

## Original Research

# Implementing the Emotional Openness Model through Inclusive Staging: A Therapeutic Approach for Children with Disabilities

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### Abstracts

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**Introduction:** This study explores the utilization of the emotional openness model through the inclusion stage as an innovative therapeutic approach for enhancing emotional expression in children with disabilities. This therapeutic approach is designed to provide a platform for emotional expression and social interaction through the performance “I Love the Sea.” **Methods:** Included participatory observation, interviews, and analysis to assess the impact of the stage therapy program on the emotional openness of the children. **Results:** Indicated significant improvements in positive emotional expression, enhanced interpersonal communication skills, and increased self-confidence among the participants. The study demonstrates that the inclusion stage approach serves as a therapeutic medium, creating a space for children with disabilities to express themselves creatively and foster more open social relationships. **Conclusion:** The implementation of the emotional openness model through the inclusion stage offers an innovative and inclusive solution to strengthen the emotional aspects of children with disabilities, supporting active interaction and enhancing their social integration.

**Keywords:** Emotional Openness, Inclusion Stage, Persons with Disabilities, Social Interaction, Stage Art Therapy.

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## INTRODUCTION

Children with disabilities experience physical, mental, intellectual, or sensory limitations that hinder their full and effective participation in their environment or community [1]. Kustawa argues that children with disabilities who have significantly below-average intelligence, coupled with adaptive behavior impairments, exhibit these challenges during their developmental period [2]. In social contexts children with disabilities are more likely to be bullied and harassed, and they often experience limited communication and interaction with others [3]. Additionally, families with members who have disabilities frequently feel discomfort due to their “abnormalities,” leading to a sense of burden. Consequently, they tend to restrict the activities of these family members, confining them primarily to the home [4].

Children with disabilities can experience social exclusion and negative social stereotypes. Various social factors also contribute to the isolation of these children, potentially increasing their stress levels and lowering their self-esteem [5]. This condition aligns with the statement that individuals with disabilities often face negative perceptions from their surroundings, such as stigma and discriminatory behavior [6]. This condition certainly affects the emotions and character of children, highlighting the importance of the role of parents and close individuals in fostering emotional openness in children with disabilities. Parents play a crucial role in stimulating the adjustment of children with disabilities and ensuring their acceptance by others [7].

A warm, open, and communicative relationship between parents and children, with appropriate boundaries based on age and clear explanations of prohibited behaviors, can foster greater lead to increased self-confidence and improved social performance in children [8]. Collaboration between parents and teachers serves as a method to optimize the development of children with special

needs. The practical implications include applying this model within the context of inclusive education to broaden its positive impact [9]. Parental involvement in a child’s education can influence the child’s response to the lessons taught; for example, the more positively parents demonstrate towards knowledge, the better the child will respond to it [10]. Parents need to understand that children with disabilities can experience optimal growth when supported by well-planned and systematic interventions, alongside parental confidence [11]. Communication within the family environment plays a crucial role in the development and formation of a child’s character. Parents are obligated to communicate their thoughts and feelings to their children. While communication is generally perceived as straightforward, breakdowns in communication often occur due to various barriers. These barriers stem from factors such as the communicator, the medium used, or the recipient. This is especially evident in communication between parents and children with disabilities [12].

In promoting emotional openness in children with disabilities, engaging creativity and interacting with others are essential. Creativity stems from the tendency to self-actualize, realize potential, and strive for maturity, thereby activating all abilities within oneself, with nature, and with others. Essentially, creativity entails everyday activities as individual or group endeavors within societal contexts [13]. Internal and external factors are major triggers influencing the motivation of individuals with disabilities. Internal factors are those originating from within the individual, representing innate drives. Each individual possesses intrinsic motivation, governed by their own internal management system. Meanwhile, external factors derive from outside the individual, such as influences from close individuals, their environment, or family [14].

Emotional openness plays a crucial role in the social and psychological development of children, particularly those with disabili-

ities. Research by Houle et al. highlights that the mental organization of self-defining memories significantly contributes to emotional openness [15]. Additionally, studies by Bibikova emphasize the identification of socio-psychological problems in families with children with disabilities, underlining the importance of providing social and psychological assistance to address emotional burnout among parents [16]. Furthermore, the work of Fahrutdinova et al. stresses the need for creating accessible environments and inclusive educational settings for children with disabilities to support their social integration and development [17]. Understanding and promoting emotional openness in children with disabilities can lead to improved well-being, enhanced social interactions, and better overall psychological adjustment.

Emotional openness is a crucial aspect in the social and psychological development of children, particularly those with disabilities. Amid efforts to enhance social inclusion for children with disabilities, it is important to understand and develop models of emotional openness that support their emotional growth. The use of learning strategies for children with disabilities includes deductive, inductive, heuristic, expository, classical, group, individual, cooperative, and behavioral modification strategies. Implementing principles for children with disabilities should be supported by the development of learning, including character development, as it can effectively instill moral values. Education for children with disabilities is essential for societal continuity, as it enables them to interact with others and be treated similarly to typical individuals in society [18].

Based on the explanation above, this study aims to analyze the emotional openness model through inclusive stage as a specific therapeutic approach for children with disabilities. Physical or cognitive limitations often hinder children with disabilities from expressing and understanding their emotions

effectively. Involving children with disabilities in inclusive stage experiences can be an innovative and effective means to facilitate emotional openness. The inclusive stage not only creates an environment that supports diversity but also provides a space for children with disabilities to engage in emotional expression through performing arts. This research explores the interaction between children with disabilities, artists, and non-disabled children to identify strategies and techniques that can enhance emotional openness. The study not only analyzes a new conceptual model but also offers practical insights into the implementation of the inclusive stage as a therapeutic tool. By deeply analyzing how children with disabilities respond to and feel about their involvement in performing arts, this research aims to significantly contribute to the development of more focused and personalized therapeutic approaches to enhance emotional openness for these children. The findings of this research are expected to serve as a reference for the development of more effective and inclusive intervention programs to support the emotional development of children with disabilities.

## METHODS

The research method is a way to solve problems and find answers to research questions. According to Bogdan and Taylor, the research approach should be used to observe research data, collect information, and present it. The method used in this study is qualitative research method aimed at obtaining holistic understanding of the research subject through verbal and non-verbal description [19]. The steps of the research are as follows;

1. Problem formulation: Determining the research focus and formulating specific research questions.
2. Literature review: Conducting a literature review to delve into the research context and previous studies.
3. Determining the research design.

4. Data collection: Collecting data through techniques such as interviews, observations, and direct researcher involvement in the study, as well as documentation to gather necessary information to support the research data.

5. Data analysis involves systematically and measurably analyzing data. The analysis activities consist of three simultaneous activities: data reduction, data presentation, and drawing conclusions/verification [20]. The explanation of the flow is as follows: a. Data reduction involves selection, focusing on simplicity, abstraction, and transformation of raw data obtained from written field notes. b. Data presentation, as defined by Miles & Huberman, is a collection of structured information that enables drawing conclusions and taking actions. c. Conclusion is a stage in qualitative research involving outlining the main findings from data analysis and providing deep interpretation of their meaning and implications.

## RESULTS

Inclusive education is an activity that mandates accommodating all children, regardless of their physical, intellectual, socio-emotional, linguistic, or other conditions. This involves integrating children with disabilities, gifted children, street children, and child laborers from remote or migrant populations [21]. Inclusive education is an educational method that requires children with special needs to learn in the nearest schools and regular classes alongside their peers of the same age. The concept of inclusive education represents a system that encompasses all aspects related to openness in accepting children with special needs to obtain the same fundamental rights [22]. Inclusive education is not only crucial for accommodating children with disabilities in integrated schools, but also aims to develop their potential and protect them from educational discrimination that tends to neglect children with disabilities [23]. The function of inclusive basic learning for children with specif-

ic learning difficulties is a place of teaching and learning for children who experience specific learning difficulties such as dyslexia, dysgraphia, and dyscalculia, aiming to support effective educational services for all children, not only those who are typical but also children with specific learning difficulties. The concept of Multisensory Building results from an analysis of the needs and learning methods of children with specific learning difficulties, which differ and require direct experience with learning materials, including the use of multisensory techniques. Multisensory techniques maximize learning through sensory channels, such as seeing, touching, and hearing directly, and accommodating active movement of children [24]. The concept of an inclusion stage in the performing arts field aims to facilitate the participation and representation of individuals, including children with various disabilities, ensuring their equal access to the arts. Research emphasizes the importance of social inclusion for disabled performers, highlighting the neglect of state policies and societal apathy towards disabled individuals in developing countries [25]. Inclusive education strategies, such as collaboration and differentiated instruction, play a crucial role in creating opportunities for students with disabilities to succeed academically and socially within the school community [26]. Furthermore, the implementation of inclusion programs in performing arts education is vital, requiring collaboration among teachers, parents, and schools to address challenges and provide necessary support for inclusive practices [27]. Ultimately, fostering a culture of inclusion is a continuous process that demands a deep understanding and acceptance of diversity across all levels of society [28]. The concept of inclusive stage is an approach in performing arts designed to ensure the participation and representation of individuals involved, including children with various disabilities or limitations. The inclusive stage creates a space where children can engage regardless of their background or



physical and cognitive abilities. The inclusive stage is selected as part of a therapeutic approach in consideration of several reasons:

1. Inclusive stages provide positive representation of diversity and foster social openness among children with and without disabilities. The presence of various abilities and disabilities on stage offers a more accurate portrayal of an inclusive society.
2. Involving children with disabilities and without disabilities in stage productions provides empowering experiences. Children feel recognized, valued, and have meaningful contributions in the context of performing arts.
3. Engagement in stage productions fosters numerous social skills such as cooperation, communication, and empathy. These conditions can serve as avenues for children with disabilities to develop their social skills and become more emotionally open.
4. Holistic therapeutic applications can be achieved in physical or cognitive aspects, as well as emotional and social aspects of children on inclusive stages. Performing arts have the capacity to create profound and meaningful experiences, thus fostering socialization interests among children with disabilities.
5. In the context of research focusing on the emotional openness of children with disabilities, inclusive stages can serve as a means to present various emotions and experiences more openly, helping children recognize and manage their feelings better, thereby gradually developing emotional openness and social competence.
6. Involvement of children with disabilities in inclusive stages can help overcome stigma and stereotypes associated with disabilities. This condition provides an opportunity for society to recognize the abilities of children with disabilities beyond the constraints imposed by stereo-

types.

7. Engaging children as participants in inclusive educational settings, both with disabilities and without disabilities, can be facilitated through inclusive stages. Thus, creating an environment where all children can learn together and from each other.

To achieve emotional openness and support the emotional development of children with disabilities during the inclusion stage, therapeutic approaches integrating emotional intelligence programs are crucial [29]. These approaches should focus on improving human relationships, recognizing and addressing various emotional states experienced by parents of children with disabilities, and implementing support groups for parents to enhance emotional abilities and constructive interpersonal relationships [30]. Additionally, pedagogical guidelines that strengthen emotional expression skills in children with Autism Spectrum Disorder can be instrumental in fostering emotional development and inclusion processes in educational settings [31]. By combining these strategies and principles, such as improving emotional intelligence, providing emotional support, and promoting inclusive educational environments, children with disabilities can experience holistic emotional growth and integration into society.

Implementation of integration in therapeutic approaches within the context of inclusive stages aims to achieve emotional openness goals using various strategies and principles that support the emotional development of children with disabilities. For example, stage concepts and physical use are adjusted to support the participation of disabled children. This includes physical accessibility, lighting, and sound that cater to the specific needs of participants. Involving close families or therapeutic teams of children with disabilities in the preparation and performance processes helps understand the abilities and limitations of the children. Collaboration with therapists, psychologists, or

other healthcare professionals can support a holistic understanding of children's needs. The use of performance concepts relevant to the life experiences of children with disabilities, including stories or themes reflecting their experiences, facilitates easier identification and expression of their emotions. Providing social and emotional skills training through activities both on and off stage, such as role-playing games, communication exercises, and other therapeutic activities designed to enhance emotional understanding of children with disabilities, ensures the goals of the performance are met. Providing space for children to express emotions through performing arts (inclusive stage) may involve body movements, facial expressions, and voice to creatively communicate feelings.

Encouraging the active participation of all children, regardless of ability level or disability, is crucial for fostering inclusion and building self-confidence. Research emphasizes the importance of student involvement in school activities, as it promotes self-respect, confidence, and a sense of being valued [32]. Studies on inclusive education highlight the challenges faced by children with special educational needs in terms of social participation, emphasizing the significance of promoting interactions and acceptance in inclusive settings [33]. Educators' attitudes and self-efficacy play a key role in preparing them for inclusive early childhood education, with experience and training influencing their behavioral intentions towards inclusion [34].

Encouraging active participation from every child regardless of ability level or disability functions to create a sense of inclusion and provide positive experiences that build children's self-confidence. Providing positive feedback on children's achievements and abilities during the preparation and performance processes enhances motivation and pride, which can support the development of emotional openness. Using creative methods in therapeutic approaches, such as drama,

music, or dance, to create an engaging environment that supports emotional expression, as children thrive in joyful or comfortable conditions. Conducting ongoing evaluations of children's progress in achieving emotional openness goals. Through integrating these various aspects, therapeutic approaches within the context of inclusive stages can create an environment that supports the development of emotional openness in children with disabilities. With a focus on creative expression and active participation, it is expected to provide comprehensive therapeutic benefits for children involved in performances, especially those with disabilities.

## DISCUSSION

**Inclusion Stage: "I Love the Sea" Performance**

"I Love the Sea" is an Inclusion performance consisting of movement, dialogue, and audiovisual elements. The "I Love the Sea" performance trains children's abilities in communication, interaction, imagination, and responding to other individuals and elements around them. The performance is highly engaging for both disabled and non-disabled children because participants are invited to imagine themselves as various sea creatures and respond to audiovisual and visual cues, such as fish, birds, turtles, trees, wind, and express how they would behave if they were in the sea. Forming the "I Love the Sea" performance as an Inclusion stage for disabled and non-disabled children is not easy, as participants in the performance have various limitations and abilities. The initial process of the performance serves as the first introduction for both disabled and non-disabled children, highlighting clear interaction boundaries, especially for disabled children who are not accustomed to interacting with non-disabled children and artists. Initially, some disabled children even closed themselves off from interacting with others during the "I Love the Sea" process.

Emotional approaches are implemented in various ways, such as showing affection and

concern, engaging in preferred games of these children, and role-playing as someone familiar or even as ‘disabled children in behavior’. Emotional approaches help children with disabilities accept the presence of others, which is crucial in creating an inclusive environment. Understanding the emotional needs and feelings of children with disabilities aids in developing strategies that support integration and positive interaction with others. Emotional approaches for children with disabilities should involve families, artists, and non-disabled children to foster acceptance of others. Removing barriers in interaction requires not only the acceptance of children with disabilities but also open acceptance from non-disabled children, emphasizing the need for understanding from all parties involved.

The initial factors undertaken to create an inclusive environment in the “I Love the Sea” process include promoting empathy among all children through application and understanding, fostering diversity to prevent discrimination, bullying, or social boundaries, and creating a supportive environment. An inclusive environment in the “I Love the Sea” process and performance is achieved because every individual is valued and accepted. The “I Love the Sea” performance serves as a platform for developing a model of emotional openness for children with disabilities, blending performing arts with therapeutic aspects to create an environment for emotional expression and emotional openness development among children with disabilities. In the “I Love the Sea” performance process, therapeutic approaches are integrated to ensure that every performance element positively impacts the emotional development of children with disabilities. The process of the “I Love the Sea” performance as a platform for developing a model of emotional openness for children with disabilities;

1. The design and concept of Inclusive performance; creating an engaging, inclusive experience for children with dis-

abilities with diverse abilities and needs so that the performance provides an engaging and beneficial experience for all participants. For example, selecting actors from children with disabilities and non-disabilities. Children with disabilities and non-disabilities play characters as fishermen catching fish at sea by showing expressions of struggling to lift a large fish with difficulty. Subsequently, non-disabled children told that they had just realized that catching fish was difficult, whereas all this time they had only known the fish were available at the dinner table. In addition, children with disabilities and other children without disabilities demonstrate how fish, squid, shrimp, and other marine animals swim in the sea. Children also demonstrate what is in the sea (fish, trees, wind, etc.), and in several scenes become dancers/models who move around while singing to reinforce the storyline. Displaying children with disabilities without focusing on their limitations so that children with disabilities and non-disabilities get the same roles and treatment in performances. Integrating therapeutic arts or movements that support children with disabilities to participate and express themselves. The diversity of performing arts elements such as dance, music, or visual arts so that children with disabilities are interested in participating in performances. Responding to music is also one form of inclusive social creation, where children hold hands with simultaneous movements while imitating some of their cute behaviors while spinning in circles. Presenting dance and moving visual projections along with the melody of the music gives time for children to further absorb and enjoy the visual experience. The music, movements, and dialogues are adjusted to the visuals displayed with the background to be in harmony with the theme.

2. Stage adjustments for the performance:

The “I Love the Sea” performance is held in a

3. Studio Performance Room to create a foundational environment for positive emotional experiences. The studio performance space is also safer for children with disabilities compared to traditional performance venues with stairs or multiple levels. The choice of venue is also based on building accessibility and sensory adjustments, such as soft lighting and clear sound systems. The importance of stage adjustments and artistic stage design in inclusive children’s performances lies in creating a supportive environment for the participation of all children, both with and without disabilities. Artistic aspects of the stage, such as decoration, costumes, and makeup, contribute to an inclusive and supportive environment for all children. This aligns with the principles of inclusion, which prioritize creating a welcoming environment for all individuals. In the “I Love the Sea” performance, the setting and props used are tailored to the theme and safety requirements of the performance. The set includes cardboard shaped like boats. Children enter a large boat together, playing the role of fishermen. This boat not only attracts children but also facilitates closer interaction between children with and without disabilities. The visual appearance of the stage, arranged by an artistic director, aims to provide additional information to the audience about the place, time, and atmosphere being depicted [\[35\]](#).
4. During the rehearsal process, the role of parents is essential in understanding and responding to each child’s emotional needs. Parents collaborate with performance artists to provide specialized support, both in managing emotions and understanding any anxieties that arise during rehearsals. Mood changes are often experienced by participating children, especially those with disabilities.

Despite the inclusive atmosphere, children with disabilities can feel the support and acceptance from the audience and other participants, creating diverse experiences that can enrich their emotional development. After each rehearsal, a discussion session is held with the children, artists, parents, and the performance team to address any issues or feedback from all participants and parents. These discussions also welcome new ideas, such as updates, additions, or changes to the performance concept, setting, or process to be implemented subsequently. To align with the children’s abilities and preferences, movements are created by the participants/children based on their interpretation of the story theme, ensuring that the movements are not burdensome but instead meet their needs and desires. The children create movements by responding to audiovisual and video content displayed by an LCD projector

5. Children are involved in the preparation process of the performance, fostering active
6. socialization. Initially, children are engaged in drawing or coloring the props they will use in the performance, which helps them feel that their work is valued and accepted by others. The involvement in costume creation becomes a moment of particular interest, as children use the creations they have made according to their preferences. For example, using paper to create fish shapes on their heads, turtles, or even jellyfish-like accessories. The costumes are determined by the participants themselves and crafted from their own work. This process of making props and costumes provides opportunities for positive active interaction, supporting an inclusive environment. Costumes are designed to emphasize specific aspects of the “I Love the Sea” performance. Their function is not only to protect from the sun or cover the body but also to serve as a form of self-iden-



tity [36].

## CONCLUSION

The implementation and process of inclusive stage performance can serve as a medium for developing models of emotional openness and therapeutic approaches for children with disabilities. This approach not only creates inclusive artistic experiences but also promotes emotional development and openness among children, fostering a supportive environment for positive growth and a better understanding of diversity. The application of this model not only provides a space for emotional expression for children with disabilities but also creates an inclusive environment that supports their emotional growth and social interaction. These positive outcomes significantly contribute to developing innovative and sustainable therapeutic methods aimed at improving the quality of life for children with disabilities. The practical implications offer opportunities for more holistic and individualized intervention strategies, reinforcing the importance of using art and stage performance as tools to achieve optimal emotional development in children with disabilities.

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## CONFLICT OF INTEREST

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