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October 2013

Development of a Module on Recycling for Students with Mild Intellectual Abilities

Melba C. Salas

Philippine Normal University

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**DEVELOPMENT OF A MODULE ON RECYCLING FOR STUDENTS WITH
MILD INTELLECTUAL DISABILITIES**

**A Special Project Submitted to the Faculty
of the College of Graduate Studies and Teacher Education Research
Philippine Normal University**

**In Partial Fulfilment of the Requirements for the Degree
Master of Education in Special Education
(Teaching Children with Intellectual Disabilities)**

**By
Melba Salas
October 2013**

APPROVAL SHEET

In partial fulfilment of the requirements for the Degree of Master of Education with Special Education (Teaching Children with Intellectual Disabilities) this Special Project entitled **“DEVELOPMENT OF A MODULE ON RECYCLING FOR CHILDREN WITH MILD INTELLECTUAL DISABILITIES”**, prepared and submitted by **MELBA C. SALAS** is hereby recommended for approval and acceptance.

Date _____

FORTUNATO G. VENDIVEL JR.,
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Adviser

Approved and accepted as partial fulfilment of the requirements for the degree of Master of Education with specialization in Special Education (Teaching Children with Intellectual Disabilities).

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ZENAIDA Q. REYES, Ph.D
Dean
College Of Graduate Studies And
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March 22, 2014

To: Dr. Zenaida Q. Reyes, Ph.D

Dean

Dear Dr. Reyes,

Greetings!

Herewith are the corrections I made to my Special Project as you suggested:

1. Shorten Abstract – done see page vii
2. The font from times new roman was change to Arial font-done
3. Discussions of conceptual Framework pls. See page 6

Thanks you very much for all your suggestions, comment and giving your time to read my special Project. It is now a beautiful to read.

What you have done will never be forgotten, It is now changed to a beautiful work of art.

Thank you for your guidance. God Bless.

Truly yours,

Melba C. Salas

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My children and family , for their love and unending support to my career, for always being their in crucial time;

Above all to God Almighty , for giving me the wisdom and strength ,to complete the undertaking.

M.C.S.

DEDICATION

*This piece of work is dedicated to my parents, brothers and sisters,
my family, Jess, Mark, Laarni, Jessie Mae, Kris, Christian Jack.*

And all my students & friends in CES SPED Center.

M.C.S.

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ABSTRACT

Name : **SALAS, MELBA C.**

Title : **DEVELOPMENT OF A MODULE ON
RECYCLING FOR STUDENTS WITH MILD
INTELLECTUAL DISABILITIES**

Key Concepts : **Development, Module, Recycling,
Intellectual Disabilities**

Degree : **Master of Education**

Specialization : **Special Education (Teaching Children with
Intellectual
Disabilities)**

Adviser : **Dr. Fortunato G. Vendivel Jr.**

This study aimed to develop a module on recycling for children with mild intellectual disabilities.

Specifically, the study sought to attain the following objectives: to identify the activities on recycling for children with mild intellectual disabilities; to write the module on recycling; to have the module evaluated through a review by a pool of experts; to try out of the module on recycling by children with intellectual disabilities; and to finalize the module on recycling based on the module containing lessons on recycling for children with intellectual disabilities.

The module consists of ten (10) instructional materials. In each instructional material are the lessons and suggested activities to guide the teachers in teaching. The evaluation items are likewise provided for each activity. Safety precautions are also taken into consideration to ensure the safety of the students with mild intellectual disabilities.

Results revealed that the activities facilitated the preparation of the recycled items made out of used magazines, old newspaper, used cans of soft-drinks, worn out slippers, used plastic bottles and grocery bags. They gave the foregoing group of participants opportunities to develop their vocational skills.

A module or a set of instructional guides in recycling to develop the vocational skills of the children with intellectual disability was developed and found appropriate.

The research design employed in this study was descriptive-development research. The research followed four phases, namely: Phase I – Identification of Activities on Recycling Suited to the Ability of Children with Mild Intellectual Disabilities; Phase 2 – Writing of the Module on Recycling; Phase 3 – Evaluation and Try-out of the Module on Recycling; and Phase 4 – Revision of the Module and Preparation of

Final Copy of the Module on Recycling.

This study revealed the following findings:

1. Based on the evaluation of materials and the try-out of activities, it was found that the instructional quality of the activities on recycling was rated very acceptable by the special education teachers, regular teacher and livelihood education experts. It means that the

activities on recycling are able to achieve their specific purposes, the presentation of every skill is clear, the words are appropriate to the level of level of learners, the materials are enjoyable and engaging to students with mild intellectual disabilities, and that they are able to stimulate and challenge the pupils.

2. The content quality of the activities on recycling was rated by the special education teachers, regular teachers and livelihood education teachers as highly acceptable in the area or aspect of skills presented being specific. On the other hand, the activities on recycling were rated very acceptable in terms of the following dimensions: attainability of the recycling skills, measurability of their actual application to everyday life, the specific skills being time-bounded and the skills being capable of acquisition by diverse kinds of learners.

3. Since the results of the evaluation of the activities on recycling have revealed that these activities were prepared satisfactorily, when used in the classroom they could develop the creativity of children with intellectual disabilities because the materials used are available in their locality.

The study concluded that:1. the module on recycling which aim on developing vocational skills of students with mild intellectual disabilities appeared suitable to them. Since the activities on recycling were rated Very Acceptable in terms of quality, content quality, as evaluated by the regular teachers, SPED teachers, and Livelihood Education teachers, it is implied that the activities may accelerate the development of vocational

skills among children with disabilities, such as those with intellectual impairment.2. the activities on recycling may be useful tools in providing children as well as adults with disabilities gainful employment for them to become more useful members of their families and more productive citizens of the society.

Based on the findings and the conclusions, the researcher recommends that: 1. Students with intellectual disabilities be afforded opportunities to develop their vocational skills to enable them to achieve independent living and possible integration into the mainstream of the society as productive members.

2. An expanded curriculum on developing vocational skills of this group of individuals on other areas may be prepared.3. Other materials for recycling use may be explored.4. More modules on recycling may be developed based on the outcomes of this study.5. Further try-out of the activities on developing vocational skills through recycling be done.6. Other modules or instructional guides for the exclusive use of students with mild intellectual disabilities should be developed to explore the possibility of developing other facets of their potentials for optimum development.

CHAPTER I

THE PROBLEM AND ITS SETTING

Introduction

There is no denying the fact that education plays a pivotal role in shaping the future of the country through provision of viable responses that would meet the social, economic, and political challenges of the new millennium.

The National Development Plan articulates that all Filipinos must have access to higher education in 2025 (Garovillas, 2003). It stipulates that there must be a realization of the potentials of individuals as members of the community, society, and the global village. Indeed, pursuing higher education may be the best preparation for a good life. Failure in the university is failure in life as college work becomes directly related to one's future work, job, or opportunities as a professional (Fonacier, 2000).

As embodied in Article XIV, Section 1 of the 1987 Philippine Constitution, "the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all." Thus, the national government needs to prioritize education in its budgetary appropriation if only to translate this mandate into reality.

All over the world, work is an important factor across sectors and cultures. It provides the financial resources necessary for survival, community participation and recreation, and serves as a source of dynamic social interactions.

Persons with disabilities suffer from restrictions in the use of their different abilities as a result of a mental, physical or sensory impairment to perform an activity in the manner or within the range considered normal for human beings and the social stigma people place against these individuals creates misconceptions that affect the way they live, how they look at themselves and how effective they could be (Nolan et al, 2006).

Generally, individuals with disabilities are often looked upon as burden to the society since they are seen as being dependent on the charity of others. Provision of training in vocational skills and consequently, employment opportunities, would be of tremendous help in erasing such misconceptions, thereby placing them in the dynamic role of contributors to the betterment of society. Work is important for them to realize that through it they could change their identity and their status in society as well.

One of the most common types of developmental disability is intellectual disability, which is characterized by significant limitations in both intellectual functioning and adaptive behaviour as expressed in conceptual, social and

practical adaptive skills. This disability originates before the age of 18 (American Association on Intellectual and Developmental Disabilities, 2002).

Children with intellectual disabilities predominantly demonstrate deficits in cognitive functioning and for them to live happy lives, the major goal in their

education should be to train them in applying their knowledge, skills, and abilities to their optimum potential. The basic skills that need to be developed for these children are self-help, social, perceptual-motor, numeracy, communication, pre-vocational, vocational, community, and independent living skills (Garguilo, 2006).

The Magna Carta for Disabled Persons mandates the provision of equal opportunity for persons with disabilities, both in terms of the right to education and of equal opportunities for employment.

The Salamanca Statement (UNESCO) maintains primarily that “Every child has the fundamental right to education and must be given opportunity to achieve and maintain acceptable levels of learning.” It therefore urges governments all over the globe to give the highest budgetary priority to improve the education system to enable to include all children, regardless of individual differences or difficulties.

Furthermore, UNESCO (2000) stresses that vocational education is an essential strand in the education of all students. Schools should assist the children

with intellectual disabilities to become economically active and provide them with the skills needed in every life, offering them training in skills which would enable them to respond to the social and communication demands and expectations of adult life.

Meanwhile, Article I Section 3 of the Policies and Guidelines of Special Education in the Philippines states that “Special Education shall aim to develop the maximum potentials of the child with special needs to enable him to become self-reliant and shall be geared towards providing him with the opportunities for a full and happy life (Madrid, 2012). The basic conditions required for each individual to develop their potential and live as responsible, independent individuals are basic human rights.

Rights and Privileges of Persons with Disabilities; Section 5. Equal Opportunity for Employment maintains that “No person with disabilities shall be denied access to opportunities for suitable employment.” Furthermore, it upholds that a qualified employee with disability shall be subject to the same terms and conditions of employment and the same compensation, privileges, benefits fringe benefits, incentives or allowances as a qualified able bodied person.

For persons with intellectual disabilities, access to vocational training and employment has appeared to be negligible. Even today, a great majority of persons with intellectual disabilities are unemployed or underemployed, in spite of special education advocacy among various groups of people and sectors of the society. Among the explanations for this is that many special education centers emphasize employment preparation programs on the basis of general assessment of students interests and strengths, and on the teaching of vocational readiness skills in a classroom setting, thus leading students with intellectual disabilities to a passive role, rather than training them for specific jobs.

Therefore, the curriculum for children and youth with intellectual disabilities must be geared towards some type of experience in an actual work

setting. Smith and Luckasson (2005) outlined the components of an effective program for students with intellectual disabilities, which include: (1) a comprehensive curriculum that focuses on vocational preparation, (2) the teaching of adaptive skills, and (3) instruction in functional academics, when appropriate.

It is in the light of the foregoing information that the researcher was motivated to develop a module on recycling to introduce students with mild intellectual disabilities to career possibilities and to provide them instruction on how to recycle materials that are readily available in their locality.

Teaching recycling to persons with mild intellectual disabilities may be very important in that it helps them develop self-worth, experience self-fulfilment, and most of all live independently. At the same time, recycling techniques save our natural resources, save our trees and save the Mother Earth as a whole.

Significantly, recycling even in the most powerful countries has become mandatory because of global warming and climate change problems. Recycling is one way of minimizing these problems. Old or used materials within our own locality may be reused or recycled. There are lots of materials all over our community that can be put to use again. They may seem trash to other people, but when one thinks of their usefulness, new products can be made out of these seemingly waste materials.

Students with intellectual disabilities can be tapped to do recycling, too. Since learners are capable of understanding the things which they themselves have experienced, as Piaget would put it, it therefore follows that that children

with intellectual disabilities may also benefit from vocational skills training especially when their involvement is hands-on.

The researcher would like to believe that through the module on recycling that she has crafted, students with mild intellectual disabilities will acquire vocational skills and consequently, the garbage problem all over the country may also be eased.

Conceptual Framework

Republic Act 7277 specifically states that “Disabled workers shall be afforded equal opportunity to develop their skills for livelihood and gainful employment” and that “The state shall provide them with training in civics, vocational efficiency, sports and physical fitness, and other skills.” Further, it mandates that “For persons with mental retardation, modified curricula shall emphasize teaching in self-care, socialization, motor, pre-vocational, vocational, and other daily living skills.”

Haring (2006) observes that demonstrated successful placements in competitive jobs have increased in the recent years. Since payment and potential benefits of competitive jobs far surpass those of sheltered employment, the focus of vocational training has considerably shifted to effective methods of preparing and training severely handicapped students for such jobs as well as providing them placement after training.

Work is important as a means of earning a living, and through their earnings, they can support themselves to preserve their dignity, to be productive, to live independently, and to experience fulfilment as well as personal identity and

gaining status symbol. Vocational skills are needed in order to enable individuals with intellectual disabilities earn a living. Vocational education must be afforded to students aged 15 to 21 and recycling is one of the ways of introducing them to it.

The module on recycling will help children and adults with mild intellectual disabilities to be prepared and trained effectively in the reuse and recycling of waste materials, which will enable them to be productive. Moreover, while learning the basic skills and developing positive attitude towards work, they will be able to spend their time in more worthwhile endeavours and they will be made ready to face the competitive world of work equipped with recycling skills.

Recycling involves several steps. First, one has to look around his immediate surroundings and identify materials that can be recycled. After these materials have been used for their original purpose, they can be reused or recycled to form new products. Knowledge of recycling would enable one to think of how items or articles could be appropriately converted or recycled. Initially, simple projects could be conceived, gradually moving toward big recycling projects that would involve conducting a feasibility study, working on sourcing of materials, finding the cost of production and establishing marketability of the recycled products

The four-phase steps or procedures carried out by the researcher to develop and try out a module on recycling for children with mild intellectual disabilities to develop or enhance their vocational skills are shown in the paradigm in Figure 1 on the next page.

Providing Situations Offering:

- **Rich experience**
- **Pleasant Atmosphere**
- **Encouragement**

Exposure to Several Stimuli:

- **Handiwork of neighbours and friends**
- **Work of Art**
- **Available Resources in the Community**



- **Preparation of Creative Products Through Recycling**
- **Preparation and Utilization of Instructional Materials to Develop the Vocational Skills of Children Through Recycling**



- **Recycled Creative Products**
- **Enhanced Vocational Skills of Students with Mild Intellectual Disability**

Figure 1. Schematic diagram showing the conceptual framework of the study

Statement of the Purpose

This study aimed to develop and try out a module on recycling among children with mild intellectual disabilities. Specifically, it sought to:

1. to identify the activities on recycling for children with mild intellectual disabilities;
2. to write the module on recycling;
3. to have the module evaluated through:
 - 3.1 a review of the module by a pool of experts
 - 3.2 try-out of the module by children with intellectual disabilities
4. to finalize the module based on the results of evaluation.

Significance of the Study

This study will benefit the following:

School Administrators. The findings in this study would enable school administrators to come up with plans as to how children and youth with intellectual disabilities could be assisted in terms of their vocational training so as to provide them opportunities for gainful employment in the future.

Special Education Teachers. They will likewise benefit from this study since it will give them more insights on how they could assist children and youth with intellectual disabilities who are also capable of doing what their non-disabled counterparts could do.

Parents. The study would provide them information which they could use in enhancing the remaining potentials of their children who are actually not as helpless and unproductive as most people think they are.

Students with Intellectual Disabilities. The results of the study may point out the need to give them sufficient training not only to develop their vocational skills, but also to enhance their sense of well-being, for them to become independent and productive citizens.

The Community. The community in general would also benefit from this study in that through the provision of training on recycling using the crafted module on recycling, our natural resources could be saved, the waste disposal problem minimized and the Mother Earth protected from the ravages of modern-day technological advancement.

Scope and Limitation of the Study

This study was confined to the preparation of a module on recycling that will develop or enhance the vocational skills of children with mild intellectual disabilities. The activities included making bracelets, necklaces, and bags made from paper; decorative fruit, flowers, bag, chair and disco ball made from plastic; flowers made from aluminium; and doormat made from rubber. All activities were tried out by the researcher at Commonwealth Elementary School in Quezon City.

Definition of Terms

Several terms are hereby defined in the context of this research study for better understanding and interpretation.

Development. As used in this study, this refers to the preparation of a learning package in the form of a module that contains recycling activities aimed at facilitating acquisition of vocational skills of children with mild intellectual disabilities.

Module. Operationally, it refers to an instructional guide containing a series of activities on recycling for use of children with mild intellectual disabilities. These are materials that could be used by both the teacher and the students, and include lesson plans, resource materials, pictures and the like.

Recycling. This refers to the process of transforming an item which has already served its original purpose but is still durable and therefore, could be converted into something that can still be used for another purpose.

Skill. This refers to an enhanced ability acquired from knowledge and is a product of training and practice.

Vocational Skills. These are skills which prepare and enable an individual to avail of employment or job placement.

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter contains a review of related literature and studies on vocational skills training and programs for students with mild intellectual disabilities. Both foreign and local studies were reviewed and were used to form the background of the study.

Conceptual Literature

The Handbook on Special Education: A Guide for Teachers, Administrators and Service Related Staff in 1996 yet discusses the rights of handicapped individuals to vocational education and training, which is tied up with the right to work.

As mentioned by Flores (2004), the Basic Learning Competencies (BLC) and the Teachers' Guide for the Mentally Retarded (1996) include vocational preparation aiming at giving children with intellectual disabilities some desirable work habits that will enable them to move easily into the work force. Hence, they must be able to:

- Perform a series of tasks in response to verbal instruction;
- Perform a series of tasks in response to written instruction;
- Identify reasons for working with others;

- Recognize the importance of individual components in a co-operative effort;
- Complete a task in working with other people;
- Work at satisfactory rates for specific jobs;

- Identify satisfactory rates required for specific jobs;
- List reasons why a job must be performed at a certain rate of speed;
- Accept supervision;
- Complete a job following supervisory instructions;
- Identify appropriate response to supervisory instructions;
- Recognize the importance of punctuality and attendance;
- Identify the reasons for attendance and punctuality;
- Identify legitimate and illegitimate reasons for the above; and
- Know the appropriate action to be taken for tardiness and absenteeism.

Before students with intellectual disabilities can acquire vocational skills,

they must be afforded pre-vocational skills training. Yu-Chiang (2000) mentions that pre-vocational skills involve two sets of assessment: determining the students' vocational capabilities and job analysis in the community. Once these have been accomplished, they can now proceed to an effective vocational skills training. If they succeed in having a job, they will now be able to gain social status, economic stability, emotional security, and independent living.

Kolstoe (2000), meanwhile, includes in the program of pre-vocational training for children with intellectual disabilities the following: schoolwork training, occupational information, physical education and recreation, home economics and shop, and social studies.

Moreover, Gearhart (2010) comments that more than any other student, those with intellectual disabilities, should be accorded the privilege of having career education. He contended that the term "vocational program" can mean many different things when applied to education in general and similar variety exists when it is applied to special education. For the adult handicapped, vocational program will vary, depending on the major goals of the program, the type of handicap or disability, the age and level of intelligence of the child,

previous educational and/or vocational training experiences, and the orientation given by the agency planning such programs. He added that there are two basic functions of sheltered workshop: training for employment in competitive (outside) jobs and terminal (permanent) employment for adults who cannot successfully function in outside, competitive employment situations.

For the moderately intellectually disabled to become independent, functioning members of society, they must learn skills that would enable them to obtain and consequently, keep a job. The kind of jobs available for those with intellectual disabilities, however, may vary based on their adaptive skills and mental age. The potential variety and number of jobs that they can assume is

limited to a great extent by their training and motivation and the cooperation and understanding of the general population (Hariel and Kaufman, 2012).

In the recent years, the focus of vocational training has been shifting to more effective methods of preparing and training the severely handicapped for such jobs as well as giving them placement after training. Blackhurst (2011) says that training afforded to those with disabilities is focused on helping them acquire skills and increase their productivity. The rate at which skills are acquired by them affects the type of job they can perform. Most workshops obtain their work for industry. More complex jobs, of course, require more intensive training over a considerable period of time.

In general, individuals with mild intellectual disability are capable of obtaining and maintaining gainful employment, although a critical factor is their ability to manifest personal and social behaviours that are appropriate for the workplace. For many of them, successful adjustment is augmented by their

families, by benefactors and/or various adult service providers. As Kehle and Barclay (2009) point out, majority of these mildly intellectually disabled become self-sufficient, but feel a consistent lack of quality in their lives.

Though it is known that mental retardation is a condition of impaired or incomplete mental development, which limits a person's ability to learn and to put learning to use (Generoso, 1981), most of them do not excel in academic areas, such as reading, writing, arithmetic and science. Majority of them can

achieve higher level of personal, social and vocational functioning if they are afforded better educational and vocational training opportunities, so that they can become productive and self-sufficient individuals. After all, they have the capacity to work like other people do. They just need patience, understanding and guidance.

Heward (2009) states that "Special education is a purposeful intervention designed to prevent, to eliminate and to overcome the obstacles that might keep from learning students with disabilities, particularly those with intellectual disabilities.

While many students with intellectual disability have trouble using their new knowledge and skills in the learning process (Cooper et al., 2007), these may be attributed to their lack of attention, poor memory, and inadequate generalization skills. They have the inability to acquire, classify, remember, and use information appropriately (Hallanan and Kaufman, 1991).

Children with intellectual disabilities often have difficulty in retaining information. They have cognitive delays and adaptive behaviour difficulties that

limit their learning and performing skills needed to function in their everyday lives. They have short attention span for certain tasks (Smith& Luchasson, 2005).

A related problem is that some students with intellectual disabilities have difficulty shifting their attention to new materials (Berdine, 2003). They learn new information more slowly. Skills and behaviour have to be taught and re–

taught each time. Therefore, task analysis should be utilized. It is a process in which a task is broken down into sequential steps, and which can be successfully used to assist a person to perform tasks that involve more than one step (Smith, 2011).

There is a four-fold classification scheme of intellectual disability: mild intellectual disability – with I.Q scores from 55 to 70; moderate intellectual disability – with I.Q scores from 40 to 55; severe intellectual disability – with IQ scores from 25-40; and profound intellectual disability – with I.Q scores below 25.

According to the Center for International Rehabilitation Research Information and Exchange (CIRRIE), a parallel classification system within schools will include the educable, the trainable, the severe and the profound. The AAIDD System evaluates a person's strengths and abilities, not just their limitations.

Intellectual disability is viewed on a developmental perspective. It is considered a developmental disability because of its onset during the

developmental period (before 18) and can only be diagnosed if limitations in human functioning manifest during this period.

Haywood (2006), on the other hand, argues that how intellectual disability is defined is not much of an issue for these children as providing them skills for gainful employment. Along the same vein, Heward (2009) believes that these students can master academic skills up to about sixth- grade level and can learn job skills well enough to support themselves independently or semi-independently. As this group of students reach middle and secondary school, the emphasis should be on learning functional skills that will help them in their transition to adult life in the community (Broilin, 2004).

Camara (2005) contends that "Educational programs should shift away from basic skills to employment and community living skills that will allow them to get a job that is emotionally and functionally satisfying and enables them to establish social routine."

On the other hand, according to Reschly (2002), persons with intellectual disability are usually associated with unemployment; hence, vocational assistance should be given to them. Vocational education programs make this possible through provision of learning opportunities in specific trades. They may not provide employment per se, but they may equip intellectually disabled students with employable skills they need to secure a job.

Salvador (2005) maintains that "Program goals and objectives of schools that offer vocational programs for independent living would lead to a better

understanding of how much of a chance persons with disabilities are given towards attaining full independence life.”

Vocational skills training is incorporated into the primary and secondary curricula. There are government agencies that give training to individuals interested to learn vocational courses. Sheltered workshops and employment are now beginning to be made available to Persons with Disabilities (PWDs).

Meanwhile, the use of technology cannot be overlooked. Schools now utilize computers, the wi-fi, or the internet to gather information and to learn ideas from people all over the world, especially on recycling. However, results of a survey conducted by The Arc as cited in Wehmeyer (2002) have revealed the underutilization of technology for persons with intellectual disabilities due to high cost, little or no information, unavailability and complexity of the device, and inadequate training with regard to the use the device.

Respicio (2013) in her study on Development of Computer-Aided Lessons Using the Mother Tongue has found out that computer-aided lessons in mother tongue are helpful tools in teaching children with intellectual disabilities. Teaching vocational skills may be a lot easier through the use of mother tongue as medium of instruction.

The use of mother tongue for instruction is also emphasized in the newly implemented K to 12 curriculum. The Department of Education (DepEd) had issued a memorandum order that institutionalizes the mother tongue-based multilingual education in the Philippine education system whereby the mother tongue will be used as a medium of instruction for Grades I to III. Since children

with intellectual disabilities have difficulty in conceptualizing and on keeping sustained on learning tasks, it would be helpful to them if the mother tongue is used as the medium of instruction when teachers handle vocational skills training through recycling.

Moreover, with the K-12 program of the Department of Education, students are given the opportunity to learn vocational education especially when they are in senior high school, because it is during this time that it is part of their curriculum. Encouragement from parents and teachers are most helpful so that the children with intellectual disabilities could perform well.

Since children with intellectual disabilities cannot pursue higher education, they should be prepared for work before they are integrated into the society (Pobre, 2008). Through special education training in activities of daily living and vocational rehabilitation, those youth with intellectual disabilities can cope with a range of routine repetitive jobs (ILO, 2004).

According to Kolstoe (2010), the ideal program for developing the vocational potentials of Persons with Disabilities (PWDs) should begin early. At a young age, the educable PWDs should develop basic knowledge, skills, habits and attitudes which will make them ready for vocational training and finally, for job placement. Continuing education is likewise necessary to improve their training and make them effective in performing their work.

In line with Republic Act No.8491 which is envisioned by the DepEd as our national motto, calling for being “Maka-Diyos, Makatao, Maka-kalikasan at Makabansa,” teaching children recycling may very well be in support of the

foregoing dictum. Field trips to areas that promote the use of recycling could also be a fruitful tool in the promotion of recycling materials as well as techniques.

Most children with intellectual disabilities do not generalize what they learn. (Tumball et. al, 2010). They may learn a particular skill in one situation but may fail to transfer it to another situation. Daily interventions, therefore, are necessary to help these individuals function well. While vocational training may prepare them to function as independent, contributing members of the society, some supervision is necessary to ensure their health and safety.

A variety of vocational training and employment approaches for individuals with intellectual disabilities are available. Most of these are under two different kinds of arrangements – the sheltered workshop, and supported competitive employment (Hallahan et.al, 1997).

Functional Skills Training

Functional skills are generally considered to be those skills and competencies that are necessary for everyday living. These competencies are also

referred to by many as “survival skills.” The skills could be relatively simple for many people such as counting change from a basic purchase, reading the sign for a restroom in an unfamiliar location, or realizing when to walk across an unfamiliar intersection.

Methods of Instruction for Teaching Vocational Skills through Recycling

Teaching children with intellectual disabilities is not an easy job. There are other methods that persons with disabilities can be taught, and one such method is called scaffolded instruction. This teaching strategy allows the student to learn by doing. The teacher demonstrates how to do the activity, the student repeats after her by following the steps she had demonstrated, while teacher watches over him and leaves the student alone when he can already perform the activity all by himself.

Transition Program

Transition involves the coordination, delivery, and transfer of services from the secondary school program to receiving agencies. Although work-study vocational training program for special education students and vocational rehabilitation services for adults with disabilities have long existed in every state, systematic coordination of and communication between schools and community-based adult services have not typically taken place. Although interagency cooperation is critical to the success of transition, in the amendments to IDEA,

“Special education is ultimately given the responsibility of implementing transition goals and activities” (Inge & Moon, 2006).

Quijano (2007), on the other hand, states that “The task of choosing a job and preparing for work for all youths, with or without disabilities, is a complex decision. Parents and professionals are particularly interested in helping young persons with mental retardation make this decision but lack the basic knowledge on how this could be done.”

The project ‘Transition Program for Children with Intellectual Disabilities in the Philippines,’ initiated by the Special Education Division of the Bureau of Elementary Education and the Department of Education with financial assistance through the down loaded fund for Special Education Centers since SY 2010-2011, may address the foregoing problem. The project generally aims to develop career awareness and work skills through school to work transition among children with intellectual disabilities. Its specific objectives include: 1) design a transition program model and its curriculum, and 2) implement the transition program model nationwide.

The project likewise includes vocational training, integrated employment, continuing and adult education, adult services, independent living or community participation. The coordinated activities are based on individual needs, taking into

account the students' preferences and interests. Such activities include the areas of functional academics, daily living skills, community experiences, provision of employment opportunities, and other adult living objectives, and if appropriate, functional vocational evaluation.

Transition services are defined by IDEA as a coordinated set of activities for student, designed within an outcome-oriented process that promotes movement from school to post school activities, vocational training, independent living and community participation. The curriculum domains for the transition program include: a) daily living skills, b) personal and social skills, and c) occupational guidance and preparation. The daily living skills include competencies on managing, selecting and maintaining living environment, caring for personal health, developing and maintaining intimate relationship, eating at home and in the community, cleaning and purchasing clothing, participating in leisure or recreational activities, and getting around the community. Meanwhile, the competencies on personal and social skills focus on achieving self-awareness, acquiring self-confidence, achieving socially responsible behaviour, maintaining good interpersonal skills, achieving independence, making informed and adequate decisions, and communicating with others.

Lin (1999) prepared materials on the development of creativity among the educable mentally challenged individuals through recycling, thus helping solve the problem of proper waste disposal.

The stages involved: 1) the identification of recycled materials available in the community; 2) the preparation of the recycling work plan and its evaluation; 3) the writing of the initial draft of the materials; and 4) evaluation of the materials, the try-out, and the preparation of the final copy of these materials. Based on the evaluation of the materials and the try-out done, it was found that the instructional materials would be of great help in developing creativity of the mentally challenged individuals. The latter were able to make useful and attractive items made from used cans of soda, box and paper scraps, bottles and plastic cups. The results confirmed the theory that individuals with mental retardation can exercise their creativity at different levels.

A similar study was conducted by Mei Wen (1998) who prepared instructional materials for children with mental retardation. Results of her study revealed that instructional activities in arts and crafts were not only appropriate, but also useful in developing the motor abilities of these mentally challenged individuals.

Meanwhile, another study which focused on development of a module on

artificial flower making for youths and adults with mental retardation was conducted by Flores (2004). Based on the evaluation of the module and try-out of the activities, it was found out that the activities were prepared satisfactorily and when used in the classroom, they can develop the creativity of the foregoing group of individuals.

Vocational education has long been a preferred avenue in preparing students with intellectual disabilities for productive employment. However, there has been too much emphasis on simulated work experience in the classroom setting. Such an approach has failed to provide productive employment in an integrated work environment for many students. Often, the outcome has been sheltered employment in segregated work settings. When vocational education and training occur mainly through classroom or simulated settings, students with disabilities do not acquire social skills commonly built through interactions with colleagues and co-workers, which, in fact, are critical to long-term employment success.

The module on recycling crafted by the researcher will hopefully provide a vehicle to provide students with mild intellectual abilities a life-long livelihood that would also develop their creativity and motor skills, thereby enhancing their self-esteem and how other people normally view them. In addition, through the use or adoption of the foregoing module, students with mild intellectual disabilities will be helped in exploring and learning new skills, developing independence, and consequently, feeling useful and valued as productive and happy members of the community. Finally, the recycling activities will not only

enable students with mild intellectual disabilities to acquire vocational skills, but will also enable the country in general to help save its natural resources, preserve or maintain ecological wellness and environmental balance, and save our planet as a whole.

CHAPTER III

METHODOLOGY

Presented in this Chapter are descriptions of the research method used, the procedures through which the module on recycling for students with mild intellectual disabilities was developed, methods of data-collection, and statistical tools used in the analysis of data obtained.

Research Method

The study employed the descriptive-development method of research to develop and validate a module on recycling for students with mild intellectual disabilities at Commonwealth Elementary School in Quezon City.

The descriptive-development method focuses on describing the nature of a situation or condition at the time the study commenced or took place. As defined by Gonzales (2000) in Llamas (2007), descriptive method is a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, beliefs, processes, trends, and cause-and-effect relationships and then making adequate and accurate interpretation of such data with or without the aid of statistical methods. The study is developmental in that it involves deciding what needs to be assessed, carrying out the assessment, collecting assessment data, analyzing the data, reporting the outcome, revising as necessary, and assessing the module on recycling to develop or enhance the vocational skills of children with mild intellectual disabilities.

The study focused on the development of a module containing ten (10) activities on recycling for children with mild intellectual disabilities. It followed four stages of development, namely: Phase I – Identification of Activities on Recycling Suited to the Ability of Children with Mild Intellectual Disabilities; Phase 2 – Writing of the Module on Recycling; Phase 3 – Evaluation and Try-Out of the Module on Recycling; and Phase 4 – Revision of the Module and Preparation of Final Copy of the Module on Recycling.

Figure 2 on the next page shows the stages of development of the module on recycling.

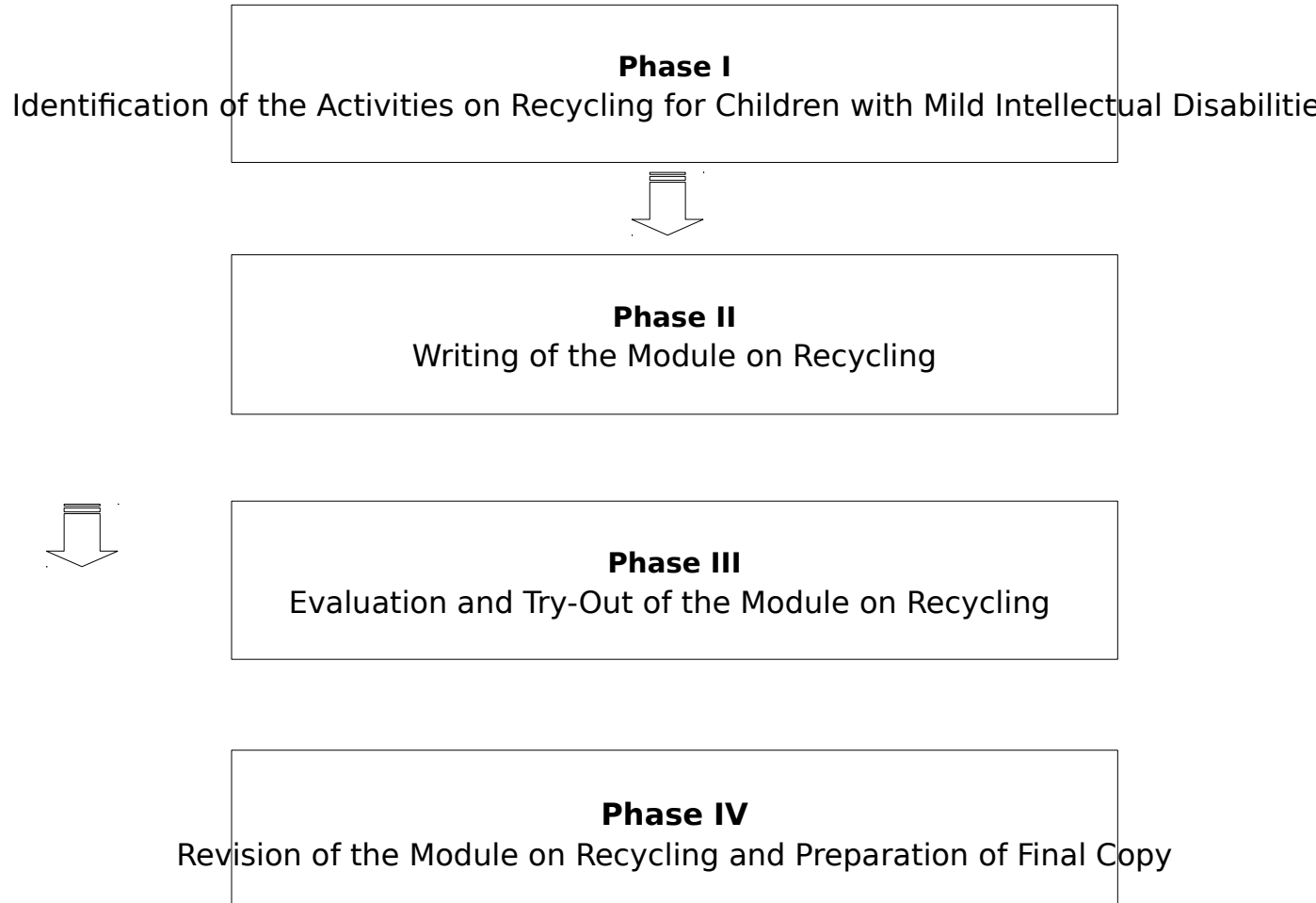


FIGURE 2. The Phases of Development of a Module on Recycling for Children with Mild Intellectual Disabilities

Phase 1 – Identification of the Activities on Recycling

Information relative to recycling activities were sought in order to match them with the capabilities of children with mild intellectual disabilities. Ten (10) recycling activities were identified to help in developing the vocational skills of children with mild intellectual disabilities, and these included the following: making bracelets, necklaces, and bags made from paper; decorative fruit, flowers, bag, chair and disco ball made from plastic; flowers made from aluminium; and doormat made from rubber. The foregoing activities on recycling are identified in the Recycling Work Plan (See Appendix B).

A. Identification of Available and Useful Materials

Available and useful materials for recycling in the community to develop the vocational skills of students with intellectual disability were identified. Such materials included used of magazines, newspaper, plastic, used cans of soft drink.

B. Preparation of Recycling Work Plan

The Recycling Work Plan on developing the vocational skills of students with intellectual disabilities through recycling was prepared. Such Recycling Work Plan was presented to the researcher's advisers for comments and suggestions. Their feedbacks were used to improve the Recycling Work Plan. The Recycling Work Plan was subjected to evaluation by teachers in Special Education, Home Economics, EPP and Livelihood Education.

C. Evaluation of the Recycling Work Plan

The initial draft of the Recycling Work Plan was given to SPED teachers of Commonwealth Elementary School in Quezon City for evaluation. A three-point scale was used to evaluate suitability of the recycling activities.

The interpretation of the mean ratings followed the scale below:

2.50 – 3.00 Retain

1.50 – 2.49 Revise

1.00 – 1.49 Reject

An evaluation form (See Appendix D) on the suitability of the materials in terms of activities using a three-point scale was devised by the researcher. All the ratings for each item were added and the mean scores for the different activities were computed using the following formula:

$$\text{Mean} = \frac{\text{Sum of Scale Value} \times \text{Frequency}}{\text{Total Number of Evaluators}}$$

The interpretation of the suitability of the materials followed the scale below:

2.50 – 3.00 Very Suitable

1.50 – 2.49 Suitable

1.00 – 1.49 Not Suitable

Phase II – Writing

A. Preparation of the First Draft of Materials

After the Recycling Work Plan was given seal of approval by all the Special Education, Home Economics, EPP and Livelihood Education teachers, the draft of module on recycling to develop the vocational skills of children with intellectual disabilities was prepared with the recycling work plan serving as basis for the preparation of the recycling activities and materials. Step-by-step, the procedures were considered, with each activity containing the name of the project/activity, objectives, design of the project, materials, tools and equipment, and the like.

B. Recycling Project Making

Using the recycling work plan, the researcher prepared some recycled objects from magazines, old newspapers, plastic bottles, plastic bags, straws, and aluminum cans from used cans of soft-drinks to form activities on recycling.

Phase III- Evaluation

Evaluation of the First Draft of Materials

The researcher prepared and sent a letter (See Appendix A) requesting permission from the Principal of Commonwealth Elementary School in Quezon City to have the module containing ten (10) activities on recycling evaluated.

Upon approval of the request by the school principal, the initial draft of the module containing ten (10) recycling activities, together with the evaluation form (See Appendix D) were sent to the teacher-respondents. The materials were

evaluated in terms of such criteria as format and design, content, and organization using a five-point scale where:

- 5 = Excellent
- 4 = Very Good
- 3 = Good
- 2 = Fair
- 1 = Poor

Phase IV –Revision and Production of the Final Version of the Module on Recycling

Respondents of the Study

The respondents of the study were SPED teachers who had been teaching for more than seven years at Commonwealth Elementary School in Quezon City. They validated the module on recycling for children with mild intellectual disabilities made by the researcher.

Meanwhile, the try-out group identified to be needing training in vocational skills, consisted of fifteen (15) students with intellectual disabilities at the foregoing school. Of these number, three (3) were 19 years old; six (6), 17-years old; three (3), 16 years old; and three (3), 15-years old. They were provided skills training using the module on recycling in such activities as making bracelets, necklaces, and bags made from paper; decorative fruit, flowers, bag, chair and disco ball made from plastic; flowers made from aluminum; and doormat made from rubber.

Data Gathering Procedure

A letter of request was initially sent to the school principal of Commonwealth Elementary School through a Master Teacher in SPED requesting

permission to administer the research instruments to the faculty respondents handling children with intellectual disabilities. After the Recycling Work Plan was evaluated favourably by these respondents, a module was crafted based on the approved work plan. Consequently, the module after it was revised based on the feedbacks given was tried out to a group of 15 children with mild intellectual disabilities.

Data gathered were used to enhance the module crafted by the researcher.

Research Instruments

To gather data, the following instruments were used:

1. Recycling Work Plan Evaluation Form. This tool was used to evaluate the work plan on recycling prepared by the researcher in terms of suitability of objectives using a three-point scale.

2. Recycling Try-Out Evaluation Form. This was employed to validate the module crafted by the researcher in terms of such criteria as format and design, content, and organization using a five-point scale.

3. Module on Recycling. This was utilized as the main instructional tool for use of children with mild intellectual disabilities during the try-out activity.

Likewise, the following tools were used, too: Interview Guide, in order to gather relevant information about the student-respondents to establish their profile

in terms of sex, age, degree of intellectual disability and interests; and

Observation, to identify the level of vocational skills of the student respondents.

Statistical Treatment of Data

The following statistical tools were used in the analysis of data gathered:

1. Percentage – This numerical analysis describes or compares magnitude.

In the study, this statistic was used to show distribution of respondents as well as the validators of the research instrument and their profile.

2. Mean – The mean is a measure of central tendency that denotes position. This was used to measure the respondents' perceptions of the suitability of objectives in the module crafted by the researcher, as well as of the format and design, content, and organization of the activities in the module. The mean was used to determine if the perceptions of the respondents are within the average, below average or above average levels.

A Module on Recycling

For Children with Mild Intellectual Disabilities

by:

MELBA C. SALAS

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Introduction

The prepared instructional materials to develop the creativity of students with intellectual disabilities through recycling cover the following: Paper, magazines newspaper, plastic bottles, grocery plastic bag, and straws, aluminum-used can of soft drinks and scrap rubber.

For each kind of recycled materials there are several proposed projects.

To make each activity easy to follow, pictures were provided together with specific and detailed instructions. Further, it is deemed necessary for the teacher and the working individuals to carefully follow the steps in performing each activity. Safety measures in using the tools should be observed in doing each activity.

These instructional activities on developing vocational skills through recycling should be done with the teacher around, serving as guide throughout the activity.

These activities were introduced one at a time and step by step. The researcher made use of task analysis to make the task easy for the teacher and students'. Every reasonable measure was taken to ensure an easy way to perform the task.

The instructional guides to develop the vocational skills of students with intellectual disabilities through recycling were prepared to help the teacher in her/his job following outcome guidelines on how to use such instructional materials.

How to Use the Instructional Materials

1. The instructional materials are for the teacher's use in the classroom.

2. The teacher should follow the activities sequentially.
3. Each step should be demonstrated by the teacher.
4. If needed, the students may imitate the teacher after each step.
5. Give the students enough time to execute each step.
6. Go around and assist the student when the need arises.
7. Supervise the students closely especially when they are using difficult tools.

Use of Tools and Materials

In each of the instructional guides are some tools which the teacher and the student will use. Here are some guidelines for the teacher in the use of such tools and materials:

1. Introduce each tool or materials to the students.
2. Show how each tool is to be used.
3. Train the students with the proper use of each tool specially the difficult ones.
4. Discuss safety measures in using each tool.

4.1 Cutter:

- a.) Hold the cutter on its handle.
- b.) Do not hold the blade.
- c.) Keep the cutter in a safe place.

4.2 Scissors:

- a.) Use the handles of the scissors.
- b.) The pointed part should be away from you.
- c.) Do not play with the scissors.

4.3 Glue gun:

- a.) Unplug the glue gun when not in use.
 - b.) Use the handle when using the glue gun.
 - c.) Do not touch the metal part of the glue gun.
- 5. Explain the consequences in case each tool is not used properly.
 - 6. Always remind the students about the safety measures in using each tool.
 - 7. Closely supervise the students while using each tool or material specially the difficult ones.

INSTRUCTIONAL MODULE 1

I. Activity: “Bracelet Making “

II. Objective: At the end of the lesson, the students would be able to:

1. Make bracelets.
2. Cut Triangles
3. Able to make beads from paper
4. Find enjoyment in the activity

III. Materials, Tools and Equipment Needed:

Glossy paper



stick



Glue



scissors



Rubber string



IV. Procedure:

A. Lesson Proper

1. Presentation:

Show the finish product of a bracelet

2. Development

Teacher demonstrates how beads are made out of paper using the following steps:

- * Prepare the materials needed.
- *Cut the glossy paper into long triangles.
- * Roll it around the stick.
- *Put glue at the end of the paper then pull it out from the stick. You have now the beads made of paper.
- * Continue the steps, 1, 2, 3 & 4.
- *Hold the plastic string, put the beads on the string, and insert alternately the small round beads with the bigger beads. Make a design.
- *Tie the end of the rubber string. Now you have the bracelet of your own.
- * Brush some glue over the bracelets.
- Dry it for 24 hours depending on the weather. Display finish product for sell.

3. Application

- a. Ask them to follow and actually demonstrate the activity in teacher's assistance.
- b. Observe each child and record accomplishments on bracelet making using the cut glossy paper

V. Evaluation:

	Perfect score	Teacher's score
a. Materials used (20 points)	20	
b. Workmanship (60 points)	60	
c. General Appearance (20 points)	20	
Total points	100	

Comment on children's performance by answering the following questions using a check mark.

Skills	Independently	With Minimum Assistance	With maximum Assistance
1. How were they able to cut an extended triangle			
2. How were they able to form a bead?			
3. How were they able to make several beads out of glossy paper?			
4. How were they able to paste the glossy paper using the glue?			

VI. Assignment

Bring old magazines or glossy paper to school.

INSTRUCTIONAL MODULE 2

I. Activity: “Necklace Making”

Value : Creativity, Independence

II. Objective: At the end of the lesson, the students are expected to:

1. Make a necklace.
2. Make beads
3. Tie beads
4. Find happiness in doing the activity

III. Materials, Tools and Equipment Needed:

Fish hook clasps



scissors



Spacers



round nose pliers



Beads



long nose pliers

IV. Procedure :

A. Lesson Proper

1. Presentation

Teacher show to the class a simple jewelry made of glossy paper

2. Development

Teacher demonstrates on how to make beads out of glossy paper with the following steps.

- a. Prepare and introduce materials to be used.
- b. Show a piece magazine or glossy paper.
- c. Introduce tools to be used.
- d. Show a scissors, beads, fish hook, round nose & long nose pliers.
- e. Explain how a round nose and long nose pliers can be used.
- f. Discuss the safety practices in using the pliers and scissors.
- g. Explain and demonstrate the necklace making
- h. Cut 32 inches nylon string, 20 inches for the length of the necklace and 12 inches for the allowance.

i. Insert the beads tip to the end of the nylon string and tie a knot two times

j. Cut the excess nylon where the knot was tied.

k. Put a clear nail polish at the end of the knot.

l. Close the bead tip using the pliers.

m. One by one inserts the beads.

n. Insert alternately with the spacers and beads.

o. Make a good design.

p. Continue inserting the beads until you reached the desired length.

q. Balance the size and number of beads.

r. Tie a knot at the end of the nylon string and close the bead using the pliers.

s. Put the hook at the bead tips and the pair of the fish hook clasp.

t. Use the pliers so that it will close very well. Now have your necklace. Display the finish product. It's ready for sell.

3. Application

a. Ask the student's to follow and actually demonstrate the activity {with teacher's assistance}

b. Observe each student and record accomplishments on necklace making

V .Evaluation:

A.

	Perfect score	Teacher's score
	20	

a. Materials used (20 points)		
b. Workmanship (60 points)	60	
c. General Appearance (20 points)	20	
Total points	100	

Evaluate the finish product using the set of criteria.

CRITERIA	YES	NO
1. Are the beads done properly?		
2. Are the beads firm?		
3. Were the students able to follow Instructions?		
4. Were the necklaces done beautifully?		
5. Were the students able to arrive at a good design?		
6. Were the students able to tie and close the knots properly?		

VI. Valuing

Let students answer the following:

1. Can I make necklace with the help of other people?
2. Can I make necklace all by myself?
3. Am I satisfied with my necklace made of paper?

VII. Assignment:

Let the student bring old newspaper or glossy paper .

INSTRUCTIONAL MODULE 3

I. Activity : “Bag Making”

Values: Creativity ,Independence

II. Objectives:

At the end of the lesson, the students should be able to :

1. Make a bag.
2. Create a design for Bag Making
- 3.. Find joy in making the project

III. Materials, Tools and Equipment Needed:

Mineral Plastic bottle



cutter



Yarn



glue



Scissors



IV. Procedure

A. Lesson Proper

1. Presentation

Teacher show a finish product of a bag.

She brings out yarn, empty gallon of mineral water, scissors, and cutter

2. Development

Demonstrate bag making using the following steps:

- a. Prepare all the materials needed.
- b. Proper way of holding the cutter.
- c. Cut the bottle with a cutter, horizontally.
- d. Hold the scissor, cut the bottle vertically, 1inch size.

- e. Cut the bottle into one size in one length.
- f. Get the yarn; weave it around the bottle slowly but firmly. You can use any color of yarn.
- g. Continue weaving the yarn around the bottle until all the plastic is covered by yarn.
- h. When the body of the bag is done, design the handle of your bag. You can add other accessories so that your bag will look beautiful.
- i. Now you have your bag, simple but beautiful.
- j. Display your bag, now it's ready for sell.

3. Application

- a. Ask them to follow and actually demonstrate the activity {with teacher's assistance}
- b. Observe each child and record accomplishments on bag making using yarn and mineral plastic bottle.

V. Evaluation :

A.

	Perfect score	Teacher's score
a. Materials used (20 points)	20	
b. Workmanship (60 points)	60	
c. General Appearance (20 points }	20	
Total points	100	

B. Comment on children's performance by answering the following questions using a check mark.

Skills	Independently	With minimum Assistance	With maximum Assistance
1. How were they able to cut the bottle?			
2. How were they able to insert the yarn?			
3. How were they able to design their bag?			
4. How were they able to weave?			
5. How were they able to connect the handle to the body of the bag?			

VI. Assignment

Bring more yarn so we can make more bags. You can also ask help from your family.

INSTRUCTIONAL MODULE 4

I. Activity: "Flower Making"

Value: Resourcefulness



II. Objective: At the end of the lesson, the students would be able to:

1. Make flowers out of plastic bottles.
2. Cut plastic bottles
3. Tie plastic bottles

4. Brush paint on to the plastic bottle
5. Find enjoyment in the activity

III. Materials, Tools and Equipment Needed:



IV. Procedure:

A. Drill

Cutting the plastic bottles

B. Review

Trimming the edges of plastic bottles

C. Lesson

1.



Proper

Presentation

Show pictures of

plastic flower.

Teacher tells the students, now that you know already cutting the plastic bottles; we will try to cut plastic bottles to form flowers.

2. Development

Teacher demonstrate forming flower using the following steps:

- a. Prepare the things needed.
- b. Trace a line vertically
- c. Hold the bottle firmly
- d. Position the end point of the cutter to one side of the bottle, then push firmly to start a hole.
- e. From the small hole, cut the bottle clockwise direction using the knife.
- f. Trace lines on the bottom part of the bottle, showing flower form.
- g. Cut the lines using the scissors.
- h. Trim the side to make the plastic flower.
- i. Soften the edges of the bottle using the dryer.
- j. Invert the bottle.
- k. Brush red, yellow, orange color.
- l. Let the paint dry.
- m. Put a handle on it, using small wire
- n. Make as many flowers as you can of different shapes & sizes.
- o. Display your work .Ready for use and for sell.

3. Application

- a. Ask the students to follow and actually demonstrate the activity { with teacher's assistance}
- b. Observe each child and record accomplishments on flower making.

V. Evaluation

A.

	Perfect score	Teacher's score
a. Material used (20 points)	20	
b. Workmanship (60 points)	60	
c. General appearance (20 points)	20	
Total points	100	

B. Comment on children's performance by answering the following questions using a check mark.

Skills	Independently	With minimum Assistance	With maximum Assistance
1. How were they able to cut the plastic bottle?			
2. How were they able to tie the flowers?			
3. How were they able to cut flower like plastic?			
4. How were they able to paint the plastic flowers?			
5. How were they able to make a hole to the plastic bottle in order to start cutting the bottle?			

A. 1. Did you follow our standards?

Yes No

2. Were the precautionary measures followed?

Yes no



- B. 1. Where you able to make flowers out of plastic bottles?
2. Were they painted neatly and beautifully?

VII. Assignment

1. Make a curtain out of plastic flowers.
Decorate your room and house with flowers.

INSTRUCTIONAL MODULE 5

I. Activity : “Decorative Fruit Making”

Value: Thriftiness, Independence

II. Objective: At the end of the lesson, the students should be able to:

1. Make decorative fruits
2. Cut plastic bottle carefully
3. Tie cuttings of plastic bottle using small wire.
4. Find joy in doing the activity

III. Materials, Tools and Equipment Needed:

Plastic



bottle cutter
scissors



Acrylic paint
small wire



paint



brush



IV. Procedure

A. Drill

String object

B. Review

Cutting plastic bottles

C. Lesson Proper

1. Presentation

Teacher tells students, " Now you already know about tying, and cutting , Let us try to make decorative fruits out of plastic bottles "

2. Development

Teacher demonstrates how to make decorative plastic apple form fruit using the following steps:

- a. Hold the bottle firmly, get the cutter then cut the bottom of the plastic bottle.

- b. Get another bottle and do the same with the first bottle.
- c. Paint the plastic bottle using paint brush and acrylic paint.
- d. Use red paint so that it will look like the real apple.
- e. Design leaves using green bottles e.g. sprite/ 7-up.
- f. Get the thin wire then tie the fruit to the leaves.
- g. You can hang them beautifully over your windows. It can be used as educational material or as toys, souvenir items, etc.
- h. Decorative fruits now ready for sale.



V. Evaluation:

A.

	Perfect score	Teacher's score
a. Materials used (20 points)	20	
b. Workmanship (60 points)	60	
c. General Appearance (20 points)	20	
Total points	100	

B. Comment on children's [performance by answering the following questions using a check mark.

Skills	Independently	With minimum Assistance	With maximum Assistance
1. How were they able to cut the plastic bottle?			

2. How were they able to put a hole on the bottle?			
3. How were they able to put together the two bottoms of soft drinks?			
4. How were they able to tie a string on the two cut plastic bottles?			
5. How were they able to form an apple out of plastic bottles?			

VI. Assignment

Bring empty plastic bottle tomorrow for our activity.

INSTRUCTIONAL MODULE 6

I. Activity : “Crochet Bag Making”

Value: Resourcefulness, Independence

II. Objectives: At the end of the lesson the students would be able to :

1. Make a crochet plastic bag
2. Cut plastic bag
3. Crochet plastic strips
4. Find joy in doing the project

III. Materials, Tools and Equipment Needed:

Plastic grocery bags, used

Crochet

Tape measure

IV. Procedure:

A. Lesson Proper

1. Presentation

Show a product of a crochet bag. Tell the class that they are going to make a bag like this.

2. Development

Teacher demonstrate how crochet is done using the following steps ;

- Prepare the materials needed.
- Flatten the plastic grocery bag on top of the table
- Cut the plastic bag lengthwise, as possible in continuous form.
- Put the plastic cuttings on a basket or tray.
- Get one strip of plastic.
- Hold one end of the plastic using the left hand.
- Get the crochet using the right hand.
- Start to crochet the plastic grocery bags that were cut into strips
- Continue doing the crochet until you got 18 inches length.
- Connect both sides, [left and right].
- Seal the sides together with the upper portion.
- Crochet ½ width and 2 feet long. This will serve as the handle of your bag.
- Now you have your crochet plastic bag. Durable, and beautiful.

3. Application

Ask them to follow and actually demonstrate the activity with teacher's assistance .

b. Observe each child and record accomplishments on crochet bag making using used grocery plastic bag.

V. Evaluation:

	Perfect score	Teacher's score
a. Materials used (20 points)	20	
b. Workmanship (60 points)	60	
c. General Appearance (20 points)	20	
Total points	100	

Comment on student's performance by answering the following questions using a check mark.

Skill Independently

With minimum

With maximum

Assistance

assistance

1. How were they able to

Cut the plastic grocery

Used bag?

2. How were they able to do

The crochet ?

3. How were they able to

Achieve the length ?

4. How were they able to

Connect the handle of the bag?

5. How were they able to

Finish the bag?.

VI. Assignment

Bring more grocery used plastic bag. We will make more bags.

INSTRUCTIONAL MODULE 7

I. Activity: “Disco Ball Making “

Value: Resourcefulness

II. Objective:

At the end of the lesson the students would be able to:

1. Make a disco ball
2. Find enjoyment in making the project

III. Materials, Tools and Equipment Needed:

**Old CD/ broken CD
stick**

scissors

Glue

styro ball

IV. Procedure

A.1. Prayer

2. Checking of attendance

3. Motivation;

Action Song

B. Presentation:

1. Show a finish product of a Disco Ball.

2. Show the broken CD. Demonstrate how they are going to cut the CD.

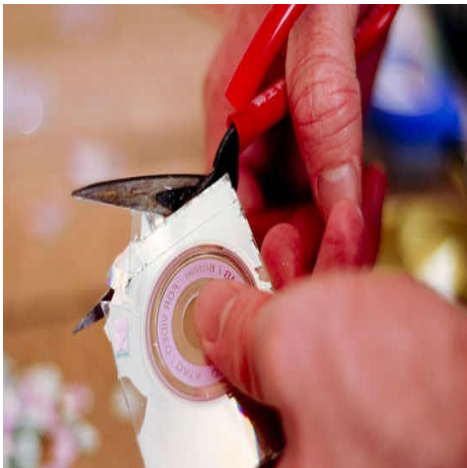
3. Tell them the precautionary measures in using the scissors.

4. Instruct the students that they going to follow the steps in making the project.

4.1. Find your unwanted CDs. CDs with cracks are fine; you can use any cracks to help break open the CDs.



4.2. Cut each CD into little squares.



☐ The squares do not need to be even but aim to keep them around the same size when cutting, as this helps to keep them together neatly on the ball as you glue it.

☐ To soften the CDs for cutting (and reduce splintering) dip the CD into boiling water without letting it touch the bottom of the pot. Pull it out before it starts to warp (this might take a little experimenting on your part to determine how long they need to be dipped). Wear gloves while cutting the CD while it's still warm.

☐ Kitchen shears are best, as the CD material could ruin a good pair of thinner scissors.

4. 3. **Collect the squares in a pile.** You will end up with all different sizes of little squares.



4.4. Fetch the Styrofoam ball and glue gun.



4..5. Put a hole through the ball with a bamboo skewer (or any similar tool). Run some fishing wire or a string through the ball and knot into a loop from which the ball can be hung.



4.6. Glue the squares on from the ball's center. Work your way up and down the ball. Continue until it is covered. Leave the top of the disco ball, where the loop comes out, for last. It's a good place to put any irregular bits because it's the least conspicuous.



4.7. **Hang the ball.** You now have a mini disco ball and you've reused the old CDs!



V. Evaluation :

Evaluate the product using these set of criteria;

A.

	Perfect score	Teachers score
a. Materials used (20 points)	20	
b. Workmanship (60 points)	60	
c. General appeance	20	
Total points	100	

Criteria

Yes

No

A.1. Were you able to make the disco ball with the help of others?

2. Did you do the project by yourself?

3. Did you follow directions in making the project ?

B. 1. Are you happy making the project?

VI. Assignment ;

Continue making the project at home. Create your own design.

I. ACTIVITY: “Chair Making”

Value: Creativity, Independence

II. Objective: At the end of the lesson, the students will be able to:

1. Make a chair out of plastic bottle.
2. Stack plastic bottle
3. Tie and tape plastic bottles
4. Find joy in the activity



III. Materials, Tools and Equipment Needed:

Plastic bottles
cloth



2ml



scissors



Plastic /masking



tape



Cardboard

IV. Procedure

A. Lesson Proper

1. Presentation

Teacher brings out the plastic chair made of empty plastic bottles

2. Development

Demonstrate chair making using the following steps:

- Prepare the materials needed
- Group the bottles by four
- Bind it with a masking tape.

- Repeat the procedure until you reach the desired size of a chair you wish.
- Assemble the bunch of plastic bottles.
- Bind them with masking tape or plastic tape again so to become firm.
- Cut the cardboard to cover the top of the chair.
- Cut the cloth to cover it so to look beautiful.
- Now you have a chair made of plastic bottles



V. Evaluation:

	Perfect score	Teacher's score
a. Materials used (20 points)	20	
b. Workmanship (60 points)	60	
c. General Appearance (20 points)	20	
Total points	100	

Comment on children's performance by answering the following questions using a check mark.

Skills	Independen tly	With Minimum Assistance	With Maximum Assistance
1. How were they able to arrange the bottles to form a chair?			
2. How were they able to assemble the bottles?			
3. How were they able to tie the plastic bottles?			
4. How were they able to stack the plastic bottles?			
5. How were they able to make the plastic look like a chair?			

VI. Assignment

Bring more bottles to the class .We will make more chairs with different designs.

B.

- | | |
|---|----------|
| 1. Where you able to assemble the bottles? | Yes, no |
| 2. Did you bind the bottles with your own effort? | Yes, no? |
| 3. Are you happy doing the project? | Yes, no? |

INSTRUCTIONAL MODULE 9

I. Activity: “Aluminum Flower Making”

Value: Resourcefulness, Independence

II. Objective: At the end of the lesson, the students would be able to:

1. Make aluminum flower.
2. Cut aluminum safely
3. Design aluminum flower beautifully
4. Find happiness in doing the activity

III. Materials Tools and Equipment Needed:



Empty bottles of canned soft drinks



Cutter



Scissors

IV. Procedure:

1. Prayer
2. Checking of attendance
3. Motivation:
Action Song

B. Presentation:

A. Lesson Proper

1. Presentation

Teacher show to the class the aluminum flower made beautifully. Tell the Students that they are going to make flowers like this.

2. Development

Demonstrate how to make aluminium flowers using the following steps:

- Prepare the materials needed.
- Cut the upper portion and lower portion of the can.
- Use the scissors and cutter.
- To open the can, cut again vertically, position the scissors downward direction.
- The tin can now look like a small G.I sheet,
- Make a pattern of a flower, and draw it on top of the aluminum sheet, then cut.
- Now you have the aluminium flower.
- Get the paint brush, invert it.
- Scratch on top of the aluminum flower using the tip of your paint brush, to make it curve like flower.
- Draw a leaf design on the aluminum, then cut .Now you have the leaves of the flower.
- Assemble the flower and tie using a small wire and you have the aluminum flower.
- Make as many flowers as you can.
- Display your finish project.

3. Application

Ask the students to follow and actually demonstrate the activity [with teacher's assistance]
b. Observe each child and record accomplishment on aluminum flower making.

V. Evaluation

	Perfect score	Teacher's score
a. Materials used (20 points)	20	
b. Workmanship (60 points)	60	
c. General Appearance (20 points)	20	
Total points	100	

Comment on student's performance by answering the following questions using a check mark.

Skills	Independently	With minimum Assistance	With maximum Assistance
1. How were they able to cut the aluminum bottle?			
2. How were they able to open the can?			
3. How were they able to design a leaf?			
4. How were they able to draw and design a leaf?			
5. How were they able to assemble the leaf and the flower?			

INSTRUCTIONAL MODULE 10

I. Activity: “Rubber Doormat Making”

Value : Resourcefulness, Independence

II. Objective: At the end of the lesson, the students would be able to:

1. Make a rubber doormat.
2. Find joy in doing the project

III. Materials Tools and Equipment Needed:



Broken slippers/ slippers with no pairs
industrial scissors

Wire



industrial scissors

Pliers



IV. Procedure:

A .Lesson Proper

1. Presentation



Show a finish product of a rubber doormat.

2. Development

Teacher demonstrates how doormat making is done using the following steps:

2.1. Cut the rubber sandals into strips



2.2. Position the strips by color design of your choice, or at random.



2.3. Insert the wire unto the rubber.

2.4 Follow the line of each row then seal each end by folding the wire inwards.



2.5 .Use fliers to seal the end of each row .Continue until all rows had been sewed.

2.6. Continue inserting the wire to the rubber until all rows have been sewed.

V. Evaluation:

	Perfect score	Teacher's score
a. Materials used (20 points)	20	
b. Workmanship (60 points)	60	
c. General Appearance (20 points)	20	
Total points	100	

Evaluate the product using these set of criteria.

Criteria

Yes

No

A. 1. Were you able to make the doormat with the help of others?

2. Did you make the doormat all by yourself?

3. Did you follow the steps in making the project?

B. Valuing:

1. Are you happy doing the project?

V. Assignment:

Continue making the doormat at home. Ask help from your parents, brothers and sisters.

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter consists of two sections: Section 1 presents the results of the development and evaluation of the activities on recycling as contained in the module for children with mild intellectual disabilities. Experts reviewed the module which was tried out to the foregoing group of children. Section 2 presents the revised module on recycling.

The study was able to accomplish the following aims:

Objective 1: Identify the activities on recycling for children with mild intellectual disabilities.

Through the review of related literature and interview with some teachers of children with mild intellectual disabilities at Commonwealth Elementary School in Quezon City, the activities on recycling were identified.

The activities identified included: Jewelry Making, which entails making earrings, necklaces, and bracelets; Bag Making, Basket Making, Curtain Making, Wall Décor Making, Slippers Making, Doormat Making, and Christmas Décor Making. These are presented in Table 1.

Objective 2: Write the module on recycling.

Through the review of related literature, the researcher was able to come up with the following module content:

- I. Name of the Activity
- II. Objectives
- III. Subject Matter
- IV. Procedure
- V. Evaluation.

Table 1. Activities on Recycling for Children with Mild Intellectual Disabilities

<i>Materials for Recycling</i>	<i>Objectives</i>	<i>Proposed Projects</i>	<i>Activities</i>
A. Used magazines/newspaper	1. To become acquainted with objects made from newspaper and magazines. 2. To identify the materials used 3. To identify other objects 4. To observe how the teacher makes the recycled objects 5. To produce objects from used magazines and old newspaper.	1. Bracelets 2. Necklaces 3. Bags	1. Looking at finished/recycled used magazines/newspaper 2. Naming objects which can be made out of used magazines/newspapers 3. Creating other designs out of used magazines/newspapers 4. Making objects out of used magazines and newspapers
<i>Materials for Recycling</i>	<i>Objectives</i>	<i>Proposed Projects</i>	<i>Activities</i>

	B. Plastic Bottle/Plastic grocery bag	1. To give the importance of waste plastic	1. Decorative fruits 2. Flowers				1. Collecting recycled plastic products.				
Materials		Activities: Making	EVALUATOR				Total	Mean	Interpretation	jects made jects	
			1	2	3	4	5				
A. Paper/Used magazines/Old newspaper		1. Bracelets	3	5	4	5	5	22	4.40		Very Good
		2. Necklace	5	4	5	4	4	22	4.40	Very Good	
		3. Bag	4	3	5	3	4	19	3.80	Very Good	
B. Plastic bottles/Plastic grocery bags/Straws		1. Decorative fruit	4	3	5	5	3	20	4.00	Very Good	
		2. Flower	5	5	4	4	4	22	4.40	Very Good	ed cans at can
		3. Bag	4	5	4	4	3	20	4.00	Very Good	nished bottles cts
		4. Chair	5	4	3	3	5	20	4.00	Very Good	ade out soft
		5. Disco ball	5	4	3	4	5	21	4.20	Very Good	
C. Aluminum/Used cans of softdrinks		1. Flower	4	4	5	4	5	22	4.40	Very Good	cts out soft
D. Rubber		2. Doormat	4	5	3	5	3	20	4.00	Very Good	
		Average	4.3	4.2	4.1	4.1	4.1		4.16	Very Good	orn out
	D. Rubber	concern of the environment 2. To utilize scrap materials and transform it to new Product			1. Doormat			slippers 2. Converting old worn slippers to useful objects 3. Creating objects out of crap/discarded materials.			

Objective 3: Have the module evaluated through a review by a pool of experts.

Table 2

Mean Ratings of Module on Recycling Activities Based on Evaluation by Experts

Legend: Excellent (4.50-5.00); Very Good (3.50-4.49); Good (2.50-3.49); Fair (1.50-2.49); Poor (1.00-1.49)

Table 2 above shows that the experts who evaluated the module on recycling rated the activities Very Good as a whole, with mean ratings ranging from 3.80 (lowest) to 4.40 (highest).

The results imply that the module developed by the researcher show great promise in terms of usefulness and the capability to enhance the vocational skills of children with mild intellectual disabilities, with an overall mean of 4.16.

Objective 4: Try out the module on recycling by children with intellectual disabilities

Table 3

Evaluation Result of the Try-out in Recycling

RECYCLING ACTIVITY	EVALUATOR							
	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
A. Bracelet Making								
1. Are the objectives achievable?	✓		✓		✓			
2. Are the objectives	✓		✓		✓			

measurable?							
3. Are the activities appropriate for students with intellectual Disabilities?	✓		✓		✓		
4. Are the students with intellectual disability able to follow the direction?	✓		✓		✓		
5. Are the students with intellectual disability able to create designs?	✓		✓		✓		
6. Are the activities interesting?	✓		✓		✓		
7. Do the activities develop the vocational skills of students with intellectual disabilities?	✓		✓		✓		
8. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓		✓		✓		
B. Necklace Making							
1. Are the objectives achievable?	✓		✓		✓		
2. Are the objectives measurable?	✓		✓		✓		
3. Are the activities appropriate for students with intellectual Disabilities?	✓		✓		✓		
4. Are the students with intellectual disability able to follow the direction?	✓		✓		✓		
5. Are the students with intellectual disability able to create designs?	✓		✓		✓		
6. Are the activities interesting?	✓		✓		✓		
7. Do the activities develop the vocational skills of students with intellectual disabilities?	✓		✓		✓		
8. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓		✓		✓		

C. Paper Bag Making							
1. Are the objectives achievable?	✓		✓		✓		
2. Are the objectives measurable?	✓		✓		✓		
3. Are the activities appropriate for students with intellectual Disabilities?	✓		✓		✓		
4. Are the students with intellectual disability able to follow the direction?	✓		✓		✓		
5. Are the students with intellectual disability able to create designs?	✓		✓		✓		
6. Are the activities interesting?	✓		✓		✓		
7. Do the activities develop the vocational skills of students with intellectual disabilities?	✓		✓		✓		
8. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓		✓		✓		
D. Decorative fruit Making							
1. Are the objectives achievable?	✓		✓		✓		
2. Are the objectives measurable?	✓		✓		✓		
3. Are the activities appropriate for students with intellectual Disabilities?	✓		✓		✓		
4. Are the students with intellectual disability able to follow the direction?	✓		✓		✓		
5. Are the students with intellectual disability able to create designs?	✓		✓		✓		
6. Are the activities interesting?	✓		✓		✓		
7. Do the activities develop the vocational skills of students with intellectual disabilities?	✓		✓		✓		

8. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓		✓		✓		
E. Flower Making							
1. Are the objectives achievable?	✓		✓		✓		
2. Are the objectives measurable?	✓		✓		✓		
3. Are the activities appropriate for students with intellectual Disabilities?	✓		✓		✓		
4. Are the students with intellectual disability able to follow the direction?	✓		✓		✓		
5. Are the students with intellectual disability able to create designs?	✓		✓		✓		
6. Are the activities interesting?	✓		✓		✓		
7. Do the activities develop the vocational skills of students with intellectual disabilities?	✓		✓		✓		
8. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓		✓		✓		
F. Plastic Bag Making							
1. Are the objectives achievable?	✓		✓		✓		✓
2. Are the objectives measurable?	✓		✓		✓		✓
3. Are the activities appropriate for students with intellectual Disabilities?	✓		✓		✓		✓
4. Are the students with intellectual disability able to follow the direction?	✓		✓		✓		✓
5. Are the students with intellectual disability able to create designs?	✓		✓		✓		✓
6. Are the activities interesting?	✓		✓		✓		✓

7. Do the activities develop the vocational skills of students with intellectual disabilities?	✓	✓	✓	✓
8. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓	✓	✓	✓
G. Chair Making				
1. Are the objectives achievable?	✓	✓	✓	✓
2. Are the objectives measurable?	✓	✓	✓	✓
3. Are the activities appropriate for students with intellectual Disabilities?	✓	✓	✓	✓
4. Are the students with intellectual disability able to follow the direction?	✓	✓	✓	✓
5. Are the students with intellectual disability able to create designs?	✓	✓	✓	✓
6. Are the activities interesting?	✓	✓	✓	✓
7. Do the activities develop the vocational skills of students with intellectual disabilities?	✓	✓	✓	✓
8. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓	✓	✓	✓
H. Disco Ball Making				
1. Are the objectives achievable?	✓	✓	✓	✓
2. Are the objectives measurable?	✓	✓	✓	✓
3. Are the activities appropriate for students with intellectual Disabilities?	✓	✓	✓	✓
4. Are the students with intellectual disability able to follow the direction?	✓	✓	✓	✓
5. Are the students with	✓	✓	✓	✓

intellectual disability able to create designs?								
6. Are the activities interesting?	✓		✓		✓		✓	
7. Do the activities develop the vocational skills of students with intellectual disabilities?	✓		✓		✓		✓	
8. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓		✓		✓		✓	
I. Aluminum Flower Making								
1. Are the objectives achievable?	✓		✓		✓		✓	
2. Are the objectives measurable?	✓		✓		✓		✓	
3. Are the activities appropriate for students with intellectual Disabilities?	✓		✓		✓		✓	
4. Are the students with intellectual disability able to follow the direction?	✓		✓		✓		✓	
5. Are the students with intellectual disability able to create designs?	✓		✓		✓		✓	
6. Are the activities interesting?	✓		✓		✓		✓	
7. Do the activities develop the vocational skills of students with intellectual disabilities?	✓		✓		✓		✓	
8. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓		✓		✓		✓	
J. Doormat Making								
1. Are the objectives achievable?	✓		✓		✓		✓	
2. Are the objectives measurable?	✓		✓		✓		✓	
3. Are the activities appropriate for students with intellectual Disabilities?	✓		✓		✓		✓	

4. Are the students with intellectual disability able to follow the direction?	✓		✓		✓		✓	
5. Are the students with intellectual disability able to create designs?	✓		✓		✓		✓	
6. Are the activities interesting?	✓		✓		✓		✓	
7. Do the activities develop the vocational skills of students with intellectual disabilities?	✓		✓		✓		✓	
8. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓		✓		✓		✓	

Table 3

Evaluation Result of the Try-out in Recycling

RECYCLING ACTIVITY	EVALUATOR							
	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
A. Bracelet Making								
9. Are the objectives achievable?	✓		✓		✓			
10. Are the objectives measurable?	✓		✓		✓			
11. Are the activities appropriate for students with intellectual Disabilities?	✓		✓		✓			
12. Are the students with intellectual disability able to follow the direction?	✓		✓		✓			
13. Are the students with intellectual disability able to create designs?	✓		✓		✓			
14. Are the activities	✓		✓		✓			

interesting?								
15. Do the activities develop the vocational skills of students with intellectual disabilities?	✓		✓		✓			
16. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓		✓		✓			
B. Necklace Making								
9. Are the objectives achievable?	✓		✓		✓			
10. Are the objectives measurable?	✓		✓		✓			
11. Are the activities appropriate for students with intellectual Disabilities?	✓		✓		✓			
12. Are the students with intellectual disability able to follow the direction?	✓		✓		✓			
13. Are the students with intellectual disability able to create designs?	✓		✓		✓			
14. Are the activities interesting?	✓		✓		✓			
15. Do the activities develop the vocational skills of students with intellectual disabilities?	✓		✓		✓			
16. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓		✓		✓			
C. Paper Bag Making								
9. Are the objectives achievable?	✓		✓		✓			
10. Are the objectives measurable?	✓		✓		✓			
11. Are the activities appropriate for students with intellectual Disabilities?	✓		✓		✓			
12. Are the students with intellectual disability able to follow the direction?	✓		✓		✓			

13. Are the students with intellectual disability able to create designs?	✓		✓		✓			
14. Are the activities interesting?	✓		✓		✓			
15. Do the activities develop the vocational skills of students with intellectual disabilities?	✓		✓		✓			
16. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓		✓		✓			
D. Decorative fruit Making								
9. Are the objectives achievable?	✓		✓		✓			
10. Are the objectives measurable?	✓		✓		✓			
11. Are the activities appropriate for students with intellectual Disabilities?	✓		✓		✓			
12. Are the students with intellectual disability able to follow the direction?	✓		✓		✓			
13. Are the students with intellectual disability able to create designs?	✓		✓		✓			
14. Are the activities interesting?	✓		✓		✓			
15. Do the activities develop the vocational skills of students with intellectual disabilities?	✓		✓		✓			
16. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓		✓		✓			
E. Flower Making								
9. Are the objectives achievable?	✓		✓		✓			
10. Are the objectives measurable?	✓		✓		✓			
11. Are the activities appropriate for students with intellectual	✓		✓		✓			

Disabilities?							
12. Are the students with intellectual disability able to follow the direction?	✓		✓		✓		
13. Are the students with intellectual disability able to create designs?	✓		✓		✓		
14. Are the activities interesting?	✓		✓		✓		
15. Do the activities develop the vocational skills of students with intellectual disabilities?	✓		✓		✓		
16. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓		✓		✓		
F. Plastic Bag Making							
9. Are the objectives achievable?	✓		✓		✓		✓
10. Are the objectives measurable?	✓		✓		✓		✓
11. Are the activities appropriate for students with intellectual Disabilities?	✓		✓		✓		✓
12. Are the students with intellectual disability able to follow the direction?	✓		✓		✓		✓
13. Are the students with intellectual disability able to create designs?	✓		✓		✓		✓
14. Are the activities interesting?	✓		✓		✓		✓
15. Do the activities develop the vocational skills of students with intellectual disabilities?	✓		✓		✓		✓
16. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓		✓		✓		✓
G. Chair Making							
9. Are the objectives achievable?	✓		✓		✓		✓
10. Are the objectives	✓		✓		✓		✓

measurable?								
11. Are the activities appropriate for students with intellectual Disabilities?	✓		✓		✓		✓	
12. Are the students with intellectual disability able to follow the direction?	✓		✓		✓		✓	
13. Are the students with intellectual disability able to create designs?	✓		✓		✓		✓	
14. Are the activities interesting?	✓		✓		✓		✓	
15. Do the activities develop the vocational skills of students with intellectual disabilities?	✓		✓		✓		✓	
16. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓		✓		✓		✓	
H. Disco Ball Making								
9. Are the objectives achievable?	✓		✓		✓		✓	
10. Are the objectives measurable?	✓		✓		✓		✓	
11. Are the activities appropriate for students with intellectual Disabilities?	✓		✓		✓		✓	
12. Are the students with intellectual disability able to follow the direction?	✓		✓		✓		✓	
13. Are the students with intellectual disability able to create designs?	✓		✓		✓		✓	
14. Are the activities interesting?	✓		✓		✓		✓	
15. Do the activities develop the vocational skills of students with intellectual disabilities?	✓		✓		✓		✓	
16. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓		✓		✓		✓	

I. Aluminum Flower Making								
9. Are the objectives achievable?	✓		✓		✓		✓	
10. Are the objectives measurable?	✓		✓		✓		✓	
11. Are the activities appropriate for students with intellectual Disabilities?	✓		✓		✓		✓	
12. Are the students with intellectual disability able to follow the direction?	✓		✓		✓		✓	
13. Are the students with intellectual disability able to create designs?	✓		✓		✓		✓	
14. Are the activities interesting?	✓		✓		✓		✓	
15. Do the activities develop the vocational skills of students with intellectual disabilities?	✓		✓		✓		✓	
16. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓		✓		✓		✓	
J. Doormat Making								
9. Are the objectives achievable?	✓		✓		✓		✓	
10. Are the objectives measurable?	✓		✓		✓		✓	
11. Are the activities appropriate for students with intellectual Disabilities?	✓		✓		✓		✓	
12. Are the students with intellectual disability able to follow the direction?	✓		✓		✓		✓	
13. Are the students with intellectual disability able to create designs?	✓		✓		✓		✓	
14. Are the activities interesting?	✓		✓		✓		✓	
15. Do the activities develop the vocational skills of students with intellectual disabilities?	✓		✓		✓		✓	

16. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓		✓		✓		✓	
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Table 3

Evaluation of the Try-out in Recycling

RECYCLING ACTIVITY	EVALUATOR							
	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
A. Bracelet Making								
17. Are the objectives achievable?								
18. Are the objectives measurable?								
19. Are the activities appropriate for students with intellectual Disabilities?								
20. Are the students with intellectual disability able to follow the direction?								
21. Are the students with intellectual disability able to create designs?								
22. Are the activities interesting?								
23. Do the activities develop the vocational skills of students with intellectual disabilities?								
24. Are the students with intellectual disability able to make useful objects out of recycled materials?								
B. Necklace Making								
17. Are the objectives achievable?								

18. Are the objectives measurable?				
19. Are the activities appropriate for students with intellectual Disabilities?				
20. Are the students with intellectual disability able to follow the direction?				
21. Are the students with intellectual disability able to create designs?				
22. Are the activities interesting?				
23. Do the activities develop the vocational skills of students with intellectual disabilities?				
24. Are the students with intellectual disability able to make useful objects out of recycled materials?				
C. Paper Bag Making				
17. Are the objectives achievable?				
18. Are the objectives measurable?				
19. Are the activities appropriate for students with intellectual Disabilities?				
20. Are the students with intellectual disability able to follow the direction?				
21. Are the students with intellectual disability able to create designs?				
22. Are the activities interesting?				
D. Decorative fruit Making				
17. Are the objectives achievable?				
18. Are the objectives measurable?				
19. Are the activities appropriate for students				

with intellectual Disabilities?				
20. Are the students with intellectual disability able to follow the direction?				
21. Are the students with intellectual disability able to create designs?				
22. Are the activities interesting?				
23. Do the activities develop the vocational skills of students with intellectual disabilities?				
24. Are the students with intellectual disability able to make useful objects out of recycled materials?				
E. Flower Making				
17. Are the objectives achievable?				
18. Are the objectives measurable?				
19. Are the activities appropriate for students with intellectual Disabilities?				
20. Are the students with intellectual disability able to follow the direction?				
21. Are the students with intellectual disability able to create designs?				
22. Are the activities interesting?				
23. Do the activities develop the vocational skills of students with intellectual disabilities?				
24. Are the students with intellectual disability able to make useful objects out of recycled materials?				
F. Plastic Bag Making				
17. Are the objectives achievable?				

18. Are the objectives measurable?				
19. Are the activities appropriate for students with intellectual Disabilities?				
20. Are the students with intellectual disability able to follow the direction?				
21. Are the students with intellectual disability able to create designs?				
22. Are the activities interesting?				
23. Do the activities develop the vocational skills of students with intellectual disabilities?				
24. Are the students with intellectual disability able to make useful objects out of recycled materials?				
G. Chair Making				
17. Are the objectives achievable?				
18. Are the objectives measurable?				
19. Are the activities appropriate for students with intellectual Disabilities?				
20. Are the students with intellectual disability able to follow the direction?				
21. Are the students with intellectual disability able to create designs?				
22. Are the activities interesting?				
23. Do the activities develop the vocational skills of students with intellectual disabilities?				
24. Are the students with intellectual disability able to make useful objects out				

of recycled materials?				
H. Disco Ball Making				
17. Are the objectives achievable?				
18. Are the objectives measurable?				
19. Are the activities appropriate for students with intellectual Disabilities?				
20. Are the students with intellectual disability able to follow the direction?				
21. Are the students with intellectual disability able to create designs?				
22. Are the activities interesting?				
23. Do the activities develop the vocational skills of students with intellectual disabilities?				
24. Are the students with intellectual disability able to make useful objects out of recycled materials?				
I. Aluminum Flower Making				
17. Are the objectives achievable?				
18. Are the objectives measurable?				
19. Are the activities appropriate for students with intellectual Disabilities?				
20. Are the students with intellectual disability able to follow the direction?				
21. Are the students with intellectual disability able to create designs?				
22. Are the activities interesting?				
23. Do the activities develop the vocational skills of students with intellectual				

disabilities?				
24. Are the students with intellectual disability able to make useful objects out of recycled materials?				
J. Doormat Making				
17. Are the objectives achievable?				
18. Are the objectives measurable?				
19. Are the activities appropriate for students with intellectual Disabilities?				
20. Are the students with intellectual disability able to follow the direction?				
21. Are the students with intellectual disability able to create designs?				
22. Are the activities interesting?				
23. Do the activities develop the vocational skills of students with intellectual disabilities?				
24. Are the students with intellectual disability able to make useful objects out of recycled materials?				

Table 3

Evaluation of the Try-out in Recycling

RECYCLING ACTIVITY	EVALUATOR							
	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
A. Bracelet Making								
25. Are the objectives								

achievable?				
26. Are the objectives measurable?				
27. Are the activities appropriate for students with intellectual Disabilities?				
28. Are the students with intellectual disability able to follow the direction?				
29. Are the students with intellectual disability able to create designs?				
30. Are the activities interesting?				
31. Do the activities develop the vocational skills of students with intellectual disabilities?				
32. Are the students with intellectual disability able to make useful objects out of recycled materials?				
B. Necklace Making				
25. Are the objectives achievable?				
26. Are the objectives measurable?				
27. Are the activities appropriate for students with intellectual Disabilities?				
28. Are the students with intellectual disability able to follow the direction?				
29. Are the students with intellectual disability able to create designs?				
30. Are the activities interesting?				
31. Do the activities develop the vocational skills of students with intellectual disabilities?				
32. Are the students with intellectual disability able				

to make useful objects out of recycled materials?				
C. Paper Bag Making				
23. Are the objectives achievable?				
24. Are the objectives measurable?				
25. Are the activities appropriate for students with intellectual Disabilities?				
26. Are the students with intellectual disability able to follow the direction?				
27. Are the students with intellectual disability able to create designs?				
28. Are the activities interesting?				
29. Do the activities develop the vocational skills of students with intellectual disabilities?				
30. Are the students with intellectual disability able to make useful objects out of recycled materials?				
D. Decorative fruit Making				
25. Are the objectives achievable?				
26. Are the objectives measurable?				
27. Are the activities appropriate for students with intellectual Disabilities?				
28. Are the students with intellectual disability able to follow the direction?				
29. Are the students with intellectual disability able to create designs?				
30. Are the activities interesting?				
31. Do the activities develop the vocational skills of				

students with intellectual disabilities?				
32. Are the students with intellectual disability able to make useful objects out of recycled materials?				
E. Flower Making				
25. Are the objectives achievable?				
26. Are the objectives measurable?				
27. Are the activities appropriate for students with intellectual Disabilities?				
28. Are the students with intellectual disability able to follow the direction?				
29. Are the students with intellectual disability able to create designs?				
30. Are the activities interesting?				
31. Do the activities develop the vocational skills of students with intellectual disabilities?				
32. Are the students with intellectual disability able to make useful objects out of recycled materials?				
F. Plastic Bag Making				
25. Are the objectives achievable?				
26. Are the objectives measurable?				
27. Are the activities appropriate for students with intellectual Disabilities?				
28. Are the students with intellectual disability able to follow the direction?				
29. Are the students with intellectual disability able to create designs?				

30. Are the activities interesting?				
31. Do the activities develop the vocational skills of students with intellectual disabilities?				
32. Are the students with intellectual disability able to make useful objects out of recycled materials?				
G. Chair Making				
25. Are the objectives achievable?				
26. Are the objectives measurable?				
27. Are the activities appropriate for students with intellectual Disabilities?				
28. Are the students with intellectual disability able to follow the direction?				
29. Are the students with intellectual disability able to create designs?				
30. Are the activities interesting?				
31. Do the activities develop the vocational skills of students with intellectual disabilities?				
32. Are the students with intellectual disability able to make useful objects out of recycled materials?				
H. Disco Ball Making				
25. Are the objectives achievable?				
26. Are the objectives measurable?				
27. Are the activities appropriate for students with intellectual Disabilities?				
28. Are the students with intellectual disability able				

to follow the direction?				
29. Are the students with intellectual disability able to create designs?				
30. Are the activities interesting?				
31. Do the activities develop the vocational skills of students with intellectual disabilities?				
32. Are the students with intellectual disability able to make useful objects out of recycled materials?				
I. Aluminum Flower Making				
25. Are the objectives achievable?				
26. Are the objectives measurable?				
27. Are the activities appropriate for students with intellectual Disabilities?				
28. Are the students with intellectual disability able to follow the direction?				
29. Are the students with intellectual disability able to create designs?				
30. Are the activities interesting?				
31. Do the activities develop the vocational skills of students with intellectual disabilities?				
32. Are the students with intellectual disability able to make useful objects out of recycled materials?				
J. Doormat Making				
25. Are the objectives achievable?				
26. Are the objectives measurable?				
27. Are the activities appropriate for students				

with intellectual Disabilities?				
28. Are the students with intellectual disability able to follow the direction?				
29. Are the students with intellectual disability able to create designs?				
30. Are the activities interesting?				
31. Do the activities develop the vocational skills of students with intellectual disabilities?				
32. Are the students with intellectual disability able to make useful objects out of recycled materials?				

TABLE 3

Evaluation Result of the Try-out in Recycling

RECYCLING ACTIVITY	EVALUATOR							
	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
A. Bracelet Making								
33. Are the objectives achievable?	✓		✓		✓			
34. Are the objectives measurable?	✓		✓		✓			
35. Are the activities appropriate for students with intellectual Disabilities?	✓		✓		✓			
36. Are the students with intellectual disability able to follow the direction?	✓		✓		✓			

37. Are the students with intellectual disability able to create designs?	✓		✓		✓			
38. Are the activities interesting?	✓		✓		✓			
39. Do the activities develop the vocational skills of students with intellectual disabilities?	✓		✓		✓			
40. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓		✓		✓			
B. Necklace Making								
33. Are the objectives achievable?	✓		✓		✓			
34. Are the objectives measurable?	✓		✓		✓			
35. Are the activities appropriate for students with intellectual Disabilities?	✓		✓		✓			
36. Are the students with intellectual disability able to follow the direction?	✓		✓		✓			
37. Are the students with intellectual disability able to create designs?	✓		✓		✓			
38. Are the activities interesting?	✓		✓		✓			
39. Do the activities develop the vocational skills of students with intellectual disabilities?	✓		✓		✓			
40. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓		✓		✓			
C. Paper Bag Making								
31. Are the objectives achievable?	✓		✓		✓			
32. Are the objectives measurable?	✓		✓		✓			
33. Are the activities appropriate for students with intellectual	✓		✓		✓			

Disabilities?								
34. Are the students with intellectual disability able to follow the direction?	✓		✓		✓			
35. Are the students with intellectual disability able to create designs?	✓		✓		✓			
36. Are the activities interesting?	✓		✓		✓			
37. Do the activities develop the vocational skills of students with intellectual disabilities?	✓		✓		✓			
38. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓		✓		✓			
D. Decorative fruit Making								
33. Are the objectives achievable?	✓		✓		✓			
34. Are the objectives measurable?	✓		✓		✓			
35. Are the activities appropriate for students with intellectual Disabilities?	✓		✓		✓			
36. Are the students with intellectual disability able to follow the direction?	✓		✓		✓			
37. Are the students with intellectual disability able to create designs?	✓		✓		✓			
38. Are the activities interesting?	✓		✓		✓			
39. Do the activities develop the vocational skills of students with intellectual disabilities?	✓		✓		✓			
40. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓		✓		✓			
E. Flower Making								
33. Are the objectives achievable?	✓		✓		✓			
34. Are the objectives	✓		✓		✓			

measurable?							
35. Are the activities appropriate for students with intellectual Disabilities?	✓		✓		✓		
36. Are the students with intellectual disability able to follow the direction?	✓		✓		✓		
37. Are the students with intellectual disability able to create designs?	✓		✓		✓		
38. Are the activities interesting?	✓		✓		✓		
39. Do the activities develop the vocational skills of students with intellectual disabilities?	✓		✓		✓		
40. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓		✓		✓		
F. Plastic Bag Making							
33. Are the objectives achievable?	✓		✓		✓		✓
34. Are the objectives measurable?	✓		✓		✓		✓
35. Are the activities appropriate for students with intellectual Disabilities?	✓		✓		✓		✓
36. Are the students with intellectual disability able to follow the direction?	✓		✓		✓		✓
37. Are the students with intellectual disability able to create designs?	✓		✓		✓		✓
38. Are the activities interesting?	✓		✓		✓		✓
39. Do the activities develop the vocational skills of students with intellectual disabilities?	✓		✓		✓		✓
40. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓		✓		✓		✓

G. Chair Making							
33. Are the objectives achievable?	✓		✓		✓		✓
34. Are the objectives measurable?	✓		✓		✓		✓
35. Are the activities appropriate for students with intellectual Disabilities?	✓		✓		✓		✓
36. Are the students with intellectual disability able to follow the direction?	✓		✓		✓		✓
37. Are the students with intellectual disability able to create designs?	✓		✓		✓		✓
38. Are the activities interesting?	✓		✓		✓		✓
39. Do the activities develop the vocational skills of students with intellectual disabilities?	✓		✓		✓		✓
40. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓		✓		✓		✓
H. Disco Ball Making							
33. Are the objectives achievable?	✓		✓		✓		✓
34. Are the objectives measurable?	✓		✓		✓		✓
35. Are the activities appropriate for students with intellectual Disabilities?	✓		✓		✓		✓
36. Are the students with intellectual disability able to follow the direction?	✓		✓		✓		✓
37. Are the students with intellectual disability able to create designs?	✓		✓		✓		✓
38. Are the activities interesting?	✓		✓		✓		✓
39. Do the activities develop the vocational skills of students with intellectual disabilities?	✓		✓		✓		✓

40. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓	✓	✓	✓
I. Aluminum Flower Making				
33. Are the objectives achievable?	✓	✓	✓	✓
34. Are the objectives measurable?	✓	✓	✓	✓
35. Are the activities appropriate for students with intellectual Disabilities?	✓	✓	✓	✓
36. Are the students with intellectual disability able to follow the direction?	✓	✓	✓	✓
37. Are the students with intellectual disability able to create designs?	✓	✓	✓	✓
38. Are the activities interesting?	✓	✓	✓	✓
39. Do the activities develop the vocational skills of students with intellectual disabilities?	✓	✓	✓	✓
40. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓	✓	✓	✓
J. Doormat Making				
33. Are the objectives achievable?	✓	✓	✓	✓
34. Are the objectives measurable?	✓	✓	✓	✓
35. Are the activities appropriate for students with intellectual Disabilities?	✓	✓	✓	✓
36. Are the students with intellectual disability able to follow the direction?	✓	✓	✓	✓
37. Are the students with intellectual disability able to create designs?	✓	✓	✓	✓
38. Are the activities interesting?	✓	✓	✓	✓

39. Do the activities develop the vocational skills of students with intellectual disabilities?	✓		✓		✓		✓	
40. Are the students with intellectual disability able to make useful objects out of recycled materials?	✓		✓		✓		✓	

Table 3

Evaluation of the Try-out in Recycling

RECYCLING ACTIVITY	EVALUATOR							
	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
A. Bracelet Making								
41. Are the objectives achievable?								
42. Are the objectives measurable?								
43. Are the activities appropriate for students with intellectual Disabilities?								
44. Are the students with intellectual disability able to follow the direction?								
45. Are the students with intellectual disability able to create designs?								
46. Are the activities interesting?								
47. Do the activities develop the vocational skills of students with intellectual disabilities?								
48. Are the students with intellectual disability able to make useful objects out of recycled materials?								
B. Necklace Making								

41. Are the objectives achievable?				
42. Are the objectives measurable?				
43. Are the activities appropriate for students with intellectual Disabilities?				
44. Are the students with intellectual disability able to follow the direction?				
45. Are the students with intellectual disability able to create designs?				
46. Are the activities interesting?				
47. Do the activities develop the vocational skills of students with intellectual disabilities?				
48. Are the students with intellectual disability able to make useful objects out of recycled materials?				
C. Paper Bag Making				
39. Are the objectives achievable?				
40. Are the objectives measurable?				
41. Are the activities appropriate for students with intellectual Disabilities?				
42. Are the students with intellectual disability able to follow the direction?				
43. Are the students with intellectual disability able to create designs?				
44. Are the activities interesting?				
45. Do the activities develop the vocational skills of students with intellectual disabilities?				
46. Are the students with				

intellectual disability able to make useful objects out of recycled materials?				
D. Decorative fruit Making				
41. Are the objectives achievable?				
42. Are the objectives measurable?				
43. Are the activities appropriate for students with intellectual Disabilities?				
44. Are the students with intellectual disability able to follow the direction?				
45. Are the students with intellectual disability able to create designs?				
46. Are the activities interesting?				
47. Do the activities develop the vocational skills of students with intellectual disabilities?				
48. Are the students with intellectual disability able to make useful objects out of recycled materials?				
E. Flower Making				
41. Are the objectives achievable?				
42. Are the objectives measurable?				
43. Are the activities appropriate for students with intellectual Disabilities?				
44. Are the students with intellectual disability able to follow the direction?				
45. Are the students with intellectual disability able to create designs?				
46. Are the activities interesting?				
47. Do the activities develop				

the vocational skills of students with intellectual disabilities?				
48. Are the students with intellectual disability able to make useful objects out of recycled materials?				
F. Plastic Bag Making				
41. Are the objectives achievable?				
42. Are the objectives measurable?				
43. Are the activities appropriate for students with intellectual Disabilities?				
44. Are the students with intellectual disability able to follow the direction?				
45. Are the students with intellectual disability able to create designs?				
46. Are the activities interesting?				
47. Do the activities develop the vocational skills of students with intellectual disabilities?				
48. Are the students with intellectual disability able to make useful objects out of recycled materials?				
G. Chair Making				
41. Are the objectives achievable?				
42. Are the objectives measurable?				
43. Are the activities appropriate for students with intellectual Disabilities?				
44. Are the students with intellectual disability able to follow the direction?				
45. Are the students with intellectual disability able				

to create designs?				
46. Are the activities interesting?				
47. Do the activities develop the vocational skills of students with intellectual disabilities?				
48. Are the students with intellectual disability able to make useful objects out of recycled materials?				
H. Disco Ball Making				
41. Are the objectives achievable?				
42. Are the objectives measurable?				
43. Are the activities appropriate for students with intellectual Disabilities?				
44. Are the students with intellectual disability able to follow the direction?				
45. Are the students with intellectual disability able to create designs?				
46. Are the activities interesting?				
47. Do the activities develop the vocational skills of students with intellectual disabilities?				
48. Are the students with intellectual disability able to make useful objects out of recycled materials?				
I. Aluminum Flower Making				
41. Are the objectives achievable?				
42. Are the objectives measurable?				
43. Are the activities appropriate for students with intellectual Disabilities?				
44. Are the students with				

intellectual disability able to follow the direction?				
45. Are the students with intellectual disability able to create designs?				
46. Are the activities interesting?				
47. Do the activities develop the vocational skills of students with intellectual disabilities?				
48. Are the students with intellectual disability able to make useful objects out of recycled materials?				
J. Doormat Making				
41. Are the objectives achievable?				
42. Are the objectives measurable?				
43. Are the activities appropriate for students with intellectual Disabilities?				
44. Are the students with intellectual disability able to follow the direction?				
45. Are the students with intellectual disability able to create designs?				
46. Are the activities interesting?				
47. Do the activities develop the vocational skills of students with intellectual disabilities?				
48. Are the students with intellectual disability able to make useful objects out of recycled materials?				

RECYCLING ACTIVITY	EVALUATOR							
	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
A. Bracelet Making								
49. Are the objectives achievable?								
50. Are the objectives measurable?								
51. Are the activities appropriate for students with intellectual Disabilities?								
52. Are the students with intellectual disability able to follow the direction?								
53. Are the students with intellectual disability able to create designs?								
54. Are the activities interesting?								
55. Do the activities develop the vocational skills of students with intellectual disabilities?								
56. Are the students with intellectual disability able to make useful objects out of recycled materials?								
B. Necklace Making								
49. Are the objectives achievable?								
50. Are the objectives measurable?								
51. Are the activities appropriate for students with intellectual Disabilities?								
52. Are the students with intellectual disability able to follow the direction?								
53. Are the students with intellectual disability able								

to create designs?				
54. Are the activities interesting?				
55. Do the activities develop the vocational skills of students with intellectual disabilities?				
56. Are the students with intellectual disability able to make useful objects out of recycled materials?				
C. Paper Bag Making				
47. Are the objectives achievable?				
48. Are the objectives measurable?				
49. Are the activities appropriate for students with intellectual Disabilities?				
50. Are the students with intellectual disability able to follow the direction?				
51. Are the students with intellectual disability able to create designs?				
52. Are the activities interesting?				
53. Do the activities develop the vocational skills of students with intellectual disabilities?				
54. Are the students with intellectual disability able to make useful objects out of recycled materials?				
D. Decorative fruit Making				
49. Are the objectives achievable?				
50. Are the objectives measurable?				
51. Are the activities appropriate for students with intellectual Disabilities?				
52. Are the students with				

intellectual disability able to follow the direction?				
53. Are the students with intellectual disability able to create designs?				
54. Are the activities interesting?				
55. Do the activities develop the vocational skills of students with intellectual disabilities?				
56. Are the students with intellectual disability able to make useful objects out of recycled materials?				
E. Flower Making				
49. Are the objectives achievable?				
50. Are the objectives measurable?				
51. Are the activities appropriate for students with intellectual Disabilities?				
52. Are the students with intellectual disability able to follow the direction?				
53. Are the students with intellectual disability able to create designs?				
54. Are the activities interesting?				
55. Do the activities develop the vocational skills of students with intellectual disabilities?				
56. Are the students with intellectual disability able to make useful objects out of recycled materials?				
F. Plastic Bag Making				
49. Are the objectives achievable?				
50. Are the objectives measurable?				
51. Are the activities				

appropriate for students with intellectual Disabilities?				
52. Are the students with intellectual disability able to follow the direction?				
53. Are the students with intellectual disability able to create designs?				
54. Are the activities interesting?				
55. Do the activities develop the vocational skills of students with intellectual disabilities?				
56. Are the students with intellectual disability able to make useful objects out of recycled materials?				
G. Chair Making				
49. Are the objectives achievable?				
50. Are the objectives measurable?				
51. Are the activities appropriate for students with intellectual Disabilities?				
52. Are the students with intellectual disability able to follow the direction?				
53. Are the students with intellectual disability able to create designs?				
54. Are the activities interesting?				
55. Do the activities develop the vocational skills of students with intellectual disabilities?				
56. Are the students with intellectual disability able to make useful objects out of recycled materials?				
H. Disco Ball Making				
49. Are the objectives				

achievable?				
50. Are the objectives measurable?				
51. Are the activities appropriate for students with intellectual Disabilities?				
52. Are the students with intellectual disability able to follow the direction?				
53. Are the students with intellectual disability able to create designs?				
54. Are the activities interesting?				
55. Do the activities develop the vocational skills of students with intellectual disabilities?				
56. Are the students with intellectual disability able to make useful objects out of recycled materials?				
I. Aluminum Flower Making				
49. Are the objectives achievable?				
50. Are the objectives measurable?				
51. Are the activities appropriate for students with intellectual Disabilities?				
52. Are the students with intellectual disability able to follow the direction?				
53. Are the students with intellectual disability able to create designs?				
54. Are the activities interesting?				
55. Do the activities develop the vocational skills of students with intellectual disabilities?				
56. Are the students with intellectual disability able				

to make useful objects out of recycled materials?				
J. Doormat Making				
49. Are the objectives achievable?				
50. Are the objectives measurable?				
51. Are the activities appropriate for students with intellectual Disabilities?				
52. Are the students with intellectual disability able to follow the direction?				
53. Are the students with intellectual disability able to create designs?				
54. Are the activities interesting?				
55. Do the activities develop the vocational skills of students with intellectual disabilities?				
56. Are the students with intellectual disability able to make useful objects out of recycled materials?				

Table 3

Evaluation of the Try-out in Recycling

RECYCLING ACTIVITY	EVALUATOR							
	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
A. Bracelet Making								
57. Are the objectives achievable?								
58. Are the objectives measurable?								

59. Are the activities appropriate for students with intellectual Disabilities?				
60. Are the students with intellectual disability able to follow the direction?				
61. Are the students with intellectual disability able to create designs?				
62. Are the activities interesting?				
63. Do the activities develop the vocational skills of students with intellectual disabilities?				
64. Are the students with intellectual disability able to make useful objects out of recycled materials?				
B. Necklace Making				
57. Are the objectives achievable?				
58. Are the objectives measurable?				
59. Are the activities appropriate for students with intellectual Disabilities?				
60. Are the students with intellectual disability able to follow the direction?				
61. Are the students with intellectual disability able to create designs?				
62. Are the activities interesting?				
63. Do the activities develop the vocational skills of students with intellectual disabilities?				
64. Are the students with intellectual disability able to make useful objects out of recycled materials?				
C. Paper Bag Making				

55. Are the objectives achievable?				
56. Are the objectives measurable?				
57. Are the activities appropriate for students with intellectual Disabilities?				
58. Are the students with intellectual disability able to follow the direction?				
59. Are the students with intellectual disability able to create designs?				
60. Are the activities interesting?				
61. Do the activities develop the vocational skills of students with intellectual disabilities?				
62. Are the students with intellectual disability able to make useful objects out of recycled materials?				
D. Decorative fruit Making				
57. Are the objectives achievable?				
58. Are the objectives measurable?				
59. Are the activities appropriate for students with intellectual Disabilities?				
60. Are the students with intellectual disability able to follow the direction?				
61. Are the students with intellectual disability able to create designs?				
62. Are the activities interesting?				
63. Do the activities develop the vocational skills of students with intellectual disabilities?				
64. Are the students with				

intellectual disability able to make useful objects out of recycled materials?				
E. Flower Making				
57. Are the objectives achievable?				
58. Are the objectives measurable?				
59. Are the activities appropriate for students with intellectual Disabilities?				
60. Are the students with intellectual disability able to follow the direction?				
61. Are the students with intellectual disability able to create designs?				
62. Are the activities interesting?				
63. Do the activities develop the vocational skills of students with intellectual disabilities?				
64. Are the students with intellectual disability able to make useful objects out of recycled materials?				
F. Plastic Bag Making				
57. Are the objectives achievable?				
58. Are the objectives measurable?				
59. Are the activities appropriate for students with intellectual Disabilities?				
60. Are the students with intellectual disability able to follow the direction?				
61. Are the students with intellectual disability able to create designs?				
62. Are the activities interesting?				
63. Do the activities develop				

the vocational skills of students with intellectual disabilities?				
64. Are the students with intellectual disability able to make useful objects out of recycled materials?				
G. Chair Making				
57. Are the objectives achievable?				
58. Are the objectives measurable?				
59. Are the activities appropriate for students with intellectual Disabilities?				
60. Are the students with intellectual disability able to follow the direction?				
61. Are the students with intellectual disability able to create designs?				
62. Are the activities interesting?				
63. Do the activities develop the vocational skills of students with intellectual disabilities?				
64. Are the students with intellectual disability able to make useful objects out of recycled materials?				
H. Disco Ball Making				
57. Are the objectives achievable?				
58. Are the objectives measurable?				
59. Are the activities appropriate for students with intellectual Disabilities?				
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to create designs?				
62. Are the activities interesting?				
63. Do the activities develop the vocational skills of students with intellectual disabilities?				
64. Are the students with intellectual disability able to make useful objects out of recycled materials?				
I. Aluminum Flower Making				
57. Are the objectives achievable?				
58. Are the objectives measurable?				
59. Are the activities appropriate for students with intellectual Disabilities?				
60. Are the students with intellectual disability able to follow the direction?				
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62. Are the activities interesting?				
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J. Doormat Making				
57. Are the objectives achievable?				
58. Are the objectives measurable?				
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intellectual disability able to follow the direction?				
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Table 3

Evaluation of the Try-out in Recycling

RECYCLING ACTIVITY	EVALUATOR							
	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
A. Bracelet Making								
65. Are the objectives achievable?								
66. Are the objectives measurable?								
67. Are the activities appropriate for students with intellectual Disabilities?								
68. Are the students with intellectual disability able to follow the direction?								
69. Are the students with intellectual disability able to create designs?								
70. Are the activities interesting?								

71. Do the activities develop the vocational skills of students with intellectual disabilities?				
72. Are the students with intellectual disability able to make useful objects out of recycled materials?				
B. Necklace Making				
65. Are the objectives achievable?				
66. Are the objectives measurable?				
67. Are the activities appropriate for students with intellectual Disabilities?				
68. Are the students with intellectual disability able to follow the direction?				
69. Are the students with intellectual disability able to create designs?				
70. Are the activities interesting?				
71. Do the activities develop the vocational skills of students with intellectual disabilities?				
72. Are the students with intellectual disability able to make useful objects out of recycled materials?				
C. Paper Bag Making				
63. Are the objectives achievable?				
64. Are the objectives measurable?				
65. Are the activities appropriate for students with intellectual Disabilities?				
66. Are the students with intellectual disability able to follow the direction?				
67. Are the students with				

intellectual disability able to create designs?				
68. Are the activities interesting?				
69. Do the activities develop the vocational skills of students with intellectual disabilities?				
70. Are the students with intellectual disability able to make useful objects out of recycled materials?				
D. Decorative fruit Making				
65. Are the objectives achievable?				
66. Are the objectives measurable?				
67. Are the activities appropriate for students with intellectual Disabilities?				
68. Are the students with intellectual disability able to follow the direction?				
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71. Do the activities develop the vocational skills of students with intellectual disabilities?				
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E. Flower Making				
65. Are the objectives achievable?				
66. Are the objectives measurable?				
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70. Are the activities interesting?				
71. Do the activities develop the vocational skills of students with intellectual disabilities?				
72. Are the students with intellectual disability able to make useful objects out of recycled materials?				
F. Plastic Bag Making				
65. Are the objectives achievable?				
66. Are the objectives measurable?				
67. Are the activities appropriate for students with intellectual Disabilities?				
68. Are the students with intellectual disability able to follow the direction?				
69. Are the students with intellectual disability able to create designs?				
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H. Disco Ball Making				
65. Are the objectives achievable?				
66. Are the objectives measurable?				
67. Are the activities appropriate for students with intellectual Disabilities?				
68. Are the students with intellectual disability able to follow the direction?				
69. Are the students with intellectual disability able to create designs?				
70. Are the activities interesting?				
71. Do the activities develop the vocational skills of students with intellectual disabilities?				
72. Are the students with intellectual disability able to make useful objects out of recycled materials?				
I. Aluminum Flower Making				

65. Are the objectives achievable?				
66. Are the objectives measurable?				
67. Are the activities appropriate for students with intellectual Disabilities?				
68. Are the students with intellectual disability able to follow the direction?				
69. Are the students with intellectual disability able to create designs?				
70. Are the activities interesting?				
71. Do the activities develop the vocational skills of students with intellectual disabilities?				
72. Are the students with intellectual disability able to make useful objects out of recycled materials?				
J. Doormat Making				
65. Are the objectives achievable?				
66. Are the objectives measurable?				
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A. Bracelet Making								
73. Are the objectives achievable?								
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76. Are the students with intellectual disability able to follow the direction?								
77. Are the students with intellectual disability able to create designs?								
78. Are the activities interesting?								
79. Do the activities develop the vocational skills of students with intellectual disabilities?								
80. Are the students with intellectual disability able to make useful objects out of recycled materials?								

B. Necklace Making				
73. Are the objectives achievable?				
74. Are the objectives measurable?				
75. Are the activities appropriate for students with intellectual Disabilities?				
76. Are the students with intellectual disability able to follow the direction?				
77. Are the students with intellectual disability able to create designs?				
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C. Paper Bag Making				
71. Are the objectives achievable?				
72. Are the objectives measurable?				
73. Are the activities appropriate for students with intellectual Disabilities?				
74. Are the students with intellectual disability able to follow the direction?				
75. Are the students with intellectual disability able to create designs?				
76. Are the activities interesting?				
77. Do the activities develop the vocational skills of students with intellectual disabilities?				

78. Are the students with intellectual disability able to make useful objects out of recycled materials?				
D. Decorative fruit Making				
73. Are the objectives achievable?				
74. Are the objectives measurable?				
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E. Flower Making				
73. Are the objectives achievable?				
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78. Are the activities interesting?				

79. Do the activities develop the vocational skills of students with intellectual disabilities?				
80. Are the students with intellectual disability able to make useful objects out of recycled materials?				
F. Plastic Bag Making				
73. Are the objectives achievable?				
74. Are the objectives measurable?				
75. Are the activities appropriate for students with intellectual Disabilities?				
76. Are the students with intellectual disability able to follow the direction?				
77. Are the students with intellectual disability able to create designs?				
78. Are the activities interesting?				
79. Do the activities develop the vocational skills of students with intellectual disabilities?				
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G. Chair Making				
73. Are the objectives achievable?				
74. Are the objectives measurable?				
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76. Are the students with intellectual disability able to follow the direction?				
77. Are the students with				

intellectual disability able to create designs?				
78. Are the activities interesting?				
79. Do the activities develop the vocational skills of students with intellectual disabilities?				
80. Are the students with intellectual disability able to make useful objects out of recycled materials?				
H. Disco Ball Making				
73. Are the objectives achievable?				
74. Are the objectives measurable?				
75. Are the activities appropriate for students with intellectual Disabilities?				
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77. Are the students with intellectual disability able to create designs?				
78. Are the activities interesting?				
79. Do the activities develop the vocational skills of students with intellectual disabilities?				
80. Are the students with intellectual disability able to make useful objects out of recycled materials?				
I. Aluminum Flower Making				
73. Are the objectives achievable?				
74. Are the objectives measurable?				
75. Are the activities appropriate for students with intellectual Disabilities?				

76. Are the students with intellectual disability able to follow the direction?				
77. Are the students with intellectual disability able to create designs?				
78. Are the activities interesting?				
79. Do the activities develop the vocational skills of students with intellectual disabilities?				
80. Are the students with intellectual disability able to make useful objects out of recycled materials?				
J. Doormat Making				
73. Are the objectives achievable?				
74. Are the objectives measurable?				
75. Are the activities appropriate for students with intellectual Disabilities?				
76. Are the students with intellectual disability able to follow the direction?				
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Evaluation of the Try-out in Recycling

RECYCLING ACTIVITY	EVALUATOR							
	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
A. Bracelet Making								
81. Are the objectives achievable?								
82. Are the objectives measurable?								
83. Are the activities appropriate for students with intellectual Disabilities?								
84. Are the students with intellectual disability able to follow the direction?								
85. Are the students with intellectual disability able to create designs?								
86. Are the activities interesting?								
87. Do the activities develop the vocational skills of students with intellectual disabilities?								
88. Are the students with intellectual disability able to make useful objects out of recycled materials?								

B. Necklace Making				
81. Are the objectives achievable?				
82. Are the objectives measurable?				
83. Are the activities appropriate for students with intellectual Disabilities?				
84. Are the students with intellectual disability able to follow the direction?				
85. Are the students with intellectual disability able to create designs?				
86. Are the activities interesting?				
87. Do the activities develop the vocational skills of students with intellectual disabilities?				
88. Are the students with intellectual disability able to make useful objects out of recycled materials?				
C. Paper Bag Making				
79. Are the objectives achievable?				
80. Are the objectives measurable?				
81. Are the activities appropriate for students with intellectual Disabilities?				
82. Are the students with intellectual disability able to follow the direction?				
83. Are the students with intellectual disability able to create designs?				
84. Are the activities interesting?				
85. Do the activities develop the vocational skills of students with intellectual disabilities?				

86. Are the students with intellectual disability able to make useful objects out of recycled materials?				
D. Decorative fruit Making				
81. Are the objectives achievable?				
82. Are the objectives measurable?				
83. Are the activities appropriate for students with intellectual Disabilities?				
84. Are the students with intellectual disability able to follow the direction?				
85. Are the students with intellectual disability able to create designs?				
86. Are the activities interesting?				
87. Do the activities develop the vocational skills of students with intellectual disabilities?				
88. Are the students with intellectual disability able to make useful objects out of recycled materials?				
E. Flower Making				
81. Are the objectives achievable?				
82. Are the objectives measurable?				
83. Are the activities appropriate for students with intellectual Disabilities?				
84. Are the students with intellectual disability able to follow the direction?				
85. Are the students with intellectual disability able to create designs?				
86. Are the activities interesting?				

87. Do the activities develop the vocational skills of students with intellectual disabilities?				
88. Are the students with intellectual disability able to make useful objects out of recycled materials?				
F. Plastic Bag Making				
81. Are the objectives achievable?				
82. Are the objectives measurable?				
83. Are the activities appropriate for students with intellectual Disabilities?				
84. Are the students with intellectual disability able to follow the direction?				
85. Are the students with intellectual disability able to create designs?				
86. Are the activities interesting?				
87. Do the activities develop the vocational skills of students with intellectual disabilities?				
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G. Chair Making				
81. Are the objectives achievable?				
82. Are the objectives measurable?				
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84. Are the students with intellectual disability able to follow the direction?				
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intellectual disability able to create designs?				
86. Are the activities interesting?				
87. Do the activities develop the vocational skills of students with intellectual disabilities?				
88. Are the students with intellectual disability able to make useful objects out of recycled materials?				
H. Disco Ball Making				
81. Are the objectives achievable?				
82. Are the objectives measurable?				
83. Are the activities appropriate for students with intellectual Disabilities?				
84. Are the students with intellectual disability able to follow the direction?				
85. Are the students with intellectual disability able to create designs?				
86. Are the activities interesting?				
87. Do the activities develop the vocational skills of students with intellectual disabilities?				
88. Are the students with intellectual disability able to make useful objects out of recycled materials?				
I. Aluminum Flower Making				
81. Are the objectives achievable?				
82. Are the objectives measurable?				
83. Are the activities appropriate for students with intellectual Disabilities?				

84. Are the students with intellectual disability able to follow the direction?				
85. Are the students with intellectual disability able to create designs?				
86. Are the activities interesting?				
87. Do the activities develop the vocational skills of students with intellectual disabilities?				
88. Are the students with intellectual disability able to make useful objects out of recycled materials?				
J. Doormat Making				
81. Are the objectives achievable?				
82. Are the objectives measurable?				
83. Are the activities appropriate for students with intellectual Disabilities?				
84. Are the students with intellectual disability able to follow the direction?				
85. Are the students with intellectual disability able to create designs?				
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Evaluation of the Try-out in Recycling

RECYCLING ACTIVITY	EVALUATOR							
	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
A. Bracelet Making								
89. Are the objectives achievable?								
90. Are the objectives measurable?								
91. Are the activities appropriate for students with intellectual Disabilities?								
92. Are the students with intellectual disability able to follow the direction?								
93. Are the students with intellectual disability able to create designs?								
94. Are the activities interesting?								
95. Do the activities develop the vocational skills of students with intellectual disabilities?								
96. Are the students with intellectual disability able to make useful objects out of recycled materials?								
B. Necklace Making								

89. Are the objectives achievable?				
90. Are the objectives measurable?				
91. Are the activities appropriate for students with intellectual Disabilities?				
92. Are the students with intellectual disability able to follow the direction?				
93. Are the students with intellectual disability able to create designs?				
94. Are the activities interesting?				
95. Do the activities develop the vocational skills of students with intellectual disabilities?				
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C. Paper Bag Making				
87. Are the objectives achievable?				
88. Are the objectives measurable?				
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90. Are the students with intellectual disability able to follow the direction?				
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92. Are the activities interesting?				
93. Do the activities develop the vocational skills of students with intellectual disabilities?				
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intellectual disability able to make useful objects out of recycled materials?				
D. Decorative fruit Making				
89. Are the objectives achievable?				
90. Are the objectives measurable?				
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89. Are the objectives achievable?				
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the vocational skills of students with intellectual disabilities?				
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F. Plastic Bag Making				
89. Are the objectives achievable?				
90. Are the objectives measurable?				
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G. Chair Making				
89. Are the objectives achievable?				
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H. Disco Ball Making				
89. Are the objectives achievable?				
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96. Are the students with intellectual disability able to make useful objects out of recycled materials?				
I. Aluminum Flower Making				
89. Are the objectives achievable?				
90. Are the objectives measurable?				
91. Are the activities appropriate for students with intellectual Disabilities?				
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intellectual disability able to follow the direction?				
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B. Necklace Making								

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110. Are the students with intellectual disability able to make useful objects out of recycled materials?				
D. Decorative fruit Making				
105. Are the objectives achievable?				
106. Are the objectives measurable?				
107. Are the activities appropriate for students with intellectual				

Disabilities?				
108. Are the students with intellectual disability able to follow the direction?				
109. Are the students with intellectual disability able to create designs?				
110. Are the activities interesting?				
111. Do the activities develop the vocational skills of students with intellectual disabilities?				
112. Are the students with intellectual disability able to make useful objects out of recycled materials?				
E. Flower Making				
105. Are the objectives achievable?				
106. Are the objectives measurable?				
107. Are the activities appropriate for students with intellectual Disabilities?				
108. Are the students with intellectual disability able to follow the direction?				
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110. Are the activities interesting?				
111. Do the activities develop the vocational skills of students with intellectual disabilities?				
112. Are the students with intellectual disability able to make useful objects out of recycled materials?				
F. Plastic Bag Making				
105. Are the objectives achievable?				
106. Are the objectives				

measurable?				
107. Are the activities appropriate for students with intellectual Disabilities?				
108. Are the students with intellectual disability able to follow the direction?				
109. Are the students with intellectual disability able to create designs?				
110. Are the activities interesting?				
111. Do the activities develop the vocational skills of students with intellectual disabilities?				
112. Are the students with intellectual disability able to make useful objects out of recycled materials?				
G. Chair Making				
105. Are the objectives achievable?				
106. Are the objectives measurable?				
107. Are the activities appropriate for students with intellectual Disabilities?				
108. Are the students with intellectual disability able to follow the direction?				
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110. Are the activities interesting?				
111. Do the activities develop the vocational skills of students with intellectual disabilities?				
112. Are the students with intellectual disability able to make useful objects out of recycled materials?				

H. Disco Ball Making				
105. Are the objectives achievable?				
106. Are the objectives measurable?				
107. Are the activities appropriate for students with intellectual Disabilities?				
108. Are the students with intellectual disability able to follow the direction?				
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111. Do the activities develop the vocational skills of students with intellectual disabilities?				
112. Are the students with intellectual disability able to make useful objects out of recycled materials?				
I. Aluminum Flower Making				
105. Are the objectives achievable?				
106. Are the objectives measurable?				
107. Are the activities appropriate for students with intellectual Disabilities?				
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J. Doormat Making				
105. Are the objectives achievable?				
106. Are the objectives measurable?				
107. Are the activities appropriate for students with intellectual Disabilities?				
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Table 3

Evaluation of the Try-out in Recycling

RECYCLING ACTIVITY	EVALUATOR							
	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
A. Bracelet Making								
113. Are the objectives achievable?								

114. Are the objectives measurable?				
115. Are the activities appropriate for students with intellectual Disabilities?				
116. Are the students with intellectual disability able to follow the direction?				
117. Are the students with intellectual disability able to create designs?				
118. Are the activities interesting?				
119. Do the activities develop the vocational skills of students with intellectual disabilities?				
120. Are the students with intellectual disability able to make useful objects out of recycled materials?				
B. Necklace Making				
113. Are the objectives achievable?				
114. Are the objectives measurable?				
115. Are the activities appropriate for students with intellectual Disabilities?				
116. Are the students with intellectual disability able to follow the direction?				
117. Are the students with intellectual disability able to create designs?				
118. Are the activities interesting?				
119. Do the activities develop the vocational skills of students with intellectual disabilities?				
120. Are the students with intellectual disability able to make useful objects out				

of recycled materials?				
C. Paper Bag Making				
111. Are the objectives achievable?				
112. Are the objectives measurable?				
113. Are the activities appropriate for students with intellectual Disabilities?				
114. Are the students with intellectual disability able to follow the direction?				
115. Are the students with intellectual disability able to create designs?				
116. Are the activities interesting?				
117. Do the activities develop the vocational skills of students with intellectual disabilities?				
118. Are the students with intellectual disability able to make useful objects out of recycled materials?				
D. Decorative fruit Making				
113. Are the objectives achievable?				
114. Are the objectives measurable?				
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116. Are the students with intellectual disability able to follow the direction?				
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E. Flower Making				
113. Are the objectives achievable?				
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118. Are the activities interesting?				
119. Do the activities develop the vocational skills of students with intellectual disabilities?				
120. Are the students with intellectual disability able to make useful objects out of recycled materials?				
F. Plastic Bag Making				
113. Are the objectives achievable?				
114. Are the objectives measurable?				
115. Are the activities appropriate for students with intellectual Disabilities?				
116. Are the students with intellectual disability able to follow the direction?				
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113. Are the objectives achievable?				
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115. Are the activities appropriate for students with intellectual Disabilities?				
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I. Aluminum Flower Making				
113. Are the objectives achievable?				
114. Are the objectives measurable?				
115. Are the activities appropriate for students with intellectual Disabilities?				
116. Are the students with intellectual disability able to follow the direction?				
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114. Are the objectives measurable?				
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Disabilities?				
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C. Paper Bag Making				
119. Are the objectives achievable?				
120. Are the objectives measurable?				
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to follow the direction?				
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F. Plastic Bag Making				
121. Are the objectives achievable?				
122. Are the objectives measurable?				
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of recycled materials?				
I. Aluminum Flower Making				
121. Are the objectives achievable?				
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RECYCLING ACTIVITY	EVALUATOR							
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A. Bracelet Making								
129. Are the objectives achievable?								
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C. Paper Bag Making				
127. Are the objectives achievable?				
128. Are the objectives measurable?				
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to follow the direction?				
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129. Are the objectives achievable?				
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with intellectual Disabilities?				
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134. Are the activities interesting?				
135. Do the activities develop the vocational skills of students with intellectual disabilities?				
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F. Plastic Bag Making				
129. Are the objectives achievable?				
130. Are the objectives measurable?				
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129. Are the objectives achievable?				

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of recycled materials?				
I. Aluminum Flower Making				
129. Are the objectives achievable?				
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131. Are the activities appropriate for students with intellectual Disabilities?				
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Evaluation of the Try-out in Recycling

RECYCLING ACTIVITY	EVALUATOR							
	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
A. Bracelet Making								
137. Are the objectives achievable?								
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139. Are the activities appropriate for students with intellectual Disabilities?								
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B. Necklace Making				
137. Are the objectives achievable?				
138. Are the objectives measurable?				
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136. Are the objectives measurable?				
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to follow the direction?				
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F. Plastic Bag Making				
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138. Are the objectives measurable?				
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A. Bracelet Making								
145. Are the objectives achievable?								
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157. Are the students with intellectual disability able to create designs?				
158. Are the activities interesting?				
159. Do the activities develop the vocational skills of students with intellectual disabilities?				
160. Are the students with intellectual disability able to make useful objects out of recycled materials?				
E. Flower Making				
153. Are the objectives achievable?				
154. Are the objectives measurable?				
155. Are the activities appropriate for students				

with intellectual Disabilities?				
156. Are the students with intellectual disability able to follow the direction?				
157. Are the students with intellectual disability able to create designs?				
158. Are the activities interesting?				
159. Do the activities develop the vocational skills of students with intellectual disabilities?				
160. Are the students with intellectual disability able to make useful objects out of recycled materials?				
F. Plastic Bag Making				
153. Are the objectives achievable?				
154. Are the objectives measurable?				
155. Are the activities appropriate for students with intellectual Disabilities?				
156. Are the students with intellectual disability able to follow the direction?				
157. Are the students with intellectual disability able to create designs?				
158. Are the activities interesting?				
159. Do the activities develop the vocational skills of students with intellectual disabilities?				
160. Are the students with intellectual disability able to make useful objects out of recycled materials?				
G. Chair Making				
153. Are the objectives achievable?				

154. Are the objectives measurable?				
155. Are the activities appropriate for students with intellectual Disabilities?				
156. Are the students with intellectual disability able to follow the direction?				
157. Are the students with intellectual disability able to create designs?				
158. Are the activities interesting?				
159. Do the activities develop the vocational skills of students with intellectual disabilities?				
160. Are the students with intellectual disability able to make useful objects out of recycled materials?				
H. Disco Ball Making				
153. Are the objectives achievable?				
154. Are the objectives measurable?				
155. Are the activities appropriate for students with intellectual Disabilities?				
156. Are the students with intellectual disability able to follow the direction?				
157. Are the students with intellectual disability able to create designs?				
158. Are the activities interesting?				
159. Do the activities develop the vocational skills of students with intellectual disabilities?				
160. Are the students with intellectual disability able to make useful objects out				

of recycled materials?				
I. Aluminum Flower Making				
153. Are the objectives achievable?				
154. Are the objectives measurable?				
155. Are the activities appropriate for students with intellectual Disabilities?				
156. Are the students with intellectual disability able to follow the direction?				
157. Are the students with intellectual disability able to create designs?				
158. Are the activities interesting?				
159. Do the activities develop the vocational skills of students with intellectual disabilities?				
160. Are the students with intellectual disability able to make useful objects out of recycled materials?				
J. Doormat Making				
153. Are the objectives achievable?				
154. Are the objectives measurable?				
155. Are the activities appropriate for students with intellectual Disabilities?				
156. Are the students with intellectual disability able to follow the direction?				
157. Are the students with intellectual disability able to create designs?				
158. Are the activities interesting?				
159. Do the activities develop the vocational skills of students with intellectual				

disabilities?				
160. Are the students with intellectual disability able to make useful objects out of recycled materials?				

Table 3

Evaluation of the Try-out in Recycling

RECYCLING ACTIVITY	EVALUATOR							
	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
A. Bracelet Making								
161. Are the objectives achievable?								
162. Are the objectives measurable?								
163. Are the activities appropriate for students with intellectual Disabilities?								
164. Are the students with intellectual disability able to follow the direction?								
165. Are the students with intellectual disability able to create designs?								

166. Are the activities interesting?				
167. Do the activities develop the vocational skills of students with intellectual disabilities?				
168. Are the students with intellectual disability able to make useful objects out of recycled materials?				
B. Necklace Making				
161. Are the objectives achievable?				
162. Are the objectives measurable?				
163. Are the activities appropriate for students with intellectual Disabilities?				
164. Are the students with intellectual disability able to follow the direction?				
165. Are the students with intellectual disability able to create designs?				
166. Are the activities interesting?				
167. Do the activities develop the vocational skills of students with intellectual disabilities?				
168. Are the students with intellectual disability able to make useful objects out of recycled materials?				
C. Paper Bag Making				
159. Are the objectives achievable?				
160. Are the objectives measurable?				
161. Are the activities appropriate for students with intellectual Disabilities?				
162. Are the students with intellectual disability able				

to follow the direction?				
163. Are the students with intellectual disability able to create designs?				
164. Are the activities interesting?				
165. Do the activities develop the vocational skills of students with intellectual disabilities?				
166. Are the students with intellectual disability able to make useful objects out of recycled materials?				
D. Decorative fruit Making				
161. Are the objectives achievable?				
162. Are the objectives measurable?				
163. Are the activities appropriate for students with intellectual Disabilities?				
164. Are the students with intellectual disability able to follow the direction?				
165. Are the students with intellectual disability able to create designs?				
166. Are the activities interesting?				
167. Do the activities develop the vocational skills of students with intellectual disabilities?				
168. Are the students with intellectual disability able to make useful objects out of recycled materials?				
E. Flower Making				
161. Are the objectives achievable?				
162. Are the objectives measurable?				
163. Are the activities appropriate for students				

with intellectual Disabilities?				
164. Are the students with intellectual disability able to follow the direction?				
165. Are the students with intellectual disability able to create designs?				
166. Are the activities interesting?				
167. Do the activities develop the vocational skills of students with intellectual disabilities?				
168. Are the students with intellectual disability able to make useful objects out of recycled materials?				
F. Plastic Bag Making				
161. Are the objectives achievable?				
162. Are the objectives measurable?				
163. Are the activities appropriate for students with intellectual Disabilities?				
164. Are the students with intellectual disability able to follow the direction?				
165. Are the students with intellectual disability able to create designs?				
166. Are the activities interesting?				
167. Do the activities develop the vocational skills of students with intellectual disabilities?				
168. Are the students with intellectual disability able to make useful objects out of recycled materials?				
G. Chair Making				
161. Are the objectives achievable?				

162. Are the objectives measurable?				
163. Are the activities appropriate for students with intellectual Disabilities?				
164. Are the students with intellectual disability able to follow the direction?				
165. Are the students with intellectual disability able to create designs?				
166. Are the activities interesting?				
167. Do the activities develop the vocational skills of students with intellectual disabilities?				
168. Are the students with intellectual disability able to make useful objects out of recycled materials?				
H. Disco Ball Making				
161. Are the objectives achievable?				
162. Are the objectives measurable?				
163. Are the activities appropriate for students with intellectual Disabilities?				
164. Are the students with intellectual disability able to follow the direction?				
165. Are the students with intellectual disability able to create designs?				
166. Are the activities interesting?				
167. Do the activities develop the vocational skills of students with intellectual disabilities?				
168. Are the students with intellectual disability able to make useful objects out				

of recycled materials?				
I. Aluminum Flower Making				
161. Are the objectives achievable?				
162. Are the objectives measurable?				
163. Are the activities appropriate for students with intellectual Disabilities?				
164. Are the students with intellectual disability able to follow the direction?				
165. Are the students with intellectual disability able to create designs?				
166. Are the activities interesting?				
167. Do the activities develop the vocational skills of students with intellectual disabilities?				
168. Are the students with intellectual disability able to make useful objects out of recycled materials?				
J. Doormat Making				
161. Are the objectives achievable?				
162. Are the objectives measurable?				
163. Are the activities appropriate for students with intellectual Disabilities?				
164. Are the students with intellectual disability able to follow the direction?				
165. Are the students with intellectual disability able to create designs?				
166. Are the activities interesting?				
167. Do the activities develop the vocational skills of students with intellectual				

disabilities?				
168. Are the students with intellectual disability able to make useful objects out of recycled materials?				

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, conclusion and recommendations of the study.

Summary

This study aimed to develop a module on recycling for children with mild intellectual disabilities.

Specifically, the study sought to attain the following objectives: to identify the activities on recycling for children with mild intellectual disabilities; to write the module on recycling; to have the module evaluated through a review by a pool of experts; to try out of the module on recycling by children with intellectual disabilities; and to finalize the module on recycling based on the module containing lessons on recycling for children with intellectual disabilities.

The module consists of ten (10) instructional materials. In each instructional material are the lessons and suggested activities to guide the teachers in teaching. The

evaluation items are likewise provided for each activity. Safety precautions are also taken into consideration to ensure the safety of the students with mild intellectual disabilities.

Results revealed that the activities facilitated the preparation of the recycled items made out of used magazines, old newspaper, used cans of soft-drinks, worn out slippers, used plastic bottles and grocery bags. They gave the foregoing group of participants opportunities to develop their vocational skills.

A module or a set of instructional guides in recycling to develop the vocational skills of the children with intellectual disability was developed and found appropriate.

The research design employed in this study was descriptive-development research.

The research followed four phases, namely: Phase I – Identification of Activities on Recycling Suited to the Ability of Children with Mild Intellectual Disabilities; Phase 2 – Writing of the Module on Recycling ; Phase 3 – Evaluation and Try-out of the Module on Recycling; and Phase 4 – Revision of the Module and Preparation of Final Copy of the Module on Recycling .

FINDINGS

This study revealed the following findings:

1. Based on the evaluation of materials and the try-out of activities, it was found that the instructional quality of the activities on recycling was rated very acceptable by the special education teachers, regular teacher and livelihood education experts. It means that the activities on recycling are able to achieve their specific purposes, the presentation of every skill is clear, the words are appropriate to the level of level of learners, the materials are enjoyable and engaging to students with mild intellectual disabilities, and that they are able to stimulate and challenge the pupils.

2. The content quality of the activities on recycling was rated by the special education teachers, regular teachers and livelihood education teachers as highly acceptable in the area or aspect of skills presented being specific. On the other hand, the activities on recycling were rated very acceptable in terms of the following dimensions: attainability of the recycling skills, measurability of their actual application to everyday life, the specific skills being time-bounded and the skills being capable of acquisition by diverse kinds of learners.

3. Since the results of the evaluation of the activities on recycling have revealed that these activities were prepared satisfactorily, when used in the classroom they could

develop the creativity of children with intellectual disabilities because the materials used are available in their locality.

Conclusions

The study concluded that:

1. the module on recycling which aim on developing vocational skills of students with mild intellectual disabilities appeared suitable to them. Since the activities on recycling were rated Very Acceptable in terms of quality, content quality, as evaluated by

the regular teachers, SPED teachers, and Livelihood Education teachers, it is implied that the activities may accelerate the development of vocational skills among children with disabilities, such as those with intellectual impairment.

2. the activities on recycling may be useful tools in providing children as well as adults with disabilities gainful employment for them to become more useful members of their families and more productive citizens of the society.

Recommendations

Based on the findings and the conclusions, the researcher recommends that:

1. Students with intellectual disabilities be afforded opportunities to develop their vocational skills to enable them to achieve independent living and possible integration into the mainstream of the society as productive members.

2. An expanded curriculum on developing vocational skills of this group of individuals on other areas may be prepared.

3. Other materials for recycling use may be explored.

4. More modules on recycling may be developed based on the outcomes of this study.

5. Translation into Filipino of the module crafted by the researcher may be looked into for possible research.

6. Further try-out of the activities on developing vocational skills through recycling be done.

REFERENCES

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Appendices

Appendix A

Letter to the Principal

Philippine Normal University
Taft, Avenue

July 15, 2013

The Principal
Commonwealth Elementary School
Quezon, City

Dear Sir:

Greetings!

The undersigned is a graduate student of the Philippine Normal University Taking up Master of Arts in Education with specialization in special education. At present, the undersigned is presently conducting a special project entitled “Development Of A Module On Recycling For Children With Mild Intellectual Disabilities”.

In view of the aforementioned study, the researcher would like to request from you good office to administer the survey questionnaire to SPED teachers, Regular teachers, Livelihood trainer Experts.

Thank You very much for your kindness and assistance regarding this matter.

God Bless!

Respectfully yours,

MELBA C. SALAS

Researcher

Noted by:

DR. FORTUNATO G. VENDIVEL JR., Ph.D

Adviser

DR. TERESITA G. DE MESA, Ed.D

Adviser

LETTER TO THE TEACHER- RESPONDENTS

August 23, 2013

Dear Sir/Madam:

Greetings!

The undersigned researcher is currently working on a Special Project entitled **“DEVELOPMENT OF A MODULE ON RECYCLING FOR STUDENTS WITH MILD INTELLECTUAL DISABILITIES”** as a requirement in the Master of education in Special Education (Teaching Children with Intellectual Disabilities) at PNU-Manila.

In this connection, I would like to request your kind assistance for the administration of my instrument re-checklist of the vocational skills for students with mild intellectual disabilities. The results of the checklist will be used in the formulation and development of the modules in cooking and baking for students with mild intellectual disabilities.

Attached here is a copy of the research rationale and instrument for your information and guidance.

Thank you for your assistance and cooperation.

Very truly yours,

MELBA C. SALAS

Researcher

Noted by

DR. FORTUNATO G. VENDEVIL JR

Adviser

LETTER TO THE EVALUATORS OF MODULES

August 23, 2013

Dear Sir/Madam:

Greetings!

I am MELBA C. SALAS, WHO IS NOW WORKING ON A Special Project entitled **“DEVELOPMENT OF A MODULE ON RECYCLING FOR STUDENTS WITH MILD INTELLECTUAL DISABILITIES”** as a requirement in the Master of education in Special Education (Teaching Children with Intellectual Disabilities) at PNU-Manila.

In this regard, I would like to request your kind assistance in evaluating the instructional modules that I have developed. Your expertise on vocational programs will undoubtedly contribute to the finalization of the module. Comments and suggestions will be favorably acknowledge.

Kindly refer to the attached copy of the research rationale and instrument for your information and guidance.

Thank you very much.

Very truly yours,

MELBA C. SALAS

Researcher

Noted by

DR. FORTUNATO G. VENDEVIL JR
Adviser

LETTER OF REQUEST FOR THE TRY-OUT

August 23, 2013
DR. RODOLFO MODELO
Principal IV
Commonwealth Elementary School

Ma'am:

Good day!

In connection with my Special project entitled “**DEVELOPMENT OF A MODULE ON RECYCLING FOR STUDENTS WITH MILD INTELLECTUAL DISABILITIES**”, I would like to request permission from your office to allow me to conduct a try-out of instructional materials that I have developed in my class Vocational program effective December of this school year 2012-2013.

The out-put of the try-out will be integrated as part of the learning activities in SPED Vocational program.

Rest assured that there will be no disruption of classes. Arrangements with the teacher will be made accordingly.

Thank you very much for your academic support.

Sincerely yours,

MELBA C. SALAS
Researcher

Noted by

DR. ESTRELLA P. MERCADO (SGD)
Adviser

Appendix B

Letter Requesting Permission to Evaluate Lesson Guides
Philippine Normal University
Graduate Studies
Department of Child Study, Elementary Education and Special Education Manila

School _____

Date _____

Dear _____

The researcher Melba C. Salas is conducting a research study on “Development of a Module on Recycling for Children with Mild Intellectual Disabilities”. Please evaluate them to the best of your knowledge; your comments/suggestions will immensely improve my research study.

Thank you so much. God Bless

Melba C. Salas
Researcher

Noted by:

DR. FORTUNATO G. VENDIVEL JR., Ph.D

Adviser

DR. TERESITA G. DE MESA, Ed.D

Adviser

Appendix C

VALIDATION CHECKLIST FOR SPED TEACHERS

Focus: Instructional Dynamics

Dear Sir/Ma'am:

I am Melba C. Salas, a student of the Philippine Normal University, Manila. I am presently conducting a study for my master's thesis entitled "Development of a Module on Recycling for Children with Mild Intellectual Disabilities". The study aims to develop a module on recycling for children with mild intellectual disabilities to identify the activities on recycling for children with mild intellectual disabilities; to write the module on recycling.

Please take time to answer all the items in this validation checklist. Thank you.

I. Personal Profile

1. Name: _____
2. Age: _____
3. Gender: _____
4. Highest educational Attainment: _____
5. No. Of years as SPED teacher: _____

II. DIRECTIONS: Based on your observed implementation of the different lessons, kindly assess the instructional dynamics in terms of :

- (a) Attainability of objectives;
- (b) Clarity of instructions;
- (c) Flexibility in carrying out teaching-learning activities;
- (d) Simplicity of procedures in monitoring responses of learners;
- (e) Suitability of assessment/evaluation in terms of attainment of lesson objectives;
- (f) Quality of pupils' engagement/involvement;
- (g) Responsiveness of the contents in meeting the learners' needs;
- (h) Emotional appeal of the lessons in terms of ability to arouse interest and motivation of the learner

Please use the following ratings to indicate your assessment:

Legend:

5-Excellent

4-Very Good

3-Good

2- Fair

1- Poor

Please write down your suggestions if your assessment falls in the categories of fair (2) or poor (1).

No.	Name	Present Position	Institution
1.	DR. TERESITA G. DE MESA	Dept. Head, Sped Dept	Philippine Normal University
2.	DR. RODOLFO D. MODELO	Principal	Commonwealth Elem. School
3.	MS. MYRNA SECRETO	Master Teacher, EPP Dept	Commonwealth Elem. School
4.	MS. VIVIAN RESIDE	Livelihood Skills Trainer	Social Security Department, DSWD
5.	MS. AGNES ANGELES	SPED Teacher	Commonwealth Elem. School
6.	MS. LORNA VILLARIEZ	SPED Teacher	Commonwealth Elem. School

Appendix D

PROFILE OF THE EXPERTS

CURRICULUM VITAE



Melba C. Salas
Menzyland Subd. Malolos Bulacan
melba_salas@ yahoo.com

EDUCATION:

Post Graduate	Philippine Normal University Taft, Avenue, Manila Master of Education in Special Education Teaching Children with Intellectual Disability (2007-2013) Teaching Children with Hearing Impairment (2003-2006)
College	Leyte Normal University B.S. Elementary & Secondary Education [Graduated -1988] B.S. Hotel & Restaurant Management [Graduated -1986]
Scholarship received	Link Center for the Deaf

Secondary	Basey National High School	Graduated 1979	- with honor
Elementary	San Fernando Elementary School	Graduated 1973	- First Honor

EMPLOYMENT:

Name of company/School Dates	Position	Inclusive
Dep-Ed, Quezon City	Teacher III	1990-present
DSWD Local government	Day Care Teacher	1989

TRAININGS/ SEMINARS:

Mass Training on the K-12 Basic Education	Makati, City	Apr.10-12, 2013
Enhancing SPED Educators, Guidance Counsellors' Capabilities	Tagaytay, City	March 17, 2013
Training of Trainers on the Administration of Assessment Tools	Quezon, City Facilitator	May 4-6, 2013
“Towards Dignity and Quality of Life “	Quezon, City Co-Chairman	Feb.11-15, 2013
Assessment and Collaborative Lesson Planning	U.P Diliman	May, 27-31, 2013
Inclusive Education State of the Program Address For School Administrators	Quezon City Co-Chairman Planning Committee	March 17, 2011
National Seminar Workshop Strategies For Helping Struggling, At Risk & Children With Disabilities-	Legazpi City Albay, Bicol	Feb. 25-27, 2011
7 th National Convention on Deaf Education	Baguio City	May 17-19, 2011
Play Pilipinas, Universal Company	SMX, Pasay, City	Oct. 21-23, 2011
Intensive Service Training for Teachers	DepED Quezon City	May 28, 2011
Status &Future Of Children With Disabilities In The Philippines	U.P. Diliman	March 5, 2010
How to reach and Teach Diverse Students In the Inclusive Classroom	Tagaytay, City	Feb.25-26, 2010
5 th Leaders Consortium for the Education of Children with Disabilities in the Phil.	Quezon City	February 4, 2011

Lecture Series: Dep-Ed Bulwagan Hall May 15,
21,28,2011

Picture Exchange Communication System (Pecs) Pasig, City

Treatment & Education of Autistic Children (Teacch]

The Remedial / Enrichment Training for Children with Autism DepEd Feb. 2,9,16,23

March 3, 9,16,2012

Special Education Convention Paco, Manila May,17-19,2010

32nd National Disability Prevention &

Rehabilitation Quezon, City July 19-20, 2011
Resource Speaker

Role of Professionals in Managing Autism DSWD, Quezon City Jan.19, 2010

Social Entrepreneur Mobilization [SEM] Steam Foundation Jul.3, 2009

Competency Enhancement in Reading Comprehension DepEd Nov. 18,
2007

Value Quality Foundation for Teachers Feb.2004

Basic Sign Language Phil. Registry of Interpreters for the Deaf May 2003

Intermediate Sign Language Link Center for the Deaf May17-Aug.9 , 2003

MEMBERSHIP IN ORGANIZATIONS

Philippines Association of Psycho Social Helping Professionals

Philippine Association for the Retarded Inc.

Autism Society of the Philippines

Science Club

PROFESSIONAL LICENSURE

Philippine Board Exam for Teachers Nov. 27, 1988 Passer

Civil Service Exam

July 26, 1987

Passer

PERSONAL INFORMATION

Date of Birth: May 15,

Place of Birth: Samar

Nationality: Filipino