Sense of Integration Problem in Syndrome Disorder for Autistic Children in Malaysia

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Abstract

The purpose of this study was to explore the relation sense of integration problem detected in syndrome disorder are sensory disorder, neurologist disorder, psychogenic factor and biologist and radius factor disability in Malaysia. It related to social relationship problem, communication, emotion and normal patterns that are related to interest, activity and attitude. Autism syndrome that affects neurology disability related to social relationship problem, communication, emotion and normal patterns that are related to interest, activity and attitude. Pervasive development disorder related to brain function that prevents someone from managing and understanding information transformation based on sensing system. This situation could cause autistic children to lose self-control and also would leave a deep impact towards their social interaction with the outside world. Early observation on autism occurs regardless of ethnic, social background and hereditary. Three main things are social interaction distraction, communication and repetition of the same and limited behaviours. The cause of autism is the distraction of feeling and emotion such as lack of sympathy and toleration. There are distractions in both verbal and nonverbal communications such as slow in articulating words in their language that cannot be understood and often copy and repeat words without their meanings. Thus, the information obtained that sensory disorder, neurologist disorder; psychogenic factor and biologist factor disability cause the distraction of feeling and emotion such as lack of sympathy and toleration.

Keywords: sensory, neurologist, psychogenic, pervasive, integration
Introduction

Autistic children are not deaf but they are as if they could not hear what is being said to them. Many of them do not talk at all or talk in a strange way. The National Institute of Child Health and Development (2003) stated that autism is a complex biological problem and is faced by an individual for his/her entire life. An autistic individual faces social and communication interaction problem (www.tele-autism.com.my: 2008).

Autism was first described as a unique group of behaviour syndrome by a psychologist named Leo Kanner in the year 1943 who saw autism as an affective, perception, linguistic, cognitive and communication disorder (Corbett, 1998). Kanner described autistic children as loners and in isolation, able to communicate in a repetitive utterance, attracted to non-living objects and difficult to tolerate if there are changes in their daily routine (Noor Hudah Bte Jamal, 2001). The term autism is derived from the word autos which mean our own self while isme means stream. In other words, autistic children are in their own world. Autism is related to communication disorder, interaction in socializing, sense disorder, different play patterns and attitude that influences emotion such as living in fantasy (www.autism-society.org: 2008).

The number of autism sufferers conventionally increases from 1: 5000 births in year 1943 when Leo Kanner introduced the term autism which then became 1: 100 births in year 2001 (Nakita: 2002). For instance, children who have reached 3 years old but still unable to talk fluently and often utter words in reverse form. This shows the possibility that the children may be facing retardation of mind development during social interaction related to autistic. Autism can be treated but cannot be cured. Therefore, early diagnosis and training are important for the children’s future development (www.autism-society.org: 2008). According to Rodier (2000), autism is being described as an imperfection in mind development and not related to emotional development problem. The rate of autism occurrences is 16 cases in 10,000 births. Autism is a newly detected phenomenon in Malaysia compared to the Western countries. Usually autism can be discovered at the age of as early as 3 years old. A source from

Autism Society of America (2008) estimated that autism involves 2 to 6 cases for every 1,000 people and autism occurs four times more frequent for male children compared to female children. The society in Malaysia today starts to be aware and give attention to the notion of how special autistic children are. In the recent education field, autistic children are beginning to be given special attention. This is proven with the Problematic Learning Integration Special Education Program that was started in the year 1988 and autistic children were enrolled in the program. Through this program, teachers use positive and negative reinforcement method for autistic children.

According to Noraini Md. Saleh (2008), today, there are about 47, 000 people in Malaysia with autism which caused them not being able to understand things around them other than themselves. A research showed that the number of real autism sufferers is 4 to 5 in 10 ,000 people and 10 to 15 in 10 ,000 people. According to a psychiatric from Hospital Puspawati, Noor Jan Kassim (2007), for every 5 children with autism, 4 involved male children. There is no proven data in Malaysia but based on the data from Western countries, one out of 150 children are diagnosed with autism.
ASEAN Autism Network (AAN)

ASEAN Autism Network (AAN) serves as a platform for autism-related family support groups of each Association of South East Asian Nations (ASEAN) member country to collaborate, cooperate, coordinate and unite in developing strategies and intervention programs that will be non-discriminatory in support of families, including those economically challenged. An approach that surrounds the extended family structure keeps true to the ASEAN spirit, and will at the same time provide a strong foundation for a truly inclusive and autism-friendly ASEAN community. AAN visualizes an inclusive, rights-based and autism-friendly ASEAN community. AAN mission is to support, assist, facilitate and enhance autism-related family support groups in collaboration with other stakeholders in the ASEAN region and globally. Its main objectives are to educate, develop and give opportunities for an autism-related family support groups, to empower the support groups and the individuals with autism in the ASEAN region, to promote, encourage and facilitate evidence-based research initiatives and developments, to provide, exchange and disseminate information on autism related issues, to ensure the promotion and advocacy of technical and other assistance to PWA and families, to develop a collaborative partnership and close working relationships with other agencies and to undertake other tasks in relation to autism-related family support groups of each member country as determined by the general assembly (www.mp.com.ph, 2012).

Characteristics of Autistic Children

Autistic children have certain characteristics related to distraction and problems in undergoing their daily life. Abnormal mind development occurs before the children are 3 years old causing autistic children to be slow in social interaction and unable to use language appropriately. Communication problem arises when language development is delayed. This happens because the autistic children look as if they do not hear anything and decided to keep quiet. They do not use language to communicate, difficult to be called for discussion even though they can talk and they like to copy conversations of other people. In addition, they prefer to isolate themselves and sit in a separate corner.

Besides that, the behaviours and emotions of autistic children are hyperactive or hypoactive. They flutter their hands and clap their hands repeatedly. When autistic children are watching television, they move around while their eyes are on the television. Autistic children go berserk without being able to control themselves if they are disallowed to do something and they will attack anyone if their emotions are distracted. What is more fearful is the fact that they could hurt themselves and isolate themselves by sitting in a separate corner. Autistic children also face sense disorder. They are sensitive towards touch, loud noise and are not afraid of danger. Although they prefer not to be held, they like to be hugged. These children like to kiss and lick toys or other things.

In terms of games, autistic children do not like to play with their friends. The patterns of their games are strange such as spinning screws or juggling toys. They also like things that can turn such as fans and soft things. For instance, autistic children like balls and always carry balls around. In short, autistic children are difficult to be controlled as they are not easy
to be consoled or pleaded. Autism cannot be cured but can be controlled. Special education is needed to educate these children to become more controlled in order to live a normal life. What can be done by the parents of autistic children is by sending their children to special schools preferable when they are still young as various therapies can be attempted even though the outcomes are not really encouraging (Stoppard, 1998).

**Autism Syndrome**

Early Observation Autism occurs regardless of ethnic, social background and hereditary. Autism disorder is based on 3 main things such as social interaction distraction, communication and repetition of the same and limited behaviours. According to Trevarthen et al (1998), almost all autism cases involve social interaction distraction, communication skill problem and imagination aspect. The cause of autism is the distraction of feeling and emotion such as lack of sympathy and toleration. Autistic children get angry without reasons, become furious and tend to cry all of a sudden if they are not being loved or treated as they desire. Autistic children are often distracted at sensory perception such as like to kiss and bite toys or things. They often hear certain voices and do not like to be touched or hugged suddenly.

According to Budiman (1998), autism syndrome is obvious among children who have reached 3 years old. There are distractions in both verbal and non verbal communications such as slow in articulating words in their language that cannot be understood and often copy and repeat words without their meanings. Distraction in social interaction field such as avoiding eye contact, does not look as if being called, resist to be hugged and prefer to play by them.

More than 60% autistic children do not have a good digestion system and this causes protein from food not being able to change into acid amino or pepton, which is a cycle, where it is finally eliminated through urine. For autistic children, pepton is being absorbed again by the body where it will enter the blood stream direct to the brain and change into morphine as in casomorfin and gliadrofin that will damage brain cells and cause brain functions to be distracted. The brain functions that will be distracted involve cognitive function, receptive communication, observation and behaviours.

There are Individual Classification with Autism Syndrome. Two diagnostic systems which are often used in the United States to identify and classify autism and other development problems are as below:


Individual with Disabilities Education Act Amendments of 1997 (IDEA) PL105-17 (Federal Register, 1999). Since there is no medical test to diagnose autism, both the classification of DSM-IV-TR and IDEA are used as the benchmark. A team of various disciplines consisting of neurologist, psychologist, pediatrics, language utterance pathologist and special educationalist are required to interpret and identify autistic children.

**DSM (Diagnostic and Statistical Manual)**
America Psychiatrist Association (APA) often updates the DSM. Autism has been included in the third edition of DSM (1977). America Autism Association is responsible in suggesting autism to be included in DSM-III and influenced the formation of its definition. Individuals under the category of Pervasive Developmental Disorder in DSM-IV-TR show disability similarities.

**PDD (Pervasive Development Disorder)**

Included in the PDD diagnosis category with autism is Rett’s problem, children disintegrative problem, Asperger disorder and not otherwise specified (NOS) PDD.

**Asperger Disorder**

Asperger have personal advances. Asperger individuals are detected at a very much later age level compared to autism due to difficulty in identification. According to Underwood (2008), about 75% of children with Asperger Syndrome also face concentration problems besides being hyperactive (ADHD). Therefore, they seem to face difficulty in paying attention, easily get distracted and difficult to remember important facts. Asperger children are intelligent conversationalist and good in giving reasons. These skills will increase if they are diligent readers and are interested in the learning process. A problem often being faced is the inconsistent academic achievement due to short span of attention in their mind.

**General Research on Autism**

Self-Research of an Autistic Patient. A video entitled “Autism and me” was recorded by an autistic child, Rory Hoy who described her own experiences as an autistic child. She was born on 15 December 1987 and now, she is 24 years old. The video was recorded in year 2007 in Jessica Kingsley Publishers, 116 Penton Ville Road, London and in 400, Market Street, Suite, 400 Philadelphia, USA. Rory made a research about herself who went through lessons at the Special Education School at the age of 9 years old. Rory’s achievements are recognized when she managed to complete a-level and won “Courage of Endeavour” award. Her research is based on her enthusiasm in producing 3 short films and winning awards. “Autism and me” video was nominated by the Radio Television Society. Rory is capable of composing instrumental hip hop music as well. This shows that autistic children can be formed and should be given opportunity and support by teachers and friends. (Video recording of Jessica Kingsley Publishers, 2001)

Researchers start to be aware that autistic children have amazing talents but they are ignored. Autism development is new in Malaysia compared to Western countries. This awareness is led by Bernard Rimland, a lecturer and director of Autism Research Institute (ARI) at San Diego. He formed Autism Association in America in year 1969. Besides that, he is the founder of Defect Autism Now (DAN) which is sponsored by ARI.
Theory

i. Psychoanalytic Theory

This theory looks at things from the angle of a psychologist known as the Refrigerator Mother theory. Freudien introduced the psychogenic theory by focusing on parents who are not aware of the early stage and do not want to find alternative ways to accept the fact that their children are autistic children. This situation slows down the process of helping their children’s interaction abilities and most of the time; mothers are often being blamed for showing negative reactions. Parents need to be fully responsible in gaining techniques to help teachers in school to arrange and plan steps systematically. Social skills need to be implemented among autistic children to enable them to interact with the society. Parents have to observe and often obtain feedback from teachers in schools about their children development.

ii. Cognitive Theory

Cognitive theory is very well-known in which it is also known as the Theory of Mind (ToM) developed by Simon Baron-Cohen, Alan Leslie and Uta Frith (Jordan, 1999: 2003). In this theory, three distractions that occur are social interaction, communication and imagination. The one problem faces by autistic children is that they cannot put into words what that they wish to say as they are not able to interpret one’s behaviours. Besides, they cannot understand people’s feelings. Baron-Cohen defined this situation as mind blindness while Frith defined it as mentalizing (Frith, 2003).

iii. Neurologist Theory

This theory is based on a neurologist problem which is the Executive Functioning Theory (EF). According to Azonoff (Jordan, 1999; Frith, 2003), the problems among autistic children are caused by failure in carrying out tasks or problems in focusing and paying attention as well as making decisions. According to the world’s famous Xenotransplant specialist, Professor Dr. E. Michael Molnar who has treated more than 5000 patients before, be it adults or children, has revealed a new discovery and huge success of Xenotransplant treatment for autistic children. Dr. Molnar explained that he is now trying to contact all the patients and their families who once requested him to try Xenotransplant method to treat autism for the past 10 years in Hong Kong, Australia, Indonesia and Malaysia when all the autistic children who were treated, show positive development. The effect of brain stem cells recovery function relates autistic with problems in a patient’s brain (www.utusan.com.my: 2008).

Integration

Integration is the act or process or an instance of integrating as incorporation as equals into society or an organization of individuals of different groups (as races) coordination of mental processes into a normal effective personality or with the individual's environment (Merriam-
Webster’s Visual Dictionary, 2012). Coordination of mental processes into a normal effective personality or with the individual's environment failure of association and failure of integration take place among neurotic individual (R. M. Dorcus & G. W. Shaffer)

Autism towards integration syndrome disorder means, it consists social relationship problem, communication, emotion and normal patterns that are related to interest, activity and attitude. It also affects neurology disability related to social relationship problem, communication, emotion and normal patterns that are related to interest, activity and attitude. All this factors also integrate with racial and cultural because of their behaviour disorder became the conflicts in themselves to interact with all the people surrounding them.

Why is integration needed? Well, it helps autistic child learn to be social, learn to communicate effectively and learn to live an independent life. It is even more importantly than that, on a much wider scale. It allows his peers to accept him for who he is and to help him when he needs it, rather than to judge or ridicule him.

Integration is the key to helping him to keep that comfort zone as a fall back, should he need it, but also prevent him from becoming dependent on it because it simply won’t always be there.

**Autism Disorder**

i. **Syndrome Disorder**

The determined autism diagnosis criteria of the DSM-III-R (Diagnostic and Statistic Manual of Mental Disorder, third edition) and ICD-10 (International Classification and Disease, tenth edition) are a contribution and epidemiologist examination by Lorna Wing and Judith Gould in Camberwell District, London in the year 1970 (Happe, 1994). The reason of this research is to identify autistic characteristics that would always occur together and not merely a coincidence. From the outcome, Wing introduced an autism spectrum term with triad impairments – socialization, communication and imagination (Frith, 2003; Sacks, 1995). Wing also emphasized the existence of autistic continuation based on those with high functionality until those with lower functionality.

ii. **Sensory Disorder**

In year 2004, a group of people led by Miller classified sensory disorder into three main categories which were: Sensory Modulation Disorder, Sensory Discrimination Disorder. Sensory-based Motor Disorder. Jean Ayres on the other hand expanded Integration Expand Sensory (IE) that underlined sensational understanding from the radius is was recorded and interpreted in the mind or the central nerve order. Integration sensory process occurs automatically and unconsciously where the disorder in recording and sensory interpretation could cause problems towards learning process, development or self behaviour. Autistic children are known to play with various textures such as sand, clay or shaving cream. Such activities do not teach skills but allow the children to choose as well as modify activities at their own pace in accordance with their reactions (www.sensory: 2009).
iii. Neurologist Disorder

According to Bernard Rimland (1964), the main reason of autism is due to a psychologist reason which then changed into a neurologist reason (www.wikipedia.com; 2008). Further observations by Courchesne (Courchesne, Redcay, Morgan & Kennedy, 2005) produced a new hypothesis. The observers felt that when autistic babies are born, they have normal brain measurements, however when they reach 2 or 3 years old, their brain measurements increase more than the normal size especially the Cupping frontal and small brain caused by white and grey substances excessive development (Adriana Soekandar Ginanjar, 2007, pg. 5).

iv. Psychogenic Factor

This theory focuses on family love value which is very important in helping autistic children. Most parents are not aware of the early stage of their children development and do not want to accept the fact that their children are autistic children. This situation delays the process of helping the children. Most members of a society who have imperfect children with disabilities often hide their children as they feel that the existence of such children embarrass them. What is more disappointing is that some of them refuse to bring their children to see the outside world or give them opportunity to try and find the potencies that they cannot see in their children.

However this does not mean that autism children are not intelligent. In contrast, they have concentration problem and do not be surprised if these children have strength ability which is not found in normal children. This could be seen in Ping, an autistic child who has an amazing drawing skill until which she has been established internationally (www.bharian.com; 2008).

v. Biologist Factor and Radius

The main reason for autism is not known, however the final theory stated that genetic is the main factor that causes autistic children. The influence of virus during birth is also influencing, such as rubella, herpes, not nutritious food intake, bleeding and food poisoning will also influence brain cells development that causes the baby brain to be disturbed in terms of understanding, communication and interaction functions. Hamidah Mohd Salleh, a consultant physiatrist in Gleneagles Intan Medical Centre (GIMC), autism disorder is believed to be related to abnormality in certain parts of the brain. In fact, autistic children’s brain size is not similar with the normal children as some have a bigger brain size.

Many researches stated that autism is a hereditary disease. Patricia M. Rodier (2000) stated that autism could also be caused by the intake of thalidomide pills to overcome morning sickness by pregnant mothers. She proved that in a study conducted by Miller and Stromland, it was found that 55 thalidomide victims are autistic and in terms of percentage, 30% more than the general population (Vijayen Gopal, 2001). Pregnant mothers who are facing stress could also cause autism. The research on rubella problem during pregnancy showed that children are infected with seizure disease as they grow up. Thus, this proves that rubella is also one of the causes of autism.
According to Dr. Supian Saad, Head Assistant Director from the Department of Special Needs Education, Ministry of Education Malaysia, autistic children learning in primary school in Malaysia consisted of male autistic children around 1176 people whereas female autistic children are about 326 children. The total is 1502 people until the end 2009. In secondary schools in Malaysia, male autistic children are 350 persons while female students are 104 persons. The total is 454 persons based on the data that has been updated in year 2009 (Special Needs Education Department, Ministry of Education Malaysia, 2009).

**Behaviour Factor**

Behaviour influences language interpretation of autistic children. Behavioural disorder of autistic children also differs among individuals and parents need to learn to overcome it. Autistic children are not able to socialize, could not speak properly as well as understanding people’s conversations. In Malaysia, autistic children in primary school following merged programme face social skill problem. These children are not able to portray social skills equal to their age.

The failure to communicate well causes autistic children of not being able to manage themselves well. Autistic children’s weaknesses in languages cause them not being able to express their needs. For instance, autistic children who want to go to the toilet to pass urine, fail to seek permission from their teachers. This causes them to just pass urine in their place. The lack of special education teachers and classrooms became constraints as special education teachers need to have an interesting strategy to attract autistic children’s attention in teaching and learning.

Special education teachers need to be given more formal trainings in a form of vocational learning so that these children are ready to face the future of living independently. New method needs to be practice to attract the interest of autistic children in language learning. The research on the implementation of social value in Malaysia that used three social stories by Normaliza Abd. Rahim and Zaitul Azma Zainon Hamzah for three days by using applied conversation technique. The objective was to create communications among autistic children when communicating. This coincides with other research conducted by researchers on linguistic communication (4th International Linguistic and Acculturation of the Malay Language Seminar Proceeding, Universiti Putra Malaysia, 2008).

In terms of behaviour, qualitative distraction in communication means the delay in language development or do not speak at all. This occurs to individuals who can talk but there are distractions in the ability to start or defend conversations with others. This is caused by stereotype language use, repetition or difficult to understand. Furthermore, there is the lack of ability to play and pretend. Repetition patterns and rigid stereotype can be seen in behaviour, interest and activity. Autistic children pay attention to one or more interest patterns. Besides that, interpretation of a specific ritual and not functional caused stereotype motor movement and repetition. Therefore the concentration stays on certain parts of the brain parts only. The theory used is purposive behaviourism theory that is used as the theoretical framework of this research. The theory is founded by Edward Chan Stalement (1959). According to Tallman, learning occurs as subjects bring certain hopes to the learning situation. Based on this principal, the learning processes will be more effective when students
are able to identify the purpose that will be achieved and direct further his or her learning behaviour towards the purpose.

Conclusion

In Malaysia, early treatment is less helpful for autistic children. If it is known earlier by parents, they could provide a strong support in terms of motivation and encouragement to change the behaviours of their children. Lack of communication at home causes autistic children not being able to mix around and communicate.

In Asian countries, the number of autism occurrences is increasing. Even though the highest number of deaths in Africa is caused by AIDS, however the ruler pays more attention towards the management of autistic children as the figure of autism occurrences has exceeded the figure of Down Syndrome occurrences (www.blogiar.com.my: 2008).

The society also does not give opportunity to them, do not want to mix with them and is unlikely to provide them with the required love. Autistic children usually choose one language to utter. If they are comfortable in communicating in the Malay language, they would utter the language to everyone and parents are suggested to use the language chosen by their children when interacting with them. A member of the New Jersey Centre for Outreach and Services for the Autism Community, (COSAC), and Jim Ball mentioned that the attitude of certain parents caused the children to continuously suffer when they actually have the potential to develop. For example, autistic children that are regarded as less smart are actually smarter than other students. It is just that they are trapped in their own world.

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