

ASLI QoL2015, Annual Serial Landmark International Conferences on Quality of Life  
ASEAN-Turkey ASLI QoL2015  
AicQoL2015Jakarta, Indonesia. AMER International Conference on Quality of Life  
The Akmani Hotel, Jakarta, Indonesia, 25-27 April 2015  
*"Quality of Life in the Built & Natural Environment 3"*

## Emotional Behaviour among Autism and Typically Developing Children in Malaysia

Smily Jesu Priya Victor Paulraj<sup>\*</sup>, Noor Asyikin Bt Alwi, Jayachandran Vetrayan

*Faculty of Health Science, Puncak alam 42300, Universiti Teknologi MARA (UiTM), Malaysia*

---

### Abstract

The study was to determine the emotional response among autism and typically developing children in Malaysia. 50 autism and 50 typically developing children with age ranged 8 to 12 years old were participated in this study. The emotional response measured by Mood and Feelings Questionnaire Short (MFQS) - parent version. The descriptive data and Independent T-Test had shown that there was a significant difference in emotional response between autism and typically. The study concluded emotional response shown a difference between autism and typically developing children. Future research needs to develop the intervention on an emotional response to enhancing the quality of life among autism.

© 2016 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license

(<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of AMER (Association of Malaysian Environment-Behaviour Researchers) and cE-Bs (Centre for Environment- Behaviour Studies, Faculty of Architecture, Planning & Surveying, Universiti Teknologi MARA, Malaysia).

**Keywords:** Autism; typical developing children; emotional response; quality of life

---

### 1. Introduction

Autism defined as a group of special children, characterized by the lack of social interaction, verbal and non-verbal communication and sensitive to changes, repetitive behaviour, and stereotyped patterns of behaviour

---

<sup>\*</sup> Corresponding author. Tel.: +603-32584495; fax: +603- 32584599.

E-mail address: [jesusmily@gmail.com](mailto:jesusmily@gmail.com)

(American Psychiatric Association, 2000). Autism had a problem in dealing with unpredictability routine and many issues when dealing with the consistency. Frequently, this impairment associated with sensory problems, emotional regulation, motor planning, arousal modulation and behavioural organization (Baranek, 2002, Gevers, et.al., 2006, Smith, et.al., 2004, Hazreena, 2012, & Horner, et.al., 2002). All the symptom of autism typically is apparent before age three years. The increases in some children receiving services of autism have raised public concern since the 1990s and reports of higher-than-expected autism prevalence estimates have underscored the need for systematic public health monitoring of autism. American Academy of Pediatrics (2001) stated that by the mid-twentieth century, the condition was thought to be quite rare, with the prevalence of autism estimated to be about 4 to 5 in 10,000 children. Moreover, research reported by CDC, 2014 shows that the prevalence rate of Autism is one in eighty-eight birth in March 2013, and the prevalence rate tripled since 2008. However, the prevalence is quite higher compared to the prevalence rate from a study that conducted by Ministry of Health in Malaysia that is one case in every six hundred birth in 2004.

### *1.1. Literature review*

Different developmental level are affected due to the complex developmental spectrum disorder that known as autism. Social communication is one of the areas that cause the most problem, but some of the autistic children may normally develop, but some unable to speak. Various developmental delays will be detected throughout their lifetime because until now, there is no cure for autism (NICHD, 2007). One of the problems that for autism adolescences is how they regulate their emotion. They have a problem to express their emotion in a right way due difficulties in interpreting others feeling and have less experienced in feels any emotion as a normal person. Besides that, they easily get stressed and anxious which they became lack of socialization and does not possess in others. Neitzel (2010) state that people with autism have higher risk to develop at least one of the challenging behaviour that may interfere their development and learning the process.

Subsequently, behaviour also can be including as one of the major problems inherent not only in autism but also in typical developing children. As stated by Nurul (2012), behaviour can define as a response of the system toward different stimuli or input and the variety of action that made by the system or organism in conjunction with themselves or environment. Park J. C. et. al., (2012) explain that poor communication is one of the factors that lead to the behaviour problem and avoiding undesirable activities, gaining social attention and gaining social attention, objects or activities are thought to serve as communicative function. Kasari C. et.al., (1997) in his study state that the observation that has done in the autistic children has been show that they difficult to initiate behaviours that actively engage others in their social interaction compare to typical developing children. However, it is very crucial to know the children emotional and feeling is one of the methods that can be used to complete the study. It is because, how parents perceive the child behavioural characteristic and perceptions of them toward their child behaviour may lead to either similar or different parents interactive behaviour (Kasari C. et.al., 1997).

There have been far a fewer studies on the emotion regulation difficulties and how to distinguish the emotional behaviour of autism children (Samson, 2013). Autism known as a condition with social communication and socialization impairment that associated with poor emotional control and emotional responses (Mazefsky et. al., 2013). Emotional dysregulation defined as the failure to regulate the emotion appropriate and effectively. The disappointment from dysregulated emotions may bring to self-injuries, temper tantrum, the form of irritability, poor anger control, poor frustration tolerance, mood dysregulation and aggression (Samson, 2013). This problematic emotions behavior may alter the long-term effects in terms of quality of life and daily living functioning (Samson, Hardan, Podell, Phillips, & Gross, 2012). Mazefsky et. al., (2014) stated that comparison of young children with Adolescents with high-functioning Autism Spectrum Disorder (ASD) and children without ASD it shown that normal typical developing children more using adaptive coping strategies than children with autism.

The emotional behaviour of Mood and feeling are important for the communication and social behaviour. The early study stated that a poor emotional behavior response affects the social interaction, verbal and non-verbal communication, restricted and repetitive behavior and sensory functions (Andrea et. al., 2014). Although there are many studies, that has been done to know the behaviour of the children with autism, few studies that conducted the emotional behaviour between autistic and typically developing children has done. However, early studies absent to identify the mood and to feel in emotion response in autism. Moreover, emotional behaviour also may exist in

Download English Version:

<https://daneshyari.com/en/article/1107672>

Download Persian Version:

<https://daneshyari.com/article/1107672>

[Daneshyari.com](https://daneshyari.com)