

De La Salle University – Dasmariñas

College of Liberal Arts

Behavioral Sciences Department

Best Practices used in Teaching Children with Classic Autism

In Cavite School of Life-Dasmariñas

A Research Presented To the Faculty of Behavioral Sciences Department,

College of Liberal Arts, De La Salle University – Dasmariñas

In Partial Fulfillment of the Requirements in

Research Methods I

Enduma, Michelle Anne D.

Lacbayan, Rodelyn B.

Santos, Kimberly Anne C.

Tamala. Mary Cris P.

ABSTRACT

Name of Institution: De La Salle University-Dasmariñas

Title: Best Practices used in teaching Children with Classic Autism in Cavite

School of Life-Dasmariñas

Authors: Michelle Anne D. Enduma

Rodelyn B. Lacbayan

Kimberly Anne C. Santos

Mary Cris P. Tamala

Source of Funding: Personal

Research Cost: Php 10,000

Date Started: June 2011

Date Finished: March 2012

Objectives of the Study

The goal of this study is to determine the best practices used in teaching children with Autism which is primarily based on the perception of the Special Education teachers as they enumerate the best practices they use in teaching and dealing with a specific student with Classic Autism. The elaborative explanations of these best practices are contrived from the interviews conducted by the researchers of this study with the research participants. The major reason behind why the best practices are to be discovered is for the readers of this study

along with the future researchers to deliver appropriate and suitable strategies in teaching children with Classic Autism yet with differentiated levels of functioning to promote development in their communication, social interaction and self-help skills.

METHODOLOGY

Research Design

This study used a descriptive interview research design. Descriptive research involves both quantitative and qualitative data collection. Data is gathered that explains actions. The data is then organized and described. Descriptive data looks for patterns to form in the collected data, and asks "what is." Similar to a questionnaire, a personal interview asks specific questions, but it is administered differently. A person asks the questions, and there may be issues about confidentiality and flexibility. Interviews are more expensive, but are more convenient for the research subjects if the questions are open-ended. Interviews can require more time and allow for comprehensive answers. (Jefferson, 1999)

The data collection procedure focused on the information gathered from the answers of the participants in the interviews conducted by the researchers regarding their best practices in teaching Children with Classic Autism in promoting development in their communication, social interaction and self-help skills. The interviews are the sole basis of the results of this study. It is supported by related literature compiled by the researchers.

Research Participants and Sampling

Purposive sampling is a non probability sampling method where the samples are selected in a deliberative and non random fashion to achieve a certain goal (Simon, 2005). Purposive sampling was used in choosing the respondents of this study. According to Castillo (2009), non probability sampling is a sampling technique where the samples are gathered in a process that does not give all the individuals in the population equal chances of being selected. It is not a product of a randomized selection.

The participants of this research are composed of four (4) Special Education teachers from Cavite School of Life – Dasmariñas. The researchers have chosen CSOL-Dasmariñas primarily because they aim to discover how the SPED teachers coming from this school will be dealing along with them. CSOL-Dasmariñas is presently in the process of establishing its new campus in Salauag since the main campus has already been founded several years ago already located in Panapaan in Bacoor compared to the newest campus in Dasmariñas. Furthermore, the competencies of the Special Education teachers are also challenged in this study.

Research Instrument

The researchers of this study conducted one interview per research participant regarding the three developmental categories the Special Education teachers are promoting for the growth and wellness of the children with Classic

Autism they are dealing with. These categories are as follows: (1) Communication; (2) Social Interaction, and; (3) Self-help Skills. Attached in Appendix C, page 65 are six guide questions validated by three Occupational Therapists of Neurodevelopmental Center in Angelo King Research Center are used to help the researchers structure the interviews conducted in each of the SPED teachers.

Research Procedure

The researchers of this study accomplished the following procedures in order to achieve their objectives:

1. Collected data supporting the research topic from the different resources.
2. Formulated guide questions based on the Statement of the Problem which produced the three developmental categories (Communication, Social Interaction and Self-help Skills) with the corresponding objectives for the Children with Classic Autism and the Top Five Best Practices in teaching them.
3. Visit the Occupational Therapists of Neurodevelopmental Center in Angelo King Research Center and presented a letter of request for them to validate the guide questions. (See Appendix B, page 62-64) When permitted, the certification fo validation was signed. (See Appendix D, page 66, the Certification of Research Instrument Validation)

4. Presented a letter of consent, attached on Appendix A, page 61, addressed to the Principal and Special Education Coordinator of Cavite School of Life-Dasmariñas to inform the institution and asked permission to allow their Special Education teachers to be the participants of this research.
5. When it was approved, the researchers visited the four Special Education teachers at Cavite School of Life-Dasmariñas located at Salauag Crossing, City of Dasmariñas, Cavite.
6. The researchers conducted one interview with each of the SPED teachers. Attached on Appendix E, page 67 is the interview transcription.
7. All information gathered from the disclosure of the participants of this study shall be remained confidential.

Data Analysis

After gathering the data and information from the individual interviews conducted, the researchers continued with the following process in order to conclude the results of this study:

1. The data and information gathered from the four interviews was transcribed by the researchers.
2. Enumerated the best practices that all of the four Special Education teachers are using in the promotion of the development of the children's communication, social interaction and self-help skills.

3. Each best practice was elaborately explained by the researchers why the Special Education teachers consider it as best practices in teaching Children with Classic Autism according to the information gathered from the disclosure of the research participants in the interviews.
4. Supporting related literature compiled by the researchers were supplemented in the discussion of the results.

Scope and Delimitation

The study includes the best practices used in teaching Children with Autism in promoting development on three categories namely: (1) Communication; (2) Social Interaction, and; (3) Self-help Skills. The four Special Education teachers of Cavite School of Life-Dasmariñas are the research participants and the ones who answered the questions asked by the researchers through the individual interviews conducted. The Special Education teachers are asked regarding the best practices they use and implement as they deal along with one specific child with Autism also coming from the SPED students at Cavite School of Life-Dasmariñas to whom the best practices are appropriate and suitable. There is no uniformity in number of best practices stated during the interviews for it will depend on the level of functioning of the child that each SPED teacher is dealing with. Classic Autism Disorder alone and no other disorders in the Autism Spectrum is the only developmental disability the SPED teachers have considered in answering the questions during the interview.

One interview was done in each of the four SPED teachers. Recording within the duration of each of the interviews was not implemented due to the declination of the respondents. Interview transcription was made through the basis on the outcome of brisk typing and note-taking done by the researchers during the interviews.

The demographic data of each Special Education teacher and of the Children with Autism they are dealing with are not included in the completion of this research.

The current level of performance of the children with Autism was also discussed in order to possess a basis of how and why the best practices are appropriate for the child. (See Appendix F, page 80)

The result of this study was completed and based on the data gathered from the interviews conducted and related literature that supports the areas of the research conclusions.

RESULTS

The results of the self-disclosed interview from the four SPED teachers gathered the following information: Physical gestures are best used to communicate with nonverbal children with Classic Autism. On the other hand, Scheduled cards, Picture Exchange Communication System (PECS) together with Verbal and Physical Prompting are best used to help the development in communication of verbal children with Classic Autism. In addition, a typical verbal

communication is best used together with positive reinforcement to promote improvement of communication verbal children yet has problems in both receptive and expressive communication. With regard to self-help skills, Performance-Based Tests (PBTs) are best used to promote development in the self-help skills of children with Classic Autism. It ranges from Maximal, Moderate, Minimal to Independent. The types of assistance used vary according to the skills the children possess.

Lastly, interactive relay games are best used to make children with Classic Autism be familiar with their classmates for promoting development in their socialization skills. Free play can also be successful but should be taught in due process and not to simply let the child work and learn on his own for this will confuse him. For those children who are good in social interaction, letting them lead the group and assist their classmates and playmates will make them improve their socialization skills.

TABLE OF CONTENTS

CHAPTER I THE PROBLEM AND ITS BACKGROUND	1
Introduction	1
Conceptual Framework	2
Statement of the Problem	4
Scope and Limitation	4
Importance of the Study	5
Definition of Terms	6
CHAPTER II REVIEW OF RELATED LITERATURE AND STUDIES	9
CHAPTER III METHODOLOGY	36
Research Design	36
Research Respondents and Sampling	37
Research Instrument	37
Research Procedure	38
Data Analysis	49
Scope and Delimitation	40
CHAPTER IV PRESENTATION, INTERPRETATION AND ANALYSIS OF DATA	42
Problem Number 1	43
Problem Number 2	49
Problem Number 3	53
CHAPTER V SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	57
Summary	58

Conclusions	60
Recommendations	61
BIBLIOGRAPHY	63
APPENDICES	
Appendix A: Letter to Cavite School of Life-Dasmarinas	68
Appendix B: Letters to the Research Instrument Validators	69
Appendix C: Interview Guide Questions	72
Appendix D: Certification of Research Instrument Validation	73
Appendix E: Interview Transcription	74
Appendix F: Current Level of Performance of the Children with Autism	88
Appendix G: Certification	92
Appendix H: Curriculum Vitae of the Researchers	93

