



De La Salle University – Dasmariñas

**Group Play Therapy: A Tool in Improving the Characteristic  
Symptoms of Children With Autism**

An Undergraduate Thesis

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**ABSTRACT**

**Name of Institution** : De La Salle University-Dasmariñas

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**Title** : Group Play Therapy: A Tool in Improving the Characteristic  
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**OBJECTIVES OF THE STUDY****A. General Objective**

The study was designed to determine how Group play therapy improves the characteristic symptoms of 5 children with Autism from Little Kids of Isaac Inc.

**B. Specific Objective**

1. What was the behavior profile of the selected children with autism before exposure to Group Play therapy?
2. What was the behavior profile of the selected children with autism after exposure to Group Play therapy?



3. How did Group play therapy improve the characteristic symptoms of children with Autism?

**SCOPE AND COVERAGE:**

The study focused on the use of Group play therapy as a tool in improving the characteristic symptoms of children with Autism. The participants were 5 male children with autism with ages 9-14 from Little Kids of Isaac in Imus, Cavite. The experimental period covered 1 hour per session, 12 sessions, and twice a week. The therapy was conducted by the requested SPED teacher working within the institution that have been trained and are still undergoing different trainings of therapies and methods in handling special children. The experiment also included 5 regular students from the same institution who interacted with children with autism during the therapy proper.

**METHODOLOGY**

A 1 hour Group Play Therapy Session was given for twice a week within 6 weeks to 5 children with Autism. Before and after the therapy sessions, the teacher answered the checklist, which helped in evaluating the characteristic symptoms of children with Autism.

**SUMMARY:**

1. Before undergoing Group Play Therapy sessions, 3 children with autism were classified as severe and the rest were as mild and as moderate. The results were all based on the Autism Treatment Evaluation Checklist that was answered by the teacher.
2. After undergoing Group Play Therapy sessions, the results indicated that 1 child with autism remained severe, 3 were moderate and 1 was in mild condition.
3. The results of the study based on the pre evaluation, the post evaluation, and the researchers' observation, Group Play Therapy had factors that improved the characteristic symptoms of children with autism.

**CONCLUSION:**

1. There were no evident factors that were seen in Group Play Therapy that really enhanced the speech of children with autism. Because most of the respondents were non-verbal, there were no signs that they improved because of the plays and sessions held. There was no uttering of responses made by non-verbal autism, while verbal autism speak so much and tried to improve their speech by saying several complete sentences. The improvement of a non-verbal autism cannot be seen immediately in the chosen duration of the researches, for it will need more successive sessions to have a good outcome.



2. As Group Play Therapy consists of more than five participants, socialization was made possible by the normal children who initiate the conversation. Group Play promotes interaction among the participants while playing the games assigned on each session. Sociability increased when the normal children started to approach the children with autism to participate and play with them. Because being sociable does not require the children with autism to speak, they have the enthusiasm to interact with other people through smiling and other kinds of communication that doesn't involve speaking.
3. Among the four characteristic symptoms sensory got the most distinct difference between the children with autism's behavior before and after the sessions. Learning through the Group Play Therapy was effective because it helped the children with autism to gain knowledge while they were playing. The information taking place in their minds was not visible because they knew that it was only a game. Therefore, Group Play Therapy also supports the child's growing minds though plays might be so simple.
4. Group Play Therapy helped to improve the respondents' behavior as it involves physical movement that occupies the children's focus. By being focused on what they are doing, their repetitive movements were replaced by doing the games presented to them.

**RECOMMENDATIONS:**

1. The parents of children with autism should spend time with their children through playing that will enhance their skills. They should find ways to help their children learn and at the same time, enjoy it.
2. The SPED teachers should be more knowledgeable about Group Play Therapy. They can use this as an alternative technique in teaching. Also, they should be more patient and understanding in dealing with these children, because they are the ones who will help them greatly to cope with their condition.
3. The school should include Group Play Therapy or Play Therapy in its curriculum for children with autism. This will also help the school to enhance the skills of other special children in its institution.
4. The future researchers should use Group Play Therapy with other special children. It would help them see if Group Play Therapy will also be an effective tool in improving their characteristics.
5. The future researchers should have a Psychologist or an expert on Group Play therapy in evaluating children with Autism using the Autism Treatment Evaluation checklist.
6. The future researchers should have more ideas and thorough research about this topic.
7. The future researchers should have longer experimental period to conduct the said study to get better results.





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