

**ABSTRACT**

**NAME OF INSTITUTION** : De La Salle University-Dasmariñas  
**ADDRESS** : Bagong Bayan, Dasmariñas, Cavite  
**TITLE** : Teaching Strategies of SPED  
 Teachers In Public and Private  
 Schools: Its Implication to Self-help  
 Skills of Students with Autism  
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**FUNDING SOURCE** : Parents  
**COST** : 4,000  
**DATE STARTED** : September 2003  
**DATE FINISHED** : March 2004  
**OBJECTIVES OF THE STUDY:**

**General:**

The primary concern of the study is to compare the teaching strategies used by the teachers from public and private SPED school.

**Specific:**

1. To determine demographic profile of the teachers in both public and private SPED schools in terms of age, gender and educational attainment.



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2. To determine the teaching strategy used by the SPED teachers in both private and public SPED school based on the researcher-made questionnaire.
3. To determine the similarities and differences of the teaching strategies that are used by the teachers from both private and public SPED school and its implication in the development of the self-help skills of children with autism.

### Scope and Coverage:

The teachers from the five Special Education schools were the respondents of the study. Eight (8) teachers came from public SPED schools in Alabang, Cavite City and Imus, Cavite and nine (9) teachers from private SPED schools in Bacoor, Cavite and Dasmariñas, Cavite. All in all there were 17 teachers from both public and private schools.

### Methodology:

The descriptive method was used to conduct the study. Self-made questionnaire, interview and observation were used to collect data to determine the teaching strategies used by the public and private Sped teachers and the implication to their students with autism.



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In the analysis of the data gathered, getting the frequency and solving the mean and standard deviation were used to determine the teaching strategies of 17 teachers from public and private SPED schools.

### Major Findings:

As with the demographic profile of the public and private SPED teachers in terms of age, gender and educational background. The results suggest that majority of the respondents, both public and private schools are at the same age range. They both fell on the category of those whose age is at twenties. As with the gender, unfortunately there was no data provided on the gender distribution of teachers, but it is a common knowledge that females greatly outnumbered the males in the teaching force. With the educational background, SPED private schools have more undergraduate, non- education majors than education majors. Most of them are occupational therapists while some are physical therapists and psychology majors.

As with the teaching strategies used by the public and private SPED teachers, they both used the Discovery Learning strategy. The private and public SPED teachers act as a guide during the teaching-learning situation and let their students discover things on their own. They present examples and the students' work until they discover the interrelationship—the subject's structure. Also, teachers give students a chance to learn by trial and to explore and discover in order for them to become less reliant on others and more integrated into society. The respondents encourage student involvement in



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their lessons and the lectures. They only serve as a facilitator. In addition, teachers from public and private school organize the class so that the students learn through their own active involvement and work on their own to a very great extent.

As with the similarities and differences and its implication to their students with autism, the private school teachers are way ahead in terms of facilities and instructional materials in teaching their students with autism while public schools barely have instructional materials. The teachers themselves provide most of it. In the private schools, they provide the materials for their students. Second, private schools could employ team of experts like occupational therapists, physical therapists and psychology majors compared to public where they could not employ an occupational therapist because of having not enough budget for other experts to be employed. Lastly, public sped schools allow the parents to get involved in the program. However, teachers in the private sped schools avoid the involvement of the parents in their activities as much as possible because according to them conflict sometimes arise between parents and teachers. They let the parents involved only if they are really needed in the activity.

One of the most obvious implications of discovery learning strategy as described by the study done was that students become more self-reliant. Students become *active* in discovering major concepts for themselves, rather than passively accepting the teacher's explanations.



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### Conclusions:

The private sped schools had a great advantage as compared to the public sped schools. The probable cause was that private sped schools had enough budget to support the needs of the teachers as well as the needs of their students.

Most teachers in private SPED schools fall under the category of non-education like occupational therapist and physical therapist while only few had education majors and taking up master's degree while teachers in public schools vary greatly in Education majors and only few fall under the non-education and taking up master's degree.

Both public and private schools used the discovery learning strategy. The probable cause is that they want their students to learn how to do things on their own by only showing and guiding their students what to do and let them discover things on their own.

As with the public sped teachers they let the parents get involved in the activity of their children and be totally involved and committed to the educational programs their children experience.

Students of both public and private and public SPED teachers become more self-reliant with the use of discovery learning strategy, since it allows them to basically work and discover things on their own.



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### Recommendations:

Department of Education administrators should provide enough budget for Public SPED schools for them to have sufficient instructional materials and physical facilities that would help in coming up with better experiential activities like free play, simulation, viewing educational videos and educational filmstrips that can help them develop the skills of their students.

School administration from public and private SPED schools should be particular in hiring teachers who are majors in Special Education. Excellent job prospects are expected due to rising enrollments of special education students and reported shortages of qualified teachers. It is believed that persons best qualified to evaluate the adaptive skills are those whose expertise in these skill areas and who are familiar with the person's daily demands in community-based and appropriate living, in school, and work situations. And Special education teachers are the ones most knowledgeable of the techniques that promote learning depending on the child's disability.

Curriculum developers should include team of experts that are composed of parents, social workers, school psychologists, occupational and physical therapists that would help in creating a specific program designed for all facets of children with autism. It is important that teachers should work closely with parents to inform them of their child's progress and suggest techniques to promote learning at home. Learning is a continuous process. It shouldn't stop in school.



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Parents should be more involved in their child's program for them to personally see their child's development. The researchers also suggest that parents should come up with organizations whose members are parents with children who have the case of autism. Organizations would help them become more aware of their child's situation. It can never be denied that there are still some cases wherein parents are still denying their child's condition. And so with this, if parents of these organizations pull together, they'll be able to share with one another whatever it is that they have learned from their child's case.

Future researchers should pursue more extensive study for more generalized result. They could include a wide number of respondents since this is the limitation of the study made. They could also consider other cases, since the study focused more on autism. And with this, the researchers suggest that they could consider other special groups of children with special needs. They could also extend the boundary of their setting. With this they'll be able to have a more comprehensive study on the topic.