



De La Salle University – Dasmariñas

The Level of Confidence of Parents under the School-Home Integration Program of CARD in Managing their Children with Autism

An Undergraduate Thesis

Presented to

The Faculty of Behavioral Sciences Department

College of Liberal Arts

De La Salle University – Dasmariñas

Dasmariñas, Cavite

In Partial Fulfillment

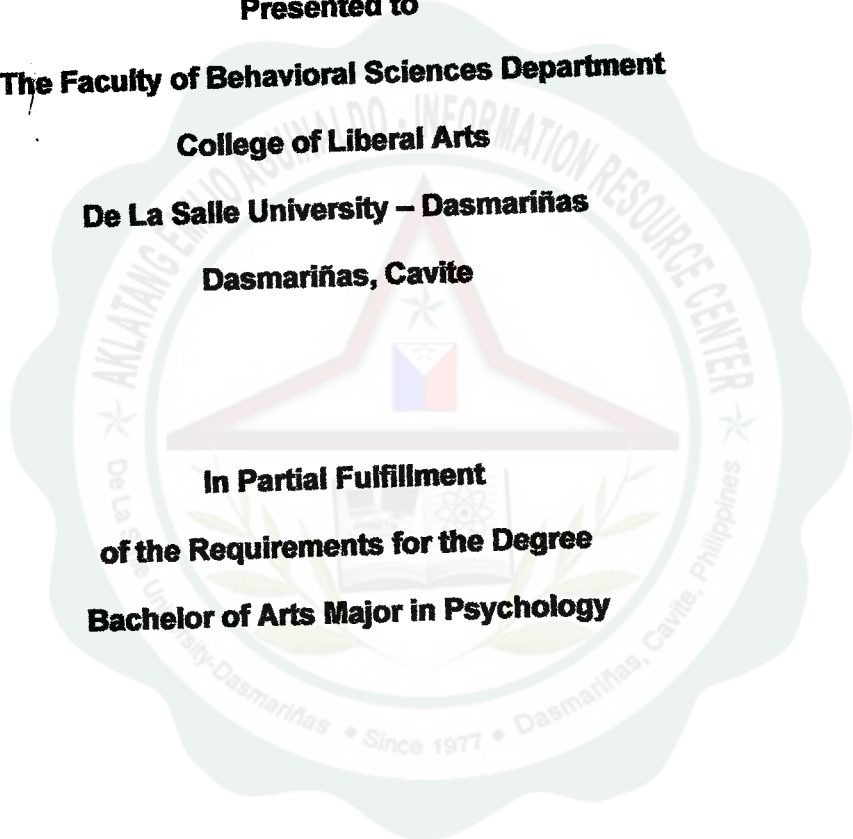
of the Requirements for the Degree

Bachelor of Arts Major in Psychology

Gonzalez, Anna Karla

Requieron, Erik Vincent

February 2006



APR 1 / 2006

**ABSTRACT****Name of Institution:** De La Salle University – Dasmariñas**Address:** Dasmariñas, Cavite**Title:** The Level of Confidence of Parents under the School-Home Integration Program of CARD in Managing their Children with Autism**Proponents:** Gonzalez, Anna Karla P.
Requieron, Erik Vincent V.**Funding Source:** Parents **Cost:** Php 7,000**Date Started:** December 2005 **Date Completed:** February 2006**Objectives of the Study:****General**

The primary purpose of the study was to determine the level of confidence of parents, under the School-Home Integration Program of the Center for Autism and Related Disorders (SHIP – CARD), in managing their children with Autism.

Specific

The study sought to study the following specific questions:

1. What is the demographic profile of the respondents according to their:
 - a. Relationship to the Student
 - b. Age
 - c. Length of Stay at CARD?



2. What is the confidence level of the parents according to their child's current grouping:

- a. Pre-school
- b. Primary
- c. Adolescent

and in terms of their functional skills:

- a. Behavioral Skills
- b. Self-care Skills
- c. Interpersonal Skills?

3. What is the overall confidence level of the parents in terms of:

- a. Behavioral skills?
- b. Self-care skills?
- c. Interpersonal skills?

4. What is the general level of confidence of the parents?

Scope and Coverage

The study focused only on identifying the level of confidence of the parents of students with autism who are under the S-HIP at CARD. The respondents were the 40 parents and guardians, of students with autism enrolled in the S-HIP, who are already done with the Parent Training Seminar at CARD.

Methodology

The researchers started by asking the Director of CARD for permission to conduct the study in their school. CARD teachers were consulted for background information, comments, ideas, and the development of the self-made questionnaire. After this, letters of permission, attached with the student information form, and the self-made questionnaire, were distributed to the respondents, who were asked to answer and return the forms as soon as possible. Once all of the respondents



returned the accomplished information sheets and questionnaires, the results were tallied and analyzed.

Major Findings

The following are the significant findings of the study:

1. There were 33 respondents (82.5%) who were mothers of the students with autism, while only four 4 and three 3 respondents were fathers and guardians, respectively. The respondents' age were between 25 and 81 yrs old, their mean age being 41yrs. 18 respondents had been enrolled at CARD for 2 years and less.
2. All of the parents were Confident in all of their functional skills. There were 58.33% of the Pre-school parents who were Confident in the self-care skills; 50% were Confident in the interpersonal skills; 41.67% were both Confident and Somewhat Confident in their behavioral skills. There were 66.67% of the Primary parents who were Confident with the behavioral skills; 66.67% were also Confident in the self-care skills; 53.33% were Confident in the interpersonal skills. The mean score and level of confidence of the Adolescent parents did not greatly differ from those of the Pre-school and Primary parents; 38.46% were both Confident and Somewhat Confident in the behavioral skills. 46.15% were Somewhat Confident in the self-care skills, and 38.46% were Confident in the interpersonal skills.
3. There were 50% of the respondents who were Confident with their ability to teach their child the behavioral skills. 52.5% of the respondents were also



Confident with their child's self-care skills, and 47.5% of the respondents were also Confident with teaching their child interpersonal skills.

4. The general mean score of the respondents is 2.67, which was rated as "Confident." The Adolescent parents got the highest mean score of 2.96, followed by the Primary parents (2.67), and lastly, the Pre-school parents (2.62). All mean scores were rated as "Confident."

Conclusions

Based from the findings of the study presented, the following conclusions were drawn:

1. The parents who are under the S-HIP of CARD are confident with their management of their children with autism.
2. All three groupings (Pre-School, Primary, and Adolescent) were rated as Confident in managing their children with autism, with their mean scores spread out across the different levels, depending on the functional skills that were addressed.
3. The Adolescent parents had the highest mean scores, followed by the Primary parents, and lastly, the Pre-school parents.

Recommendations

Based from the findings and conclusions, the researchers would like to make the following recommendations:

1. The proponents greatly suggest the development of further researches about Special Education, Autism, or about the family of Special individuals.



2. The researchers recommend to the parents of children with autism to enroll their children at CARD or other Special Education schools that have programs which incorporates parental involvement.
3. The future researchers should involve both parents as respondents.
4. The future researchers should also include the students that are enrolled in the other programs of the Center for Autism and related Disorders to get a larger population.
5. A study about specific issues that are under the "coping strategies of parents with special children" would help schools and other institutes that offer special services an in-depth view of how to improve their programs.
6. The Center for Autism and Related Disorders should conduct annual evaluations not only for their students but for the parents and caregivers as well.
7. A standardized instrument (checklist, evaluation sheet, or questionnaire) about issues concerning the coping strategies of parents and factors that affect their roles as parents of children with special needs should be developed.



Table of Contents

Title Page	i
Abstract	ii
Acknowledgement	vi
Table of Contents	vii
List of Tables	ix
Chapter 1: The Problem and It's Background	
Introduction	1
Conceptual Framework	5
Statement of the Problem	6
Assumption	7
Scope & Limitation	7
Significance of the Study	7
Definition of Terms	8
Chapter 2: Review of Related Literature	
Autism	12
Special Education and Functional Skills	13
Parents of Individuals with ASD	17
Center for Autism and Related Disorders	19
Chapter 3: Methodology	
Research Design	22
Respondents of the Study	22
Research Instrument	22



Research Procedure	24
Statistical Analysis of Data	24
Chapter 4: Presentation, Analysis, and Interpretation of Data	
Problem 1	25
Problem 2	28
Problem 3	32
Problem 4	33
Chapter 5: Summary, Conclusions, and Recommendations	
Summary	38
Conclusion	40
Recommendations	41
References	42
Appendices	
Appendix A - D: Certifications	45
Appendix E: Letter of Permission to CARD	49
Appendix F: Letter to Parents	50
Appendix G: Level of Confidence Questionnaire	51
Appendix H: Student Information Sheet	53
Appendix J: Letter to the Panelists	56
Curriculum Vitae	57