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Using Artistic Handicrafts in the Educational process of Teaching the Autistic children to Improving their Cognitive Growth in both UK and Kuwait

**A research submitted to attain the degree of Co-
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It has been asserted by Caroline Case and Tessa Dalley that making marks is a shared activity between all humans. Ancient people used hand drawn, carved and scratches as an expression and communication. (Caroline &Tessa, 1992: 50). Also Eisner’s slogan thinks that “*The teaching of Art is about more than the teaching of Art*” (Eisner, 2001: 10) this idea reflect a fact that Art and art education are considered an integral component of the individual’s personality. To support this point of view we can refer to the fact that it is accepted widely that art has two vital influences in the school curriculum, first: “*to release students’ imaginations*”, as mentioned by Greene, (1995, cited in Albers 1999:7) secondly “*to reveal students beliefs about themselves, and their roles in society, and social locations*” (Albers, 1999:7).

Based on what has been mentioned before, Arts are considered one of the main components of the educational process. As the handicrafts or the traditional industries are part and parcel of the arts: such handicraft industries depend on using the hand or simple tools and they are considered one of the basic ingredients that support educational process and knowledge gaining. These processes employ the creative, imaginative, and the intellectual aspects. It could be conveyed in the form of an applied study through such experience.

Thus, we find a lot of countries that tend to care about the artistic works and handicrafts not only as a part of their educational process but also as a means of preserving their national identity, their cultural heritage

and their popular culture as well. That is why these countries attempt to implant their legacy through educating their children such kinds of arts.

Moreover, referring to the afore-mentioned importance of artistic works and handicrafts, such arts play an important role in therapy as Cardinal mentioned in (Caroline & Tessa, 1992:50): Cardinal highlights the importance of seeing the images and handicrafts drawings that look the same as discovering the reason behind the drawing:

“By comparing graffiti prehistoric communion rock incisions as ‘picture making at it’s most basic’ and also drawing by Miro and Michaud he argues that it is the first-hand experience of seeing and absorbing pictures which creates there impacts and meaning – the mark has its own significance as well as that of the time, place, and original reason for its creation. this provides the basis for using images in therapy, 50.

He goes on saying that one of the most important aspects of the images is that they reflect many connotations on different levels that reflect by its turn the culture of such countries.

One of the most important aspects of images is that they can hold many meaning at many levels; reflecting the cultures within which they were made and in which they are viewed.”p,50

Since such study is considered with studying the autistic child and developing his cognitive skills, we can say that there is a difference in the context of getting a child (normal or autistic) to learn a craft: we must be careful when getting an autistic child to learn a certain craft with reference to the tools that should be chosen carefully in order not to hurt this child.

(1)

One of the most important elements of the artistic craft is that one can employ (colors, clay or dough, simple geometrical shapes, threads or any

other materials). Such elements are not dangerous for the autistic children especially if they are not put under assessment and diagnosis group.

If we are going to discuss what is meant by perception we should put into consideration the study of the senses as it differs from one child to another or from one person to another, it also differs from the normal child to the autistic one. Thus, we should employ the elements of developing perception-skills such concept for the children and how we are going to employ their senses (hearing, sight, speaking, smell, and touch). We should also take into our consideration the extent of autism as there are children that are so sensitive and have a strength concerning certain sense: realizing such strength helps to develop certain perception –skill for the autistic child.

Thus, schools and specialized centers could play an important roles in taking care of autistic children and they can help them to achieve the social and educational goals. Such issues would be discussed in this research by means of becoming acquainted with the methods of improving the educational and cognitive growth of the autistic children. Such goal could be attained through making comparison between the already used methods in UK (United Kingdom) and Kuwait besides the candidate would prepare a questionnaire and a survey as well as an assessment of some children who suffer from autism in both UK and Kuwait.

The UK exerts its utmost efforts to improve the means of education for the autistic children by means of following and observing the degree of progress in those children's performance, creation, and education through the presented programs to improve the systems and methods of educational perception. The ministry of education in Kuwait (Kuwait as one of the developing countries in the Middle East) has a certain concept concerning the importance of education for both the normal children and the autistic

one. In the light of such research, the candidate attempts to provide the opportunity for those autistic children to fulfill certain levels of education. This would help them to be productive citizens in their societies. Thus, the candidate realized the importance of studying such autistic children in UK and Kuwait in order to improve the cognitive growth through developing methods of using handicrafts.

- **The research problematic:**

Statistics show that there is a lack of specialized school for autistic children in Kuwait rather than those found in UK as such issue has been declared by the government and they are expanding the construction of these kind of schools day by day. There is a certain problem related to the issue of concentration and caring of the autistic children and the assigned study is unique in making a comparison between the methods of learning and the society's point of view concerning the importance and necessity of autism in both countries (Kuwait and the UK). The study also will compare the used strategies in autistic schools in both countries through measuring the effect of art on autistic children and the teaching tools used in The UK and their impact on the cognitive growth of those children.

- **The research objectives:**

This research aims at the following:

- Improving the cognitive growth of the autistic children through learning handicrafts.
- Holding a comparison through the questionnaire forms of the teacher that highlight the effect of arts works and handicrafts on the autistic children in the UK and Kuwait.

- To develop a proposal for a training program to improve the growth of educational and cognitive of the autistic children by means of teaching the artistic handicrafts as well as developing a measuring system for the applied results in both Kuwait and the UK.

- The importance of the research:

Fulfilling the afore-mentioned objectives we could be acquainted with the influences and changes that could affect those autistic children in some schools (UK and Kuwait) whether governmental or private schools by means of teaching the arts works and handicrafts. This research is categorized as one of the humanistic researches as it paid special attention to autistic children and how to develop their cognitive growth.

- The research sample:

The research sample will study the teachers who teach the autistic children at the age from 5-6 years old in the primary stage in both The UK and Kuwait. The candidate has chosen such age as it is the initial and the most important years of the child life.

- The research methodology:

The research depends on the comparative approach. This study will be carried on in Kuwait and the United Kingdom(UK) beginning from October 2016.

- The research sample:

a sample of teachers around 15 -20 were collected from both counties, 4 teachers were selected for the interview with 4 autistic children's to conduct the study.

- The limits of the research:

Autistic children at the age from 5-6 years old in the primary stage in both The UK and Kuwait.

improving the cognitive growth of the autistic child.

- The research falls in two parts:

First part: The theoretical framework.

Second part: The Applied framework

Then the research results and their explanations, lists of bibliography and the candidate concludes her research with a summary of the research.

- First part:

- Introduction

Autism is considered as one of the most developmental disorders for the children themselves, their parents and their family members as well. The cause for that is such disorders are accompanied by mystery and weirdness of behavior. There could be some interference between the behavioral disorders and the appearance of some disabilities as a result of such autism. Such case needs the parental supervision and the follow-up. (Uta Frith, 2008: 1-18).

The word “Autism” is derived from the Greek work “Autos” which means “the self” and it refers in general to the developmental disorders that inflicts the child. Such concept of autism was known since old ages in Russia and India but the accurate diagnosis of such disease was defined by Leo Kanner 1943. He was the first one who saw “autism” as a certain kind of disorder that took place at the phase of childhood and he was the one

who coined the term and he defines “autism” as self-confining. (Rita Jordan, 1999: 7)

In a study of (Uta Frith, 2008:21) there were a lot of definitions for autism. Autism is not a term that describes those children that avoid communicating with others because they are afraid of them as such disease could infect the normal child or the most genius one or even those who are mentally retarded. Autism refers to any sort of disorders that affects the child growth process whether in the context of growth especially in the early phases of childhood. Thus, we could define the autistic child as Uta Frith, 2008:21) “ *the child who suffers from growth disorder at an early phases of his childhood, he is preoccupied with his own self rather than those who are around him and he is self-confined. He suffers from being less attentive and having poor communication skills besides being hyperactive. The autistic child suffers also from being unable to deal with external stimuli and could not accept the changes in the environment which make him more dependent and being attached to others.*”

- Measuring and Diagnosis of the autistic children (The norms and indicators)

First we should say that the diagnosis of autism is one of the most difficult problem that confronts researchers and those who works in the field of special education, this may be due to two aspects:

First: Autism does not represent to a certain type of disorder but it has different shapes that is why some of the researchers called it “some kind of autism” as I have mentioned before when I define “autism “ for the first time (Uta Frith, 2008:5).

Second: The meaning of “autism” may be misunderstood or contradicts many other concepts such as: child schizophrenia, mental retardation, deviant communication, self-confining, and disturbance of senses and the like ⁽¹⁾.

Thus, it seems that detecting and defining “autism “ is of great importance as this help us to determine the autistic child and deal with him in a way that improve his skills through a solo Educational program as a part of the educational system .

Both Ritvo and Freeman have mentioned that about 60% of the autistic children perform less than normal people by 50% in IQ tests. Some studies confirmed that diagnosing “autism” as a form of growth disorder begins by identifying the symptoms of such disorder according to each case separately, hereby a display of such symptoms :⁽¹⁾

- 1- Disturbance of speech or refusing to talk: the child that suffers from autism, do not talk to anyone and if he talks, his words may be weird and cannot be understood, besides the autistic child does not imitate any one in his way of talking the same as the normal child does.
- 2- Keeping away from any social interaction and refusing to befriend anyone and those children reject love and kindness from anyone even if such love and kindness are from the parents especially the mother. The autistic child remains still and he does not ask anyone’s attention, if he smiles, he smiles at things not people he also rejects playing and flirting and kept avoiding them.
- 3- The autistic child is always sad though he does not intend to be so,

⁽¹⁾ Samira Abdul Latif Al-Saad: "A study on the appreciation of the parents of children with autism for the training and educational needs of their children in the State of Kuwait and Saudi Arabia", Educational Journal, No. 45, Vol. XII, Riyadh, 1997, p.38

⁽¹⁾ Ramadan Mohamed Gaddafi: "The psychology of disability," Dar Tripoli for publication and printing, Tripoli, 1994, p. 160.

- 4- The autistic child shows typical behavior and he is always repeating such behavior especially in playing with certain tools or moving the body in a certain way continuously without being bored all the time.
- 5- Disorder of mental development in some fields and they can excel in other fields especially the mechanical skills such as knowing the lighting systems, and operating the locksmith, besides being good at unpack and install devices with great accuracy.
- 6- Hyperactivity or staying still, and isolating themselves both sensually and dynamically.
- 7- Inability to feel pain and they cannot determine the dangerous of being injured.
- 8- The autistic child appears completely different from normal children as he may be nervous and could scream especially the child who is five years old.
- 9- Abnormal response to some stimuli as if he were deaf, but he could respond to sounds in a hysteric way ⁽¹⁾ .

There is a study that has mentioned some of the indicators and the symptoms that show that this child may be considered autistic:¹

- 1- The autistic children do not respond to those who cared about them, they do not like their mothers to give them hugs or to smile at them. They also do not like anyone to hold them.
- 2- The autistic children are unable to talk or they do not possess such possibility and even if they are able to speak: they speak in an unusual way

⁽¹⁾Joseph Rizzo, Robert Zabel, "The Breeding of Behaviorally Confused Children - Theory and Practice," Part 1, Translated by: Abdul Aziz Al-Shafi, Zidane Sartawi, University Book House, United Arab Emirates, Al Ain, 1999, p. 393.

as they suffer from certain disorders while trying to talk, they also use the language either in a repetitive or typical way. It is known that about 50% of the autistic children are unable to talk as they do not have the ability to speak fluently.

3- The autistic children prefer stability of the environment surrounding them as they resist changes.

4- The autistic children tend to stick to silly and invaluable things such as the car tire, a broken toy, an old battery, or even a piece of cloth in a negative way.

5- The autistic children suffer from a decrease in mental performance level in general according to IQ tests that had been applied on them.

According to “Ritvo” the diagnosis could be possible through identifying certain symptoms; some of them or all of them as follows: ⁽¹⁾

- 1- Resisting changes.
- 2- Hallucination during sleeping.
- 3- Insisting on Routine.
- 4- difficulty in understanding emotions
- 5- Loss of response to others.
- 6- Poor mental ability.
- 7- Repeating words without understanding their meanings.
- 8- Deficiency in verbal and non-verbal communication.
- 9- Difficulties in linguistic growth.

Finally the symptoms of disorder of the autistic children and the most illogical indicators that appear on the autistic children before finishing his 30 months show that the child suffer from “Autism” as follows:

- 1- The autistic children do not like to be hugged by anyone.
- 2- Sometimes it appears as if they do not hear.

- 3- The autistic children do not care about those who surround them.
- 4- They do not show pain if they were injured.
- 5- They are associated with things in an unusual way.
- 6- The autistic children do not like to play with the ball but they have certain skills in arranging cubes.
- 7- They resist the traditional methods of learning.
- 8- They prefer to be isolated from strangers and relatives.
- 9- They join others under extreme urgency.
- 10- Some autistic children could have the ability to draw, swim, and play certain musical instruments.
- 11- Some of them could acquire certain words that are easily forgotten.
- 12- They do not like innovation and prefer to keep things as it is.
- 13- They do not look into the eyes of someone while speaking.
- 14- They use things without knowing the real meaning of such things.
- 15- They think and talk about certain things continuously.
- 16- They may laugh without any known reason.
- 17- They show one-side emotions
- 18- They do not realize dangers in general
- 19- They repeat the speech without understanding them that is what means as echoing others.

- Treating the autistic children through arts:

Art plays an efficient and important role as a means of therapy and enriching the communication with the patients and the autistic children as well according to Caroline and Tessa.

Caroline and Tessa state:

Art therapy has become more widely recognized and is now developing into social services, education and other independent agencies such as the hospice movement and voluntary organizations” p4.

And their point view has been supported by” Read” saying:
“ art should be the basis of education ”

“Read” asserts the importance of art in education and considered it as a piece and parcel of in educational process. (Read 1942: 1 in Caroline case and Tessa Dalley1992: 4):

Art is considered as a language in itself that gives anyone or children whether they are normal adolescents or handicapped the chance to express themselves and communicate with others. Thus, art has become a means of purification that helps to solve communication problems and aids them to discover the relationship between the person and the piece of art which by it its turn lead to the expanding of getting into contact with the surrounding environment. The art activities are from the most important activities for the autistic children as it helps them to develop their sensual perception through developing visual perception by realizing the colors, the writing, the distance, the dimensions, and the volume besides developing the touch sense by touching surfaces. That is why art is considered the only mediator in treating the different kinds of disorders that other people suffer from and

it is also considered as an important part of the programmed of developing the skills of mentally retarded children as well as the autistic children. There are pre-requirements of art-therapy as there should be materials, place and an organized method of therapy in order that such therapy could fulfill its aims. As for the time, we should identify the suitable time according to the child's case and whether he is involved in an individual or group therapy. As for the art activities, they involve playing with clay, paper, art works, printing clothes and gum.

-The benefits of using art-therapy in treating the autistic children:

Art helps the child to express his emotions through the interaction between the person and the work of art. It also helps to develop the child awareness of his own self and make him realize that he has the ability to produce a beautiful and distinguished piece of art. (1) Art helps those autistic children to develop their sense of other children around them as the autistic child is a child with a certain kind of disabilities and he is also in need of developmental and rehabilitation plans. Teaching art works, and handicrafts as a part of the educational process aim at developing the right values and customs as well as fine taste for the autistic child. Such teaching helps them to satisfy their needs that will help the autistic children to cope and keep up with the general plan of their rehabilitation both physically and mentally through acquiring art and perceptive skills simply and closer, more realistic than the world of autistic children.

- Research philosophy:

Choosing the philosophical theory for any study is related to the objectives that would be fulfilled putting into consideration the effect of

social culture of the society in which the autistic child live. Besides what are the aspired goals or the society's image that we would like to fulfill.

Thus, we should concentrate on two important issues: First, the research problematic and how we coexist with it. Second: the means that we want to reach and which is embodied in the aspired goals. If we consider that people with disabilities are a category in the society who are living a somewhat normal life that could be characterized as an independent life. These people can work and participate in developing their society. But being disabled made them need a certain kind of caring through a certain kind of education that can benefit them and at the same time make use of their special abilities. Every autistic person excels in a certain field rather than others as autistic persons are similar in "autism" but they differ in the type of "autism" that each one suffer from. The autistic person can be unable to communicate with other people around him through his senses. Thus, he could see the image in an accurate way and analyses it or such image could be obscure for him and he saw it a transparent, and useless one and he is unable to interpret such image that he feels isolated from the outside world as if he is seeing ghosts. That is why he could not communicate with others and became isolated in his own world and could not go or leave his world thus, he gradually communicates with certain people within certain time or frame and he concentrates in certain things and seems not to concentrate on other things. His response to messages and those around him would be slowly and weak, thus, he resorts to escape through following a certain behavior that help him to feel stable and he has a certain type of repetitive behavior. However, we should create the right environment for the autistic child first of all because he is a human being that deserves respect and caring and there is another reason is that he

is a citizen in society that has his own rights and duties. Thus, we feel the role of culture difference in influencing the individual's behavior and his upbringing that is considered as one of the most important fields that we should study.

-The structural and social theories and their relationships to the process of teaching the autistic child:

- The concept of structural theory:

There have been many attempts to define the structural theory in the educational books what we should deal with them now is related to the research topic. These definitions could be divided into two sections:

First section:

We could see this theory as a theory of knowledge as it believes that every individual constructs his own knowledge by himself. Thus, knowledge are constructed and not received. According to Zeiton: "*the child is active in constructing his own behavior as a result of the interaction of his spontaneous abilities with his own experience.*" (Zeiton, 1992:1).

Second section:

The structural theory is considered as a theory of educating as education needs construction or reconstruction of individual's mind with certain intellect process. Thus, science results due to generating meanings personally and the experiences of the educator. (Abdul-Haqq, 1998).

As a result of the afore-mentioned explanations, it is obvious that the structural theory is a theory of knowledge and education which provide us with the normal explanation of the knowledge. It could explain how people

become educated as it is some sort of philosophy that cares about understanding and constructing knowledge and how it could be acquired. One of the most important theories that is related to this research is ‘Jan Bigea and Vygotsky’¹: we should summarize “Jan Bigea” in the cognitive growth as he sees that education is the process of self-regulation of the cognitive structures of the individual that aim to help them to adapt positively. This means that the living organisms seeks to learn in order to cope with cognitive process dependent on the individual’s experience through his positive interaction with world experimental data. Thus, fulfilling the equilibrium needed. (Beigea, 1991:29).

As for Vygotsky’s theory in social education as he sees that we can not understand human beings except within social and historical context and how they affect the education theory through interacting with the teacher and other students. Thus, he asserts the importance of the social context in the cognitive growth ⁽¹⁾.

Thus, we conclude that the culture play an important role in acquiring the knowledge through certain experiences and mental processes. This could be applied on normal and disabled people on equal footing. Such concept reflects the role of pedagogy in forming the generation. The individual gains his knowledge depending on his mind as the experience represents the main elements of knowledge gaining. However, the cognitive process is no more or less than the intellectual process through which the individual became aware of his cognitive growth. Such process encompasses perception, intubation, remembering, linking, judgment, and deduction---etc. Thus, the whole process depends on the educated and this could be applied on the autistic child as well. It is obvious that the educated or the

⁽¹⁾Saited in (Cynthia Lightfoot, Michael Cole, & Sheila R. Cole, 7Ed, 2013, 2009, 2005. P21).

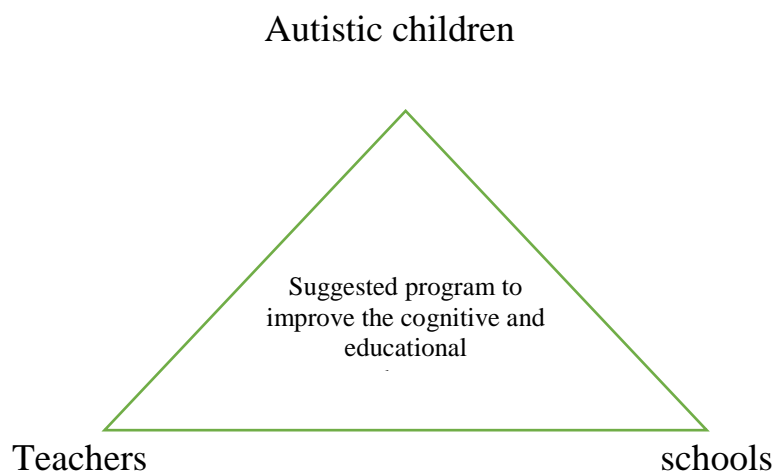
learner is the efficient element and his role is to establish the suitable environment using exploration as a means so that the learner could express his stance by himself.

- Second part: The Applied framework:

In such part the candidate will explain the importance of using some techniques of art works and handicrafts in improving the cognitive growth of the autistic child in both UK and Kuwait. The candidate will use the teacher's questionnaire. The research sample will be educational organizations (schools) for the autistic children in both Kuwait and UK.

- Data from statistics and the available mechanism for this study:

There are three criteria that the education hierarchal is based on with reference to distributing the role and its importance in improving the cognitive and educational development of the autistic children as well as the school. These criteria are as follows:



The candidate has made a questionnaire for the teachers to evaluate the autistic child and getting to know the characteristics of their behaviour through knowing the cognitive aspects. These teachers will carry on an experiment on the autistic child, thus acknowledging the teachers' opinion concerning the importance of educating the autistic children and the effect of the teaching process.

-The research's results and interpretations:

The Quantitative and statistical analysis are based on mathematical treatment in order to organize and analyse the data that have been collected and measured. The efficiency of statistical analysis depends on the candidate's accuracy in designing and applying his field tools. The candidate depends on SPSS (Statistical package for social sciences) programme. According to the afore-mentioned information the data has been analysed as follows:

- Make repetitive tables that include the frequency and the percentages of the questionnaire's variable.
- Conduct the consistency tests of the used questionnaire questions from all data using "Alpha Cronbach" labs as a coefficient factor that begins from (0-1). If there is no consistency in the data the coefficient equals zero, on the contrary if there is consistency in the data the coefficient equals 1.
- Using the five dimensional "Likert Scale" if the responses are out of these five choices (not agree totally- don't agree- not sure- Agree- Totally agree), weight values are often included as follows:

Table no1 shows the weight values of choices

opinion	Weight
Don't agree totally	1
Don't agree	2
Not sure	3
Agree	4
Totally agree	5

After that we calculate the average and the weighted mean then identify the attitude according to the weighted mean in the following table ⁽¹⁾ :

Table no 2 shows the average for every choice

Stage	Arithmetic Average
Don't agree totally	From 1: 1.79
Don't agree	From 1.80 : 2.59
Not sure	From 2.60 : 3.39
Agree	From 3.40 : 4.19
Totally agree	From 4.20 : 5

Hereby is a table that shows the arithmetic average and norm deviation for every variable in the questionnaire (Uk-Kuwait)

Table no3 shows the arithmetic and the norm deviation

Norm deviation	Arithmetic average	Maximum	Minimum	No of applications	Variable name
.52223	1.5000	2.00	1.00	12	The country that the teacher belongs to
1.11464	2.8333	4.00	1.00	12	Age
.51493	1.5833	2.00	1.00	12	Gender
.00000	2.0000	2.00	2.00	12	Do you work at a private school or governmental one?
.86603	.7500	2.00	.00	12	Have you attended any courses or workshops before becoming a

⁽¹⁾Ezz Abdel Fattah: Introduction to descriptive and explanatory statistics using SPSS, Part III, Cairo, DT, pp. 538: 541 .

Norm deviation	Arithmetic average	Maximum	Minimum	No of applications	Variable name
					teacher?
1.00000	.5000	3.00	.00	12	Name of the course or workshop.
.28868	1.0833	2.00	1.00	12	Do you work at a specialized school for disabled?
1.48477	2.7500	5.00	.00	12	How long have you been working with disabled?
.45227	1.2500	2.00	1.00	12	Does the school provide any support or services for the disabled?
1.78377	2.5000	4.00	.00	12	Type of support
.99620	2.0833	3.00	1.00	12	Do you teach at class full of disabled only or autistic children also?
.45227	1.2500	2.00	1.00	12	Are there any specific curriculum that should be taught to those students?
.00000	1.0000	1.00	1.00	12	Do you use any special methods or ways in teaching?
1.83402	3.5000	5.00	.00	12	Name of the methods or ways of teaching used.
.28868	1.0833	2.00	1.00	12	Do you often fulfill the aspired goals of teaching?
.00000	1.0000	1.00	1.00	12	Are you a specialized or assistant teacher?
2.22077	4.2500	6.00	.00	12	If you are a specialized teacher, state your qualifications and years of experiences
.00000	.0000	.00	.00	12	If you are an assistant teacher state the kind of help you
.57735	1.1667	3.00	1.00	12	Why do you choose to teach autistic children?
.90034	3.4167	4.00	2.00	12	Using arts and handicrafts help to convey the information quickly.
1.08362	3.9167	5.00	1.00	12	Using arts and handicrafts help to convey the concepts and the meanings of the

Norm deviation	Arithmetic average	Maximum	Minimum	No of applications	Variable name
					lesson quickly.
.71774	4.1667	5.00	3.00	12	Using arts and handicrafts help to convey the goals of the lesson
.93744	3.8333	5.00	2.00	12	Using arts and handicrafts help the autistic children to perceive well.

Table no3 continued shows the arithmetic and the norm deviation

Norm deviation	Arithmetic average	Maximum	Minimum	No of applications	Variable name
1.19342	3.8333	5.00	1.00	12	Using arts and handicrafts help the student to visualize and imagine the meanings and concepts of the lesson.
1.24316	3.5000	5.00	.00	12	There is a difference after using the arts and handicrafts in lessons.
.51493	3.9167	5.00	3.00	12	using the arts and handicrafts help in developing the cognitive growth
1.52753	3.8333	5.00	.00	12	Using colors affect the quality of teaching
.57735	4.1667	5.00	3.00	12	Using the colors in presenting the lesson to the child.
1.26730	3.8333	5.00	.00	12	Using the colors help the child to acquire knowledge
1.11464	3.8333	5.00	1.00	12	Using colors affects in acquiring knowledge quickly than other methods of teaching.
1.21543	3.7500	5.00	.00	12	Using different colors in teaching help to draw children's attentions.
.42640	4.0000	5.00	3.00	12	Using main colors in teaching help to attract children's attention
.62158	3.7500	5.00	3.00	12	Using hot colors in teaching help to attract children's attention
.79296	3.9167	5.00	3.00	12	Using cold colors in teaching help to attract children's attention

Norm deviation	Arithmetic average	Maximum	Minimum	No of applications	Variable name
.88763	3.6667	5.00	2.00	12	Using main colors has a positive effect on the child
1.65831	3.2500	5.00	.00	12	Using main colors has a negative effect on the child
.90034	4.0833	5.00	2.00	12	Using different kinds of textures play an important role in explaining and presenting information for the children
1.42223	4.2500	5.00	.00	12	Using different kinds of textures play an important role in developing the autistic children's skills
1.37895	3.9167	5.00	.00	12	Using different kinds of textures play an important role in developing the autistic children's perceptive abilities
.66856	4.4167	5.00	3.00	12	Using different kinds of textures play an important role in developing students better understanding of the lesson
.99620	4.0833	5.00	2.00	12	Using different kinds of textures help in conveying information quickly to the students
.67420	4.5000	5.00	3.00	12	Using different kinds of textures help in developing autistic children perception
1.40346	4.1667	5.00	.00	12	Using different kinds of textures draw children's attention
1.43548	4.3333	5.00	.00	12	Using different kinds of textures rise children's curiosity
.83485	4.1667	5.00	2.00	12	Using different kind of textures affect the children's learning process in general
1.37895	3.9167	5.00	.00	12	Using different kind of textures affect the student experience in perceiving and understanding of the lesson.
1.44338	3.9167	5.00	.00	12	Using different kind of textures affect the student experience of memorizing and remembering
.85280	4.0000	5.00	3.00	12	Using different kind of textures develop the student's power of imagination and visualizing

Norm deviation	Arithmetic average	Maximum	Minimum	No of applications	Variable name
1.16450	3.9167	5.00	1.00	12	Using different kind of textures affect the children's abilities of learning.
.77850	4.3333	5.00	3.00	12	Using different kind of textures affect the student's power of creation
.90034	3.9167	5.00	2.00	12	Using different kind of textures affect the student's power of imagination
.51493	4.0833	5.00	3.00	12	Generally speaking, using textures have affected the children's teaching.
.71774	3.8333	5.00	3.00	12	Using different kind of materials affect the process of receiving the information
.60302	4.0000	5.00	3.00	12	Using different kind of materials help in developing the children's skills.
.51493	3.9167	5.00	3.00	12	Using different kind of materials help in developing the children's abilities
1.31426	3.5000	5.00	.00	12	Using different kind of materials help in understanding the topic of the lesson
.62158	4.2500	5.00	3.00	12	Using different kind of materials help in conveying the information
1.35680	3.7500	5.00	.00	12	Using different kinds of materials help in developing autistic children perception
.93744	3.8333	5.00	2.00	12	Using different kinds of materials draw children's attention
.66856	3.9167	5.00	3.00	12	Using different kinds of materials rise children's curiosity
.66856	3.9167	5.00	3.00	12	Using different kind of materials affect the children's learning process in general
1.13818	3.7500	5.00	1.00	12	Using different kinds of lines affect the information exposition for the children
.60302	4.0000	5.00	3.00	12	Using different kinds of lines help in developing the autistic children's skills.
.66856	4.0833	5.00	3.00	12	Using different kinds of lines help in developing the autistic children's abilities

Norm deviation	Arithmetic average	Maximum	Minimum	No of applications	Variable name
.66856	4.0833	5.00	3.00	12	Using different kinds of lines help in improving the student's abilities in understanding the content of the lesson
.71774	4.1667	5.00	3.00	12	Using different kinds of lines in quick convey of the knowledge
.51493	3.9167	5.00	3.00	12	Using different kinds of lines help in developing autistic children perception
1.40346	3.8333	5.00	.00	12	Using different kinds of lines affect the concentration ability of the students.
1.53741	4.0000	5.00	.00	12	Using different kinds of lines draw children's attention
.67420	4.5000	5.00	3.00	12	Using different kinds of lines rise children's curiosity
.66856	4.5833	5.00	3.00	12	Using different kind of lines affect the children's learning process in general
.75378	4.2500	5.00	3.00	12	Using different kinds of lines improve the students' perceiving and understanding abilities

Table no3 shows the arithmetic and the norm deviation

Norm deviation	Arithmetic average	Maximum	Minimum	No of applications	Variable name
1.46680	3.8333	5.00	.00	12	Using different kinds of lines develop the children's ability to imagine and visualize images in their mind
.65134	4.3333	5.00	3.00	12	Using different kinds of lines develop the children's ability to write through following the line.
1.02986	4.1667	5.00	2.00	12	Using different kind of lines affect the student's power of creation
1.05529	4.2500	5.00	2.00	12	Using different kind of lines affect the student's power of imagination
.77850	4.3333	5.00	3.00	12	Using different kind of lines affect the children's learning process in general

Norm deviation	Arithmetic average	Maximum	Minimum	No of applications	Variable name
.83485	4.1667	5.00	3.00	12	Using different kinds of lines affect the information exposition for the children
1.31137	3.5833	5.00	.00	12	Using different kinds of geometrical shapes help in developing the autistic children's skills.
1.40346	3.8333	5.00	.00	12	Using different kinds of geometrical shapes help in developing the autistic children's abilities
.60302	4.0000	5.00	3.00	12	Using different kinds of geometrical shapes help in improving the student's abilities in understanding the topic of the lesson
.60302	4.0000	5.00	3.00	12	Using different kinds of geometrical shapes in quick convey of the knowledge
.66856	3.9167	5.00	3.00	12	Using different kinds of geometrical shapes help in developing autistic children perception
.66856	4.0833	5.00	3.00	12	Using different kinds of geometrical shapes affect the concentration ability of the students.
1.24011	3.5833	5.00	.00	12	Using different kinds of geometrical shapes draw children's attention
.88763	4.3333	5.00	3.00	12	Using different kind of geometrical shapes affect the children's learning process in general
1.08362	4.0833	5.00	2.00	12	Using different kinds of geometrical shapes improve the students' perceiving and understanding abilities
.96531	4.2500	5.00	2.00	12	Using geometrical shapes improve the students' ability to memorize and remember
.86603	4.2500	5.00	3.00	12	Using geometrical shapes develop the students' ability to imagine and visualize the image in their minds.

Table no3 shows the arithmetic and the norm deviation

Norm deviation	Arithmetic average	Maximum	Minimum	No of applications	Variable name
.86603	4.2500	5.00	3.00	12	Using geometrical shapes affect the children abilities of creation
1.16450	3.4167	4.00	.00	12	Using geometrical shapes affect the children abilities of imagination
.57735	3.8333	5.00	3.00	12	Generally speaking, using the geometrical shapes affect the teaching process of the children
.28868	3.9167	4.00	3.00	12	Using arts and handicrafts could help in the teaching process if used as one of the methods of teaching.
.62158	4.2500	5.00	3.00	12	Using arts and handicrafts could help to fulfill the goals of teaching process.
.86603	4.2500	5.00	3.00	12	Using arts and handicrafts could help in finishing the curriculum quickly.
1.44338	4.0833	5.00	.00	12	Using arts and handicrafts could develop the perceptive abilities of the student at an early stage of learning.
.65134	4.3333	5.00	3.00	12	Using arts and handicrafts could help in improving the understanding and the perceptive abilities of the students.
.52223	4.5000	5.00	4.00	12	Using arts and handicrafts could help to convey the images and the concepts for the autistic child and support his visual imagination.
.79296	4.0833	5.00	2.00	12	Using arts and handicrafts could link the autistic children with the drives and concepts around him
.79296	4.4167	5.00	3.00	12	Using arts and handicrafts Could represent a link between the autistic children and the world surrounding them
.75378	4.2500	5.00	3.00	12	There are advantages of using the arts and the handicrafts in teaching the autistic children

1.24011	4.0833	5.00	2.00	12	There are disadvantages of using the arts and the handicrafts in teaching the autistic children
.79772	4.5000	5.00	3.00	12	There are advantages of using the arts and the handicrafts in the teacher's learning process
1.16450	3.5833	5.00	2.00	12	There are disadvantages of using the arts and the handicrafts in the teacher's learning process
.51493	3.9167	5.00	3.00	12	According to the diagnosis of "autism", using the arts and the handicrafts affect the perceptive abilities of the child

Table no3 shows the arithmetic and the norm deviation

Norm deviation	Arithmetic average	Maximum	Minimum	No of applications	Variable name
.51493	3.9167	5.00	3.00	12	Using arts and handicrafts help in fulfilling the goals of teaching for the autistic children
.88763	3.6667	5.00	2.00	12	Using the arts and handicrafts seem to be more efficient if it is used as a strategy of teaching.
1.37895	3.5833	5.00	1.00	12	Using arts and handicrafts hinder the autistic children from achieving the goals of teaching process
1.37895	3.9167	5.00	1.00	12	Using arts and handicrafts hinder the autistic children from achieving the norms of success.
1.67874	2.5000	5.00	.00	12	Which stage of learning that shows that using arts and handicrafts are far better to the autistic children and which category?
1.81534	1.2500	5.00	.00	12	How and do you believe that using arts and handicrafts could enrich the learning process of the autistic children?
.42640	1.0000	2.00	.00	12	Do you think that using arts and handicrafts help the autistic children to learn and why?
.28868	.9167	1.00	.00	12	Do you think that making use of senses such as (touch, different colours, special shapes, lines or shapes help in teaching the autistic children?

.38925	.8333	1.00	.00	12	What is your own point of view in using arts and handicrafts in teaching process after posing such experiment?
.38925	.8333	1.00	.00	12	Do you think that using arts and handicrafts help to link images, memory and knowledge and are they efficient for all syllabus and lessons?
1.75810	3.0000	5.00	.00	12	What are the advantages and disadvantages of using arts and handicrafts in teaching the autistic children?
.99620	1.0833	2.00	.00	12	Any remarks?

The stability tests for the questionnaire have been carried on through using all forms of data by means of the following test “Alpha Cronbach labs”: such test is number or some sort of a measuring unit to measure the stability and validity of the questionnaire. If there is not any stability or consistency in the data, the value equals zero , if there is consistency in the data, the coefficient equals 1. The test “alpha cronbach labs” that equal to 60% judge the extent of consistency of the coefficient.

Consistency:

Means the stability of the measuring unit and it does not contradict with itself or any measure that gives the same results with the possibility of that measure to be equal to the coefficient if it is applied once more on the same sample.

Validity:

Means that you could measure what is meant to be measured through calculating the square root of the consistency and that is known as weighted mean ⁽¹⁾ .

Table no (4) shows the number of applications (UK- Kuwait)

⁽¹⁾https://www.youtube.com/watch?v=qNHo_YU_16Y - Definition of alpha-cronbach coefficient

Percentages	No. of applications
% 100.0	12

Table no (5) shows “Alpha Cronbach labs” for all variables.

No. of variables	“Alpha Cronbach labs”
123	.975

Table no (6) shows “Alpha Cronbach labs” for every variable in the questionnaire applications (Uk-Kuwait)

Value of “Alpha cronbach labs”	Correct correlation coefficient	Scale contrast	Average measurements of	Name of variables
.975	.000	3770.083	431.4167	Do you work at a private school or governmental one?
.976	-.749	3849.879	432.6667	Have you attended any courses or workshops before becoming a teacher?
.976	-.685	3854.083	432.9167	Name of the course or workshop.
.976	-.166	3775.879	432.3333	Do you work at a specialized school for disabled?
.976	.107	3748.424	430.6667	How long have you been working with disabled?
.976	-.546	3800.333	432.1667	Does the school provide any support or services for the disabled?
.975	.808	3594.083	430.9167	Type of support
.975	.853	3666.242	431.3333	Do you teach at class full of disabled only or autistic children also?
.976	-.818	3815.606	432.1667	Are there any specific curriculum that should be taught to those students?
.975	.000	3770.083	432.4167	Do you use any special methods or ways in teaching?
.975	.836	3583.174	429.9167	Name of the methods or ways of teaching used.
.976	-.350	3782.424	432.3333	Do you often fulfill the aspired goals of teaching?
.975	.000	3770.083	432.4167	Are you a specialized or assistant teacher?

.975	.837	3543.788	429.1667	If you are a specialized teacher, state your qualifications and years of experiences
.975	.000	3770.083	433.4167	If you are an assistant teacher state the kind of help you 'l
.976	-.354	3794.932	432.2500	Why do you choose to teach autistic children?
.976	-.538	3829.273	430.0000	Using arts and handicrafts help to convey the information quickly.
.975	.713	3675.182	429.5000	Using arts and handicrafts help to convey the concepts and the meanings of the lesson quickly.
.975	.266	3746.205	429.2500	Using arts and handicrafts help to convey the goals of the lesson
.975	.860	3671.538	429.5833	Using arts and handicrafts help the autistic children to perceive well.

Table no (6) continued shows “Alpha Cronbach labs” for every variable in the questionnaire applications (Uk-Kuwait)

Value of “Alpha cronbach labs”	Correct correlation coefficient	Scale contrast	Average measurements of	Variable name
.975	.827	3649.356	429.5833	Using arts and handicrafts help the student to visualize and imagine the meanings and concepts of the lesson
.975	.427	3703.902	429.9167	There is a difference after using the arts and handicrafts in lessons.
.975	.371	3746.455	429.5000	using the arts and handicrafts help in developing the cognitive growth
.975	.666	3644.992	429.5833	Using colors affect the quality of teaching
.975	.261	3751.295	429.2500	Using the colors in presenting the lesson to the child.
.975	.415	3704.447	429.5833	Using the colors help the child to acquire knowledge
.975	.645	3681.538	429.5833	Using colors affects in acquiring knowledge quickly than other methods of teaching.
.975	.516	3692.424	429.6667	Using different colors in teaching help to draw children’s attentions.
.975	.303	3754.083	429.4167	Using main colors in teaching help to attract children’s attention
.975	.536	3728.970	429.6667	Using hot colors in teaching help to attract children’s attention

.975	.715	3700.455	429.5000	Using cold colors in teaching help to attract children's attention
.975	.891	3673.477	429.7500	Using main colors has a positive effect on the child
.975	.757	3616.333	430.1667	Using main colors has a negative effect on the child
.975	.627	3700.606	429.3333	Using different kinds of textures play an important role in explaining and presenting information for the children
.975	.568	3670.152	429.1667	Using different kinds of textures play an important role in developing the autistic children's skills
.975	.734	3645.909	429.5000	Using different kinds of textures play an important role in developing the autistic children's perceptive abilities

Table no (6) continued shows “Alpha Cronbach labs” for every variable in the questionnaire applications (Uk-Kuwait)

Value of “Alpha cronbach labs”	Correct correlation coefficient	Scale contrast	Average measurements of	Variable name
.975	.856	3700.000	429.0000	Using different kinds of textures play an important role in developing students better understanding of the lesson
.975	.820	3670.061	429.3333	Using different kinds of textures help in conveying information quickly to the students
.975	.817	3702.629	428.9167	Using different kinds of textures help in developing autistic children perception
.975	.660	3656.023	429.2500	Using different kinds of textures draw children's attention
.975	.700	3646.629	429.0833	Using different kinds of textures rise children's curiosity
.975	.790	3689.295	429.2500	Using different kind of textures affect the children's learning process in general
.975	.793	3636.273	429.5000	Using different kind of textures affect the student experience in perceiving and understanding of the lesson.
.975	.742	3638.818	429.5000	Using different kind of textures affect the student experience of memorizing and remembering
.975	.831	3683.356	429.4167	Using different kind of textures develop the student's power of imagination and visualizing

.975	.883	3644.636	429.5000	Using different kind of textures affect the children's abilities of learning.
.975	.713	3701.902	429.0833	Using different kind of textures affect the student's power of creation
.975	.864	3675.000	429.5000	Using different kind of textures affect the student's power of imagination
.975	.380	3745.879	429.3333	Generally speaking, using textures have affected the children's teaching.
.975	.752	3703.902	429.5833	Using different kinds of materials help in presenting the information
.975	.578	3727.174	429.4167	Using different kinds of materials help in developing autistic children 's skills

Table no (6) continued shows “Alpha Cronbach labs” for every variable in the questionnaire applications (Uk-Kuwait)

Value of “Alpha cronbach labs”	Correct correlation coefficient	Scale contrast	Average measurements of	Variable name
.975	.524	3736.818	429.5000	Using different kinds of materials help in understanding the topic of the lesson
.975	.681	3660.083	429.9167	Using different kinds of materials rise children's curiosity
.975	.497	3731.970	429.1667	Using different kind of materials help in conveying the information
.975	.496	3738.606	429.3333	Using different kinds of materials help in developing autistic children perception
.975	.739	3647.152	429.6667	Using different kinds of materials draw children's attention
.975	.771	3681.538	429.5833	Using different kinds of materials rise children's curiosity
.975	.502	3728.636	429.5000	Using different kinds of materials affect the student's learning experience in general
.975	.324	3714.606	429.6667	Using different kinds of materials affect the student's understanding and perception experience
.975	.840	3672.083	429.4167	Using different kinds of materials help the student to memorize and remember

.975	.642	3711.720	429.4167	Using different kind of materials develop the student's power of imagination and visualizing
.975	.881	3662.447	429.9167	Using different kind of materials affect the children's abilities of learning.
.975	.446	3733.182	429.5000	Using different kind of materials affect the student's power of creation
.975	.824	3690.091	429.5000	Using different kind of materials affect the student's power of imagination
.975	.772	3670.242	429.6667	Generally speaking, using textures have affected the children's teaching experience.
.975	.745	3666.061	429.6667	Using different kinds of lines help in presenting the information

Table no (6) continued shows “Alpha Cronbach labs” for every variable in the questionnaire applications (Uk-Kuwait)

Value of “Alpha cronbach labs”	Correct correlation coefficient	Scale contrast	Average measurements of	Variable name
.975	.608	3724.992	429.4167	Using different kinds of lines help in developing autistic children 's skills
.975	.662	3715.697	429.3333	Using different kinds of lines help in developing autistic children 's abilities
.975	.597	3720.970	429.3333	Using different kinds of lines help in understanding the topic of the lesson
.975	.662	3711.659	429.2500	Using different kind of lines help in conveying the information
.975	.550	3735.182	429.5000	Using different kinds of lines help in developing autistic children perception
.975	.768	3638.083	429.5833	Using different kinds of lines help in the student's to concentrate.
.975	.374	3733.902	429.0833	Using different kinds of lines draw children's attention
.975	.865	3607.902	429.4167	Using different kinds of lines rise children's curiosity
.975	.594	3720.811	428.9167	Generally speaking, using lines have affected the children's teaching experience

.975	.566	3723.424	428.8333	Using different kinds of lines affect the student's understanding and perception experience
.975	.784	3697.606	429.1667	Using different kinds of lines help the student to memorize and remember
.975	.893	3610.447	429.5833	Using different kind of lines develop children's power of imagination and visualizing
.975	.755	3709.720	429.0833	Using different kind of lines develop children's ability of writing through following the lines
.975	.533	3702.205	429.2500	Using different kind of lines affect the student's power of creation
.975	.499	3704.879	429.1667	Using different kind of lines affect the student's power of imagination

Table no (6) continued shows “Alpha Cronbach labs” for every variable in the questionnaire applications (Uk-Kuwait)

Value of “Alpha cronbach labs”	Correct correlation coefficient	Scale contrast	Average measurements of	Variable name
.975	.791	3694.629	429.0833	Generally speaking, using lines have affected the children's teaching experience.
.975	.295	3739.295	429.2500	Using different kinds of geometrical shapes help in presenting the information
.975	.331	3715.424	429.8333	Using different kinds of geometrical shapes help in developing autistic children 's skills
.975	.481	3686.083	429.5833	Using different kinds of geometrical shapes help in developing autistic children 's abilities
.975	.246	3751.538	429.4167	Using different kinds of geometrical shapes help in understanding the topic of the lesson
.975	.258	3750.629	429.4167	Using different kind of geometrical shapes help in conveying the information
.975	.478	3730.636	429.5000	Using different kinds of geometrical shapes help in developing autistic children perception
.976	-.036	3772.606	429.3333	Using different kinds of geometrical shapes help in the student's to concentrate.

.976	.040	3765.515	429.3333	Using different kinds of geometrical shapes draw children's attention
.975	.598	3678.515	429.8333	Using different kinds of geometrical shapes rise children's curiosity
.975	.724	3691.174	429.0833	Generally speaking, using geometrical shapes have affected the children's teaching experience
.975	.956	3643.879	429.3333	Using different kinds of geometrical shapes affect the student's understanding and perception experience
.975	.865	3667.970	429.1667	Using different kinds of geometrical shapes help the student to memorize and remember

Table no (6) continued shows “Alpha Cronbach labs” for every variable in the questionnaire applications (UK-Kuwait)

Value of “Alpha Cronbach labs”	Correct correlation coefficient	Scale contrast	Average measurements of	Variable name
.975	.798	3685.424	429.1667	Using different kind of geometrical shapes develop children's power of imagination and visualizing
.975	.798	3685.424	429.1667	Using different kind of geometrical shapes affect the student's power of creation
.975	.768	3660.545	430.0000	Using different kind of geometrical shapes affect the student's power of imagination
.975	.430	3739.356	429.5833	Generally speaking, using geometrical shapes have affected the children's teaching experience.
.975	.336	3758.091	429.5000	Using arts and handicrafts could help in the teaching process if used as one of the methods of teaching.
.975	.482	3733.061	429.1667	Using arts and handicrafts could help to fulfill the goals of teaching process.
.975	.903	3674.515	429.1667	Using arts and handicrafts could help in finishing the curriculum quickly.
.975	.867	3617.515	429.3333	Using arts and handicrafts could develop the perceptive abilities of the student at an early stage of learning.
.975	.227	3751.538	429.0833	Using arts and handicrafts could help in improving the understanding and the perceptive abilities of the autistic child

.975	.910	3711.902	428.9167	Using arts and handicrafts could help to convey the images and the concepts for the autistic child and support his visual imagination.
.975	.738	3698.242	429.3333	Using arts and handicrafts could link the autistic children with the drives and concepts around him
.975	.878	3684.909	429.0000	Using arts and handicrafts Could represent a link between the autistic children and the world surrounding them
.975	.307	3741.242	429.1667	There are advantages of using the arts and the handicrafts in teaching the autistic children

Table no (6) continued shows “Alpha Cronbach labs” for every variable in the questionnaire applications (Uk-Kuwait)

Value of “Alpha cronbach labs”	Correct correlation coefficient	Scale contrast	Average measurmnts of	Variable name
.975	.580	3681.333	429.3333	There are disadvantages of using the arts and the handicrafts in teaching the autistic children
.975	.609	3710.265	428.9167	There are advantages of using the arts and the handicrafts in the teacher’s learning process
.975	.853	3648.697	429.8333	There are disadvantages of using the arts and the handicrafts in the teacher’s learning process
.975	.235	3755.000	429.5000	According to the diagnosis of “autism”, using the arts and the handicrafts affect the perceptive abilities of the child
.976	-.174	3780.818	429.5000	Using arts and handicrafts help in fulfilling the goals of teaching for the autistic children
.975	.409	3724.932	429.7500	Using the arts and handicrafts seem to be more efficient if it is used as a strategy of teaching.
.975	.568	3673.242	429.8333	Using arts and handicrafts hinder the autistic children from achieving the goals of teaching process
.975	.679	3655.000	429.5000	Using arts and handicrafts hinder the autistic children from achieving the norms of success.
.976	-.156	3799.538	430.9167	Which stage of learning that shows that using arts and handicrafts are far better to the autistic children and which category?
.977	-.605	3903.970	432.1667	How and do you believe that using arts and handicrafts could enrich the learning process of the autistic children?
.976	.035	3768.083	432.4167	Do you think that using arts and handicrafts help the autistic children to learn and why?
.975	.069	3767.545	432.5000	Do you think that making use of senses such as (touch, different colours, special shapes, lines or shapes help in teaching the autistic children?

.975	.149	3762.811	432.5833	What is your own point of view in using arts and handicrafts in teaching process after posing such experiment?
.975	.149	3762.811	432.5833	Do you think that using arts and handicrafts help to link images, memory and knowledge and are they efficient for all syllabus and lessons?
.976	.248	3713.902	430.4167	What are the advantages and disadvantages of using arts and handicrafts in teaching the autistic children?
.976	.034	3764.970	432.3333	Any remarks?

We have noticed from the afore-mentioned tables that the value of the coefficient of “Alpha Cronbach labs” is (0.975) according to the number of questionnaire applications in (UK and Kuwait). This denotes the validity and stability of questionnaire as the percentage is high compared with the assigned percentages of the labs (60%).

- **Second step:**

From the research tools carrying on the experiment and answering some question for the volunteered teachers for such experiment. Such part played an important role in the research and has helped in unveiling some important facts that were divided as follows:

-**First part: Carrying on the experiment:**

Before answering the following questions, kindly choose one of the autistic children and apply such experiment on him following these steps:

1- Kindly choose one of the following goals:

- (teaching the chosen child a certain number that he has not been taught before or he has failed in learning it and insisting on writing its connotation by the color that the child likes).

- (teaching the chosen child a certain letter that he has not been taught before or he has failed in learning it and insisting on writing its connotation by the color that the child likes).
- (Teaching the child a certain shape by using certain color or use the colour that the child likes and colour it).
- 2- Asking the student to draw a picture expressing his happy feelings using different kinds of colours.
- 3- Asking the student to draw a picture expressing his happy feelings using the colors he likes.
- 4- Using the colors that the student likes to convey a certain information or certain concept such as (number 1 and its symbolic meaning) or the circle and its shape) or (letter “A” and it is drawn with the color that the autistic child prefers)
- 5- the results should be evaluated by means of a test to confirm that he has fulfilled his goal.

Second part: the answer:

- 1- Is using the color in teaching has affected the child when receiving the information? State how?
- 2- At which educational stage you believe that using art education is more useful in teaching the autistic child?
- 3-Do you think that arts and handicrafts could enrich the teaching process for the child? And how?
- 4- Do you think that arts and handicrafts could help in teaching the autistic child and why?
- 5-Do you think that making use of senses such as (touch, different colours, special shapes, lines or shapes help in teaching the autistic children? How?
- 6-What is your point of view using arts and handicrafts in teaching process? (Through experiments).

7- Do you think that using art works and handicrafts help to link perception, memory, and knowledge? Are they are efficient for all kinds of syllabus and lessons? If they are not suitable for all syllabus and lessons, mention which branch is it efficient?

8-What are the advantages and disadvantages of using arts and handicrafts in teaching process of the autistic children? State.

After assigning symbol for every answer model for each teacher such as the symbol of first teacher is (T1) and the second teacher (t2) as well as other teachers. The candidate has reached the following results:

Using colors as a method of teaching influenced the way the student receives the information and this is obvious through first teacher's (T1) answer: " it was noticed the attraction of some students to colors and coloring process. Thus, in that case the effect was positive as the teacher added that "the student has learned some letters through coloring them with different colors. The second teacher (T2) emphasized that "using sensual stimuli play an important role in the teaching process and the using of colors, which is a sensual stimuli, is of great importance in supporting and perceiving the surrounding environment. When (T1) says that using colors influence some this means that using colors is essential for some autistic children and not all of them.

As for the second question which is related to the teaching process, the candidate highlights that using arts in teaching is very important and it is not related to a certain stage in the teaching process. On the contrary, it depends on the diagnosis of the autistic child. Using arts in teaching depend on diagnosing the sensual disorder that the student suffer from, using art education could be of great importance in all stages of learning as the first teacher mentions that "using art education plays an important role in

teaching the autistic child at an early stage depending on his power of senses that draws his attention to arts and it could be suitable to all stages.

As for the third question Do you think that using the arts and handicrafts enrich the child's teaching process. Generally speaking, everyone believes that the handicrafts help in supporting the locomotors and visual senses that help by its turn to strengthen the motor skills of small muscles. (T2). (T2) and (t3) added saying that the handicrafts help in remembering as they enrich the motor and sensual skills and consequently support the process of perception.

The fourth question refers to using arts and handicrafts in teaching the autistic children, the teachers confirm that such things influence those children. As they believe that the autistic children suffer from different sensual disorders and making them use these senses is of great importance. In fact the teacher use more than sensual drives to fulfill the aspired goals. Whereas, the fifth question refers to using senses in teaching process and the teachers say that using the senses support the perception in general and remembering process.

Everyone believes that using arts and handicrafts develop the spirit of achievement, innovation and strengthen the memory and awareness. It also helps to link perception, memory, and knowledge and lay emphasis on the effectiveness of them in teaching courses. The second teacher (T2) says that arts and handicrafts are important in helping the autistic children to articulate and pronounce words and they are also important in acquiring knowledge. In most cases this depend on the diagnosing of the autistic children.

As for the advantages and disadvantages of arts and handicrafts, using them need to be supervised by the teachers so as to control the autistic student in order not to spoil anything. Besides providing materials for using arts and

handicrafts in teaching process may cost high and it could represent some sort of dangerous for the autistic children according to his case. Yet, they make the autistic children enjoy and experience free learning as well as preserving memory and move his muscles and help by its turn in concentrating.

General results that the candidates has reached as follows:

Using arts and handicrafts play an important role in teaching process and have a positive effect in treating some cases of “autism” at all ages and at different stages of teaching. As the autistic child could identify things depending on either color, or texture or shape that help in acknowledging the concept and some connotations. The child also could acquire some simple vocabularies that help them in relating certain connotations with each other and consequently support the perception process and fulfill the teaching goals.

- Suggestions and Recommendations:

A suggested model for improving the educational cognitive growth of the autistic children through using arts and handicrafts.

As it is known that there are different kinds of autistic children and the symptoms of “autism” differ from one child to another. Thus, autistic children differ in their abilities and skills. This could lead to a difference in the individual and general goals and the methods of presenting them to the autistic children. The main aim of rehabilitation of those children lie in establishing them as a participant citizens in their society and having the ability of communicating with those surrounding them and help them also to be independent. Thus, according to that the rehabilitation goals of handicrafts differ from the educational one. The artistic goal lie in making

the autistic children acquire the social, behavioral, linguistic, emotional or professional skills instead of acquiring certain profession to serve the idea of art for the sake of art. In order to fulfill such goals the teacher or the therapist must make use of a certain strategy including becoming acquainted with the child, and diagnose his skills and art abilities as well as methods and instructions of using the art activity, and how to cope with the abilities and tools of such process.

- Adapting number and tools:

Adapting number and tools through preparing a certain room for arts i.e. a plastic arts room where safety procedures are available. Such room has been prepared to be with less visual effects. As for the activity the autistic children should deal with the color he had used before as well as using different means and being restricted to the used sample before. Such rehabilitation sessions are held three days within four weeks: two hours per day in the evening.

The child is being evaluated according to the suggested assessment steps in the suggested models at the beginning of the sessions and at the end of such sessions to evaluate the efficiency of such suggested program.

- **Goals of the rehabilitation plan:**

1- The child should identify some of the geometrical shape for example (the circle, the triangle, the square, the rectangle and the oval shape), he could also identify some colours as (white= Egg whites), (Yellow= Egg yolk), (orange= an orange). All these colours represent the circular or oval shapes.

2- Acquiring some vocabularies such as (circle= circular shape), (square= square shape), (triangle= triangular shape), (rectangle= rectangular shape).

- Clay (clay paste of pottery) or (the colored clay).

Such things have been employed in order to represent some shapes seen by the autistic child so as to realize their names, and could express their structures.

3- Developing the perceptive side of the child through getting to know the shapes and the colors and their uses (circle).

4- Rehabilitating the child physically (fingers-muscles) and their importance in performing to execute some shapes.

5- Rehabilitate the child emotionally to perform some successful art works.

6- Acquiring the ability to communicate socially through art work.

The rehabilitation therapeutic sessions for the autistic children:

First week:

First rehabilitating session:

Pre-test applies the application of the first session:

Reading the medical record of the autistic child:

The results based on that the child is diagnosed as suffering from “autism” according to the medical report. This child also suffers from problems of concentrating and hyperactivity and lack of spoken verbal language. After knowing the child’s case we could determine whether the child could distinguish colors and whether he could draw a circle and realize how to use the clay paste or the dough.

We could also determine and observe whether the child could distinguish the names and types of fruits through having different amount of fruits and the child has to choose the orange. Through dealing with the specialist, we would be able to determine whether the child respond or does

not respond to her orders and guidance. Such fact shows whether the child could communicate either socially or verbally.

- **Second Rehabilitation session:**

It is the session where the rehabilitation process began where the child began to identify the orange as a certain type of fruits through listening to the pronunciation of the word (an orange) and a (circle). The first specialist hugs the autistic child to control his unexpected movements and help to concentrate where the second specialist will hold an orange and pronounce the word “an orange” then she gives to the child. The child may refuse to hold it and would start screaming. Thus, the first specialist would ask the second specialist to give her the orange as follows:

- Give me the orange, and this is repeated more than one time in front of the child using different forms of requests:
- Take this orange, smell this orange, Give me an orange, an orange).

Third rehabilitation session:

As for the third day of the week it is assigned for handicrafts (using the colored dough or the clay). The orange dough has been prepared before the autistic child used. Such session fulfills the third step that help to improve the educational and cognitive growth using the art works and handicrafts as mentioned before.

The orange is put in a clear place on the table and the autistic child sits in front of the table where there is an orange dough. The first specialist stands behind the child and tries to help the child to make an orange using the dough. Such action should be accompanied by the specialist kept saying (a dough, an orange, and orange). The specialist also helps the child to form the dough and we should observe whether the child is attentive or

cooperative with the specialist through noticing the ability of child to form or sit or even could contact visually with the two specialists.

The first week ends and there should be some sort of assessment that shows whether the child needs more focus in the communication process or not.

Second week:

The fourth rehabilitation session:

Such session follows up what happens in the rehabilitation process. In that session emphasis is laid on motion activity. The specialist sits in front the child on the ground and push the orange on the floor until it reaches the child and he does the same. We should determine whether the child is cooperative in such game or not. We should also highlight whether the child catches the orange when it reaches him or not and if he concentrates how the orange moves on the floor and if he seems to concentrate with the specialist or not. The specialist asks the child to push the orange back to her and she should writes down the child's reaction after repeating this action for three times.

The Fifth rehabilitation session:

The child sits by the table and has a piece of dough in front of him. Then a small piece of the dough is put in front of him and the specialist asks the member of the family that shares the session with the autistic child to shape the piece of the dough in a circular shape. At that time the specialist notices and observes the child's reaction and whether he follows what is going around him or not.

The sixth rehabilitation session:

The process of cutting the orange dough into small pieces is repeated more than one time in front of the child and the child is asked to try to shape the dough until he succeeds. We should support him and praise him (wonderful-... an artist-..... excellent). You have made the orange. The child's attempt to shape the dough in order to form the orange is repeated more than one time and the specialist observes the child's reaction whether he is sad or happy and she continues to encourage and praise him. By the end of this week, we determine the gains and the skills he acquired in forming the dough and making orange balls. At the end they gather the small pieces and form a ball that resembles the orange and the specialist keep on repeating the pronunciation of the word "orange" as mentioned before in the previous sessions.

We should put into consideration that the specialist should make use of how the autistic child form the orange from the small pieces of the orange dough and the results of the previous sessions. Whether the child could communicate with the specialist and obey her orders and guidance or not.

Third week:

The seventh rehabilitation process:

The program has been modified into handicrafts where the child began to identify the materials from which water color is made of especially (the orange color).The specialist tries to teach the child some circular shapes and asks him to draw (circle). The specialist makes sure that the child has identified the circle and other shapes that resample them.

The eighth rehabilitation process:

At such stage the specialist uses the colored orange dough and she put it in a white plastic plate or in a plate that contains a liquid yellow color. She holds the child's thumb and move it in a circular way until his own palm is completely yellow. She also helps him to move his hand in a circular way while repeating words such as (circular, round, orange, circle).

The ninth rehabilitation process:

In the third day the specialist uses a cork disk and she pours the orange color or the orange dough to form a circular shape and the child passes his finger inside such shape in a continuous way while repeating the word (circular). This process is repeated all over the session

The fourth week:

The tenth rehabilitation process:

If the child could manage to pronounce the above mentioned word: in such session the specialist asks the child to form an orange from the clay. The specialist makes sure that the shape that the child forms looks like the orange even if it doesn't look like an orange but it has a circular shape. They continued to repeat the word chosen for this week.

The eleventh rehabilitation process:

The specialist asks the child to fill in a space the circular shape using the orange dough. The space looks like an empty circle put on a frame or a wooden block to make the child accustomed to fill colors. The specialist should be aware whether the child has succeeded in filling the circle with the orange though. If he succeeded this means that he has realized how an

orange looks like. The specialist also makes sure whether the child asks for an orange or an orange juice from his family and that he has already realized how the orange looks like and he could distinguish it from any other types of fruits.

The twelfth rehabilitation process:

This session is dedicated to evaluate the autistic child and the extent of his achievements through the rehabilitating program. Through this session the requirements of the child has become clear towards what he needs to make an orange pattern or even how to draw a circle in order to determine whether he succeeds or not. How he was able to form the circle pattern that resembles the orange using the orange color. We should apply the diagnosis application of the child (sample) of the thesis.

Follow up:

The child should be followed up one month after finishing the program through contacting the teachers or school and makes sure that the child keeps the skills that he has learned and his experiences have increased in terms of acquiring new vocabularies.

The view gained from this study possibly will raise an argument for new research and will open the door for potential future research. In this regard the following research suggestions may be worth considering

The sampling type and size play a big role in clarifying the facts from the data. For future studies it is desirable to select a different sample.

This could include teachers at different school levels (e.g. secondary, primary, tertiary, teacher trainers, etc.) with differing levels of teaching experience, and explore any variations in teaching and practices due to these differences

a further study is needed to replicate the study with different samples including both policy makers and the committee of art education development, taking into account appropriate procedure Finally there is a need to design a courses related using Art crafts in teaching Autistic children

Conclusion :

The current study adds to the increasing body of research on teaching Autism by using art as an element of the teaching process. It has also presented a general framework for art education from a social perspective. The research questions have been undertaken by employing both quantitative and qualitative approaches. Consequently, suggestions have been given to review the education courses for autism in general and to review the courses in relation to art in particular to make them more constructive and socially relevant. My hope is that this study represents the importance of the arts especially art crafts. So I hope the current study is a beginning for new researchers to further investigate this important issue.

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Summary

Using Artistic Handicrafts in the Educational process of Teaching the Autistic children to Improving their Cognitive Growth in both UK and Kuwait Assistant professor Laila Essa Ali Al-Boloushi

The handicrafts or the traditional industries depend on using our hands or simple tools only. It is considered as one of the most traditional forms of handicrafts, these handicrafts are very popular in most countries of the World. Efforts are being made at the national, regional, and international levels to emphasize the social and cultural importance as a part of the national heritage in most countries. The focus is not only on the cultural and social aspects but on the economic so as to benefit from the available materials whether they are human resources that are skilled in handicrafts or the sufficient local tools and how such resources could be used in small projects or medium-sized enterprises in traditional industries. Some countries focus on developing the handicrafts sector as such handicrafts could attract more tourists. As we mentioned before that most countries take care of art craft and handicrafts to preserve the national identity, cultural heritage, and popular culture.

Teaching handicrafts differ from normal child and the autistic one and we should take care of the tools that the autistic child use. The autistic child should employ (colors, clay, dough, and simple geometrical shapes). If we discuss the perception, we should put in our consideration the human senses that differ from the normal child and the autistic one. Thus, we should employ their skills so as to encourage their perception (hearing, sight, speaking, smell, and touch). If these senses are activated in a scientific way it will help the child to be aware of his actions and if he practices well that will increase the autistic child' awareness. Thus, schools or specialized centers could help the autistic child to achieve the social and

educational goals. This will be identified through the current research highlighting the methods to improve the cognitive development of those who suffer from autism through the teaching of art crafts compared to the methods used in the United Kingdom and Kuwait. In addition to the questionnaire forms and survey prepared by the candidate to evaluate the autistic children at schools of UK and Kuwait.

There are some European countries (UK) that have succeeded in improving the autistic children's teaching process through teaching the art education and it began to write down notes about this child's progress in thinking, performance and creation through the presented programs that would develop the systems of educational perception. The ministry of education in Kuwait (Kuwait as being one of the developing country in the Middle East) has a vision and recognition of the importance of equality between children with autism and non-autistic children. This research has come to the conclusion that there is likely to be a fair chance for those autistic students as they can achieve the highest level of knowledge and education, which will make them productive individuals in the community, and contributing citizens as well, so the candidate saw the need examine the students suffering from autism in both the UK and Kuwait in order to comprehend how the cognitive growth could be improved through the development of methods of learning using handicrafts.

The thesis falls into two sections:

First section: theoretical frame

Second section: the applied frame

Then the research results and their interpretations as well as the lists of biography and the candidate concludes the thesis with a summary.