example of an adjustment that was made to the method of vocational education in the topic area of skills for students who have autism. Those individuals and organizations that are believed to have some connection to the information that will be gathered have been selected to participate as research subjects. The approach of purposive sampling was used to recruit a total of seven individuals for the research. This comprised three autistic teenagers who took part in the program, as well as four adults who volunteered their information. These individuals included the principal of the school, the vice principal responsible for the academic program, instructors, and skills assistant teachers.

At the commencement of the study endeavour, there was an initial survey that was carried out. In the course of this survey, the researcher travelled to the study area without first having a crystal clear idea of the issue at hand. The researcher was able to acquire clarity on the issues that need further investigation after conducting interviews with the school administrator and receiving diverse information. After the researcher has gained a deeper comprehension of the problem at hand, they will search the relevant literature, identify research subjects who are linked to the data they want, and choose which research strategy will be the most successful in illuminating the problem.

To collect data for the research, unstructured interviews with school administrators, teachers, and skills teacher assistants, as well as vice principals in charge of the curriculum, were carried out. The objective of these interviews was to gain information on the curriculum. During the learning process, there were onlookers present who did not take part in the exercise. Another strategy that was used to obtain data was the collection of papers that were acquired from school administrators and skills teachers. After that, the researcher will analyze the data and, together with the guidance of the supervisor, will draft a research report.

3. Results and Discussion

The purpose of this study is to shed light on the nature of the adaptive vocational learning process, including the planning, execution, and assessment of various skill areas, as well as the motivations behind the many adjustments that are made. Specifically, the goal of this research is to illuminate the planning, execution, and assessment of various skill areas. According to Munoz et al (2018), the results of the project include data on the design, implementation, and evaluation of adaptive vocational learning for students with autism. These findings may be explained by considering the objectives of the investigation. As part of the preparation for this kind of learning, a decision is made on the sorts of skills that will be taught to children with autism as part of adaptive vocational learning, and a learning implementation plan is written. Both of these steps are included in the preparation.

The teacher adapted the lesson plan from several different sources to create an improved version of the curriculum for students with mental impairments, which they called the assembled Lesson Plan. In addition to planning for the materials, techniques, methods, and media, as well as

evaluation and the execution of the stages of learning, the lesson plan includes targets, which are special goals. When it comes to the implementation of adaptive vocational learning for children with autism in the skills sector, materials, approaches, methods, and media are all components that play a role. This involves the student's involvement in the program that is being offered. There is an evaluation of students' in-depth skill sets during the pre-instructional, instructional, and closure phases of the adaptive vocational learning program for children with autism in the skills area. This evaluation is done to determine whether or not the students have met the program's learning objectives. The pre-instructional, instructional, and closing phases of this program are the ones that are carried out.

The following are some examples of how the material may be modified: (1) giving the children extra time to work on the material, and (2) picking content for the students to complete that is uncomplicated and doesn't pose any dangers, such as painting supplies. Teachers are entrusted with considering possible safety hazards and features of the classroom environment that have the potential to bring about accidents to adhere to the safety principle. This is necessary to ensure that the safety principle is adhered to. Any risk assessments, safety plans, or safety procedures that may be relevant to certain children enrolled in the class should be brought to the attention of the staff, and they should be able to take appropriate action based on them. This is because the staff is responsible for ensuring that the children enrolled in the class are safe. This explanation may be interpreted in a variety of different ways, one of which being that teachers need to take into account the many circumstances and hazards that may exist in the classroom that may lead to accidents. The risk assessments, safety plans, and security protocols that are specific to certain students in the classroom need to be communicated to the educators and other staff members who are working in that area, and they need to be able to respond appropriately to the information they receive.

Kaelbling et al (1996) stated that the learning techniques that are used include general, specialized, and reinforced learning strategies, which may be summed up as assistance and teaching for each that makes it easier for students to complete their learning goals. Students that need to meet certain criteria may find that one of these three approaches to education is most helpful. Learning techniques and essential criteria for organizing learning activities will be covered in the first part of the presentation, which will focus on getting things started on the right foot. The second step is to get acquainted with various organizational strategies that are based on a set of guiding principles. Third, teaching strategies that use the ideas of reinforcement to encourage students to participate in the learning activities that are wanted, provided that the students exhibit the behaviours that are desired.

It is possible to conclude that verbal instructions, prompts, modelling, physical guidance, fading, distribution of practices, amount of material, knowing the results, oral and visual presentations, and focusing the attention of students are the general strategies that are utilized by teachers in general. After taking into consideration all of the data that was provided, one may make this conclusion.

Utilizing learning approaches that are founded on certain principles allows for more efficient management of pedagogical materials and resources (Connolly & Stansfield, 2006). The trainer progresses in an orderly and logical way from one step to the next. Starting with an explanation of the components and implements that will be required, then going on to having the pupils practice right away when the stage of preparation has been completed. This comprises forming the pattern, colouring it, removing the starch, locking or fixing it, washing it, and dyeing it. Wery & Thomson, (2013) stated that the teaching method that makes use of the reinforcement principle is one in which the teacher compliments pupils on completing assignments. The lecturer will demonstrate this strategy to the pupils in the classroom.

A learning technique that is used for students who have autism is a strategy that provides a concrete depiction of "something" for children to be able to comprehend "something" and understand messages of information (Padmadewi & Artini, 2017; Vacca, 2007). The approaches that are used for teaching include the lecture method, which may or may not include work

demonstrations, the practical approach, which may or may not involve direct demonstrations and assignments (direct practice), and the team teaching method.

When it comes to the teaching of motor skills, which are also referred to as practical procedures, the major purpose is for students to be able to put these talents to use in real-world situations. There are a variety of approaches that may be used, and some of them include simulations or demonstrations, which are then followed by exercises. It needs the supply of experience to students and means that students can have capabilities. Additionally, it suggests that students can have capabilities. Because of this, students need to hone their skills via the use of either simulation or demonstration methods, and then go on to exercises. Methods such as work demonstration and direct assignment are used by teachers as part of the process of educating children with autism life skills in line with the aforementioned idea.

The sorts of media that have been included are pictures and direct object media. As a means of imparting knowledge, the teacher employs educational instruments that are both digital and physical. It's possible to find both real and fake versions of the same thing in works of fiction that are based on real-life (classified in three dimensions). The creation of concrete grasping concepts may be aided by the use of media that portrays actual things, which is good for children with autism since children with autism often have a concrete manner of thinking.

As a kind of accommodation during the evaluation procedure, students are allowed to make use of whatever visual aids they see necessary to respond to questions provided by their respective instructors. According to Linstead et al. (2017), One kind of adaptation that might be employed with children with autism who are learning is called the output, which is also known as the output of learning outcomes. Alter the possible responses that students will have when they are told. In addition to being able to write down your responses, you should also be able to react vocally to the questions that are being asked. Additionally, the use of communication books as a tool for teaching several students is another possibility (Chang et al., 2010). Give the students a chance to demonstrate their knowledge by utilizing something that they can physically grasp in their hands. This remark may be interpreted in a variety of different ways, one of which is that teachers can establish certain guidelines that make it easier for students to respond to the questions that are offered while they are evaluating the academic progress of children with autism. To establish the results of the study, permitted instructors to let students pick how they wish to answer the questions. This choice may be used to determine the outcomes of the research.

The assessment approach for adaptive vocational learning for children with autism in the skills sector includes evaluating the students' abilities as well as their attitudes and the work that they produce. This is in addition to evaluating the learning process itself. Some methods include testing as well as others that do not involve testing that may be used to identify the effects of learning in a variety of domains. Evaluation strategies may assess whether or not students have comprehended the material and mastered the skills associated with it. To monitor the kids' attitudes and work in a way that is not via testing, other methods are implemented.

4. Conclusion

Students with autism can acquire skills as part of their vocational education, provided that the teaching method is modified to match the individuals' specific requirements. An evaluation of the student's skills, interests, and talents comes first in the process of adaptive vocational learning preparation for children with autism in the area of skills. This evaluation will help determine the next steps in the process. The next thing that has to be done is the construction of a vocational learning plan that is centred on the initial capabilities of the pupils. The first step in preparing children with autism for adaptive vocational learning in the skills sector is for the students themselves to engage in this preparation. The selection of content that is not only user-friendly but also risk-free for students is an example of an adaptation strategy that is put into practice throughout the process of learning (Blazic et al., 2012). The selection of a painting medium that does not need any reduction,

replacement, or addition of tools, materials, or phases of production is this specific sort of adaptation. There is an increase in available time for getting things done. The learning techniques that are used include general, specialized, and reinforced learning strategies, which may be summed up as assistance and teaching for each that makes it easier for students to complete their learning goals. The approaches that are used for teaching include the lecture method, which may or may not include work demonstrations, the practical approach, which may or may not involve direct demonstrations and assignments (direct practice), and the team-teaching method. The sorts of media that have been included are pictures and direct object media.

The assessment approach for adaptive vocational learning for children with autism in the skills sector includes evaluating the students' abilities as well as their attitudes and the work that they produce (Mekacher, 2019). This is in addition to evaluating the learning process itself. It is anticipated that students would reply to assessment questions by directly pointing to either photos or real goods, and the mechanism of alteration takes the form of assessment questions supplied in the form of photographs and tolerances.

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