



1. At present, what are the therapies used for behavior modification of children with autism in selected SPED schools?
2. What are the reasons for using such therapies?
3. What is the general perception of the therapists and special education teachers on the holding therapy?
4. Do therapists and special education teachers think of holding therapy as an effective tool for behavior modification?
5. What are the advantages and disadvantages of using holding therapy as perceived by the therapists and special education teachers?
6. Would the therapists and special education teachers try holding therapy as a technique if given a chance?

Scope and Delimitation

The respondents of this research were the selected therapists and special education teachers within the vicinity of Las Piñas and Cavite. The data for this research were solely dependent on the response of the therapists and special education teachers derived from the research instruments

Methodology

The researchers employed the descriptive-qualitative survey method. This research discussed the general perception of the therapists and special



education teachers on the technique holding therapy as a form of behavior modification of children with autism.

The respondents for this study were eleven (11) therapists and fifteen (15) special education teachers from institutions within the vicinity of Las Piñas and Cavite.

The researchers interviewed the therapists and special education teachers using the questionnaire to obtain relevant data.

Major Findings

1. Various techniques are being used for behavior modification on children with autism.
2. Therapies and techniques used are effective in behavior modification of children with autism.
3. The perception of the respondents falls on the three sorted group namely: (a) holding therapy as instinctive; (b) holding therapy as similar to current therapy being used; and (c) efficacy of holding therapy may be effective.
4. There are 65.38% of respondents who thought that holding therapy is an effective tool for behavior modification, 19.23% responded with maybe and 15.38% responded with no.



5. All respondents considered the advantages and disadvantages that may happen using holding therapy as behavior modification on children with autism.
6. Eighty-five percent (85%) of the respondents show interest in using holding therapy, if given a chance while 15% were not interested in using holding therapy.

Conclusions

1. Many techniques are introduced for behavior modification of children with autism.
2. Most of the therapies are empirically effective for behavior modification on children with autism.
3. Most of the respondents think that holding therapy is an effective tool for behavior modification on children with autism.
4. The advantages of using holding therapy deals mainly in creating affectionate and intimate relationship with the parents or therapists, while the disadvantages shows that it will depend on the case of the child.
5. Majority of the respondents have affirmative perception since most of them are using the technique but coined with different name.
6. Most of the respondents are willing to use holding therapy for behavior modification on children with autism.



Recommendations

It is recommended to have further studies on the use of holding therapy making it more detailed on how effective is holding therapy on behavior modification of children with autism. A study must be done in wider scale to gather more information since this study focused only on two selected area. It is recommended for future researchers to have more than an interview with the respondents to gather clearer information. Seminars within the country to provide knowledge about the technique should also be considered.

