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A Curriculum – Based Instrument for Assessing Psychosocial Skills of Children with Autism

Sheena Jade G. Manuel

Philippine Normal University

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**A CURRICULUM – BASED INSTRUMENT FOR ASSESSING PSYCHOSOCIAL
SKILLS OF CHILDREN WITH AUTISM**

SHEENA JADE G. MANUEL

College of Graduate Studies
and Teacher Education Research
Philippine Normal University
Taft Avenue, Manila

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ABSTRACT

Title : A Curriculum - Based Instrument For Assessing Psychosocial Skills Of
Children With Autism

Name: Sheena Jade G. Manuel

Degree: Master of Arts in Special Education

Specialization: Intellectual Disability

Advisers: PROF. LUCILLA R. FETALVERO

DR. FORTUNATO G. VENDIVEL, JR.

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Curriculum for Children with Autism

Using a descriptive-developmental research design, the present study developed a psychosocial skills assessment instrument for children with autism based on the SPED Curriculum. The psychosocial skills assessment instrument for children with autism includes all the eleven learning standards with sixty specific skills of the SPED kindergarten curriculum with different activities, which are measured through the use of four-item rubrics. The assessment instrument is congruent with the objectives of the SPED Kindergarten Curriculum.

The psychosocial skills assessment instrument was validated by six experts in the field of assessment and special education using a scale with the following criteria: Content,

Instructional Quality and Usability. The assessment instrument gained a high mean rating based on the set criteria, which shows that the assessment instrument is valid.

Using purposive sampling, the psychosocial skills assessment instrument was tried-out with eight kindergarten children with autism. Data from the try-out was used to determine the test-retest reliability of the psychosocial skills assessment instrument. Results from the Pearson Moment correlation analysis yielded a high correlation coefficient ($r=0.967$), which implies that the assessment instrument has a very high degree of reliability.

The developed psychosocial assessment instrument can be used to assess the psychosocial skills of children with autism to serve as basis for educational placement and instructional plan.

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Her Family and Friends.....

DEDICATION

It is a great privilege to dedicate this humble yet noble work to the children with autism, the core of my profession, my love and affection from whom I draw my inspiration in improving my craft as a SPED Teacher. To my family Noemi, Kelly June, Lucky Anne and Roset for the love and encouragement that they have given to me. To God Almighty for the wisdom, grace and unconditional love that He has bestowed on me.

All glory and honour belongs to Him!!

Sheena

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C H A P T E R I

THE PROBLEM AND ITS BACKGROUND

1.1. Introduction

Special education assessment can be defined as the systematic process of gathering educationally relevant information to make legal and instructional decisions about the provision of special services. According to Lewis and Mcloughlin (2010), educational assessment is an integral part of the instructional process and it is particularly important for special educator-teachers who serve students with disability because assessment of such students is highly individualized. It means that special education teachers require precise information about their students' strengths and weaknesses and their areas of educational needs. In order to do this an instrument is needed to help the SPED teachers in assessing the children with autism in terms of the skills that they need to develop.

According to Hallahan and Kauffman (2005), autism spectrum disorder is "characterized by extreme social withdrawal and impairment in communication." Other common characteristics are stereotyped movements, resistance to environmental changes or changes in routines, and unusual responses to sensory experiences. It is usually evident before age three and it consists of five similar conditions: Autism, Asperger's Syndrome, Rett syndrome, child disintegrative disorder, and pervasive developmental disorder. All involve varying degrees of problems with communication skills, social interactions, and repetitive and stereotyped patterns of behavior. Children with Autism have impaired social interactions or social difficulties. The social difficulties associated with Autism involve the

inability to read other people's emotions, lack of reciprocity, and the use of socially discouraging gestures.

According to an article written by McLeod (2013), Erikson Erickson's theory focused on the adaptive and creative characteristic of the ego and the stages of personality development. Erick Erickson believes that personality develops in a series of stages and there is a big impact of social experience in developing one's self. In his theory, the development of ego identity, which is the conscious sense of self, develops through social interaction. The ego identity is constantly changing due to new experiences and information people acquire in their daily interaction with others. The psychosocial development theory of Erickson has eight distinct stages, each with two possible outcomes. First, successful completion of each stage results in a healthy personality and successful interactions with others. Second, failure to successfully complete a stage can result in a reduced ability to complete further stages and, therefore an unhealthy person. The psychosocial development theory was the basis in the development of the assessment instrument.

Today, the Philippine Education System is implementing the new curriculum for Kindergarten Children with Autism (KCWA). Stated in the Special Education Kindergarten Curriculum Guide for Autism (2012), the education of children with autism remains a major challenge for every educator in the society, but these children have the right to learn in the way they should. Teachers, therefore, have the responsibility to teach these children to be properly and appropriately developed.

The SPED Kindergarten Curriculum Guide for Autism (2012) states that the developmental disabilities of KCWA affect their verbal and non-verbal communication, social interaction, and the cognitive skills which are evident during the early years of development which result in developmental lags. Indeed, there is a great need to provide an early intervention program for KWCA to develop their skills in the psychosocial, psychomotor, cognitive, language and communication aspects. Interpersonal, daily living and self-help skills that aim to modify behavior should be developed among them. All children with autism should be provided an education which enables them to reach their utmost individual potential as lifelong learners and to engage in society as active citizens and problem solvers with strong support and collaboration from their families, professionals and the community, as a whole.

Thus, from more effective implementation of the new curriculum designed for four to six year old kindergarten children with autism, which is aligned with the K to 12 Basic Education Program, a psychosocial skills assessment instrument is needed to help assure that these special children's particular needs in psychosocial skills are addressed, and to monitor the effectiveness of teaching plans and to develop approvable individualized instructional plans.

Therefore, teachers must not only teach cognitive skills but also manage behaviors and improve social skills. Dizon (2011) emphasized the importance of social rather than learning outcomes in the inclusionary program. The teacher needs to assess the different

skills in every individual. Teachers are encouraged to provide plenty of constructive activities to increase the children's psychological skills and identify through proper assessment the different skills to be improved and developed.

The present study aimed to develop an instrument for assessing the psychosocial skills of children with autism. The said instrument can help SPED Teachers and the support system of the child with autism to provide the appropriate modifications in the area of Psychosocial Skills. At the same time, the study can also help other SPED researchers in their studies to further enhance their knowledge in handling children with autism. Aside from being one of the aids in studying about assessment, this study can also become their guide in handling children with autism as they conduct studies, practice teaching and the like. It can also increase the awareness of the teachers that such characteristics of children with autism exist and that particular skills should be augmented for them to better deliver the needs of children with autism.

1.2 Conceptual Framework

The issue of developing a psychosocial skills assessment instrument for kindergarten children with autism is the primordial concern of this study.

Children with Autism may fail to develop typical social knowledge, awareness, skills and abilities at the appropriate age. These may result in developmental lags and conflicts. Social typicality and often serious psychosocial losses exist on a wide spectrum of severity. Most children with Autism, across the full spectrum, are often placed in

typically-centered social settings that may highlight, or even exacerbate, social difficulties which will predict mutual behavioral problems between people with Autism. Children with autism have so much difficulty in social interaction. The major reason of not being adept at reading social skills causes them not to act accordingly to their age. Children with autism have difficulty in finding their identities due to the fact that interaction and socialization with other peers are very challenging for them to do. However, with accurate assessment and mutual social skills training, the important social relationships they may need and want across home, school and community, can be developed.

Figure 1 presents the conceptual framework of the study which consist of three frames. Each frame presents the different concept that was used in the development of the psychosocial skills assessment instrument.

The first frame shows the psychosocial theory of Erick Erickson in which the importance of the development of psychosocial skills to the children with autism was discussed. The Psychosocial Theory of Erick Erickson stated that personality develops in a series of stages and describes the impact of social experience across the whole lifespan. According to Feist (2009), the psychosocial development of Erick Erickson requires an understanding of several basic points. First, in every stage of life there is an interaction of opposites, that is, a conflict between a harmonious element and a disruptive element. During infancy basic trust is opposed to basic mistrust. Hope emerges from the conflict between basic trust and basic mistrust. Without the antithetical relationship between trust and mistrust, people cannot develop hope.

Both trust and mistrust are necessary for proper adaptation. An infant who learns only to trust becomes gullible and is ill prepared for the realities encountered in later development, whereas an infant who learns only to mistrust becomes overly suspicious and cynical.

Second, early childhood is a time for self-expression and autonomy, and then it is also the time for shame and doubt. Autonomy grows out of basic trust and basic trust has been established in infancy, then children learn to have faith in themselves, and their world remains intact while they experience a mild psychosocial crisis. Conversely, if children do not develop basic trust during infancy, then their attempts to gain control of their anal, urethral, and muscular organs during early childhood will be met with a strong sense of shame and doubt, setting up a serious psychosocial crisis.

Third, as children begin to move around more easily and vigorously and as their genital interest awakens, they adopt an intrusive head-on mode of approaching the world. Although they begin to adopt initiative in their selection of pursuit of goals, many goals, such as marrying their mother or father or leaving home, must be either repressed or delayed. The consequence of these taboo and inhibited goals is guilt. The conflict between guilt becomes the dominant psychosocial crisis.

Fourth, as children learn to do things well, they develop a sense of industry, but if their work is insufficient to accomplish their goals, they acquire a sense of inferiority. Conversely, an oversupply of inferiority can block productive activity and stunt one's feelings of competence.

Fifth, the period from puberty to young adulthood, is one of the most crucial developmental stages because, by the end of this period, a person must gain a firm sense of ego identity. Although ego identity neither begins nor ends during adolescence, the crisis between identity and identity confusion reaches its ascendance during this stage. From this crisis of identity versus identity confusion emerges fidelity, the basic strength of adolescence.

Sixth, young adulthood is marked by the psychosocial crisis of intimacy versus isolation. Intimacy is the ability to fuse one's identity with that of another person without fear of losing it. Intimacy can be achieved only after people have formed a stable ego. The counterpart to intimacy is isolation, which is the incapacity to take chances with one's identity by sharing true intimacy. Some people become financially or socially successful, yet retain a sense of isolation because they are unable to accept the adult responsibilities of productive work, procreation, and mature love.

The seventh stage is adulthood, the time when people begin to take their place in society and assume responsibility for whatever society produces. Adulthood is characterized by the psychosexual mode of procreativity, the psychosocial crisis of generativity versus stagnation, and the basic strength of care.

Lastly, the eight stage of development is old age. Old age need not mean that people are no longer generative. Procreation, in the narrow sense of producing children, may be absent, yet old people can remain productive and creative in other ways. They can be caring grandparents to their own grandchildren, as well as to other young members of

the society. Old age can be a time of joy, playfulness, and wonder, but it is also a time of senility, depression and despair. The psychosocial crisis is integrity versus despair, and the basic strength of wisdom.

According to the theory, successful completion of each stage results in a healthy personality and the acquisition of basic virtues. Basic virtues are characteristic strengths which the ego can use to resolve subsequent crises. Failure to successfully complete a stage can result in a reduced ability to complete further stages and therefore a more unhealthy personality and a sense of self.

Children with autism have impaired psychosocial skills that's why knowing the psychosocial theory would be helpful in determining what to include in the assessment instrument.

The second frame presents the SPED kindergarten curriculum for children with autism which consist of the psychosocial domain which is essential in the development of social interaction of children with autism.

The SPED kindergarten curriculum is designed specifically for children with autism aged 4-6 in which the psychosocial skills assessment instrument was based. The psychosocial skills in the SPED kindergarten curriculum has eleven (11) learning standards which are of the following: Extends and strengthens eye contact; recognizes one's feelings and emotions; accepts and understands the feelings and emotions of other; knows oneself, relates positively with other children, adults and significant others; acquires understanding of the similarities and differences among persons/ people, conforms with her/his roles as a

member of the family; recognizes that a family lives in the house, conforms with his/ her roles in school; conforms with his/her roles as a member of the community, and shows pride for being a Filipino. These standards are divided into sixty (60) specific skills that depict the developmental intervention tasks and activities for children with autism. The said developmental and intervention tasks and activities are essential in developing the psychosocial skills of children with autism.

In order for the children with autism to develop their psychosocial skills, an assessment is important for effective intervention. Assessment is essential in developing and improving the competencies of children with autism, most especially in the area of socialization which is very difficult for them. Psychosocial skills play an integral part in developing children with autism holistically, since some pupils with autism cannot express themselves or their needs.

The third frame shows the developed psychosocial skills assessment instrument for children with autism. According to Lewis and Mcloughlin (2010), assessment is an information-gathering activity. Its purpose is to provide answers to important educational questions, whether there concern identification and placement, instructional planning, or monitoring of students' progress and program effectiveness. The purpose of the psychosocial skills assessment instrument is to make educators make instructional decisions and effective planning. The major concerns are the content of the student's curriculum, the instructional methods used to implement, and the overall effectiveness of the instructional program. The researcher used the criterion-referenced test in developing

the assessment instrument. The purpose of this is to evaluate the students' performance in relation to specific instructional objectives. The test items are tied to objectives, so the results are immediately applicable to instructional planning. Lewis and Mcloughlin (2010) note that criterion referenced tests have also been referred to as objective-referenced or domain-referenced instruments. They believe that this testing strategy is effective for determining "competency", especially as it relates to meeting instructional objectives. Through this, the teacher would be able to assess the strengths and weaknesses of kindergarten children with autism in terms to psychosocial skills and to give an early intervention program to modify their psychosocial deficits.

Through inculcating some strategies based on the psychosocial theory in the crafted tool for assessing psychosocial skills of children with autism, these children will be able to overcome difficulties in finding their identities and in socializing with peers.

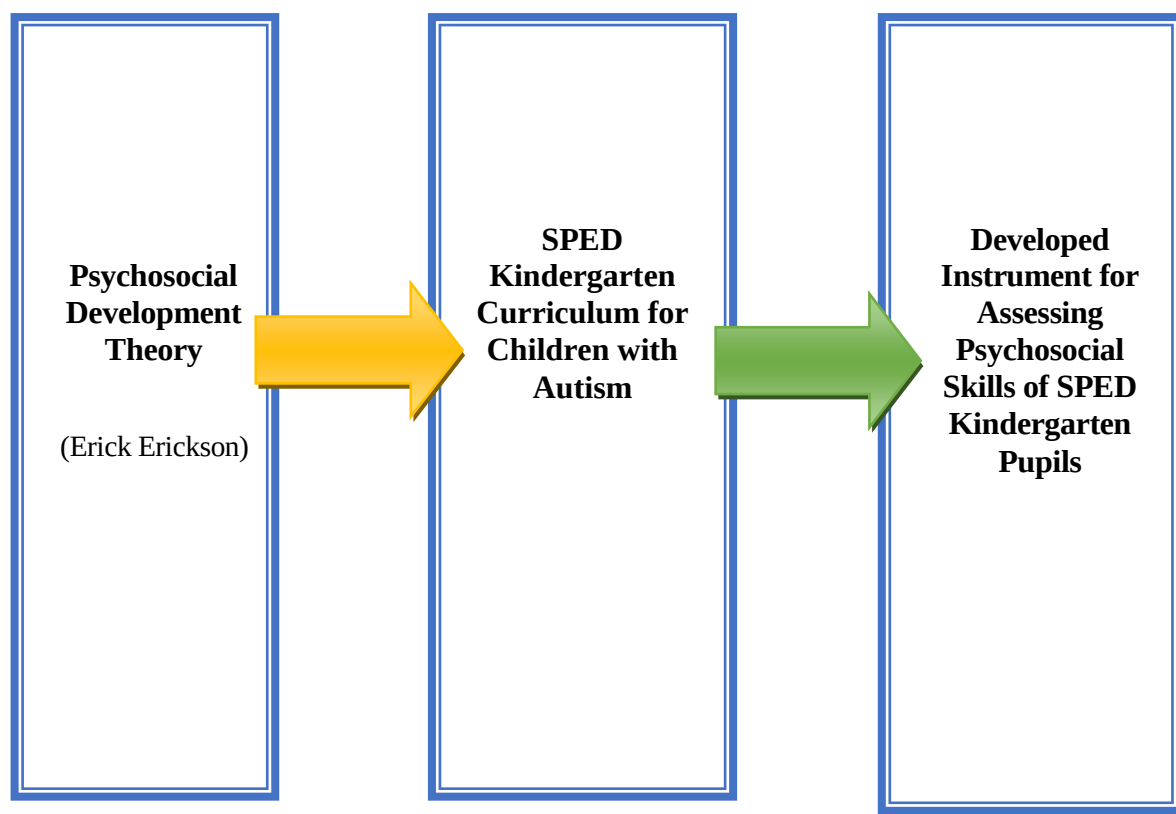


Figure 1 Conceptual Framework of the Study

3.1 Statement of Purpose

The main purpose of this study was to develop a curriculum-based instrument for assessing the Psychosocial Skills of children with autism.

Specifically, the study sought to:

1. Design a curriculum-based based instrument for assessing the psychosocial skills of children with autism.
2. Validate the curriculum-based based instrument for assessing the psychosocial skills of children with autism.
3. Revise and finalize the curriculum-based based instrument for assessing the psychosocial skills of children with autism.

1.4. Significance of the Study

Assessment is the process of gathering information for the purpose of making decision. Planning, monitoring, and evaluating the student's special education program require instructional decisions in assessment. This study can help in assessing the kindergarten children with autism to find out what specific instructional decision is needed in order to give intervention to the child and if the psychosocial skills development takes place, and if these children are able to apply them in real life situations.

This study may be beneficial to the following groups:

Kindergarten Children with Autism. The instrument developed in this study will measure their psychosocial learning's. It will also ultimately prepare them to do well balanced, age appropriate actions throughout their lives.

Parents. The study can be used by parents and help them in the selecting tasks that can be done at home and in the community to improve the psychosocial skills of their children.

Teachers. The teachers may use the instrument to measure if learning takes place especially on the psychosocial domain. The results of this study will give them the opportunity to plan and implement an intervention program to modify the children's disruptive behaviors.

School Administrators. This study will help them acquire the needed materials for developing the psychosocial skills of every K-CWA. It also helps them identify what intervention plan can be created to meet the needs of every K-CWA. It enables them to choose best learning materials or resources needed to develop the skills of these learners.

Researchers. This study will serve as a guide in their researches about the psychosocial impairment of children with autism and this will help them to try further studies on assessing children with autism.

1.5. Scope and Delimitation of the Study

This research focuses on the development of an assessment instrument on the psychosocial skills of children with autism based on the SPED Kindergarten Curriculum.

The SPED Kindergarten Curriculum served as the basis for the development of the assessment instrument and delimited to psychosocial domain. The psychosocial domain consist of eleven (11) learning standards and sixty (60) specific skills. All the skills was utilized in the development of the assessment instrument.

1.6. Definition of Terms

The following terms are the conceptual and operational definitions of terms, which are used in the study.

Assessment. This refers to the collection of researcher made rubrics that assign numerical values for assessing the psychosocial skills of children with autism.

Autism. This refers to the brain development disorder characterized by impaired social interaction and communication, and by restricted, repetitive or stereotyped behavior.

Instrument. This refers to the tools that were used to measure the psychosocial skills of children with autism.

Learning Standard. This refers to the skills that were used to develop the psychosocial skills instrument for kindergarten children with autism.

Psychosocial Development. This refers to the development of eye contact among Kindergarten children with autism, the ability to identify one's feelings, those of other members of the family and significant others, together with the ability to understand and relate to others.

Special Education. This refers to individually planned, systematically implemented and carefully evaluated instruction to help exceptional children acquire the greatest possible personal self-sufficiency and success in present and future environments.

SPED Kindergarten Curriculum. This was conceptualized for the educators to address and arrest the needs of the children with autism and ultimately to prepare them to do well-balanced, age-appropriate-actions throughout their lives.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents related literature and studies that helped the researcher in conceptualizing her study.

Assessment in Special Education

According to Lewis and McLoughlin (2010) Special education assessment is the assessment of students with disabilities. It can be defined as the systematic process of gathering educationally relevant information to make legal and instructional decisions about the provision of special services.

There are four aspects of this definition. First, assessment is an ongoing process, not a one-time event. Assessment takes place when students experience difficulty meeting the demands of the general education curriculum and is referred for consideration for special education services. Once students are eligible for special education services, assessment is continuous in the special education classroom and other school environments where special education teachers and others gather information related to the everyday concerns of instructions. Second, special education assessment is systematic. The interdisciplinary team meets to plan strategies for the collection of useful information. Special educators, psychologists, and speech-language clinicians' work together to ensure that sufficient information is gathered to answer important questions. Classroom assessment of students

with disabilities is also systematic. Teachers regularly monitor students' progress toward important instructional goals and, when necessary, modify instructional strategies. Third, special education assessment focuses on the collection of educationally relevant information. School performance is a major concern, and teachers and other professionals evaluate students' progress in all pertinent areas of the school curriculum. In addition to academic achievement, professionals are interested in students' language, social, and behavioral skills. Students' learning abilities and strategies for learning are concerns, as are the characteristics of the learning environments in which students are asked to participate. All of these factors contribute to a better understanding of students' strengths and weaknesses and the type of support they may require to succeed in school. Fourth, special education assessment is purposeful. Information is collected in order to make important decisions about schooling for students with special needs. Those decisions concern issues such as determining whether students meet legal criteria for special education services, selecting the most appropriate program and placement for students, setting instructional goals, choosing instructional methods and materials, and monitoring student progress and the effectiveness of instructional approaches.

Special educational assessment extends beyond the school years because infants, preschoolers, and young adults with disabilities are served by special education. For children with autism, assessment is integral in classifying the present skills of the child. Basically, it answers the educators' question on what area the child is in need of improvement. The assessment instrument indicates the different skills which are expected

for a child with autism to learn and integrate in his or her everyday life. Furthermore, the assessment instrument is crucial in planning the Individualized Education Plan or IEP. Educators prepare their IEP based on the assessment results.

Assessment is integral to the decision-making process and special educators use multiple types of assessment for a variety of educational decisions. (Lewis and Mcloughlin 2010). Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well to adjust instruction in response to ongoing learning progress.

Special educators must understand the legal policies and ethical principles of measurement and assessment related to referral eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. Special educators should understand the measurement theory and practices in addressing issues of validity, reliability, norms, bias, and interpretation of assessment results.

In addition, special educators should understand the appropriate uses and limitations of various types of assessments. Special educators should collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educator should conduct formal and informal assessments of behavior, learning, achievement, and environment to design learning experiences that support the growth and development of individuals with exceptional learning needs. Special educators should use assessment information to identify supports and adaptations required for individuals with

exceptional learning needs for them to participate in school, system, and statewide assessment programs. Special educators should regularly monitor the progress of individuals with exceptional learning needs in general and special curricula. Special educators should use appropriate technologies to support their assessments.

For children with autism, assessing the present level of psychosocial skills is integral in identifying what program should be given to further enhance the skills needed to be improved in them. Moreover, assessment instruments can also guide professionals such as teachers and developmental pediatricians in determining the appropriate and necessary educational placement. This assessment instrument identifies the areas that need to be enhanced so that remediation can be given to improve the child's psychosocial skills.

Millano (2008) conducted a study about children with autism. The study's main objective was to describe the development profile and achievement of children with autism who had undergone an early intensive behavioral individualized intervention. Millano used the purposive sampling technique and also used observations, interviews and questionnaire to gather data to support the described behavior and performance of the participants. She concluded that early intervention increases the developmental and educational gains of a child with autism and autism can be treated through proper intervention by trained professionals.

The study made by Aldaba (2011) served also as basis of this study. This is because her study primarily focused on enhancing social skills of children with autism however, her main concern was to develop modular activities, instead of an assessment instrument for

kindergarten children. The study also made use of the descriptive method of research. Both studies used similar groups of respondents, children with autism, and evaluators who are experts in Special Education. Some of the social skills observed by the experts that are needed to be enhanced children with autism are as follows: introducing yourself, starting a conversation and being responsible.

Meanwhile, Teope (2013) conducted a study on the development and validation of a developmental assessment instrument for children aged 3 to 4. This study also involved similar children and experts who validated the developmental assessment instrument.

SPED Kindergarten Curriculum

According to Mercado (2003), Special Education is an individually planned, systematically implemented and carefully evaluated instruction to help exceptional children acquire the greatest possible personal self-sufficiency and success in present and future environments. Stated in the book of Dizon (1999), in 1975, the Education for All Handicapped Children Act also known as Individuals with Disabilities Act, or IDEA was passed and changed the face of public education in the U.S.A. IDEA specified that all children, including those with disabilities, were entitled to a free appropriate public education or special education to be provided in a least-restrictive environment. This is also visible in the Philippine Republic Act N0. 7277, Chapter 2, Section 14, which states that:

“The State shall establish, maintain, and support a complete, adequate and integrated system of special education for the visually, hearing impaired, mentally retarded persons

and other types of exceptional children in all regions of the country”.

Special education manages the exceptional children whose special needs or abilities necessitate an individualized program of education. The goal of SPED is to eliminate or at least reduce the obstacles that might keep a child or adult with disabilities from full and active participation in school and in society.

In line with the goal of the Department of Education to achieve Education for All (EFA) by the year 2015, early childhood education has been put into law, (Section 2 of the Declaration of Policy in the Kindergarten Act), which states that the state is mandated to provide equal opportunities for all children to avail of accessible and compulsory kindergarten education that effectively promotes physical, social, intellectual, emotional development and values formation to prepare them for elementary schooling. This includes the children with special needs, Section 4 of Republic Act 10157 states that, in the institutionalization of Kindergarten Education, children with disabilities should be included. These are learners with special needs, the gifted and those with disabilities, and other diverse learners. An Early Intervention Program, in addition to the standards, should be provided for children with disabilities to prevent handicapping them further.

The SPED Kindergarten Curriculum (2012) states that the developmental disabilities of Kindergarten Children with Autism affect their skills in verbal and non-verbal communication, social interaction, and cognition which are evident during the early years of development. These result in developmental lags. Thus, there is need to provide an early intervention program for KCWA to develop their skills in the psychosocial,

psychomotor, cognitive, language and communication, interpersonal, daily living and self-help areas. The aim is to modify their behaviors. The curricular framework for kindergarten children with autism considers the developmental areas of the KCWA with mental age of 4-6 years old. It recommends the use of strategies that specifically address the learning needs, instructional levels, and interests of the learners and the use of either their mother tongue or English as the medium of instruction.

The Kindergarten Curriculum Framework for Children with Autism, of low functioning level, draws from the principles and goals of the K-12 Philippine Basic Education Curriculum Framework. It is aligned with the National Early Learning Framework (NELF). The curriculum for teaching Children with Autism considers the various developmental domains to be tackled in kindergarten. From these domains are drawn the developmental tasks or milestones that kindergarten children with autism should attain. These include the following: First is, cognition and communication development which refers to the ability to grasp the meaning of abstract concepts and their logical relations, and manipulate them to arrive at new ideas. This domain will develop attention and memory of Children with Autism in Kindergarten.

Second is, behavioral management which refers to the management of inappropriate behaviors, like defiant and pervasive behaviors common to Children with Autism. This includes skills in increasing attention span, showing sense of responsibility through play, games and other social activities.

Third, The daily living skills which refer to the development of the child's skills in managing one's self through self-feeding, toileting, dressing, grooming and proper hygiene. These self-help skills are essential in the development of independence.

Fourth are the, psychomotor skills which pertain to the child with autism's physical growth, and the development of skills related to the use of gross and fine motor development, receptive and projective manipulative skills and visual motor skills.

Fifth are, interpersonal skills which refer to the social development of the child with autism, through social skills like in play, and interaction with peers and adults. The formation of the children with autism's self-concept is also targeted in this domain.

Sixth are, psychosocial skills which refer to the development of eye contact among kindergarten children with autism, the ability to identify one's feelings, those of other members of the family and significant others, together with the ability to understand and relate to others. The researcher of the present study focused on the last domain, is the psychosocial skills to address the needs of children with autism and provide for them an early intervention program.

The psychosocial skills included in the SPED kindergarten curriculum served as the basis in the development of the assessment instrument, which is the output of this study. There are sixty (60) specific skills and eleven (11) learning standards govern these skills. The first two standards, "Extends and strengthens eye contact" and "Recognizes one's feelings and emotions" have seven specific skills. The third learning standard, "Accepts and understands the feelings and emotions of others" is divided into four specific skills.

Meanwhile, the fourth learning standard, “Knows one’s self”, has nine specific skills. The fifth learning standard, “Relates positively with other children, adults and significant others” consists of five specific skills. The sixth learning standard, “Acquires understanding on the similarities and differences among persons/ people” has only one specific skill. The seventh learning standard, “Conforms to his/her roles as a member of the family”, has six specific skills. The eighth learning standard, “Recognizes that a family lives in the house”, has three specific skills. The ninth learning standard, “Conforms to his/her roles in school”, has six specific skills. The tenth learning standard, “Conforms to his/her roles as a member of the community”, consists of six specific skills. Lastly, the eleventh learning standard, “Shows pride for being a Filipino”, is divided into six specific skills. All the psychosocial skills are included in the assessment instrument.

Psychosocial Development

Psychosocial Development is the child’s ability to interact with others, including helping themselves and practicing self-control. Harris (2006) cited examples of this type of development which include, among other, a six month old baby smiling, a ten month old baby saying his first word, a two year old learning to say “feet” instead of “foots”.

The Psychosocial Developmental Domain includes the growth, change, stability and diversity of human emotions that affect the life span personality traits, self and social awareness and identity, and the ability to create and maintain positive relationships with others.

During the early childhood period, children learn to use varied strategies to control their own emotional states. If approached by a particular animal that is dangerous, children may literally cover their eyes to block their view of it. When building structures out of blocks, children may talk to themselves as they construct, in order to encourage themselves and focus their attention on the task at hand. The emerging capability of children to use such strategies means that they show less emotional outburst with age.

Children who are successful in regulating negative emotional states are better liked by their peers and seen as more socially competent by their teachers.

Angeles (2003) proved that a person's emotional intelligence (EQ) might be a greater predictor of success than his/her intelligence (IQ). In an insight to an article in www.athealth.com entitled "Assessing your children's competence: The social attribute checklist", it was indicated that unless children achieve minimal social competence at about the age of six (6) years, they have a high probability of being at risk in adulthood in several ways. Other researchers also suggest that a child's long term social and emotional adaptation, academic and cognitive development and citizenship are enhanced by frequent opportunities to strengthen social competence during childhood. Children should be socially competent to surpass the challenges of the society. Social learning skills, therefore, must be integrated in the classroom since competence in socials is proven to affect the academic success of students.

In a study conducted by Graziano, Reavis, Keane, and Calkins (2007) they investigated the role of emotion regulation in children's early academic success. A

meditational analysis addressed the potential mechanism through which emotion regulation is related to children's early academic success. Results indicated that emotion regulation was positively associated with teacher's reports of children's academic success and productivity in the classroom, and standardized early literacy and math achievement scores. Contrary to prediction, the child's behavior problems and the quality of student-teacher relationship did not mediate these regulations. However, emotion regulation and quality of the student-teacher relationship uniquely predicted academic outcomes even after accounting for IQ. Findings were discussed in terms of how emotion regulation skills facilitate child's development into a positive student. Teacher relationship as well as cognitive processing and independent learning behavior are all important for academic motivation and process.

The biological and cognitive/communication features of autism can often be seen as culminating in the failure of the child with Autism to develop typical social knowledge, awareness, skills and abilities that are age appropriate. They are also apparent in how even fully cognitively intact and functionally verbal adults with mild autism and Asperger's will still tend to have idiosyncratic social relationship styles and atypical cultural perspectives, even with explicit skills training and a concerted effort to learn. Individuals with autism often do not develop a deep awareness or personal understanding of our own thoughts and feelings.

According to Feist (2009) Erik Erikson's psychosocial theory pertains to the development of the child's social interaction among himself, his peers and with his

environment. Thus, personality develops in a series of stages and describes the impact of social experience across the whole lifespan. He stated that ego identity is constantly changing due to new experiences and information acquired in daily interactions with others. Erick Erickson said that humans develop in psychosocial stages. In this theory, eight stages of development unfold as they go through in the life span.

Heffner (2014) enumerated and discussed the eight stages: The first stage, is trust versus mistrust. From birth to one year, children begin to learn the ability to trust others depending upon the consistency of the people that surround them. If trust is developed successfully, the child gains confidence and security in the world around him and is able to feel secure even when threatened. Unsuccessful completion of this stage can result in an inability to trust, and therefore a sense of fear about the inconsistent world may occur to the child. It may result in anxiety, heightened insecurities, and an over feeling of mistrust in the world around him.

The second stage, is autonomy vs. shame and doubt. Between the ages of one and three, children begin to assert their independence, by walking away from their mother, picking which toy to play with, and making choices about what they like to wear, to eat, etc. If children in this stage are encouraged and supported in their increased independence, they become more confident and secure in their own ability to survive in the world. If children are criticized, overly controlled, or not given the opportunity to assert themselves, they begin to feel inadequate in their ability to survive, and may then become overly dependent upon others. They lack self-esteem, and feel a sense of shame or doubt in their

own abilities.

The third stage, is initiative vs. guilt. Around age three and continuing to age six, children assert themselves more frequently. They begin to plan activities, make up games, and initiate activities with others. If given opportunities, children will develop a sense of initiative, and feel secure in their ability to lead others and make decisions. Conversely, if this tendency is squelched, either through criticism or control, children develop a sense of guilt. They may feel like a nuisance to others and will, therefore, remain followers, lacking in self-initiative.

Meanwhile, the fourth stage is industry vs. inferiority. From age six years to puberty, children begin to develop a sense of pride in their accomplishments. They initiate projects, see them through to completion, and feel good about what they have achieved. During this time, teachers play an increased role in the child's development. If children are encouraged and reinforced for their initiative, they begin to feel industrious and feel confident in their ability to achieve goals. If this initiative is not encouraged, if initiative is restricted parents or teacher, then the child begins to feel inferior, doubting his own abilities and therefore may not reach his potential.

The fifth stage is identity vs. role confusion. During adolescence, the transition from childhood to adulthood is most important. Children are becoming more independent, and begin to look at the future in terms of career, relationships, families, housing, etc. During this period, they explore possibilities and begin to form their own identity based on the outcomes of their explorations. This sense of knowing who they are can be hindered, which

can result in a sense of confusion about themselves and their role in the world.

The sixth stage, is intimacy vs. isolation. During young adulthood, we begin to share ourselves more intimately with others. We explore relationships leading toward longer term commitments with someone other than a family member. Successful completion can lead to comfortable relationships and a sense of commitment, safety, and care within a relationship. Avoiding intimacy, fearing commitment and relationships can lead to isolation, loneliness, and sometimes depression.

The seventh stage, is generativity vs. stagnation. During middle adulthood, we establish our careers, settle down within a relationship, begin our own families and develop a sense of being a part of the bigger picture. We give back to society through raising our children, being productive at work, and becoming involved in community activities and organizations. By failing to achieve these objectives, we become stagnant and feel unproductive.

Lastly, the eight stage is ego integrity vs. despair. As we grow older and become senior citizens, we tend to slow down our productivity, and explore life as retired persons. It is during this time that we contemplate our accomplishments and are able to develop integrity if we see ourselves leading a successful life. If we see our lives as unproductive, feel guilt about our pasts, or feel that we did not accomplish our life goals, we become dissatisfied with life and develop despair, often leading to depression and hopelessness.

In each stage of this theory, problems are encountered by humans. He said that the problems are believed to be turning points of increased vulnerability and enhanced

potential. The more persons resolve their problems successfully, the healthier developed they are.

As early as ages 4 to 6, a child with autism must be given the proper and necessary remediation and enhancement activities to develop such skills. In the assessment tool developed in this study, the target areas for improvement are the psychosocial skills in which the pupils are given varied activities focusing on the areas needed for psychosocial development

Autism

According to Cohen and Bolton (2008), Autism is a condition that affects some children from either birth or infancy, and leaves them unable to form normal social relationships or to develop normal communication. As a result, the child may become isolated from human contact and absorbed in a world of repetitive, obsessional activities and interest. Meanwhile, Mercado (2003) stated that Autism was formally identified in 1943. Dr. Leo Kanner of Johns Hopkins Hospital in Maryland is credited with the first structured description of children with autism. Kanner studied 11 children who exhibited poor social skills, self-abuse and repetitive or stereotyped patterns of behavior and named this phenomenon “early infantile autism.” The word autism is derived from the Latin root “auto”, meaning self. This refers to the morbid self-absorption of a schizophrenia patient. Dr. Kanner used the term to identify his young patients who lack interest in the outside, social world.

There are three components that a child with autism lacks; first is the impairment in social interaction, second is the qualitative impairment and restriction in communication and last is the repetitive pattern of behavior. The researcher therefore focused on the impairment in social interaction since this area is given the least priority to be developed by the SPED teacher. Thus, this assessment tool will further help the teacher to improve the area of socialization among children with autism.

Dawson (2010) stated that autistic children are profoundly impaired in personal relations. These impairments are probably a kind of unique autism. Children with autism also have disabilities in the realms of cognition, language and play. He stated that a crucial issue in the understanding of the psychology of autism is the nature of the relationship between social and non-social facets of the normal and the autistic children's development.

One of the main issues of autism has something to do with social skills. The way in which a person with Autism interacts with another individual is quite different compared with how the rest of the population behaves. Autism impacts the normal development of the brain in the areas of social interaction and communication skills. Children and adult with autism typically have difficulties in verbal and non-verbal communication, social interaction and leisure or play activities. The disorder makes it difficult for them to communicate with others and relate to the outside world. In some cases, aggressive and/or self-injury behavior may be present in a person with autism who exhibits repeated body movement such as hand flapping and rocking, unusual responses to people or attachments to objects and resistance to changes in routine. Individuals may also experience heightened

sensitivities in the five senses, sight, hearing, touch, smell and taste.

According to Edelson (1997), children with autism have a pronounced characteristic symptom of dysfunction in social behavior. This social problem is classified into three categories.

1. Socially avoidant. Children with autism are known to shun people. They hate to socialize with other beings, may these be adults or their own peers. Social avoidance is an act of escaping or having escaped from what one does not wish to incur, encounter or endure. This results to tantrums when they see people.
2. Socially indifferent. Children with autism do not mind being with people or being by themselves. They have a marked lack of concern for people and for themselves. They seem aloof, detached, and withdrawn. They do not mind if people, things and even themselves are in danger.
3. Socially awkward. Children with autism have a hard time making friends. Sometimes they lack physical ease and grace usually because of cocoas cumbersome built or poor coordination or inept lack of appropriateness and grace of expression. Children with autism love solitary play. They revolve around themselves and are self-centered.

Social behaviors enable one to relate to the environment and to interact with others in social settings (Dizon, 1999). Social behaviors are ways of behaving that result in pleasant companionship with emphasis on how individuals adapt and adjust to the

environment. These include social relationships and interactions, verbal and non-verbal communication and activities and interest.

In an article written by Frith (2003), about “Theory of Mind”, he emphasizes that children with autism have difficulty in anticipating other person’s perspectives. They lack complex elements in understanding what other people feel, perceive and think. They do not understand that other people have their own plans, thoughts, and points of view. Unlike regular children who have the ability to sympathize and empathize with other people, children with autism have difficulty understanding/ empathizing with others. Hence, they do not have the capacity to experience the feelings and thoughts of another individual because of self-centeredness. Sometimes children with autism seem smart enough to answer questions correctly when compared with regular children. Children with autism can even memorize letters A to Z, numbers one to one hundred or provinces with their capitals within three days because they are highly functional. They have sharp minds with very good memory. However, one distinction that separates them from regular children is their inability to rationalize. They are keen in memorizing lessons but when asked how they arrived at a certain answer, they do not know how to reason out. Children with autism do not understand that other people think differently from themselves and since they have their own world, they have difficulty socializing and communicating with others. The theory of mind is believed to be independent of intelligence and is a unique phenomenon to children with autism.

According to Wagaman (2008), the student with autism thrives on a predictable routine. When something unexpected happens, an autistic child has difficulty coping and may demonstrate some stereotypical autistic symptoms such as rocking, and repeating the same word or phrase. This repetition is calming, and efforts should be made to gently teach the child how to cope with changes in routine. Have the class routine written down so that you can refer to the schedule often throughout the day. Having a schedule taped on the student's desk may help as well. This way the child can look at the schedule himself and know what is coming next. This is especially helpful when the schedule changes – providing the student a written schedule will help him cope from one activity to another.

Special educators should provide legitimate learning opportunities that build academic and behavioral capacity for students with autism.

According to McDevitte (2010), teaching children with Autism is a challenging task for educators. Children with Autism present a unique array of problems that are confusing because they often seem inconsistent with what is known and understood about human learning and behavior. It is generally assumed, particularly in education, that all children follow similar development paths at various rates.

SYNTHESIS

Children with autism experience specific social difficulties that are different from children with other developmental disabilities. The social difficulties that children with autism experience are pervasive and lifelong. Modification and intervention is essential to help the children with autism with regards to their difficulties. To be able to address these social difficulties, we need to determine what each child's individual needs are in order to monitor the effectiveness of our teaching plans. Many assessment tools have been developed by other researchers to diagnose the specific problems of a child and documented the beneficial effects of teaching social skills to children with autism, but not all of the assessment tools address the detail needed for generating program plans for children with autism.

Since the Department of Education implemented the SPED kindergarten curriculum, the researcher utilized the curriculum to develop an instrument in assessing the psychosocial skills of children with autism in order to directly relate the results to instructional decision making.

Psychosocial skills assessment instrument for kindergarten children with autism have been a subject of great deal of research and theory constituting to the development of this research.

The theory of Erick Erickson's helped the researcher on what to consider in developing the psychosocial skills assessment instrument. The theory of Erickson's psychosocial development indicates that children need proper assistance and guidance in

developing their psychosocial skills. The classifications, characteristics and psychosocial deficits of autism were described thoroughly by Edelson helped the researcher in having a clearer picture of how the psychosocial skills of autism can be modified and improved. As well as the essence and importance developing and enhancing the psychosocial skills by Aldaba and Millano helped the researcher facilitate the study. Moreover, the readings from Lewis and Mcloughlin gave the researcher a comprehensive background about assessment in special education and the importance of assessment in special education. The review of literature and studies related and connected to this research paved the way on how the researcher will develop the psychosocial skills assessment instrument and how the assessment instrument can assist the SPED teachers in making their intervention and individualized educational program.

CHAPTER III

METHODOLOGY

This chapter presents the methodology, research design, instruments used, the respondents of the study, procedures in gathering and analyzing the data and also the results of the survey.

3.1. Research Design

The researcher utilized the descriptive developmental research design. The purpose of the descriptive design is to give the conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing (Best, 2006). The descriptive method was used in establishing the basis for the development of the curriculum-based assessment instrument and in presenting the results of the study. The concentration of this study is on the development of a curriculum-based instrument for assessing the psychosocial skills of children with autism based on the SPED Kindergarten Curriculum. The ADDIE Model was used to show the stages of development of the assessment instrument. The study is developmental because an assessment instrument was developed and validated. The analysis of data and interpretation of results are also presented in a descriptive manner.

3.2. Participants of the Study

The participants of the study were the kindergarten children with autism aged 4 to 6 who were purposively chosen at the Antipolo City SPED Center during the school year 2013-2014. The participants of the study include eight pupils with autism: seven (7) boys and one (1) girl. These children represent subjects A to H. Table 1 exhibits the profile of the subjects of the study.

Table 1
The Participants' Profile

Participants	Sex	Chronological Age
Child A	Male	5
Child B	Male	5
Child C	Male	5
Child D	Male	5
Child E	Male	5
Child F	Male	6
Child G	Male	6
Child H	Female	6

Table 2 shows the profile of the experts who shared their expertise in the validation of the instrument. The evaluators of the developed instrument include a pool of experts in special education and a psychologist. The experts are composed of one principal with 31 years in the service and attained a Master's degree in special education. The two SPED kindergarten teachers are still pursuing their Master's degree in special education. Meanwhile, the two college professors attained a doctoral degree in psychology and a Master's degree in Educational Management. The clinical psychologist is still pursuing his

Master's degree in clinical psychology. All the experts are qualified to validate the assessment instrument and determine if it is appropriate and suited to assess the psychosocial skills of kindergarten children with autism.

Table 2
The Experts' Profile

Expert	Present Position	No. Of Years in the Service	Highest Educational Attainment
1	College Professor	4 Years	Ma.Ed Educational Management
2	College Professor	32 Years	Ph.D in Psychology
3	Kindergarten Teacher of CWA	9 years	With Units in M.A.Ed. SPED
4	Kindergarten Teacher of CWA	3 years	With Units in M.A.Ed. SPED
5	Principal/OAS	31 years	OAS/ Master of Arts in Education
6	Clinical Psychologist	5 years	Master of Arts in Clinical Psychology

3.3. Setting of the Study

The study was conducted at the Antipolo City SPED Center. It is located at C. Lawis Ext. Barangay San Isidro, Antipolo City. It is the only public school in Antipolo that caters to children with special needs. It offers different programs such as: resource class, kindergarten program, SPED Grade 1 to Grade 6, transition program and mainstreaming program. The school is being managed by a school head. Twenty four SPED teachers, and eight teacher assistants are working together to attain the Education for All goal of the Department of Education.

3.4. Research Instrument

The researcher developed an instrument that assesses the psychosocial skills of kindergarten children with autism. The psychosocial skills assessment instrument for children with autism includes eleven (11) learning standards and all the sixty (60) specific skills using different activities, which were measured through the use of a four-item scale. The 4 point scale was used to interpret the performance of the kindergarten children with autism using the assessment instrument.

Table 3
4 – Point Scale to Interpret the Ratings given to the Respondents

Range of Values	Verbal Interpretation	Indicators
3.50 – 4.00	Highly Evident	Child can easily perform the activity
2.50 – 3.49	Evident	Child performance is average
1.50 – 2.49	Slightly Evident	Child has some difficulty performing the activity
1.00 – 1.49	Not Evident	Child cannot perform the activity

To establish the validity of the assessment instrument, the researcher sought the help of six (6) experts in the field of special education and assessment. Two (2) of the experts were college professors of the Philippine Normal University, one (1) was a principal, two (2) were SPED kindergarten teachers of Antipolo City SPED Center and one (1) was a psychologist of Fatima University, Antipolo. The assessment instrument was tried out among eight (8) kindergarten children with autism aged 4 to 6 in Antipolo City SPED Center.

The experts validated the psychosocial skills assessment instrument using an evaluation instrument with the following criteria: Content, Instructional Quality and Usability. The researcher computed the weighted mean to measure the quality of the evaluation. To establish the reliability of the assessment instrument the researcher conducted a test-retest of the instrument among the kindergarten children with autism.

The scores on the first test were correlated with the scores on the retest through the use of the Pearson r .

3.5. Data Gathering Procedure

The preparation of the psychosocial skills assessment instrument for children with autism underwent several stages. Each stage involved a set of activities. They are the following:

Stage 1 – Analysis

The psychosocial skills from the SPED kindergarten curriculum for children with autism from the Department of Education was the basis of this study. The researcher utilized the eleven (11) learning standards and the sixty (60) specific skills of the SPED kindergarten curriculum in developing the psychosocial skills assessment instrument. The information sources are incorporated into the assessment. The psychosocial skills assessment instrument has three parts. The first part is the parent interview to gather descriptions of the child's social skills at home and in community settings. The second part is the teacher's observation to gather data on the social skills manifested by the child in a

school setting, and lastly, the direct interaction with the child to gather information of the child's skills as observed during interaction.

Stage II – Design

This stage is comprised of the collection of all the needed materials in designing the assessment instrument. The researcher used varied references to come up with her version of an assessment instrument. The development of the assessment instrument was planned carefully in order to assess accurately the psychosocial skills of children with autism. The researcher selected illustrations and pictures used in the assessment instrument that would help in assessing and developing the psychosocial skills of the children with autism.

Furthermore, each activity is composed of objectives, directions to the examiner and procedures on how to conduct the assessment, and lastly, the scale and rubrics that was used to determine the strengths and weaknesses of the child with autism.

In addition, the assessment instrument guidelines contain the following: overview of the assessment instrument, instructions in administering the assessment instrument, description of the components, characteristics of the examiner, characteristics of the respondents, assessment set up, interpretation of results and report preparation.

Stage III – Development

This stage covers the actual development of the psychosocial skills assessment instrument. The sixty (60) specific skills in the curriculum-based assessment instrument are

classified under the eleven (11) learning standards and as follows: The first learning standard, “Extends and strengthens eye contact”, has seven specific skills. The second learning standard, “Recognizes one’s feelings and emotions” has seven specific skills. The third learning standard, “Accepts and understands the feelings and emotions of others” has four specific skills. Meanwhile, the fourth learning standard, “Knows one’s self”, has nine specific skills. The fifth learning standard, “Relates positively with other children, adults and significant others” consists of five specific skills. The sixth learning standard, “Acquires understanding on the similarities and differences among persons/people” has only one specific skill. The seventh learning standard, “Conforms to his/her roles as a member of the family”, has six specific skills. The eighth learning standard “Recognizes that a family lives in the house”, has three specific skills. The ninth learning standard, “Conforms to his/her roles in school”, has six specific skills. The tenth learning standard, “Conforms to his/her roles as a member of the community”, consists of six specific skills. The eleventh learning standard “Shows pride for being a Filipino”, has six specific skills.

Furthermore, the curriculum-based assessment instrument has the following parts: 1) Objectives, which focus on the purpose and skills that need to be assessed, 2) The Directions to the examiner with the procedure on how to execute the activity in the assessment instrument, and 3) the assessment scale and rubrics used to measure the skills and interpret the data gathered. It was also used to evaluate and determine the performance level of the child with autism.

Stage IV – Implementation

In this stage, the psychosocial skills assessment instrument for children with autism was validated by the six experts. The experts edited and revised the assessment instrument to be ready for administration to the kindergarten children with autism. After the validation and evaluation were done, the researcher made revisions based on the comments and suggestions of the experts.

The revised and approved curriculum-based assessment instrument was tried-out with the eight (8) children with autism. The respondents were 4 to 6 year old children with autism. They were enrolled for the school year 2013-2014 at the Antipolo City SPED Center.

To establish the reliability of the material the researcher conducted a test-retest of the instrument with an interval of one week. The try-out of the instrument was aimed to ensure that it is valid and reliable as an assessment instrument.

Stage V – Evaluation

The validation process was done through try-out and consultation with the experts. The psychosocial skills assessment instrument for kindergarten children with autism was presented to specialists in the field of assessment and special educators who validated the assessment instrument using an evaluation form with the following criteria: Content, Instructional Quality and Usability or usefulness of the instrument, formulated by the researcher.

Under the first criterion, the items were evaluated in terms of specificity, clarity, appropriateness and congruency of the information. This means that the contents of the psychosocial skills assessment instrument were checked in terms of their appropriateness as to level, the kind of students and the kind of activity given or asked. The second criterion is instructional quality of the assessment instrument. It was assessed in terms of how adequate and meaningful the assessment instrument is for the kindergarten children with autism. It was clear that the assessment instrument was developed based on the kind of the learners used in the study. Likewise, the relevance of the developed material to the needs of these learners was also assured. Finally the usefulness of the assessment instrument was evaluated. How the assessment instrument can help identify the strengths and weaknesses of kindergarten children with autism and how it can create opportunities for children with autism to learn were assessed.

The test retest method was used to ensure the reliability of the assessment instrument. To establish the reliability of the assessment instrument, the Pearson Moment correlation coefficient was utilized.

Figure 2 below shows the flowchart in the preparation of the Instrument for assessing the psychosocial skills of children with autism based on the SPED Kindergarten Curriculum.

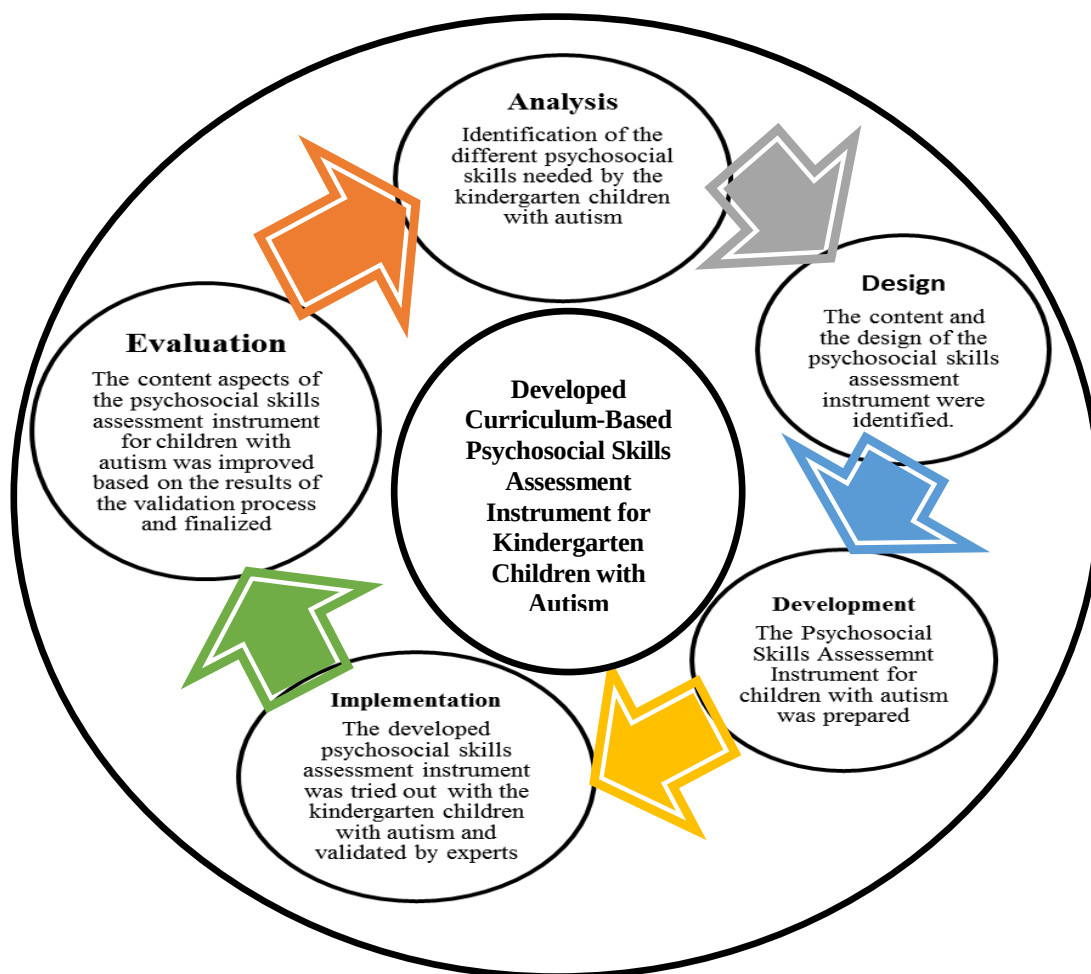


Figure 2 Stages in the preparation of the Curriculum – Based Instrument for Assessing the Psychosocial Skills of Kindergarten Children with Autism

3.6 Data Analysis

The evaluation results were analyzed using the weighted mean and the Pearson r to establish the reliability of the assessment instrument, the formulas used are as follows:

$$WM = \Sigma fx \frac{\text{scale value}}{N}$$

where:

WM = weighted mean

Σ = sum

f = frequency

N = total number of evaluators

The scale was used to interpret the improvement derived from the assessment of the psychosocial skills of children with autism.

A 5-point scale was used to interpret the values assigned by the experts in evaluating psychosocial skills of the children with autism using the assessment instrument.

Table 4.
5 – Point Scale to Interpret the Rating of the Experts

Scale	Scale Value	Range of Values	
5	Very Appropriate	4.50-5.00	Excellent
4	Appropriate	3.50-4.49	Very Satisfactory
3	Satisfactorily Appropriate	2.50-3.49	Satisfactory
2	Fairly Appropriate	1.50-2.49	Fair
1	Not Appropriate	1.00-1.49	Needs Improvement

If the total mean score is within the interval of 3.50-5.00, then the developed psychosocial skills assessment scale is deemed acceptable in all the three aspects: content, instructional quality and usability.

Pearson Product Moment Correlation Coefficient

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

r = Pearson correlation coefficient

x = Score in the first test administration

y = Score in the second test administration

x^2 = Squared score in the first administration

y^2 = Squared score in the second administration

xy = product of x and y

Σ = Summation of scores

Below is the guide used in interpreting the coefficient of correlation.

1.000 – 0.901 – Very High Correlation

0.800 – 0.701 – High Correlation

0.600 – 0.301 – Moderate Correlation

0.300 – 0.101 – Low Correlation

0.100 – 0.000 – Very Low Correlation

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the results or findings of the study. The problems and purposes presented in Chapter One are answered. Furthermore, the data gathered are analyzed, presented and interpreted in this chapter.

The curriculum-based psychosocial skills assessment instrument for Children with autism was developed to help the SPED teachers determine the specific skills that the children with autism need most and also for early intervention and remediation purposes.

4.1 Design a curriculum-based psychosocial skills assessment instrument for kindergarten children with autism

To attain the first objective of this research, the researcher utilized the kindergarten SPED curriculum for children with autism specifically the psychosocial domain. The assessment instrument was based on the eleven (11) learning standards and sixty (60) specific skills of the SPED kindergarten curriculum.

Table 4.1 presents the psychosocial skills from the SPED kindergarten curriculum for children with autism.

Table 4.1.
Psychosocial Skills from the SPED Kindergarten Curriculum for Children with Autism

STANDARDS	SPECIFIC SKILLS
1. Extends and strengthens eye contact	Responds with eye contact when name is called. Mirrors oneself while identifying body parts. Names different objects presented using visual cues. Describes different objects presented using visual cues. Names different objects presented using verbal cues. Describes different objects presented using verbal cues. Participates in play activities which involve eye contact
2. Recognizes one's feelings and emotions	Identifies different feelings -happiness, sadness, anger and fear. Imitates expressions of different feelings appropriate to different situations such as: - happiness ,sadness ,anger and fear Expresses different feelings and emotions appropriate to different situations. Exercises restraint of negative and unpleasant emotions like hatred, sadness, and fear. Shows self-control in the expression of hatred and frustration when advised by adults in the presence of other people. Responds positively to the advice of adults during difficult emotional situations. Manages oneself in a social gathering.
3. Accepts and understands the feelings and emotions of others	Shows understanding of the emotions of others. Responds with appropriate reactions to the feelings of others. Shows sensitivity to the feelings of others. Shows empathy with other people in a given emotional/social situation.
4. Knows oneself	Touches his/her head, eyes, nose, ears and lips. Points out his/her middle body parts such as hands, chest, stomach, hips. Imitates different movements of the hands -clapping -shaking -wiggling -waving (bye-bye) -closing/opening -clasping Points/touches

	-toes/feet -knees Imitates movements/simple movements of the feet/knee -walk -tip-toe -stamp -bend knees Tells what eyes, ears and nose are used for. Shows interest in one's own body- asks questions about its functions Tells something about himself/herself -name and surname -gender -age -likes and dislikes Makes positive statements about self
5. Relates positively with other children, adults and significant others	Plays cooperatively and harmoniously with other children. Shows affection and respect for other children and adults. Interacts with other children, adults, caregivers and significant others. Requests assistance and help from other children, adults and caregivers using prompts and verbal cues Describes what adults are doing and tells their likes and dislikes: father/mother, grandparents, Caregiver.
6. Acquires understanding of the similarities and differences among persons/ people	Identifies the similarities and differences among persons/people using pictures according to: -face -dressing -Interest -Personal belongings
7. Conforms with her/his roles as a member of the family	Names her/ his family members Describes her/ his family members Draws the members of her/ his family Participates in play activities with the family Shows a sense of fulfillment in carrying out her/ his simple roles as a family member Exhibits proper behavior at meal time.
8. Recognizes that a family lives in the house	Identifies the parts of the house Describes the parts of the house Identifies the people who live in the house
9. Conforms with his/ her roles in school	Names her/his school Recognizes the different persons/people working in school Identifies the different places in school Performs his/her simple roles as a pupil in school

	Talks about own feelings in relation to the play or activity undertaken Follows rules and regulations in the classroom and in school.
10. Conforms with his/her roles as a member of the community	Identifies the different community helpers through pictures/verbal and non-verbal cues. Tells the work of each community helper Identifies the different places in the community. Tells the importance of the different places in the community. Tells the simple roles and things that he/she can do for the community. Carries out his/her simple roles in the community.
11. Shows pride for being a Filipino	Identifies his/her Filipino citizenship Names his/her country Tells the symbol of our country Identifies the colors of the Philippine Flag Draws the Philippine Flag Stands straight when the Philippine National Anthem is played and when the Philippine Flag is raised using prompts and verbal cues.

As seen in the table, all of the psychosocial skills from the SPED kindergarten curriculum was utilized to develop an assessment instrument for kindergarten children with autism. The psychosocial assessment instrument can be used to assess the psychosocial skills of children with autism to serve as basis for educational placement and instructional plan.

In connection with the theory of Erick Erickson, the assessment instrument is composed of different skills that will develop their basic strength of hope, will, and purpose. Since, the assessment instrument is intended for children aged four to six, it covers the first to third stages of the psychosocial development theory in which each child experiences different psychosocial crises. In the first stage, which is trust vs. mistrust, age 0 to 1, child needs to learn to trust that their parents will meet their basic need. If a child's

basic needs are not properly met at this age, he or she might grow up with a general mistrust of the world. In the assessment instrument, the learning standards no. 5, 6 and 7 where in the child can relate positively with other children, adults and significant others, acquires understanding of the similarities and differences among persons/ people and conforms with her/his roles as a member of the family are the skills and indicators that would determine if the child acquired the skills that develops hope.

The second stage is autonomy vs. shame and doubt ages 2 to 3. As toddlers, children begin to develop independence and start to learn that they can do some things on their own. If a child is not encouraged properly at this age, he or she might develop shame and doubt about their abilities. The learning standards no. 1, 2, 3 and 4 in which the child should extends and strengthens eye contact, knows oneself, accepts and understands the feelings and emotions of others and recognizes one's feelings and emotions are the skills and indicators if the child developed the will to do the things on his own and if the child was encourage and was properly guided by his or her parents.

Lastly, the third stage is initiative vs. guilt ages 4 to 6. As preschoolers, children continue to develop more independence and start to do things of their own initiative. If a child is not able to take initiative and succeed at appropriate tasks, he or she might develop guilt over their needs and desires. The learning standards no. 8, 9, 10 and 11 where in the child should recognize that a family lives in the house, conform to his/ her roles in school, conform to his/her roles as a member of the community, and shows pride for being a Filipino are the indicators if the child developed the sense of purpose. Through this the

parents would be able to identify what specific support that the child with autism needs.

The psychosocial skills assessment instrument covers different activities that assess the attitude of the child towards his family, school and community. Furthermore, the assessment instrument is composed of different activities which consist of the following parts: Objectives were it focuses on the purpose and skills that needs to be assessed. Next is the Directions to the examiner and procedure on how to execute the activity in the assessment instrument. Lastly, the assessment scale and rubrics that was used to measure gather and interpret the data. It was also used to see and evaluate the performance level of the child with autism.

In addition, the psychosocial skills assessment instrument guide contains the following: Overview of the assessment instrument which contains the reason and purpose of the instrument. Instructions on administering the assessment instrument it is the guide of the examiner on how to conduct and how to interpret the assessment instrument. Next is the Description of components, it covers the parts of the instrument where the sources of information are gathered. Characteristics of the examiner it describes who will conduct the assessment instrument. Characteristics of the respondents it describes the information needed about the child. Assessment set up it covers the place and ambiance during the assessment. Lastly, the interpretation and report preparation it includes on how to evaluate the results and how to prepare the report on the result of the assessment.

4.2 Validate the curriculum-based psychosocial skills assessment instrument.

To answer the second objective of this study, the researcher presented the developed material to the specialists in the field of assessment and special education who validated the psychosocial skills assessment instrument using an evaluation instrument with the following criteria: Content, Instructional Quality and Usability, formulated by the researcher.

The content criterion of the psychosocial skills assessment instrument deals with the appropriateness of all information in terms of psychosocial skills and as well as relevance to present situation. On the other hand, the instructional quality focuses on the suitability of the assessment instrument to the kindergarten children with autism, the level of difficulty and the interactivity of the assessment instrument. These are significant to ensure the adequacy of the psychosocial skills assessment instrument for the reinforcement of learning. The final component is usability. It deals with ease or facility in the use of the psychosocial skills assessment instrument.

The various tables below present the results of the evaluation of the experts of the content of the curriculum-based psychosocial skills assessment instrument.

Table 4.2 summarizes the evaluation of the special education specialists on the content of the developed psychosocial skills assessment instrument for kindergarten children with autism

The table shows the items on which the content of the assessment material was evaluated. All the six evaluators found the content to be very appropriate and congruent

with the objectives of the curriculum since it had a mean of 5.00, which may imply that the instrument is presented in a clear and understandable way for both teachers and children with autism. The content of the assessment material is suitable in assessing the psychosocial skills of children with autism.

Table 4.2.
Summary of the Validation of the Content of the Psychosocial Skills Assessment Instrument by Special Education Specialists

Content	Evaluators						Total	Weighted Mean	Interpretation
Criteria	1	2	3	4	5	6			
1. The psychosocial skills assessment instrument is appropriate and relevant to the SPED kindergarten curriculum.	5	5	5	5	5	5	30	5	Excellent
2. The psychosocial skills assessment instrument is congruent with the objectives in the SPED kindergarten curriculum.	5	5	5	5	5	5	30	5	Excellent
3. The psychosocial skills assessment instrument is simple and has a clear layout.	5	5	5	5	5	5	30	5	Excellent
4. The psychosocial skills assessment instrument is presented with specific instructions to be followed	5	5	5	5	5	5	30	5	Excellent
5. The psychosocial skills assessment instrument is carefully sequenced.	5	5	5	5	5	5	30	5	Excellent
Mean								5.00	

As seen in the results in Table 4.2, the five criteria are congruent to Erik Erikson's Psychosocial Theory wherein social experiences play a vital role in developing a child's behavior. The SPED Kindergarten Curriculum aims to develop the psychosocial, psychomotor, cognitive, language and communication, interpersonal, daily living and self-

help areas. The SPED Kindergarten Curriculum aims to modify the behavior of a child with autism.

Table 4.3.
Summary of the Validation of the Instructional Quality of the Psychosocial Skills
Assessment Instrument by Special Education Specialists

Instructional Quality	Evaluators						Total	Weighted Mean	Interpretation
Criteria	1	2	3	4	5	6			
1. The sequence of information in the psychosocial skills assessment instrument is logical and intuitive.	5	5	5	4	5	5	29	4.83	Excellent
2. All the information in the psychosocial skills assessment instrument are clear and direct.	5	5	5	5	5	5	30	5	Excellent
3. The level of difficulty in the psychosocial skills assessment instrument is appropriate for the target population.	5	4	5	5	5	5	29	4.83	Excellent
4. The presentation of criteria is adequate and engaging.	5	4	5	4	5	5	28	4.67	Excellent
5. The psychosocial skills assessment instrument can reinforce learning.	5	4	5	4	5	5	28	4.67	Excellent
Mean								4.8	

Meanwhile, Table 4.3 summarizes the evaluation of the special education specialists on the instructional quality of the developed psychosocial skills assessment instrument for kindergarten children with autism.

As seen in this table, the instructional quality of the developed psychosocial skills assessment material had a mean of 4.80. Criteria no. 2 pertaining to the clarity and

directness of all information in the psychosocial skills assessment got the highest weighted mean of 5, which is interpreted as Excellent. Criteria nos. 1 and 3 attained the same weighted mean of 4.83, interpreted as Excellent. On the other hand, Criteria nos. 4 and 5 got the weighted mean of 4.67, interpreted as Excellent, which means that it is very appropriate and adequate for the children with autism. This implies that the developed assessment material is apt for the learners. The items are clear and direct for the intended target audience and can reinforce learning.

Furthermore, the SPED teachers who used and evaluated the assessment instrument described the information as clear and direct. As stated in IDEA's guidelines on the selection and conduct of assessment instrument (2004) which pertains to the child's educational needs, the said assessment instrument provides the necessary, clear and direct information about the evaluation of a child with autism's psychosocial skills.

Table 4.4 tackles about the summary of the evaluation on the usefulness of the psychosocial skills assessment instrument by special education specialist. The overall mean in Table 4.3 is 4.90, based on the evaluation of the special education specialists. Criteria nos. 3 and 4 concerning the incorporated activities for children with autism got a weighted mean of 5, interpreted as excellent. Criteria nos. 1, 2 and 5 on the area of assessing the strengths and weaknesses, providing real-life tasks attuned for children with autism attained a weighted mean of 4.83, interpreted as Excellent.

Table 4.4.
Summary of the Validation on the Usefulness of the Psychosocial Skills Assessment
Instrument by Special Education Specialists

Usefulness	Evaluators						Total	Weighted Mean	Interpretation
Criteria	1	2	3	4	5	6			
1. The psychosocial skills assessment instrument can assess the strengths and weaknesses of kindergarten children with autism.	5	5	5	4	5	5	29	4.83	Excellent
2. The psychosocial skills assessment instrument provides real- life tasks applicable to children with autism.	5	4	5	5	5	5	29	4.83	Excellent
3. The psychosocial skills assessment instrument creates an opportunity for children with autism to learn.	5	5	5	5	5	5	30	5	Excellent
4. The psychosocial skills assessment instrument is realistic, that is, based on the daily life activities of a child with autism.	5	5	5	5	5	5	30	5	Excellent
5. The psychosocial skills assessment instrument is attuned to the learning abilities of the learner.	5	5	5	4	5	5	29	4.83	Excellent
Mean								4.90	

The usability of the developed psychosocial skills assessment material obtained a weighted mean of 4.90. It is assured to be attuned to the learning abilities of the learner and it can be used to assess the strengths and weaknesses of kindergarten children with autism. The assessment material provides real life tasks applicable to children with autism and it is realistic, that is, based on the daily life activities of a child with autism.

The assessment instrument was tried out among eight (8) kindergarten children with autism aged 4 to 6 in Antipolo City SPED Center. The researcher used the weighted mean

to analyze and interpret the quality of the evaluation data. To establish the reliability of the assessment instrument the researcher conducted a test retest among the kindergarten children with autism.

Table 5.1
Mean Ratings and Verbal Interpretations of the Try-out Results of the Psychosocial Skills Assessment Instrument in terms of Standard No. 1

Participants	Psychosocial Skills in Learning Standard No. 1							Total Rating	Mean Rating	Interpretation
	1	2	3	4	5	6	7			
Child A	1	4	4	4	3	1	2	19	2.71	Evident
Child B	4	4	4	3	2	2	2	21	3.00	Evident
Child C	4	4	2	3	4	2	1	20	2.86	Evident
Child D	1	3	3	2	2	1	2	14	2.00	Slightly Evident
Child E	1	2	1	4	4	3	1	16	2.29	Slightly Evident
Child F	2	1	1	1	1	2	1	9	1.29	Not Evident
Child G	1	2	3	1	2	1	2	12	1.71	Slightly Evident
Child H	3	2	4	4	4	2	2	21	3.00	Evident

Legend (Ratings): 1 – Not Evident; 2 – Slightly Evident; 3 – Evident; 4 – Very Evident

Table 5.1 presents the summary of the results of the try-out of the psychosocial skills assessment instrument administered to the kindergarten children with autism. The table shows the weighted mean of the students' performance in each of the sixty specific skills in the eleven learning standards of the SPED kindergarten curriculum.

In the first learning standard, "Extends and strengthens eye contact", Child A obtained the highest score of 4 in skill nos. 2, 3 and 4, which means that the child was observed as very good in mirroring himself while identifying the body parts, the child can name different objects presented to him using visual cues and he can describe different

objects presented using visual cues. The child got the lowest score of 1 in skill nos. 1 and 6 where in the child cannot respond with eye contact when his name is called and cannot describe different objects presented to him using verbal cues. Moreover, Child A obtained a weighted mean of 2.71, interpreted as “Evident”, which means that the child was observed as moderately good in identifying pictures using visual cues and he needs improvement in responding through eye contact and describing objects.

Meanwhile, Child B received the highest score of 4 in skill nos. 1, 2, and 3 which means that the child can respond when his name is called, the child can mirror himself while identifying the body parts, and he can name different objects presented using visual cues. This child got 2 as his lowest score for skill nos. 5, 6, and 7. This means that the child can name and describe different objects presented to him using verbal cues and he can participate in play activities that involve eye contact, but with some assistance. In addition, Child B obtained an overall weighted mean of 3.00, interpreted as “Evident”, which means that the child has joint attention and is good in visual cues, but still needs improvement in terms of communication skills.

Child C got the highest score of 4 in skill nos. 1, 2, and 5, which implies that the child can respond when his name is called, the child can mirror himself while identifying the body parts, he can name different objects presented using visual cues and can name different objects presented to him using verbal cues, while in skill no. 7, the child got the lowest score of 1, which means that the child cannot participate in play activities involving eye contact. Likewise, the child obtained a weighted mean of 2.86, interpreted as

“Evident”. This child is good in naming objects using verbal cues but he still needs improvement in play activities.

Child D registered the highest score of 4 in skill nos. 2 and 3. He can mirror himself while identifying the body parts, and he can name different objects presented using visual cues. The child got the lowest rating of 1 in skill nos. 1 and 6, which means that he cannot respond using eye contact when his name is called and cannot describe different objects presented to him using verbal cues. Furthermore, the child got a weighted mean of 2.00 interpreted as “Slightly Evident”, which means that he still needs improvement in developing eye contact and in play activities.

Child E obtained the highest rating of 4 in skill nos. 4 and 5 which means that he can name and describe different objects presented to him using visual cues. The child is weak in terms of skill nos. 1, 3, and 7, where he got the lowest rating of 1. The child cannot respond using eye contact when his name is called, and he cannot participate in play activities which involve eye contact. Moreover, the child received a weighted mean of 2.29 interpreted as “Slightly Evident” which means that the child needs intervention in activities involving eye contact and play activities. The highest rating obtained by Child F is 2, which he got for skill nos. 1 and 6 where the child was observed to be slightly good in responding using eye contact when his name is called and in describing different objects presented using verbal cues. This child got the lowest rating of 1 in skill nos. 2, 3, 4, 5, and 7, which means that the child cannot mirror himself while identifying the body parts, cannot name and describe different objects presented to him using visual cues, neither can

he participate in play activities that involve eye contact. In addition, the child got a weighted mean of 1.29 interpreted as “Not Evident”. This child needs intervention in all the seven skills under standard no. 1.

Child G received 3 as his highest rating and this is for skill no. 3, which means that the child can name different objects presented to him using visual cues. In skill nos. 1, 4 and 6, this child got the lowest score of 1, which means that the child cannot respond using eye contact when his name is called and he cannot describe different objects presented to him using visual and verbal cues. Moreover, the child obtained a weighted mean of 1.71, interpreted as “Slightly Evident” which means the child needs improvement in six out of the 7 skills under standard no. 2.

Lastly, Child H got the highest score of 4 in skill nos. 3, 4, and 5. Thus, the child can name and describe different objects presented to him using visual cues and can name different objects presented using verbal cues. Her lowest rating is 2, which she obtained for skill nos. 2, 6, and 7. This child needs assistance in mirroring herself while identifying the body parts, in describing different objects presented to her using verbal cues and in participating in play activities that involve eye contact. In addition, this child obtained a weighted mean of 3.00, interpreted as “Evident”. She still needs improvement in naming and describing objects using verbal cues.

In terms of the “identification” skills, the children with autism are good in memorizing but they have difficulty in expressing their answers or thoughts verbally.

Thus, the results for Standard No. 1 on extending and strengthening of eye contact

further support McDevitt's (2010), contention that children with autism lack one of the skills in communication. Therefore, this research was conducted to develop an assessment instrument which will help in identifying the psychosocial skills that the child with autism needs to develop.

Table 5.2.
Weighted Mean and Verbal Interpretation of the Try-out Results of the Psychosocial Skills Assessment Instrument in terms of Standard No. 2

Participants	Psychosocial Skills in Standard No. 2							Total Rating	Mean Rating	Interpretation
	8	9	10	11	12	13	14			
Child A	1	1	1	1	1	1	2	8	1.14	Not Evident
Child B	2	2	2	2	2	1	1	12	1.71	Slightly Evident
Child C	1	1	1	2	2	2	2	11	1.57	Slightly Evident
Child D	2	1	1	1	2	3	1	11	1.57	Slightly Evident
Child E	1	1	1	1	1	1	3	9	1.29	Not Evident
Child F	2	2	2	3	3	3	3	18	2.57	Evident
Child G	1	1	1	1	1	1	1	7	1.00	Not Evident
Child H	3	2	2	1	1	1	2	12	1.71	Slightly Evident

Legend (Ratings): 1 – Not Evident; 2 – Slightly Evident; 3 – Evident; 4 – Very Evident

In the second learning standard, which is “Recognizes one’s feelings and emotions”, Child A got 2 as his highest rating and this is for skill no. 14, implying that the child can slightly manage himself in a social gathering. In all the other skills, this child got a rating of 1. He cannot identify different feelings such as happiness, sadness, anger and fear, cannot imitate expressions of different feelings appropriate to different situations, cannot express different feelings and emotions appropriate to different situations, cannot exercise restraint of negative and unpleasant emotions like hatred, sadness, and fear, cannot show self-control in the expression of hatred and frustration when advised by adults in the

presence of other people and cannot respond positively to the advice of adults during difficult emotional situations. In addition, the child obtained a weighted mean of 1.14, interpreted as “Not Evident” which means he really needs intervention in recognizing his feelings and emotions.

Child B is slightly better than Child A because he obtained a rating of 2 in five skills (nos. 8, 9, 10, 11 and 12) which means that the child is slightly skilled in identifying the different feelings of happiness, sadness, anger and fear, in imitating expressions of different feelings appropriate to different situations, in expressing different feelings and emotions appropriate to different situations, in exercising restraint of negative and unpleasant emotions like hatred, sadness, and fear, and in showing self-control in the expression of hatred and frustration when advised by adults in the presence of other people. The lowest rating of 1 was obtained by this child for the skill nos.13 and 14, for this child cannot respond positively to the advice of adults during difficult emotional situations, and cannot manage himself in a social gathering. Furthermore, this child obtained a weighted mean rating of 1.71, interpreted as “Slightly Evident”, which is an indication that the child needs intervention for him to develop his psychosocial skills.

Likewise, Child C is no better than the Child B for he also received 2 as his highest rating, which he obtained for skill nos. 11, 12, 13, and 14. This finding indicates that this child can barely exercise restraint of negative and unpleasant emotions like hatred, sadness, and fear, can hardly show self-control in the expression of hatred and frustration when advised by adults in the presence of other people, can hardly respond positively to the

advice of adults during difficult emotional situations, and can barely manage himself in a social gathering. This child got the lowest rating of 1 for the skill nos. 8, 9, and 10, implying that he lacks the following skills: 1) identifies different feelings such as happiness, sadness, anger and fear, 2) imitates expressions of different feelings appropriate to different situations, 3) expresses different feelings and emotions appropriate to different situations, and 4) exercises restraint of negative and unpleasant emotions like hatred, sadness, and fear. Furthermore, this child obtained a weighted mean rating of 1.57, interpreted as “Slightly Evident” which means this child also intervention, just the first two respondents.

Child D obtained the score of 3 in skill no. 13, meaning that the child can respond positively to the advice of adults during difficult emotional situations, while she obtained the lowest rating of 1 for skill nos. 9, 10, 11, and 14. The child needs to develop the following skills: 1) expresses different feelings and emotions appropriate to different situations, 2) exercises restraint of negative and unpleasant emotions like hatred, sadness, and fear, and 3) manages oneself in a social gathering. Moreover, the child obtained a weighted mean of 1.57, interpreted as “Slightly Evident” which means that the child needs improvement in showing and expressing his feelings and emotions.

Child E received a rating of 3 in skill no. 14 which shows that this child can manage himself in a social gathering, but he received a rating of 1 in all the other 6 skills under standard no. 2 (skill nos. 8, 9, 10, 11, 12 and 13)/ This means that there is a need for this child to develop the following skills: 1) identifies the different feelings, 2) imitates

expressions of different feelings appropriate to different situations, 3) expresses different feelings and emotions appropriate to different situations, 4) exercises restraint of negative and unpleasant emotions like hatred, sadness, and fear, 5) shows self-control in the expression of hatred and frustration when advised by adults in the presence of other people, and 6) responds positively to the advice of adults during difficult emotional situations. In addition, the child received a weighted mean rating of 1.29, interpreted as “Not Evident” which means that the child needs support and intervention for him to develop the skills in controlling his emotions and in expressing himself.

Child F obtained a rating of 3 in skill nos. 11, 12, 13, and 14, which shows that this child performed better than the first five subjects. In fact, this child obtained the highest mean rating of 2.57, the only mean rating interpreted as “Evident”, in terms of the skills under standard no. 2. This child can exercise restraint of negative and unpleasant emotions. He can show self-control in the expression of hatred and frustration when advised by adults in the presence of other people, can respond positively to the advice of adults during difficult emotional situations, and can manage himself in a social gathering. The lowest rating of this child is 2, which he got for the skill nos. 8, 9, and 10. This child needs little assistance to be able to behave better in different kinds of situations.

Meanwhile, Child G made the poorest performance among all the 8 subjects in terms of the skills under standard no.2, for he obtained a rating of 1 in all the 7 skills. This means that this child needs immediate and intervention and remediation to enable him to express, identify the different emotions and behave properly in different kinds of situations.

Lastly, child H got a rating of 3 in skill no. 8 which means that the child can identify the different feelings. The only girl-subject got a rating of either 1 or 2 in the other 6 skills. She got a rating of 1 in skill nos. 11, 12, and 13, which means that the child cannot exercises restraint of negative and unpleasant emotions, cannot show self-control in the expression of hatred and frustration when advised by adults in the presence of other people, and cannot respond positively to the advice of adults during difficult emotional situations. Child H received a mean rating of 1.71, interpreted as “Slightly Evident” which implies that the child has difficulty in showing and expressing his emotions.

Edelson (1997) stated that children with autism are characterized as socially indifferent since they lack the capacity to exhibit concern for themselves and for others. Frith (2003) believe that children with autism do not display empathy and they are not capable of experiencing the feelings and thoughts of others because of their self-centeredness.

Table 5.3.
Mean Ratings and Verbal Interpretations of the Try-out Results of the Psychosocial Skills Assessment Instrument in terms of Standard No. 3

Participants	Psychosocial Skills in Standard No. 3				Total Rating	Mean Rating	Interpretation
	15	16	17	18			
Child A	1	1	1	1	4	1	Not Evident
Child B	1	1	1	1	4	1	Not Evident
Child C	2	1	2	1	6	1.5	Slightly Evident
Child D	3	1	1	1	6	1.5	Slightly Evident
Child E	2	2	2	3	9	2.25	Slightly Evident
Child F	3	3	2	2	10	2.5	Evident
Child G	2	1	1	2	6	1.5	Slightly Evident
Child H	2	1	2	2	7	1.75	Slightly Evident

Legend (Ratings): 1 – Not Evident; 2 – Slightly Evident; 3 – Evident; 4 – Very Evident

It is shown in the table above that only Child F obtained a mean rating (2.5), interpreted as “Evident” in terms of the skills under standard no. 3. Two of the subjects, Children A and B got mean ratings of 1, meaning that these two children do not show evidence that they possess said skills.

The third standard is “Accepts and understands the feelings and emotions of others”. Children A and B obtained the lowest score of 1 in all the skills under this standard. They need improvement in these skills. Thus, an intervention program is necessary for them to be able to improve their understanding, empathy and sensitivity to the feelings of others.

Child C’s highest rating of 2 was obtained for skill nos. 15 and 17 which means that the child can slightly show understanding of and sensitivity to the feelings and emotions of others. This child got the lowest mean score of 1 in skill nos. 16 and 18, which means that

the child cannot respond with appropriate reactions to the feelings of others and cannot show empathy with other people in given emotional/ social situations. Child C obtained a weighted mean of 1.5, interpreted as “Slightly Evident” which means that the child needs intervention activities that will enhance his empathy and sensitivity to the feelings of others.

Child D got a rating of 3 in skill no. 15 which shows that the child can show understanding of the feeling of others. This child obtained the lowest rating of 1 in skill nos. 16, 17, and 18, which implies that the child cannot respond with appropriate reactions to the feelings of others, cannot show sensitivity to the feelings of others, and cannot show empathy with other people in given emotional/ social situations. In addition, the child got a weighted mean of 1.5 interpreted as “Slightly Evident” which means that the child needs intervention and remediation that would enhance his emotions and understanding of the feelings of others.

Child E received a rating of 3 in skill no. 18 where the child shows empathy with other people in given emotional/ situations, while in the other three skills (nos. 15, 16, and 17), the child got a rating of 2, the lowest rating that he received. This means that the child can slightly show understanding of the emotions of others, can barely respond with appropriate reactions to the feelings of others and can show little sensitivity to the feelings of others. Furthermore, this child obtained a mean rating of 2.25, interpreted as “Slightly Evident”. This child needs training and activities that will improve emotions towards other people.

Child F obtained a rating of 3 in skill nos. 15 and 16, which means that the child shows understanding of the emotions of others and responds with appropriate reactions to the feelings of others, while in the skill nos. 17 and 18, the child got the score of 2 which means that he shows sensitivity to the feelings of others and shows empathy with other people in a given emotional/social situation. Child F obtained a mean rating of 2.5, the only mean rating with an interpretation of “Evident”. This child needs little training on how to show sensitivity and empathy towards other people.

The highest rating that Child G received is 2, and this is for skill nos. 15 and 18, which shows that the child can slightly show understanding and empathy towards the feelings of others. In the skill nos. 16 and 17, the child got a lowest score of 1, which means that the child cannot respond with appropriate reactions to the feelings of others and cannot show sensitivity to the feelings of others. Child G obtained a mean rating of 1.5, interpreted as “Slightly Evident”. This child needs intervention to be able to show appropriate reactions and sensitivity to others.

Lastly, Child H got a rating of 2, her highest rating in standard no. 3, in skill nos. 15, 17, and 18 which shows that the child can slightly show understanding of the emotions of others, and sensitivity to the feelings of others. In skill no. 16, the child got a lowest rating of 1 which means that she cannot respond with appropriate reactions to the feelings of others. Furthermore, the child obtained a mean rating of 1.75, interpreted as “Slightly Evident”. This result shows that the child needs intervention and remediation that would help him develop the skill to respond with appropriate reactions to the feelings of others.

The above findings attest to the fact that children with autism have a low level of sensitivity towards the feelings of others.

The results are inclined to agree with a conclusion in a study conducted by Edelson (1997) that children with autism are socially indifferent and awkward since they have difficulties in socializing with their peers, they do not mind being with people and they lack concern for other people and for themselves.

Table 5.4.
Mean Ratings and Verbal Interpretations of the Try-out Results of the Psychosocial Skills Assessment Instrument in terms of Standard No. 4

Participants	Psychosocial Skills in Standard No. 4									Total Rating	Mean Rating	Interpretation
	19	20	21	22	23	24	25	26	27			
Child A	3	2	4	4	4	1	1	2	1	22	2.44	Slightly Evident
Child B	2	2	2	2	2	2	1	2	1	16	1.78	Slightly Evident
Child C	1	2	4	4	4	3	2	1	1	22	2.44	Slightly Evident
Child D	4	2	3	2	2	1	1	2	1	18	2.00	Slightly Evident
Child E	2	2	4	4	2	4	1	1	1	21	2.33	Slightly Evident
Child F	2	2	2	2	2	2	3	2	1	18	2.00	Slightly Evident
Child G	2	1	4	2	2	1	1	1	2	16	1.78	Slightly Evident
Child H	2	4	2	2	3	1	1	2	1	18	2.00	Slightly Evident

Legend (Ratings): 1 – Not Evident; 2 – Slightly Evident; 3 – Evident; 4 – Very Evident

Meanwhile, in the fourth learning standard, “Knows one’s self”, Child A obtained the highest rating of 4 in skill nos. 21, 22, and 23, therefore, he can very well imitate different movements of the hands such as clapping, shaking, wiggling, waving, closing/opening, clasping, can point/touch toes/feet, knees, and movements/simple movements of the feet/knees. In skill nos. 24, 25 and 27, the child got the lowest rating of 1, which shows that the child cannot tell what the eyes, the ears and the nose are used for,

cannot show interest in his own body, cannot ask questions about the body's functions and cannot make positive statements about himself. In addition, the child obtained a weighted mean of 2.44, interpreted as "Slightly Evident" which means that the child needs remediation and intervention in knowing about his body parts and making positive statements about himself.

Child B obtained a score of 2 in skill nos. 19, 20, 21, 22, 23, 24, 25 and 27 which shows that the child can only slightly perform the following skills: touch his/her head, eyes, nose, ears and lips, point out his/her middle body parts such as his hands, chest, stomach, hips, imitate different movements of the hands such as clapping, shaking, wiggling, waving, closing/opening, clasping, points/touches his toes/feet, knees, imitate movements/simple movements of the feet/knees, tell what the eyes, the ears and the nose are used for, show interest in his own body and ask questions about the functions of the body. In skill no. 26, the child got the lowest rating of 1, which indicates that the child cannot tell something about himself. Moreover, this child obtained a mean rating of 1.78, interpreted as "Slightly Evident" which means that the child needs training and assistance to be able to tell something about himself.

Child C got the highest rating of 4 in skill nos. 21, 22, and 23 which means that the child can imitate different movements of the hands, can point/ touch the lower body parts, and can imitate movements/simple movements of the feet/knees. In skill nos. 19, 26, and 27, the child got the lowest score of 1, because the child cannot touch his/her head, eyes, nose, ears and lips, cannot tell something about himself and cannot make a positive

statement about himself. Child C obtained a mean rating of 2.44, interpreted as “Slightly Evident” which means that there is a need for the child to enhance some skills under standard no.4, particularly in telling something about himself and in describing himself positively.

Child D obtained the highest rating of 4 in skill no. 19 for the child does very well the skill in touching his/ her head, eyes, nose, ears, and lips. The lowest rating of 1 was obtained by this child in skill nos. 24, 25, and 27. The child cannot tell what her eyes, ears and nose are used for, cannot show interest in his own body parts when asked questions about their functions and cannot make positive statements about himself. Furthermore, the child obtained a weighted mean of 2.00, interpreted as “Slightly Evident”. This child needs intervention so that he can develop the skills in telling something about his likes and dislikes and in describing himself positively.

Child E received the highest rating of 4 in skill nos. 21, 22, and 24 because he can very well do the following activities: imitate different movements of the hand, point/ touch his lower body parts and tell what the eyes, the nose, and the ears are used for. In skill nos. 25, 26, and 27, this child got the lowest score of 1 because he cannot do the following activities: show interest in his own body parts when asked questions about their functions, tell something about himself, and make positive statements about himself. Furthermore, the child obtained a mean rating of 2.33, interpreted as “Slightly Evident”. This child needs intervention to improve his skills in telling something about himself and in making positive statement about himself.

Child F obtained the highest rating of 4 in skill no. 25 for he shows interest in his own body parts when asked questions about their functions. In skill no. 27, the child got the lowest score of 1 because he cannot make positive statements about himself. This child got a mean rating of 2.00, interpreted as “Slightly Evident”. He needs activities that will enhance his skill in describing himself positively.

Child G received the highest rating of 4 in skill no. 21 because the child can very well imitate different movements of the hands such as clapping, shaking, wiggling, waving, closing/opening, and clasping. The lowest rating of 1 was given to this child for skill nos. 20, 24, 25 and 26. This child cannot perform the following activities: point his/ her middle body parts, tell what his eyes, ears, and nose are used for, show interest in his own body parts when asked questions about their functions and tell something about himself. This child obtained a mean rating of 1.78, interpreted as “Slightly Evident”, and he needs help in knowing about himself.

Lastly, Child H got the highest rating of 4 in skill no. 20 because this child can point out his/ her middle body parts, while in skill nos. 24, 25, and 27, the child got a lowest rating of 1 because she cannot do the following: tell what her eyes, ears, and nose are used for, show interest in her own body parts when asked questions about their functions, and positive statements about herself. This child obtained a mean rating of 2.00, interpreted as of “Slightly Evident”, indicating a need for this child to know more about himself.

This result confirms the fact that children with autism are poor in verbal reasoning and they cannot tell something about themselves. They can identify the parts of their body

but they can hardly explain their functions.

The results agree with Frith's (2003) conclusion that children with autism have a very sharp and good memory but lack the capacity to rationalize and arrive at a good answer.

Table 5.5.
Mean Ratings and Verbal Interpretations of the Try-out Results of the Psychosocial Skills Assessment Instrument in terms of Standard No. 5

Participants	Psychosocial Skills in Learning Standard No. 5					Total Rating	Mean Rating	Interpretation
	28	29	30	31	32			
Child A	3	2	2	4	2	13	2.6	Evident
Child B	2	1	2	1	1	7	1.4	Not Evident
Child C	1	1	1	1	1	5	1	Not Evident
Child D	4	3	3	2	1	13	2.6	Evident
Child E	1	1	3	2	1	8	1.6	Not Evident
Child F	1	3	2	3	2	11	2.2	Slightly Evident
Child G	2	2	2	2	2	10	2	Slightly Evident
Child H	3	2	2	3	1	11	2.2	Slightly Evident

Legend (Ratings): 1 – Not Evident; 2 – Slightly Evident; 3 – Evident; 4 – Very Evident

Table 5.5 below shows that in the fifth learning standard, "Relates positively with other children, adults and significant others", Child A received the highest rating of 4 in skill no. 31, which means that the child's skill in requesting assistance and help from other children, adults and caregivers using prompts and verbal cues was fully developed. This child got a rating of 2, his lowest rating, in skill nos. 29, 30, and 32. This means that the child is slightly capable of doing these activities: show affection and respect for other children and adults, interact with other children, adults, caregivers and significant others,

and describe what adults are doing and tell their likes and dislikes are. This child obtained a mean rating of 2.6, interpreted as “Evident”. This child still needs improvement in his interaction with other people. .

Meanwhile, Child B got a rating of 2 in skill nos. 28 and 30 where in the child can play cooperatively and harmoniously with other children and interacts with other children, adults, caregivers and significant others while in the skills no. 29, 31, and 32 got the lowest score of 1 which the child cannot show affection and respect for other children and adults, request assistance and help from other children, adults and caregivers using prompts and verbal cues and describes what adults are doing and tells their likes and dislikes. Moreover, the child obtained a weighted mean of 1.40 with an interpretation of “Not Evident” which means that the child needs to develop his interaction and expressive skills.

Child C obtained a lowest score of 1 with a weighted mean of 1.00 with an interpretation of “Not Evident” in all the skills involving standard no. 5 which means that the child needs intervention on how to relate positively with other people.

Child D receive a highest score of 4 in skill no. 28 where in the child can play cooperatively and harmoniously with other children while in the skill no. 32 got the lowest score of 1 which the child cannot describes what adults are doing and tells their likes and dislikes. Moreover, the child obtained a weighted mean of 2.60 with an interpretation of “Evident” which means that the child still needs improvement in knowing the likes and dislikes of other people.

Child E obtained a highest score of 3 in skill no. 30 in which the child can interacts

with other children, adults, caregivers and significant others while in the skills no. 28, 29, and 32 the child got a lowest score of 1 in which the child cannot play cooperatively and harmoniously with other children, show affection and respect for other children and adults and describes what adults are doing and tell their likes and dislikes. Furthermore, the child obtained a weighted mean of 1.60 with an interpretation of “Not Evident” which means that the child needs improvement in showing affection and respecting other people.

Child F received a highest score of 3 in skills no. 29 and 31 where in the child can show affection and respect for other children and adults and request assistance and help from other children, adults and caregivers using prompts and verbal cues while in the skill no. 28 the child cannot play cooperatively and harmoniously with other children. In addition, the child obtained a weighted mean of 2.2 with an interpretation of “Slightly Evident” which shows that the child needs play activities that will enhance his socialization skills.

Likewise, Child G got a highest rating of 2 with a weighted mean of 2.00 with an interpretation of “Slightly Evident” which means that the child needs improvement in relating positively with others.

Lastly, Child H obtained a highest rating of 3 in skills no. 28 and 31 in which the child can play cooperatively and harmoniously with other children and can request assistance and help from other children, adults and caregivers using prompts and verbal cues while in the skill no. 32 the child obtained a lowest score of 1 in which the child cannot describe what adults are doing and tells their likes and dislikes. In addition, the child

obtained a weighted mean of 2.2 with an interpretation of “Slightly Evident” which means that the child needs enhancement in observing and telling what other people are doing. Based from Frith (2003), children with autism are incapable of socializing and interacting with others; oftentimes, they would express themselves through anger or tantrums for them to be fully understood by peers or adults.

Table 5.6.
Mean Rating and Verbal Interpretations of the Try-out Results of the Psychosocial Skills Assessment Instrument in terms of Standard No. 6

Participants	Psychosocial Skills in terms to Standard No. 6	Total Rating	Mean Score	Interpretation
	33			
Child A	1	1	1	Not Evident
Child B	1	1	1	Not Evident
Child C	2	2	2	Slightly Evident
Child D	1	1	1	Not Evident
Child E	2	2	2	Slightly Evident
Child F	2	2	2	Slightly Evident
Child G	1	1	1	Not Evident
Child H	1	1	1	Not Evident

Legend (Ratings): 1 – Not Evident; 2 – Slightly Evident; 3 – Evident; 4 – Very Evident

In the sixth learning standard, “Acquires understanding on the similarities and differences among persons/ people”, Child A, Child B, Child D, Child G, and Child H obtained a score of 1 in all of the skills with a weighted mean of 1.00 and interpretation of “Not Evident” while the Child C, Child E, and Child F obtained a score of 2 with a weighted mean of 2.00 and with an interpretation of “Slightly Evident” which shows that the children needs a program that will enhance their understanding on the similarities and differences among people.

Cohen and Bolton (2008), Autism is a condition that affects some children from either birth or infancy, and leaves them unable to form normal social relationship or to develop normal communication in which hinders them in telling the differences and similarities in people.

Table 5.7.
Mean Ratings and Verbal Interpretations of the Try-out Results of the Psychosocial Skills Assessment Instrument in terms of Standard No. 7

Participants	Psychosocial Skills in terms to Standard No. 7						Total Rating	Mean Rating	Interpretation
	34	35	36	37	38	39			
Child A	1	1	2	2	1	2	9	1.50	Slightly Evident
Child B	2	1	2	2	2	3	12	2.00	Slightly Evident
Child C	2	2	3	3	3	3	16	2.67	Evident
Child D	2	2	2	2	1	2	11	1.83	Slightly Evident
Child E	1	2	1	1	2	2	9	1.50	Slightly Evident
Child F	1	2	2	3	3	3	14	2.33	Slightly Evident
Child G	1	1	1	1	2	2	8	1.33	Not Evident
Child H	2	1	3	2	1	2	11	1.83	Slightly Evident

Legend (Ratings): 1 – Not Evident; 2 – Slightly Evident; 3 – Evident; 4 – Very Evident

In the seventh learning standard, “Conforms to his/her roles as a member of the family”, Child A obtained a highest score of 2 in skills no. 36, 37, and 39 in which the child can draw the members of his/ her family, participates in play activities with the family and exhibits proper behavior at meal time while in the skills no. 34, 35, and 38 the child got a lowest score of 1 where in the child cannot name his/ her family members, describes his/ her family members and shows sense of fulfillment in carrying out his/ her simple roles as a family members. In addition, the child obtained a weighted mean of 1.50 with an

interpretation of “Slightly Evident” which means the child needs to train in calling the names of his family members and modeling to him on how to appreciate the different roles of the members of the family.

Likewise, Child B got a highest score of 3 in skill no. 39 in which the child can exhibit proper behavior at meal time while in the skill no. 35 the child got a lowest score of 1 where in the child cannot show sense of fulfillment in carrying out his/ her simple roles as a family members. Moreover, the child obtained a weighted mean of 2.00 with an interpretation of “Slightly Evident” which means the child needs to be involved in different activities at home so that he can able to appreciate the things that he can do.

Child C received a highest score of 3 in skills no. 36, 37, 38, and 39 in which the child can draw the members of his/ her family, participates in play activities with the family, shows sense of fulfillment in carrying out his/ her simple roles as a family member and exhibits proper behavior at meal time while in the skills no. 34 and 35 the child got a lowest score of 2 where in the child cannot name his/ her family members and describes his/ her family members. In addition, the child obtained a weighted mean of 2.67 with an interpretation of “Evident” which means the child still needs improvement in calling the names of his family members.

Child D obtained a highest score of 2 in skills no. 34, 35, 36, 37, and 39 in which the child can name his/ her family members, describe his/ her family members, draw the members of his/ her family, participates in play activities with the family and exhibits proper behavior at meal time while in the skill no. 38 the child got a lowest score of 1

where in the child cannot show sense of fulfillment in carrying out his/ her simple roles as a family members. Furthermore, the child obtained a weighted mean of 1.83 with an interpretation of “Slightly Evident” which means that the child needs involvement in different activities at home.

Child E obtained a highest score of 2 in skills no. 35, 38, and 39 where in the child can describe his/ her family, shows sense of fulfillment in carrying out his/ her simple role as a family members and exhibits proper behavior at meal time while in the skills no. 34, 36, and 37 the child got a lowest score of 1 where in the child cannot name his/ her family members, draw the members of his/ her family and participates in play activities with the family. In addition, the child obtained a weighted mean of 1.50 with an interpretation of “Slightly Evident” which means the child needs to train in calling the names of his family members and interacting with his family members.

Child F got a highest rating of 3 in skills no. 37, 38, and 39 in where in the child can participates in play activities with the family, shows sense of fulfillment in carrying out his/ her simple role as a family members and exhibits proper behavior at meal time while in the skill no. 34 child got a lowest score of 1 in which the child cannot name his/ her family members. Moreover, the child obtained a weighted mean of 2.33 with an interpretation of “Slightly Evident” which means the child needs to train in calling the names of his family members.

Child G obtained a highest score of 2 in skills no. 38 and 39 in which the child can show sense of fulfillment in carrying out his/ her simple roles as a family member while in

the skills no. 34, 35, 36 and 37 the child got a lowest score of 1 where in the child cannot name his/ her family members, describes his/ her family members, draws the member of his/ her family and participates in play activities with the family. In addition, the child obtained a weighted mean of 1.33 with an interpretation of “Not Evident” which means the child has to be involved in different activities at home.

Lastly, Child H received a highest score of 3 in skills no. 36 in which the child can draw the members of his/ her family while in the skills no. 35 and 38 the child got a lowest score of 1 where in the child cannot describes his/ her family members and shows sense of fulfillment in carrying out his/ her simple roles as a family members. In addition, the child obtained a weighted mean of 1.83 with an interpretation of “Slightly Evident” which means the child should feel the love of his family members in order for him to learn this specific skill.

The result also is in relation with the study conducted by Aldaba (2011) that such social skills relating to being responsible need to be developed.

Table 5.8.
Mean Rating and Verbal Interpretations of the Try-out Results of the Psychosocial Skills Assessment Instrument in terms of Standard No. 8

Participants	Psychosocial Skills in Standard No. 8			Total Rating	Mean Rating	Interpretation
	40	41	42			
Child A	2	1	1	4	1.33	Not Evident
Child B	2	2	2	6	2.00	Slightly Evident
Child C	3	2	2	7	2.33	Slightly Evident
Child D	2	1	2	5	1.67	Slightly Evident
Child E	2	2	3	7	2.33	Slightly Evident
Child F	3	2	1	6	2.00	Slightly Evident
Child G	3	1	2	6	2.00	Slightly Evident
Child H	2	1	1	4	1.33	Not Evident

Legend (Ratings): 1 – Not Evident; 2 – Slightly Evident; 3 – Evident; 4 – Very Evident

In the eighth learning standard, “Recognizes that a family lives in the house”, Child A obtained a highest score of 2 in skill no. 40 in which the child can identify the parts of the house while in the skills no. 41 and 42 the child got the lowest rating of 1 which means that the child cannot describe the parts of the house and identify the people who live in the house. Moreover, the child obtained a weighted mean of 1.33 with an interpretation of “Not Evident” which means that the child needs remediation in identifying the people around him and describing the parts of the house.

Meanwhile, Child B got a rating of 2 in all of the skills in standard no. 8 with a weighted mean of 2.00 with an interpretation of “Slightly Evident” which means that the child needs to identify the people and places around him.

Child C received a highest score of 3 in skill no. 40 in which the child can identify

the parts of the house while in the skills no. 41 and 42 the child got the lowest rating of 2 which means that the child can somehow describe the parts of the house and identify the people who live in the house. Moreover, the child obtained a weighted mean of 2.33 with an interpretation of “Slightly Evident” which means that the child needs remediation in identifying the people around him and describing the parts of the house.

Child D obtained a highest score of 2 in skills no. 40 and 41 in which the child can identify the parts of the house and describe the parts of the house while in the skills no. 42 the child got the lowest rating of 1 which means that the child cannot name his/ her school. In addition, the child obtained a weighted mean of 1.67 with an interpretation of “Slightly Evident” which means that the child activities that will remind him of the name of his school.

Child E got a highest score of 3 in skill no. 42 where in the child can identify the people who live in the house while the in the skills no. 40 and 41 the child got the lowest score of 2 which means that the child cannot identify and describe the parts of the house Furthermore, the child obtained a weighted mean of 2.33 with an interpretation of “Slightly Evident” which means that the child needs training on how to identify the different parts of the house.

Child F obtained a highest rating of 3 in skill no. 40 in which the child can identify the parts of the house while in the skill no. 42 the child got the lowest rating of 1 which means that the child cannot identify the people who live in the house. In addition, the child obtained a weighted mean of 2.00 with an interpretation of “Not Evident” which means

that the child needs remediation in identifying the people around him.

Moreover, Child G received a highest score of 2 in skill no. 40 in which the child can identify the parts of the house while in the skills no. 41 and 42 the child got the lowest rating of 1 which means that the child cannot describe the parts of the house and identify the people who live in the house. Furthermore, the child obtained a weighted mean of 1.33 with an interpretation of “Not Evident” which means that the child needs enhancement in identifying the people around him and describing the parts of the house.

Children with autism can easily identify the parts but hardly describes each part. This only proves that they are not into rationalization. Frith (2003) stated that children with autism are unable to relay their logical answers verbally but instead can identify or absorb information quickly.

Table 5.9.

Mean Ratings and Verbal Interpretations of the Try-out of the Psychosocial Skills Assessment Instrument in terms to Standard No. 9

Participants	Psychosocial Skills in terms to Standard No. 9						Total Rating	Mean Rating	Interpretation
	43	44	45	46	47	48			
Child A	2	2	2	1	1	2	10	1.67	Slightly Evident
Child B	3	3	3	2	1	1	13	2.17	Slightly Evident
Child C	2	2	2	3	3	3	15	2.50	Evident
Child D	1	2	2	2	1	2	10	1.67	Slightly Evident
Child E	3	2	4	4	4	2	19	3.17	Evident
Child F	1	2	2	2	1	1	9	1.50	Slightly Evident
Child G	2	2	2	2	2	1	11	1.83	Slightly Evident
Child H	1	2	2	2	2	1	10	1.67	Slightly Evident

Legend (Ratings): 1 – Not Evident; 2 – Slightly Evident; 3 – Evident; 4 – Very Evident

In the ninth learning standard, “Conforms to his/her roles in school”, Child A got a highest rating of 2 in skills no. 43, 44, 45, and 48 where in the child can name his/ her school, recognize the different persons/ people working in school, identifies the different places in school and follows rules and regulations in the classroom and in school while in the skills no. 46 and 47 the child obtained a lowest score of 1 where in the child cannot performs simple roles as a pupil in school and talks about own feeling in relation to the play activity undertaken. In addition, the child obtained a weighted mean of 1.67 with an interpretation of “Slightly Evident” which implies that the child knows the different people working in school but his having a hard time identifying talking about his roles in school.

Meanwhile, Child B obtained a highest rating of 3 in skills no. 43, 44, and 45 where in the child can name his/ her school, recognize the different persons/ people working in school and identifies the different places in while in the skills no. 47 and 48 the child got a lowest score of 1 where in the child cannot talks about his own feelings in relation to the play activity undertaken and follow rules and regulations in classroom and in school. Moreover, the child got a weighted mean of 2.17 with an interpretation of “Slightly Evident” which implies that the child needs constant reminder on how to follow some rules and expressing his feelings when he is socializing.

Child C received a highest rating of 3 in skills no. 46, 47, and 48 where in the child can perform his/ her simple roles as a pupil in school, talks about own feelings in relation to the play activity undertaken and follows rules and regulations in the classroom and in

school while in the skills no. 43, 44, and 45 child obtained a lowest score of 2 in which the child cannot name his/ her school properly, recognizes the different persons/ people working in school and identify the different places in school. Furthermore, the child obtained a weighted mean of 2.50 with an interpretation of “Evident” which implies that the child needs activity wherein he can tell or say the people around him.

Next, Child D got a highest rating of 2 in skills no. 44, 45, 46, and 48 in which the child can recognize the different persons/ people working in school, identifies the different places in school, performs his/ her simple roles as a pupil in school and follows rules and regulations in the classroom and in school while in the skills no. 43 and 47 the child obtained a lowest score of 1 in which the child cannot name his/ her school and talks about own feeling in relation to the play activity undertaken. In addition, the child obtained a weighted mean of 1.67 with an interpretation of “Slightly Evident” which implies that the child needs training on how to express his feelings.

Child E obtained a highest rating of 4 in skills no. 45, 46, and 47 where in the child can identify the different places in school, performs his/ her simple roles as a pupil in school and talk about own feelings in relation to the play activity undertaken while in the skills no. 44 and 48 the child obtained a lowest score of 2 where in the child cannot slightly recognize the different persons/ people working in school and follows rules and regulations in the classroom and in school. Moreover, the child got a weighted mean of 3.17 with an interpretation of “Evident” which means that the child needs activities that will help him recognize the people around him.

Furthermore, Child F got a highest rating of 2 in skills no. 44, 45, and 46 in which the child can slightly recognize the different persons/ people working in school, identifies the different places in school, and performs his/ her simple roles as a pupil in school while in the skills no. 43, 47, and 48 the child obtained a lowest score of 1 where in the child cannot name his/ her school, talks about own feeling in relation to the play activity undertaken and follow rules and regulations in the classroom and in school. In addition, the child obtained a weighted mean of 1.50 with an interpretation of “Slightly Evident” which implies that the child needs activities that would involve play and telling stories about his experiences.

Child G received a highest rating of 2 in skills no. 43, 44, 45, 46, and 47 where in the child can somehow name his/ her school, recognize different people working in school, identify the different places in school, performs his simple roles as a pupil in school and talks about own feelings in relation to the activity undertaken while in the skill no. 48 the child got a lowest score of 1 which means that the child cannot follow rules and regulations in the classroom and in school. Furthermore, the child obtained a weighted mean of 1.83 with an interpretation of “Slightly Evident” which means the child needs behavior modification in order for him to follow some rules in school.

Lastly, Child H got a highest rating of 2 in skills no. 44, 45, 46, and 47 in which the child can somehow recognize the different persons/ people working in school, identifies the different places in school, performs his/ her simple roles as a pupil in school and talks about own feelings in relation to the play activity undertaken while in the skills no. 43 and

48 the child obtained a lowest score of 1 in which the child cannot name his/ her school and follow rules and regulations in the classroom and in school. In addition, the child obtained a weighted mean of 1.67 with an interpretation of “Slightly Evident” which implies that the child needs activities that will remind him of the name of the school and follow some rules implemented in school.

In relation with the results children with autism can be attached but they don’t engage in some of the attention-sharing behaviors, they fail to look when people talk at them and they don’t use social gestures as stated from the three categories of social problems by Edelson (1997).

Table 5.10.
Mean Ratings and Verbal Interpretations of the Try-out Results of the Psychosocial Skills Assessment Instrument in terms of Standard No. 10

Participants	Psychosocial Skills in Standard No. 10						Total Rating	Mean Rating	Interpretation
	49	50	51	52	53	54			
Child A	1	1	1	1	1	1	6	1.00	Not Evident
Child B	3	2	4	1	1	1	12	2.00	Slightly Evident
Child C	3	2	3	2	2	3	15	2.50	Evident
Child D	2	2	2	1	2	2	11	1.83	Slightly Evident
Child E	4	3	4	3	3	2	19	3.17	Evident
Child F	1	2	2	2	2	1	10	1.67	Slightly Evident
Child G	1	1	1	1	1	1	6	1.00	Not Evident
Child H	2	1	1	2	1	1	8	1.33	Not Evident

Legend (Ratings): 1 – Not Evident; 2 – Slightly Evident; 3 – Evident; 4 – Very Evident

In the tenth learning standard, “Conforms to his/her roles as a member of the community”, Child A got a rating of 1 in all of the skills under the standard no. 10 with a

weighted mean of 1.00 and with an interpretation of “Not Evident” which means that the child early intervention in telling the importance of the different place in the community and the different roles of the community helpers.

In addition, Child B obtained a highest rating of 4 in skill no. 51 where the child can identify the different place in the community while in the skills no. 52, 53, and 54 obtained a lowest score of 1 which means the child cannot tell the importance of the different places in the community, tell the simple roles and things that one can do for the community and carries his simple roles in the community. Child B also got a weighted mean of 2.00 with an interpretation of “Slightly Evident” which means that the child to practice communicating and giving him responsibilities that would help him develop independence.

Child C received a highest rating of 3 in skills no. 49, 51, and 54 where in the child can name the different community helpers through pictures verbal and non- verbal cues, identify the different places in the community and carries his simple roles in the community while the skills no. 50, 52, and 53 the child got a lowest score of 2 which the child cannot tell the work of each community helpers, tell the importance of the different places in the community and tells the simple roles and things that one can do for the community. Furthermore, the child obtained a weighted mean of 2.50 with an interpretation of “Evident” which means that the child needs activities that will involve him in the community.

Child D obtained a highest rating of 2 in skills no. 49, 50, 51, 53, and 54 where in the child can somehow name the different community helpers through pictures/verbal and non-verbal cues, tells the work of each community helper, identifies the different places in the community, tells the simple roles and things that he/she can do for the community and carries out his/her simple roles in the community while in the skill no. 52 the child got a lowest mean of 1 which means that the child cannot tell the importance of the different places in the community. In addition, the child obtained a weighted mean of 1.83 with an interpretation of “Slightly Evident” which means the child should be exposed to the different places in the community so that he would be able to identify it and appreciate it.

Child E received a highest rating of 4 in the skills no. 49 and 51 in which the child can name the different community helpers through pictures/verbal and non-verbal cues and tells the work of each community helper while in the skill no. 54 the child obtained a lowest rating of 2 where in the child cannot carry his simple roles in the community. Child obtained a weighted mean of 3.17 with an interpretation of “Evident” which means that he needs to be involved in different activities in the communities so that the child will develop the sense of responsibility.

Child F obtained a highest rating of 2 in skills. No 50, 51, 52, and 53 where in the child can somehow tell the work of each community helpers, identify the different place in the community, tell the importance of the different places in the community and tells the simple roles and things that one can do for the community while the skills no. 49 and 54 obtained the lowest score of 1 in which the child cannot name the different community

helpers through pictures and carries his simple roles in the community. In addition, the child obtained a weighted mean of 1.67 with an interpretation of “Slightly Evident” which means that the child needs different activities that would help him identify the different roles in the community.

Child G got a rating of 1 in all of the skills under the standard no. 10 with a weighted mean of 1.00 and with an interpretation of “Not Evident” which means that the child early intervention in telling the importance of the different place in the community and the different roles of the community helpers.

Lastly, Child H obtained a highest score of 2 in the skills no. 49 and 52 in which the child can somehow name the different community helpers through pictures and tells the importance of the different places in the community while the skills no. 50, 51, 53, and 54 got the lowest score of 1 where in the child cannot identify the different places in the community, identify the different places in the community, tells the simple roles and things that one can do for the community and carries his simple roles in the community. Moreover, the child obtained a weighted mean of 1.33 with an interpretation of “Not Evident” which means that the child needs to be exposed and involved in the different community activities.

This exhibited that children with autism fail to develop peer relationships and they don't seek the enjoyment of sharing interest or achievement with others. Edelson (1997) mentioned that children with autism are socially indifferent, thus making them aloof, detached and withdrawn.

Table 5.11.
Mean Ratings and Verbal Interpretations of the Try-out Results of the Psychosocial Skills Assessment Instrument in terms of Standard No. 11

Participants	Psychosocial Skills in Standard No. 11						Total Rating	Mean Rating	Interpretation
	55	56	57	58	59	60			
Child A	3	2	1	3	2	2	13	2.17	Slightly Evident
Child B	1	1	1	2	1	1	7	1.17	Not Evident
Child C	2	2	2	2	2	3	13	2.17	Slightly Evident
Child D	2	2	2	3	2	2	13	2.17	Slightly Evident
Child E	4	4	1	4	4	4	21	3.50	Evident
Child F	1	1	2	2	2	2	10	1.67	Slightly Evident
Child G	1	1	1	1	1	2	7	1.17	Not Evident
Child H	1	1	1	1	3	3	10	1.67	Slightly Evident

Legend (Ratings): 1 – Not Evident; 2 – Slightly Evident; 3 – Evident; 4 – Very Evident

Lastly, in the eleventh learning standard, “Shows pride for being a Filipino”, Child A obtained the highest score of 3 in skills no. 55 and 58 where in the child can identify his Filipino citizenship and tells the symbol of our country while in the skill no. 57 the child got the lowest score of 1 in which the child cannot tell the symbol of our country. In addition, the child obtained a weighted mean of 2.17 with an interpretation of “Slightly Evident” which means that the child needs activities that would help him recognize the different symbols of our country.

Meanwhile, Child B obtained the highest score of 2 in skill no. 58 where in the child can somehow tell the symbol of our country while in the skills no. 55, 56, 57, 59, and 60 the child got the lowest score of 1 in which the child cannot identify his citizenship, name his country, tell the symbol of our country and draw the Philippine flag. Moreover,

the child obtained a weighted mean of 1.17 with an interpretation of “Not Evident” which means that the child needs activities that would help him recognize the different symbols of our country and activities that will help him develop his fine motor skills.

Child C received a highest score of 3 in skill no. 60 stand straight when the Philippine National Anthem is played and when the Philippines flag is raised using prompts and verbal cues while in the skills no. 55, 56, 57, 58, and 59 the child got a lowest score of 2 where in the child cannot identify his citizenship, name his country, tell the symbol of our country, identify the colors of the Philippine flag and draw the Philippine flag. Moreover, the child obtained a weighted mean of 2.17 which means that the child an intervention in terms knowing his citizenship and appreciating it.

Child D obtained a highest rating of 3 in the skill no. 58 where in the child can identify the colors of the Philippine flag while the skills no. 55, 56, 57, 59, and 60 where in the child cannot identify his Filipino citizenship, name his country, tells the symbol of our country, draws the Philippine flag and stands straight when the Philippine National Anthem is played and when the Philippine flag is raised using prompts and verbal cues. Furthermore, the child obtained a weighted mean of 2.17 with an interpretation of “Slightly Evident” which means that the teacher should include lesson that would help the child to recognize the important ideas about our country.

In addition, Child E obtained a highest rating of 4 in the skills no. 55, 56, 58, 59, and 60 where in the child can identify his Filipino citizenship, name his country, identify the colors of the Philippine flag, draws the Philippine flag and stands straight when the

Philippine National Anthem is played and when the Philippine flag is raised using prompts and verbal cues while in the skill no. 57 the child got a score of 1 in which the child cannot tell the symbol of our country. Moreover, the child obtained a weighted mean of 3.50 with an interpretation of “Evident” which means that the child was able to recognize some of the important about our country.

Child F obtained a highest rating of 2 in the skills no. 57, 58, 59, and 60 where in the child can somehow tell the symbol of our country, identify the colors of the Philippine flag, draws the Philippine flag and stands straight when the Philippine National Anthem is played and when the Philippine flag is raised using prompts and verbal cues while in the skills no. 55 and 56 the child got a lowest score of 1 in which the child cannot identify his Filipino citizenship and name his country. Furthermore, the child obtained a weighted mean of 1.67 with an interpretation of “Slightly Evident” which means that the teacher should include lesson that would help the child to recognize the important ideas about our country.

Child G got a highest rating of 2 in skill no. 60 where in the child can somehow stands straight when the Philippine National Anthem is played and when the Philippine flag is raised using prompts and verbal cues while in the skills no. 55, 56, 57, 58, and 59 the child cannot identify his Filipino citizenship, name his country, tell the symbol of our country, identify the colors of the Philippine flag and draws the Philippine flag. In addition, the child obtained a weighted mean of 1.17 with an interpretation of “Not Evident” which means that this lesson should be inculcate to the child.

Child H obtained a highest rating of 3 in the skills no. 59 and 60 where in the child can draw the Philippine flag and stands straight when the Philippine National Anthem is played and when the Philippine flag is raised using prompts and verbal cues while in the skills no. 55, 56, 57, and 58 the child got a lowest score of 1 in which the child cannot identify his Filipino citizenship, name his country, tell the symbol of our country and identify the colors of the Philippine flag. Furthermore, the child obtained a weighted mean of 1.67 with an interpretation of “Slightly Evident” which means that this lesson should be include in teaching the child in order for him to know this skill.

These results displayed the possibilities that these children with autism didn’t have any idea about the Philippine flag as a symbol of the country. A child can develop comprehension through social interaction among peers and the environment. However, children with autism lack the capacity to be expressive of their own thoughts since they are capable of identifying any idea but unable to come up with an answer.

Table 5.12. Discussed the summary of evaluation of the psychosocial skills assessment material for children with autism.

Table 6.
Summary of the Evaluation of the Psychosocial Skills Assessment Instrument for
Children with Autism

Criteria	Scale Value	Range of Mean
Content	5 – Very Appropriate	5 – Excellent
Instructional Quality	4.80 – Very Appropriate	4.80 – Excellent
Usefulness	4.90 – Very Appropriate	4.90 – Excellent

As seen in the table a scale value of 5 or Very Appropriate, equivalent to the mean of 5 or Excellent was obtained by criteria Content. On the other hand, the criteria Usefulness gained a scale value of 4.90 or very appropriate and are comparable to the range of mean 4.90 or excellent. Lastly, a scale value and range of mean of 4.80 interpreted as very appropriate and excellent was acquired by the criteria Instructional Quality.

Moreover, the developed material was rated excellent in all aspects in terms of content, instructional quality, and usefulness. The evaluators found that the material to be very appropriate and excellent. Thus, this material could be recommended for use in assessing the psychosocial skills of kindergarten children with autism to determine their strengths and weaknesses.

The assessment instrument is very essential for it guides special educators on planning and decision making in terms of programs and activities for the skills needed for improvement. (Lewis and Mcloughlin 2010)

Generally, the assessment of the developed psychosocial skills assessment instrument for kindergarten children with autism using the three criteria indicate that the instrument is very reliable and very relevant to the users since it gained high mean ratings based on the set criteria. It is implied, therefore, that based on the criteria given, the developed assessment instrument is superior and suitable to assess the children with autism.

The reliability of the curriculum-based psychosocial skills assessment instrument was determined through retesting the assessment material. The scores on the first test were correlated with the scores on the retest. (See Appendix E)

The correlation coefficient obtained through the use of the Pearson Moment correlation coefficient was $r = 0.967$ which implies that the degree of correlation of the results of test and retest is very high. This shows a very high degree of consistency of the two results. Therefore, the assessment instrument has very high degree of reliability and effective in assessing the strengths and weaknesses of kindergarten children with autism in terms to psychosocial skills.

3. Revise and finalize the curriculum-based psychosocial skills assessment instrument.

To determine the objective number three the assessment instrument was revised and finalized. Assessment procedures were done and the results were analyzed. The psychosocial skills assessment instrument for kindergarten children with autism was finally revised based on the results of the evaluation of the experts. All the lessons were rated “excellent” by the experts obtaining means ranging from 4.80-5.00. The given results imply that the developed assessment instrument was recognized by the experts as effective in addressing the educational demands and challenges of children with autism in terms of the psychosocial skills. The comments, suggestions and recommendations of the experts were integrated in the presentation to improve and maximize the effectiveness of the assessment instrument. Each criterion in the validation process was reviewed by the researcher. This is significant to warrant that the revisions undertaken were based on the specialists’ actual remarks and recommendation. Furthermore, the only revision made in the original instrument was in terms of grammar, form or style of writing and choice of pictures. The final form of the developed curriculum-based psychosocial skills assessment instrument contained the following: Overview of the assessment instrument, instructions on administering the assessment instrument, description of components, assessment set up and the interpretation and report preparation. (See Appendix H for the Sample questions in the assessment instrument).

OVERVIEW

Autism is an emerging prevalent disorder in the Philippines, which is fast recognized as a significant disability. Most of the problems revolving around Autism arise from the physician and caregiver's lack of knowledge on the condition. The afflicted children may suffer even more if the issue is not properly dealt with.

Children with autism experience specific social difficulties that are different from children with other developmental disabilities. The social difficulties that children with autism experience are pervasive and lifelong.

Modification and intervention is essential to help the children with autism with regards to these difficulties. In order to teach these social difficulties, we need to determine what each child's individual needs are in order to monitor the effectiveness of our teaching plans.

The Psychosocial domain entails the development of the child on social relations and adapting to the environment. With this, Department of Education develops Kindergarten SPED Curriculum which serves as guide on creating psychosocial skills assessment instrument.

This psychosocial skills assessment instrument is intended for use with kindergarten children with autism. It aims to assess the strengths and weaknesses of the child in terms of his/her psychosocial skills development and give an early intervention on acquiring basic social skills. It also covers the skills to be assessed and the instructions to the test administrator for every activity given.

The psychosocial skills assessment instrument will help the SPED teacher to create lessons that will engage and maximize their academic learning and minimize their behavioral disruptions.

How to use the Assessment Instrument

This assessment instrument is designed for kindergarten children with autism ages 4-6. It assesses eleven (11) learning standards and sixty (60) specific skills. It has 60 activities with different assessment rubrics.

Three sources of information are incorporated into the assessment instrument: 1) parents interview, 2) teachers observation, and 3) direct interaction with the child. The parents' information provides descriptions of the child's psychosocial skills in home and in community settings. The teachers' observation provides descriptions of psychosocial skills in the school setting. Finally, the child's answer to the assessment instrument provides additional information of the child's strength and weaknesses.

The information from the various sources should be interpreted in terms of the child's strengths and weaknesses. The report can be used to identify teaching goals and intervention program for school.

GENERAL ADMINISTRATION INFORMATION

Characteristics of the Examiner

This assessment instrument does not require specific training or an academic degree. However, the examiner should have knowledge of autism characteristics, communication, and social skills development. The intent is that this instrument be administered by special educators and other related professionals.

Characteristics of the respondents

The respondents for the psychosocial skills assessment instrument must be the parent or guardian and teacher who is most familiar with the behavior of the child being assessed. It is essential that the respondents have sufficient opportunities to witness the behavior of the child in a variety of social situations.

Assessment Set Up

Good rapport is essential for optimal performance during the assessment. Children may be slow to warm-up to an unfamiliar person and unfamiliar task. The preferred environment for the assessment of the child should be quiet, private and free from auditory or visual distractions. The examiner and the child should be able to sit across from each other at a small table. The height of the table and chairs should be comfortable for the child. The materials needed should be within reach of examiner and out of direct reach of the child. The following suggestions will be helpful in establishing and maintaining rapport.

- ❖ Schedule the assessment early so that the child is rested and conditioned.
- ❖ Show the child where the testing will occur.
- ❖ Refer to the child by name as often as appropriate and smile frequently.
- ❖ Adopt a relaxed and playful approach. Present the assessment as an enjoyable experience.
- ❖ Begin the session with conversation. Guiding questions are provided in the assessment instrument.
- ❖ Prepare the materials needed in the assessment.
- ❖ Encourage the child to answer and praised him for his responses.
- ❖ Provide reinforcement for participation if necessary and appropriate for the individual.
- ❖ Provide opportunities for brief breaks if needed. A time or schedule may be useful to provide visual representation of how long the child needs to work before a break.

Interpretation and Report Preparation

The Psychosocial Skills Assessment Instrument provides information about the child's social strengths and concerns. The information that will be gathered in the assessment instrument is subjective and qualitative guide about the child's functioning in multiple contexts, including home, school and in the community.

The assessment report includes the following sections: Background and referral information, a description of the assessment instrument, participation and effort, interaction style, inferring behaviors, summaries of parent and teachers reports, summaries of direct child interaction, and recommendations for goal and interventions. A guideline for the interpretation and content of each section is specified below.

Referral Information

Provide a description of relevant background and referral information leading to the administration of this assessment.

Assessment Overview

Include the description of the assessment instrument.

The psychosocial skills assessment instrument is consist of eleven learning standards and sixty specific skills of the SPED kindergarten curriculum and based on information obtained from parents, teachers' observation and from the direct interaction with the child. The psychosocial skills was categorized into three parts: first is the parent interview it provides descriptions of the child's social skills in home and community settings, second is the teachers observation it provides descriptions of social skills in school setting, and lastly, the direct interaction with the child it provides information of the child's skills as observed during the interaction.

Child Assessment**Participation**

Provide a description of the child's willingness to participate in the assessment and any factors interfering with administration, such as limited attention span, hyperactivity, distractibility, receptive and expressive language difficulties, and willingness to separate from the parents. Other factors may be involved as well, so be sure to comment on those in this section.

Interaction Style

Describe the interactive manner of the child during the assessment. Include a general description of observed verbal and nonverbal behaviors as noted throughout the assessment. Additional behavioral observations may be included in this section.

Interfering behaviors

Provide details concerning the presence or absence of any child behaviors interfering with the assessment administration.

Summary

Describe the child's overall relative strengths and weaknesses based on the direct child interaction and the parent and teachers reports. Use this section to indicate the areas that will need direct intervention.

Intervention and Recommendation

Based on the summary of the child's strengths and weaknesses, choose appropriate objectives and goals from the list provided to develop an intervention plan.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to summarize the study that was conducted. Included in this summary are a review of the purpose of the study, a restatement of the research questions, the research methodology used, and a summary of the study results, conclusions and discussion. Recommendations for further research and possible studies conclude this chapter.

5.1 Summary

The purpose of this study was to develop a psychosocial skills assessment instrument for kindergarten children with autism aged 4 to 6 for their proper intervention and appropriate individualized educational program.

The researcher used descriptive-developmental design in the developed psychosocial skills assessment instrument. The purposive sampling technique was used in selecting the eight participants of the study. To establish the validity of the assessment instrument, the researcher sought the help of six experts in the field of special education and assessment.

The data were gathered through the use of the following procedures and statistical measures.

1. All the eleven learning standards and sixty specific skills in the SPED kindergarten curriculum for children with autism were utilized in the developed psychosocial skills assessment instrument.

2. The psychosocial skills assessment instrument was validated by six experts in the field of assessment and special education using a scale with the following criteria: Content, Instructional Quality and Usability.

3. The data from the try-out was used to determine the test-retest reliability of the psychosocial skills assessment instrument using Pearson Moment correlation coefficient.

Summary of Findings

1. The developed psychosocial skills assessment instrument is congruent with the objectives in the SPED Kindergarten Curriculum.

2. The psychosocial skills assessment instrument for kindergarten children with autism was highly recommended by the experts and all the lessons were rated “excellent” obtaining means ranging from 4.80-5.00. The given results imply that the developed assessment instrument was recognized by the experts as effective in addressing the educational demands and challenges of children with autism in terms of the psychosocial skills.

3. The reliability of the psychosocial skills assessment instrument obtained through the use of the Pearson Moment correlation coefficient was $r = 0.967$ which implies that the degree of correlation of the results of test and retest is very high. This shows a very high degree of consistency of the two results. Therefore, the assessment material has very high degree of reliability.

5.2 Conclusions

In view of the findings presented in the study, the following conclusions were made:

5.2.1 The developed psychosocial skills assessment instrument proved that this is a good instrument for the kindergarten children with autism which can facilitate learning.

5.2.2 The psychosocial Skills assessment instrument can help the SPED teachers in developing an early intervention program and individualized educational program.

5.2.3 The psychosocial skills assessment instrument could assist the SPED teachers to determine the strength and weaknesses of the kindergarten children with autism in terms of psychosocial skills.

5.3 Recommendations

In the light of the preceding findings, data analysis and conclusions, the following recommendations were given:

5.3.1 Use widely the psychosocial skills assessment instrument for early intervention, diagnosis and placement.

5.3.2 The assessment instrument should be further tried out to other children with autism as well as to other exceptional children whose social skills need further enhancement.

5.3.3 Other researches may be done to improve the psychosocial skills of children with autism which is evident as one of the main difficulties of children with autism.

5.3.4 Another instrument could be done, specifically to improve the options in the different items.

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Appendix A

Letter to the Division of Antipolo City

Philippine Normal University

The National Center for Teacher Education

College of Graduate Studies and Teacher Education Research

Taft Avenue, Manila

March 10, 2014

MERTHEL M. EVARDOME Ed.D

OIC-Office of the Schools Division Superintendent

Division of Antipolo City

Attention: **MRS. LOURDES A. TABUENA**

EPS I – HEKASI/AP

Division SPED Coordinator

MADAM:

Greetings of Peace!

The undersigned, **MS. SHEENA JADE G. MANUEL**, is a graduate student taking Master of Arts in Special Education at the Philippine Normal University. She is currently doing a research work entitled: **“A SPED Kindergarten Curriculum – Based Instrument for Assessing Psychosocial Skills of Children with Autism”**.

In this regard, may she request for your kind permission to administer the Psychosocial Skills Assessment Instrument for Kindergarten Children with Autism and have the instrument evaluated by Kindergarten SPED Teachers of Antipolo City SPED Center.

Thank you very much in anticipation of your favourable action on this project.

Very truly yours,

PROF. LUCILLA R. FETALVERO

Research Adviser

FORTUNATO G. VENDIVEL JR. Ph.D

Research Adviser

Appendix B
Letter to the Psychologist

Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila

July 29, 2014

Psychologist

Dear Madam,

Greetings of Peace!

The undersigned is presently in the process of conducting a research entitled: **“A SPED Kindergarten Curriculum – Based Instrument for Assessing Psychosocial Skills of Children with Autism”**.

Cognizant of your expertise in Special Education and Assessment and having taught it for several years, the researcher believes that you can provide relevant comments, opinions, and suggestions to improve the Psychosocial Skills Assessment Instrument.

In line with this, the researcher would like to ask your favourable help in participating in the evaluation process by filling out the attached evaluation form. Please go over the items indicated in the form and evaluate each using the following criteria:

- 5 – Very appropriate
- 4 – Appropriate
- 3 – Satisfactorily appropriate
- 2 – Fairly appropriate
- 1 – Not appropriate

Your Evaluation will be of utmost importance in the revision of the psychosocial skills assessment instrument. Please feel free to give your recommendations/suggestions.

Thank you and God bless.

Very truly yours,

SHEENA JADE G. MANUEL
Researcher

Appendix C
Letter to the Special Education Teacher

Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila

March 10, 2014

Special Education Teacher
Antipolo City SPED Center

Dear Madam,

Greetings of Peace!

The undersigned is presently in the process of conducting a research entitled: **“A SPED Kindergarten Curriculum – Based Instrument for Assessing Psychosocial Skills of Children with Autism”**.

Cognizant of your expertise in Special Education and Assessment and having taught it for several years, the researcher believes that you can provide relevant comments, opinions, and suggestions to improve the Psychosocial Skills Assessment Instrument.

In line with this, the researcher would like to ask your favourable help in participating in the evaluation process by filling out the attached evaluation form. Please go over the items indicated in the form and evaluate each using the following criteria:

- 5 – Very appropriate
- 4 – Appropriate
- 3 – Satisfactorily appropriate
- 2 – Fairly appropriate
- 1 – Not appropriate

Your Evaluation will be of utmost importance in the revision of the psychosocial skills assessment instrument. Please feel free to give your recommendations/suggestions.

Thank you and God bless.

Very truly yours,

SHEENA JADE G. MANUEL
Researcher

Appendix D

Psychosocial Skills Assessment Instrument Evaluation Form

Evaluator: _____

Institution: _____

Current Position: _____ Years in Position: _____

Highest Educational Attainment: _____

Please rate the following aspects of the assessment scale by checking the number in the appropriate column. Indicate your response following the interpretation below:

- 5 - Very appropriate
- 4 - Appropriate
- 3 - Satisfactorily appropriate
- 2 - Fairly appropriate
- 1 - Not Appropriate

ITEMS	5	4	3	2	1
Content					
1. The psychosocial skills assessment instrument is appropriate and relevant to the SPED kindergarten curriculum.					
2. The psychosocial skills assessment instrument is congruent with the objectives in the SPED kindergarten curriculum.					
3. The psychosocial skills assessment instrument is simple and has clear layout.					
4. The psychosocial skills assessment instrument is presented with specific instructions to follow needed by the child with autism.					
5. The psychosocial skills assessment instrument is carefully sequenced.					
Instructional Quality	5	4	3	2	1
1. The sequence of information in psychosocial skills assessment instrument is logical and intuitive.					
2. All the information in the psychosocial skills assessment instrument are clear and direct.					
3. The level of difficulty in the psychosocial skills					

assessment instrument is appropriate for the intended target population.					
4. The presentation of criteria is adequate and engaging.					
5. The psychosocial skills assessment instrument can reinforce learning.					
Usefulness	5	4	3	2	1
1. The psychosocial skills assessment instrument can assess the strength and weaknesses.					
2. The psychosocial skills assessment instrument provides real - life task applicable to children with autism.					
3. The psychosocial skills assessment instrument creates an opportunity for children with autism to learn.					
4. The psychosocial skills assessment instrument is realistic that is, based on the daily life activities of a child with autism.					
5. The psychosocial skills assessment instrument is attuned to the learning abilities of the learner.					

Suggestions/Comments:_____

Appendix E

Computed Summary of the Test of Reliability of the Assessment Instrument

Participants	Test 1	test 2	(x-x)	y-y	x ²	y ²	Xy
Child A	109	117	6.63	9.63	43.89	92.64	63.77
Child B	111	113	4.63	13.63	21.39	185.64	63.02
Child C	132	151	-16.38	-24.38	268.14	594.14	399.14
Child D	113	116	2.63	10.63	6.89	112.89	27.89
Child E	140	167	-24.38	-40.38	594.14	1630.14	984.14
Child F	117	137	-1.38	-10.38	2	107.64	14.27
Child G	90	94	25.63	32.63	656.64	1064.39	836.02
Child H	113	118	2.63	8.63	6.89	74.39	22.64
ex	925	1013			1599.88	3861.88	2410.88
mean	115.63	126.63					

$$r = 0.967$$

Appendix F

The Criteria used in the Evaluation of the Psychosocial Skills Assessment Instrument for Children with Autism

Content	Instructional Quality	Usability
1. The psychosocial skills assessment instrument is appropriate and relevant to the SPED kindergarten curriculum.	1. The sequence of information in the psychosocial skills assessment instrument is logical and intuitive.	1. The psychosocial skills assessment instrument can assess the strengths and weaknesses of children with autism.
2. The psychosocial skills assessment instrument is congruent with the objectives of the SPED kindergarten curriculum.	2. All the information in the psychosocial skills assessment instrument are clear and direct.	2. The psychosocial skills assessment instrument provides real life tasks applicable to children with autism.
3. The psychosocial skills assessment instrument is simple and has a clear lay-out.	3. The level of difficulty of the instrument is appropriate for the target.	3. The psychosocial skills assessment instrument creates opportunity for children with autism to learn.
4. The psychosocial skills assessment instrument is presented with specific instructions to follow, which is needed by the child with autism.	4. The presentation of the assessment instrument are stimulating and engaging.	4. The psychosocial skills assessment instrument is realistic, that is, based on the daily life activities of a child with autism.
5. The psychosocial skills assessment instrument is carefully planned.	5. The psychosocial skills assessment instrument is adequate to reinforce learning.	5. The psychosocial skills assessment instrument is based on the learning abilities of the learner.

Appendix G

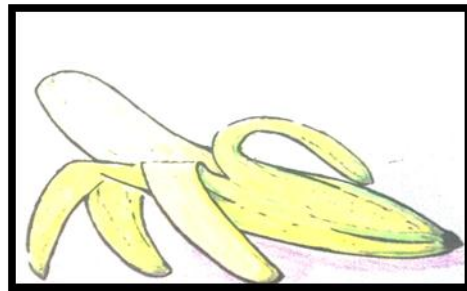
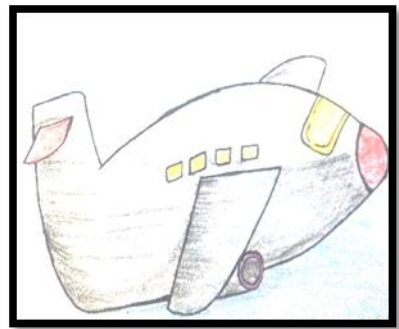
Sample format of the Psychosocial Skills Assessment Instrument for Kindergarten Children with Autism

Sample Activity in Learning Standard No. 1

Activity 3

SKILL: Names different objects presented using visual cues.

To the Examiner: Present the pictures below and ask the child to name the pictures one by one.



4	3	2	1
Named all the five pictures correctly.	Named four or three pictures correctly.	Named one or two pictures correctly.	Did not name anything
SCORE			

Sample Activity in Learning Standard No. 2

Activity 9

SKILL: Imitates expressions of different feelings appropriate to different situations, such as happiness, sadness, anger, and fear.

To the Examiner: Tell the child to imitate the expressions shown in the pictures.



4	3	2	1
Was able to imitate all the four feelings.	Was able to imitate only three feelings.	Was able to imitated one or two feelings.	Was not able to imitate any of the feelings.
Score			

Sample Activity in Learning Standard No. 3

Activity 12

SKILL: Shows self-control in the expression of hatred and frustration while advised by adults in the presence of other people.

To the Examiner: This can be done through interview with the parent/guardian. Let the parent/guardian answer the following questions with Yes or No.

Questions	Yes	No
1. Does your child show inappropriate behavior when you advise him/her in front of other people?		
2. Does your child ignore you when you advise him/her in front of other people?		
3. Does your child answer back or shout at you when you advise him/her in front of other people?		
4. Does your child still insist the thing that he/she likes and shouts at you whenever you do not allow it?		
5. Does your child hit you and other people or himself/herself when you advise him/her in front of other people?		

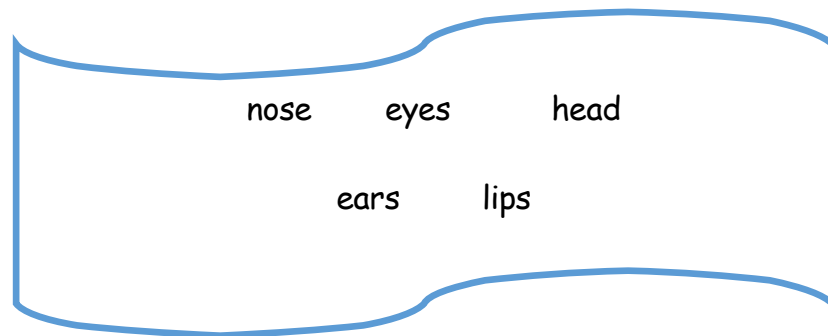
4	3	2	1
Answered No to all five items.	Answered No to three or four items.	Answered No to one or two items.	Did not answer No to any of the questions
Score			

Sample Activity in Learning Standard No. 4

Activity 19

SKILL: Touches his/ her head, eyes, nose, ears and lips

To the Examiner: Read the words inside the box and ask the child to touch the different body parts as you say each word.



4	3	2	1
Touched all the 5 body parts correctly.	Touched 3 or 4 body parts correctly.	Touched 1 or 2 body parts correctly.	Did not touch any of the body parts correctly.
Score			

Sample Activity in Learning Standard No. 5

Activity 28

SKILL: Plays cooperatively and harmoniously with other children

To the Examiner: Observe the child while playing with other children, after giving them toys to play with. Rate the child according to the following:

4	The child plays cooperatively and harmoniously with other children.
3	The child plays with other children with minimum assistance and prompting.
2	The child plays with other children with maximum assistance and prompting.
1	The child does not want to play with other children.
Score	

Sample Activity in Learning Standard No. 6

Activity 33

SKILL: Identifies the similarities and differences among persons/people using pictures according to:

- face
- dressing
- interest
- personal belongings

To the Examiner: Show the pictures below and ask the child to give the similarities and differences of boys and girls according to the following:

Face



What do you observe about the girl's and the boy's hair? Are they the same? How are their faces the same? Different?

Dressing



What do you observe about the girl's and the boy's dress? Are they the same or different?

Interest



What do you observe about the girl's and the boy's toys? Are they the same or different?

Personal Belongings



What do you observe about the girl's and the boy's personal things? Are they the same or different?

4	3	2	1
The child can tell all the 4 similarities and differences in the pictures.	The child can tell 2 or 3 similarities and differences in the pictures.	The child can tell only 1 similarity and difference in the pictures.	The child cannot tell the similarities and differences in the pictures.
SCORE			

Sample Activity in Learning Standard No. 7
Activity 36

SKILL: Draws the members of his/ her family

To the Examiner: Give the child a piece of paper and ask her/him to draw the members of his/her family.



4	The child drew all of his/her family members.	
3	The child drew most of his/her family members.	
2	The child drew some of his/her family members.	
1	The child did not draw any of his/her family members.	
Score		

Sample Activity in Learning Standard No. 8
Activity 42

SKILL: Identifies the people who live in the house.

To the Examiner: Show the pictures of a family to the child. Ask the child the following while pointing to the picture:

1. Does your mother live in your house?
2. Does your father live in your house?
3. Does your brother live in your house?
4. Does your sister live in your house?
5. Do your grandparents live in your house?

4	3	2	1
Identified all the 4 people who live in the house.	Identified 3 or 4 people who live in the house.	Identified 1 or 2 people who live in the house.	Did not identify any people who live in the house.
Score			

Sample Activity in Learning Standard No. 9
Activity 43

SKILL: Names her/ his school

To the Examiner: Show the picture of the school to the child. Ask the child the name of his/ her school.



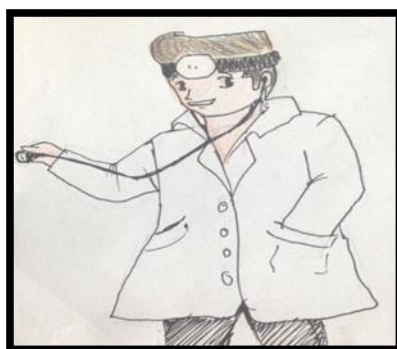
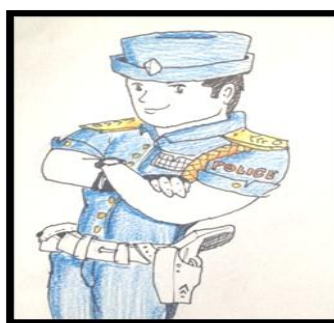
4	3	2	1
The child named his/her school completely.	The child named his/her school by its first name.	The child named his/her school using acronym.	The child cannot name his/her school.
SCORE			

Sample Activity in Learning Standard No. 10

Activity 49

SKILL: Names the different community helpers through pictures/ verbal and non-verbal cues.

To the Examiner: Ask the child to look at the pictures below and to name the community helpers one by one.

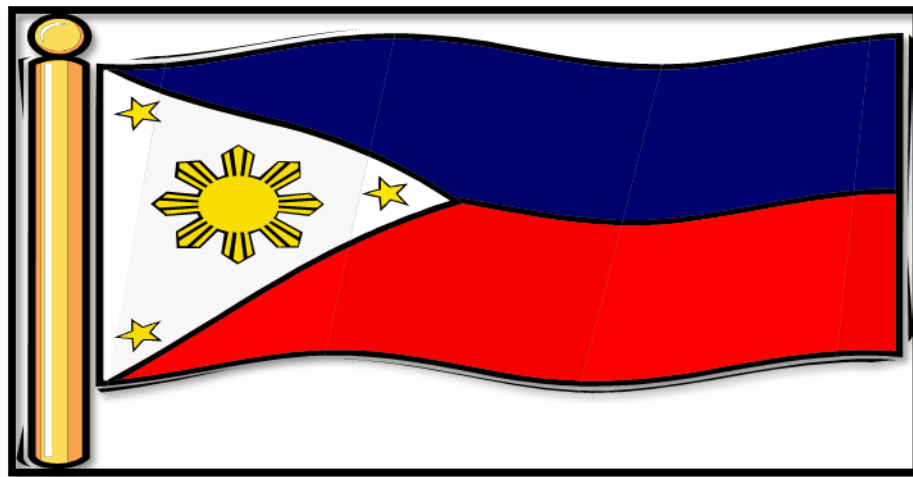


4	3	2	1
Named all the 5 community helpers in the pictures correctly.	Named 3 or 4 community helpers in the pictures correctly.	Named 1 or 2 community helpers in the pictures correctly.	Could not name any of the community helper in the pictures.
SCORE			

Sample Activity in Learning Standard No. 11
Activity 56

SKILL: Names her/ his country.

To the Examiner: Show the picture of the Philippine flag to the child. Ask the child the name of the country that has this kind of flag.



4	3	2	1
Answered the question correctly with much confidence.	Answered the question correctly with confidence.	Answered the question correctly with little confidence.	Did not answer the question correctly.
Score			

CURRICULM VITAE

SHEENA JADE G. MANUEL

Address: 14 A F. Asuncion St. Brgy. Dela Paz Antipolo City

Mobile no.: 09165545355/ landline 3683278

E-mail : sheenajade_jp@yahoo.com

PERSONAL INFORMATION:

Date of Birth:	October 13, 1986
Place of Birth:	Bayombong Nueva Vizcaya
Gender:	Female
Marital Status:	Single
Religion:	Christian

RELATED WORK EXPERIENCE:

- ❖ SPET I
 - Antipolo City SPED Center
 - 2012-Present
- ❖ Teacher I
 - Antipolo City SPED Center
 - 2009-2011

EDUCATION:

1. Master of Arts in Education with Specialization in Special Education

Earned 36 Units
Philippine Normal University (Manila)
2010-Present

2. Bachelor of Elementary Education with Specialization in Special Education.

Philippine Normal University (Manila)
2003-2007

3. Secondary Level

San Isidro National High School
1999-2003

4. Elementary Level

Juan Sumulong Elementary School
1993-1999

PROFESSIONAL QUALIFICATIONS:

Computer skills: -Microsoft Word, PowerPoint and Microsoft Excel
Creative Skills: -Supports Modern and technological advance in education
Advocacies: - Educating children with special needs and promotes Inclusive Education

RECOGNITION/ACCOMPLISHMENTS:

1. **Finalist** in the Most Outstanding Elementary School Teacher for GURONASYON 2014
2. **Discussant** in the Division Training for SPED and Receiving Teachers of Children with Special Needs
3. **Facilitator and Demonstration Teacher** of Regional Training of Trainers on the Utilization of the Adjusted SPED curriculum and Instructional Materials for Kindergarten and Primary Level and Orientation on the Transition Program.
4. **Facilitator and Demonstration Teacher** of Division Training on the Utilization of the Adjusted Kindergarten Curriculum.
5. **Facilitator and Demonstration Teacher** of Division Seminar-Workshop for School Heads & Regular Teachers on Special Education & Inclusive Education Program.
6. **Winning Coach of Modern Dance** during the Regional Festival of Talents. (2009-2013)
7. **Winning Coach of Gymnastics** during the Regional SPED Games. (2009-2012)
8. **Bronze Trefoil Service Pin** in Girl Scouts of the Philippines (2014)
9. Served as **School Liaison Officer** (2010-Present)
10. Served as **School ICT Coordinator** (2010-Present)
11. Served as **School LIS Coordinator** (2012 to Present)
12. Served as **School Girl Scout Coordinator** (2010 – 2013)
13. Served as **School EBEIS Coordinator** (2012-Present)