

The Voice: A Case Study on Parental Perspectives in Empowering Learners with Special Educational Needs Through Performing Arts Education

Suhaila Mohamad

Univeriti Malaya, Kuala Lumpur, Malaysia

Email: 22078785@siswa.um.edu.my

Abstract: This case study explores parental perspectives on empowering learners with Special Educational Needs (SEN) through performing arts education. It investigates the advantages of performing arts education for learners with SEN and offers recommendations for improvement. It also focuses on understanding parental views on the role of performing arts education in empowering learners with SEN and the benefits derived from such programs. This case study employs a mixed-methods research design, combining quantitative and qualitative approaches through surveys and interviews. The survey method involves administering structured questionnaires to gather numerical data, while interviews provide in-depth insights into parents' perspectives. Triangulation is employed to cross-reference and validate findings using existing literature and theoretical frameworks. The findings highlight parents' perspectives on the importance of performing arts education, including its impact on the personal development, self-expression, and overall well-being of learners with SEN. Recommendations are made to enhance the effectiveness and inclusivity of performing arts education programs based on parental input. This case study contributes valuable insights into performing arts education for learners with SEN from the parents' standpoint, informing future research and practice in this area.

Keywords: special educational needs; performing arts education; parental perspectives.

INTRODUCTION

Performing arts education plays a vital role in the holistic development of individuals, fostering creativity, self-expression, and confidence (Sullivan, 2022; Anglia, 2022). It encompasses various artistic disciplines, such as music, dance, theatre, and visual arts (Gaunt & Treacy, 2019). These disciplines allow learners to explore their creativity, develop their artistic skills, and express themselves through various forms of artistic expression (Bautista et al., 2018). Moreover, performing arts education goes beyond acquiring technical skills; it fosters personal growth and well-being (Fancourt & Finn, 2019) and encourages cognitive development by enhancing memory, concentration, problem-solving, and critical thinking skills (Johnson, 2023). Empowering learners with Special Educational Needs (SEN) through performing arts education is a field of study that recognizes the transformative power of creative expression for individuals with diverse abilities (Førde, 2019). Engaging in performing arts can be particularly beneficial for learners with SEN due to its multidimensional nature (Clarke & McLellan, 2021).

Through music, individuals with SEN can develop auditory perception, rhythm, and coordination, while dance allows for physical expression, body awareness, and motor skill development (Briggs, 2022). Drama offers opportunities for emotional exploration, social interaction, and the development of communication and empathy (Alfonso-Benlliure et al., 2021). These art forms provide alternative modes of communication and self-expression that complement and support traditional academic instruction (Clarke-Celestine, 2022). However, learners with SEN often face significant challenges in accessing and fully benefiting from performing arts education programs (Marfo et al., 2020). These learners may have unique learning styles, communication difficulties, sensory sensitivities, or physical disabilities that require specialized support and accommodations (Nuske et al., 2018).

Performing arts education has been established to benefit learners with SEN, as indicated by enhancements to their communication abilities, social skills, emotional stability, and self-esteem (Cataudella et al., 2021). However, there remains a lack of comprehensive understanding regarding the perspectives of parents of learners with SEN concerning performing arts education. Majid et al. (2018) propose a broader educational approach for enhanced well-being and skills, highlighting holistic growth in emotional, creative, and social domains, nurturing purpose, and connections.

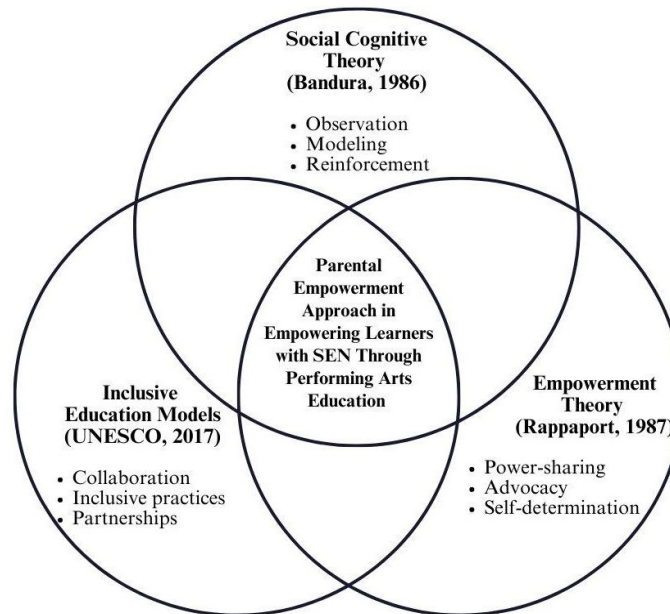
Parental Roles in the Involvement of Performing Arts

Parents play a crucial role in advocating for their children's needs and supporting their educational journey (Boshoff et al., 2021). As primary caregivers and advocates, parents have valuable insights into their child's abilities, challenges, and aspirations. They understand their child's unique learning styles, strengths, and areas where they may need additional support (Roy et al., 2018; Doebel, 2020). Sujarwanto et al. (2023) observed that parents held a significant decision-making role, whereby the findings underscore parents' pivotal influence in their child's educational journey. Parents often become their children's voice and ensure their educational needs are met. They actively communicate with teachers to ensure appropriate support and resources are available. Through advocacy, parents strive to create an inclusive and supportive environment that enables their children to develop socially and emotionally (Reis & Renzulli, 2020). Jaya et al. (2023) also categorize parental roles in inclusive education as decision-makers, teachers, and advocates. This positively impacts children, especially those with special needs, improving learning and addressing their educational requirements. In addition, parents provide essential emotional support to their children; hence, their perspectives on performing arts education for learners with SEN hold significant weight. They can provide valuable insights into their child's interests, preferences, and abilities in the performing arts (Polfuss et al., 2019). Their observations and feedback can help shape and refine performing arts programs, ensuring they are inclusive, meaningful, and tailored to meet the needs of learners with SEN.

Additionally, parents play a vital role in the educational journey of learners with SEN (Salixova, 2021). Their advocacy, support, and collaboration with educators contribute to creating an inclusive and empowering environment for their children. By understanding and valuing parental perspectives, educators and policymakers can work with parents to provide effective and meaningful educational experiences for learners with SEN, including in performing arts education. Parental voices and roles are vital in empowering learners with SEN through performing arts education. In the context of performing arts education, parental voice involves parents expressing their opinions, concerns, and aspirations regarding their child's involvement in performing arts activities, which can include providing input on program selection, adaptations, and accommodations that best meet their child's needs. Additionally, they are crucial in identifying and fostering their child's talents and interests, helping them develop their artistic ability and pursue their passion. According to Sheridan et al. (2019), parental involvement extends beyond the immediate school environment; hence, to increase the availability of resources, assistance, and opportunities accessible to learners with SEN, parents actively collaborate with schools, community organizations, and cultural institutions. In line with Jordan (2018), learners with SEN encompass a diverse group of individuals with various talents and disabilities. Due to their unique learning preferences, communication difficulties, sensory sensitivities, or physical limitations, these learners may need specialized help and accommodations (Van Munster et al., 2019). Group activities promote the growth of social interaction abilities, assisting learners with SEN in

forming bonds with others and cooperating and engaging with peers (Kariippanon et al., 2017).

Figure 1. Framework for Case Study on Parental Perspectives in Empowering Learners with Special Educational Needs Through Performing Arts Education



The framework in Figure 1 presents three key theoretical perspectives to empower learners with SEN through performing arts education. Social Cognitive Theory (Bandura, 1986) emphasizes the reciprocal relationship between parents, learners with SEN, and their environment, highlighting the importance of observation, modeling, and reinforcement. Empowerment Theory (Rappaport, 1987) underscores the role of parents in empowering learners with SEN through power-sharing, advocacy, and self-determination. Inclusive Education Models (UNESCO, 2017) signify the collaborative efforts of parents, educators, arts practitioners, and the broader community to create inclusive and accessible performing arts education environments. This framework recognizes the influence of parental perspectives and support, the reciprocal interactions between learners and their environment, and the significance of inclusive practices and partnerships. By integrating these theories, the framework provides a comprehensive and robust approach to understanding and promoting the empowerment of learners with SEN through performing arts education. The framework also acknowledges the pivotal role of parental perspectives, emphasizing the importance of their empowerment and the broader educational context in fostering the growth, development, and inclusion of learners with SEN in performing arts education settings.

METHOD

This research article aims to explore parental perspectives on empowering learners with SEN through performing arts education. The study's objectives are to understand parents' perceptions of performing arts education for learners with SEN and to explore the impact of performing arts education on the social and emotional development of learners with SEN from parents' perspectives. The research questions guiding the study are focused

on understanding parents' perceptions of performing arts education for learners with SEN and their perception of the impact of performing arts education on the social and emotional development of learners with SEN. The study employs a mixed-methods research design, utilizing an online survey to gather quantitative data on parental perspectives and semi-structured interviews to gather qualitative data and gain in-depth insights. Data triangulation from multiple sources will be used to ensure validity and reliability. In addition to data collection from parents, learners with SEN were observed while performing arts education programs, and document analysis of relevant policy papers and guidelines was conducted to provide a comprehensive understanding of the topic. Thematic analysis will be used to analyze the qualitative data, and the findings will be compared and contrasted to identify common themes and patterns. The study's results will inform recommendations for enhancing the inclusivity, effectiveness, and empowerment of learners with SEN in performing arts education programs.

Table 1. Demographic Details of Respondents (Demographic (N 39))

Category	Value	Frequency (N)	Percent (%)
Age	18-24	3	7.7
	25-34	4	10.3
	35-44	20	51.3
	45-54	12	30.8
Gender	Male	7	17.9
	Female	32	82.1
Highest Level of Education	PMR	2	5.1
	Form 4	1	2.6
	SPM	10	25.6
	SPMV	1	2.6
	STPM/Diploma	12	30.8
	Degree	10	25.6
	Masters	1	2.6
	PHD	2	5.1
Zone of Residence	Northern	13	33.3
	Central	3	7.7
	Eastern	3	7.7
	Southern	14	35.9
	East Malaysia	2	5.1

The study commenced with the distribution of a Google Form survey designed to collect data on parental perspectives regarding the empowerment of learners with SEN through performing arts education. The survey was shared with potential respondents through online platforms, special education online forums, and social media groups. 39 respondents completed the survey and provided insightful responses and personal experiences relating to the issue. The survey responses were analyzed, and information on the 39 Malaysian respondents (from Northern, Southern, Central, Eastern, and East Malaysia) was looked at while considering their regional distribution, educational attainment, and gender. These factors provided important context and helped ensure diversity within the respondent pool. Subsequently, based on the survey responses, a subset of 9 respondents were selected to participate in online semi-structured interviews. This number was determined based on reaching saturation, where the data collected became rich and comprehensive, allowing for a thorough exploration of the research topic.

The interviews were conducted using video conferencing platforms, such as Zoom, and all audio recordings were obtained with the respondents' consent, ensuring accurate capturing of their responses. The interview transcripts were then verbatim transcribed to preserve the authenticity and integrity of the respondents' perspectives. A triangulation method was employed to enhance the trustworthiness and credibility of the findings. The survey results, interview transcripts, relevant research, and theoretical frameworks in special education and performing arts education had to be cross-referenced to do this. The study attempted to increase the validity and reliability of the results by triangulating data from several sources. Ethics were upheld throughout the study, protecting the respondents' privacy, confidentiality, and welfare. To safeguard respondents' rights and preserve the study's validity, steps like confidentiality of information and adherence to ethical standards were taken.

FINDING AND DISCUSSION

Finding(s)

This section serves as a platform for interpretation, reflection, and comparison with existing literature, enabling a deeper understanding of the implications and significance of the study findings. The study collected data through interviews, surveys, or focus groups with parents of learners with SEN. The data analysis revealed several important themes and patterns reflecting parental perspectives on performing arts education for children with SEN. These themes could include the perceived benefits, challenges, barriers, and recommendations for improving the inclusion and empowerment of learners with SEN in performing arts education. Table 2 of the robust findings from the case study demonstrates the significance of performing arts education for learners with SEN. Most respondents (64.1%) strongly agreed or agreed that performing arts education is important for learners with SEN. This indicates a strong consensus among the respondents regarding the positive impact of performing arts education. Similarly, a high percentage of respondents (59%) recognized the ability to perform arts education to enhance creativity among learners with SEN. Furthermore, the findings revealed that performing arts education positively impacts the self-esteem of learners with SEN, with 64.1% of respondents strongly agreeing or agreeing with this statement. These findings highlight the potential of performing arts education to boost creativity and self-esteem among learners with SEN. The study emphasizes the importance of implementing and supporting performing arts education programs that cater to the unique needs of learners with SEN, fostering their artistic expression, confidence, and personal growth.

Given the strong consensus among respondents regarding the importance of performing arts education for learners with SEN, ensuring equitable access and availability of performing arts education programs is crucial. It is important to bring these programs to more communities and educational institutions so that learners with SEN have an equal chance to gain from them. The results also show how performing arts education favors fostering creativity in learners with SEN. Therefore, promoting a climate within performing arts programs that value and support creative expression is advised. This can be accomplished by incorporating many art styles, exploring various mediums, and encouraging creative and imaginative activities. This case study also shows the beneficial effects of performing arts education on learners with SEN's self-esteem. It is important to incorporate self-esteem support strategies within performing arts programs to capitalize on this benefit. This can involve creating a supportive and inclusive atmosphere, providing opportunities for individual growth and recognition, and offering constructive feedback and encouragement to boost learners' confidence and self-worth.

The findings of this case study also highlight the positive impact of performing arts education on various aspects of learners with SEN. Most respondents (74.4%) agreed or strongly agreed that performing arts education contributes to developing social skills among learners with SEN. This indicates that performing arts activities provide valuable opportunities for social interaction, collaboration, and building relationships. Similarly, a significant number of respondents (71.8%) recognized the effectiveness of performing arts education in improving communication skills among learners with SEN. This finding suggests that participating in performing arts activities helps learners with SEN enhance their verbal and non-verbal communication abilities. Furthermore, the study revealed that performing arts education is crucial in enhancing physical coordination, with 66.7% of respondents acknowledging its positive influence. These findings emphasize the multifaceted benefits of performing arts education, including its potential to promote social skills, communication skills, and physical coordination among learners with SEN. They underscore the importance of integrating performing arts into educational programs for learners with SEN, recognizing its value in fostering holistic development and enriching their overall learning experiences. As shown in Table 2, learners with SEN benefit significantly from performing arts instruction in terms of their ability to solve problems and general well-being. A significant percentage of respondents (46.2%) said problem-solving skills are significantly developed in learners with SEN through performing arts instruction.

According to this study, participation in performing arts activities encourages creativity and has also found that teaching the performing arts benefits learners with SEN's general well-being. 51.3% of respondents reported that participating in performing arts programs significantly improved their overall well-being. This demonstrates how the performing arts can support learners with SEN's emotional health, sense of self, and fulfillment. These findings emphasize the importance of integrating performing arts for them because it enhances problem-solving skills and positively affects their general wellness. Integrating performing arts education into the regular curriculum for learners with SEN is recommended. This can be achieved by incorporating performing arts activities and exercises specifically targeting developing social skills, communication skills, and problem-solving abilities. By infusing performing arts into various subjects, learners with SEN can benefit from a holistic and inclusive educational experience. Educators need appropriate training and professional development opportunities to implement performing arts education for learners with SEN effectively. Setting up workshops, seminars, and training courses will give teachers the information and abilities to include performing arts in their classroom activities. This will guarantee that teachers are skilled in developing diverse and interesting learning environments that encourage collaboration, communication, and problem-solving abilities and create a support network for learners with SEN and their families.

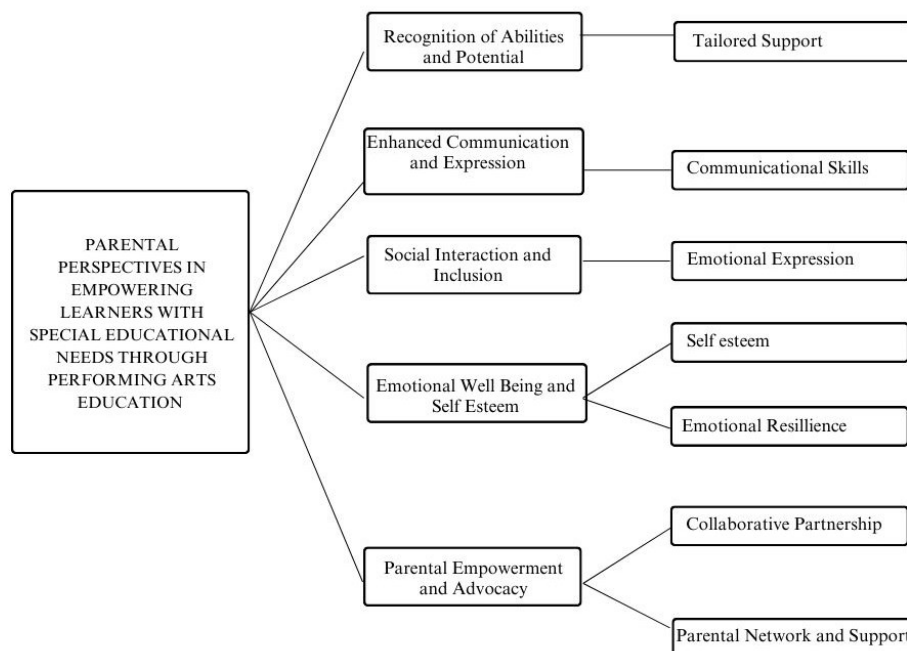
Table 2. Parents' Perception on Performing Arts for Learners with Special Educational Needs

Like rt Scal e	Importan ce of Perfomi ng Arts		Enhanci ng Creativit y		Boostin g Self- esteem		Developi ng Social Skills		Improving Communicat ion Skills		Enhancing Physical Coordinati on		Proble m- Solving Skills		Overall Well- Being	
	F (N)	%	F (N)	%	F (N)	%	F (N)	%	F (N)	%	F (N)	%	F (N)	%	F (N)	%
5	25	64.1	23	59	25	64.1	29	74.4	28	71.8	26	66.7	18	46.2	20	51.3
4	10	24.6	14	35.9	12	30.8	9	23.1	10	25.6	11	28.2	12	30.8	15	38.5
3	2	5.1	0	0	1	2.6	0	0	0	0	1	2.6	7	17.9	3	7.7
2	1	2.6	1	2.6	0	0	0	0	0	0	0	0	0	0	0	0
1	1	2.6	1	2.6	1	2.6	1	2.6	1	2.6	1	2.6	2	5.1	1	2.6

Note: The respondents were asked to provide their rating on a scale of 1 to 5 - 1 representing the lowest and 5 representing the highest

Based on the common respondents' responses, five major themes were revealed. The actual responses of the respondents were quoted to show their views, opinions, and experiences sufficiently. The major themes are summarised in Figure 2.

Figure 2. Thematic Mapping of the Result



Recognition of Abilities and Potential

Parents in this study expressed their appreciation for how performing arts education recognizes and accommodates their children's individual abilities and needs with SEN. They highlighted the importance of tailored support, where the educational program considers their child's unique requirements and provides necessary adaptations. Parents emphasized the significance of a strengths-based approach, which focuses on identifying and nurturing their child's talents and strengths within the performing arts. This approach allows their children to showcase their abilities, fostering confidence and self-esteem. Furthermore, parents valued how performing arts education promotes their children's independence, autonomy, and self-advocacy skills. By encouraging them to take ownership of their learning journey, performing arts education empowers children with SEN to develop important life skills. Parents also emphasized the importance of inclusive opportunities where their children can collaborate and perform alongside peers with diverse abilities. For example, one of the respondents commented,

I am so grateful that performing arts education recognizes and supports my child's abilities. They have tailored the program to meet his needs, providing adaptations and accommodations. It's amazing to see how he's thriving in this environment.

(P1, Northern)

One thing I really love about performing arts education is how they recognize and celebrate my child's abilities. They don't focus on their disabilities but instead harness their strengths. It's so important for my child's self-esteem.

(P3, Central)

They really take the time to understand each child and their strengths. They've identified my child's talent in dancing, and they're nurturing it. It's been incredible to witness the growth in their confidence and self-belief.

(P5, Southern)

Enhanced Communication and Expression

Parents in this study highlighted the transformative impact of performing arts education on their children's communication and expression. They observed how participation in performing arts activities enabled their children with SEN to communicate and express themselves more confidently and effectively. Whether through acting, singing, dancing, or playing musical instruments, the creative outlets provided by performing arts education offered a platform for their children to articulate their thoughts, emotions, and ideas. This enhanced communication and expression improved their children's self-expression skills, facilitated better social interactions, increased self-confidence, and fostered a greater sense of identity and belonging.

Absolutely! My child has always had difficulty communicating, but singing has been their outlet. They can express themselves through music in a way that words alone couldn't capture. It has truly opened up a new world of communication for them.

(P2, Northern)

It's amazing how the performing arts have helped my child break through communication barriers. They have discovered a whole new way to express themselves and connect with others. It has been truly transformative for their overall communication skills and self-expression.

(P5, Southern)

Social Interaction and Inclusion

This section presents excerpts from parent interviews highlighting the theme of social interaction and inclusion in performing arts education. These transcripts provide insights into the experiences and perspectives of parents regarding the positive impact of performing arts on their children's social development and sense of belonging.

It's incredible to see how they have formed meaningful connections and friendships within the performing arts community. The inclusive environment created by the arts program has been instrumental in fostering acceptance and understanding among students. I truly believe that the social benefits of performing arts education cannot be underestimated, especially for children with special educational needs.

(P7, East Malaysia)

One of the main reasons we enrolled our child in performing arts education was to promote their social interaction and inclusion. And we have been thrilled with the results. Our child has blossomed socially since joining the program. We are grateful for the opportunities provided by performing arts education to foster a sense of belonging and social interaction for our child.

(P8, Central)

I have witnessed firsthand how performing arts education has opened doors for my child to connect with like-minded individuals and build lasting friendships. The social benefits extend beyond the classroom, as they bring newfound confidence and social skills into other areas of their life. Performing arts education has truly transformed their social interaction and inclusion in a positive and meaningful way.

(P5, Southern)

Emotional Well-Being and Self-Esteem

This section focuses on the issue of learners with SEN's well-being and self-esteem. Findings from parents provided insight into the impact of performing arts education on their children's emotional and psychological health.

My child's self-esteem has been transformed by attending a performing program. It has aided in his growth of a confident self-image and self-belief. He has become much more confident after witnessing the cheers for his performances.

(P2, Northern)

My son has grown more confident and improved at controlling his emotions. Overall, I am grateful for his state of emotional well-being now - a huge improvement.

(P7, East Malaysia)

Parental Empowerment and Advocacy

This section focuses specifically on the theme of parental empowerment and advocacy. The insights shared by these parents shed light on how engaging their children in performing arts activities has empowered them as parents and advocates for their children's education. Their perspectives provide valuable insights into the role of parental involvement and advocacy in supporting the educational journey of learners with SEN.

Being involved in my child's performing arts education has empowered me as a parent. I have become an active advocate and have collaborated with educators. This experience has empowered me to actively engage and advocate for the rights of learners with special needs.

(P1, Northern)

Engaging in performing arts activities with my child has made me realize the importance of parental advocacy. I have learned to navigate the education system, seek resources, and advocate for inclusive opportunities. Through my involvement, I have connected with other parents facing similar challenges, forming a supportive network. Together, we advocate for the rights of learners with SEN and strive to create a more inclusive educational environment

(P8, Central)

This involvement has given me a voice in shaping their educational experiences. It has empowered me to collaborate with teachers and professionals in advocating for the importance of performing arts education for learners with SEN.

Discussion(s)

It has been demonstrated that learners with SEN benefit considerably from performing arts instruction regarding their mental health and sense of self (Roldán et al., 2021). It provides them with an outlet for their creativity, promotes emotional exploration, and boosts their sense of self. Their self-esteem and confidence can be built by showcasing their talents and achievements (Szcześniak et al., 2021). It helps build a culture that values the unique traits and contributions of people of different abilities while fostering their independence, self-esteem, and general well-being. To ensure their particular requirements are satisfied, it is essential to comprehend the views of parents and learners with SEN on performing arts education. Parental insights offer valuable guidance on the experiences, challenges, and aspirations of learners with SEN, leading to tailored approaches and a more inclusive environment (Alinsunurin, 2020). Understanding parental perceptions of performing arts education for learners with SEN is vital for creating inclusive programs and enhancing their empowerment, growth, and overall well-being. Parents' viewpoints can help educators and policymakers create effective strategies, match instructional methods with learners' goals, and create a welcoming environment.

This study contributes to the field of special education by examining the advantages of performing arts education for learners with SEN, highlighting the value of parental collaboration and involvement, and fostering the social and emotional well-being of these learners. It advocates for advocacy and collaboration between schools and community organizations to provide accessible performing arts opportunities for learners with SEN, ultimately striving towards greater inclusivity, diversity, and equal opportunities for all. This research holds significant implications for practitioners, educators, policymakers, and parents involved in special and performing arts education. The study provides valuable insights into the experiences and perspectives of parents, shedding light on the potential benefits and challenges associated with empowering learners with SEN through performing arts education. The study also intends to add to the knowledge already available on special education and promote the value of giving learners with SEN access to various accessible performing arts experiences. Due to the opportunity to identify and present their qualities and talents, learners with SEN benefit from participating in performing arts activities to foster community and self-worth. Through creative expression, they can improve their self-esteem and self-image by recognizing their skills (Conradty & Bogner, 2020) rather than concentrating only on their difficulties.

Performing arts also promote social integration and inclusion by creating platforms for collaboration, teamwork, and shared experiences (Nurdiyana & Najamudin, 2022). Learners with SEN can engage with peers and showcase their abilities on equal footing, fostering a sense of acceptance and diversity within the broader community. Through artistic exploration, learners with SEN can engage in abstract thinking, develop spatial awareness, and enhance their ability to process and express emotions (Fancourt et al., 2020). Additionally, performing arts activities provide a structured and supportive environment that encourages self-discipline, time management, and perseverance, essential skills for lifelong learning and success. Understanding parental perspectives is crucial for several reasons. First, parents play a crucial role in advocating for their children's needs and ensuring appropriate support and accommodations. Their insights can inform the development of

inclusive policies and practices that address the barriers faced by learners with SEN in accessing performing arts education. Second, parents serve as their children's primary source of support and encouragement. Their beliefs, attitudes, and expectations regarding performing arts education can significantly influence their child's participation and engagement. By understanding parental perspectives, educators and policymakers can work collaboratively with parents to create an environment that fosters the empowerment and success of learners with SEN in performing arts education (Manohar et al., 2019).

This case study on empowering learners with SEN through performing arts education revealed several significant findings. According to parents, engaging in performing arts activities had numerous benefits for their children with SEN. Participating in the performing arts improved their communication and social abilities while boosting their self-worth and confidence. As a result, they felt included and at home, which helped them develop strong identities within the community. Moreover, performing arts education fosters cognitive abilities and creativity among learners (Ritter et al., 2020), enabling them to express themselves. This case study also sheds light on parents' challenges in supporting their children's involvement in performing arts programs. Parents played a crucial role (O'Toole et al., 2019) in empowering learners with SEN through their active involvement, advocacy for inclusive practices and accessibility, collaboration with educators and professionals, emotional support, and identification and nurturing of their children's strengths and interests.

This case study further underlined the advantages of performing arts education on social and emotional well-being. Greater self-awareness, self-expression, emotional control, and coping methods were all experienced by learners with SEN, along with improved social skills and interactions with peers. Based on the findings and implications of the study, educational institutions should develop and implement inclusive performing arts programs that cater to the unique needs of learners with SEN. These programs should provide accessible opportunities for participation, accommodate diverse abilities, and promote a sense of belonging and acceptance. Adaptive instruction, sensory-friendly environments, and individualized support should be incorporated to ensure learners' full participation and engagement with SEN. Schools and performing arts organizations should actively involve parents in decision-making and program development. Collaborative partnerships between parents, educators, and professionals can facilitate a deeper understanding of learners' strengths, interests, and challenges. Parental input should be sought in designing the curriculum, setting goals, and evaluating the effectiveness of performing arts education for learners with SEN.

Regular communication channels and parent support networks should be established to foster a strong sense of community and shared responsibility. Training and professional development opportunities should be provided to educators to enhance their knowledge and skills in delivering inclusive performing arts instruction. Educators should be equipped with strategies for adapting teaching methods, accommodating diverse learning styles, and addressing the specific needs of learners with SEN. Continued research and evaluation of performing arts education for learners with SEN should be encouraged to build a robust evidence base. The long-term effects of performing arts education on learners' academic, social, and emotional results should be investigated in studies. The creation and improvement of performing arts education for learners with SEN can be influenced by research findings in policy choices, program development, and instructional practices. The promise of performing arts education for learners with SEN can be realized by implementing these recommendations at educational institutions and performing arts organizations. These initiatives will promote the holistic development, well-being, and success of learners with SEN while fostering a culture of inclusivity and diversity in performing arts education.

CONCLUSION

In conclusion, this study highlights the significant role of parents in empowering learners with SEN through performing arts education. The findings underscore the importance of involving parents in decision-making processes, fostering collaborative partnerships, and creating inclusive programs that cater to the unique needs of learners with SEN. By recognizing and valuing parental perspectives, educators and policymakers can enhance the effectiveness and inclusivity of performing arts education for learners with SEN. Through active parental involvement, a supportive and empowering environment that nurtures the artistic expression, confidence, and overall well-being of learners with SEN in performing arts education can be created and enhanced.

ACKNOWLEDGMENTS

All respondents in the study provided their informed consent.

REFERENCES

- Alfonso-Benlliure, V., Motos Teruel, T., & Lee Fields, D. (2021). Is it true that young drama practitioners are more creative and have a higher emotional intelligence? *Thinking Skills and Creativity*, 39, 100788. <https://doi.org/10.1016/j.tsc.2021.100788>
- Alinsunurin, J. (2020). School learning climate in the lens of parental involvement and school leadership: lessons for inclusiveness among public schools. *Smart Learning Environments*. <https://doi.org/10.1186/s40561-020-00139-2>.
- Anglia, N. (2022, May 21). The importance of performing arts. Nord Anglia Education | International Day & Boarding Schools. <https://www.nordangliaeducation.com/tbsw-warsaw/news/2021/05/07/the-importance-of-performing-arts>
- Bautista, A., Moreno-Núñez, A., Bull, R., Amsah, F., & Koh, S. (2018). Arts-related pedagogies in preschool education: An Asian perspective. *Early Childhood Research Quarterly*, 45, 277-288. <https://doi.org/10.1016/j.ecresq.2017.12.005>
- Briggs, M. (2022). *Examining the Role and Benefits of DMT in Adults with Down syndrome: A Critical Review of the Literature* [Master's thesis]. https://digitalcommons.lesley.edu/expressive_theses/568
- Cataudella, S., Carta, S., Mascia, M. L., Masala, C., Petretto, D. R., & Penna, M. P. (2021). Psychological aspects of students with learning disabilities in E-environments: A mini review and future research directions. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.611818>
- Clarke, T., & McLellan, R. (2021). Embracing arts curricula as integral for children's wellbeing. *Pastoral Care in Education*, 40(2), 152-180. <https://doi.org/10.1080/02643944.2021.1899271>
- Clarke-Celestine, S. (2022). *Investigating a rationale for a mandatory Visual and Performing Arts course for tertiary level university students in Trinidad and Tobago* [Bachelor's thesis]. <http://hdl.handle.net/2139/55319>
- Conradty, C., & Bogner, F. (2020). STEAM teaching professional development works: effects on students' creativity and motivation. *Smart Learning Environments*. <https://doi.org/10.1186/s40561-020-00132-9>.
- Fancourt, D., & Finn, S. (2019). *What is the evidence on the role of the arts in improving health and well-being? A scoping review*. World Health Organization. Regional Office for Europe.
- Fancourt, D., Garnett, C., & Müllensiefen, D. (2020). The relationship between demographics, behavioral and experiential engagement factors, and the use of artistic creative activities to regulate emotions. *Psychology of Aesthetics, Creativity, and the Arts*. <https://doi.org/10.1037/aca0000296>.
- Førde, A. (2019). Enhancing urban encounters: The transformative powers of creative integration initiatives. *Urban Planning*, 4(1), 44-52. <https://doi.org/10.17645/up.v4i1.1713>

- Gaunt, H., & Treacy, D. S. (2019). Ensemble practices in the arts: A reflective matrix to enhance team work and collaborative learning in higher education. *Arts and Humanities in Higher Education, 19*(4), 419-444. <https://doi.org/10.1177/1474022219885791>
- Jaya, I., Maulidina, C. A., Kasirah, I., Taboer, M. A., Bahrudin, B., & Yusro, M. N. (2023). Collaboration in education services for children with special needs inclusive school. *Journal of ICSAR, 7*(2), 288. <https://doi.org/10.17977/um005v7i22023p288>
- Jordan, A. (2018). The supporting effective teaching project: 1. Factors influencing student success in inclusive elementary classrooms. *Exceptionality Education International, 28*(3). <https://doi.org/10.5206/eei.v28i3.7769>
- Kariippanon, K. E., Cliff, D. P., Lancaster, S. L., Okely, A. D., & Parrish, A. (2017). Perceived interplay between flexible learning spaces and teaching, learning and student wellbeing. *Learning Environments Research, 21*(3), 301-320. <https://doi.org/10.1007/s10984-017-9254-9>
- Manohar, H., Kandasamy, P., Chandrasekaran, V., & Rajkumar, R. (2019). Can RCTs capture it all?- Need for qualitative studies on parent-mediated interventions for children with Autism Spectrum Disorder. *Asian journal of psychiatry. https://doi.org/10.1016/j.ajp.2019.101915.*
- Majid, R. A., Ali, M. M., Salleh, N. M., Alias, A., Kanapathy, R., & Hashim, K. S. (2018). The dynamic holistic development of human potentials and wellbeing: Implication on educational policies. *Journal of ICSAR, 2*(1), 88-93. <https://doi.org/10.17977/um005v2i12018p088>
- Marfo, R., Mensah, J. K., & Nantwi, W. K. (2020). Challenges and Supports for Pupils with Special Educational Needs. *British Journal of Education, Learning and Development Psychology, 3*(1), 18-32.
- Nurdiyana, T., & Najamudin, M. (2022). Performing Arts as A Medium for Social Integration Of Migrant With Local Community: Lesson From Indonesia. *The Journal of Society and Media. https://doi.org/10.26740/jsm.v6n1.p272-285.*
- Nuske, H. J., McGhee Hassrick, E., Bronstein, B., Hauptman, L., Aponte, C., Levato, L., Stahmer, A., Mandell, D. S., Mundy, P., Kasari, C., & Smith, T. (2018). Broken bridges—new school transitions for students with autism spectrum disorder: A systematic review on difficulties and strategies for success. *Autism, 23*(2), 306-325. <https://doi.org/10.1177/1362361318754529>
- O'Toole, L., Kiely, J., & McGillicuddy, D. (2019). Parental involvement, engagement and partnership in their children's education during the primary school years. *National Parents Council.*
- Polfuss, M., Dobson, C., Sawin, K. J., & Klingbeil, C. G. (2019). The influence of a developmental disability on the child's weight-related behaviors: A parent's perspective. *Journal of Pediatric Nursing, 47*, 121-130. <https://doi.org/10.1016/j.pedn.2019.05.009>
- Reis, S. M., & Renzulli, S. J. (2020). Parenting for strengths: Embracing the challenges of raising children identified as twice exceptional. *Gifted Education International, 37*(1), 41-53. <https://doi.org/10.1177/0261429420934435>
- Ritter, S. M., Gu, X., Crijns, M., & Biekens, P. (2020). Fostering students' creative thinking skills by means of a one-year creativity training program. *PLOS ONE, 15*(3), e0229773. <https://doi.org/10.1371/journal.pone.0229773>
- Roldán, S., Marauri, J., Aubert, A., & Flecha, R. (2021). How Inclusive Interactive Learning Environments Benefit Students Without Special Needs. *Frontiers in Psychology. https://doi.org/10.3389/fpsyg.2021.661427.*
- Roy, M., & Giraldo-García, R. (2018). The Role of Parental Involvement and Social/ Emotional Skills in Academic Achievement: Global Perspectives. *School Community Journal, 8*(2), 331-335. <https://doi.org/10.1016/j.sbspro.2011.10.065>
- Salixova, G. (2021). The role of parents in involving children with disabilities in general secondary educational institutions. *The American Journal of Social Science and Education Innovations, 03*(03), 498-503. <https://doi.org/10.37547/tajssei/volume03issue03-78>

- Sheridan, S. M., Smith, T. E., Moorman Kim, E., Beretvas, S. N., & Park, S. (2019). A meta-analysis of family-school interventions and children's social-emotional functioning: Moderators and components of efficacy. *Review of Educational Research*, 89(2), 296-332. <https://doi.org/10.3102/0034654318825437>
- Szcześniak, M., Mazur, P., Rodzeń, W., & Szpunar, K. (2021). Influence of Life Satisfaction on Self-Esteem Among Young Adults: The Mediating Role of Self-Presentation. *Psychology Research and Behavior Management*. <https://doi.org/10.2147/PRBM.S322788>
- Sujarwanto, S., Ashar, M. N., Purwoko, B., & Ardianingsih, F. (2023). Special school vs mainstream school: Parents' perspective on school choice for students with disabilities. *Journal of ICSAR*, 7(2), 280. <https://doi.org/10.17977/um005v7i22023p280>
- Van Munster, M. A., Lieberman, L. J., & Grenier, M. A. (2019). Universal design for learning and differentiated instruction in physical education. *Adapted Physical Activity Quarterly*, 36(3), 359-377. <https://doi.org/10.1123/apaq.2018-0145>