



**The Perceived Effects of Mainstreaming on the
Cognitive, Affective and Social Functioning of Children with
Autism**

**An Undergraduate Thesis
Presented to
Department of Behavioral Science
The Faculty of the College of Liberal Arts
De La Salle University – Dasmariñas
Dasmariñas, Cavite**

**In Partial Fulfillment
of the Requirements for the Degree
Bachelor of Arts Major in Psychology**

**Isip, Reynold F.
Lusterio, Anthony Joseph F.
Novelo, Dustin P.**

March 2005

OCT 08 2005



ABSTRACT

NAME OF INSTITUTION: De La Salle University - Dasmariñas

ADDRESS: Dasmariñas, Cavite

TITLE: The Perceived Effect of Mainstreaming on the Cognitive, Affective and Social Functioning of Children with Autism

AUTHORS: Reynold F. Isip

Anthony Joseph F. Lusterio

Dustin P. Novelo

FUNDING SOURCE: Parents

COSTS: Php 10,000

DATE STARTED: June 2004
2005

DATE COMPLETED: March

OBJECTIVE OF THE STUDY

A. General

The purpose of this study is to examine the perceived effects of mainstreaming in the cognitive, affective and social functioning of children with autism.

B. Specific

1. What is the profile of the respondents in terms of:

a. gender



- b. age
 - c. socio-economic status of parents
 - d. grade
 - e. religion
2. What is the cognitive, affective and social functioning profile of the respondents?
3. What is the perceived effect of mainstreaming of the respondents in terms of:
- a. cognitive;
 - b. affective; and
 - c. social functioning?

SCOPE AND LIMITATION

This study included only the cognitive, affective and social functioning of the respondents. It focused on the perceived effect of mainstreaming on their cognitive, affective and social functioning. It involved the children with autism age ranging from five to twelve years old, which is in their childhood or early puberty stage. The number of respondents were limited to three, depending on their availability and they are currently on the mainstream.

METHODOLOGY

The researchers included the children with autism that undergo mainstreaming. Purposive sampling was used in this study. The subjects



chosen for the study were at least three children, ranging from five to twelve years of age, coming from different SPED institutions in Las Piñas City such as Happy Organized People through Education and Sky View Learning Center.

The researchers looked for children with autism undergoing mainstreaming in selected institutions in Las Piñas City then made an arrangement with the SPED teachers and the parents of the respondents by stating the purpose of this study. Once approval was attained, the researchers visited the children and monitored their development that occurred in the SPED institutions. The researchers also coordinated with the respondents' teachers to better monitor the progress that has been occurring as well as to determine the effect of mainstreaming.

Interview guide questions were used for the parents in order to know the respondents' profile. Likert Scale questionnaires were given to the SPED teachers of the respondents to help observe better and gather more sufficient information about the effectiveness of mainstreaming on the part of the respondents' cognitive, affective and social functioning. The researchers observed the participants in classroom situations for two months during their class hours.

MAJOR FINDINGS

The respondent's demographic profile, specifically their gender, age, socio-economic status, grade and religion were big factors in understanding



better the development of the respondents in terms of their cognitive, affective and social functioning. The respondents have different strengths and weaknesses that must be considered in accordance to their level of cognitive, affective and social functioning. The respondents have different ways of improving and developing their cognitive, affective and social functioning in mainstreaming for they have different personal cases that may affect them individually.

CONCLUSION

RO was able to improve better his cognitive, affective and social functioning for he developed initiative in conducting interaction with others and responds correctly to given tasks and lessens his tantrums. RM was able to improve better her psychological functions gradually and some characteristics do not change. JC was able to improve better his cognitive and social functioning but his affective functioning did not change.

RECOMMENDATIONS

Curriculum developers should include a 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 in developing all facets of children with autism. Since learning is a continuous process, 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. 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 that cater to members who have autistic relative/ family members. 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. In this regard, 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 larger number of respondents since this was the limitation of the study made. They could also consider other cases, since the study focused more on autism. With this, the researchers suggest they could consider other special groups of children with special needs. They could also extend the boundary of their setting in order to have a more comprehensive study on the topic.