

## Abstract

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| Name of Institution: | De La Salle University- Dasmariñas  |
| Address:             | Dasmariñas, Cavite  |
| Title:               | <b>The social and coping skills of Adolescents with Asperger's Syndrome</b> |
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| Funding Sources:     | Parents   |
| Research Cost:       | P 9,000   |
| Date Started:        | June 2008   |
| Date completed:      | March 2009  |

This study sought to determine the social and coping skills of adolescent's with Asperger's Syndrome. In order to obtain a comprehensive data, descriptive case study was used. Data was acquired through a checklist and interview with the parents and teachers of the subjects. Results demonstrated that there was a difference in the social skills exhibited in the school setting and at home. These findings supported previous researches that because of the wide variety of symptoms, no two individuals with Asperger's Syndrome are alike.

### **Scope and Delimitation**

The adolescents with AS were not included as respondent rather they were made subjects of the study. This change was due to the inconsistency of the respondents to provide a definite schedule for data gathering. In addition to that, the researchers had to change the sampling method from purposive sampling to snowball sampling since the researchers had to seek for new participants for the study.

## Research Design

This study used a descriptive case study, which aims to provide information about the individual that has occurred over time. It has been described as a series of descriptive record of an individual's experience, or behavior, or both, kept by an outside observer (Myers & Hansen, 2006). According to Reber & Reber (2001), case study is the detailed account of a single individual. It is an intensive investigation of a particular instance, or case, of some behavior which does not infer any cause and effect relationship but uses a combination of objective descriptive methods such as biographical data, psychological testing, and personal interviewing (Fogiel, 2003).

## Conclusions

Based on the data collected, the following conclusion have been drawn:

1. Like the other pervasive developmental disorders, Asperger's Syndrome involves delays and deviant patterns of behavior in multiple areas of functioning.
2. The prognosis for many people with AS is often good relative to initial fears; for many individuals the deficits in at least some of their abilities can actually be best viewed as delays which diminish over time as they go through adolescence they learn the social skills they lack. However, communication often remains difficult.
3. The role that schools play in the development of adolescents with asperger's syndrome is crucial.

4. The symptoms of AS such their narrow interest in activities and a liking specific routines and rules can work to their advantage for they can become productive citizens in the society.

### **Recommendation**

1. For the community and field of psychology, thorough evaluation of all relevant domains, different areas of expertise, including overall developmental functioning, neuropsychological features, and behavioral status are required.
2. For the parents and teachers, effective educational and treatment programs may be conducted given the need to address specific deficits while capitalizing on the person's various resources and strengths.
3. For parents and teachers of adolescents with AS, because of the wide variety of symptoms, no two children with AS are alike. Therefore, they should take advantage of the child's strengths by encouraging him or her to explore interests at home and at school.