



The Role of Quantum Touch Healing in Improving Focus Ability in Children with Autism Spectrum Disorder

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Abstract

Children with autism spectrum disorder tend to have a very poor level of focus and quantum touch healing is an alternative technique that has existed for a long time but there has been no research using this therapy for children with special needs, especially children with autism spectrum disorder. This study aims to examine the effectiveness of quantum touch healing therapy on the ability to focus on children with autism spectrum disorder. This research uses qualitative methods. The data collection has been done using a participative observation. The participant of the research is a child with autism spectrum disorder in Mutiara Anak Bangsa Therapy School. The results of this study are expected to help improve the focus and emotional well-being of autistic children. The results show that there is progress in the level of focus in children with autism spectrum disorder.

Keywords: Quantum touch Healing, quantum healing, Focusing ability, Eye Contact, Autism Spectrum Disorder (ASD)

I. INTRODUCTION

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder that affects the way individuals communicate and interact with others. The disorder has a wide spectrum, ranging from mild or Asperger's to severe to requiring full assistance in daily life (American Psychiatric Association & American Psychiatric Association, 2013). In Indonesia, the prevalence rate of children with Autism Spectrum Disorder shows a significant increase. The World Health Organization (WHO) reports that about 1 in 10 children suffer from Autism Spectrum Disorder, making it a public health issue that needs serious attention (Autism, n.d.). In addition to the common therapies as above, there is also one innovative approach that is gaining popularity, Quantum Touch Healing, which can also be referred to as energy healing, chi healing, prana healing, healing touch, biofield therapy, quantum healing and so on. Quantum Touch Healing is a healing technique that combines energy flow through

breathing techniques, touch and love. Quantum Touch aims to harmonize the body's energy and bring individuals to a more physically and emotionally balanced state. Several studies such as the work of Anderson and friends and the work of Conway show that Quantum Touch can provide positive results in relieving anxiety and improving the emotional well-being of children with Autism Spectrum Disorder.

In psychology, focus is the concentration of the mind's attention on something. Children with Autism Spectrum Disorder often have difficulties with focus and concentration. Research shows that more than 80% of children with Autism Spectrum Disorder have attention problems that make it difficult for them to keep up at school (Hwang & Kearney, 2015). Depression and anxiety are common in these children, which can worsen their ability to learn and interact socially. Communication and social adaptability limitations mean that children with Autism Spectrum Disorder are often isolated and not considered in the community. The school environment should provide facilities for children with Autism Spectrum Disorder in developing social and academic skills. However, many schools do not have adequate knowledge, resources or training to support children with Autism Spectrum Disorder in an appropriate way. This makes it important to implement innovative and effective methods in supporting their learning. Therefore, there is an urgent need for approaches that can help children with Autism Spectrum Disorder improve their quality of life.

There are various types of therapy that can be done to help children with Autism Spectrum Disorder develop skills and improve their quality of life, such as physical therapy or physiotherapy that aims to help children with motor disorders. This therapy can train muscle strength, coordination, and basic sports skills to support their motor development (Mailani & Setiowati, 2024).

Then there is play therapy which is used to help children learn to socialize and communicate (Iskandar & Indaryani, 2020). There is



also occupational therapy which helps autistic children overcome challenges in daily activities such as dressing, bathing and eating (Hasnita & Hidayati, 2017). Applied behavior analysis therapy is also commonly used with autistic children which aims to increase positive behaviors and reduce unwanted behaviors through structured teaching (Ayuningtyas et al., 2022).

Vincent Carbone who is a verbal-behavior analyst in the context of research on eye contact focuses on the importance of social interactions involving eye contact, especially in children with Autism Spectrum Disorder, Carbone also said that eye contact is an important element in non-verbal communication and social development of children. Eye contact indicators according to Carbone are: 1) Look at the eyes whenever called, 2) Understand and execute orders well, 3) And ask for an object or activity (The child looks at us) (Carbone et al., 2013). Eye contact in children with Autism Spectrum Disorder (ASD) is an important aspect of nonverbal communication that is often challenging for them. Children with ASD often have difficulty making eye contact, which is one of the main symptoms of the disorder.

Meridian points in acupressure can be used to improve focus and eye contact by stimulating healthy energy flow in the body. Here are some of the most relevant meridian points for improving concentration and eye contact ability: (Nasifah & Sari, 2022) 1) "Baihui" Point (Governor Vessel 20), 2) "Yintang" Point (Hall of Impression), 3) "Shenmen" Point (Heart 7), 4) "Tai Yang" Point (M-HN-9), 5) "Fengchi" Point (GB 20), 6) "Neiguan" Point (PC6), 7) "Hegu" Point (LI4)

At Mutiara Anak Bangsa Therapy School in Surabaya, there are efforts to create an inclusive educational environment for children with Autism Spectrum Disorder. The school has begun to adopt alternative approaches to therapy that can support the development of children's life skills. By integrating Quantum Touch Healing into the curriculum, the school hopes to improve children's focus during the learning process. The aim is to give children with Autism Spectrum Disorder better opportunities to participate in academic and social activities, as well as help them cope with the stress levels they often experience.

In a previous study by Kandaswamy (2015) it was shown that ongoing support and a holistic approach can help children with Autism Spectrum Disorder to focus more on learning and interacting with their peers. Another study revealed that interventions involving energy-based approaches such as Quantum Touch Healing can improve the

adaptability of children with Autism Spectrum Disorder in various fields, including education. Through the application of Quantum Touch, it is expected that children with Autism Spectrum Disorder can benefit from improved focus and emotional well-being, which in turn can increase their participation in school activities (Kandaswamy, 2015). Added to this, Gunn et al (2015) showed that energy-based healing practices can reduce anxiety symptoms and improve mental well-being in children suffering from developmental disorders. Therefore, this study will explore more deeply the application of Quantum Touch Healing in improving focus in children with Autism Spectrum Disorder at Mutiara Anak Bangsa Therapy School (Gunn & Delafield-Butt, 2016).

The application of Quantum Touch Healing can also help children build a good relationship with their educators. A more supportive and empathetic environment can reduce anxiety and improve social interaction, which in turn will have a positive impact on the quality of their learning. This approach is in line with the concept of inclusive education where all children, regardless of their specific needs, are entitled to quality education.

Through this research, the author hopes to provide a more in-depth view of how Quantum Touch Healing can be utilized as one of the effective therapeutic methods for children with Autism Spectrum Disorder. In addition, the results of this study are expected to contribute to education and health practitioners in developing better and more inclusive interventions for children with Autism Spectrum Disorder. Given the importance of collaboration between therapists, researchers and parents, this study will endeavor to present results that are beneficial to all parties concerned.

Overall, this study aims to open new insights into therapeutic approaches that can be used in supporting children with Autism Spectrum Disorder. By using Quantum Touch Healing as one of the alternatives, it is hoped that there will be increased attention towards different therapeutic methods that can help children with similar issues. In addition, this research also wants to explore how effective this approach is in improving focus, which will ultimately lead to the development of Autism Spectrum Disorder children who are more independent and ready to face challenges in everyday life.

II. METHODS

This study uses a qualitative approach to the type of applied research. The subjects of this study are 2 student with autism spectrum disorder at



Mutiara Anak Bangsa Therapy School. Subjects involved in this study were children in the age category 5-10 years with a diagnosis of autism spectrum disorder and have been in this school for approximately 1-5 years.

Qualitative research is an approach used to understand social phenomena or human behavior from the respondent's point of view. This method focuses on the collection, analysis, and interpretation of non-numerical data, such as words, images, or objects that aim to gain an in-depth understanding of a problem or research through direct interaction with research subjects (Adlini et al., 2022).

The scale in this study uses rating recording which Behavioral assessments use predetermined checklists. These assessments are conducted at the beginning and end of the observation period to provide an overview of the observed behavior.

III. RESULTS

After therapy for 31 meetings, it can be seen the results of the comparison of result score between before and after the implementation of therapy, with the following results:

Table 1 : Observation form

No	Statement	1	2	3	4	5
1	The child pays attention to the teacher's explanation without being distracted by surrounding sounds.					
2	The child can complete tasks according to the therapist's instructions.					
3	The child understands the instructions well.					
4	The child follows the instructions well without being distracted.					
5	The child can make eye contact.					
6	The child can sit quietly.					
	TOTAL					

Table 2 : Checklist Observation Score

Score	Category	Guide Description
1	Never (N)	The child never performs this behavior.
2	Rarely (R)	The child performs this behavior 1-2 times.
3	Occasionally (O)	The child performs this behavior 3-4 times.
4	Often (F)	The child performs this behavior 5 times.
5	Always (A)	The child performs this behavior more than 5 times.

Total Score category focusing ability based on observation :

23-30 = Very Good

18-22 = Good

13-17 = Satisfactory

8-12 = Poor

1-7 = Very Poor

Table 3: Observation Score Result Before Therapy

No	Name	Data		Average	Category
		Researcher	Therapist		
1	H	11	11	11	Poor
2	D	9	10	10	Poor



Table 4 Observation Score Result After Therapy

No	Name	Data		Average	Category
		Researcher	Therapist		
1	H	23	19	21	Good
2	D	19	15	17	Satisfactory

Table 5 : The Comparison of Observation Result Before And After Therapy

No	Name	Before		After	
		Average Score	Category	Score	Category
1	H	11	Poor	21	Good
2	D	10	Poor	17	Satisfactory

This results indicate an improvement in focus ability in both subjects after receiving quantum touch healing therapy with acupressure technique on the focus and concentration meridian points. Prior to the therapy, subject H had a focus level score of 11, and subject D had a score of 10, both of which were categorized as poor. After undergoing 31 therapy sessions, both subjects showed an improvement in focus ability and eye contact, which was deemed satisfactory. Subject H received a score of 21, categorized as Good, and subject D received a score of 17, categorized as Satisfactory.

IV. DISCUSSIONS

In several observations, child H has improved in terms of focus and eye contact. This can be seen from the results of the value before therapy which was at 11 with the category of poor to be at 21 with the good category. The increase in numbers is a reference that Quantum Touch Healing therapy can be used to improve focus, especially eye contact in children with a diagnosis of Autism Spectrum Disorder. The two children who were respondents in this study were early childhood boys with the exact age of both being 5 years old and having the lowest level of focus among some of their friends. In addition, other criteria for respondents in this study are children with a long time span of therapy at Mutiara Anak Bangsa Therapy School around 1-5 years.

The numbers above are the results of a

comparison of values between researchers and also the therapist in charge of child H. It can be seen from the observations of both researchers and therapists that child H has developed more than before the Quantum Touch Healing therapy. The development that is clearly visible in child H is in eye contact, this is evidenced from the results of the interview, the parents and also the therapist said that child H has now turned his head and looked directly into the eyes when called, this is in line with the important aspects of the concept of eye contact presented in research by Carbone which states that the criteria for eye contact are when there is eye contact and action after the command (Carbone et al., 2013).

Another behavior that has also improved in child H is the reduction of flapping habits that were previously very frequent to interfere with child H's focus while learning. After the application of this therapy, both parents and therapists really feel that child H is not flapping too often so that learning becomes more focused and can be completed by the child well. According to the therapist in the interview that has been conducted, it is also explained that child H has begun to calm down when learning as evidenced by the child H has sat quietly during the learning process.

Behavioral changes are also felt by parents at home. When providing therapy by parents, there are indeed some obstacles such as children who do not want to be held and cannot be quiet, but after routine therapy, child H slowly began to want to be



held and even began to take the initiative to sit on the mother's lap when it was felt that this therapy would be carried out.

This can prove that Quantum Touch Healing therapy can also improve focus in child D even though it does not increase too rapidly, but in its development child D has been much calmer, able to take part in learning by sitting quietly, has turned his head when called, and understands orders even though sometimes he still needs guidance in carrying out these orders. The habit of throwing things at child D is also greatly reduced, as evidenced by the results of interviews with parents and therapists who said that now child D no longer throws things.

In interviews with parents, child D routinely gives this therapy to child D twice a week. At the beginning of the application, there was a rejection of child D, especially when held by his head, but gradually child D has accepted the touches given even though he still has to be hugged. D's parents in the interview also mentioned that D's child showed rapid development especially in terms of calmness, eye contact, and also understanding commands. Child D's parents said that before this therapy was given to child D, child D had to always be held so as not to run off on his own and even tended to attack others when he felt angry. However, after this therapy was implemented, child D's parents said that the child rarely attacked others and also understood the 'no' command. Child D's parents also feel that now Child D has been looking longer into the eyes when called, especially Child D has also realized that he was called. Instructions are no longer difficult for the child to understand even though occasionally the child still refuses to carry out orders.

This was also realized by the therapist in charge of child D. The therapist mentioned that the development of child D was quite good in terms of calmness, eye contact, and understanding instructions because previously child D was a child who tended to be less able to regulate emotions and even attack others and throw things when angry. This calmness has been felt by the therapist during socialization class time which requires the therapist to hold 2 or more children at once due to lack of manpower. If previously child D was very unwilling to share, often running here and there, in several meetings of socialization class child D no longer runs here and there and wants to share with his friends. Although sometimes there are times when children D tantrum but it can be overcome.

Even in terms of giving instructions, child D has understood the orders given by the therapist. Like when child D wants to run alone and the therapist says 'no' child D slowly returns and does

not do this. Just like when learning, if previously child D threw the props used during learning, in the past few weeks child D has stopped doing this and started to focus a little more on looking at the props while learning.

Overall, both respondents showed a good response to this Quantum Touch Healing therapy. Both in terms of increasing awareness of calls, giving orders, duration of eye contact, and focus in learning, there is progress. Although not rapidly, both parents and therapists hope that this method will continue to be given to children with a longer time than the researchers did so that changes in both children will be even more in the future, especially in terms of communication that has been difficult to do.

In addition to the therapy provided by the researcher to the two children, supportive environmental conditions are also an important factor in the development of the two children. Therapists who always accompany during the therapy process and parents who want to do this therapy at home make evidence of the success of this research. Especially the role of parents who are always together at home, Quantum Touch Healing which has the concept of love also eventually fosters bonding between parents and children because of more frequent interactions between children and parents through touch.

V. CONCLUSIONS

Based on the results of the table that has been written, it shows that quantum touch healing can improve the ability to focus on children with autism spectrum disorder. This is also supported by the application of additional therapy at home by the parents of the two research subjects. The meridian points that are touched during therapy are able to stimulate the nerves that are able to trigger a calm effect on the two subjects by releasing happy hormones which make the two subjects much calmer and more focused in terms of learning and eye contact.

LIMITATION AND STUDY FORWARD

This study only has 2 subjects so it must be expanded the research sample to include children of different ages and severity of autism to obtain more representative data. Conduct longitudinal studies or extend the period of application of therapy in children to monitor the development of children's focus in the long term. And also include a control group that does not receive therapy to compare results more objectively



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