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A Play-Based Instructional Guide on the Development of the Gross and Fine Motor Skills of Children with Mild Intellectual Disability

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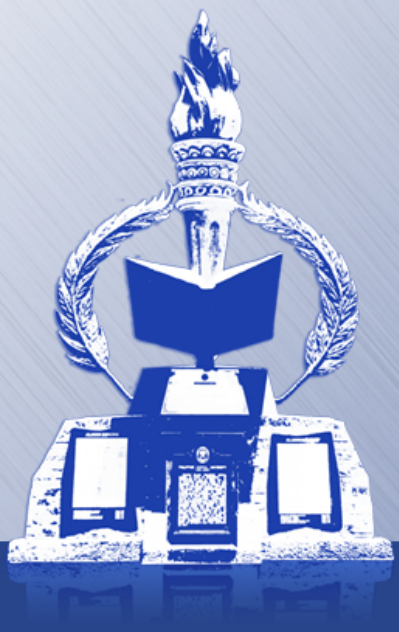

PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education

A PLAY-BASED INSTRUCTIONAL GUIDE ON THE DEVELOPMENT OF THE GROSS AND FINE MOTOR SKILLS OF CHILDREN WITH MILD INTELLECTUAL DISABILITY

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the Requirements for the Degree
MASTER OF ARTS IN EDUCATION
with Specialization in Special Education

VANICA JOY ISRAEL-BALIDOY

March 2016

CERTIFICATE OF APPROVAL

The thesis attached hereto, titled **A PLAY-BASED INSTRUCTIONAL GUIDE ON THE DEVELOPMENT OF THE GROSS AND FINE MOTOR SKILLS FOR CHILDREN WITH MILD INTELLECTUAL DISABILITY,** prepared and submitted by VANICA JOY ISRAEL – BALIDOY in partial fulfillment of the requirements for the degree of **MASTER OF ARTS IN EDUCATION with specialization in Special Education,** is hereby recommended for approval and acceptance.

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Abstract

Name: **VANICA JOY ISRAEL-BALIDOY**

Title : **A PLAY-BASED INSTRUCTIONAL GUIDE ON THE DEVELOPMENT OF THE GROSS MOTOR AND FINE MOTOR SKILLS OF CHILDREN WITH MILD INTELLECTUAL DISABILITY**

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Advisers: **DR. JULIETA A. GREGORIO**
DR. TERESITA G. DE MESA

The purpose of the study was to develop A Play-Based Instructional Guide on the Development of the Gross and Fine Motor Skills of Children with Mild Intellectual Disability. The descriptive-developmental research design was used.

The specific objectives were: (1) identify the gross motor and fine motor skills needs of the fifteen (15) participants in the study using the Gross and Fine Motor Skills Checklist For Four To Six Year-Old Children With Intellectual Disability. This instrument was developed by the Department of Education Special Education Division based on the Early Childhood Care and Development Council Checklist. (2) design the first draft of the instructional guide based on a modified version of Grave's (2006) Seven Procedures Of The Course Development Cycle. First, a review and analysis of the Department of Education

Special Education Curriculum For Kindergarten Children With Intellectual Disability (2009) was made to determine if the activities are play-based and if there are provisions for the development of the specific gross motor and fine motor skills needs of the participants. Second, based on the data gathered on the limited number of play-based activities and the lack of adequate information on the provisions for the development of motor skills, the design of the instructional guide was made and the first draft was prepared. Fifty (50) play-based activities were developed. The specific provisions for the motor skills needs were indicated through behavioral objectives, illustrated procedures on the lesson logs with increasing levels of difficulty. Content validation was established in consultation with three (3) Special Education administrators and two (2) SPED teachers. A Three-point Rating Scale was constructed and used for this purpose. Third, the first draft was revised based on the content validation results after which a preliminary try out was conducted. Five (5) SPED teachers taught the participants in groups of three. The researcher observed the procedures using a Five-Point Observation Rating Scale developed for the purpose. Lastly, the final draft was written.

The following findings were drawn:

1) The gross motor skills needs of the participants were hopping, skipping, throwing, sliding, pushing, pulling, crawling, kicking, galloping, balancing and climbing. The fine motor skills needs were in gripping, grasping, picking, cutting, bilateral coordination, eye-hand coordination and body manipulation.

2) The DepED Special Education Curriculum has minimal play-based activities. There are no specific provisions for the development of the gross and fine motor skills.

3) The proposed Play-Based Instructional Guide developed in the study provides for the gross and fine motor skills needs of the participants. Each skill in the fifty (50) activities have three play-based activities in three levels of difficulty: very easy, easy and difficult. Each lesson has specific behavioral objectives, illustrated procedures, and assessment of learning.

4) The outcome of the preliminary try-out showed that the children's attention was sustained and they acquired the desired skills in the three levels of difficulty.

With the given findings, the study concludes that activities on teaching motor skills that suit the learning characteristics of children with mild intellectual disability and taught through play-based activities meet their needs. The Play-based Instructional Guide is a big help to the teachers that makes teaching an enjoyable experience.

Based on the findings and conclusions of the study, the following recommendations are made:

1) Construct validation of the play-based instructional guide can be established through its s in other SPED programs for children with mild intellectual disability.

2) Additional play-based activities may be developed to address the unique needs of some children with multiple disabilities.

3) The development of sensory-motor activities through the use of manipulatives and courseware can be explored.

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For **Mother Mary, St. Claire and St. Padre Pio's** intercession; and,

Most of all for **God's bountiful and unceasing blessings**…

Thank You!

Vanica Joy-Israel Balidoy

DEDICATION

To God,

the source of all things and for whom we exists;

To my "Mama" Loida I. Balidoy, "**Papa" Virgilio E. Balidoy**

for their love, sacrifices, and encouragement;

To my "Mommy Lourding" Dr. Lourdes P. Israel (+), my grandmother,

for her endless love, understanding and patience in upbringing and implanting

seeds of values and principles as a legacy;

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for all the support, love and prayers;

The children with mild intellectual disability and **their teachers**,

who inspired me in pursuing to touch their lives and help them enhance their skills;

All the researchers,

realizing the true essence of completing a thesis paper and make it as

an inspiration to push to the finish line.

All for the Glory and Love of God.

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CHAPTER 1

THE PROBLEM AND ITS BACKGROUND

1. 1 Introduction

One of the thrusts of the special education curriculum is to strengthen the teaching of gross motor skills and fine motor skills of children with special needs. At the same time, creating the K+12 Special Education Curriculum brings a proactive solution to this need to provide a comprehensive educational program for exceptional children and the Early Childhood Care and Development Council is promoting early children education for young children.

Movement is one of the most important aspects of a young child's life. Most early interactions involve movement. This is true for all children, including children with intellectual disabilities and other special children. It is true that all children progress through developmental motor sequences, however some children may move at a slower, and more awkward or uneven rate. It is important for teachers who are teaching children with special need to understand that some children move more slowly than other typical children in the school. Children with disabilities, who may move differently, are more similar to normally developing children than different. (Davis, K the Value of Movement Activities for Young Children Indiana Resource Center for Autism)

Movement can help children develop their gross motor and fine motor skills and their social and emotional needs as well. Participation in motor activities with schoolmates,

teachers and friends foster friendship and strengthen the social and emotional growth of all children. Children with mild intellectual disabilities and other special children can improve their motor skills, just as typically developing children do. The most effective way to improve motor skills is to practice and utilize motor skills.

Further, the development of motor skills form a significant foundation for the acquisition of many other skills including literacy, handwriting, number skills, self-help skills and the ability to perform many tasks every day. (Owens, 2008).

Most classrooms do not have enough materials for all children to engage in play at once; blocks, dramatic play materials, and sand and water for play and exploration are in particularly short supply. With this right of special children for an appropriate, quality and equal opportunity to basic education services, it is necessary to conduct this study to find out the ways to strengthen and improve the instruction of motor skills specifically to children with intellectual disabilities. It is with great desire that the researcher. wants to fulfill this goal by conducting a study on developing a play-based instructional guide in which special education teachers can use and this output can be of great contribution in the improvement of the special curriculum for children with special needs in terms of a developmentally gross motor skills and fine motor skills activities and age appropriate for children with intellectual disabilities. The development of a play-based instructional guide is an important aspect of improvement in the special education curriculum and the advocacy of the researcher on the rights of children with special needs to an appropriate basic education that will develop their potentials to the fullest

1.2 Background of the Study

Public school special education curriculum has undergone many changes in methods and assessment in the last two decades and it is on revision to accommodate the needs of special children to learn the gross motor skills and fine motor skills which are the pre-requisite skills for reading, drawing and writing. Special education teachers are looking for materials that will augment the teaching of the activities in the current curriculum. The materials needed at present is an instructional guide that will support teachers in planning, implementation and management of teaching gross motor skills and fine motor skills to children with intellectual disabilities. With this reason, researcher avowed to create a play-based instructional guide for teachers to develop the motor skills of children with special needs.

1.2.1 The Importance of Play

Play is an essential part of childhood and has a positive impact on children's overall development. Play builds children's knowledge of self, comprehension of verbal and non-verbal communication and understanding of the physical and social worlds. Children use their fine and gross motor skills in play activities. They think and react to each other socially as to what they are doing or going to do by using their own language to talk with others and even to themselves. Very often they respond emotionally to the play activity. The researches discussed in this section is a product of diversified study on the importance of play

White's research (2012) focuses on how children can benefit from play and imagination in early childhood. She has also studied young children's creation of imaginary companions, and how pretending relates to early social understanding, cognitive development, and school readiness in diverse populations of preschool-aged children. Play may seem simple, yet it is profound to a child's development. Play makes learning something that happens natural and joyfully, when a child laughs and wonders, explores and imagines. Children's behavior at play helps develop their cognitive development.

The play activities stimulate and influence the pattern of connections made between the nerve cells. This process influences the development of fine and gross motor skills, language, socialization, personal awareness, emotional well-being, creativity, problem solving and learning ability. As education theorist Lev Vygotsky put it, "In play a child always behaves beyond his average age, above his daily behavior. In play it is as though he were a head taller than himself." (Whitebread, 2012).

Ginsburg's (2007) study on the importance of play revealed that play is important to healthy brain development. It is through play that children at a very early age engage and interact in the world around them. Play allows children to create and explore a world they can master, conquering their fears while practicing adult roles, sometimes in conjunction with other children or adult caregivers. As they master their world, play helps children develop new competencies that lead to enhanced confidence and the resiliency they will need to face future challenges. Undirected play allows children to learn how to work in groups, to share, to negotiate, to resolve conflicts, and to learn self-advocacy skills."

The authors review several case studies of children engaged in rule-governed play and conclude that the process of learning rules—and of breaking them and making new ones—promotes what they call gamesmanship. They link the development of gamesmanship to the theory of Machiavellian intelligence, which considers social interaction primary in the evolution of human intelligence. They also question the benefits of adult-managed child play and assess the impact it may have on the ability of children to develop gamesmanship (Lancy, D.F. and Grove, A. M. 2011). Howard, J. views concerning the nature and value of children's play as natural behavior or activity that is beneficial for children and is fundamental for their wellbeing and holistic development (cognitive, social, emotional, physical, etc.). (David, 2012).

And the National Trust Literacy summarized the 10 reasons why play is important (2012). 1) Play lays the foundation for literacy. Through play children learn to make and practice new sounds. They try out new vocabulary, on their own or with friends, and exercise their imagination through storytelling. 2) Play is learning. Play nurtures development and fulfills a baby's inborn need to learn. Play takes many forms, from shaking a rattle to peek-a-boo to hide-and-seek. Play can be done by a child alone, with another child, in a group or with an adult. 3) Play encourages adults to communicate with the children in their lives. Adults support play by giving children the opportunity to engage in play, by knowing when not to intervene, and by knowing when to intervene. 4) Play gives children the chance to be spontaneous. You may think your child should be rolling the truck on the ground but that doesn't mean that truck is not equally useful as a stacking toy. 5) Play

gives children choice. Having enough toys or activities to choose from will allow children to express themselves. 6) Play gives children space. To practice physical movement, balance and to test their own limits. 7) Play gives adults the chance to learn how to play again. One of the most challenging parts of play is incorporating yourself in it. 8) Play allows adults to learn their child's body language. Knowing when you should incorporate yourself in your child's play is key. 9) Play teaches adults patience and understanding. If you do choose to join in your child's play make sure that you do not try to take it over and force incorporation of your ultimate learning objectives into their play. Structured adult-led activities have their time and place but remember to allow for time for children to control and decide their own play. 10) Play is fun. Learning to play well, both by themselves and with others, sets children up to be contented and sociable.

The above attributes of play are applicable to typically developing children, engaging in pleasurable, imaginative and socially interactive activity is a natural part of life. Wolfberg (1995) defines play as an activity that is pleasurable, intrinsically motivated, flexible, non-literal, voluntary, and involves active engagement. In contrast, many children with children with intellectual disabilities do not play in a manner that is beneficial to development. Adaptive skill deficits and intellectual sub-average functioning behaviors often inhibit productive play in children with intellectual disabilities s; consequently, this crucial aspect of development should be a target for intervention and this can be done with the utilization of the play-based instruction guide where the teachers can use it as a material in developing the motor skills of these children.

1.3 Theoretical/Conceptual Framework

Children with mild intellectual disabilities can certainly learn and develop their gross motor and fine motor skills as long as there are activities designed developmentally and appropriately according to their age and unique needs. To acquire the pre-requisite skills to learn academic and writing skills, through the gross/fine motor skills activities must now be attained using the play-based instructional guide and appropriate teaching strategies. Figure 1.1.shows how the different concepts were integrated in conducting the study.

Figure 1.1 Conceptual Framework

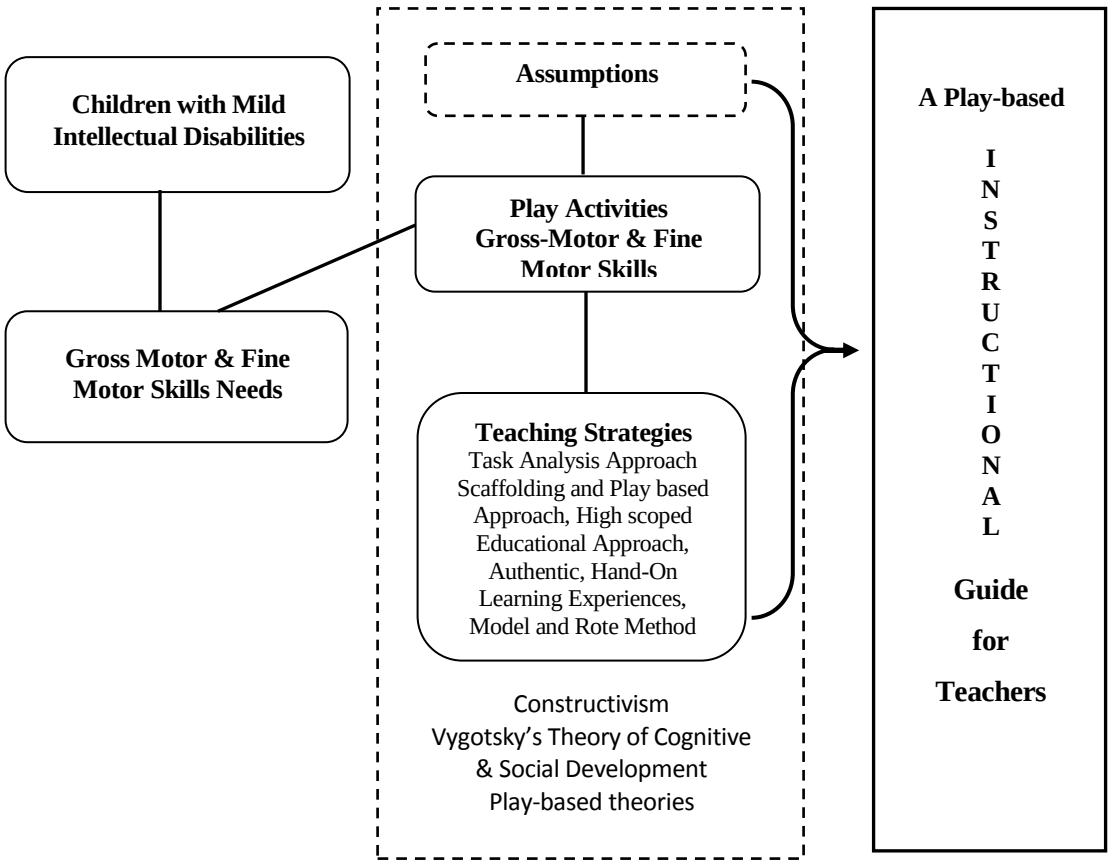


Figure 1.1 shows the conceptual framework of the study. The development of the play-based instructional guide for teaching gross motor skills and fine motor skills starts with the importance of motor skills development among children with mild intellectual disabilities which then resulted to the need of selecting applicable gross motor and fine motor activities and developing a play-based instructional guide as a remedy to the clamor of teachers for a tool to teach motor skills to CWID. Considering the uniqueness of children with mild intellectual disabilities and the nature of gross motor skills and fine motor skills as pre-requisite skills to learn advance competencies, the play-based instructional guide was conceptualized and anchored on two theories, Constructivism and Vygotsky's Zone of Proximal Development that is relevant to the conduct of the study. The theory used in the development of the instructional guide was then supported by instructional strategy that reflects the theory's perspective. The details in the conceptual framework are discussed in the following paragraphs.

1.3.1 Assumptions

In conducting this study, the researcher has postulated four assumptions essential to the application of the definition of intellectual disabilities that: (1) there is a correlation between children with mild intellectual IQ and their achievement in learning and acquiring gross motor skills and fine motor skills; (2) there is an effect of the use of repetitious prompting to CWID learning; (3) children with intellectual disabilities individual's limitations often coexist with strengths; (4) CWID's play behavior and gross motor skills and fine motor skills improve significantly with play-based activities.

With the first belief that there is a correlation between the cognitive ability of children with mild intellectual disabilities and their achievement in learning and acquiring gross motor skills and fine motor skills, the result of the study disclosed that there is a connection and relationship in these two factors. The participants were fifteen (15) children, 6 males and 9 females, who were diagnosed with mild intellectual disabilities and mental ages range from 4-6 years old while their chronological age ranged from 8 to 13 years old

Chapter IV, Table 4.1 on pages 105 showed the evidence that through the result of the pre-test using the checklist on the gross and fine motor skills needs of the participants to identify present gross motor skills of the participants revealed a total mean of 3.33 which interpreted as moderately observed. This implies that the gross motor skills of the children with mild intellectual disability need to be address and develop.

Chapter IV, Table 4.2 on page 109 shows that each specific fine motor skill of the participants is mostly not yet fully developed. It implied that though the participants are chronologically old, their fine motor skills are those of children in the kindergarten/early intervention age group. It means that the fine motor skills developmental milestone of these children is markedly delayed.

The second assumption was proven true that during the try-out of the study, the teachers- participants used the task analysis and scaffolding techniques that the participants were given prompts every time they difficulties to perform the skills until they were able to do the play-skill activities without assistance and promptings. It can be analyzed that the performance of the participants in their gross motor skills had improved based on the result

of the try-out with a total mean of 4.41 which interpreted as Much Improved. (Chapter IV, Table 4.14 on page 137).

With the third assumption, that children children with intellectual disabilities individual's limitations often coexist with strengths showed that on Chapter IV Tables 4.14 and 4.15 on pages 137 and 144, during the try-out, the participants were so eager to perform all the activities at once. At this instance, the study showed that well-designed and appropriate play-based activities kept the participants motivated for experiencing an activity that they have not done before. The strengths that the participants exhibited was their perseverance, patience, eagerness and earnest goal to complete the play-based skills activities to improve their gross motor and fine motor skills with marked improvement.

Lastly, the fourth assumption that CWID's play behavior and gross motor skills and fine motor skills improve significantly with play-based activities, Chapter IV, Figure 4.9 and Figure 4.10 on pages 143 and 151 highlighted that the prepared play-based activities on gross motor skills were suitable and appropriate to all the participants of the study. It has enhanced their gross motor skills as well as their social and emotional aptitude needed for their day-to-day living. Thus, the objective of the study has been attained.

1.3.2 Children with Mild Intellectual Disabilities and Gross Motor Skills and Fine Motor Skills

The significance of acquiring the gross motor skills and fine motor skills is an important milestone of physical development which is needed in performing daily life activities. As physical development happens, the child becomes more and more capable of increasingly complex actions. (Cherry, 2013). The two types of motor skills are: gross or

large motor skills involve large body movement that begins to emerge early. These actions require include walking, running, balancing and coordination. Strength, muscle tone, movement quality and range of the movement are the factors that evaluate the gross motor skills. Berk (2000) describes the motor development as a system because separate abilities in motor skills work together to produce more advances abilities. On the other hand, intellectual disability limits the degree and variety of involvement in play activities, ability to interact independently and initiate conversation with others. Intellectual ability and adaptive skills play an important role in the development of motor skills because it makes the children to perform the different kinds of gross and motor skills activities.

Children with mild intellectual are extremely delayed as the comparison of the motor skill development between a child undergoing normal milestone of growth and a child with intellectual disability. It can be deduced that a child with intellectual disability has developmental delays in almost all the years of his growth. These include balance stability, movements such as running, jumping, hopping, galloping and skipping; physical manipulation such as throwing, kicking and catching; and difficult in achieving fine motor control; coordinating the small muscles in the hands and wrist with dexterity. It includes the inability to perform self-help skills and manipulate small objects such as scissors and writing tools (Anthony, 1995). Understanding the significance of motor development needs of children with mild intellectual disabilities, a carefully designed curriculum play-based activities and age-appropriate teaching strategies can develop these special children's gross motor skills and fine motor skills. In recognition of the unique needs of CWID, it is evident

that creating a play-based instructional guide for teachers is necessary for effective teaching of the motor skills for these children.

1.3.3 The Play-based Instructional Guide for Children with Mild Intellectual Disabilities

At present, the Department of Education Special Education Division is implementing the use of "The New Kindergarten Curriculum for Children with Intellectual Disability" (DepEd, 2013). The curriculum includes seven (7) domains: 1) Gross Motor Skills; 2) Fine Motor Skills; 3) Self-Help Skills; 4) Receptive Language; 5) Expressive Language; 6) Cognitive Skills and 7) Social-Emotional Skills. Each domain composed of different learning competencies, content standards, and performance standards. Different activities are suggested in the curriculum to meet the expected competencies for each child.

The 14 motor skills are needed to develop gross and fine motor skills of children with intellectual disabilities such as walking, climbing, running, balancing, jumping, hopping, skipping, rolling, throwing, sliding, pulling, crawling, kicking and galloping for gross motor skills. Gripping, grasping and pincer grasp, snipping, picking, bilateral coordination, eye-hand coordination and manipulation for fine motor skills. These are the developmental milestones of a child to achieve the improvement on their gross and fine motor skills. Children with intellectual disabilities should be equipped with these skills in order not to affect physical mobility, especially during play activities.

The significant delay in intellectual development as well as severe ability and difficulties in performing adaptive skills, a child with mild intellectual disabilities will be dependent on well-planned play activities to develop their motor skills effectively. This

need entails the knowledge and skills of special education teachers to guide them in teaching children with mild intellectual disabilities. One of the best materials for teaching is an instructional guide. It includes a collection of teaching materials, lessons logs, ideas and activities. It enhances the teacher in understanding the contents, its structure and how each lesson plan contributes to the development of the entire course. It guides the teacher to be able to properly utilize the curriculum play-based activities. The main purpose of the instructional guide is to enable the teachers to execute the play activities creatively and develop further their expertise in teaching children with educational needs.

Children with intellectual disability should continue to engage in play activities for their self-improvement and higher achievement. Furthermore, children can pursue excellence in activities as they encounter different types of well-planned activity games in the integration of teaching. Promoting various activities for children will guide them to go further which helps them to boost their performance and bring out their best potential that they cannot display in the old time of teaching and discussion.

The major concern of teachers is to make their lessons interesting and meaningful. Designing and integrating games through their lessons will help children with intellectual disabilities to overcome their delays to make learning more effective. As Biggs (1999) stated that a Constructive Alignment were children construct meaning from what they do to learn, teacher on the other hand aligns the planned learning activities with learning outcomes. Thus, planning and developing a teacher's guide, aligning it to the children's assessment will result in meeting the expected learning outcomes.

1.3.4 The Theories and Instructional Strategies

To give emphasis on the theoretical foundation this study is rooted and anchored on learning and influential theories of Vygotsky's Cognitive and Social Development, Constructivism and Play Based Theory, Piaget.

The play-based instructional guide for children with mild intellectual disabilities is anchored on the Deped Special Education Curriculum for Special Children and the belief that learning occurs during the interactions between the teacher and the learner. The role of the teacher is to facilitate active learning and discovery by providing the necessary resources and by guiding the learners as they attempt to adapt new knowledge and skills while performing the play motor skills activities. This belief is revealed by Vygotsky's theory of Cognitive and Social development (Psychohawks, 2010) which provided a meaningful social context in the development of learning. His key insight as regards the role of play , Vygotsky was that it makes two crucial contributions to children's developing abilities, which relate to their development of language (and other human forms of 'symbolic representation') and to their developing abilities to control their own cognitive and emotional processes, or to 'self-regulate'. The significance of this insight has become increasingly recognized as the evidence has mounted that these two abilities, language and self-regulation, are intimately inter-related (Vallaton and Ayoub, 2011) and together form the most powerful predictors of children's academic achievement and of their emotional well-being (Whitebread, 2012).

The teacher's role is emphasized in the cognitive development of the child and the need to be supported by a more knowledgeable person. These persons can be the parents, teachers, coach, classmates and friends. The zone of proximity development (ZPD) differentiates between the learner's current development and their potential development when being taught by the teacher and other persons. This theory was also applied in the development of the instructional guide by considering the congruency of the activities is appropriate to the child's level of performance and cognitive skills.

Teaching Strategies

The specific teaching methods used in the study are the following:

1. Task Analysis - Alberto and Troutman defined task analysis as the process of breaking down a complex task into its smaller steps or components. Tasks with many steps or components may be divided into phases for teaching purposes. A task analysis can be developed with the following steps: 1. Complete the task yourself or watch someone else and record the steps; 2. Determine the starting point based on the child's ability; 3. Identify small steps so that your child can succeed; 4. Go through steps with another person (i.e. parents can complete the sequence of steps; with each other). If the person can perform the skill being taught, then the skill has been successfully broken down; 5. Monitor your child's performance. **(**Autism Services (2012).

Forward Chaining - This approach involves teaching a skill beginning with the first step, and then teaching each successive step one at a time until the entire skill has been learned. It is particularly useful when a child has learned the early steps of a sequence,

and/or it is important the skill is learned in a forward sequence. For example; if the skill is for the child to tie their shoe, the first skill to target would be to put their foot in the shoe, once that skill is acquired, your child would be expected to put their foot into their shoe, and tie the laces into a bow.

Task analysis techniques can also assist in the development of instructional guide, as the structure that is implicit within the design of an interface is more easily revealed when represented in such a way. In this study, the procedures of the play skills on developing the gross and motor skills of the participants followed the structure of task analysis.

2. Scaffolding – is another important feature of Vygotsky' theory, this refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. Teachers provide successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. In this technique, the supportive strategies are slowly removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the student. For example, in walking the line activity the teacher shows to the children the straight lines on the floor; let them step on the line; tell the children to raise their right foot moving forward and then step on the line; next, ask the children to raise their left foot moving forward and step on the line. Once they have performed the steps, ask them to do it again by walking on a straight line.

One of the main goals of scaffolding is to reduce the negative emotions and self-perceptions that students may experience when they get frustrated, intimidated, or discouraged when attempting a difficult task without the assistance, direction, or understanding they need to complete it (Glossary of Education Reform, 2014).

When the teacher provides support for a child, they will adjust the amount of help they give depending on their progress. For example when a child is learning to walk might at first have both their hands held and pulled upwards. As they learn to support their own weight, the teacher might hold both their hands loosely. Then she might just hold one hand, then eventually nothing. This progression of different levels of help is scaffolding. It draws parallels from real scaffolding for buildings; it is used as a support for construction of new material (the skill / information to be learnt) and then removed once the building is complete (the skill/information has been learnt). (Psychohawks, 2010). This technique is also true with the execution of the play skills activities, the procedures are arranged step by step and as the participants perform, support is only given on a limited time until they can work on their own and independently. Scaffolding and differentiation do have something in common. When teaching a play-based activity which is appropriately scaffold a lesson or differentiate instruction, the student and collective zone of proximal development (ZPD) should be taken into consideration. ZPD is the distance between what the learners can do by themselves and the next learning that they be helped to achieve with competent assistance of the teacher (Alber, 2014).

3. The Play-Based Learning Approach (McGolerick, 2013) is applied in this research as a context for learning where children with mild intellectual disability are enabled to understand, individually demonstrate and participate in executing the gross and fine motor skills acquired from the organized sets of manageable lessons and activities in the output of the study. Play-based learning is a context for learning through which children organize and make sense of their social worlds, as they actively engage with people, objects and representations' (The Council of Australian Governments. (2009)

Learning through play is a term used in education and psychology to describe how a child can learn to make sense of the world around them. Through play children can develop social and cognitive skills, mature emotionally, and gain the self-confidence required to engage in new experiences and environments.

4. High Scope is an example of a teacher-led approach. The philosophy is that children should be involved actively in their own learning. Adults working with the children see themselves more as involved facilitators of play rather than managing the play itself. The High/Scope Approach roots in constructivist theory wherein children learn by mentally and physically interacting with the environment and with others.

1.3.5 Gross Motor Skills and Fine Motor Skills and Importance of Play

The fine motor skills or small motor skills involve the smaller muscles in the fingers, toes, eyes and other areas. Activities like drawing, writing, grasping objects and waving are some of the actions require being more complex. Control of the arms and hand result in the development of the fine-motor skills because fine motor skills require coordination of

emerging abilities, they also require a system approach to development, Berk (2000). The skill developed is the ability to grasp an object which requires coordination of the eyes and hands. When fine motor skills are developed, children with mild intellectual disabilities can engaged in handwriting tasks, art work and pre-vocational/vocational program activities.

However, children with intellectual disability have delay or impairment in their gross and fine motor skills or developmental coordination disorder. According to Rivard (2011) developmental coordination disorder occurs when a delay in the development of motor skills and difficulty coordination movements which results to interfere child's activities and everyday tasks of daily living and academic achievement. Children with intellectual disability also experience difficulty in learning new motor skills, activities that require constant change of body position and coordination. Poor control and poor balance particularly in activities exhibit by children with intellectual disability.

The following educational theories are well established and remain in the heart of good practice in early childhood education. These theories support the learning and teaching pedagogy strategies in designing and development of the play-based instructional guide (Welshs Gov't. 2008)

Froebel, first educator who introduced play is the work of children. Central to his theory was the development of the whole child through play and active learning. Froebel was the first person to formulate a theory of pre-school education with a carefully planned curriculum based on key learning experiences, offering structured teacher-directed activities within which children had the opportunity to play. He stresses that play is a great factor in

physical and motor skills development. His first kindergarten in 1837 featured games, action songs, stories and crafts to stimulate imagination which develops physical and motor skills. He believed children needed real experiences and to be physically active and considered that there was a link between play and learning. The play-based activities of the study played a significant role in improving the social skills of the participants in dealing with one's classmates, teachers and their parents.

More so, it strengthened the motor skills of the participants (Macintyre, C. 2008)

Piaget's constructivist theory is based on the belief that children are active participants who construct learning by interacting with their environment and making connections between new experiences and previous learning. Constructivist theory acknowledges children as active not passive learners. During the sensorimotor stage, child's senses, reflexes and motor abilities develop rapidly. Babies use all their senses: touch, taste, smell, hearing and sight to learn how to make purposeful movements, how to make sense of things, how to speak and how to perform other skills. They are busy discovering the relationships between their bodies and environment. Piaget calls this the sensorimotor stage because the early manifestations of intelligence appear from sensory perceptions and motor activities. Cognitive development is built through the infant's physical interactions with the environment. When the play-based instructional guide was designed, a pre-test evaluation of the the current ability of the participants was performed. The results of the pre-test were used in determining the selection of play activities which will be included in the instructional guide.

Lev Vygotsky - The Social Interaction Theory of the Russian psychologist Vygotsky has made a significant contribution to our understanding of children's learning. He maintained that play and speech development are important factors in the learning process. Through communication and social interaction with adults or more knowledgeable peers children can achieve higher levels of understanding than they would independently. The gap between what children can achieve unaided and what they can achieve with support and guidance he called the 'Zone of Proximal Development' (proximal = next). He pointed out that what a child can achieve with assistance today, a child will be able to achieve independently tomorrow. He emphasized the role of the practitioner in matching learning activities to the child's level of development and encouraging progression in a child's thinking. The term 'social constructivist theory' is sometimes used to describe the collaborative approach to learning that involves interaction between the learner and more knowledgeable others.

A second key concept derives from Vygotsky's concept of zone of proximal development (Kozulin, 1986). When children work on tasks that cannot be accomplished alone but can be successfully completed with the assistance of a person competent in the task, they are said to be working within their zone of proximal development.

The development of play activities will help special children in enhancing their gross and fine motor skills. Activities will not only help children with intellectual disabilities while learning and enjoying. Enhancing their gross and fine motor skills is the primary concern of special education teachers. Developing play activities parallel to the

Kindergarten Curriculum for Children with Intellectual Disabilities, in which one of the 7 domains focuses on the enrichment of their gross and fine motor Skills, will help teachers in integrating play activities in their lessons aside from what is traditional or stated on the learning competencies.

The motor development domain is divided into two sub-domains: the gross motor skills and fine motor skills. One of the benchmarks or expectations in a child to attain in the gross motor development is to show control and coordination of their body movements involving the use of their large muscles while coordination of the hand and finger movements or the use of small muscles in the development of the fine motor skills. The content and performance standards of the learners are on the locomotor skills such as such as walking, running, skipping, jumping, and climbing correctly. The non-locomotor skills are pushing, pulling, swaying, and bending correctly; receptive and projective (manipulative) skills such as throwing, catching, and kicking correctly. The fine motor skills are cutting, writing, drawing, and using spoon and fork correctly.

Various activities are presented in the learning domains of the curriculum to promote the developmental tasks and milestones of 5 to 6 year-old children with mild intellectual disability. Activities for each domain are dramatic plays, visual art and different dances for aesthetic and creative development, routine exercises, obstacle relays, art activities and different game activity for motor development, pretend play, free play, board games, for expressive language, cognitive and social emotional skills.

A cursory analysis of the play-based activities in the DepEd Kindergarten Curriculum for Children with Mild Intellectual Disability shows that more of these activities can be developed for inclusion in the learning domains of the curriculum for the reasons cited in the first part of this chapter (pp.1-2).

When children are able to exercise fine and large motor skills through play, they will master proficiency in controlling movements of the large and small muscles of the body. Play-based activities have educational benefits as it provides meaningful context for children to learn concepts and skills; makes learning fun and enjoyable; encourages children to explore and discover together and on their own; allows children to extend what they are learning; encourages children to experiment and take risks; provides opportunities for collaborative learning with adults and peers and lastly, it allows for the practice of skills, Snuggs (2008). Furthermore, the play-based program of activities will also contribute to the intellectual, social, emotional, creative and aesthetic development of children with intellectual disabilities.

1.3.6 The Play-based Instruction Guide for Children with Intellectual Disabilities

The play-based instructional guide which was developed by the researcher for this study shows how the task analysis techniques was used in designing the procedures of teaching the motor skills activities step by step. The teachers will use this instructional guide in developing and enhancing the gross motor skills and fine motor skills of children with mild disabilities. In addition, scaffolding will be used in combination with task analysis technique. Combining both strategies will the instructional guide further more responsive to

the gross motor and fine motor skills needs of children with intellectual disabilities. Using the said approaches, the teacher will assist the child with intellectual disabilities in using their hands, eyes, feet, hands, palms and fingers to explore and understand the different activities materials that the child will be using in performing a particular gross motor and fine motor skills. It will include employing the different parts of the body in performing the play-based motor activities.

Aside from equipping the teacher's guide with specialized approach and strategies in teaching gross motor skills and fine motor skills activities for children with mild intellectual disabilities, the researcher prepared the content of the instructional guide and aligned it with the standards or milestones set upon in motor skills. Thus, part of the development of the teacher's guide is the preparation of a table of specification to ensure that aside from learning gross motor skills and fine motor skills, the skills that children with mild intellectual disabilities will learn matches the given standards or milestones which are expected on all learners.

The modified version of the course development in writing instruction guide was used to make the process efficient and systematic. It covers six areas work on, I. Review and analysis of related literature and local materials; II – Identify the Gross Motor and Fine Motor Skills needs of the participants.; design and develop the first draft of the instructional guide; submit the first draft to expert for validation; revise and write the final draft; conduct a preliminary try out and finalize the instructional guide. The play-based instructional guide was submitted to experts for consultation and evaluation to determine if it meets the standard

and if it is appropriate for its target users and learners.

Together, the research summarized here makes a strong statement for the benefits of play. Much of the research on the benefits of play is correlational; we cannot say for certain whether play itself is the cause for learning or development in those cases, there other factors that contribute to motor development of children with mild mental retardation such as the participation of other specialist like the physical and occupational therapist. Through the presentation of research on various, overlapping styles of play, this paper illustrates the impact of play on the whole child. In the short and long term, play benefits cognitive, social, emotional, and physical development. Children learn cognitive skills such as creativity, problem solving, divergent thinking, mathematics, and language.

The gap is seen that most of the studies conducted are experimental, above in the areas of creativity, language, social skills, socialization, social understanding, and coping and emotion regulation. It focuses directly on the benefits of play to children while the present study is thinking of helping special education teachers to become more skillful in handling special children learn motor skills activities.

The present study makes a clear statement that the developed play-based activities will improve the gross motor skills and fine motor skills of children with mild intellectual disability, its method was developmental research and it is designed for teachers to improve their skills in teaching motor skills development among special children. Finally, we know that culture can impact parents in supporting any educational program for their kids in the school.

1.4 Statement of Purpose

Considering the best way to the education children with mild intellectual disabilities, teachers considers to anchor their teaching on the theory of constructivism as it focuses on structuring learning activities that help students become aware of their prior knowledge and the ways in which this knowledge develops over time.

This theory states that learning is an active process of creating meaning from different experiences. In other words, students will learn best by by trying to make sense of something on their own with the teacher as a guide to help them along the way.

Primarily, this study intends to develop a play-based instructional guide to develop the gross motor and fine motor skills of children with mild intellectual disabilities for children at Pinaglabanan Elementary School, Quezon City.

Specifically, it aims to achieve the following objectives:

1. identify the gross motor skills and fine motor needs of the 15 participants in the study using the Gross and Fine Motor Skills Checklist for 4 to 6 year-old children with intellectual disability. The checklist was modified by SPED teachers using the the Early Childhood Care and Development Council Checklist and the SPED programs for children with intellectual disability as bases;
2. develop the play-based instructional guide following a modified version of Grave's (2006) Seven Procedures of the Course Development Cycle as and the design adheres to the teaching-learning cycle of constructivism;

3. validate and try-out the developed play-based instructional guide following a criterion-referenced standard on the suitability and attainability, measurability of its objectives, content, activities and procedures
4. finalize the developed play-based instructional guide

1.5 Significance of the Study

The study is timely and relevant today because today is the extensive period of dissemination and training of teachers in preparation for the implementation of the K+12 curriculum not only to typical learners but also to children with special needs. Modules and other teaching materials are being written and produced by curriculum developers and teachers. The play-based instructional guide will be an added feature in the teaching materials that have already been developed and this study will a great contribution to the Special Education Division of the Department of Education. Thus, the study will be useful to the following:

The Participants of the Study. The ultimate beneficiaries of the study are the children with mild intellectual disability whose motor and social skills can be enhanced and at the same find enjoyment playing with their classmates.

Special Education Teachers. The play-based instructional guide will help them plan, implement and manage the teaching of gross motor and fine motor skills to their students. The play-based instructional guide will be a handy reference that can supplement the current DepED SPED Curriculum.

Parents. The output of the study will promote awareness on the status of their child's motor skills' needs and abilities; hence, the instructional guide can be used in teaching their children at home. As a result of the study, home-play-based activities can be prepared by parents to enhance further the motor skills of their children.

School Administrators. They can make the findings of the study as basis of formulating their plans in improving the Sped programs of their school. It may serve as a motivation to improve the school facilities i.e. the playground and purchase play materials and tools to support the implementation of the instructional guide. The dissemination and used of the instructional guide may be patronized by other schools.

Researchers. The play-based instructional guide can be a reference for further researches on material development for children with mild intellectual disabilities and other special children as well.

1.6 Scope and Delimitation of the Study

This study seeks to develop a play-based instructional guide for developing the gross motor skills and fine motor skills of children with mild intellectual disabilities. The importance of play, the different theories on play-based activities, play-based instruction guide for children with intellectual disabilities, gross motor and fine motor skills needs, characteristics of CWID, teaching technique were studied and discussed in this section of the research conducted. The participants of the study are 15 children with mild intellectual disabilities. The locale of the study is at Pinaglabanan Elementary School since this is the school where the researcher teaches.

The play-based instructional guide contains activities for the gross motor skills and fine motor skills. The gross motor skills activities is composed of thirteen (13) skills and three (3) lesson plans each ; and seven skills (7) with three (3) lesson plans for fine motor skills play activities.

Furthermore the study has some deficiencies in investigating students' conceptual understanding about the topic, but further research should be undertaken in order to investigate its effectiveness in a comparative manner:

1. This study only focused on the effectiveness of the implementation of the play-based activities in Pinaglabanan Elementary School, the researcher does not claim that it can be generalized in other areas. Research done on this topic in the locale of the study might have quite different findings if it was implemented in other schools.

2. The try-out should have done on a longer time to ensure mastery of the skills, the children can acquire from the play-based activities. Some of the activities in the try-out should have been analyzed more as there were participants who find the activity easy to do. An alternative activity should have been provided or the more advance activity in the instructional guide should have been given to these children. Another research method could be used to get different findings.

3. For a more complete picture the successful implementation of the study, the opinions of the school principal, parents, teachers and other supporters could also have been sought and documented.

1.7 Definition of Terms

The following terms are defined in the context in which they were used in the study:

Adaptive Skills. These refer to the practical, everyday skills needed to function and meet the demands of one's environment, including the skills necessary to effectively and independently take care of one's self and to interact with other people. These include basic self-care skills such as dressing, feeding, grooming, toileting and hygiene.

Children with mild intellectual disabilities. These refer to children whose intellectual functioning is well below average and have significant difficulties in daily living skills.

Fine Motor Skills. These refer to the child's ability to use the small muscles of the body like those of the hands, wrists, fingers, feet, toes, lips and tongue. Fine motor skills include smaller actions such as grasping, picking, holding and others.

Gross Motor Skills. These refer to the movements of the large muscles of the body like those in the arms, legs and entire body such crawling, walking, sitting, running and jumping.

Instructional Guide. This refers to the gross motor skills and fine motor skills' lessons plans and activities developed in the study that teachers can use as a reference in teaching play-based activities to children with mild intellectual disabilities.

Play-based activities. These refer to those activities which highlighted play as basis for instruction to children. They are experiential, participatory and interactive and developmentally appropriate activities because the instructional guide was developed according to patterns and stages of child development and suit the needs of the individual child.

Scaffolding. This is a method in teaching the skills based on Vygotsky's theory by guiding the child to move progressively toward completing a task through the teacher's support and prompts helping the child reach a higher level of comprehension and skill acquisition without assistance.

Task Analysis. This is a method in teaching the skills by breaking down the task into a systematic step-by-step procedure.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter presents the related literature and studies pertinent to the current study that assisted the researcher shape her study.

2.1 Conceptual Literature

The literature provides the essential theories, concepts and directions regarding the development of the play-based intervention guide**,** child growth and development, the characteristics of children with intellectual disabilities in terms of their gross and fine motor skills and the activities appropriate for these children. It gives a solid foundation for the researcher to conduct the present study.

Characteristics of Children with Mild Intellectual Disability

Intellectual disability is characterized by significant limitations both in intellectual functioning, reasoning, learning, problem solving and in adaptive behavior, which covers a range of social and adaptive skills needed for daily living. These limitations will cause them to learn and develop more slowly than a typical child and the severity is determined by the discrepancy between the individual's capabilities in learning and in the expectations of the social environment.

Children with intellectual disabilities and considered as intellectually disabled are in the mild range of intellectual functioning with an IQ of 50 to 70. It may take longer for them to learn to speak, walk and take care of their personal needs such as dressing and eating. They are likely to experience difficulties learning in school. They will learn, but it will take a long time to acquire the skills from the different learning areas in the special education curriculum.

Children with intellectual disabilities have traditionally been classified by the degree or level or intellectual impairment as measured by an IQ test. The most widely used classification method cited in the professional literature is consists of four levels of intellectual disability. According to the range of IQ scores as shown on the range of scores representing the high and low ends of each level indicates an awareness of the inexactness of intelligence testing and the importance of clinical judgment in determining level of security. (Heward, 2007).

A child with intellectual disability displays a low academic achievement due to sub-average intellectual functioning. They are likely to be slower in reaching levels of academic achievement compare to their peers. Attending tasks are difficult for some children. Attention of these children tends to be distracted by irrelevant stimuli rather than those that pertain to lesson. They also have difficulty in sustaining their attention to learning tasks. Those attention problems contribute to the development of problems such as difficulties in remembering and generalizing newly learned lessons and skills. However, many children are able to reach some level of development of learning, but it takes it much longer.

Limitations in intellectual capacity often include difficulties with memory recall; task and skill generalization and these students may demonstrate a tendency towards low motivation and learned helplessness. Issues in adaptive behavior may include difficulties with conceptual skills, social skills and practical skills. Individuals with intellectual disabilities also often exhibit deficits in self-determination skills as well, including skill areas such as choice making, problem solving, and goal setting.

The fact that limitations in present functioning considered within the context of community environments" emphasizes that criterion by which a person's functioning is compared must be observed within typical community environments such as home and school among same-age peers from similar linguistic or cultural backgrounds (Wehmeyer and Obremski ,2015).

Although children with intellectual disabilities exhibit the same ranges of social behavior and emotion, frequently they display inappropriate responses to social and emotional situations because they have difficulty of generalizing information or learning from their past experience. Children with intellectual disabilities often do not fully understand what is expected of them and they might respond inappropriately because they have misinterpreted the situation rather than because they lack appropriate responses.

AAMR's "2002 System" provides conceptual and procedural recommendations for functionally classifying intellectual disabilities according to a profile of needed supports. The classification of supports for children with mild intellectual disability shows the intensities of supports for individuals with intellectual disability and it is classified according

to four levels of intensities as 1) intermittent level of support is only given to the child on a needed basis and on an irregular schedule. In this situation the child is allowed to support himself on his own and will just call for help when it is need; 2) the limited level of support is characterized with its consistency of assistance is done over-time and it is time limited; 3) in the extensive level of supporting the child is characterized by regular involvement like daily assistance in feeding and toileting; prompting on some working skills and it is done in the least restrictive environments such as at work or at home. The extensive support is not time-limited; it is a long-term support and long-term home living support; 4) the pervasive level of support is characterized by their constancy and high intensity; provided across environments; potential life-sustaining nature. Pervasive supports typically involve more staff members and intrusiveness than to do extensive or time-limited supports.

The 2002 system changed the focus of evaluation from determining what place an individual held on the IQ continuum to what can the person do and what supports does the person need in order to function better. (Luckasson and Reeve, 2001). This approach represents a change from classifying mental retardation on the basis of an individual's intellectual deficiencies of supports needed to improve functioning in her school, home community, and work environments.

As defined by Diagnostic and Statistical Manual of Mental Disorder (DSM-5) intellectual disability involves impairments of general mental abilities that impact adaptive functioning in three domains or areas: (1) conceptual domains (skills in language, reading, writing, math, reasoning, knowledge and memory) (2) social domain refers to empathy,

social judgment, interpersonal communication skills, ability to make and retain friendships and similar capacities and (3) practical domain centers on self-management in areas such as personal care, job responsibilities, money management, recreation and organizing school and work tasks.

Intellectual disability does not have a specific age requirement; an individual's symptoms must begin during the developmental period and are diagnosed based on the level or severity of deficits in adaptive functioning. Four levels of children with intellectual disability are mild, moderate, severe and profound. The various levels of severity are defined on the basis of adaptive functioning and not IQ scores, because it is adaptive functioning that determines the level of supports required. (Quintero, 2013)

Children with intellectual disabilities have substantial deficits in adaptive skills. These skills come from adaptive behavior or the conceptual, social and practical skills that individuals have learned and use in their daily live. There are ten adaptive skills needed to be addressed in order that children with intellectual disabilities can take care of themselves. It covers the areas of self-care, communication, self-direction, self-direction, social skills, leisure skills, home or school living, functional academics, community use, work and health and safety. Self-care involves eating, bathing, dressing, grooming, hygiene of one's self; communication covers understanding and using verbal and nonverbal language needed for communication with other people including vocabulary, responding to questions, conversation skills; self-directions comprise of independence, responsibility and self-control, including starting and completing tasks, keeping a schedule, following time limits, following

directions and making choice; social skills imply to interact socially and get along with other people, including having friends and recognizing emotions and social cues, understanding fairness and honesty, obeying rules and laws; leisure skills entail taking responsibility for engaging and planning leisure and recreational activities including playing with others, engaging in recreation at home, following rules in games and other; home or school living engages the skills needed for basic care of a home or living setting, including housekeeping, cooking, laundry, property maintenance, repairs, food preparation, performing chores and maintaining living space; functional academics are the basic reading, writing, math skills and other academic skills needed for daily, independent functioning; community use are the skills needed for functioning in the community including use of community services, shopping skills, using public transportation; work is the ability to maintain part-time or full-time employment, completing work tasks, working with the supervisors and following a work schedule; and health and safety are the skills needed ability to protect one's self and to respond to illness and injury, including following safety rules, using medicines.

These skills along with proper support, will allow individuals with intellectual disability to become in independent to have a fulfilling lives.

Principles of Play

The Core Characteristics of the Play-Based Learning Approach believe on the following principles of play: 1) Play is an especially important aspect of early learning due to the plasticity of the child's brain. The characteristics of play are key components

of learning at later ages as well. 2) Playful learning supports academic outcomes. The emphasis is on learning - in a very fun way. It is not the same as playing at home or some place outside the school where the activities are unplanned and may be loud, messy and chaotic. 3) Playful learning is the natural way for pre-schoolers to learn. Play that supports learning are enjoyable, challenging, intrinsically motivated, engaging and social. 4) Play-based activities are rooted in basic motor skills together with social skills like waiting for one's turn, sharing, self-control, making friends, and getting along well with others. 5) Playful learning goes a long way toward fostering healthy development and setting the stage environment that lets kids just be kids.

Comparison of the Motor Skills of Children with Intellectual Disabilities to the Normal Developmental Milestone of Normal Children

A child with intellectual disability involves significant limitations both in intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills. There are some changes in the areas of motor, language, personal-social and cognition for example a child with motor difficulty has problems in achieving motor control; moving the large muscles in the body, especially the arms and legs. These include balance stability, movements such as running, jumping, hopping, galloping and skipping; physical manipulation such as throwing, kicking and catching; and difficult in achieving fine motor control; coordinating the small muscles in the hands and wrist with dexterity. It includes the inability to perform self-help skills and manipulate small objects such as scissors and writing

tools (Anthony, 1995). Furthermore, there are children with intellectual disabilities who can approximate the normal milestones of development like their normal peers.

Development of motor skills includes the gross and fine motor skills, which are physical actions that involve movement of the muscles. The gross motor skills involve the larger movements of the arms, legs, feet, or the entire body when crawling, running, and jumping. The fine motor skills involve the smaller physical actions such as grasping an object between the thumb and finger.

In comparing the normal developmental milestones of motor skills among typical growing children and the motor skills development of children with intellectual disabilities ages; it can be deduced that a child with intellectual disability has developmental delays in almost all the years of his growth. For instance, a 1-4 month old normal baby can raise head slightly when lying on stomach, starts to use palm grasps, sucks and rooting, movements, kicks when lying and rolls side to back, swipes at dangling objects with hands while the child with intellectual disability can only hold his head slightly and there is minimal movements on hand and body

Another situation is for a child at 1 to 2 year old can already perform gross motor and fine motor skills such as begins learning the basics of self- movement, kicking, jumping, begins to walk without assistance, gets up/down stairs holding onto rail, begins to master the skills needed for hand- mouth coordination, builds 6 cubes, holds crayons or pencil, removes shoes and socks, develop use of both hands. The child with intellectual disability at this age range is already experiencing difficulty in body movements such as

standing (with assistance) walking, kicking and jumping , poor coordination with hand movements, develops hand movements such as wiggling and shaking, can crawl in slowly.

The comparison made by this study showed marked developmental delays among children with intellectual disabilities in the areas of gross motor and fine motor skills while the normal children have already acquired those skills in their designated year/s of growth. Children with intellectual disabilities follow the same developmental pattern as normal children but at a slower pace. Their disability affects their ability to use their senses or their physical mobility to perform tasks. They display physical and motor delays and often related to limited attention and comprehension than motor control deficits. Delays in the physical development have a restriction that affects the use of their limbs, hands, trunk, control, mobility and strength.

Theories on Motor Development

LaBouff (2001) cited the ecological theory of Gibson as an approach to motor control. This theory embraced that all movements and actions are influenced or constrained by the environment. According to Layoff, environmental information is necessary to shape or modify the characteristics of movement to achieve specific actions or tasks. Hence, children with intellectual disability must have the perception of the environmental factors and sensory information that will guide them to coordinate movements to accomplish a desired goal-directed task. Children with intellectual

disabilities must organize their actions that are specific to the desired task within the environment in which the task is being performed.

The ecological theory of motor control has two integrated concepts of motor control. They are the motor program theory and the dynamical systems theory. Motor program theory is an instruction program proposed by Schmidt (1975). It is defined as motor control or motor movements, which are planned, organized, initiate and carries out intended actions. This theory is applied with the proposed play based program for children with intellectual disabilities. Activities will be designed appropriate for their gross motor and fine motor development.

Whereas according to Thelen and Smith (2006), the Dynamic System Theory infants assemble motor skills by perceiving and acting. For children with intellectual disabilities to develop their motor skills, they must perceive something in the environment that motivates them to act and then use their perceptions to fine-tune their movements. With the prepared play-based activities, these children with intellectual disabilities will be motivated to play, and their gross and fine motor skills will be enhanced as they perform the appropriate varied games designed for them.

The new behavior is the result of many converging factors: the development of the nervous system, the body's physical properties and its possibilities for movement, the goal the child is motivated to reach, and the environmental support for the skill, Hofsten (2008).

Furthermore, the sensorial education method of Maria Montessori supports the mentioned theories because the child can experience the freedom to interact independently

in a prepared environment that is filled with age appropriate child size furnishings and toys. With Montessori's philosophy on the prepared environment where the classroom is arranged systematically to promote the child's progressive interests and personality development, children with intellectual disabilities can work on the varied tactile materials on their own pace and interests. Exercises on daily living, sensory materials and conceptual elements promote the child's construction of independence, self-control, self-reliance and intrinsic rewards. Thus, working on a home atmosphere, the children enjoy working with enthusiasm and peace. Montessori recognized the connection between mental and motor development whereby one promotes the other and the working of the mind and body elevates the child to higher learning planes.

Cherry (2013) in her article on early childhood development considers motor skill development as an important milestone of physical development. She elaborated that as physical development happens, the child becomes more and more capable of performing increasingly complex actions. The two types of motor skills are gross or large motor skills involve large body movement that begins to emerge early. These actions include walking, running, balancing and coordination. Strength, muscle tone, movement quality and range of the movement are the factors that evaluate the gross motor skills. Berk (2000) describes the motor development as a system because separate abilities in motor skills work together to produce more advances abilities.

As proven during the try-out of the study, the play-based activities provided the time to enhance and more advance gross and motor skills was developed among the participants

as they further take part in non-competitive games of the annual Camp Pag-ibig for Special Children and compete in different sports of the Philippine Special Olympics.

The fine motor skills are the skills that involve the smaller muscles in the fingers, toes, eyes and other areas. Activities like drawing, writing, grasping objects and waving are some of the movements that require the development of fine motor skills. Control of the arms and hand will result in the improvement of fine-motor skills because it requires the coordination of emerging abilities, and a system approach to development, Berk (2000). An example of this is the ability to grasp an object requires eye and hands coordination. When fine motor skills are developed, children with mild intellectual disabilities can engaged in handwriting tasks, art work and pre-vocational/vocational program activities.

The 14 motor skills identified in this study are the ones needed to develop the gross and fine motor skills of children with intellectual disabilities. These motor skills are walking, climbing, running, balancing, jumping, hopping, skipping, rolling, throwing, sliding, pulling, crawling, kicking and galloping for gross motor skills. Gripping, grasping and pincer grasp, snipping, picking, bilateral coordination, eye-hand coordination and manipulation for fine motor skills. Children with intellectual disabilities should be equipped with these skills in order not to affect their physical mobility, especially during play activities.

Oswalt (2013) discussed the child development theory specifically the gross and fine motor development. Children continue to build their gross motor skills; the large-scale body movement skills such as walking and running that they first learned during earlier

developmental stages. Children refine their gross motor control during middle childhood age, learning to master where they hop, skip, throw and jump. They also gained improvement on control and coordination due to increases in their flexibility, balance and agility. At the same time, children's fine motor skills continue to develop which can be distinguished from the gross motor skills because it requires hand-eye coordination.

However, children with intellectual disability have delay and impairment in their gross and fine motor skills or developmental coordination disorder. According to Rivard (2011) developmental coordination disorder occurs when a delay in the development of motor skills and difficulty coordination movements which results to interfere child's activities and everyday tasks of daily living and academic achievement. Children with intellectual disability may be clumsy or awkward with his/her movements and may experience difficulty with gross and fine motor skills. They also experience difficulty in learning new motor skills, activities that require constant change of body position and coordination. Poor control and poor balance particularly in activities exhibit by children with intellectual disability.

Uyanik (2011) cited the definition of sensory integration theory as the "organization of sensory input for use" (Ayres 1979). This process involves the spatial-temporal usage of the sensory information of an individual that he gets from his body and environment and the perception, interpretation and integration of information in order to plan and form organized motor behavior. According to this theory, mild and moderate problems in learning are related to motor in coordination and weak sensory process, Ayres et.al. (1997).

Furthermore, she believes that that in order to develop both motor and cognitive skills, the human brain has to internally digest a route (process) continuing feedback from all senses, particularly visual-perceptual and proprioceptive (including vestibular). If some of that input goes missing or is misrouted, brain circuitry becomes mixed up, and that can slow gross- and fine-motor maturation and delay cognitive development as well. These problems can manifest in many ways, from clumsiness to dyslexia to poor math skills of children with intellectual disability.

In addition, tactile, vestibular and proprioceptive system in motor development is important in achieving normal motor development and coordination, (White-Traut, R., Nelson, M.N., Burns, K. and Cunningha, N. (2006). It gives us information needed not only for visual perception, motor planning, and body awareness, but also for academic learning, emotional security, and social skills. Joint and muscle sensations that come through this system are closely connected to both the tactile and the vestibular systems. Because they are so interrelated, professionals sometimes speak of "tactile-proprioceptive" or "vestibular-proprioceptive" processing.

Tactile-proprioceptive (or "somatosensory") perception refers to the simultaneous sensations of touch and of body position. This perception is necessary for such ordinary tasks as judging the weight of a glass of milk or holding a pencil efficiently in order to write.

Vestibular-proprioceptive perception refers to the simultaneous sensations of head and body position when the person actively moves. This perception is needed for throwing a ball or climbing stairs. This information was taken into consideration during the preparation

of the play-based intervention guide to develop the gross and fine motor skills of children with intellectual disabilities including the materials and equipment to be used.

The functions of proprioreception are to increase body awareness and to contribute to motor control and motor planning (praxis). Proprioception helps us with body expression, the ability to move our body parts efficiently and economically. It allows us to walk smoothly, to run quickly. Climb stairs, to carry a suitcase, to sit, to stand, to stretch, and to lie down. It gives us emotional security, for when we can trust our bodies, we feel safe and secure. Proprioception is the unconscious sense of body movement, such as when we automatically hold our bodies upright in a chair.

The modern theories of play explain why play exists. They may also try to determine play's role in the child's development and in some cases specify that play conditions lead to play behavior. In his book, Liebschner, (2006) cited Froebel as the first educator who introduced play is the work of children. He stresses that play is a great factor in physical and motor skills development. Froebel has established the first kindergarten where games, action songs, stories and crafts were used to stimulate the imagination of children which develops their physical and motor skills. He believed that the children needed real experiences and to be physically active and considered that there was a link between play and learning.

Frost, J.L., Wortham, S.C. and Reifel, S. (2014), mentioned that Piaget's principle focuses on the aspects of play to children's cognition as well as development of motor skills. During the sensorimotor stage, child's senses, reflexes and motor abilities develop rapidly.

Babies use all their senses: touch, taste, smell, hearing and sight to learn how to make purposeful movements, how to make sense of things, how to speak and how to perform other skills. They are busy discovering the relationships between their bodies and environment. Piaget calls this the sensorimotor stage because the early manifestations of intelligence appear from sensory perceptions and motor activities. Cognitive development is built through the infant's physical interactions with the environment. This theory is an affirmation that a child with intellectual disabilities developmental milestone on his motor development is markedly delayed.

J. Bruner believed that children and adults learn by modes or systems of representation. One of Bruner's stages of representation is on Enactive mode (action-based) where it involves encoding action-based information and is stored primarily in the form of motor responses. It draws that representing the past events through making motor responses. He explains that when a child manipulates materials it corresponds that a child has already understand some regularities that corresponds to the material itself. For example, a baby might remember the action of shaking a rattle. The child represents past events through motor responses, i.e. an infant will "shake a rattle" which has just been removed or dropped, as if the movements themselves are expected to produce the accustomed sound, Mc Leod (2008). The play-based activities of this study used practical materials that the participants can relate with such as the ball is used for dribbling; the ring toss is used for tossing. The materials in playing will let them learn the appropriate games to play.

The gross motor games will foster in the participants to engage in play activities for their self-improvement and higher achievement. Furthermore, they can pursue excellence in activities as they encounter different types of well-planned activity games in the integration of teaching. Promoting various activities for children will guide them to go further which helps them to boost their performance and bring out their best potential that they cannot display in the old time of teaching and discussion.

In the try-out of the study, as children playing games, they learn the most important part of peer groups, gross motor skills are common factor for peer relations and playing games. They learn about their bodies and capabilities while playing games as well as learning to express themselves (Johnson, 1999). Gross motor skills allow children to play a larger variety of games as they develop their game skills. Children learn about teamwork, helping each other, sharing, respecting their friends and game rules and controlling their emotions by participating in physical activities and active games that are an important part of preschool.

The play-based activities promoted the development of fine motor skills among the participants and it can provide them the opportunity to do small movements with control, such as picking, doing art activities, drawing, like circles or triangles, fine motor skills play like feeding, clothing themselves, brushing their teeth, opening a door or pointing to an object, which are daily activities needed for children to lead independent lives as adults. Fine motor skills progress may lead to the development of hand-eye co-ordination, (examples like writing, cutting and threading), grasping (using crayon, pencil, brush, beater,

and blocks) Manipulating (blocks, clay, cubes, finger plays). All the play activities performed by the participants will serve as the pre-requisite skills for doing their daily living skills of life.

These are activities carefully attended to by the present study. Fine and gross motor skills are developed and enhanced through different play activities. As the participant plays, he learns to reach, crawl, walk, run, climb, jump, throw, catch, and balance; gross motor skills are developed and maintained,

Development of motor skills includes the gross and fine motor skills, which are physical actions that involve movement of the muscles. The gross motor skills involve the larger movements of the arms, legs, feet, or the entire body when crawling, running, and jumping. The fine motor skills involve the smaller physical actions such as grasping an object between the thumb and finger or using the lips.

To develop the gross and fine motor skills of children with intellectual disability play activities may be prepared. Play activities that are developmentally appropriate for these children will expand their cognition, creativity and social skills. Young children use their gross motor skills as the primary means of exploring, learning and gaining mastery of their environment. As they play games, they learn the importance of peer relations such as following the rules of the games, sharing, respecting their friends, controlling their emotions while participating in physical activities and active games improve the child's social and emotional development. These behaviors were manifested by the participants of the study as shown in the results of the try-out. They became more friendly and lively in dealing with

their parents, teachers and classmates. (Chapter 4 Table 4.14 and Table 4.15 on page 137 and 144).

The term mental retardation has now been replaced by intellectual disabilities after President Obama of the United States of America signed Rosa's Law in October 2010. This one of the exceptionalities that has been widely studied over the years and even the experts who are followers of the Individuals with Disabilities Education Act (IDEA) had a hard time giving a clear view of what this exceptionality is all about.

The American Association on Intellectual and Developmental Disabilities (AAIDD) classifies persons with intellectual disabilities as by degree or levels of severity. First level is mild intellectual disability with IQ scores from 55 to 70. Second is moderate intellectual disability with IQ scores from 40 to 54. While, third level indicates severe intellectual disability with IQ scores from 25 to 39 and the last classification is profound intellectual disability with scores below 25.

According to the Philippine Statistics Authority, National Statistics Office, 92.1 million population in the country, 1.444 million or 1.57% had disability which was based on the 2010 Census of Population and Housing (2010 CPH). Among the 17 regions, Region IV-A had the highest number of Persons with Disability at 193 thousand. The National Capital Region (NCR) followed this with 167 thousand Persons with Disability. The Cordillera Administrative Region (CAR), on the other hand, had the lowest number of PWD at 26 thousand.

With this, the Philippine Education is implementing the new curriculum for Kindergarten Children with Intellectual Disability. The curriculum emphasizes and integrates adaptive skills such as self-help skills, social skills, psychomotor, leisure and recreation and work skills towards independent living. Furthermore, The Kindergarten Curriculum Framework for Children with Intellectual Disability is drawn from the principles and goals of the K to 12 Philippine Basic Education Curriculum Framework and aligned with National Early Learning Framework (NELF) and the Standards for Curriculum and Instruction in Special Education. It depicts the developmental tasks and milestones of four to six years old and how educators can guide them to develop holistically.

The curriculum includes seven (7) domains: 1) Gross Motor Skills; 2) Fine Motor Skills; 3) Self-Help Skills; 4) Receptive Language; 5) Expressive Language; 6) Cognitive Skills and 7) Social-Emotional Skills. The curriculum for children with intellectual disabilities considers the developmental benchmarks of Filipino learners, recommends the use of strategies that addresses their needs and interests and uses the mother tongue as medium of instruction.

According to the BEE (2011) the Kindergarten Curriculum Framework for Children with Intellectual Disability upholds (16) general principles of the NELF as guides on (1) child growth and development; (2) on learning program; (3) learning assessment.

Child Growth and Development

A developmental appropriate environment provides a way for the children to meet and reach their potential. Bredekamp and Copple (1996) states that The National Association of Early Childhood for the Education of Young Children (NAEYC) describes developmentally appropriate practices as decision process educators should go through in order to create a suitable learning environment for young children.

There are three fundamental considerations should guide educators in information gathering and decision making: (1) age appropriateness – refers to growth and change that occurs in developing children during firs eight years of life. These predictable changes occur in all areas of development – physical, emotional, language, social and cognitive, (2) individual appropriateness – each child is a unique person with individual pattern and timing of growth, as well as individual personality, learning style and family background and (3) appropriateness for the cultural and social context of the child – where in child grew up with families, neighborhoods and communities. It is important that adults working with children have some knowledge of the social cultural context in which children live.

Child growth and development varies to every child which is the first years of life are the most vital. Their desire of learning is best done through meaningful and real experiences. Their growth and development are interrelated and interdependent. They need to be nurtured in a good and caring environment that enhances healthy and dependable relationships with other children. The learning and development of every child is complex and dynamic process.

According to Piaget Theory during the developmental state children have their own mental maps build up from their past experience. When they meet up with something new they will try to assimilate into what they had learned before. In this way they will acquire more and become more matured. The growth and development of child takes place gradually and continuously. Adding up of past experience and assimilate or accommodate into new things as we can see the continuation of the process itself. The way child can acquire something new is through interacting with people and objects in his or her environment.

Child Learning Program and Development

Learning is a dynamic process in which it should be attended in a more positive and responsive manner towards the child. Child's first five years are fundamentally important. They are the foundation that shapes children's future health, happiness growth, development and learning achievement at school, in the family and community and in life in general. Children can learn quickly during their early years in which the need love and nurturing to develop a sense of trust and security that turns into confidence as they grow.

Learning program is a child-centered program which promotes child holistic development and recognizing the role of families and communities to support the child through various stages of growth and development. It must be appropriate for the developing domains of the development and should sustain interest in active learning of all young children areas such as (1) social/emotional, (2) physical development, (3) cognitive

development and (4) language development Play is a prime context for development. Again, this is not new, but there are now studies on different kinds of play, especially the ways it can be enriched by guiding, planning and resourcing on the part of the staff in settings (Price, 2009). The program itself encourages using learning materials and other resources such as technologies – radio and audio/video clips for enhancement of child's learning.

Learning and development is shaped by the home environment, family values & beliefs, family income, physical & psychological well-being of the family, the neighborhood and relevant public and social policies relating to families with young children.

Learning Assessment and Development

One of the guiding principle of NAEYC on Assessment of young children's progress and achievements is ongoing, strategic and purposeful, NAEYC (2010). Assessment provides educators' child's learning process and development. By documentation the children's progress will serves as on how to shape the program curriculum, adapting teaching styles, better understanding of the child on how they progress and what needs to happen next.

Assessment must always serve in ways that enhance opportunities for optimal growth, development and learning. The process of determining individual developmental and educational needs informs early childhood education practices and provides a template for setting individual and program goals.

Moreover, as cited by Respico (2013) Gargiulo intellectual disability is classified into two – the educable and trainable. Educable disability implies that children have some limited academic potential while Trainable disability suggest that child is incapable of learning but possibly could be trained in non-academic areas. This signifies that child's inconsistencies should be addressed to develop their full potential particularly with their cognitive aspect by giving stimulating activities for them to cope with.

As defined by Dr. Inciong (2007) the term Special Education, also mean exceptional children "are those children and youth who experience difficulties in learning the basic education curriculum and need a modified or functional curriculum as well as those whose performance is so superior that they need a differentiated SPED curriculum to help attain their full potential". Generally, this definition is widely used although this is a sensitive issue on discussing the common developmental delays among them.

Garguilo (2000) define that children with intellectual disabilities has difficulty in cognitive functioning and seems to have trouble in dealing with everyday experiences because of the fact that they lack mental, emotional, social skills and competencies to function and interact with other people. In addition, these children have difficulty in communicating and understanding information in speaking, writing, sign language and non-symbolic behavior like facial expression, touch or gesture. As Dr. Inciong et. al (2007) stated that pupils with intellectual disabilities may have difficulty in transferring their knowledge and skills into settings or situations that differ from the context in which they first learned those skills.

Moreover, children with intellectual disabilities often have difficulty in taking care of one's need especially in hygiene, grooming, dressing, eating and toileting. Social skills difficulties can also be another area of difficulties for them, like initiating interactions, conversations, recognizing feelings and regulating behavior.

According to Dr. Inciong (2007) in physical development of children with intellectual disabilities have also difficulty in speech and language problems because of their slow psychological development and likely to have some forms of associated physical problems. However, these children have also positive characteristics such as being friendly and kind and they are fun to be with.

Importance of Play to Children with Mild Intellectual Disability

One of the major benefits of play activities on gross motor skills is that they will lead in time to the development and refinement of the child's fine motor skills. These skills involve controlling the small movements of the hands, wrists, fingers, feet, toes, lips, and tongue. Play activities and fun games on fine motor skills allow children with intellectual disabilities to gain skills in grasping and manipulating small objects that will strengthen their fingers and hands. This information gave the researcher the reason to diligently planned, designed and developed the play-based intervention guide to assist teachers in using the material to develop the motor skills of the special children in their classes.

The National Council for Curriculum and Assessment (2004) identified play as one of the key contexts for children's early learning and development. Play and its role in

learning and development have focused the attention of theorists from diverse perspective. Play is an essential and critical part of all children's development. It allows children to use their creativity while developing their imagination, dexterity and physical, cognitive and emotional strength. Play is how children learn to socialize, to think, to solve problems, to mature and most importantly, to have fun. Play connects children with their imagination, their environment, their parents and family and the world. The researcher used the curriculum in designing the play-based activities to make this study a curriculum-based research.

As cited by J.L Frost et.al (2014) Piaget describes play which includes functional, symbolic play and games with rules which allows and provides children to develop social competence through ongoing interactions. In addition, Jill Englebert Fox (2011) cited Frost stating that play is a chief vehicle for the development of imagination and intelligence, language, social skills and perceptual-motor abilities in infants and young children.

Play is common during childhood years especially as it builds children knowledge of self, comprehension of verbal and non-verbal communication and understanding of the physical and social worlds. Children also use their fine and gross motor skills in their play. They think and react to each other socially as what they are doing or going to do by using their own language to talk with others and even to them and very often respond emotionally to the play activity. These types of children’s behavior will link to their cognitive development.

General comment on the importance of play and recreation in the life of every child has been acknowledged by the international community which was also stated by the Convention on the Rights of the Child (United Nations) as evidenced by the proclamation in the 1959 Declaration of the Rights of the Child: "*The child shall have full opportunity for play and recreation […]; society and the public authorities shall endeavor to promote the enjoyment of this right" (art. 7).* This proclamation was further strengthened in the Convention on the Rights of the Child (1989) which explicitly states in article 31 that,

> "*States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts."*

The activities engaged in by children both stimulate and influence the pattern of connections made between the nerve cells. This process influences the development of fine and gross motor skills, language, socialization, personal awareness, emotional well-being, creativity, problem solving and learning ability.

According to Ginsburg (2004), play is an essential part of childhood and has a positive impact on children's overall development. Play activities that use the fine motor skills open to children with intellectual disabilities the opportunities to do small movements with control such as in picking up things, doing art activities, in daily self – help skills in eating, clothing themselves, brushing their teeth, opening a door or pointing to an object. Progress in using the fine motor skills leads to hand-eye co-ordination needed in doing manipulative activities like in using crayon, pencil, brush, blocks play dough, clay, shapes finger plays.

Effect of Play-Based Activities to Children with Mild Intellectual Disability

The play-based intervention guide will foster the effects of playing games and at the same time will develop advance motor skills among children with intellectual disability. The effects of play-based activities in the development of the children with intellectual disability include the promotions of intellectual, social, emotional maturity and creativity.

1. Play – based activities promote intellectual development. Children's play is built on the knowledge and skills they have; they begin with the known and explore further. Play acts as a device that enables children to draw experiences in their past, to represent their experience in different ways, to begin to make connections between the things they know and have experienced and the new experience, too see patterns and investigate (Johnson, 2007). It allows them to try the combinations of behaviors without the pressure to achieve a given goal.

In concurrence with Piaget's theory on cognitive development that play reflects a child's level of cognitive development as well as social development. He stated that children construct an understanding of the world around them as they experience play and begun recognizing between what they already know and what they discover in their environment. Piaget call this "schema" when a child's existing schema is capable of explaining what it can perceive around, the child is said to be in the state of equilibrium or state of cognitive balance. McLeod (2012).

Piaget also stipulated that in order for learning to take place and intellectual to grow there must be a process of adaptation. Adaptation requires a balance between two

complementary processes, which is assimilation incorporating new information about reality in order to fit existing cognitive structures and accommodation changing those cognitive structures to match, imitate to conform to what is observed in reality. Play as an imbalanced state in which assimilation dominates over accommodation and vice versa. When a 2-year-old child who sees a bald man on top of his head and has long frizzy hair on the sides and called him "a clown!" is an example of an assimilation process. This incident was explained to the child by his father that the man was not a clown even his hair was like a clown's, he's not wearing a funny costume and wasn't doing things that make people laugh. With that knowledge, the boy was able to change his schema of "clown" and make the idea fit better to a standard concept of "clown".

In addition, Piaget identified four stages in development of cognition. These are (1) Sensory-Motor Stage were senses, reflexes and motor abilities develop rapidly such as when infant play on a preferred toy or suck a pacifier when hungry. Perceptions of the infant and direct experiences help them to understand the world, moreover, actions discovered are often repeated and sometimes applied new situations in which it develops their ability to form mental images as their acquire object permanence. (2) Preoperational Stage were child ages two – seven years is not yet able to think logically but the acquisition of language the child can represent the world through mental images and symbols but this may depend on their own perception. In this study, this theory is evident as the participants of the study were engage in play; they became curious on things often ask questions and investigate on things since they know only the world only from their limited experience, they can make up

explanations. (3) Stage of Concrete Operations is when child begins to perform mental operations or actions in the mind. Their actual understanding when they apply only to those objects that is physically present. The respondents of the study manipulated the materials used in the fine motor activities and they were able to give the name of each object, (4) Stage of Formal Operations is where child can use formal operations thought about abstract. Child age 11 – 16 marks the start of abstract thought and deductive reasoning. During the tryout of the study, the children's thoughts are more flexible, rational and systematic. They can think on the possible ways to solve problems and can approach a problem from several points of view developing an inner value system and a sense of moral judgment. This observation happened when a child after cutting newspaper, he was able to form a figure of a doll.

2. Play – based activities promote social development**.** Hence, play-based activities promote social development during early years. Children around the age of three are beginning to socialize with other children. By interacting with other children in play settings, children learn social rules such as give and take and cooperation. Children are able to share toys and ideas. They are beginning to learn to use moral reasoning to develop a sense of values. To be prepared to function in the adult world, children need to experience a variety of social situations.

In the social and contextual approach, learning does not occur solely within the learner, but in the group Vygotsky. Unconsciously, the children as a group and individual learn through social interaction. Likewise, Vygotsky emphasized that play is a vehicle for

social interaction, essential for learning and opportunity for children to develop self - confidence. In play, children can try out ways of interacting, taking on different roles and persona. During play children negotiate the rules of play. In this way their social interaction is supported by the shared purposes of play and the agreed ways of doing things.

Piaget's cognitive-development theory and Erickson's psychosocial theory have important contributions for understanding the relationship between play and social development, J.L Forst et.al, (2008). Piaget emphasize that play has a primary role in child's development since it serves as a factor in the child's responses to the social environment, he sees the role for peer interactions within play for social-cognitive development specifically it helps children understand that others have perspectives different of their own. Moreover, play provides children the opportunities to develop social competence through ongoing interactions.

On the other hand, as stated in the article of Creasy, et.al. (1998), "Erickson believed that play permits children to discover about the social world and **to** try new social skills'. More specifically, play facilitates the children to understand cultural roles and to integrate accepted social norms in their personalities. In conclusion, play promotes a child, who is socially competent,

3. Play-based activities promote emotional maturity**.** Emotional development is about recognizing, understanding and controlling one's own emotional responses within accepted cultural norms, being able to recognize the emotional response of others and being able to use this information to decide how to act appropriately. Role-play allows

children to ‘try on’ emotional responses in a not serious way and to learn about the response of others by saying ‘I’m only pretending’, Yawkey (2006). In play, children can express and come to an understanding of the emotional aspects of their experiences. Play helps children to deal with their feelings and fears; to explore and manage their emotional states for example Froebel argued that play is the highest level of child development, that it is an expression of thought and feeling that is a requirement of the child’s ‘inner life”. Play is powerful in supporting emotional development that it has led to the development of play therapy for children who are experiencing problems in this area of development.

In the article of Oswalt (2008), he cited the belief of Piaget that in providing play activities, it supports child’s emotional development to express and cope with their feelings. Children can express their feelings through pretend play in four ways (1) through play they can create imaginary character, plot or setting to match their emotional state example a child who is afraid of the dark, he/she might eliminate darkness or night during the play. (2) Children may add some forbidden acts to pretend play like eat cookies and ice creams for breakfast in play, but in reality, it would not be permitted. (3) In pretend play, they may control their emotional expression by repeated acting unpleasant or frightening experiences like; they might pretend to have an accident after seeing a real traffic accident on the highway. (4) Avoiding consequences by pretending that another character commits inappropriate acts and suffers consequences like a child whose television viewing is monitored at home and for an instance to have a pretend play

allowing her doll to watch random movies and then reprimand the "bad child" for undesirable TV viewing habits.

In addition, child can learn to cope with their feeling as they express it out being angry, sad or worried in a situation they control Rankumar, (n.d.). Also, pretend play allows the child to think about experiences whether both pleasant and unpleasant feelings.

4. Play-based activities promote creativity. Play relies heavily on imagination. When a child is involved in creative play, there is freedom to experiment, to try different things, and to explore. Through play, children learn to solve problems with creative solutions.

Creative expression provides many opportunities for expressing emotions and working through those emotions to gain relief and understanding of them. To help an angry child, encourage him to draw or paint a picture of how he is feeling. Varied types of music can be played that invoke different emotions, create conversations and ask them how the music makes them feel.

Working with art materials such as crayons, scissors, paintbrushes, play dough and paint promote fine motor skills and eye-hand coordination. Gross motor skills may be develop through dancing, mural painting, theatre, or large construction projects like building things with boxes. In addition, engaging in creative play or projects, children can learn new vocabulary words as well as learn to associate pictures with words.

Creative activities help children to develop attention skills and cognitive learning.

Their imagination is in full use and it encourages them to come up with new ideas and to think outside of the box since creativity involves exploration and problem solving. Through creative activities such as playing with play dough, children can learn pre-math skills such as the concept of less and more. When children match shapes or colors in their creations they are learning the math skill one to one correspondence. Creative activities can help them learn about grouping and classification, physical properties of objects, and cause and effect. Painting and play dough are all great ways to explore these concepts.

Isenberg's excerpt from Creative Thinking and Arts-Based Learning Preschool, cited Freud's belief that children behave like a writer in every play wherein they create a world of their own or rearrange the things of the world in a new way that pleases them, thus, a creative writer does the same as the child is in play. A child creates a fantasy on his own and takes it seriously, which he invests a large amount of emotion, J.P. Isenberg (2006).

2.2 Research Literature

The following foreign and local studies have conducted by various authors and it shows that play can be studied in different ways.

2.2.1 General Researches

Due to diversity in needs and characteristics of exceptional children, this page is categorized as general researches conducted on play-based skills activities. These foreign studies show the trends in research about play based activities in terms of method used, its purposes, participants, materials, try-out, respondents and results of the study conducted.

The study conducted by Gulsrud AC, Kasari C, Freeman S and Paparella T. (2007) used an experimental method for the purpose of finding out the CWA's response to novel stimuli in an interventional program. It uses play as a symbolic play intervention for 5-8 weeks and it was done by an interventionist of which a positive effect was shown as the result of the study. Horgen's study was also experimental to improve socio-improve socio-emotional, physical language, and cognitive development through guided interactive play.

The techniques used by the interventionist include modeling, verbal, redirection, reinforcement and indirect instruction with appropriate materials for the participants to explore, interact and and express themselves. During the play session, an interventionist using some strategies including modeling, verbal redirection, reinforcement, and indirect instruction to sustain and encourage child play activities. The intervention play-based intervention program was conducted across a variety of settings, including at school or at home, as one-on-one activities between an interventionist and a child, or in small group settings.

On the other hand, the study of Lifter, Edwards, Avery, Anderson, & Sulzer-Azaroff, 2010), was focused on three pre-school children with CWA who made an experimentation of two different play levels, one of which is developmentally appropriate and age appropriate one at a time to each of the children. The appropriate play-based activities were difficult to achieve hence the result of the study discussed it in terms of the importance of developmental considerations in selecting instructional objectives, and the usefulness of directly teaching play activities to children with developmental disabilities.

For Wong's study, the emphasis was on a pilot test classroom-based intervention to use play and joint attention for thirty CWA children ages 3 and 6 years olds in a self-contained special education classroom. Special children were assigned to the groups' participants for the try-out of eight weekly individualized sessions. Results of the study shows that teachers can implement an intervention to significantly improve joint engagement of young children with autism in their classrooms.

A study on the effectiveness of child-centered group play therapy as an intervention for pre-kindergarten children with speech difficulties was accomplished by (Danger, S., & Landreth, G. 2005). A pre-test, post-test comparison group design was utilized. The study showed that there was a large practical significance in helping children improve both their expressive and receptive language skills as well as with the anxiety of the children in the experiment.

In the study performed by Cordier, R. (2014) for children with ADHD, a theoretical model for play-based intervention was used to portray the interactive process between the characteristics of these children and the factors that promote play. It was participated by two groups of children ages 5-11 years old. The findings of the study illustrated the difficulties in the social play and lack of interpersonal empathy in the play of children with ADHD. These children must be motivated to include other children as playmates in the intervention process.

In contrast of the above studies, a parent-delivered intervention program was conducted by Gillan, S.W., Bundy, A, Cordier, R. and Lincoln, M. (2014) to address

the social difficulties of children with Attention Deficit Hyperactivity Disorder (ADHD). The result of the study showed that parents as interventionists can demonstrate evidence for feasibility and effectiveness.

To summarize, the trend of the researches conducted was using play-based activities as interventions for children with special needs, the experimental methods was specifically employed, the participants were in the pre-school level and ages from 3 to 11 years old, the purposes were all focused on the improvement of various skills, the significant persons were teachers, interventionist and parents.

In relation to the present study, it is similar with the above inquiry as it also conducted a pre-test and a try-out of the skills activities as post –test, the overall purpose of the studies were to to improve the varied skills of children with special needs. The difference is that she used a developmental method of research and the researches employed the experimental scheme. Variety of materials and different strategies were used in almost of the study, formal instruments to assess the needs of the participants were applied and across various settings for the try-out were carefully selected**.** In the present study, the respondents were special education teachers who utilized the play-based skills activities to children with intellectual disabilities and it showed marked improvement also in the social, gross motor and fine motor skills of the participants.

The researches conducted on play-based activities confirmed a gap on the methods used and how it were used to improve the skills of children with special needs were more on intervention purposes, while the present study is for educational purpose as

the play-based instructional guide was curriculum-based using the prescribed DepEd special education curriculum. It can be concluded that play is good for all types of children with special needs.

In the Philippines, there are currently a few studies on play. Some studies are ongoing those that are significant are the following:

2.2.2 Researches conducted on development of skills among children with special needs

Javier De Leon (2009) on her thesis titled "Development of Handwriting Activities for Children with Intellectual Disabilities" found out that fine motor skills are very important in developing writing skills among children.

On De Vera's (2005) special project entitled "Development of Play Activities for Enhancing the Expressive Abilities of Children with Mental Retardation revealed that his findings that the try-out play-activities can facilitate learning and enhancing the expressive ability of children with Mild Mental Retardation. At the same time, it could also be strategy to develop the self-help skills, social skills, number skills and communication skills. The play activities can be an effective way to teach children who have low-self-esteem.

Pless, M and Carlsson M. (2000) explained that the motor development depends largely on the child's condition. When a child is healthy, he has stronger muscles, establishes his coordination, acquires balance, fine-tunes the movement of his small muscles and learns how to move for specific purposes progressively like: eating, dressing and writing. Walking, skipping, hopping and jumping are some of the legs skills to be

developed further during this stage. However, proper activities may be taken into consideration so the child may be able to achieve good and proper coordination of the small and large muscles.

Chiu (2006) gave emphasis on developing the fine motor skills of students as stated in the findings of her research. Fine motor problems affect many aspects of a student life (Wehrmann, Chiu, Reid & Sinclair, 2006). The problems often affect printing and writing, making difficult for the student to form letters, writes on the line and keeps proper spacing between letters and words (Cornhill & Case-Smith, 1996). These students have problems with arranging objects in their workspace and losing their tools is difficult for these students and they are slow in keeping pace with class work.

Ching (2010) in her special project entitled "Development of Play Activities for Enhancing the Motor Skills of Children with Intellectual Disabilities" found out that play activities were appropriate in enhancing the motor skills of children with intellectual disabilities. She conducted her study at Padre M. Gomez Elementary School Special Education with Intellectual Disabilities. She used play activities and found out the gross motor skills were enhanced and social skills. Play can build social skills of children with intellectual disabilities.

2.2.3 Research using DepEd curriculum as bases for conducting a study

According to Joan Villareal (2005) her study which characterized of the DepEd curriculum for the gross motor skills and the PE programs of different private Special

Education Schools. She interpreted the data gathered from 48 respondents were sampled purposively from 18 private Sped Schools in Metro Manila, Quezon City, Las Pinas, Paranaque, Antipolo, Makati City and Muntinlupa. She studied the gross motor deficits among preschool children with mental retardation who have physical handicaps. 7 learning areas in the gross motor skills curriculum which address the gross motor skills were: attitudes, body image, laterality, directionality, prevocational skills, non locomotor skills skill, and locomotor skills recreational and perceptual motor skills. Teaching approaches used were behavior modification, positive reinforcement, repetition, task analysis, kinesthesis, practice trial and drills, physical prompting, verbal feedback, demonstration, use of reward (prizes), one-on-one, sensory integration, and integration of physical therapy. She stated that to have a successful implementation of the program barriers should be addressed in order to have quality and effective PE program that provides better opportunities for students with physical handicaps to meet their needs and develop full potential.

SYNTHESIS

The related literature and studies gathered and analyzed and through the proven benefits of play activities at the background of the study, it guided the researcher to conceptualize and come up with ideas and directions in conducting this study.

The characteristics of children with mild intellectual disability and its classification according to intensity of supports (AAMR, 2002) was a guide to select the participants of the study, thus, intermittent support will be given to them as needed when they perform the

gross and fine motor activities in the play-based activities program and its adaptive functioning determines the level of supports required (Quintero, 2013.)

The comparison on the motor skills of children with intellectual disabilities to the normal development milestone was a significant contribution in selecting the appropriate gross and fine motor skills activities appropriate to children with mild mental disabilities and so with the participants of the study.

The different theories on motor development of children such as the ecological theory by Gibson gave an evidence that the environment is an important area to consider where the play-based activities will be held and it will guide the participants to coordinate and to accomplish a desired goal-directed task such walking the line skill. Schmidt (1975) considered the motor program theory as an instruction program as such the program-based activities are planned, organized, initiated and carried out intended actions through varied kinds of games to play.

Cherry (2013) contributed the overview of early childhood development whereas, motor skill development is an important milestone of physical development, thus gross motor skills and fine motor skills must be delayed among children with intellectual disabilities, thus the present study will continuously develop more advance motor skills through playing non-competitive games. With this 14 motor skills to be developed were identified by the researcher of this study.

Other authors have furthered the importance of motor development, Berk (2000), Oswalt (2013), Rivard (2011), Uyannik (2011) and Weeks (1992) impart information that

visual perception, motor planning and body awareness promote academic learning, emotional security and social skills for children with intellectual disabilities. Ginsburg (2004) supported this study saying that play is an essential part of childhood and has a positive impact on the child's overall development and so Erickson's psychosocial theory believed that play permits children to discover about the social world and to try new social skills.

The principles of Piaget on the aspects of play to children shows that it develops their motor skills where intelligence appear from sensory perceptions and motor activities and it built through the child's interaction with the environment. The Convention of the the Rights of the Child proclaimed the 1959 declaration of the Rights of the Child where they shall have full opportunity play and recreation is a compelling reason of conducting this study.

Most of the researches conducted in the related literature applied the following theories: 1) Developmental Learning Theory, where the authors believed that developmental stages usually appear gradually and develop at different rate in different types of children. This theory is apt to all children with special needs; (2) humanistic learning theory where every teacher desires for their students to learn to interact well with others and to feel as good as possible about themselves. The affective well-being of the learners is the central focus of this approach and is always a consideration when planning the school activities every day; (3) Social Interactionist Learning Theory, a theory influenced by the work of Vygotsky (1978), the sociocultural view of learning recognizes the unique role adults and

older children play in learning, emphasizing the importance of modeling and the use of language to facilitate learning. Assisted learning in the classroom involves giving prompts, reminders, and encouragement at the right time and in the right amounts to foster understanding. (4) Cognitive Learning Theory-. Instructional choices focused on cognitive theory are those that encourage students to think about their own learning and those that focus students on their own learning. (5) Behavioral Learning Theory- The best-known approach to behavioral learning is operant conditioning. The goal of the operant learning approach is to change behavior by manipulating antecedents and consequences.

Some of the studies conducted significantly supported and influenced the present study: de Leon (2009) found out that fine motor skills is very important in developing writing skills among children; Ching (2010) and so with de Vera's (2005) revealed that play activities facilitated, enhanced expressive ability and an effective way of developing high self-esteem of children with mild intellectual disabilities.

The study of Villareal (2005) used the DepEd curriculum for gross motor skills in the school's physical education program which provide better opportunities for children with physical handicapping condition and Gines (1998) found out when a child is healthy, his strong muscles established coordination so through proper play-based activities developed by the researcher, good and proper coordination of the gross motor and fine motor muscles were enhanced.

The related literature's concepts, theories, principles and conducted studies provided a solid foundation that lead to the passage of the development of a play-based activity for

children with mild intellectual disabilities. The studies reviewed were similar with the present study as they established that play activities will developed the gross motor and fine motor skills, socialization skills and academic skills of children with special needs. But a distinguished difference is that the past studies concentrated on the development of handwriting skills, enhancing expressive abilities of children with intellectual disabilities and with physical handicaps through play activities while the present study is focused on developing and enhancing the gross motor and fine motor skills of children with mild intellectual disabilities boosting the improvement of the other areas of learning among these special children. Though there were similarities cited in those studies, the present study is pertinent to the motor developmental milestones of special children and it is more relevant to the goals of special education with the use of the National Kindergarten Curriculum for Children with Intellectual Disabilities and the Early Childhood Care and Development Council Checklist Curriculum prescribed by the Department of Education updated for the implementation of the K+12 Special Education Curriculum.

Most of the research concerned with play carried out by these researchers on this page is concerned with play in children from birth to six years. These researches are predominantly concerned with the impact of play on development and play in pre-school and educational settings. Specifically, four main topics are addressed, related to the

1) definition of play and its distinction from other activities, 2) the benefits of play that showed a marked improvement in the skills of the participants hence play-based activities must be encouraged by having it a crucial part of curriculum and material

development. Every school must have a prominent place for physical education of all learners. 3) play and the curriculum, play-based activities must integrated into the curriculum and can be executed during circle time, physical education time, and different types of play must be included in the program to cater to the multiple intelligence of exceptional children. 4) the role of adults (parent/teacher) in children's play must be encouraged as to help and support the parents in handling play activities at home.

The researcher believed that with this study, it can provide children with mild intellectual disabilities innovative and suitable play activities in developing the gross motor and fine motor skills for them to increase their quality of life, thus helping them to function actively in the environment. And the play-based instructional guide is of great contribution to the improvement of the special education curriculum.

CHAPTER 3

RESEARCH METHODS

This chapter presents the descriptions of the research method used, research design, respondents of the study, procedures, preparation and validation of the instruments used in the gathering of data, methods of data-collection, and statistical tools used in the analysis of data obtained.

3.1 Research Design

Integrating the various concepts, ideas from related literature, theories, characteristics of children with mild intellectual disabilities and teaching methods suitable for these children, the descriptive-developmental of research was used. This study is descriptive because it described the developmental milestones on the gross and motor skills and characteristics of children with intellectual disability and the content of the instructional guide's design to develop their gross motor skills through play-based activities. The focus of this method was a detailed description of the physical, cognitive and social ability of children with intellectual disabilities and how the developed play-based activities effectively enhanced their gross and motor skills. The purpose of the descriptive design method is to observe, describe and document the aspect of a situation as it naturally occurs (Polit and Hungler, 2000).

The study is developmental, since the main purpose of the study is to develop a play-based instructional guide for children with mild intellectual disability. A major strength of a descriptive-developmental research is the opportunity to plan and develop the appropriate play-based activities to enhance the gross and motor skills of children with mild intellectual disabilities.

The objectives of the study were pursued starting with the analysis of the present performance of the participants in their gross motor and fine motor skills. Table of specification was made followed by the content of the instructional guide. Revisions were done based on the validation of the supervisors and principal. The initial draft of the instrument was prepared and then content validated by five teachers in the field of special education. A final draft was prepared following the results of the comments and suggestions of the teachers.

A modified version of the Course Development Cycle by Kathleen Graves (2006), a framework that involves teachers as a course developer that is designed to help them understand how to develop course or modify existing ones using their own experiences as well as the experiences and theories of others. It follows seven phases namely: Review, Identify, Design and Develop, Content Validate, Revise, Preliminary try-out. As defined by Graves (2006) Course Development Cycle is a framework that breaks down the process of developing instructional materials that provides the designers and developers planning, teaching and modifying it while the process is in progress until it is over. Formative feedbacks while creating the materials can also be done while in the process of developing

the material. Feedbacks are important in developing instructional materials as it sees what instructional are need to modify to achieve the necessary learning outcome.

Figure 3.1 Research Process
A modified version of the
Course Development Cycle in Writing Instructional Guide
Kathleen Graves 2006

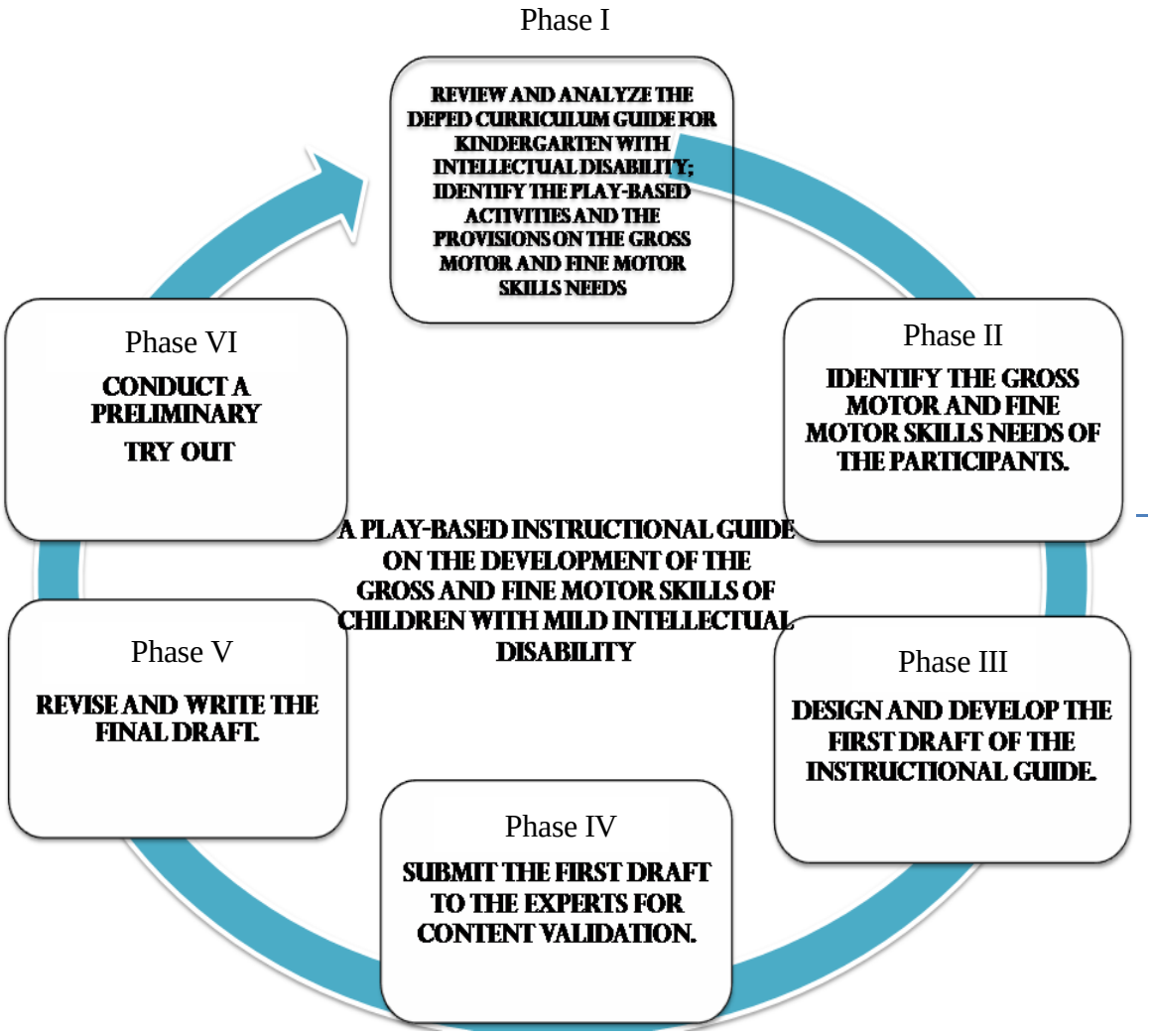


Figure 3.1 presents the research process of the study which includes the application of the modified version of the Grave's course development cycle. The researcher made use of the cycle in the development of the play-based instructional guide for teachers in enhancing the gross and fine motor skills of children with mild intellectual disability. Thus, this section of the paper presents a paradigm for both the developmental process and the instructional strategy. us, this section of the paper presents a paradigm for both the developmental process and the instructional strategy.

Phase I - Review and analysis of related literature and local materials

Phase I reflects a review on the literature and other pertinent data about the research in identifying and defining the criteria on the developmentally appropriate activities for the gross and fine motor skills of the participants was done. This includes the Curriculum Guide for Kindergarten with Intellectual Disability (n/d) and the Special Instruction Resources Materials for the Mentally Handicapped Level II (DepEd 2004) were analyzed to determine if they are play-based and provide of the development of their gross motor and fine motor skills needs of the participants in the study. Also the Developmental Domains and Benchmarks/Expectations on the Motor Development, Developmental Milestones, Learning and Behavior Characteristics of Children From Birth to Age Five (Shelov, 2007) and the Early Childhood Care and Development which shaped the researcher's paper.

The gross and fine motor skills on the motor development domain from the Kindergarten Curriculum Guide for for CWID was the basis in developing the play-based activities. Also, the participant's profile, the checklist on the gross and fine motor skills

needs of the participants, examination of the play activities in the curriculum and other materials related to the study were reviewed.

Phase II – Identify the Gross Motor and Fine Motor Skills needs of the participants.

In this stage, the gross motor and fine motor skills needs of the participants were identified by using the Gross and Fine Motor Skills Checklist for 4 to 6 year-old children with intellectual disability developed by sped teachers based on the Early Childhood Care and Development Council Checklist and used in sped programs for children with intellectual disability, the researcher identified the gross motor and fine motor skills of the 15 participants.

From the data gathered in phase 1 and other research information, two checklists were prepared.

1. Checklist on the Gross and Fine Motor Skills Needs for Children with Mild Intellectual Disability

Table 3.1 Checklist on the Gross and Fine Motor Skills of Children with Mild Intellectual Disability

Direction: Please check your observation by rating it base on the following criteria. 1 – Not Observed 2– Fairly Observed 3 – Moderately Observed 4 - Much Observed 5 – Very Much Observed					
I. **GROSS MOTOR SKILLS**					
1. Walks independently					
2. Climbs on chair or elevated piece of furniture w/o help					
3. Runs without tripping or falling					
4. Balance or maintain the body in steady and upright position					
5. Jumps in place					

Table 3.1, contd.					
5.1 jumps with both feet without falling					
5.2 jumps with 1 foot without falling					
6. Hopping with knee bend					
6.1 hops 1 to 3 steps on preferred foot					
7. Skipping with ease and control on one foot then the other.					
8. Moves body part as directed					
8.1 rolling with the body, sideways to one direction					
9. Throwing					
9.1 Overhand throwing of ball					
9.2 Underhand throwing and rolling of ball over a distance					
10. Slide foot efficiently from side to side					
11. Pull objects with good balance					
12. Crawl with hands and knees independently					
13. Kicking with control					
14. Gallop a straight track of easy distance					

II. FINE MOTOR SKILLS					
1. Gripping					
1.1 pours water on a glass from a pitcher					
1.2 feeds himself with little or no spilling					
2. Grasping					
2.1 Uses all 5 fingers to get food/toys placed on flat surface					
2.2 Holds crayon with all fingers of his hand making a fist					
2.3 Hold a pencil in tripod grasp					
3. Cuts basic shapes with scissors / snipping					
4. Picking					
4.1 Picks up objects with thumbs and index finger					
4.2 Puts small object sin/out of containers					
5. Bilateral coordination					
5.1 Uses spoon by himself					
5.2 Uses a knife to spread food items					
6. Eye-hand coordination					
6.1 String large beads					
6.2 String small beads					
6.3 build tower of small blocks					
7. Hand manipulation					
7.1 folds paper in half					
7.2 puts on/takes off shoes, socks and shorts					
7.3 gets himself dressed and undressed independently					
7.4 manages buttons, zippers and snaps completely					

Table 3.1 shows the format and content of the checklist which was evaluated and validated by experts. The checklist covers the gross motor skills and activities which include fourteen activities on walking, running, jumping, crawling, climbing, hopping, kicking,

sliding, pulling and galloping. The fine motor skills on the other hand contain activities on gripping, grasping, cutting, picking, bilateral coordination, eye-hand coordination and hand manipulation.

2. Checklist on the Content Validation of the Instructional Guide

Table 3.2 shows the checklist on the content validation of the play-based instructional guide to develop the gross motor and fine motor skills of children with intellectual disabilities. It comprises of the four areas namely: (1) Objectives, (2) Content, (3) Activities and (3) Procedures

Table 3.2 Checklist on Content Validation of the Instructional Guide

Directions: Assess and evaluate "A Play-Based Instructional Guide On The Development of the Gross and Fine Motor Skills of Children with Intellectual Disabilities" using the criteria of 1-3 by checking the appropriate column.

Legend:

3 – Very Appropriate
2 – Appropriate
1 – Not Appropriate

CRITERIA			
I. OBJECTIVES			
1. specific and clearly stated			
2. measurable			
3. attainable			
4. relevant			
5. time-based			
II. CONTENT			
1. congruent to the objectives of the lesson			
2. materials clearly specified			
3. appropriate for the children			
4. shows illustration or picture for understanding of the activities			
III. ACTIVITIES			
1. congruent with the objective			
2. easy to follow by the children			
3. suited to the ability level of the children			
4. variation of activities are presented for further development of the skills			
IV. PROCEDURE			
1. shows relevance to the learning objective			
2. simple and precise language			
3. provides full participation of the pupils			
4. easy to follow by the teachers			
5. adaptable to children's interest and learning			

As shown on Table 3.2, the first area is the objective and has four criteria on being specific and clearly stated, measurable, attainable, relevant and time based was evaluated and validated for its suitability by five experts; the second area is the content with the standards on its congruency to the objectives of the lesson, materials are cleary specified, it is appropriate for children with mild intellectual disabilities, and it contains illustrations and pictures for the understanding of the activities; in the third area are the activities of the play-based intervention guide and it follows the criteria on its congruency with the objective, the children can follow it with ease, it is suited to their ability level and there are variation of activities for further development of the skills; and the fourth area is the procedure of teaching the activities adhere to the criteria that the steps show relevance to the learning objective, it is simple and the language can be understood by the children, it provides active participation and adaptable to their interest and learning; and the teachers can implement it without assistance. These were evaluated by the teachers in special education and were provided a space for suggestions and comments for the improvement of the instructional guide.

Phase III – Design and develop the first draft of the instructional guide.

In designing and developing the first draft of the instructional guide, the researcher applied the constructivist's view of preparing an instructional guide. It includes creating the conditions to guide students' learning and instruction is thoughtfully planned and careful preparation of the learning materials and environment. A constructivist teacher has to define a set of instructional goals and objectives, that is, specify what the learner must know

to meet the task/challenge. The learning strategies where and how the learner will acquire the motor skills he/she needs and the tools that can be used to better understand and perform the play-based activities. (Applefield, J.M., Huber, R. and Moallem, M. (n/d).)

Clear educational goals are established, authentic tasks and real-world, play-based experiences and contexts are carefully designed and sufficient verbal interaction between the teacher and students and among students is ensured. Structure also exists in a constructivist learning, a curriculum or a lesson has an organizing topic, task/skills that sets the initial direction of the classroom conversation. (Applefield, J.M., et. al. (n/d).

As to the present study, it happened during the try-out of the study. A constructivist learning environment, teachers must monitor, performance of the play skills activities carefully to see if students get off track or develop misunderstandings about the activity , or if there is a need to intervene and redirect the the participants on the task that they should perform (Brown & Campione, 1994).

In this stage, varied references were used as a guide in developing a more interactive, fun-filled learning experiences and appropriate instructional guide. Layouts, including illustrations and pictures were carefully planned and selected in order to convey appropriate procedures on how activities be done.

In addition, the designing of the learning objectives, content, subject matter, lesson planning in a systematic and specific manner, followed it. Systematic means identifying and setting of developmentally planned strategies to attain the goals of the study. This is done during the analysis phase. It is specific as the researcher considered that the instructional

design plan is executed with full attention.

In the development cycle in writing the instructional guide, each step has an outcome and received feedbacks while the instructional materials were produced that led to the improvement of the material. In addition, instructional theories play an important role in designing the instructional materials such as behaviorism, constructivism, social learning and cognitivist which helped in shaping and defining the outcome of the instructional materials, Culatte (2013). Also, it allows the researcher to make an observation of the participants during the try-out of the play-based activities, interviews and document analysis. The analysis and interpretation of results are also presented in a descriptive manner

The content of the course structure in developing the play-based instructional guide was created and assembled based on the design phase. In this phase, storyboards, power point and other instructional materials was utilized in developing the lesson plans to make it more interesting.

Three (3) lesson plans for each thirteen (13) gross motor skills and another three (3) lesson plans each for seven (7) fine motor skills. A total of 30 lesson plans for the gross motor skills and 20 lesson plans for the development of the fine motor skills were prepared. All the lesson plans were play-based activities, which ranged from easy to difficult that add up to mastering the skills by the children.

Furthermore, instructional strategies were also incorporated in the developed play-based activities such as; 1) High Scope Educational Approach –(Hohmann & Weikart, 2002), were in the teacher supports the children at their current developmental level by

providing them the appropriate materials and equip learning environment, children learns best in pursuing their own interest while being actively supported and challenged by adult. The heart of the High Scope is to involve the children actively in learning in which children make choices about what they will do, carry out their ideas, and then reflect on their activities with adults. In addition, children engage in small- and large-group activities, assist with clean-up, socialize during snacks and meals, develop self-care skills, and exercise their large muscles during outdoor time. (Kagen et al., 1995). 2) Authentic, Hand-On Learning Experiences – strategy used for preschool were worksheets are not used in teaching the children instead looking to the interest of the children guides the teacher in making the lesson planning. In this way, children can enjoy the activities at the same time acquire learning. 3) Model and Rote Method – Children with mild ID is characterized by significant limitation on intellectual functioning as mentioned by Heward (2009) in Chapter 1.

With this, modeling the lessons for them in a systematic instructions and repeating it all over again can help them achieve the goal for the day. Repetition gives them the opportunity to master the skills and acquire the learning in a meaningful way.

Table 3.3 below shows the format used in presenting the lessons of Play-Based Instructional Guide.

Table 3.3 The Format of the Play-Based Instructional Guide

Theme:		
LESSON LOG:		
Objectives		
Subject Matter		
Procedures	Motivation	
	Lesson Proper	
Application		
Variation Activities: (Games 1, 2, and 3)		
Evaluation		

Table 3.3 shows the structure of the play-based instructional guide and it has these segments on the themes, the lesson log contains the objectives, subject matter, procedures with motivation the lesson proper, application and performance of the skills to be learned, different types of game activities for further development of the skills and evaluation of the performance of the participants in the activity for the day.

Phase IV – Content Validation

Five educators in the field of special education validated the developed instructional guide based on suitability and attainability, measurability of the objectives, content, activities and procedures. These results of the evaluation are found on pages 123-135 of Chapter 4. Furthermore, expertise of the educators were sought to ascertain the suitability and necessity of the play-based instructional guide to enhance the gross motor and fine motor skills of the participants of the study.

The initial draft was presented to five teachers in special education for content validation using the evaluation tool as shown in Table 3.2 p.83 of Chapter 3. The format of the play-based instructional guide is presented in the introduction of the output.

Comments and suggestions were noted in the revisions of the instrument such as modifying some instructions, procedures for teaching and easy execution of the lessons. Replacing some materials to be used like boxes to chairs, woods to small woods or inclined materials for safety precautions and others.

Phase V. A – Revise the initial draft and conduct a preliminary try-out

The research instrument was retrieved from the experts; their suggestions and opinions were gathered and interpreted. The instruments were revised in accordance with the results of the evaluation and suggestions made by the experts. Likewise, the summary of revisions on the play-based instructional guide is found on Table 4.5 page 122 Chapter 4.

Phase V. B - Conduct a preliminary try-out

At this point, the revised instructional guide was utilized (15) participants of the study at Pinaglabanan Sped Center. Before the try-out was done, a correspondence letter was made to seek for the approval from the school superintendent, supervisors and to our principal. The consent of the parents was also sought who gladly obliged to let their children participate in the study.

After the request was granted to conduct the study, the materials needed were prepared and coordinated with the school's principal and teachers for the administration of the questionnaires and instruments. The said procedure was properly endorsed to SPED Teachers and Parents and other stakeholders for the conduct the study.

The try-out was done from the first week of October 3, 2014 up to December 12, 2014. The first batch was the children who found to have difficulty with their gross motor skills and the try-out was done at the Sped Center from 8:00 am – 12 noon from October 3, 2014 – November 14, 2014.

At first, the children were hesitant to join the games, however, when one of the children from the second batch entered the room and eagerly joined the activity, soon all the children boost their energy and gained confidence to participate in all the games. Children cannot contain their excitement as they tried to finish the activities ahead of others and wanted to start the next activity right away. Even the children from other classes came into the playing area to see what was happening, wanted to join our activity, too. They were also allowed to try the games but the sped teachers set another schedule for them.

Furthermore, the second batch includes all the 15 children who have difficulty with their fine motor skills in the try-out which was scheduled from November 17, 2014 to December 12, 2014. It was done in the Sped Center with the supervision of the supervisors and master teachers of the school. The children had a great time in doing the activities especially the lacing activity where they made their own necklace and bracelets and even asked to make an extra bracelet for their sibling. They also enjoyed the other activities such as sink and squeeze where they have to soak the sponge in the water, and then squeeze it into an empty basin. The participant who filled up the basin with water first, wins the game. They also love the sand play where with their hands; the empty bottles are filled with sand; pick and eat where in they have to put the colored candies to its corresponding colored

bottles and if they have done it, they get the candies and eat it, too. The lesson on Pop the Bubbles also made each participant blissful in popping and counting how many bubbles they have popped. Even the teachers cannot hide their excitement in popping the bubbles activity. They also loved the activity on sandwich making; they prepared three (3) sandwiches with different spreading. Balloon juggling, Mini-bowling and Balloon Hit were the other activities that the children found it really exciting and enjoyable.

A 5-point scale was used to interpret the value assigned by the expert in evaluating the performance of the participants in the try-out on the gross motor skills and fine motor skills activities. All the data were gathered, treated statistically, and interpreted. The result of the tryout on the play-based instructional guide on the development of the gross and fine motor skills of children with mild intellectual disability are found on pages 137-154 of of Chapter 4.

Lastly, the result of the evaluation of the try-out of the activities were gathered, analyzed and then finalized the design and format of the instructional guide for teachers.

3.2 Participants of the Study

The participants of the study were selected based upon the following criteria: a) diagnosis and b) age. The participants were fifteen (15) children, 6 males and 9 females, who were diagnosed with mild intellectual disabilities and mental ages range from 4-6 years old while their chronological age ranged from 8 to 13 years old. All of them are attending school at Pinaglabanan Sped Center.

With the assistance of the sped teachers of the said school, the checklist on the gross and fine motor needs of CWID was utilized an assessment tool to determine the gross motor and fine motor needs of the participants. The modified checklist measured the quantitative as well as the qualitative picture of the children's' movement level. The result of the assessment showed that the children are deficient in their expected motor skills commensurate to their chronological age. In addition, the psychological assessment of each participant shows that their mental age is from 4 – 6 years old and exhibited difficulties in performing the gross and fine motor skills thus, they were enrolled in the early intervention program. According to Widdop et. al., the average scores of mildly intellectual disability children in some gross and fine motor skills have been reported to be 3 to 5 years behind non–handicapped children of similar ages (Samouilidou, A. and Valkova, H. (2009)

Through the assessment made and interviews conducted with their teachers and parents, the information obtained that these children have demonstrated incidence of developmental delays because they were not provided with the necessary training/activities to develop their motor skills and the parents deprived their children in playing games and joining outdoor activities for safety purposes until they were enrolled in the special education center.

Table 3.4 exhibits the profile of the participants on their gross motor and fine motor skills.

Table 3.4
Profile and Weighted Mean of the Participants Weaknesses in Gross Motor and Fine Motor Skills

Participants	Sex	Child's Assessment	Chronological Age	Mental Age	Weighted Mean in Weaknesses of children's Gross Motor and Fine Motor Skills	
Child A	F	Mild ID	9	5	2	1
Child B	F	Mild ID	9	5	2	1.43
Child C	F	Mild ID / DS	12	5	2.3	1.43
Child D	F	Mild ID	9	5	3	2.14
Child E	F	Mild ID / DS	10	6	3	3
Child F	F	Mild ID	9	5	2.5	1.29
Child G	F	Mild ID / DS	10	5	2.8	2.14
Child H	F	Mild ID	13	6	2	1.71
Child I	F	Mild ID	10	6	1.7	1.71
Child J	M	Mild ID / DS	9	6	2.9	2.57
Child K	M	Mild ID / DS	8	4	1.8	1
Child L	M	Mild ID / DS	10	6	2	2
Child M	M	Mild ID	11	6	1.7	2.71
Child N	M	Mild ID	10	5	1.8	1.43
Child O	M	Mild ID	10	5	1.5	1

Table 3.4 presents profile of the participants. The participants were fifteen students with mild intellectual disabilities, nine (9) females and six (6) males with ages ranged from eight (8) to thirteen (13) years old. There is an evident delay in their development as shown by a wide difference in their chronological age and mental age. This delayed development is also confirmed in the weighted mean results showing the weaknesses of the participants in their gross motor and fine motor skills in terms of age ability. Child A, B, H & L's gross motor ability is at the age of a two year old while the fine motor is that of a 1, 1.43, 1.71 and 2 year old respectively. Child C's capability is 2.3 year on gross motor skills and 1.43 on fine motor skills. The motor skills f Child C & D is 3 year old and 2.14 to 3 year old in fine motor skills. Child F, G and J's age capacity on both the motor skills range from 2.5 to

2.9 on gross motor skills and from 1.29 to 2.57 on fine motor skills. Child I, K, M, N and O's present performance in terms of age level on gross motor skills range from 1.5 to 1.8 and their fine motor skills ranges from 1 to 2.71 age ability. Child D & E got the highest age ability of a 3 year old on motor skills and fine motor skills from 2.14 to 3 year old competence. Overall, Table 3.4 exhibits that there is a remarkable developmental delay among the participants and it implies that their gross and fine motor skills must be addressed. Consequently, this present study can help them develop advance motor skills as they continuously practice and perform the play-based activities designed for them.

Educators in the field in special education participated in evaluating the play-based instructional guide to enhance the gross and fine motor skill of children with mild intellectual disability. Table 3.5 exhibits the qualification of the experts who thoroughly evaluated the instruments and the play-based intervention guide of this study.

Table 3.5 Profile of the Respondents in the Study

Expert	Present Position	Institution	No. Of Years In the Service	Highest Educational Attainment
1	Principal	Pinaglabanan Elementary School	39	PhD Educational Management
2	SPED Supervisor	Division of the City of San Juan	25	MA in Education Major in SPED
3	SPED Teacher	Kabayanan Elementary School	22	MA in Education Major in SPED
4	SPED Teacher	Pinaglabanan Elementary School	4	With Units in MA SPED
5	SPED Teacher	Pinaglabanan Elementary School	3	With Units in MA SPED

To validate the suitability of the varied instruments used in the study and authenticity of the play-based intervention guide, the researcher sought the opinions of five experts: First, the principal of the school where the researcher teachers is a Ph. D Educational Management degree holder with thirty-nine years of service in the public school system. Second, is a Special Education Supervisor with a Masteral degree in Special Education and with twenty five (25) years of working proficiency. Third, is a special education teacher with an M.A. degree in special education and with dedicated service of teaching special children for twenty-two (22) years. And lastly, two special education teachers are still pursuing a masteral degree in special education with three and four years of teaching experience.

3.3 Locale of the Study

The study took place at the Sped Center of Pinaglabanan Elementary School, City of San Juan. The school started the special education program in July, 2004 with only three (3) children enrollees, a child with autism and two (2) children with intellectual disability. Enrolment of children with special needs increases yearly and it was conferred as a SPED Center in 2013, hence, a special education fund is allocated to improve the school's facility, purchase teaching materials and training of teachers were organized.

As a SPED Center, the school is mandated to offer programs to children with special educational needs. At present, programs for children with hearing impairment, cerebral palsy, autism, ADHD and children with intellectual disability are now heartedly

implemented. The SPED Center's facilities are consists of six (6) rooms where each classroom is equipped with materials that cater to the needs of the children. Classrooms are well ventilated with big glass windows, small library and grooming area. On the same building, a resource room is set up with fully furnished facilities and instructional materials that provide a meaningful learning and peaceful ambience to the children.

Pinaglabanan Sped Center was chosen as the setting of the study; firstly, the accessibility of the researcher in identifying the participants of the study. Secondly, her contribution to the effectiveness and improvement of the curriculum that the Sped Center is using and thirdly is to help in addressing the needs of the children with mild intellectual disability who are attending an early childhood intervention program. Moreover, the school administration was very supportive of this endeavor by giving their time and effort in evaluating the instruments used in the study and actively participated in the try-out phase.

3.4 Research Instrument

The instruments that were used in the study are the following:

1. **Checklist on the Gross and Fine Motor Skills of Needs of CWID**

Using the ECCD Checklist as an instrument, the sped teachers modified the checklist of skills that befit the characteristics of the children with mild intellectual disability. The researcher utilized the assessment to evaluate the gross and fine motor skills of the children which includes the following skills to be developed: walking, running, jumping, skipping, throwing, pulling, kicking, climbing, balancing, hopping, rolling, sliding, crawling, and

galloping. On the other hand, fine motor skills include gripping, grasping, cutting, picking, bilateral coordination, eye-hand coordination and hand manipulation.

The ECCD checklist contains the guidelines and procedures on how to administer it to the children followed by a standard scoring. The Sped teachers modified some of the procedures to make it suitable to the ability of the participants.

The scale was used to interpret the performance derived from the respondents' assessment of their gross motor and fine motor skills is shown below with its corresponding verbal description.

Scale to interpret performance of participants

Legend	Description
4.45 – 5.00 Very Much observed	Areas are very skillfully carried out with little waste of time and effort.
3.45 – 4.44 Much observed	Areas are often carried out well, adequate in operation or performance
2.45 – 3.44 Moderately observed	Areas are moderately carried out but still need a little Improvement at times.
1.45 – 2.44 Fairly observed	Areas are carried out but seldom effective and have to be corrected and supervised constantly
1.00 – 1.44 Not observed	Areas are not at all or never performed right or carried out well

2. The Criteria in the Development of the Play-based Instructional Guide

The researcher used series of rubrics/criteria validated by experts to come up with four (4) criteria in developing the play-based instructional guide.

a. Criteria for Objectives: Specific, Measurability, Attainability, Relevance and Time bound - Objectives are (a) specific and clearly stated for the teachers to understand it, (b) measurable in order to determine the performance level of the children, (c) attainable within the ability of the children, (d) relevant to the development of the skills, and (e) time-

table to attain the skills developed.

b. Criteria for Content: Congruency, Suitability, Capability and Authenticity

The content is (a) congruent to the objectives, (b) materials are clearly specified for the teachers to prepare appropriate materials that suits the children. Contents are (c) appropriate to the children capability and (d) it shows illustrations or pictures that help the teachers prepare the materials and understand the activities.

c. Criteria for Activities: Congruency, Simplicity, Suitability, Variety

The activities are (a) congruent to the objectives, (b) easy to follow where teachers can execute it in a simple manner the way for the children to execute it properly. (c) suited to the ability level of the children and (d) variation of activities was made from easy to difficult for further development of the skills of the children with mild intellectual disability.

d. Criteria for procedures: Relevance, Language Usage, Participatory and Adaptability - The procedures are (a) relevant to the learning objectives, (b) words and language used are simple and precise to figure it out easily; (c) provides full participation of the pupils as it makes them enjoyed every activities made,; (d) easy to follow by the teachers and (d) makes adaptable to children's interest and learning due to the lessons are in a form of games.

3.5 Data Gathering Procedures

As described in the research design, the study utilized a modified version of the Course Development Cycle in developing the Instructional Guide. The instrument was

revised based on the recommendations of the experts in special education. A final version of the play-based instructional guide alongside with the edited and finalized version of the paper was submitted for approval.

3.6 Statistical Treatment of Data

The quantitative part of this study was analyzed through statistical tools like, weighted frequency and weighted mean, including the use of Likert scale in measuring the development of play-based instructional guide in enhancing the gross motor skills and fine motor skills of children with mild intellectual disabilities

1. Weighted Mean

Weighted mean was computed to determine the observed behavior of CWID by dividing the summation of all the weighted frequencies per item by the frequency under each degree of perception. The formula was:

$$\mathbf{WM} = \frac{\sum \mathbf{Wf}}{\mathbf{N}}$$

Where: ∑WF = Summation of the Weighted frequency

f = Frequency

WM = Weighted Mean

N = Total Number of Evaluators

In addition, weighted mean is also used in this study to measure the general response of the evaluators in the motor skills needs and validation of the first draft of the checklist on

how they rate the necessity of the play-based instructional guide.

The scale was used to interpret the improvement derived from the respondents' assessment of the performance of play-based activities of the instructional guide.

The 3-point scale was used to interpret the values assigned by the expert in evaluating the play-based instructional guide

Table 3.6

5 – Point Scale to Interpret Rating of Experts

Range	Verbal Interpretation
2.50-3.00	Very Appropriate
1.50-2.49	Appropriate
1.00-1.49	Not Appropriate

The 5 point scale was used to interpret the value assigned by the expert in evaluating the present skills of the participants using the Checklist on the Gross and Fine Motor Skills Needs of CWID.

Table 3.7

5 – Point Scale to Interpret Rating of the Performance of the Participants

Range	Verbal Interpretation
4.00-5.00	Very Much Observed
3.00-3.49	Much Observed
2.50-3.00	Moderately Observed
1.50-2.49	Fairly Observed
1.00-1.49	Not Observed

The 5 point scale was used to interpret the value assigned by the expert in evaluating the performance of the participants in the try-out of the gross motor skills and fine motor skills activities.

Table 3.8

5 – Point Scale to Interpret Rating of the Performance of the Participants

Range	Verbal Interpretation
4.00-5.00	Very Much Improved
3.00-3.49	Much Improved
2.50-3:00	Moderately Improved
1.50-2.49	Fairly Improved
1.00-1.49	Not Improved

3.7 Potential Ethical Consideration

The following ethical considerations were observed in conducting this study:

The research is conducted with a view to improve teaching and this is worthwhile and of benefit to the special children

The permission of the supervisors, principal, and special education teachers and experts were obtained prior to the research study being carried out.

The permission of the children and the written consent of their parents were obtained prior to the study

The improvement in the learning of the children is of paramount concern to the researcher’

The children as participants of the study, we made aware regularly that the try out will be scheduled from October 3, 2015 to December 14, 2015.

At no time the conduct of the study will detract from the normal work of the class, that the participants of the study comes at 8:00 to 12:00 o'clock noon.

Strict confidentiality was adhered. No names will be written report

Parents was appraised of all the stages and they have the right to withdraw their children from the try-out anytime

Permission of the parents were sought to use the video/tapes and taking photos of the children as participants.

Plagiarism was avoided and the researcher had fully acknowledge the work of others to which she have referred in her study

Findings were reported honestly and truthfully

Letters to colleagues requesting cooperation and participation on the try-out of the play-based activities to children with intellectual disability.

Letter requesting to use evaluation/instruments from the guidance counselor was sought.

Letter to parents inviting them to view filmed try-outs

Participation was voluntary

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter contains the presentation, interpretation and analysis of the data or information gathered. Depending on the extent of information revealed by the results during the different phases of the study, the researcher utilized whatever possible visual representations to explain the data. Narratives for the presentation, interpretation and analysis of data were patterned according to the purpose of this study. The connection between the results and literature was considered in explaining the data of this research.

4.1 Identify the gross motor skills and fine motor needs of the 15 participants

To address the first purpose of this study, which was to identify the gross and fine motor skills needs of children with mild intellectual disability, the checklist on the gross and fine motor skills needs of children with intellectual disability was utilized. The results of the pre-assessment were gathered and used as the basis for preparing a play-based instructional guide for the development of the gross and fine motor skills of children with mild intellectual disability. A copy of the instrument is presented in the appendix section.

The following scale and interpretation were used in assessing the gross motor and fine motor of the participants. The scale of 5 which ranged from 4.5 – 5.00 was interpreted "very much observed" were children's performance in the gross and fine motor activities is highly evident, as the scale of 4 ranges from 3.50 – 4.49 interpreted as "much observed"

were children's performance is near towards the extent of the activity. Scale of 3 that ranged from 2.5 – 3.49 interpreted as "moderately observed" were children's performance is average state, while the scale 2 which ranged from 1.50 – 2.49 interpreted as "fairly observed" were children somewhat had a difficulty in performing the activities. In addition, a scale of 1 which ranged from 1.0 – 1.49 interpreted "Not at all observed" were children cannot perform the activity and preferably needs assistance.

Below is Table 4.1 which presents the weighted mean results of the gross motor skills needs of children with intellectual disabilities. It is evident that through the result of the pre-test using the checklist on the gross and fine motor skills needs of the participants to identify present gross motor skills of the participants revealed a total mean of 3.33 which interpreted as moderately observed. This implies that the gross motor skills of the children with mild intellectual disability need to be address and develop.

Table 4.1
Weighted Mean and Verbal Interpretation of the Gross Motor Skills Needs of Children with Mild Intellectual Disability

Participants	GROSS MOTOR SKILLS											
	Jumping	Hopping	Skipping	Throwing	Sliding	Pushing and Pulling	Crawling	Kicking	Galloping	Balancing	WEIGHTED MEAN	Verbal Interpretation
Child A	2	2	1	3	2	2	2	2	2	2	2	Fairly Observed
Child B	3	2	2	2	2	2	2	1	2	2	2	Fairly Observed
Child C	3	2	2	3	2	2	3	2	2	2	2.3	Fairly Observed
Child D	3	3	3	3	3	3	3	3	3	3	3	Moderately Observed
Child E	3	3	3	3	3	3	3	3	3	3	3	Moderately Observed
Child F	3	2	2	2	3	3	3	3	2	2	2.5	Moderately Observed
Child G	2	3	2	3	3	3	3	3	3	3	2.8	Moderately Observed
Child H	2	2	2	2	2	2	2	2	2	2	2	Fairly Observed
Child I	2	2	1	1	2	1	2	2	2	2	1.7	Fairly Observed
Child J	3	3	2	3	3	3	3	3	3	3	2.9	Moderately Observed
Child K	2	2	1	2	2	2	2	1	2	2	1.8	Fairly Observed
Child L	2	2	2	2	2	2	2	2	2	2	2	Fairly Observed
Child M	2	2	1	2	2	2	2	1	2	1	1.7	Fairly Observed
Child N	2	2	1	2	1	2	2	2	2	2	1.8	Fairly Observed
Child O	2	2	1	1	2	2	2	1	1	1	1.5	Fairly Observed
Total Mean											**3.33**	**Moderately Observed**

As shown in Table 4.1, Child A got a weighted mean of 2 which has an interpretation of "fairly observed". It was observed that she cannot skip using alternative feet and needs assistance in doing the activity hence the evaluators gave Child A a rating of 1 in the skipping skill with a verbal interpretation as Not At All Observed. In addition, Child A got a rating of 3 for throwing skills, interpreted as moderately observed where she can moderately execute while the rest of the gross motor skills got a rating of 2 which means she can do the activity fairly as observed and needs to have more practice to master the skill.

Child B got the lowest rating of 1 in the kicking skills and a verbal interpretation as Not at All Observed. It was observed that she has a difficulty in kicking with control, she often kicks the ball anywhere and needs to be reminded to kick the ball lightly and needs to have more practice to master this skill. On the other hand, Child B can easily jump in the jumping activity while the rest of her motor skills performance got a rating of 2, and it considered a need for more repetition and exercise in those skills.

Child C was rated 3, interpreted as moderately observed as she carried out the throwing, jumping and crawling activities with confidence. While the rest of her gross motor skills got a rating of 2 which was interpreted as fairly observed.

On the other hand, both Child D and Child E got a perfect rating of 3 in all the gross motor skill activities and it has been keenly observed that they can moderately execute the gross motor skills. Moreover, it has been perceived that the two children seem to have a competition in every activity they do.

Meanwhile, Child F got a rating of 3 and a verbal interpretation of moderately observed in her performing the jumping, sliding, pushing and pulling, crawling and kicking skills. The child can complete the task but in a very slow pace. While the rest of the skills in gross motor and fine motor activities were rated as 2 with an interpretation of fairly observed.

Child G got a rating of 2 which means fairly observed for jumping and skipping skills. It was observed that she has a minimal movement in doing the activity, while the rest of the gross motor skills was rated 3 which means the she can moderately perform the skills.

Child H got a weighted mean of 2 in all of the gross motor skills activities which are interpreted as fairly observed since it was noticed that she can execute the skills though in slow pace manner. Child I got a weighted mean of 1.7 which is interpreted as fairly observed and she needs assistance in skipping, throwing, pushing and pulling skills.

In the case of Child J, he got a rating of 2 for skipping skills which is interpreted as fairly observed. He needs maximum assistance to decide on what feet to use in skipping while the rest of the gross motor skills was rated 3 which was monitored that he can execute the skills moderately.

Child K got a rating of 1 on his skipping and kicking skills with a verbal interpretation of not at all observed. He needs maximum assistance in doing this activity because of a feet defect since birth. Although, the rest of the skills were carried out by Child K with a rating of 2 which is interpreted as fairly observed, there is necessary to have more activity to master the skills.

Moreover, Child L got a rating of 2 in all of his gross motor skills with a verbal interpretation of fairly observed. He can execute the skills independently but needs a detailed explanation on the procedures on how execute the skills of the activity.

Child M got the lowest rating of 1 on his skipping, kicking and balancing skills performance with a verbal interpretation of not at all observed. He is overweight and fined balancing skills difficult to and needs a longer time to do it. A rating of 2 for jumping, hopping, throwing, sliding, pushing, pulling, crawling and galloping skills was given to him which is interpreted as not at all observed.

Child N got the lowest rating of 1 for skipping and sliding skills which is interpreted as not at all observed because he cannot identify his left and right foot. He got a rating of 2 in the skills of jumping, hopping, throwing, pushing, pulling crawling, kicking, galloping and balancing skills which is construed as fairly observed.

Child O obtained a rating of 1 in hopping skills and interpreted a not at all observed. In this skill, the child was confused on what feet to use in skipping and needs to be assisted. In crawling skills, he was rated 3 and a verbal interpretation of moderately observed where he can crawl and enjoyed the activity and while the rest of the gross motor skills got a rating of 2 which is interpreted as fairly observed and needs to be enhanced.

Accompanying the bar chart below, Figure 4.1 exhibits the results of the weighted mean scores on the gross motor skills of the children with mild intellectual disability as identified using the checklist to evaluate the gross and fine motor skills needs of the participants.

Figure 4.1

Results of the Evaluation of the Gross Motor Skills Needs of CWID

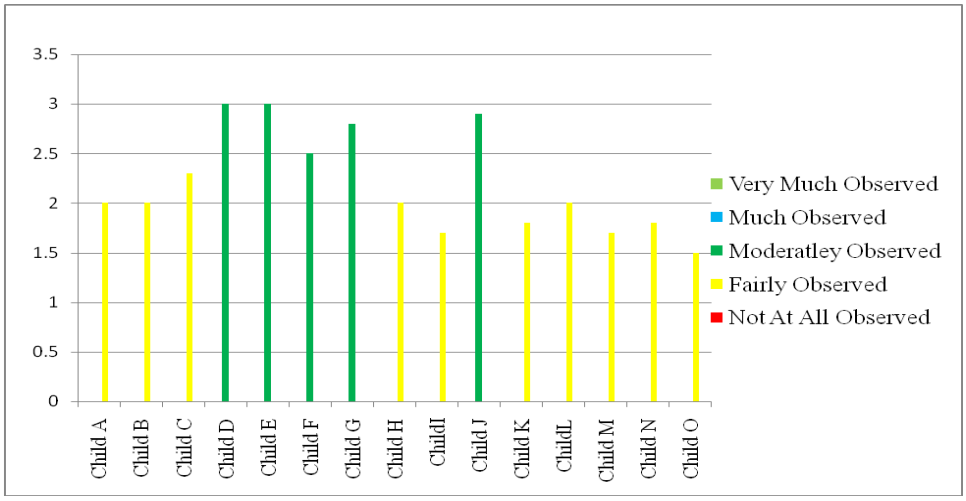


Table 4.2 shows the result of identifying the fine motor skills of the participants using the checklist on the gross and fine motor skills needs of the participants. It established a weighted mean of 1.77 with an interpretation of fairly observed. This suggests that the fine motor skill of the participants needs to be attended for improvement.

Table 4.2
Weighted Mean and Verbal Interpretation of the Fine Motor Skills Needs of Children with Mild Intellectual Disability

Participants	FINE MOTOR SKILLS								
	Gripping	Grasping	Picking	Cutting	Bilateral Coordination	Eye-Hand Coordination	Body Manipulation	WEIGHTED MEAN	Verbal Interpretation
Child A	1	1	1	1	1	1	1	1	Not At All Observed
Child B	2	2	2	1	1	1	1	1.43	Not At All Observed
Child C	2	2	2	1	1	1	1	1.43	Not At All Observed
Child D	3	3	2	2	1	2	2	2.14	Fairly Observed
Child E	3	3	3	3	3	3	3	3	Moderately Observed
Child F	1	1	1	1	1	2	2	1.29	Not At All Observed
Child G	2	2	3	2	2	2	2	2.14	Fairly Observed
Child H	2	1	2	1	2	2	2	1.71	Fairly Observed
Child I	2	2	2	1	1	2	2	1.71	Fairly Observed
Child J	3	3	3	2	3	2	2	2.57	Moderately Observed
Child K	1	1	1	1	1	1	1	1	Not At All Observed
Child L	3	3	2	2	1	1	2	2	Fairly Observed
Child M	2	2	3	3	3	3	3	2.71	Moderately Observed
Child N	1	1	2	1	2	1	2	1.43	Not At All Observed
Child O	1	1	1	1	1	1	1	1	Not At All Observed
Total Mean								**1.77**	**Fairly Observed**

Table 4.2 shows the weighted mean and interpretation of the fine motor skills needs of the participants. It shows that each specific fine motor skill of the participants is mostly not yet fully developed. It implied that though the participants are chronologically old, their

fine motor skills are those of children in the kindergarten/early intervention age group. It means that the fine motor skills developmental milestone of these children is markedly delayed.

Child A got a weighted mean of 1 on her fine motor skills which is verbally interpreted as not at all observed and it showed that she still needs prompting and assistance in performing the skills during the pre-test. It was known that this was her first time to be in school when she carried out the fine motor skills assessment.

On the other hand, Child B got a weighted mean of 1 on cutting, bilateral and, eye-hand coordination and body manipulation skills activity and a verbal interpretation of not at all observed. She cannot play the activities all by herself. It was also observed that she seems to be distracted with the other objects presented to her during the pre-test, thus she needs to be assisted to perform every activity. While the skills of gripping, she can execute grasping and picking skills with minimal assistance.

Meanwhile, Child C got a weighted mean of 1 and a verbal interpretation of not at all observed, and so with Child B as she cannot start the activity without looking at and imitate what her classmate does during the pre-test. It seems that Child C did not have the confidence to carry out the skills unless prompted by her classmates and teachers.

Child D got a weighted mean of 1 for bilateral coordination and a verbal interpretation as not at all observed. During the pre-test, she displayed a difficulty in balancing body movements and she often times trip over doing the activities. Furthermore, she got also a weighted mean of 2 and a verbal interpretation of fairly observed for picking, cutting eye-

hand coordination and body manipulation skills activities. It was observed that she can fairly perform but she repeatedly execute the activities several times. In addition, she also got a rating of 3 for grasping and gripping skills activities, hence still she needs enhancements without assistance.

On the fine motor skills of Child E, it resulted to a rating of 3 which is interpreted as moderately observed. The child can perform the activities without any assistance, but she has to master the activities on cutting and bilateral coordination skills for advancement.

Child F was evaluated and got a rating of 1 on most of the fine motor skills. The skills were not observed during the pre-test due to finger pains. However, during the pretest on eye-hand coordination and body manipulation, she can manage to perform the activities but with assistance.

As observed, Child G got a rating of 2 in all of her fine motor skills which were interpreted as fairly observed. The child can perform the skills for the fine motor activities with minimal assistance but more practice has to be done to master the skills.

Child H has a difficulty in performing the skills for grasping and cutting things and she got a rating of 1 which is interpreted as not at all observed. Whereas the rest of the fine motor skills was rated 2 with an interpretation of fairly observed as the child can execute the skills but with promptings.

Cutting and bilateral coordination are the skills that Child I was not able to carry out during the pre-test. The child needs assistance in doing these activities while the rest of the fine motor skills are fairly done and needs to be enhanced.

On the other hand, child J got a rating of 2 for cutting, eye-hand coordination and body manipulation skills with an interpretation of fairly observed however the rest of the fine motor skills were moderately observed.

K was rated 1 for all the fine motor skills and it is the same with Child A. They have just started going to school and they need maximum assistance while taking the pre-test on gross motor and fine motor skills activities.

Child L got a rating of 1 on the bilateral and eye-hand coordination skills with an interpretation of not at all observed whereas, picking, cutting and body manipulation skills got a rating of 2 and interpreted as fairly observed. During the pre-test, it was observed that he can perform the activities confidently when instructions were repeatedly given and it is said in a simple language.

Child M got a rating of 2 for gripping and grasping skills. It took him time to execute the activities to hold a heavy pitcher, whereas, he got a rating of 3 with the rest of the fine motor skills with verbal interpretation of moderately observed.

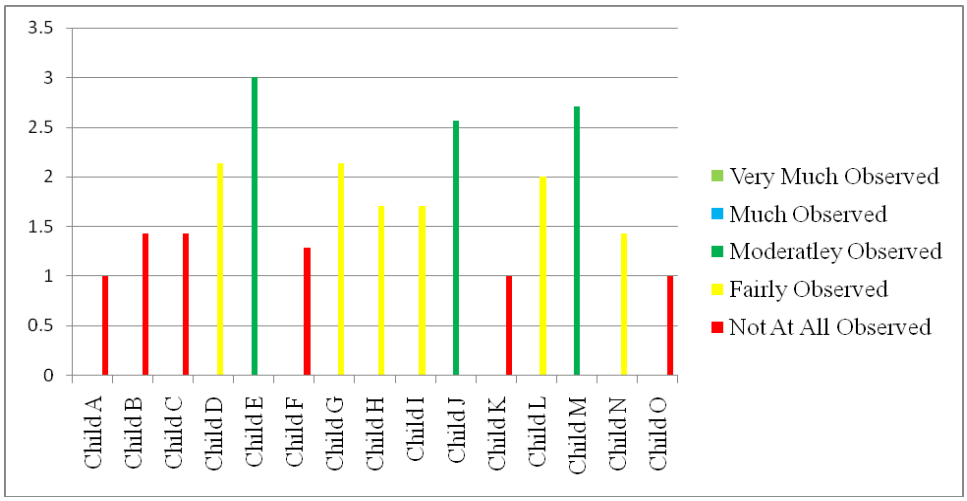
Meanwhile, Child N got the lowest rating of 1 for the gripping, grasping, cutting and eye-hand coordination skills which interpreted as not at all observed and he needs maximum assistance to do the said skills. Whereas picking, bilateral coordination and body manipulation skills was fairly observed hence more practice has to be scheduled.

Lastly, Child O got a rating of 1 in all the fine motor skills activities. It was observed that the child had a hard time doing the activities hence a maximum assistance was offered for him to perform the activity and master the skills.

Figure 4.2 shows the results and the mean scores of the fine motor skills of the children with mild intellectual disability by using the checklist instrument to evaluate the gross and fine motor skills needs of the participants.

Figure 4.2

Results of the Evaluation of the Fine Motor Skills Needs of CWID



As Cherry (2013) stated in Chapter 1 that in the early childhood development, motor skills is an important milestone of physical development and by developing it, the child becomes more capable of performing increasingly complex actions and will be ready for schools activities. Hence, it indicates a marked developmental delay among children with mild intellectual disability as expected during their growing up years thus play-based intervention activities are essential to foster and improve their motor skills development.

4.2 Create a Play-Based Instructional Guide on the Development of the Gross and Fine Motor Skills of Children with Mild Intellectual Disability

In relation to the second purpose of this research, the researcher was guided in designing the proposed play-based instructional guide based on the result of the checklist used in identifying and evaluating the the gross and fine motor skills needs of the participants. In addition, the developmental tasks and benchmarks/expectations on motor skills from the Kindergarten Curriculum for Children with Intellectual Disability was utilized in developing the play-based instructional guide

Table 4.3 as illustrated below represents the motor development content and performance standards, including the benchmarks and expectations in the gross and fine motor skills of children with intellectual disability.

Table 4.3
Gross Motor and Fine Motor Skills Development from the Kindergarten Curriculum for Children with ID

Domain 3: MOTOR DEVELOPMENT			
Sub-domain	**Content Standards**	**Benchmarks/Expectations**	**Performance Standards**
Gross Motor Skills Development	The learner demonstrates fundamental gross motor skills properly	The child shows control and coordination of the body movements involving large muscles	✓ demonstrates locomotor skills such as walking, running, skipping, jumping and climbing ✓ demonstrates non-locomotor skills such as pushing, pulling, swaying and bending correctly ✓ demonstrates receptive and projective (manipulative) skills such as throwing, catching and kicking correctly

Table 4.3
Gross Motor and Fine Motor Skills Development from the Kindergarten Curriculum for Children with ID

Table 4.3, contd.

Domain 3: MOTOR DEVELOPMENT			
Sub-domain	**Content Standards**	**Benchmarks/Expectations**	**Performance Standards**
Fine Motor Skills Development	The learner demonstrates competence in various fine motor skills	The child can control and coordinate hand and finger movements: Copies a simple pattern of different basic shapes Draws a human figure (head, eyes, mouth, trunk, arms, legs etc.) without prompts Draw a house without prompts using geometric forms Colors with stroke staying within lines	✓ demonstrates fine motor skills such as cutting, writing, drawing and using spoon and fork correctly.

As seen on Table 4.3, Domain 3: Motor Development was utilized to develop a play-based instructional guide for children with mild intellectual disability. This domain contains the developmental tasks that kindergarten children are expected to accomplish. The term, motor development refers to the development of skills related to the use of large and small muscle groups. The development of the motor skills is a milestone of every child to acquire gross and fine motor skills as pre-requisites for learning wiring and other academic skills. As the Erikson's epigenetic principle stated that development happen through a gradual unfolding, the child's foundation gradually develops their skills and competencies.

Description of the Play-based Instructional Guide

The play-based instructional guide contains thirty (30) play-based lesson plans for the gross motor skills activities and twenty (20) play-based lesson plans and each lesson has the following parts:

1. Objectives refer to the purpose and expected skills to develop for each lesson and it follows the "SMART" model. The goal setting theory of motivation by Lock and Letham was adopted through the SMART framework to create effective goals. The theory emphasizes the important relationship between goals and performance. It follows the principle of clarity which is specific, measurable, attainable, and realistic and time bound .The participants of the study showed effective performance because the goals are specific and challenging and linked to feedback on results, and create commitment and acceptance. (Lunenburg, 2011).

2. The subject matter is the thematic play-based activity to develop the gross and fine motor skills needs of the participants. In choosing the subject matter of the lesson plans of the guide, the thematic curriculum theory was used. This theory is based on the idea that people acquire knowledge best when learning in the context of a coherent "whole," and when they can connect what they're learning to the real world. The subject matter in this study was organized around macro themes on gross motor skills and fine motor skills to develop the motor skills of children with intellectual disabilities (Funderstanding, 2011).

3. Description and illustration is the section with the overview and pictures illustrating the execution of the play-based activities. The thematic curriculum theory is used in

describing and selecting the illustration and pictures of the play-based activities as it is an essential part of thematic unit planning. It follows the principle of encouraging presentation and celebration because the thematic instruction and the play-based instructional guide are project-oriented which contain extensive visual displays of the play skills activities. (Funderstanding, 2011).

4. Procedures refer to the methodology of motivation to sustain the children's interest such as the language used is accurate and specific. Task analysis is the approach used in teaching the gross motor and fine motor skills activities. The skills are developmentally organized and instructions are made simple for learning to take place. In applying the task analysis procedure in performing the play skills activities, the Bloom taxonomy's area on psychomotor domain was used. It includes physical movement, coordination and use of the motor skills areas. Development of the gross motor skills and fine motor skills of children with mild intellectual disabilities require practice and is measure in terms of speed, precision, distance or technique in execution. It follows the 7 major categories of behavior in performing the play skills activities: 1) perception or awareness – is the ability to use sensory cues to guide motor activity. In this stage, the teacher gives a verbal instruction for the child to understand what to perform, 2) set – is the readiness of the child to act. It includes mental, physical and emotional sets. These three sets are dispositions a child's response to different situations. It is also called mindsets. During the try-out, the child recognize his ability and limitation where she/he will ask the teacher to assist him to perform the steps by steps the play skill activity until it completed to the last step. 3) guided response

is the early stages in learning complex skills that includes imitation and trial and error. The participants achieved adequacy in their performance by practicing and followed instructions to complete the task. 4) mechanism or basic proficiency – this the intermediate stage in learning a complex the participants learned responses have become habitual and the movement can be performed with confidence and proficiency. 5) complex-overt response is the skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by quick, accurate and highly coordinated performance, requiring a minimum energy. When a participant completed a task, he/she utters expletives to show satisfaction like "Ang galling ko" ("I'm good!). 6) adaptation – skills are well develop and the child can modify movement patterns to fit special requirements for example, a participant responded effectively to unexpected experience by walking with balance with hands on a sideward position to avoid from falling. 7) origination is creating new movement patterns to fit a particular situation or specific problem. The participants developed strategy to perform a play skill activity on their own. (Donald, 2015),

5. Variation activities are additional and alternative activity to further develop the children's cognitive, effective and psychomotor domains. The thematic curriculum theory was used in creating additional varied activities as the lesson plans are written in a thematic theme unit implying that teaching of other skills are integrated in the play-skills activities. These activities are integrated in learning cognitive skills in reading as the participants say the sound of the letters of the alphabet as they perform balancing skills, mathematics when they learn to count as they steps on the letters and allow creative exploration. The varied

activities occur within an entire level of performance of the participants. (Funderstanding, 2011).

6. Evaluation, the researcher made simple criteria to evaluate and observe the performance level of the participants. The evaluation theory was used to consolidate the skills that the participants have learned and it was synthesized by following a performance criteria by giving points on the skill that the child had performed: 1 point when the child cannot walk with balance, 2 points for walking with balance on two letters on the floor, 3 points on walking with balance on three letters, 4 points for walking with balance on four vowel letters and 5 points on walking with balance on five vowel letters on the floor.

Table 4.4 presents the play-based activities for children with mild intellectual disability. These play-based activities were evaluated by five experts based on objectives, content, activities and procedures and was rated as suitable.

Table 4.4
Play-Based Activities for Children with Mild ID

GROSS MOTOR ACTIVITIES	FINE MOTOR ACTIVITIES
Jumping Activity	**Gripping Activity**
1. Shark Attack	1. Hanging Letters and Numbers
2. Frog Jump	2. Squeeze It Tight
3. Jump and Grab	3. Sink and Squeeze
Hopping Activity	
1. Hop to Choose	
2. Hop In Line	**Grasping Activity**
3. Hop! Hop! Horray!	1. Drop and Roll
Skipping Activity	2. Pick and Drop
1. Follow the Maze	3. Sand Play
2. Colors and Shapes Skipping	
3. Skip to the Left and Skip to the Right	**Picking Activity**
Throwing Activity	1. Pick and Sort
1. Ball Throwing	2. Pick and Eat
2. Hula-hoop Shooting	
3. Shoot that Ball	
Sliding Activity	**Cutting Activity**
1. Left Foot Sliding	1. Cut and Win
2. Right Foot Sliding	2. Cutting Activity
3. Sliding Movement	3. Trace and Cut

Push and Pull Activity	**Bilateral Coordination**
1. Push Movement	1. Pop the Bubbles
2. Pull Santa's Toys	2. Sweep the Papers
3. Push and Pull	3. Sandwich Making
Crawling Activity	
1. Crawl in Line	
2. Let Me In	**Eye-Hand Coordination**
3. Race Crawling	1. Ring Toss
Kicking Activity	2. Balloon-Juggling
1. Long Kick	3. Lacing Activity
2. Kick to Shoot	
3. Kick to Win	
Galloping Activity	**Body Manipulation**
1. Gallop in Straight Line	1. Hula-Hoop Jump
2. Galloping Like a Horse	2. Mini-Bowling
3. Gallop to Shoot the Ball	3. Balloon Hit
Balancing Activity	
1. Balancing Movement	
2. Balancing on A Chair	
3. Balance Walk on the Woods	

4.3 Validate the play-based instructional guide through:

4.3.1 Expert's validation

In relative to objective 3, the researcher sought the opinions of five (5) experts in the field of Special Education to share their expertise in validating the play-based instructional guide. Suggestions and comments were also included in revising the instruments. The various tables below present the evaluation and validation of experts on the different contents of the play-based instructional guide designed for children with mild intellectual disabilities.

Table 4.5 represents the summary of the results of experts' validation of the play-based activities, with their given comments and suggestions. On Gross Motor Activities, Expert 5 suggested to set at least 7 to 10 letters of the alphabet on the Jump and Grab activity so that the children with mild intellectual disability can master the letters one at a time.

In Hop to Choose activity, Expert 4 suggested to paraphrase the 2nd objective to "select the colors correctly" since it leads the participant to use his own judgment and critical thinking to decide on what color he will hop on.

In Balancing on a Chair Activity, Experts 4 and 5 advised to take the necessary safety precautions in climbing on chairs and a teacher is present to assist the participant while doing the activity. In addition, both experts recommended replacing the boxes materials of Activity "Balance Walk on the Box" with small woods or any inclined material to assure the safety of the children.

On Fine Motor Skills Activities, Expert 5 suggested to use only one direction for the activity. Instead of clipping numbers and letters with clothes pin, the instruction will be "clip the number with a clothes pin" and or "clip the letter with a clothes pin" to avoid confusion. In Sink and Squeeze Activity, Expert 5 proposed to replace the bottles with smaller basins to avoid water spillage when the pupils squeezed the sponge.

Expert 5 instructed to use old newspapers for Activity Cut and Win and to use shapes and lines for Activity Trace and Cut. In Sandwich Making, Experts 1, 4 and 5 recommended to use one kind of sandwich spread only in making a sandwich for thrifty purposes. For the Ring Toss Activity, Expert 5 suggested replacing the flying saucers objects to ring toss materials because the said objects are not appropriate for tossing activity.

In addition, all the suggestions and comments by the five experts were integrated in the first draft of the instrument.

Table 4.5 shows the summarized results of the validation of the play-based activities by the five experts**.**

Table 4.5
Summary Results of the Validation of the Play-Based by Experts

LESSONS/ ON THE GROSS MOTOR SKILLS	SUGGESTIONS
Lesson 3. Jump and Grab	Lower the number of letters to be identified. It will take time for the child to identify several letters when excited. Always use pupil/s instead of child/children in making a lesson plan.
Lesson 4. Hop to Choose	Second Objective can be paraphrased to "Select colors correctly" since wisely demands judgment and critical thinking.
Lesson 23. Kick to Shoot	Pupils will find it hard to shoot the ball if the box is facing upward. It will be better if the box if facing the pupils.
Lesson 29. Balancing on a Chair	Evaluation – 2 pts and 3 pts are the same. Take precautions in climbing a chair. Needs assistance.
Lesson 30. Balance Walk on the Box	Change the boxes into to woods or any improvised material for balancing. Boxes are not safe for the pupils to step on.
Lesson 1. Hanging Letters & Numbers	Use one kind of item, it can be letters only or numbers only. They get confused when given than one direction to follow.
Lesson 3. Sink and Squeeze	Change the bottles in the activity; the game will not be successful because the water will scatter all over the table and floor. Use smaller basin or containers.
Lesson 9. Cut and Win	You can also give newspaper line with pen for the pupils to cut along the line.
Lesson 11. Trace and Cut	Use different kinds of shapes and lines.
Lesson 14. Sandwich Making	Just one kind of sandwich spread will do.
Lesson 15. Ring Toss	Change the illustration. Not rings.

The mean ratings by the five experts were tabulated and computed as to their opinions on the appropriateness of the instructional guide for the development of gross motor skills of children with intellectual disability. They validated the instructional guide using the evaluation instrument with the following criteria: Objectives, Content, Activities and Procedures.

The criterion on objectives deals with the appropriateness of all the objectives in the play-based instructional guide which is specific, measurable, attainable and relevant to the needs of the participants. On the other hand, the content focuses on the suitability of the instrument to the participants, its congruency to the objectives, clarity of the materials and illustrations for better understanding of the activities. While the activities in the play-based instructional guide shows the adequacy of the developed play-based activities.

Variations of the activities from easy to difficult level are significant to ensure the reinforcement of learning. Lastly, procedures deals on how to facilitate the use of the play-based instructional guide with simplicity to children with mild intellectual disability.

Table 4.6 summarizes the evaluation of the special education specialist on the objectives of the developed play-based instructional guide on the development of the gross and fine motor skills of children with mild ID.

Table 4.6
Weighted Mean and Verbal Interpretation of the Expert's Evaluation of the Play-Based Instructional Guide in terms of the Criteria on the Objectives

OBJECTIVES	**EVALUATORS**					**Weighted Mean**	**VERBAL INTERPRETATION**
Criteria	**1**	**2**	**3**	**4**	**5**		
1. Objectives are specific and clearly stated	3	3	3	2.39	3	2.88	**Very Appropriate**
2. Objectives are measurable	3	3	3	2.33	3	2.87	**Very Appropriate**
3. Objectives are attainable	3	3	3	2.97	2.86	2.97	**Very Appropriate**
4. Objectives are relevant	3	3	3	2.98	2.98	2.99	**Very Appropriate**
5. Objectives are time- bound	3	3	3	2.98	2.96	2.99	**Very Appropriate**
TOTAL MEAN							**2.94**

Table 4 shows the Objective Setting and its criteria as evaluated and validated for its appropriateness by five experts. As to Item 1 that the objectives are specific and clearly stated was given a rating of 2.88 interpreted as very appropriate. Item 2 as the objectives are measurable, got a rated mean of 2.87 interpreted as very appropriate. Item 3 as to objectives are attainable, a rating of 2.97, interpreted as very appropriate was granted. Items 4 and 5 as to objectives are relevant and time-bound got a rating of 2.99 each interpreted as very appropriate. The total weighted mean for Table 4.6 is rated 2.94 with an interpretation as very appropriate. This implies that the developed objectives followed the standards in developing the play-based activities designed to develop the motor and fine motor skills of children with intellectual disability.

Figure 4.3 illustrates the evaluation of the five experts that the criteria of the developed objectives for the play-based instructional guide were met is shown below. It reveals that the objectives developed are very appropriate to attain the development of the gross motor and fine motor skills of children with intellectual disability.

Figure 4.3
Results of the Expert's Evaluation on the Objectives of the Play-Based Instructional Guide

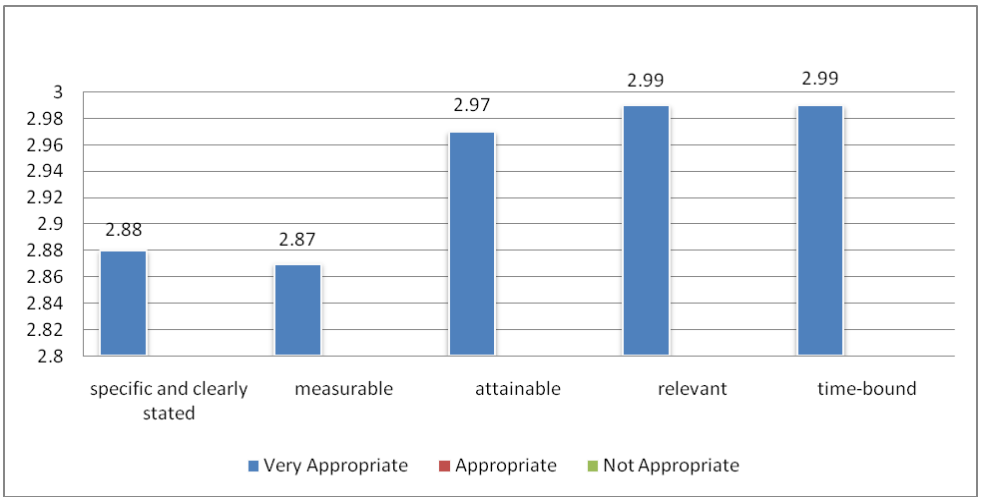


Table 4.7 summarizes the evaluation of the experts on the content of the developed play-based instructional guide to children with mild intellectual disability.

Table 4.7
Weighted Mean and Verbal Interpretation of the Expert's Evaluation of the Play-Based Instructional Guide in terms of the Criteria on the Content

CONTENT	EVALUATORS					Weighted Mean	VERBAL INTERPRETATION
Criteria	1	2	3	4	5		
1. Contents are congruent to the objectives	3	2.98	3	2.54	3	2.91	**Very Appropriate**
2. Materials are clearly specified	3	3	3	3	2.90	2.98	**Very Appropriate**
3. Content is appropriate for the the children	2.98	3	2.98	2.97	2.98	2.98	**Very Appropriate**
4. Shows illustration or picture for understanding of the activities	3	3	3	2.98	3	3	**Very Appropriate**
TOTAL MEAN							**2.97**

Table 4.7 shows the results of the expert's evaluation on the content of the play-based instructional guide. Item 1 as to contents are congruent to the objectives was rated 2.91 interpreted as very appropriate, item 2 as to materials are clearly specified got a rating of 2.98 interpreted as very appropriate, item 3 as its appropriateness for the children was given a rating of 2.98 interpreted as very appropriate and item 4 as it shows illustrations and picture for understanding of the activity was rated 3 interpreted as very appropriate. Table 4.7 got an overall rating of 2.97 and it implies that the content of the play-based instructional guide is apt for the learners.

Figure 4.4 revealed that five evaluators agreed that the content of the activities are fitted to the children with mild intellectual disability.

Figure 4.4
Results of the Expert's Evaluation on the Content of the Play-Based Instructional Guide

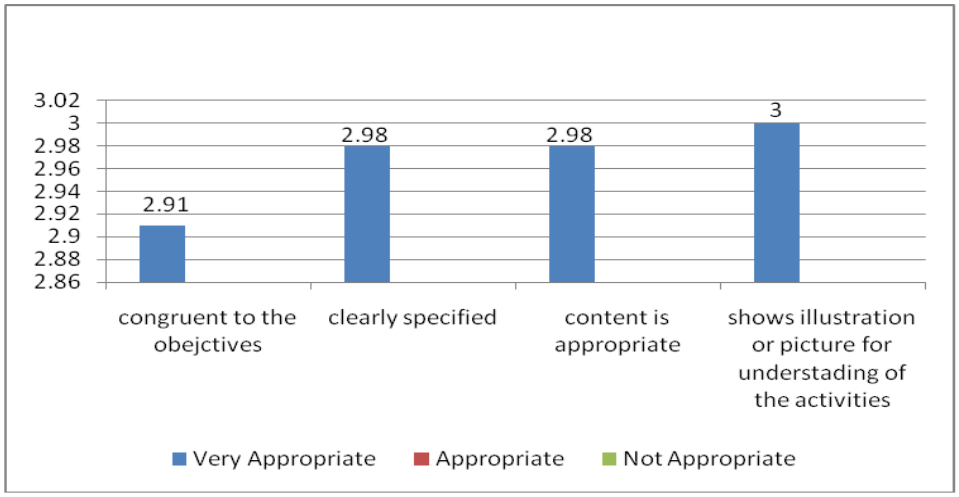


Table 4.8 summarizes the evaluation of the experts on the activities of the developed play-based instructional guide to children with mild intellectual disability.

Table 4.8
Weighted Mean and Verbal Interpretation of the Expert's Evaluation of the Play-Based Instructional Guide in terms of the Criteria on the Activities

ACTIVITIES	EVALUATORS					Weighted Mean	VERBAL INTERPRETATION
Criteria	**1**	**2**	**3**	**4**	**5**		
1. Activities are congruent with the objectives	3	2.98	3	2.53	2.98	2.90	**Very Appropriate**
2. Activities are easy to follow by the children	3	3	3	2.94	2.98	2.98	**Very Appropriate**
3. Activities are suited to the ability level of the children	3	3	3	2.95	2.94	2.98	**Very Appropriate**
4. Variation of activities are presented for further development of the skills	3	2.98	3	2.95	3	2.99	**Very Appropriate**
TOTAL MEAN							**2.96**

As the results shown on Table 4.8, the evaluators gave a rating of 2.96 to the modified activities of the instructional guide for children with mild intellectual disability. Item 1 as to the congruency of the activities to its objectives was given a rating of 2.90 interpreted as very appropriate, item 2 that activities are easy to follow by the children and item 3 on its suitability to the ability level of children got a rating of 2.98 each interpreted as very appropriate and item 4 got the highest rating of 2.99 interpreted as very appropriate as the variations of activities will further develop the skills of the participants. It implies the play-based activities are standardized-based and provide adequate variations that are suited to the ability of the children to enhance their gross the fine motor skills.

The activities are clear and easy to follow and vary from easy to difficult that target to strengthen the motor skills of the children.

Accompanied by Figure 4.5 below, the evaluators agreed that the activities on the developed play-based instructional guide are very appropriate to the children with mild intellectual disability.

Figure 4.5
Results of the Expert's Evaluation on the Activities of the Play-Based Instructional Guide

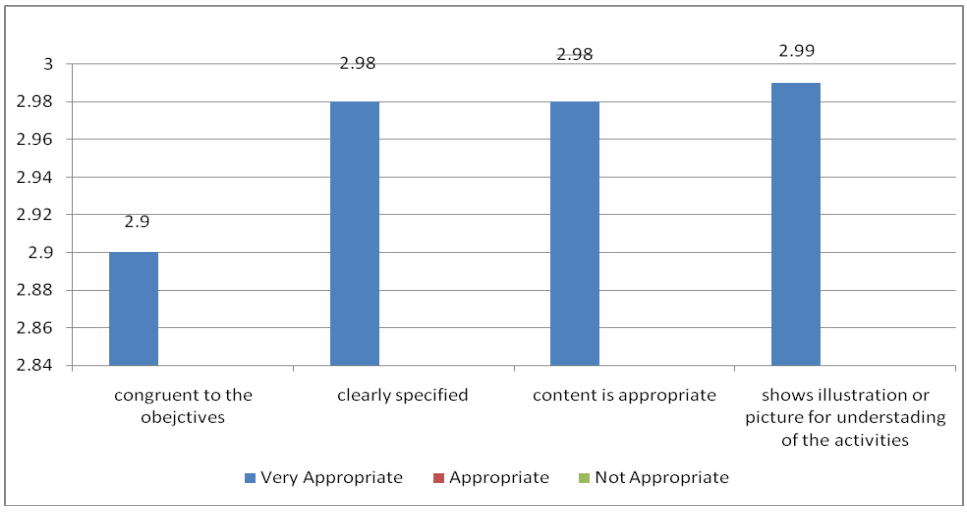


Table 4.9 presents the evaluation of the experts on the activities of the developed play-based instructional guide to children with mild intellectual disability.

Table 4.9
Weighted Mean and Verbal Interpretation of the Expert's Evaluation of the Play-Based Instructional Guide in terms of the Criteria on the Procedures

PROCEDURES	EVALUATORS					Weighted Mean	VERBAL INTERPRETATION
Criteria	1	2	3	4	5		
1. Shows relevance to the learning objective	2.98	3	3	2.65	2.98	2.92	**Very Appropriate**
2. Simple and precise language	3	2.97	3	2.73	2.90	2.92	**Very Appropriate**
3. Provides full participation of the pupils	3	3	3	2.97	3	2.99	**Very Appropriate**
4. Easy to follow by the teachers	3	3	3	2.81	2.95	2.95	**Very Appropriate**
5. Adaptable to children's interest and learning	3	3	3	2.93	3	2.99	**Very Appropriate**
TOTAL MEAN							**2.95**

As shown on Table 4.9, five evaluators rated the play-based instructional procedures with 2.95. Items 1,2,3,4 and 5 were rated 2.92, 2.99, 2.95 interpreted as very appropriate. It signifies that the play-based activities are very appropriate for the children with mild intellectual disability since each procedure in the lesson plans are simple and precise that the children and the teachers may understand and follow each activity easily.

Figure 4.6 illustrates the evaluation of the five experts on the procedures of the play-based instructional guide were met as shown below.

Figure 4.6
Results of the Expert's Evaluation on the Procedures of the Play-Based Instructional Guide

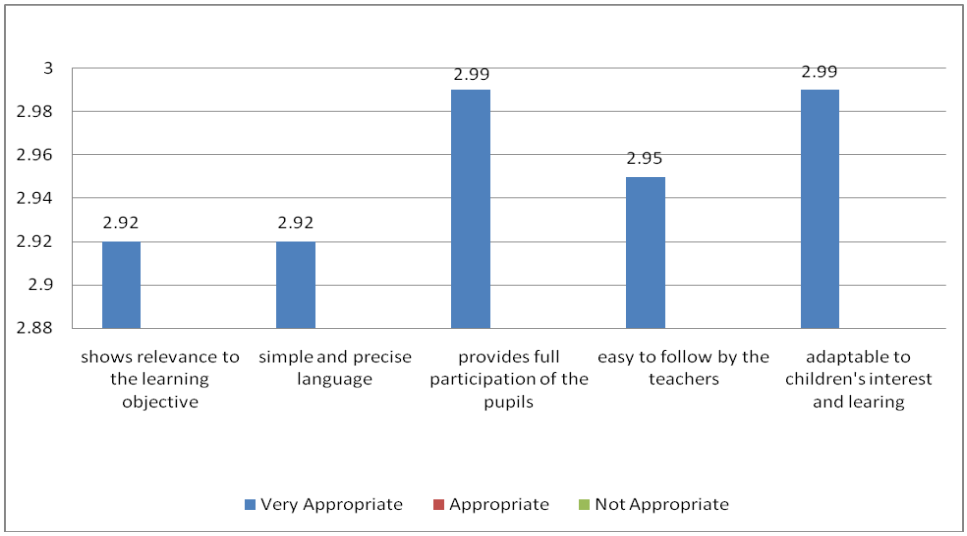


Table 4.10 presents the evaluation of the experts on the scope of the developed play-based instructional guide to children with mild intellectual disability.

Table 4.10
Weighted Mean and Verbal Interpretation of the Expert's Evaluation of the Play-Based Instructional Guide in terms of the Scope of the Guide

PROCEDURES	EVALUATORS					Weighted Mean	VERBAL INTERPRETATION
Criteria	1	2	3	4	5		
1. Activities are congruent to the objectives	2.98	3	3	2.65	2.98	2.92	**Very Appropriate**
2. Activities are attainable	3	2.97	3	2.73	2.90	2.92	**Very Appropriate**
3. Activities are adaptable to the children	3	3	3	2.97	3	2.99	**Very Appropriate**
4. Activities varies from easy, average and difficult	3	3	3	2.81	2.95	2.95	**Very Appropriate**
TOTAL MEAN							**2.95**

Table 4.10 shows that the rating of the five evaluators on the scope of the play-based activities ranges from 2.92-2.99 with a total mean of 2.935. It signifies that the play-based activities are very appropriate for the children activities covers all the objectives for each lesson which are simple and precise that the children and the teachers may understand and follow each activity easily.

Figure 4.7 illustrates the evaluation of the five experts on the scope of the play-based instructional guide were met as shown below.

Figure 4.7
Results of the Expert's Evaluation on the Scope of the Play-Based Instructional Guide

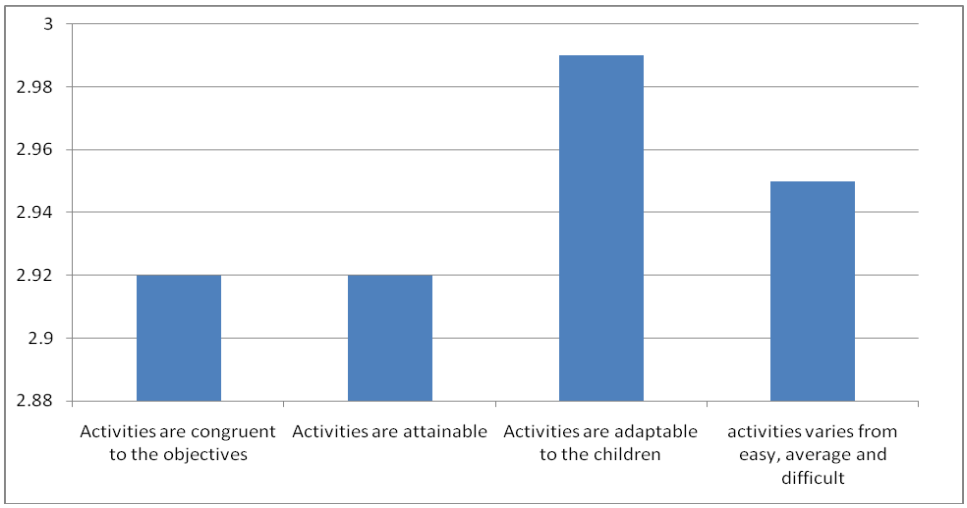


Table 4.11 summarizes the evaluation of the special education specialist on the format of the developed play-based instructional guide on the development of the gross and fine motor skills of children with mild ID.

Table 4.11
Weighted Mean and Verbal Interpretation of the Expert's Evaluation of the Play-Based Instructional Guide in terms of the Criteria on the Format

OBJECTIVES	EVALUATORS					Weighted Mean	VERBAL INTERPRETATION
Criteria	**1**	**2**	**3**	**4**	**5**		
1. Simple and precise language	3	3	3	2.39	3	2.88	**Very Appropriate**
2. Shows relevance to the guide writing	3	3	3	2.33	3	2.87	**Very Appropriate**
3. easily understood	3	3	3	2.97	2.86	2.97	**Very Appropriate**
4. contains the relevant sections of a guide	3	3	3	2.98	2.98	2.99	**Very Appropriate**
TOTAL MEAN							**2.92**

Table 4.11 shows the results of the expert's evaluation on the format of the play-based instructional guide. Item 1 as to the use of simple an precise language was rated 2.88 interpreted as very appropriate, item 2 as to the relevance to the guide writing got a rating of 2.87 interpreted as very appropriate, item 3 as it is easily understood by the teachers got children was given a rating of 2.97 interpreted as very appropriate and item 4 as it shows relevance was rated 3 interpreted as very appropriate. Table 4.11 got an overall rating of 2.92 and it implies that the format content of the play-based instructional guide is apt for the learners.

Figure 4.8 revealed that five evaluators agreed that the content of the activities are fitted to the children with mild intellectual disability.

Figure 4.8
Results of the Expert's Evaluation on the Format of the Play-Based Instructional Guide

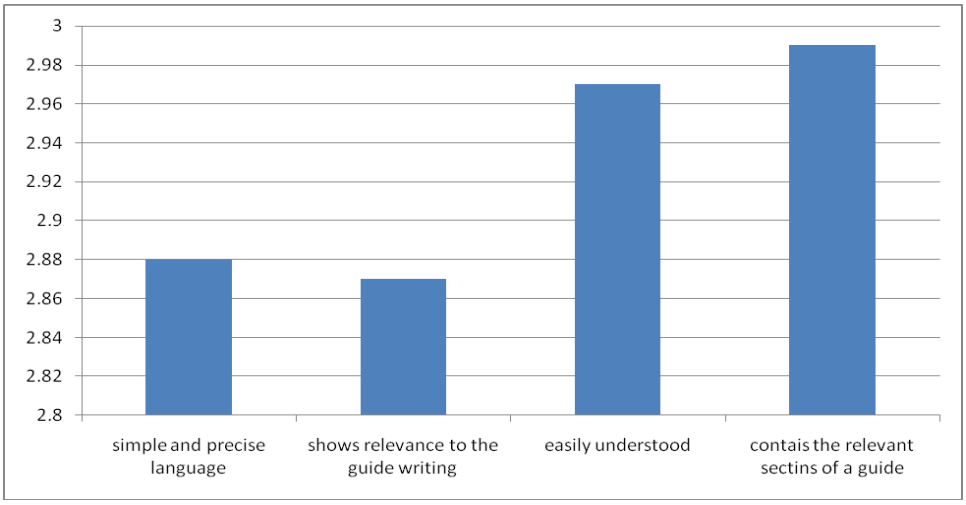


Table 4.12 summarizes the evaluation of the experts on the Layout of the developed play-based instructional guide to children with mild intellectual disability

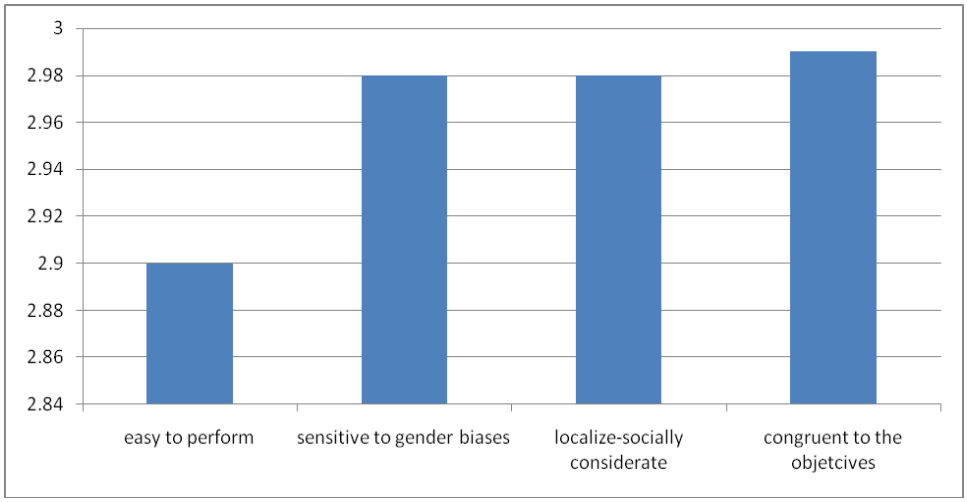
Table 4.12
Weighted Mean and Verbal Interpretation of the Expert's Evaluation of the Play-Based Instructional Guide in terms of the Criteria on the Layout

ACTIVITIES / Criteria	EVALUATORS 1	2	3	4	5	Weighted Mean	VERBAL INTERPRETATION
1. Easy to perform	3	2.98	3	2.53	2.98	2.90	**Very Appropriate**
2. Sensitive to gender biases	3	3	3	2.94	2.98	2.98	**Very Appropriate**
3. Localize-socially considerate	3	3	3	2.95	2.94	2.98	**Very Appropriate**
4. Congruent to the objectives	3	2.98	3	2.95	3	2.99	**Very Appropriate**
TOTAL MEAN							**2.96**

As the results shown on Table 4.12, the evaluators gave a rating of 2.96 to the format of the instructional guide for children with mild intellectual disability. Item 1 as to the activities were easily performed was given a rating of 2.90 interpreted as very appropriate, item 2 that activities shows sensitivity on the gender biase and item 3 on its localization of the material got a rating of 2.98 each interpreted as very appropriate and item 4 got the highest rating of 2.99 interpreted as very appropriate as the objectives were congruent that will further develop the skills of the participants. It implies the play-based activities are standardized-based, logical and consistent which it provides adequate variations that are suited to the ability of the children to enhance their gross the fine motor skills.

Accompanied by Figure 4.9 below, the evaluators agreed that the activities on the developed play-based instructional guide are very appropriate to the children with mild intellectual disability.

Figure 4.9
Results of the Expert's Evaluation on the Layout of the Play-Based Instructional Guide



As the result shown on Table 4.13, it implies that the developed material concurred and considered very appropriate in all criteria – objectives, content, activities, and procedures. Thus, these materials were recommended to be use in enhancing the gross and fine motor skills of children with mild intellectual disability.

After the evaluation was done, the researcher made the revisions of the play-based activities based on the comments and suggestions from the experts.

Table 4.13

Summary of the Weighted Mean and Verbal Interpretation of the Evaluation of the Play-Based Instructional Guide in terms of the 7 Criteria: Objectives, Content, Activities, Procedures, Scope, Format and Layout

CRITERIA	SCALE VALUE	VERBAL INTERPRETATION
Objectives	2.94	Very Appropriate
Content	2.97	Very Appropriate
Activities	2.96	Very Appropriate
Procedures	2.95	Very Appropriate
Scope	2.95	Very Appropriate
Format	2.92	Very Appropriate
Layout	2.96	Very Appropriate

The evaluation of the entire aspect of the Instructional Guide is presented on the appendices.

4.3.2 Try –out of the play-based instructional guide of activities with the respondents

The revised and approved play-based instructional guide was tried out to 15 children with mild intellectual disability which is composed of 6 males and 9 females.

Special education teachers, master teacher and the researcher were present to witness the actual try-out of the play-based activities at Pinaglabanan Elementary School. It has been observed that the children enjoyed performing the play-based activities on gross motor and fine motor skills. Also, some children from the other classes were curiously watching those children playing games. As Hurlock (1989) says, "play is a vital activity for child's growth and development and active play is essential to develop child's motor skills".

Table 4.14 displays the summary of the weighted mean scores on the try-out of the play-based instructional guide for the development of the gross motor skills. It can be analyzed that the performance of the participants in their gross motor skills had improved based on the result of the try-out with a total mean of 4.41 which interpreted as Much Improved. The children not only enjoyed the play-based activities prepared as well as had a great improvement with their motor skills.

Table 4.14
Weighted Mean And Verbal Interpretation Of The Try-Out Of The Play-Based Instructional Guide Gross Motor Skills Activities To Children With Mild Intellectual Disability

Participants	LESSON PLANS IN GROSS MOTOR SKILLS											
	Jumping	**Hopping**	**Skipping**	**Throwing**	**Sliding**	**Pushing and Pulling**	**Crawling**	**Kicking**	**Galloping**	**Balancing**	**Weighted Mean**	**Verbal Interpretation**
Child A	4	4	4	4.33	3.67	4.33	4	4	4	3.67	**4.00**	Much Improved
Child B	4.33	4.33	4	4.67	4	4.33	4	4	4	3.67	**4.13**	Much Improved
Child C	4.67	4.67	4.33	4.67	4.67	4.67	4.67	4	3.67	4	**4.40**	Much Improved
Child D	4.67	4.67	4.33	4.67	4.67	4.67	4.67	5	4.67	4.67	**4.67**	Very Much Improved
Child E	4.67	4.67	4.33	4.67	4.67	4.67	4.67	5	4.67	4.67	**4.67**	Very Much Improved
Child F	4.33	4.67	4	4.67	4.67	4.67	4.67	4.33	4.33	4	**4.43**	Much Improved
Child G	4.67	4.67	4.33	4.67	4.67	4.67	4.67	5	4.67	4.67	**4.67**	Very Much Improved
Child H	4.33	4.33	4.33	4.67	4.67	4.33	4.33	4.33	4.33	4.33	**4.40**	Much Improved
Child I	4.67	4.67	4.67	4.67	4.33	4.67	4.33	4.67	4.67	4.33	**4.57**	Very Much Improved
Child J	4.67	4.33	4	4.67	4	4.33	4.67	4.33	4.33	4	**4.33**	Much Improved
Child K	4	4	4.33	4.33	4.33	4.33	4	4	4.67	3.67	**4.17**	Much Improved
Child L	4.3	4.33	4.67	4.33	4.67	4.33	4.33	4.67	4.33	4.67	**4.47**	Much Improved
Child M	4.7	4.33	4.33	4.67	4.67	4.67	4.33	5	4.67	4.67	**4.60**	Very Much Improved
Child N	4.3	4.33	4.33	4.33	4.33	4.33	4.33	4.67	4.67	4.33	**4.40**	Much Improved
Child O	4	4.33	4	4.67	4.67	4.33	4.33	4.67	4	4	**4.30**	Much Improved
Total Mean											**4.41**	**Much Improved**

Child A got the highest mean of 4.33 in throwing, pushing and pulling activities, with an interpretation of much improved. During the activity, after the instruction was given, Child A can do the activities without assistance and continued to perform it independently. It denotes that when a child with disability accomplished an activity on her

own, it boosts her self-esteem. On the sliding and balancing activities, the she got a rating of 3.67 interpreted as much improved. She can execute the activities in sliding and balancing activity with moderate assistance. She completed the rest of the gross motor activities with a rating of 4 interpreted as much improved. Overall, the result of the try-out activities showed that Child A's gross motor skills had greatly improved.

The performance of Child B in the throwing activities got the highest rating of 4.67 interpreted as very much improved. She played this throwing activity with great enthusiasm because it was her favorite activity. In teaching a special child consider the favorite things she wants to do and surely a longer time span of concentration is at hand. A rating of 3.67 was given to her in the balancing activity which shows that she moderately worked on the activities with minimal assistance. While on the jumping, hopping, pushing and pulling activities, she got a rating of 4.33 interpreted as much improved as she executed the activities with improvement. She also got a rating of 4 for the rest of the gross motor skills. It can be discerned that the child had a marked improvement in her gross motor skills performance.

A rating of 4.67 was given to Child C in completing the activities for jumping, hopping, throwing, sliding, pushing, pulling, and crawling with an interpretation of very much improved. She did well in doing the activities as she tried to make it to the top. Also, she got a rating of 4 in kicking and balancing activities, and a rating of 4.33 for skipping activities and 3.67 rating for galloping activities which sums up an interpretation of much improved. Thus, Child C's gross motor skills have distinctively improved and she can

already work on more advance motor skills' activities.

Child D got the highest rating of 5 in the kicking activity as perceived by the teachers on how well she can kicked the ball with precise foot work. In the skipping skills, she got a rating of 4.33 with an interpretation of much improved while the rest of the gross motor skills got a rating of 4.67 interpreted as very much improved. It showed that a distinguishable improvement has been achieved.

Similarly, Child E got the same rating with Child D on their gross motor skills. It was then observed by the teachers and evaluators that these two children were always engaged in a competition, whether it was just a game or an activity. They were often seen as to compete with each other. Nevertheless, they do not expect any reward from the activity. In this situation, it shows that the two children are getting ready to join competitive games; hence, sportsmanship has to be instilled. Child E got a visible improvement on all her gross motor skills as shown in the result of the try-out.

Child F on the other hand was given the highest rating 4.67 in hopping, throwing, sliding, pushing, pulling, crawling activities where it was observed that she carried it out skillfully and has competently showed improvement. While a rating of 4.33 was given in jumping, kicking and galloping and a rating of 4 in skipping and balancing demonstrating that the child succeeded in the activities as it was interpreted as much improved.

The performance of Child G got the highest rating of 5 in kicking activity and a 4.67 rating for jumping, hopping, throwing, sliding, pushing, pulling, crawling, galloping and balancing interpreted as very much improved. It was observed that Child G was very

energetic and enthusiastic in executing the activities, she also seems to be competitive like Child D and Child E because she joined the Sport Fest and Paralympics held in and out of the school. It can be recognized that a special child's integration in the different environment she dwells in is possible.

Child H got a highest rating of 4.67 in throwing and sliding with an interpretation of very much improved while the rest of her motor skills got a rating of 4.33 interpreted as much improved. During the try out the child was interested in the activities and continued joining the classroom activities after the try-out has been completed.

A highest rating of 4.67 was given to child I in her jumping, hopping, skipping, throwing, pushing, pulling, kicking and galloping interpreted as very much improved while the rest of her gross motor skills got a rating of 4.33 also interpreted as much improved. As the try-out session for the day was done, she would always ask to extend the time for her to do more play activities.

During the try-out, Child J got the highest rating of 4.67 in jumping, throwing, and crawling interpreted as very much improved, and a rating of 4.33 in hopping, pushing, pulling, kicking and galloping with an interpretation of much improved. Moreover, the child got a rating of 4 in skipping, sliding and balancing with an interpretation of much improved. During the 1st and 2nd session, it was observed that Child J, he did not show any interest in joining the activities. However, as the try-out went on, he became more involved which resulted to a significant improvement on his gross motor skills as shown on the ratings of his performance.

Child K got the highest rating of 4.67 in galloping activity interpreted as very much improved. He obtained a rating of 4.33 in skipping, throwing, sliding, pushing and pulling activities as well as in jumping, hopping, crawling and kicking with a rating of 4. Both ratings were interpreted as very much improved. The parents and the teachers were in high spirits to see Child K as a new student in the school was joyfully performing the activities with his co-participants. He exhibited a playful performance in each activity with a minimal assistance hence he completed the activities and resulted to a marked improvement in his gross motor skills. Consequently, the present study confirmed that the socialization skills of a special child can be developed all the way through the play-based activities (Steedly, Schwartz, Levin and Luke, 2008).

Meanwhile, Child L got a rating of 4.67 on his skipping, sliding, kicking and balancing skills interpreted as very much improve as he skillfully performed the activities with ease while the rest of his gross motor skills was rated 4.33 interpreted as much improved. Child L played actively especially with the outdoor games.

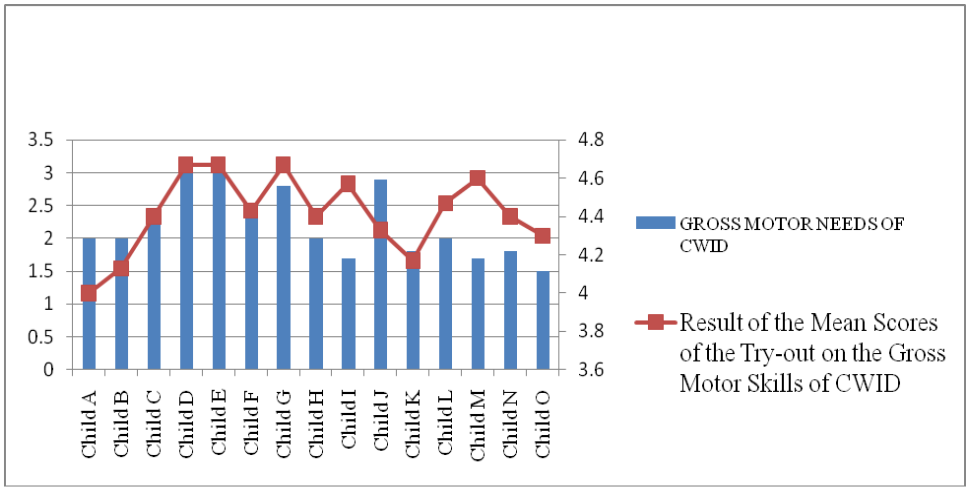
Child M got the highest rating of 5 in his kicking skills interpreted as very much improved the same as with his skills in jumping, throwing, sliding, pushing, pulling, galloping and balancing with a rating of 4.67 and interpreted as very much improved. As the rest of the gross motor skills, he gained a rating of 4.33 also interpreted as much improved. Child M performed all the activities with significant improvement as he participated in the Paralympics game.

Child N got a 4.67 rating on his kicking an galloping skills interpreted as very much improved while the rest of his gross motor skills was interpreted as much improved. During the try-out, child N was in a hurry to finish the activities because he was excited to perform the next game.

The performance of Child O got the highest rating of 4.67 in throwing, sliding and kicking with an interpretation of very much improved while in the hopping, pushing, pulling, and crawling skills, he got a rating of 4.33 interpreted as much improved. He was rated a score of 4 in jumping, skipping, galloping and balancing skills. During the try-out, he was so eager to perform all the activities at once. At this instance, the study showed that well-designed and appropriate play-based activities kept the participants motivated for experiencing an activity that they have not done before (Palma, 1992).

As shown on Figure 4.9, the gross motor skills needs of the children with mild intellectual disability was addressed and is illustrated by the result of the try-out. The results of the try-out revealed a noticeable growth in the performance level of the participants on their gross motor skills during the implementation of the play-based instructional guide at Pinaglabanan Elementary School.

Figure 4.10
Weighted Mean Result of the Try-out of the Play-Based Instructional Guide Gross Motor Skills



The discussion on the next page is Table 4.15 showing the performance of the participants during the try-out of the play-based activities on fine motor skills.

Table 4.15 reveals the summary of the weighted mean scores on the try-out of the play-based instructional guide for the development of the fine motor skills. A total mean of 4.39, interpreted as much improved, has established an analysis that the children with mild intellectual disability had exhibited a marked improvement on their fine motor skills utilizing the play-based activities.

Table 4.15
Weighted Mean And Verbal Interpretation Of The Try-Out
Of The Play-Based Instructional Guide
Fine Motor Skills Activities To
Children With Mild Intellectual Disability

Participants	LESSON PLANS IN FINE MOTOR SKILLS								
	Gripping	Grasping	Picking	Cutting	Bilateral Coordination	Eye-Hand Coordination	Body Manipulation	Weighted Mean	Verbal Interpretation
Child A	3.67	4	4	4	4	4.33	4	4.00	Much Improved
Child B	4.33	4	4	4	4.33	4.33	4	4.14	Much Improved
Child C	4.33	4	4	4.67	4.33	4.33	4	4.24	Much Improved
Child D	4.67	4	4.50	5	5	4.33	4.33	4.55	Very Much Improved
Child E	3.67	4.33	4.50	5	5	4.33	4.67	4.50	Very Much Improved
Child F	4.67	4.33	4.50	4.33	4.67	4.33	4.67	4.50	Very Much Improved
Child G	4.67	4.33	4.50	5	4	4.33	4.67	4.50	Very Much Improved
Child H	4.67	4.33	4.50	5	5	4.33	4.67	4.64	Very Much Improved
Child I	3.67	4.33	4.50	5	5	4.33	4.67	4.50	Very Much Improved
Child J	4.33	4	4.50	4	4.67	4.33	4.33	4.24	Much Improved
Child K	3.67	4	3.50	5	4.33	4	4	4.07	Much Improved
Child L	4.67	4.33	4.50	5	4.67	4.33	4.67	4.60	Very Much Improved
Child M	4.67	4.33	4.50	5	4.67	4.33	4.67	4.60	Very Much Improved
Child N	4.67	4.33	4	4.33	4.33	4.33	4.33	4.33	Much Improved
Child O	4.67	4	4.50	4.67	4.33	4.33	4.67	4.45	Much Improved
Total Mean								**4.39**	**Much Improved**

The result on the performance of the participants of the study in the play-based activities for the development of their fine motor skills during the try out is shown in Table 4.15. To determine the suitability of the play-based activities in improving the fine motor skills of the participants, 7 fine motor skills activities were selected for the try out. The accomplishment of each participant is discussed below.

During the try-out, Child A got the highest mean of 4.33 in eye-hand coordination activities while she got a rating of 4 in grasping, picking, cutting, bilateral coordination and

body manipulation activities interpreted as much improved. A 3.67 rating was given in her performance in the gripping activity. The evaluators and teachers keenly observed that she moderately performed this activity with minimal assistance. It indicated that she has to practice performing the fine motor skills until she can do it on independently.

Child B got the highest rating of 4.33 in gripping, bilateral and eye-hand coordination same goes with grasping, picking, cutting and body manipulation with a rating of 4 and interpreted as "Much Improved". The child can execute the activities without any help from the teachers. With this, it can be construed that the child had a marked improvement in performing the fine motor activities.

The rating of 4.67 interpreted as very much improved was given to Child C in performing the activities for cutting skills. Further, she was rated 4.33 in gripping, bilateral and eye-hand coordination skills interpreted as much improved as well as to the rest of the fine motor skills were rated 4. As with the result on her performance, Child C showed a visible improvement on her fine motor skills.

Child D has a remarkable improvement in her fine motor skills; she got the highest score of 5 both in cutting and bilateral coordination which is interpreted as very much improved. It was observed that Child D loves to do the cutting activity at the same time transformed it into art works. She was also fond of making accessories as she made 3 lacing activities in 1 session. While a rating of 4.67 in gripping activity and 4.50 in picking activity was given interpreted as very much improved. Moreover, she also showed an impressive performance in eye-hand coordination and body manipulation activities as she was rated

4.33 and 4 for grasping activities. It can be recognized that the present study activated the creativity of the participant she made accessories other products out of cut-outs.

Likewise, Child E got the highest score of 5 both in the cutting and bilateral coordination activities interpreted as very much improved as well as in picking activities was rated 5. A rating of 4.67 for body manipulation activities and 4.5 for picking skills were obtained interpreted as very much improved. It was observed that the picking and eating activity were her favorite. A 4.33 rating was given in her completion of the activity for grasping, eye-hand coordination and 3.67 rating for gripping activity which resulted to an interpretation of much improved. The child can do the activities all by herself but a person must be around to prompt her from overplaying the materials.

Child F on the other hand was given the highest rating of 4.67 in gripping, bilateral coordination, body manipulation and a rating of 4.5 in picking activities. A rating of 4.33 was given as she completed the task in grasping, cutting and eye-hand coordination activities. Child F can do the activities in a slower pace and needs an assistance is some activities. Maybe, it was because she left for a two month vacation and has to gain her confidence again in schooling.

The performance of Child G got the highest rating of 5 in cutting activity and a 4.67 rating in body manipulation and gripping and 4.50 in picking activities interpreted as very much improved. It was observed that Child G was capable of doing the activities all by herself, because when she has all the materials at hand and starts working and manipulating the materials right away. Also, a rating of 4.33 was given in her grasping and eye-hand

coordination activities and a rating of 4 in bilateral coordination interpreted as much improved. It was also observed that she wants to work on the activities alone and has the confidence to complete the task.

A perfect score of 5 was given to Child H for performing the activities in cutting and bilateral coordination interpreted as very much improve as well as in gripping and body manipulation which was rated 4.67 and a rating of 4.5 for picking activities. Child H gained her confidence in doing all the fine motor skills activities with minimal assistance even when she had mild seizure attacks during the try-out. Still she managed to control her seizure with the help of the teachers. Also, she got a rating of 4.33 in grasping and eye-hand coordination interpreted as much improved.

Child I gained a perfect score of 5 in cutting and bilateral coordination activities and 4.67 score in body manipulation activities as well as 4.5 in picking activities interpreted as very much improved. A rating of 4.33 in grasping and eye-hand coordination activities and 3.67 in gripping activities were obtained and is interpreted as much improved. Child I accomplished the fine motor skills smoothly without any assistance. It was observed that the child exhibited dexterity in cutting skills and successfully accomplished manual activities other than drawing or writing. It implies that her fine motor skills are already a well-developed. (Oswalt, A., (n.d).

Child J was rated 4.67 in bilateral coordination activities and 4.5 in picking activities interpreted as very much improved. He executed the activities with improvement and participated actively in every activity. She obtained a rating of 4.33 in gripping, eye-hand

coordination and body manipulated interpreted as much improved. It was observed that Child J was skillful in grasping and cutting activities and for this; she got a rating of 4. Throughout the fine motor skills activities, it was observed that he gained the confidence and openly communicates with other children.

The performance of Child K showed a marked improvement with the highest score of 5 in cutting activities interpreted as very much improved. He informed the teacher that assistance is not needed in doing the activity because he can already work independently. A rating of 4.33 in bilateral coordination interpreted as much improved. He loves the popping bubbles and sandwich making activities and requested that he be allowed to prepare 3 sandwiches for his mother, sister and teacher.

In addition, he was also rated 4 in grasping, eye-hand coordination and body manipulation activities, 3.67 in gripping activities and 3.5 in picking activities interpreted as much improved. For a first timer in schooling, it was observed that Child K got a remarkable improvement in his fine motor skills. The present study showed that it advocated the DepEd's aim of educating special children to become self-reliant and self-regulating, thus enhancing the gross motor skills of these children are the basic abilities that they should acquire to attain the goal of self-determination. (Inciong, T. 2007).

Child L was rated with a perfect score of 5 in cutting activities interpreted as very much improved as well as 4.67 for gripping, bilateral coordination, body manipulation activities and 4.5 in picking activities. A rating of 4.33 in grasping and eye-hand coordination activities resulted to much improved interpretation. Child L performed the

activities efficiently especially in the cutting activities as he wanted to be a fashion designer someday. Likewise, he executed all the activities with enthusiasm. In this performance of a child in the play-based activities and dreamed of becoming a fashion designer calls for a school to work transition program. Thus a total development of his gross motor skills is required for employment. (Inciong, 2007).

With Child M, he got the same result with Child L. He got a perfect rating of 5 in cutting activities interpreted as very much improved and also a 4.67 in gripping, bilateral coordination, body manipulation activities and 4.5 in picking activities, 4.33 in grasping and eye-hand coordination activities, all ratings are interpreted as much improved. It was found out that Child L and Child M are best friends and they helped each other in doing the activities together. Child M also exhibited an outstanding performance and closely looks at every detail of the steps in working a specific activity. It signifies that the developed play-based activities in this study did not only enhance the gross motor skills of children but also it led to building up friendship among the participants. Friendships between people with and without disabilities usually enrich the lives of both. If children with intellectual disabilities are to form friendships and be a part of society as adults, these relationships must develop during childhood, thus, the play-based activities of this present study made a significant contribution in the foundation of gaining friends. (Lutfiyya, Z.M. (n./d).

As to the performance of Child N, he was rated 4.67 in gripping activities and interpreted as very much improved while 4.33 in grasping, cutting, bilateral and eye-hand coordination and body manipulation interpreted as much improved. A rating of 4 was given

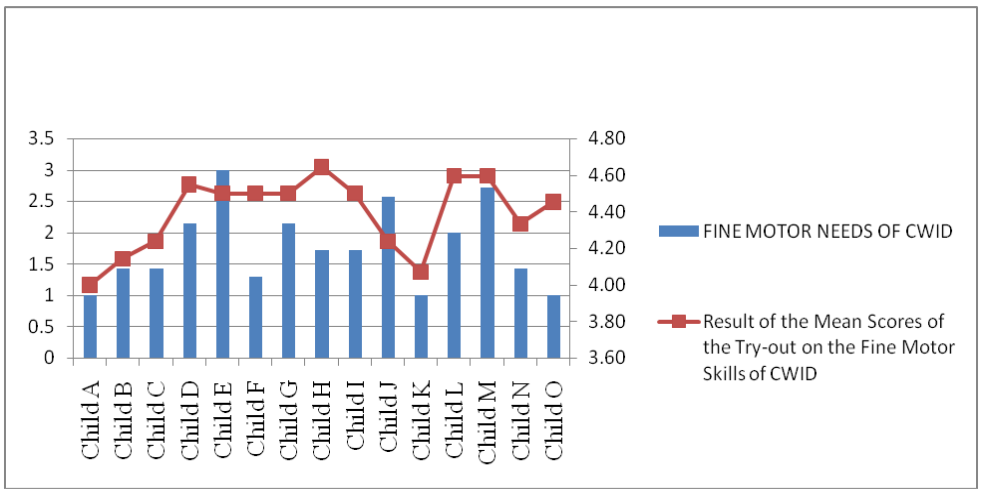
in picking activities interpreted as much improved. Child N showed a marked improvement in his fine motor skills as he followed the correct procedure to complete the activity.

In this study, the task analysis method lends itself to the motor learning needs of the participants with mild intellectual disabilities. The task was divided into sub-skills and sequentially arranged the steps to perform the selected motor skill adequately. A well-structured task analysis ensures that the researcher has developed a play-based intervention guide where leaming progression was systematically points to a specific instructional goal.(Will,(n./d).

Child O got a rating 4.67 in griping, cutting and body manipulation activities and 4.5 in picking activities interpreted as very much improved. Child O got excited as he participated in the picking activities that he consumed all the chocolates ahead of time. A rating of 4.33 in bilateral and eye-hand coordination activities and 4 in grasping activities was given to child O with an interpretation of much improved.

Similarly, Figure 4.10 highlighted the progress of the children with mild intellectual disability on their performance level in fine motor skills as the play-based instructional guide was utilized in the setting of the study.

Figure 4.11
Weighted Mean Result of the Try-out of the Play-Based Instructional Guide Fine Motor Skills



To sum up, the prepared play-based activities on gross motor skills were suitable and appropriate to all the participants of the study. It has enhanced their gross motor skills as well as their social and emotional aptitude needed for their day-to-day living. Thus, the objective of the study has been attained.

It can be acknowledged that the goal of the present study has been successful in enhancing the fine motor skills of the children with mild intellectual disabilities. The participants of this study will continue to hone their fine motor skills with the implementation of the play-based intervention guide in the school where the researcher teaches. In contrast to how gross motor skills develop, girls tend to develop fine motor skills slightly faster than do boys. The children showed vivid improvements with regard to their basic handwriting and ability to write the shapes of the alphabet letters. Children's artistic ability can truly begin to shine during this stage as improved fine motor skills and

imagination combine. Children also commonly become quite skillful at playing the play-based games involving hand-eye coordination of the different activities. Oswalt (n/d). The play-based teacher's guide is an instructional material applicable for children with mild intellectual disabilities in developing and improving their gross motor and fine motor skills.

The results of the present study showed the influences and the effects of the different theories that were embraced in conducting this study.

Constructivism suggests that learners construct knowledge out of their experiences by performing the play skills activities. In its pedagogical approach it promoted active learning or by doing thus the marked improvement on the gross motor and fine motor skills of the participants is addressed.

The Piagetian's theory connotes that children learn effectively when their developmental milestones are attended to, play-based skills activities were designed appropriately according to their age and it was hierarchically arranged, thus the effectiveness of task analysis technique was very evident. Vygotsky's zone of proximal development was achieved as the teacher and the participants worked together to understand and perform the tasks skillfully.

The developmental theory showed that the gross motor and fine motor skills of children with mild intellectual disabilities are way far behind with their contemporary peers but with the careful planning and development of the play-based skills activities, these children performed markedly in both the motor skills, thus with the usage of the thematic

approach of creating effective objectives, subject matter, illustrations,, procedures and evaluation boosted the capacity of teachers to teach motor skills with confidence and trust

Overall, the theories with a touch of a constructivist were incorporated in the present study have contributed positively to educational, emotional and physical needs of children with mild intellectual disabilities, thus it depicts the following principles of learning: (1) Learning is a process of active construction as stated by constructivism theory. There is active interaction between what learners already know, the new experience they encounter, and the activities they engage as they learn. Learners construct their own understanding through experiences, interaction with the play-based skills and other and it is reflected that when activities are real, they will actively participate and learning occurs. It implies that teachers must provide opportunities for the learners to connect with the concepts in a variety of meaningful ways by using appropriate teaching methods and techniques. (2) Learner's prior knowledge is an important determinant of what they will learn – when the children attend classes somehow they have accumulated skills that they already learned. They have learned through observation, actual experiences. It implies that teachers must learn about their students present level of performance. Thus the researcher conduct a pre-test on the gross motor and fine motor of the participants and was able to identify the needs in this area of development.. (3) Organizing information into a conceptual framework helps students remember and use knowledge. The researcher organized the play-based instructional guide in a way that learners know factual information about the play skills activities thru illustrations and visual display in order that they can develop

competence in performing the task required. (4) Learning is a social phenomenon. Learners perform the play-based skills activities when they play together with classmates/co-participants and share ideas during their socialization schedule in the try-out. It implies that teachers must use different teaching strategies like cooperative learning, group activities to support the social side of learning. (5) Learning is context-specific – it is difficult for the children to use what they learn in class in new contexts or in their daily living. It implies that teachers must create the learning environment similar to the real world they live in. Hence, the materials used in this study were age appropriate and real. (6) Learner's motor skills are important to their learning other pre-requisite skills for learning reading and writing skills but they have limited awareness of their thinking process. It implies that teachers should help their pupils to become more cognitively aware be demonstrating and modeling the skills in learning gross motor and fine motor skills as pre-requisite for learning academic skills. (Center for Innovation in Teaching and Learning (2015).

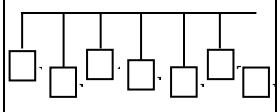
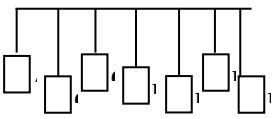
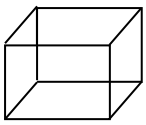
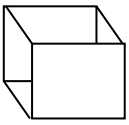
4.4 Finalize the Play-Based Instructional Guide on the Development of the Gross and Fine Motor Skills of CWID based on the result of the validation process.

The results of the assessment procedures were done and analyzed. The play-based instructional guide for children with mild intellectual disability was revised based on the evaluation results made by the five experts. The experts rated the entire lesson very appropriate obtaining a weighted mean ranging from 2.82-3.00. This implies that the developed play-based instructional guide was recognized as effective and suitable in

addressing the educational needs and challenges of children with mild intellectual disability in terms of their gross and fine motor skills. Moreover, most of the revision made in the developed play-based instructional guide was in the area of instructions of the game, modifying the procedures and activities according to the children's ability and understanding and some typographical errors.

A final copy of the Play-Based Instructional Guide on the development of the gross and fine motor skills of children with mild intellectual disability was prepared. Experts' comments, suggestions and recommendations were integrated to strengthen the effectiveness and suitability of the play-based instructional guide. The researcher reviewed the validation process and ensures that the revisions made were based on the expert's remarks. Table 4.16 shows the comments from the evaluators.

Table 4.13
The Play-Based Instructional Guide Based on the Suggestions and Comments of Experts
Gross Motor Skills

LESSON FOR GROSS MOTOR SKILLS	COMMENTS / SUGGESTIONS	ORIGINAL	REVISED
Lesson 3. Jump and Grab	Set at least 7 – 10 letters of the alphabet on the activity to master the letters one at a time.		
Lesson 4. Hop to Choose	Paraphrase the second objective.	Select the correct colors wisely.	Select colors correctly.
Lesson 23. Kick To Shoot	The box should be facing the pupils while doing the activity for them to kick and easily shoot the ball in it.		

Lesson 29. Balancing on a Chair	Take necessary precautions in climbing on chairs and have a person assist the pupil while doing the activity.		
Lesson 30. Balance Walk On The Box	Replace the boxes into woods or any improvised material for balancing. Boxes are not safe for the pupils to step on.	Children will climb on the first box and walk with balance on the following boxes.	Lesson 30. Balance Walk on the Woods. Children will walk with balance into small woods to assure their safety.
Lesson 1. Hanging Letters and Numbers	Use one item first; it could be numbers only of letters only to clip on the clothesline for the children not to get confused.	Identify the flashcards, clip five letters of the alphabet on the left side of the clothesline and clip five numbers on the right side of the clothesline.	Identify the letter of the alphabet on the flashcard then clip it on the clothesline.
Fine Motor Skills			
Lesson 3. Sink and Squeeze	Exchange the bottles with small basin because when the children squeezed the sponge soak it water, the table/floor will become messy.	Sink the sponge in the basin with water then squeeze it to the bottles to fill it with water.	Sink the sponge in the basin with water then squeeze it to the small basin.
Lesson 9. Cut and Win	Use old newspapers to practice the cutting skills of the children.		
Lesson 11. Trace and Cut	Use different shapes and lines to practice the skill in cutting.		
Lesson 14. Sandwich Making	Use one kind if sandwich spread.	Children can spread three different sandwich spread on the bread.	Children can spread one sandwich spread on the bread.
Lesson 15. Ring Toss	Replace the illustration with ring toss.		

The final form of the developed play-based instructional guide contained the following sections: 1. Cover page 2. Introduction 3. Preface 3. Instructional Guide Features which contain the topics on: Play-based learning defined; Creating an Environment for the implementation of the activities; Safety Precautions for Gross Motor and Fine Motor Skills performance of children with special needs; Play-based learning programs; Sample content/lesson plan of the Gross motor skills activities; Sample content of the Fine motor skills activities; Preparing play-based lesson plans/lesson plan suggestions; Assessment and rating the performance of children in the play-based activities; Recommended gross motor and fine motor instructional materials; Activity and Game Instruction; Gross motor and fine motor resources. It is followed by the table of contents and the curriculum vitae of the author is attached at the back of the instructional guide.

The researcher developed three (3) lesson plans for each ten (10) gross motor skills and another three (3) lesson plans each for seven (7) fine motor skills. Developed lesson plans ranges from easy to difficult that add up to mastering the skills of the children. The principles of Elaboration Theory by Reigeluth (2010) was adopted as the guide in preparing the instructions for the play-based activities, it was organized in increasing order of complexity where simple concepts are taught first then elaborated into more complex concepts. Teachers are encourage to develop and environment for the children to understand concepts, expand them and enable the learner to create a meaningful experience in learning.

4.5. Presentation of the Play-Based Instructional Guide on the Development of the Gross Motor and Fine Motor Skills of Children with Mild Intellectual Disability

Rationale

The development of the Play-based Instructional Guide is based on the constructivist perspective on teaching and learning as a standard for using the play-based skills activities. The instructional guide is viewed as part of a larger component of developing materials for children with mild intellectual disabilities. To be most effective, instructional materials and teaching strategies must be interconnected with each other's role in developing motor skills among these children. Teachers and learners are both active participants in the execution of the guide through the designed play-based activities using the task analysis and scaffolding approaches.

Conceptual Framework

The Play-based Instructional Guide is anchored on the philosophy of developing teaching materials because of its advantages. These are: 1) the guide is cheaper to produce because of available technology at hand; 2) the play-based skills activities can be presented in either video modeling, vivid illustrations and pictures which are self-instructional that the children can follow without instructions; 3) it can be used to teach big and small classes and one on one instruction; 4) it encourages active participation since the play-skills activities can be understood by the children themselves; 5) it motivates learners through participatory activities during the try-out and eventually when

it will used in various special education classes and it 5) arouses the interests of the learners because they are made from localized play-based and educational activities they see in their immediate environment.

The conceptual framework shows the ultimate goal of the guide is to make special children happy as they are able to perform the play-based skills activities on their own accord thus other skills like socialization, academic, affective and psychomotor skills are acquired thus friendship, pride and self-determination are achieved.

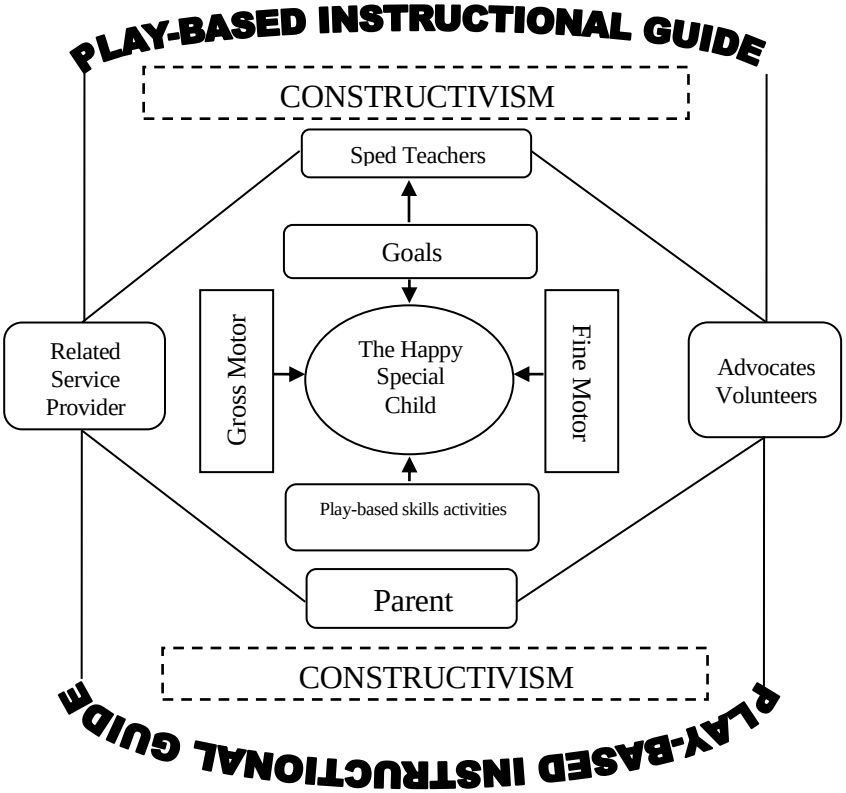
The framework of the play-based instructional guide shows the progressive development of the learner through the help of the professionals who will be implementing the guide in teaching the gross motor and fine motor skills. The instructional guide contains thirty (30) gross motor skills activities and twenty (20) fine motor skills activities that were developed to enhance the motor skills of children with mild intellectual disabilities.

The professionals are composed of the sped teacher, specialists, advocates and volunteers and parents as partner in educating the children with special needs. The teachers are the first group of facilitators in adapting the play-based activities and include it in the school curriculum, thus using the lesson plans and its procedure to develop the motor skills of special children in their own classes. The parents as partners in molding their children can reinforce the motor skills of their children by doing the play-based skills activities in their homes. The related service providers are the occupational therapist, physical therapist and speech therapists and caregivers can use the play-based activities as a medium in inculcating positive attitude towards performing a skill and develop motor skills thru

following the steps by steps procedure to complete a given task; for the physical therapist, the activities can facilitate the use of the body parts by performing the play-based activities in a very careful and skillful manner and for the speech therapist, vocabulary development can be enhanced as the children utter words while performing the play skills and the caregivers may use the activities in keeping their wards interested in playing games hence, time is used in a productive manner.

Overall, the play-based instructional guide will be a useful tool for teachers in special education to augment the curriculum available in their school and importantly, the guide will be of great contribution in improving the DepEd special education curriculum.

Figure 4.12 Conceptual Framework



Introduction

The play-based instructional guide is specifically designed for children with mild intellectual disability. This guide is the objective of a study conducted by the author in consultation with the evaluation and validation of a pool of experts. The document has been reviewed and endorsed by the thesis advisers, the school principal, teachers and parents of the participants.

The instructional guide serves to assist special education teachers in developing the gross motor and fine motor skills of special children. Simple instructional guidelines and best practices contained in the guide are intended to meet the gross motor and fine motor skills of the children with mild intellectual disabilities and provide varied learning activities that resulted in the improvement of the level of performance and fitness of these children. Schools with special education program may use and adopt this instructional guide and use it as a model for developing other instructional guide to address the other needs of children with special needs. (Cowen, W. (2012)

Goals

1. Improve teacher's ability to understand the importance of teaching the gross motor and fine motor skills to children with special needs.

2. When the guide is already used in a classroom setting, the teacher makes adjustment with the instructional goals and time and modifies instructional strategies, and content to meet students' needs and enhance learning Adjusts instructional goals and time and modifies instructional strategies, and content to meet students' needs and enhance learning

3. Collaborates with colleagues in discussions of instructional goal modification and strategies, content, and adjusting time to meet students' needs and enhance learning

Preface

This Instructional Guide for the Development of the Gross and Fine Motor Skills is designed for children with intellectual disabilities. Various gross and fine motor activities are integrated in which the children will enjoy likewise, it also targets to develop their emotional and spiritual skills.

In the lesson plans, I encourage teachers to allot their time and patience to execute the different activities for further enhancement of the gross motor skills and fine motor skills of children under your care.

The first part of the lesson plan deals with the gross motor activities and the second part are focused on the fine motor activities. Materials, description of the activities, illustrations and procedures are presented in a simple and precise manner in which the teachers can fully understand.

I hope that his play-based activities instructional guide will be of great help and beneficial to the children and teachers who will give importance in developing their motor skills and make the world a joyful place to live and learning together.

The Author

The Instructional Guide Feature

1. Play-based learning defined

Play-based learning is a context for learning through which children organize and make sense of their social worlds, as they engage actively with people, objects and representations. In this study, play is associated with the development of gross motor and fine motor skills of special children and the result showed that social, emotional and understanding were also enhanced among the participants. A playful learning supports not only academic outcomes but also positive associations with learning that help children become successful, happy and lifelong learners, McGolerick (2013). Moreover, the play-based activities provide an opportunity to teach children how to behave properly and understand other's feelings as well as prompting a sense of independence.

2. Preparing play-based lessonsplans/lesson plan suggestions

A lesson is an organized set of activities designed to present one manageable sized piece of the gross motor and fine motor skills. The researcher made use of the DepEd's guidelines in preparing instructional materials as basis in developing the play-based instructional guide. Below are the contents of the lesson plan of the play-based instructional guide:

a. **Objectives –** The goals are focused on the purpose and expected skills to develop for each lesson. The objectives for each lesson follow the "SMART" criteria where it should be specific, measurable, attainable, relevant and time-bound.

b. **Subject Matter –** The topic of each lesson is consists of the area of development such as the gross and fine motor skills needed to developed by the children with mild

intellectual disability. It also includes the topic, materials and references used in the development of the play-based activities.

c. **Description and Illustration** – These sections deal with an overview on how to execute the gross motor and fine motor skills' activities. The language used is simple and precise in order to relay the description of the play activity with ease. It also comes with an illustration on how to play the game.

d. **Procedures** – This segment is consists of the motivation to sustain the interest of the children and at the same time acquire learning which is followed by the lesson proper where the researcher adapted the task analysis technique.

Task analysis is a process of breaking down a learning task into its components parts and teaching each part as distinct skill, Tizon (2013). It is an approach in teaching that is sequenced and systematic that provides an evaluation of each sub-skill. As what Reigeluth (2010) contends on his instructional design theory that the methods of instruction and situations are essential for learning to take place. Breaking down the methods of instructions and information to illustrate what is being learned, how to facilitate learning and understanding helps to develop skills needed to improve the quality of instruction.

e. **Variation of Activity –** In this area, varied activities are included in the lesson to ensure the mastery of the gross and fine motor skills of children with mild intellectual disability. Each variation comes with an alternative activity in terms of the cognitive, affective and psychomotor development which can be used if the children find it hard to do the play activity.

f. **Evaluation** – In this part of the lesson plan, the researcher makes simple criteria in evaluating the performance of each participant of the gross motor and fine motor skills activity.

g. **Assessment and rating the performance of children in the play-based activities**

Children with mild intellectual disability were rated during the try-out of the play-based activities to determine their performance in their gross motor and fine motor skills. The user of this instructional guide, may adopt this criteria in assessing and rating the performance of the children in their own class. It comes with a criteria ranging from 1 - 5 with a specific description on how they perform in every activity.

h. **Curriculum guide preparing the gross motor and fine motor instructional material**

In developing the play-based instructional guide, the researcher was guided with the Curriculum guide for Kindergarten Children with Intellectual Disability which integrates and emphasizes adaptive skills such as self-help skills, social skills, psychomotor, leisure and recreation and work skills towards independent living. Also, the National Kindergarten Curriculum Guide for kindergarten was used to modify some play activities to ensure that the children with mild intellectual disability can perform the activities.

i. **Activity and game instruction**

During the implementation of the play-based activities, the user/teacher should give simple instructions to the children on how to play the games, after he/she has demonstrated each play activities step by step

3. Creating an Environment for the implementation of the activities

In implementing the play-based activities, select a sufficient indoor space for gross motor skills activities so children can move without getting in each other's way. (Koralek 1994) suggests for the following environment: hallways are ideal for rolling, tossing activities; a classroom loft is good for sliding, swinging and jumping off a low platform. Provide room for music and movement activities; put mats on the floor for tumbling. Parents, teachers may participate in the activities with children. It allows them to model the movement skills, offer assistance, encourage the children to practice and refine their skills. (Kohl, H.W. (2013).

4. Safety Precautions in Gross Motor and Fine Motor Skills of Children with Special Needs

Play-based activities for gross motor and fine motor skills requires a safe, open play space, peers to interact with, and some adult supervision. Promoting the development of gross motor abilities is considerably less complicated than developing fine motor skills. Helping a child succeed in gross motor tasks requires patience and opportunities for a child to practice desired skills.

Parents and other persons must understand the child's level of development before helping him or her master gross motor skills. Children should be allowed to acquire motor skills at their own paces. (Gross Motor Skills-Encyclopaedia of Children's Health)

5. Play-based learning programs

In this study, the play-based instructional guide has adopted the principles of the following play-based learning programs. (Wikipedia, the free encyclopedia). The significant persons in the life of the children with mild intellectual disability have worked together and actively participated in the try-out of the study.

- High Scope is an example of a teacher-led approach. The philosophy is that children should be involved actively in their own learning. Adults working with the children see themselves more as involved facilitators of play rather than managing the play itself. The High/Scope Approach roots in constructivist theory wherein children learn by mentally and physically interacting with the environment and with others.

- The Montessori Method emphasizes self-directed activity on the part of the child and clinical observation on the part of the teacher. The objective is to adapt the child's learning environment to his or her development level. This broad approach encourages children to learn through play.

- The Reggio Emilia approach has a vision of the child as a competent learner and has produced a child-directed curriculum model. The curriculum has purposeful progression, but no defined sequence. Teachers follow the children's interests, and do not provide focused instruction in reading and writing. The Reggio approach believes that children learn through interaction with others (including parents, staff and peers) in a friendly learning environment.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions, and recommendations for further studies.

5.1 Summary

The objectives of this study were to develop a Play-Based Instructional Guide on the Development of the Gross and Fine Motor Skills for Children with Mild Intellectual Disability. Ten gross motor skills and seven fine motor skills were used as a guide in designing the 30 lessons on the play-based activities for children with ID.

The specific objectives sought to; identify the gross motor and fine motor skills needs of these children; design the play-based activities in consultation with and advice of experts; conduct a try-out of the instructional material and finalized the content of the play-based instructional guide for teachers.

The researcher used descriptive-developmental design and utilized the seven Cycle in Writing the Instructional Guide by Graves (2006) in the developed play-based instructional guide. High Scope teacher-led approach was employed in involving the children actively in learning the different skills in the play-based activities.

A purposive sampling technique was utilized in selecting the 15 participants of the study. To determine the validity of the instructional guide, the researcher sought the help of five experts in the field of education.

5.2. Findings

The following data revealed a summary of the result of the evaluation.

5.2.1 Identify the gross motor skills and fine motor needs of the 15 participants

As to the result of the pre-assessment of the Checklist on the Gross and Fine Motor Skills Needs of CWID revealed to be weak that needs to be develop and enhance. Furthermore, the participants age chronologically old but their motor skills are those of children in early intervention age group, which means their developmental milestones on these skills are delayed. (See Table 3.3, Chapter 3, page 67). Hence, a play-based instructional guide was developed and try-out to the participants to develop their gross and fine motor skills of children with mild intellectual disability

5.2.2 Design the instructional guide following a modified version of Grave's the seven procedures of the course development cycle

The Play-based Instructional Guide

After establishing the content validity of the skills to be included in the instructional guide, a draft of the guide was created. Since the teacher's guide used the step by step teaching approach of the Task Analysis and Scaffolding techniques, the format below was used.

Figure 5.1 The Format of the Play-Based Instructional Guide

Theme:	
LESSON LOG:	
Objectives	
Subject Matter	
Procedures	Motivation
	Lesson Proper
Application	
Variation Activities: (Games 1, 2, and 3)	
Evaluation	

Figure 5.1 shows the format used in presenting the lessons in the teacher's guide. A particular skill is divided into teachable steps. Each step has its specific objectives, subject matter materials, procedures: (motivation, lesson proper,) application, variation activities and evaluation. Under the procedure, there is a specific motivation like singing a song then the lesson proper follows which can be a big group instruction on the materials that they will be learning in performing the play skill activity. The application phase is when the participants execute the goal like walk with balance (while hands are in upward position), then after the performance of the skills and evaluation is done using a criteria in performing the task. The instructional guide also includes a separate sheet were performances and observation can be written.

After the draft was created, it was given back to the experts for a detailed evaluation of the format and the content. Five educators in the field of special education validated the developed instructional guide based on suitability and attainability, measurability of the objectives, content, activities and procedures. At the same time, they gave specific comments regarding the content and the format of the guide. For the content of the

instructional guide, the ratings ranged from 2.91 to 3. It implies that after the meticulous evaluation of the content of the teacher's guide, the evaluators strongly agreed that the content is reflective of the goals of the Department of Education and it is fitted to the children with mild intellectual disability with visual impairment. The content reflects real-play experiences. However, the scope and the level of difficulty were seen as important.

The summary of the evaluation of the play-based instruction guide in terms of objectives, content, activities, procedures, layout, scope and the level of difficulty, the rating ranged from 2.9.4 to 2.99. As to the scope of the play-based activities, the gross-motor skills contained the most number of activities. The rating was 2.99. The lessons section had clear goals and objectives, the activities were motivating, realistic that promotes functional skills needed by the children with intellectual disabilities. The evaluators also agreed that the materials and resources needed for the lesson itself are appropriate and readily available. The goals and objectives were stated and that evaluation tools are adequate and appropriate.

As for the technical aspect of the design, evaluation ranged from 2.90 to 2.99. The experts saw that the layout of the teacher's guide is logical and consistent. Also, they perceived that the teachers can easily use the instructional guide. This is because the instructional guide were presented following the detailed step by step teaching approach of Task analysis and Scaffolding. At the same time, the materials needed in the play-based activities are the materials available in the Sped resource center. Aside from the appropriateness of the design, the evaluators also saw that the instructional guide were localized, socially considerate and sensitive to gender biases and they also saw that the

lessons were specifically appropriate to children with mild intellectual disabilities. Their ratings in this aspect ranged between 2.92 to 2.99. They also noted that the instructional guide can be understood by teachers of different educational background and other professionals.

5.2.3 Content validate the play-based instructional guide through consultation with experts

The result of the validation of the play-based instructional guide on the content of the lessons are found to be appropriate to the participants as it targets to reinforce their motor development and the experts interpreted the objectives are relevant to the motor skills needed by the child. The experts' rating ranged from 2.91 to 3. It implies that the activities provided adequate variations suited to enhance children's motor skills. Furthermore, the experts agreed that procedures in each lesson plans are clearly stated with simple and precise instructions for better implementation. The rating ranges from 2.92 to 2.99. It signifies that the play-based activities are very appropriate for the children with mild intellectual disabilities since each procedure in the lesson plan are simple and precise. The developed objectives were specific and clearly stated, measurable, attainable, time- bound and relevant to the needs of the children in developing their motor and fine motor skills. The experts gave a rating ranged from 2.88 to 2.99. It means that the objectives followed the standards in developing the play-based activities. Likewise it is appropriate to the ability of the children as it targets to reinforce their motor development.

The theory of constructivism of Bruner view learning as an active process in which the learners construct new ideas based upon the knowledge they have acquired before going to school. The learners select and transforms information relying on his/her understanding on what to do. As to instruction the teacher should try and encourage learners to discover their developed skills on their own. The teacher should engage in active conversation with the learner and the task is to translate skills to be learned using the lesson plans of the instructional to the learner's present level of understanding. The content of the instructional guide must be organized in a spiral manner so that the learner will continue learning the skills that they have already acquired. Bruner states that a theory of instruction should address four major aspects (1) preference towards learning; it implies that the teacher must consider the learning styles of learner. Some learners are visual, auditory, visual-kinesthetic and many more. If a teacher understands the style of learning of a child, she/he can accommodate, augment, alter and modify the instructional guide to fit in the needs of the child. (2) the ways in which a play-based skills activities can be structured so that can be readily grasped by learner, the teacher can follow the level of difficulty of the activities that should be taught to the learner, (3) the most effective sequences in which to present the materials, it this manner the learner can easily follow the procedures of task analysis in performing the goal of the activity, (4) the nature and pacing of rewards and reprimands, the teacher can apply the principle of positive reinforcement where the learner upon completion of task is reward with tangible and intangible things and use the principle of negative reinforcement when the child does not comply with the standards of behavior that should be

displayed when performing tasks. To summarize, the principles of constructivism from theory to instruction are the following: Instruction must be concerned with the experiences and contexts that make the student willing and able to learn (readiness).; Instruction must be structured so that it can be easily grasped by the student (spiral organization).; Instruction should be designed to facilitate extrapolation and or fill in the gaps (going beyond the information given).

5.2.4 Try-out of the play-based instructional guide of activities with the Respondents

The outcome of the try-out evaluation showed that the children with mild intellectual disability have improved markedly on their gross motor skills using the developed play-based instructional guide. During the actual try-out or post-test of the play skills activities, the evaluators observed that the children not just enjoyed the play-based activities but had a great performance shown on the results of the try-out. A comparative analysis of the gross motor skills performance of the participants was done. Based on the result of the pretest showing a rating ranged from 1.5 to 3 which imply that the participants are delayed in their motor skills development and posttest revealed a rating of 4.00 to 4.67 with a total mean score of 4.41 which revealed that the children with mild intellectual disability markedly developed and improved their gross motor skills.

A comparative analysis of the fine motor skills performance of the participants was done. Based on the result of the pretest showing a rating ranged from 1.00 to 2.71 which implies that the participants are delayed in their fine motor skills development and posttest

revealed a rating of 4.00 to 4.64 with a total mean score of 4.39 which revealed that the children with mild intellectual disability markedly developed and improved their fine motor skills.

5.2.5 Finalize the created play-based instructional guide based on the results of the evaluation

The play-based instructional guide has been transformed in its final form based on the result of the evaluation was finalized. The expert rated the entire lesson as very appropriate obtaining a weighted mean ranging from 2.82 to 3.00. It is clear that a play-based instructional guide is an appropriate material for teachers in teaching children with mild intellectual disabilities for the improvement of the body movements.

5.3 Implications and Conclusions

The main insights gained from the research have to do with specific developmental structure and steps in developing the play-based instructional guide to enhance the gross motor and fine motor of children with intellectual disabilities.

5.3.1 It was noted that the play-based instructional guide of activities can help children with mild intellectual disability provided that the materials and environment are well prepared for learning to take place. As the Ecological Theory of Gibson stated that all the movements and actions are influenced or constrained by the environment, which, information's in the environment, can shape or modify the kind of movement to achieve a

specific actions or tasks.

5.3.2 Modified and varied activities are appropriate and suitable for the participants as it targets to develop their motor skills. As Charles Reigeluth (2010) contend on his Instructional Design Theory that methods in instruction and situations are essential in child's learning. Breaking down or modifying the instructions of the play-based instructional guide using task analysis on presenting the lessons helps to facilitate learning in developing the skills needed to improve the quality of instruction.

5.3.3 An important discovery is that children with mild intellectual disabilities can develop and enhance their gross motor and fine motor skills through carefully designed, developed and evaluated appropriate play-based activities utilizing the 7 Cycle in Writing the Instructional Guide by Graves (2006). The gross motor and fine motor of children with mild intellectual disabilities will be develop, improved and enhanced successfully when they are given the well-designed activities suitable to the mental ability and unique characteristics.

5.3.4 The Play-based Instructional Guide provides the materials that teachers can use in teaching the children to develop their gross and fine motor skills.

5.4 Recommendations

Based on the findings of the study, the following are recommended:

5.4.1 The implementation of the play-based instructional guide for teachers should continue with other children with special needs in the setting of the study and other nearby

schools as it appeared to be very effective and successful.

5.4.2 Other play-based activities maybe created to address the unique needs of children with mild intellectual disability motivation of the school community, families and other advocates of special education to keep up and reinforce such program of activities are still crucial to the skills development of special children and more supporters should be encouraged to continue this indispensable program.

5.4.3 The play-based instructional guide should undergo annual review to see if revisions are needed and having it transferred to a computer-aided instructional guide is suggested.

5.4.4 A regular schedule of implementing the activities should be included in the class program to continuously enhance the motor skills of children as these skills are the pre-requisite skills for academic and handwriting skills.

5.5 Recommendations for further research

5.5.1 A collaborative research is recommended to assess the status of the achievement of the goals of special education in developing special children holistically in their intellectual, physical, emotional and spiritual development.

5.5.2. A quasi-experimental research can be conducted to a much bigger population of children with intellectual disabilities as the participants to try out the Play-based instructional guide.

5.5.2 A research on developing play-based activities adopting the Filipino games can be used to find out how effective are our native games can develop and enhance motor skills of children.

5.5.3 Another methodology on this topic could be used to compare with the findings of this research such as a longitudinal study to see how much a child with mild intellectual disability can improved his gross and motor skills if the study is tried out on a longer time.

5.5.4 An experimental research on the implementation of the play-based instructional guide be used to determine its applicability for other children with special needs like children with Autism, ADHD, Behavioral problems, the Deaf, etc.

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APPENDICES

Appendix A

Request to the Office of the Chairperson

August 11, 2014

DR. PATRICIA B. LICUANAN
CHED Chaiperson

Madam:

The undersigned is presently in the process of conducting a research entitled: **"A Play-Based Instructional Guide on the Development of Gross and Fine Motor Skills of Children with Mild Intellectual Disabilities".** This study aims to design play activities to increase the gross and fine motor skills of children with intellectual disabilities. Likewise, this would also facilitate children's level of motivation and general response to learning.

In line with this, the researcher would like to request you good office to allow me to use the available references in your resource department that will be significant in gathering of data in my study. Information gathered from your resources will be treated with outmost privacy and confidentiality.

Your acceptance and favorable response will be highly appreciated and duly acknowledged. Thank you and God Bless.

Respectfully yours,

MS. VANICA JOY I. BALIDOY
Researcher

Endorsed by:

JULIETA A. GREGORIO,PH.D
Thesis Adviser

TERESITA G. DE MESA, PH.D
Adviser

Appendix B

Request to the School Principal of PES

October 11, 2014

DR. LYDIA C. ABEJA
Principal IV
Pinaglabanan Elementary School
City of San Juan

Madam:

Greetings!

The undersigned is presently in the process of conducting a research entitled: **"A Play-Based Instructional Guide on the Development of Gross and Fine Motor Skills of Children with Mild Intellectual Disabilities".** This study aims to design play activities to increase the gross and fine motor skills of children with intellectual disabilities. Likewise, this would also facilitate children's level of motivation and general response to learning.

In line with this, the researcher would like to request you good office to allow me to try-out the developed proposed study in developing the gross and fine motor skills of children with mild intellectual disability.

Your acceptance and favorable response will be highly appreciated and duly acknowledged. Thank you and God Bless.

Respectfully yours,

MS. VANICA JOY I. BALIDOY
Researcher

Endorsed by:

JULIETA A. GREGORIO,PH.D
Thesis Adviser

TERESITA G. DE MESA, PH.D
Adviser

Appendix C

Request to Validate the Initial Draft of the Play-Based Instructional Guide

September 10, 2014

MR. JOHN ISLA
Communication Arts Area Head
Don Bosco Technical College
Mandaluyong City

Sir:

The undersigned is presently in the process of conducting a research entitled: **"A Play-Based Instructional Guide on the Development of Gross and Fine Motor Skills of Children with Mild Intellectual Disabilities".** This study aims to design play activities to increase the gross and fine motor skills of children with intellectual disabilities. Likewise, this would also facilitate children's level of motivation and general response to learning.

In line with this, the researcher would like to ask for your kind assistance for the evaluation of the Play-Based Instructional Guide for Children with Intellectual Disabilities. Remarks and suggestions from experts like you will surely be a great help in improving the study.

Your acceptance and cooperation will be highly appreciated and duly acknowledged. Thank you and God Bless.

Respectfully yours,

VANICA JOY I. BALIDOY
Researcher

Endorsed by:

JULIETA A. GREGORIO,PH.D
Thesis Adviser

TERESITA G. DE MESA, PH.D
Adviser

Appendix D

Request to Parents for their Child to be Participant in the Study

October 11, 2014

Dear _____,

Greetings!

I am a graduate student of Philippine Normal University taking up Master of Arts in Education with specialization in Special Education – Intellectual Disabilities. At present, I am in the process of conducting my Thesis Paper entitled: **"A Play-Based Instructional Guide on the Development of Gross and Fine Motor Skills of Children with Mild Intellectual Disabilities".**

In this regard, may I request your permission to allow your son/daughter, (student's name) _____ to be one of the participants in the aforementioned study. Rest assured that utmost confidentiality on any information gathered would be observed.

Thank you and God Bless.

Respectfully yours,

VANICA JOY I. BALIDOY
Researcher

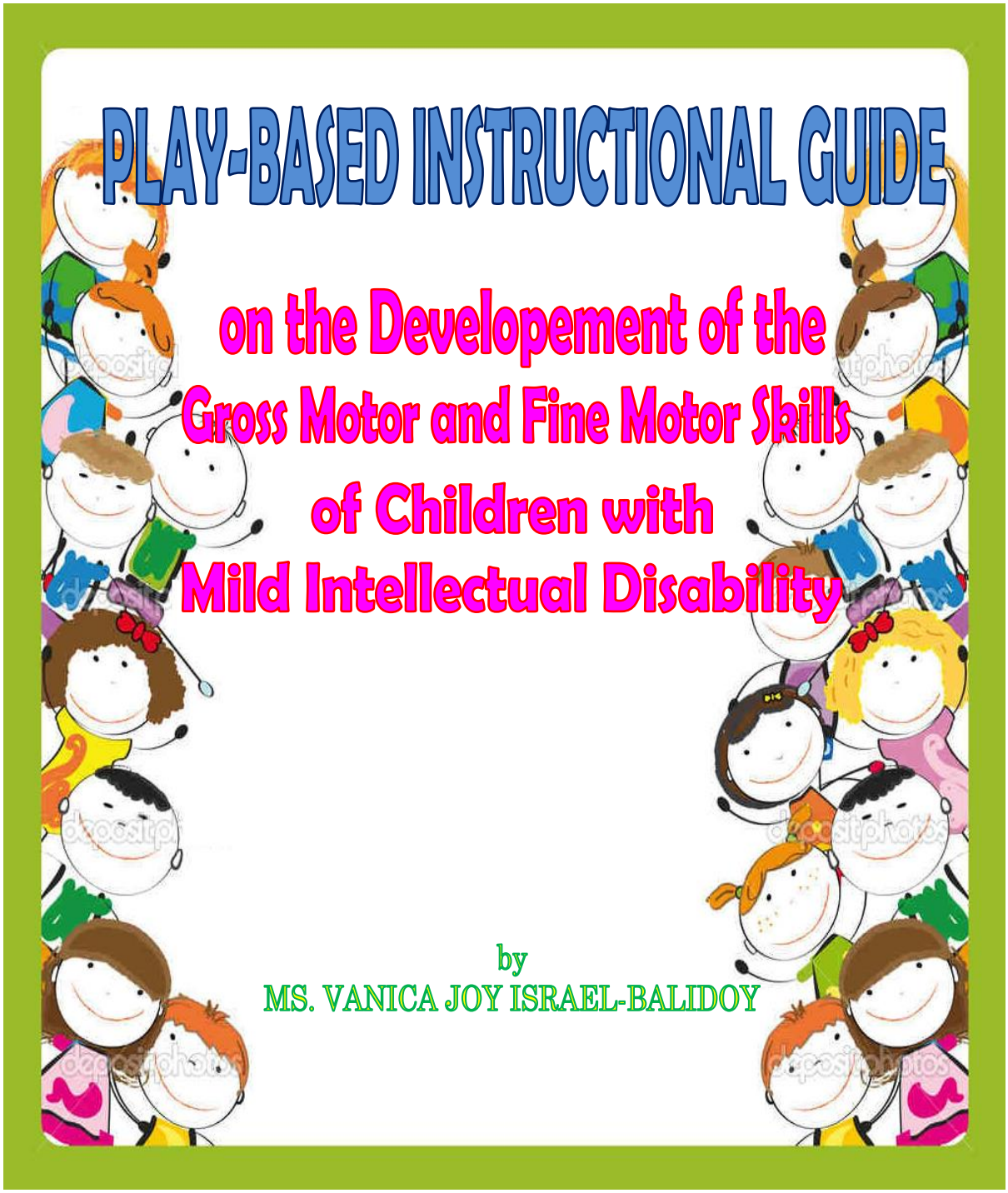
Endorsed by:

JULIETA A. GREGORIO,PH.D
Thesis Adviser

TERESITA G. DE MESA, PH.D
Adviser

Appendix E

The Output



PLAY-BASED ACTIVITIES INSTRUCTIONAL GUIDE

INTRODUCTION

The play-based instructional guide is specifically designed for children with mild intellectual disability. This guide is the objective of a study conducted by the author in consultation with the evaluation and validation of a pool of experts. The document has been reviewed and endorsed by the thesis advisers, the school principal, teachers and parents of the participants.

The instructional guide serves to assist special education teachers in developing the gross motor and fine motor skills of special children. Simple instructional guidelines and best practices contained in the guide are intended to meet the gross motor and fine motor skills of the children with mild intellectual disabilities and provide varied learning activities that resulted in the improvement of the level of performance and fitness of these children. Schools with special education program may use and adopt this instructional guide and use it as a model for developing other instructional guide to address the other needs of children with special needs. (Cowen, W. (2012)

Goals

1. Improve teacher's ability to understand the importance of teaching the gross motor and fine motor skills to children with special needs.

2. When the guide is already used in a classroom setting, the teacher makes adjustment with the instructional goals and time and modifies instructional strategies, and content to meet students' needs and enhance learning Adjusts instructional goals and time and modifies instructional strategies, and content to meet students' needs and enhance learning

3. Collaborates with colleagues in discussions of instructional goal modification and strategies, content, and adjusting time to meet students' needs and enhance learning

PREFACE

This Instructional Guide for the Development of the Gross and Fine Motor Skills is designed for children with intellectual disabilities. Various gross and fine motor activities are integrated in which the children will enjoy likewise, it also targets to develop their emotional and spiritual skills.

In the lesson plans, I encourage teachers to allot their time and patience to execute the different activities for further enhancement of the gross motor skills and fine motor skills of children under your care.

The first part of the lesson plan deals with the gross motor activities and the second part are focused on the fine motor activities. Materials, description of the activities, illustrations and procedures are presented in a simple and precise manner in which the teachers can fully understand.

I hope that his play-based activities instructional guide will be of great help and beneficial to the children and teachers who will give importance in developing their motor skills and make the world a joyful place to live and learning together.

The Author

The Instructional Guide Features

1. Play-based learning defined

Play-based learning is a context for learning through which children organize and make sense of their social worlds, as they engage actively with people, objects and representations. In this study, play is associated with the development of gross motor and fine motor skills of special children and the result showed that social, emotional and understanding were also enhanced among the participants. A playful learning supports not only academic outcomes but also positive associations with learning that help children become successful, happy and lifelong learners, McGolerick (2013). Moreover, the play-based activities provide an opportunity to teach children how to behave properly and understand other's feelings as well as prompting a sense of independence.

2. Preparing play-based lesson plans/lesson plan suggestions

A lesson is an organized set of activities designed to present one manageable sized piece of the gross motor and fine motor skills. The researcher made use of the DepEd's guidelines in preparing instructional materials as basis in developing the play-based instructional guide. Below are the contents of the lesson plan of the play-based instructional guide:

a. **Objectives –** The goals are focused on the purpose and expected skills to develop for each lesson. The objectives for each lesson follow the "SMART" criteria where it should be specific, measurable, attainable, relevant and time-bound.

b. **Subject Matter –** The topic of each lesson is consists of the area of development such as the gross and fine motor skills needed to developed by the children with mild intellectual disability. It also includes the topic, materials and references used in the development of the play-based activities.

c. **Description and Illustration** – These sections deal with an overview on how to execute the gross motor and fine motor skills' activities. The language used is simple and precise in order to relay the description of the play activity with ease. It also comes with an illustration on how to play the game.

d. **Procedures** – This segment is consists of the motivation to sustain the interest of the children and at the same time acquire learning which is followed by the lesson proper where the researcher adapted the task analysis technique. Task analysis is a process of breaking down a learning task into its components parts and teaching each part as distinct skill, Tizon (2013). It is an approach in teaching that is sequenced and systematic that provides an evaluation of each sub-skill. As what Reigeluth (2010) contends on his instructional design theory that the methods of instruction and situations are essential for learning to take place. Breaking down the methods of instructions and information to illustrate what is being learned, how to facilitate learning and understanding helps to develop skills needed to improve the quality of instruction.

e. **Variation of Activity –**In this area, varied activities are included in the lesson to ensure the mastery of the gross and fine motor skills of children with mild intellectual disability. Each variation comes with an alternative activity in terms of the cognitive,

affective and psychomotor development which can be used if the children find it hard to do the play activity.

f. **Evaluation** – In this part of the lesson plan, the researcher makes simple criteria in evaluating the performance of each participant of the gross motor and fine motor skills activity.

g. **Assessment and rating the performance of children in the play-based activities**

Children with mild intellectual disability were rated during the try-out of the play-based activities to determine their performance in their gross motor and fine motor skills. The user of this instructional guide, may adopt this criteria in assessing and rating the performance of the children in their own class. It comes with a criteria ranging from 1 - 5 with a specific description on how they perform in every activity.

h. **Curriculum guide preparing the gross motor and fine motor instructional material -** In developing the play-based instructional guide, the researcher was guided with the Curriculum guide for Kindergarten Children with Intellectual Disability which integrates and emphasizes adaptive skills such as self-help skills, social skills, psychomotor, leisure and recreation and work skills towards independent living. Also, the National Kindergarten Curriculum Guide for kindergarten was used to modify some play activities to ensure that the children with mild intellectual disability can perform the activities.

i. **Activity and game instruction -** During the implementation of the play-based activities, the user/teacher should give simple instructions to the children on how to play

the games, after he/she has demonstrated each play activities step by step

3. Creating an Environment for the implementation of the activities

In implementing the play-based activities, select a sufficient indoor space for gross motor skills activities so children can move without getting in each other's way. (Koralek 1994) suggests for the following environment: hallways are ideal for rolling, tossing activities; a classroom loft is good for sliding, swinging and jumping off a low platform. Provide room for music and movement activities; put mats on the floor for tumbling. Parents, teachers may participate in the activities with children. It allows them to model the movement skills, offer assistance, encourage the children to practice and refine their skills. (Physical Health and Development. eclkc.ohs.acf.hhs.gov)

4. Safety Precautions in Gross Motor and Fine Motor Skills of Children with Special Needs

Play-based activities for gross motor and fine motor skills requires a safe, open play space, peers to interact with, and some adult supervision. Promoting the development of gross motor abilities is considerably less complicated than developing fine motor skills. Helping a child succeed in gross motor tasks requires patience and opportunities for a child to practice desired skills.

Parents and other persons must understand the child's level of development before helping him or her master gross motor skills. Children should be allowed to acquire motor skills at their own paces. (Gross Motor Skills-Encyclopaedia of Children's Health)

5. Play-based learning programs

In this study, the play-based instructional guide has adopted the principles of the following play-based learning programs. (Wikipedia, the free encyclopedia). The significant persons in the life of the children with mild intellectual disability have worked together and actively participated in the try-out of the study.

- High Scope is an example of a teacher-led approach. The philosophy is that children should be involved actively in their own learning. Adults working with the children see themselves more as involved facilitators of play rather than managing the play itself. The High/Scope Approach roots in constructivist theory wherein children learn by mentally and physically interacting with the environment and with others.

- The Montessori Method emphasizes self-directed activity on the part of the child and clinical observation on the part of the teacher. The objective is to adapt the child's learning environment to his or her development level. This broad approach encourages children to learn through play.

- Ontario Full Day Early Learning Kindergarten Program, for 4- and 5-year-olds, is a school program consisting of exploration, investigation, guided and explicit instruction.

- Ontario Early Years Centres is a parent-child interactive program with a focus on play-based learning. Parents and caregivers stay with the child, and can obtain information about programs and services available for young children and their families.

- The Reggio Emilia approach has a vision of the child as a competent learner and has produced a child-directed curriculum model. The curriculum has purposeful progression, but no defined sequence. Teachers follow the children's interests, and do not provide focused instruction in reading and writing. The Reggio approach believes that children learn through interaction with others (including parents, staff and peers) in a friendly learning environment.

TABLE OF CONTENTS

Overview

Motor skills are physical actions that involve movement of the muscles. Movements involving the use of large and small muscles are the child's primary means of exploring, learning, and gaining mastery of his/her environment. Children with mild intellectual disabilities have some limitations both in intellectual functioning and adaptive behavior, which also affects their ability to use their senses or their physical mobility to perform tasks.

The researcher wants to give importance in utilizing the different gross and fine motor activities that will develop and enhance the gross and fine motor skills of children with intellectual disabilities.

Play is a child's way of learning. It is essential and critical part of all children's development. It expands creativity, develops social skills, cognition, and enhances physical health experience.

Play-based Activities on the Gross Motor Skills

LESSON 1

MY FAVORITE FISH

I. OBJECTIVES

At the end of the lesson, the children are expected to:

1. listen and follow instructions carefully.
2. socialize when playing with other classmates.
3. jump in 10 circles on the floor.

II. SUBJECT MATTER

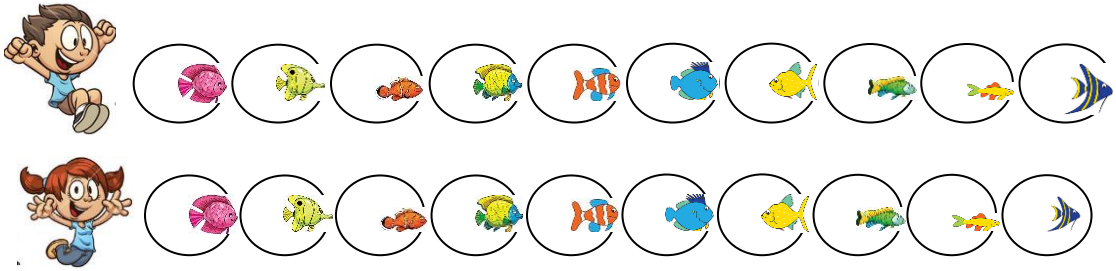
Topic:	10 circles, pictures of different kinds of fish	
Activity:	jump on 10 circles	
Materials:	Sharks' Face (Headdress)	Whistle
	toys of different sea creatures	colored chalks
References:	Delmar, Cengage Learning Resources, 2009	
	National Kindergarten Curriculum Guide, 2011	
	Curriculum Guide for Kindergarten Children with Mild Intellectual Disability, DepEd 2011	

III. DESCRIPTION

Ten (10) circles are on the floor with different toys of sea creatures in then children will form two lines wearing the shark's headdress. Teacher whistles to signal that the first child in line will start to jump on the circle and get the fish in it. They will continue jumping on the circles to get all the sea creatures until they reach the finish line. The child who has the most number of sea creatures wins the game and receives a prize.

This activity helps the children to enhance their jumping skills while playing the game. In addition, children can also develop their listening skills and social skills.

IV. ILLUSTRATION



V. Procedure

A. Motivation

1. Let the pupils watch a video clip in the movie "Finding Nemo" where the shark chases Nemo's father and his friend, Dory.
2. Ask the pupils what happen in the movie.
    a. Where will Nemo's father and his friend Dory go?
    b. Who did they meet in the ocean?
    c. What other animals did they meet in the ocean?
    d. Why did the shark chase them?
    e. What did Nemo's father and Dory do when the shark chases them?
3. What if a shark chase you, what will you do?

B. Lesson Proper

Teacher Activity	Children Activity
1. instructs the children to form their line.	1. form their line.
2. shows the ten (10) circles in front.	2. look at the ten (10) circles.
3. tells the pupils that they will play the game "Shark Attack".	3. listen very well.
4. gives the shark's headdress to the children and let them wear it.	4. wear their headdress.
5. gives instructions of the game a. jump on the 10 circles. b. every time you jump on the circles, get the sea creatures in it. c. try to jump on the 10 circles so that you can get many sea creatures. d. the child who can get 10 sea creatures wins the game and receives a prize. e. explain to them that in every game there will always be a winner and a loser, what matters is how they play the game.	5. listen attentively.
6. whistles to signal that the first child will start to jump on the circles.	6. first child jumps on the first circle and get the sea creatures.
7. the pupil who got the most number of sea creatures wins the game and receives a prize.	7. continue to jump on the circles and get all the sea creatures to win the game and receive a prize.

VI. VARIATION ACTIVITY TO MASTER THE SKILL IN JUMPING FOR TWO DAYS

1. Cognitive Development

    a. Expose children into different sea creatures. Use small toys to make it more interesting to children.

    b. Let the children identify the names of each animal.

2. Affective Development / Socio-emotional development

    a. Encourage children to ask for help with their classmates if they do not know the names of each animal.

    b. Teaching the value of respect and sportsmanship can be taught while playing. Explain to them that in every game, there will always be a winner and a loser, what matters is how they play the game.

3. Psychomotor Development

    Let the pupils jump on the circle three times before they get the animals in it.

I. EVALUATION

CRITERIA

1 pt	2 pts	3 pts	4 pts	5 pts
Child cannot jump on any of the 10 circles	Child can jump on 1 - 3 circles	Child can jump on 4 - 6 circles	Child can jump on 7 - 9 circles	Child can jump on 10 circles

Play-based Activities on the Fine Motor Skills

LESSON 1

HANGING LETTERS

I. OBJECTIVES

At the end of the lesson, the children are expected to:

1. identify letters of the alphabet.
2. select the correct letters.
3. clip the five letters of the alphabet on the clothesline using their thumb and index finger.

II. SUBJECT MATTER

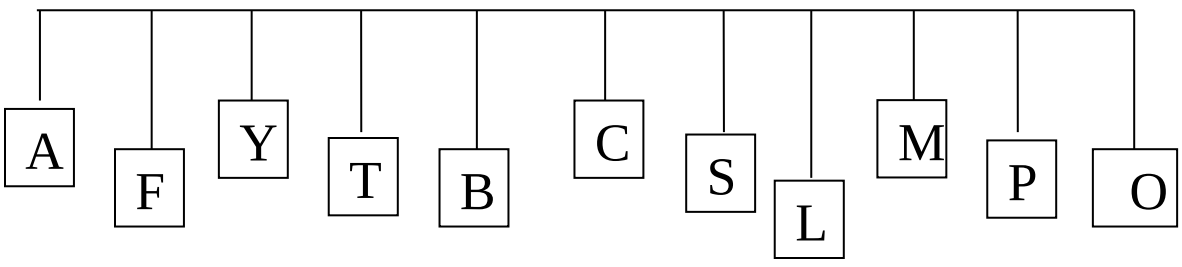
Area of Development:	Fine Motor Skills
Topic:	Gripping
Materials:	letters of the alphabet in a flash card
	clothespin clothesline

III. DESCRIPTION

Children will have set of alphabet letters. Clothesline and clothespin will be shown to the children. Teacher will practice the children in identifying the letters of the alphabet using flash card.

Children will play a game "Hanging Letters". Children's task is to identify five letters of the alphabet and hang it on the clothesline-using clothespin. Child who can identify and hang the letters correctly wins the game and receives a prize.

IV. ILLUSTRATION



V. PROCEDURES

A. Motivation

1. The children will watch a clip "Chicka Chicka Boom Boom". (Alphabet Song).
2. Let the children sing along.
3. Ask the children what are the letters of the alphabet in the song.

B. Lesson Proper

Teacher Activity	Children Activity
1. shows the flash cards of letters.	1. look at the materials.
2. explains that the clothesline and Clothespin will be used in the game "Hanging Letters".	2. listen very well.
3. demonstrates how to hold the clothespin using their thumb and index finger.	3. try to hold the clothespin.
4. gives instructions of the game: a. you will have set of letters of the alphabet b. identify five letters of the alphabet and pinch it on clothesline using the clothespin. c. the child who can pinch 5 letters clothesline wins the game and receives a prize.	4. listen attentively.
5. whistles to signal that the game starts.	5. get five letters, identify it one at a time and pinch it on the clothesline.
6. the child who can pinch five letters of the alphabet on the clothesline wins the game and receives a prize.	6. continue to pinch the letters on the clothesline to win the game.

VI. VARIATION ACTIVITY TO MASTER THE SKILL IN GRIPPING FOR TWO DAYS

1. Cognitive Development
   Identifying the lower case or upper case letters of the alphabet can be enhanced in the course of the task.

2. Affective Development / Socio-emotional development
   Enjoy the task while at the same time pushing themselves to their limits.

3. Psychomotor Development
   a. Manipulating and exploring, yell or sing while doing the task.
   b. Teacher can also instruct children to have a race on who can clip as many
   clothespin as they can.

VII. EVALUATION

CRITERIA

1 pt	2 pts	3 pts	4 pts	5 pts
Child cannot clip and letters of the alphabet on the clothesline.	Child can clip 2 letters of the alphabet on the clothesline	Child can clip 3 letters of the alphabet on the clothesline	Child can clip 4 letters of the alphabet on the clothesline.	Child can clip 5 letters of the alphabet on the clothesline.

CURRICULUM VITAE

NAME	Vanica Joy I. Balidoy
DATE OF BIRTH	September 4, 1984
EMAIL ADDRESS	vanicabalidoy@gmail.com
CELL PHONE NO.	09228236016

EDUCATIONAL BACKGROUND

GRADUATE STUDIES	Philippine Normal University Master of Arts in Education with Specialization in Special Education – Teaching Children with Intellectual Disability
COLLEGE	Philippine Normal University Bachelor of Early Childhood Education Specialization in Special Education – Children with Intellectual Disability • Honors received: Cumlaude
SECONDARY	Holy Family School of Quezon City • Awards received: Loyalty Award and Best in Attendance
ELEMENTARY	Holy Family School of Quezon City

WORK EXPERIENCE

2010 up to present	Pinaglabanan Elementary School Kindergarten Teacher
2009 - 2010	Pinaglabanan Elementary School / Elementary Teacher / Grade IV Adviser Subjects: Character Ed., Filipino, Science, EPP, English
2008 - 2009	Don Bosco School / Nursery Teacher
2007 - 2008	Don Bosco School / Elementary Teacher Grade I – Science / Grade II – Filipino
2006 -2007	Don Bosco School / Elementary Teacher Grade II Adviser / Subjetcs: Math and GMRC

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APPENDICES

Appendix A

Request to the Office of the Chairperson

August 11, 2014

DR. PATRICIA B. LICUANAN
CHED Chaiperson

Madam:

The undersigned is presently in the process of conducting a research entitled: **"A Play-Based Instructional Guide on the Development of Gross and Fine Motor Skills of Children with Mild Intellectual Disabilities".** This study aims to design play activities to increase the gross and fine motor skills of children with intellectual disabilities. Likewise, this would also facilitate children's level of motivation and general response to learning.

In line with this, the researcher would like to request you good office to allow me to use the available references in your resource department that will be significant in gathering of data in my study. Information gathered from your resources will be treated with outmost privacy and confidentiality.

Your acceptance and favorable response will be highly appreciated and duly acknowledged. Thank you and God Bless.

Respectfully yours,

MS. VANICA JOY I. BALIDOY
Researcher

Endorsed by:

JULIETA A. GREGORIO,PH.D
Thesis Adviser

TERESITA G. DE MESA, PH.D
Adviser

Appendix B

Request to the School Principal of PES

October 11, 2014

DR. LYDIA C. ABEJA
Principal IV
Pinaglabanan Elementary School
City of San Juan

Madam:

Greetings!

The undersigned is presently in the process of conducting a research entitled: **"A Play-Based Instructional Guide on the Development of Gross and Fine Motor Skills of Children with Mild Intellectual Disabilities".** This study aims to design play activities to increase the gross and fine motor skills of children with intellectual disabilities. Likewise, this would also facilitate children's level of motivation and general response to learning.

In line with this, the researcher would like to request you good office to allow me to try-out the developed proposed study in developing the gross and fine motor skills of children with mild intellectual disability.

Your acceptance and favorable response will be highly appreciated and duly acknowledged. Thank you and God Bless.

Respectfully yours,

MS. VANICA JOY I. BALIDOY
Researcher

Endorsed by:

JULIETA A. GREGORIO,PH.D
Thesis Adviser

TERESITA G. DE MESA, PH.D
Adviser

Appendix C

Request to Validate the Initial Draft of the Play-Based Instructional Guide

September 10, 2014

MR. JOHN ISLA
Communication Arts Area Head
Don Bosco Technical College
Mandaluyong City

Sir:

The undersigned is presently in the process of conducting a research entitled: **"A Play-Based Instructional Guide on the Development of Gross and Fine Motor Skills of Children with Mild Intellectual Disabilities".** This study aims to design play activities to increase the gross and fine motor skills of children with intellectual disabilities. Likewise, this would also facilitate children's level of motivation and general response to learning.

In line with this, the researcher would like to ask for your kind assistance for the evaluation of the Play-Based Instructional Guide for Children with Intellectual Disabilities. Remarks and suggestions from experts like you will surely be a great help in improving the study.

Your acceptance and cooperation will be highly appreciated and duly acknowledged. Thank you and God Bless.

Respectfully yours,

VANICA JOY I. BALIDOY
Researcher

Endorsed by:

JULIETA A. GREGORIO,PH.D
Thesis Adviser

TERESITA G. DE MESA, PH.D
Adviser

Appendix D

Request to Parents for their Child to be Participant in the Study

October 11, 2014

Dear _____,

Greetings!

I am a graduate student of Philippine Normal University taking up Master of Arts in Education with specialization in Special Education – Intellectual Disabilities. At present, I am in the process of conducting my Thesis Paper entitled: **"A Play-Based Instructional Guide on the Development of Gross and Fine Motor Skills of Children with Mild Intellectual Disabilities".**

In this regard, may I request your permission to allow your son/daughter, (student's name) _____ to be one of the participants in the aforementioned study. Rest assured that utmost confidentiality on any information gathered would be observed.

Thank you and God Bless.

Respectfully yours,

VANICA JOY I. BALIDOY
Researcher

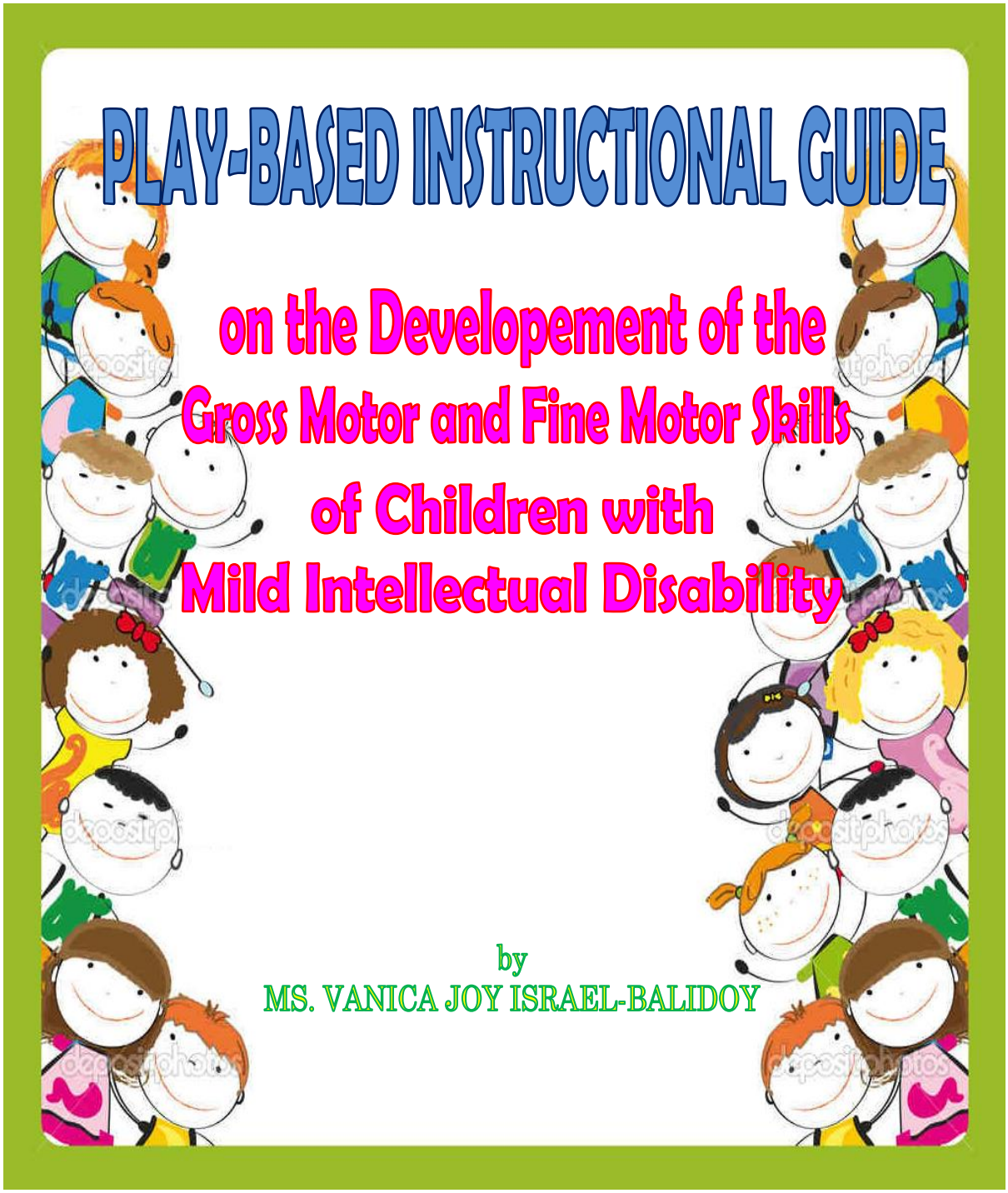
Endorsed by:

JULIETA A. GREGORIO,PH.D
Thesis Adviser

TERESITA G. DE MESA, PH.D
Adviser

Appendix E

The Output



PLAY-BASED ACTIVITIES INSTRUCTIONAL GUIDE

INTRODUCTION

The play-based instructional guide is specifically designed for children with mild intellectual disability. This guide is the objective of a study conducted by the author in consultation with the evaluation and validation of a pool of experts. The document has been reviewed and endorsed by the thesis advisers, the school principal, teachers and parents of the participants.

The instructional guide serves to assist special education teachers in developing the gross motor and fine motor skills of special children. Simple instructional guidelines and best practices contained in the guide are intended to meet the gross motor and fine motor skills of the children with mild intellectual disabilities and provide varied learning activities that resulted in the improvement of the level of performance and fitness of these children. Schools with special education program may use and adopt this instructional guide and use it as a model for developing other instructional guide to address the other needs of children with special needs. (Cowen, W. (2012)

Goals

1. Improve teacher's ability to understand the importance of teaching the gross motor and fine motor skills to children with special needs.

2. When the guide is already used in a classroom setting, the teacher makes adjustment with the instructional goals and time and modifies instructional strategies, and content to meet students' needs and enhance learning Adjusts instructional goals and time and modifies instructional strategies, and content to meet students' needs and enhance learning

3. Collaborates with colleagues in discussions of instructional goal modification and strategies, content, and adjusting time to meet students' needs and enhance learning

PREFACE

This Instructional Guide for the Development of the Gross and Fine Motor Skills is designed for children with intellectual disabilities. Various gross and fine motor activities are integrated in which the children will enjoy likewise, it also targets to develop their emotional and spiritual skills.

In the lesson plans, I encourage teachers to allot their time and patience to execute the different activities for further enhancement of the gross motor skills and fine motor skills of children under your care.

The first part of the lesson plan deals with the gross motor activities and the second part are focused on the fine motor activities. Materials, description of the activities, illustrations and procedures are presented in a simple and precise manner in which the teachers can fully understand.

I hope that his play-based activities instructional guide will be of great help and beneficial to the children and teachers who will give importance in developing their motor skills and make the world a joyful place to live and learning together.

The Author

The Instructional Guide Features

1. Play-based learning defined

Play-based learning is a context for learning through which children organize and make sense of their social worlds, as they engage actively with people, objects and representations. In this study, play is associated with the development of gross motor and fine motor skills of special children and the result showed that social, emotional and understanding were also enhanced among the participants. A playful learning supports not only academic outcomes but also positive associations with learning that help children become successful, happy and lifelong learners, McGolerick (2013). Moreover, the play-based activities provide an opportunity to teach children how to behave properly and understand other's feelings as well as prompting a sense of independence.

2. Preparing play-based lessonplans/lesson plan suggestions

A lesson is an organized set of activities designed to present one manageable sized piece of the gross motor and fine motor skills. The researcher made use of the DepEd's guidelines in preparing instructional materials as basis in developing the play-based instructional guide. Below are the contents of the lesson plan of the play-based instructional guide:

a. **Objectives –** The goals are focused on the purpose and expected skills to develop for each lesson. The objectives for each lesson follow the "SMART" criteria where it should be specific, measurable, attainable, relevant and time-bound.

b. **Subject Matter –** The topic of each lesson is consists of the area of development such as the gross and fine motor skills needed to developed by the children with mild intellectual disability. It also includes the topic, materials and references used in the development of the play-based activities.

c. **Description and Illustration** – These sections deal with an overview on how to execute the gross motor and fine motor skills' activities. The language used is simple and precise in order to relay the description of the play activity with ease. It also comes with an illustration on how to play the game.

d. **Procedures** – This segment is consists of the motivation to sustain the interest of the children and at the same time acquire learning which is followed by the lesson proper where the researcher adapted the task analysis technique. Task analysis is a process of breaking down a learning task into its components parts and teaching each part as distinct skill, Tizon (2013). It is an approach in teaching that is sequenced and systematic that provides an evaluation of each sub-skill. As what Reigeluth (2010) contends on his instructional design theory that the methods of instruction and situations are essential for learning to take place. Breaking down the methods of instructions and information to illustrate what is being learned, how to facilitate learning and understanding helps to develop skills needed to improve the quality of instruction.

e. **Variation of Activity –**In this area, varied activities are included in the lesson to ensure the mastery of the gross and fine motor skills of children with mild intellectual disability. Each variation comes with an alternative activity in terms of the cognitive, affective and psychomotor development which can be used if the children find it hard to do

the play activity.

f. **Evaluation** – In this part of the lesson plan, the researcher makes simple criteria in evaluating the performance of each participant of the gross motor and fine motor skills activity.

g. **Assessment and rating the performance of children in the play-based activities**

Children with mild intellectual disability were rated during the try-out of the play-based activities to determine their performance in their gross motor and fine motor skills. The user of this instructional guide, may adopt this criteria in assessing and rating the performance of the children in their own class. It comes with a criteria ranging from 1 - 5 with a specific description on how they perform in every activity.

h. **Curriculum guide preparing the gross motor and fine motor instructional material -** In developing the play-based instructional guide, the researcher was guided with the Curriculum guide for Kindergarten Children with Intellectual Disability which integrates and emphasizes adaptive skills such as self-help skills, social skills, psychomotor, leisure and recreation and work skills towards independent living. Also, the National Kindergarten Curriculum Guide for kindergarten was used to modify some play activities to ensure that the children with mild intellectual disability can perform the activities.

i. **Activity and game instruction -** During the implementation of the play-based activities, the user/teacher should give simple instructions to the children on how to play the games, after he/she has demonstrated each play activities step by step

3. Creating an Environment for the implementation of the activities

In implementing the play-based activities, select a sufficient indoor space for gross motor skills activities so children can move without getting in each other's way. (Koralek 1994) suggests for the following environment: hallways are ideal for rolling, tossing activities; a classroom loft is good for sliding, swinging and jumping off a low platform. Provide room for music and movement activities; put mats on the floor for tumbling. Parents, teachers may participate in the activities with children. It allows them to model the movement skills, offer assistance, encourage the children to practice and refine their skills. (Physical Health and Development. eclkc.ohs.acf.hhs.gov)

4. Safety Precautions in Gross Motor and Fine Motor Skills of Children with Special Needs

Play-based activities for gross motor and fine motor skills requires a safe, open play space, peers to interact with, and some adult supervision. Promoting the development of gross motor abilities is considerably less complicated than developing fine motor skills. Helping a child succeed in gross motor tasks requires patience and opportunities for a child to practice desired skills.

Parents and other persons must understand the child's level of development before helping him or her master gross motor skills. Children should be allowed to acquire motor skills at their own paces. (Gross Motor Skills-Encyclopaedia of Children's Health)

5. Play-based learning programs

In this study, the play-based instructional guide has adopted the principles of the following play-based learning programs. (Wikipedia, the free encyclopedia). The significant persons in the life of the children with mild intellectual disability have worked together and actively participated in the try-out of the study.

- High Scope is an example of a teacher-led approach. The philosophy is that children should be involved actively in their own learning. Adults working with the children see themselves more as involved facilitators of play rather than managing the play itself. The High/Scope Approach roots in constructivist theory wherein children learn by mentally and physically interacting with the environment and with others.

- The Montessori Method emphasizes self-directed activity on the part of the child and clinical observation on the part of the teacher. The objective is to adapt the child's learning environment to his or her development level. This broad approach encourages children to learn through play.

- Ontario Full Day Early Learning Kindergarten Program, for 4- and 5-year-olds, is a school program consisting of exploration, investigation, guided and explicit instruction.

- Ontario Early Years Centres is a parent-child interactive program with a focus on play-based learning. Parents and caregivers stay with the child, and can obtain information about programs and services available for young children and their families.

- The Reggio Emilia approach has a vision of the child as a competent learner and has produced a child-directed curriculum model. The curriculum has purposeful progression, but no defined sequence. Teachers follow the children's interests, and do not provide focused instruction in reading and writing. The Reggio approach believes that children learn through interaction with others (including parents, staff and peers) in a friendly learning environment.

TABLE OF CONTENTS

Overview

Motor skills are physical actions that involve movement of the muscles. Movements involving the use of large and small muscles are the child's primary means of exploring, learning, and gaining mastery of his/her environment. Children with mild intellectual disabilities have some limitations both in intellectual functioning and adaptive behavior, which also affects their ability to use their senses or their physical mobility to perform tasks.

The researcher wants to give importance in utilizing the different gross and fine motor activities that will develop and enhance the gross and fine motor skills of children with intellectual disabilities.

Play is a child's way of learning. It is essential and critical part of all children's development. It expands creativity, develops social skills, cognition, and enhances physical health experience.

Play-based Activities on the Gross Motor Skills

LESSON 1

MY FAVORITE FISH

I. OBJECTIVES

At the end of the lesson, the children are expected to:

1. listen and follow instructions carefully.
2. socialize when playing with other classmates.
3. jump in 10 circles on the floor.

II. SUBJECT MATTER

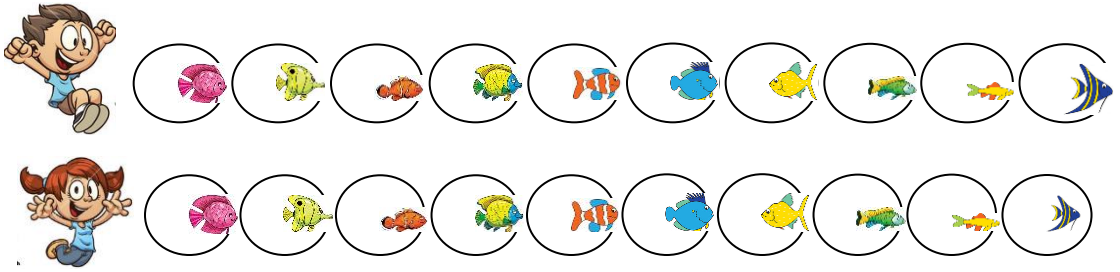
Topic:	10 circles, pictures of different kinds of fish	
Activity:	jump on 10 circles	
Materials:	Sharks' Face (Headdress)	Whistle
	toys of different sea creatures	colored chalks
References:	Delmar, Cengage Learning Resources, 2009	
	National Kindergarten Curriculum Guide, 2011	
	Curriculum Guide for Kindergarten Children with Mild Intellectual Disability, DepEd 2011	

III. DESCRIPTION

Ten (10) circles are on the floor with different toys of sea creatures in then children will form two lines wearing the shark's headdress. Teacher whistles to signal that the first child in line will start to jump on the circle and get the fish in it. They will continue jumping on the circles to get all the sea creatures until they reach the finish line. The child who has the most number of sea creatures wins the game and receives a prize.

This activity helps the children to enhance their jumping skills while playing the game. In addition, children can also develop their listening skills and social skills.

IV. ILLUSTRATION



V. Procedure

A. Motivation

1. Let the pupils watch a video clip in the movie "Finding Nemo" where the shark chases Nemo's father and his friend, Dory.
2. Ask the pupils what happen in the movie.
    a. Where will Nemo's father and his friend Dory go?
    b. Who did they meet in the ocean?
    c. What other animals did they meet in the ocean?
    d. Why did the shark chase them?
    e. What did Nemo's father and Dory do when the shark chases them?
3. What if a shark chase you, what will you do?

B. Lesson Proper

Teacher Activity	Children Activity
1. instructs the children to form their line.	1. form their line.
2. shows the ten (10) circles in front.	2. look at the ten (10) circles.
3. tells the pupils that they will play the game "Shark Attack".	3. listen very well.
4. gives the shark's headdress to the children and let them wear it.	4. wear their headdress.
5. gives instructions of the game a. jump on the 10 circles. b. every time you jump on the circles, get the sea creatures in it. c. try to jump on the 10 circles so that you can get many sea creatures. d. the child who can get 10 sea creatures wins the game and receives a prize. e. explain to them that in every game there will always be a winner and a loser, what matters is how they play the game.	5. listen attentively.
6. whistles to signal that the first child will start to jump on the circles.	6. first child jumps on the first circle and get the sea creatures.
7. the pupil who got the most number of sea creatures wins the game and receives a prize.	7. continue to jump on the circles and get all the sea creatures to win the game and receive a prize.

VI. VARIATION ACTIVITY TO MASTER THE SKILL IN JUMPING FOR TWO DAYS

1. Cognitive Development

    a. Expose children into different sea creatures. Use small toys to make it more interesting to children.

    b. Let the children identify the names of each animal.

2. Affective Development / Socio-emotional development

    a. Encourage children to ask for help with their classmates if they do not know the names of each animal.

    b. Teaching the value of respect and sportsmanship can be taught while playing. Explain to them that in every game, there will always be a winner and a loser, what matters is how they play the game.

3. Psychomotor Development

    Let the pupils jump on the circle three times before they get the animals in it.

I. EVALUATION

CRITERIA

1 pt	2 pts	3 pts	4 pts	5 pts
Child cannot jump on any of the 10 circles	Child can jump on 1 - 3 circles	Child can jump on 4 - 6 circles	Child can jump on 7 - 9 circles	Child can jump on 10 circles

Play-based Activities on the Fine Motor Skills

LESSON 1

HANGING LETTERS

I. OBJECTIVES

At the end of the lesson, the children are expected to:

1. identify letters of the alphabet.
2. select the correct letters.
3. clip the five letters of the alphabet on the clothesline using their thumb and index finger.

II. SUBJECT MATTER

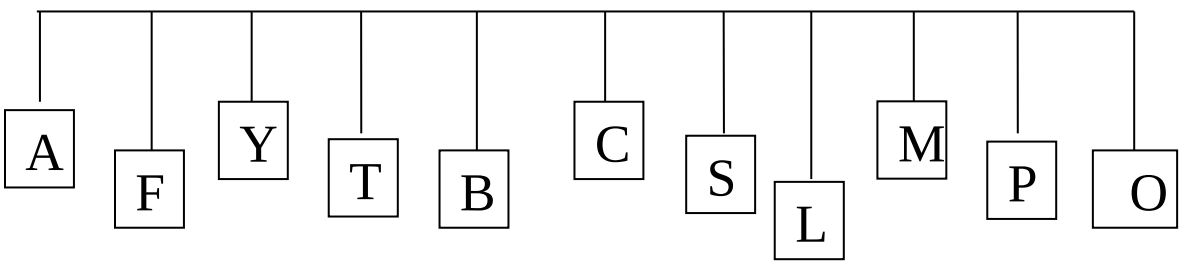
Area of Development:	Fine Motor Skills
Topic:	Gripping
Materials:	letters of the alphabet in a flash card clothespin clothesline

III. DESCRIPTION

Children will have set of alphabet letters. Clothesline and clothespin will be shown to the children. Teacher will practice the children in identifying the letters of the alphabet using flash card.

Children will play a game "Hanging Letters". Children's task is to identify five letters of the alphabet and hang it on the clothesline-using clothespin. Child who can identify and hang the letters correctly wins the game and receives a prize.

IV. ILLUSTRATION



V. PROCEDURES

A. Motivation

1. The children will watch a clip "Chicka Chicka Boom Boom". (Alphabet Song).
2. Let the children sing along.
3. Ask the children what are the letters of the alphabet in the song.

B. Lesson Proper

Teacher Activity	Children Activity
1. shows the flash cards of letters.	1. look at the materials.
2. explains that the clothesline and Clothespin will be used in the game "Hanging Letters".	2. listen very well.
3. demonstrates how to hold the clothespin using their thumb and index finger.	3. try to hold the clothespin.
4. gives instructions of the game: a. you will have set of letters of the alphabet b. identify five letters of the alphabet and pinch it on clothesline using the clothespin. c. the child who can pinch 5 letters clothesline wins the game and receives a prize.	4. listen attentively.
5. whistles to signal that the game starts.	5. get five letters, identify it one at a time and pinch it on the clothesline.
6. the child who can pinch five letters of the alphabet on the clothesline wins the game and receives a prize.	6. continue to pinch the letters on the clothesline to win the game.

VI. VARIATION ACTIVITY TO MASTER THE SKILL IN GRIPPING FOR TWO DAYS

1. Cognitive Development
   Identifying the lower case or upper case letters of the alphabet can be enhanced in the course of the task.

2. Affective Development / Socio-emotional development
   Enjoy the task while at the same time pushing themselves to their limits.

3. Psychomotor Development
   a. Manipulating and exploring, yell or sing while doing the task.
   b. Teacher can also instruct children to have a race on who can clip as many
   clothespin as they can.

VII. EVALUATION

CRITERIA

1 pt	2 pts	3 pts	4 pts	5 pts
Child cannot clip and letters of the alphabet on the clothesline.	Child can clip 2 letters of the alphabet on the clothesline	Child can clip 3 letters of the alphabet on the clothesline	Child can clip 4 letters of the alphabet on the clothesline.	Child can clip 5 letters of the alphabet on the clothesline.

CURRICULUM VITAE

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EDUCATIONAL BACKGROUND

GRADUATE STUDIES	Philippine Normal University Master of Arts in Education with Specialization in Special Education – Teaching Children with Intellectual Disability
COLLEGE	Philippine Normal University Bachelor of Early Childhood Education Specialization in Special Education – Children with Intellectual Disability • Honors received: Cumlaude
SECONDARY	Holy Family School of Quezon City • Awards received: Loyalty Award and Best in Attendance
ELEMENTARY	Holy Family School of Quezon City

WORK EXPERIENCE

2010 up to present	Pinaglabanan Elementary School Kindergarten Teacher
2009 - 2010	Pinaglabanan Elementary School / Elementary Teacher / Grade IV Adviser Subjects: Character Ed., Filipino, Science, EPP, English
2008 - 2009	Don Bosco School / Nursery Teacher
2007 - 2008	Don Bosco School / Elementary Teacher Grade I – Science / Grade II – Filipino
2006 -2007	Don Bosco School / Elementary Teacher Grade II Adviser / Subjetcs: Math and GMRC