Journal of Rare Cardiovascular Diseases
ISSN: 2299-3711 (Print) | e-ISSN: 2300-5505 (Online)
www.jrcd.eu
RESEARCH ARTICLE

Formulation and Application of Creative Diet Among Children with Learning Disabilities-An Experimental Study

R. B. Keertanaa[1], Ms. Malavika.S[2] and Prof. Deepa Sundareswaran[3]*
[1]Undergraduate Student, Meenakshi College of Occupational Therapy, Meenakshi Academy of Higher Education and Research (MAHER), Chennai, India.
[2]Assistant Professor, Faculty of Occupational Therapy, Meenakshi Academy of Higher Education and Research (MAHER), Chennai, India.
3Principal, Meenakshi College of Occupational Therapy, Meenakshi Academy of Higher Education and Research (MAHER), Chennai, India.

*Corresponding Author
Prof. Deepa Sundareswaran

Article History
Received: 03.03.2025
Revised: 20.03.2025
Accepted: 15.04.2025
Published: 10.05.2025

Abstract: This study "Formulating and applying creative diet to enhance academic performance among children with learning disabilities" is a qualitative experimental study. The sampling method used here is convenient sampling method. The total number of participants are 10 participants. The participants were selected based on the inclusion and exclusion criteria. The scale used to assess the participants is Academic Performance rating scale. The study duration was 6 weeks. The parents/ caregivers were asked to fill the assent form followed by the scale and asked to fill the form with the given instructions. Inclusion criteria include children with learning disabilities of age 7 to 12 years, the exclusion criteria include children of learning disabilities above 12 years or presence of any neurological deficits and pervasive developmental disorder. This study showed a significant difference in pre-test and post-test scores after the Creative Diet intervention was conducted. This study established Creative Diet intervention among children with Learning Disability to enhance Academic Performance. Overall, the statistical analysis supports the presence of significant correlations between pre-test and post-test scores in the study population. This suggests that Creative Diet can be used as an occupational therapy modality to improve Academic Performance in Learning Disability children.

Keywords: Creative Diet, Cognitive Development, Personalized Learning, Active Engagement, Self-Expression.

INTRODUCTION

DEFINITION:

"A Creative Diet involves personalized activities designed to enhance individuals' cognitive abilities and thinking skills.**"**

The idea of a "Creative diet" stems from the knowledge that involves participation in a variety of activities which can foster the diverse aspects of cognitive growth. People have different demands and interests. Which must be taken into account while implementing a creative diet.

For instance, by providing a variety of activities that accommodate various learning preferences and styles, educators might include aspects of a creative diet into their curricula in classroom settings. This can include opportunities for self-directed investigation, cooperative problem-solving exercises, practical experiments, and art projects. Moreover, the notion of a creative diet may involve lifelong learning and personal growth in addition to formal schooling. Additionally, the idea of a creative diet is consistent with theories of cognitive development that highlight the value of social interaction and active engagement in the learning process.

Those who participate in creative and self-expression-promoting activities may find great fulfilment and joy from their work, as well as a sense of purpose. A creative diet's social components, such group activities and sharing creative output, can also strengthen a person's sense of connection and belonging

NEED FOR THE STUDY:

Children with learning disabilities typically undergo academic-focused interventions to enhance their skills. It is suggested that integrating creative activities into these interventions could lead to notable enhancements in their academic performance. This study is attempted to identify creative activities enhances the academic performance in learning disability

TOOL USED:

ACADEMIC PERFORMANCE RATING SCALE:

The APRS is a brief- teacher questionnaire that provides reliable and valid information about the quality of a student's academic performance and behavioural conduct in educational situations. It has 19 items that was developed to reflect teacher's perception of a child's academic performance and abilities in classroom settings. Separate principal components analyses resulted in the extraction of three components or subscale (i.e., Academic success, Impulse Control and Academic Productivity) that were congruent across random subsamples. The academic success subscale accounted for over half of the variance which supports the construct validity of the APRS, as it was intended to assess teacher's perception of the quality of student's academic skills. The reliability and validity are 0.95 and 0.93 respectively.

INTERVENTION PROTOCOL:

1ST WEEK

1.INTRODUCTION– RAPPORT BUILDING
2.COLOURING (PROVIDED COLOURS ONLY)

3.CONNECTING DOTS

2ND WEEK
1.HIDE THE OBJECTS
2.MAKING LETTERS IN BUBBLE WRAP
3.CONTINUED DRAWING in

3RD WEEK
1.IDENTIFY THE OBJECT
2.MAKING BOOK MARKS
3.OBSTACLE CROSSING

4TH WEEK
1.STICKER PASTING
2.CONTINUED STORY TELLING
3.COLLAGE

5TH WEEK
1.PLASTIC WRAP PAINTING
2.CONSTRUCTING A MAZE
3.SCRIBBLES TO ART

6TH WEEK
1.CALLIGRAPHY
2.BEADS MAKING
3.TIE AND DYE

NOTE: Every participant involved in the study received individualised intervention based on their interests, skills and their strengths.

RESULTS AND DISCUSSION:

The study population consisted of 10 participants, with a slightly higher representation of males (60%) compared to females (40%). This balanced gender distribution ensured diverse perspectives in evaluating the impact of the Creative Diet intervention on academic performance. Initially, the mean Academic Performance Rating among the participants was 51.10 ± 7.26. This baseline score reflected a mix of moderate and poor academic performance levels, with none initially classified as good performers. After implementing the Creative Diet intervention for one month, significant improvements were observed. The mean Academic Performance Rating increased notably to 59.6 ± 6.3, indicating a substantial enhancement in academic outcomes. This improvement was statistically significant ($p < 0.05$), underscoring the effectiveness of the dietary intervention.

These findings align with those of Hilary Bungay and Trish Vella-Burrows' 2013 study, which demonstrated significant improvements in the health and wellbeing of children and young People academic who engaged in creative activities. This research underscores the growing evidence that participation in activities such as painting, drawing, and crafting is essential for cognitive development and academic success. The Creative Diet, with its focus on enhancing cognitive health through creative engagement, holds considerable promise for improving educational outcomes.

Before the intervention, 20% of the participants struggled with poor academic performance, while 80% showed moderate performance. Post-intervention, there was a remarkable shift: none of the participants remained in the poor performance category, 30% maintained moderate performance, and a substantial 70% achieved good academic performance. This shift demonstrates the positive impact of the Creative Diet on academic achievements among the study group.

These results align with Florence Kaslow's 1972 study, "A Therapeutic Creative Arts Unit for Children with Learning Disabilities," which found that children who participated in creative activities significantly improved their social and emotional well-being. This study supports the idea that practicing creative activities is crucial for mental health and its well-being. The Creative Diet holds significant potential for improving educational outcomes by boosting engagement, encouraging self-motivation, and enhancing social well-being.

The analysis of the data strongly favours the alternate hypothesis, signalling that the Creative Diet significantly enhances academic performance across diverse settings. This finding underscores its potential to positively influence learning outcomes, suggesting it as a valuable strategy for improving educational effectiveness. By showing consistent improvements in academic performance metrics, the study highlights the practical benefits of integrating the Creative Diet into educational practices and promoting student success.

Overall, the study not only demonstrates the efficacy of the Creative Diet intervention in improving academic performance but also emphasizes the importance of indulging all components in cognitive functioning in the creative diet. These findings suggest promising implications for integrating dietary strategies into educational settings to support learning outcomes effectively.

The overall study results shows the relevance with that of Pablo Egana-delSol, 2023 denoting significant improvement of Academic Performance in Learning Disability children.

CONCLUSION:

The study was done to formulate the creative diet and application of creative diet intervention. From this study it is inferred that the findings of the study showed statistically significant result. Hence it is suggested that Creative Diet can be used as an occupational therapy modality to improve Academic Performance in Learning Disability children.

LIMITATIONS AND RECOMMENDATIONS:
LIMITATIONS

- Study was done on restricted age group 7 to 12.

- This study focuses only on Chennai population.

RECOMMENDATIONS

- Further study can be conducted with different age groups.
- Study can have control group for better comparison with experimental group.
- Similar studies can be carried out with various diagnostic groups.
- ***DECLARATION: The authors have no conflict of interest***

REFERENCE:

1. Bano, S., & Yusuf, S. (2023). Role of Learning Disabilities in Academic Performance among High School Students: Significance of Demographic Variables. Journal of Professional & Applied Psychology, 4(3), 333-341.
2. Baum, S. (1984). Meeting the needs of learning disabled gifted students. Roeper Review, 7(1), 16-19.
3. Becker, C., & Roos, J. (2016). An approach to creative speaking activities in the young learners' classroom. Education Inquiry, 7(1), 27613.
4. Blanche, E. I. (2007). The expression of creativity through occupation. Journal of Occupational Science, 14(1), 21-29.
5. Bungay, H., & Vella-Burrows, T. (2013). The effects of participating in creative activities on the health and well-being of children and young people: a rapid review of the literature. Perspectives in Public Health, 133(1), 44-52.
6. Cockcroft, K., & Hartgill, M. (2004). Focusing on the abilities in learning disabilities: Dyslexia and creativity. Education as Change, 8(1), 61-79.
7. Conner, T. S., DeYoung, C. G., & Silvia, P. J. (2018). Everyday creative activity as a path to flourishing. The Journal of Positive Psychology, 13(2), 181-189.
8. De Caroli, M. E., & Sagone, E. (2010). STUDY ON CREATIVE PERFORMANCE IN ITALIAN CHILDREN WITH LEARNING DISABILITY. International Journal of Developmental and Educational Psychology, 3(1), 855-862.
9. DuPaul, G. J., Rapport, M. D., & Perriello, L. M. (1991). Teacher ratings of academic skills: The development of the Academic Performance Rating Scale. School psychology review, 20(2), 284-300.
10. Egana-delSol, P. (2023). The impacts of a high-school art-based program on academic achievements, creativity, and creative behaviors. Npj Science of Learning, 8(1), 39.
11. Eldessouki, S. (2012). Learning Disabilities and its Impact on Academic Achievement. GRIN Verlag.
12. Hall, E. (2013). Making and gifting belonging: Creative arts and people with learning disabilities. Environment and Planning a, 45(2), 244-262.
13. Hansen, B. W., Erlandsson, L. K., & Leufstadius, C. (2021). A concept analysis of creative activities as intervention in occupational therapy. Scandinavian journal of occupational therapy, 28(1), 63-77.
14. Honig, A. S. (2000). Promoting Creativity in Young Children.
15. Howard-Jones, P., Taylor, J., & Sutton, L. (2002). The effect of play on the creativity of young children during subsequent activity. Early Child Development and Care, 172(4), 323-328.
16. Huang, Q., & Dodder, R. A. (2002). Creative therapy and initiative activities among people with developmental disabilities in public facilities. Journal of Disability Policy Studies, 13(3), 138-143.
17. Kantor, J. (2016). Creative Approaches in the Education of Students with Severe Multiple Disability. Review of Artistic Education, (11+ 12), 240-252.
18. Kaslow, F. (1972). A therapeutic creative arts unit for children with learning disabilities. Academic Therapy, 7(3), 297-306.
19. Kim, M., & Park, S. (2023). The Effect of Storytelling Through Craft Activities on Reading, Writing and Reading Fluency in Students with Learning Difficulties.
20. Kirschner, P. A., & Karpinski, A. C. (2010). Facebook® and academic performance. Computers in human behavior, 26(6), 1237-1245.
21. Leckey, J. (2011). The therapeutic effectiveness of creative activities on mental well-being: A systematic review of the literature. Journal of psychiatric and mental health nursing, 18(6), 501-509.
22. Lyon, G. R. (1996). Learning disabilities. The future of children, 54-76.
23. Maguin, E., & Loeber, R. (1996). Academic performance and delinquency. Crime and justice, 20, 145-264.
24. Muktamath, V. U., Hegde, P., & Chand, S. (2022). Types of specific learning disability.
25. Learning Disabilities-Neurobiology, Assessment, Clinical Features and Treatments.
26. Ramirez, R. P. B., & Ganaden, M. S. (2008). Creative activities and students' higher order thinking skills. Education quarterly, 66(1).
27. Reynolds, F. (2002). An exploratory survey of opportunities and barriers to creative leisure activity for people with learning disabilities. British Journal of Learning Disabilities, 30(2), 63-67.
28. Richards, M., Lawthom, R., & Runswick-Cole, K. (2019). Community-based arts research for people with learning disabilities: challenging misconceptions about learning disabilities. Disability & Society, 34(2), 204-227.
29. Torgesen, J. K. (2004). Learning disabilities: An historical and conceptual overview. Learning about learning disabilities, 3-40
30. Whitney, H., & Georgieff, M. K. (2001, December). The pathophysiology of learning disabilities. In Annales Nestle (Vol. 59, No. 3, pp. 100-111). S. Karger AG.