

Teaching Strategies and Functional Skills of Learners with Special Educational Needs

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ABSTRACT

This study investigated the influence of teaching strategies in developing the functional skills of Learners with Special Educational Needs in the Division of Toledo City during the school year 2018-2019 as a basis for the intervention plan. It utilized the descriptive statistics to appropriately present, describe, analyze and infer the responses of the respondent groups through survey questionnaires. Fortunately, the researcher was able to get the total population of the group respondents. There were 43 subjects and 13 respondents. Data on the profile of the subjects and respondents were considered. The distribution of the learners as to identify the functional skills and strategies employed by the teachers in teaching functional skills to Learners with Special Educational Needs were the main concern of this study. Based on the findings, it is concluded that there is a need for an intervention plan so the needs of the Learners with Special educational Needs will be addressed. Though teachers already employed various teaching strategies and interventions to stimulate the development of the learners' critical and analytical thinking and independent learning, but still there is a room for employing new strategies and interventions to enrich the classroom instructions as the teachers observed some difficulties on their learning process. The world is changing and advancing day by day, so teachers need to be technology savvies as well, in order to meet new global emerging demands.

KEYWORDS: *Intervention, Learners with Special Educational Needs, Teaching Strategies, Functional Skills, Video Prompting, Video Chunking, Video Modelling*

1. THE PROBLEM AND ITS RESEARCH DESIGN

INTRODUCTION

Presented in this chapter are the rationale and the research design of the study. It includes the background, purpose, literature review, scoring procedure, statistical treatment, significance of the study, and framework underpinning the study.

Rationale of the Study

The most essential educational concern and basic long term goal of Learners with Special Educational Needs around the world is focused on child's ability to function on daily activities. Learners with Special Educational Needs need to learn Functional Academics that require them to perform skills based on his/her needs to develop activities that will help them become independent.

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The need for Learners with Special Educational Needs acquire functional skills is a trend in global education today. The functional skills are tantamount in developing independent learners in the natural environment.

There are a lot of functional skills to be learned by the Learners with Special Educational Needs in the various settings. It can be at home or outside the typical and natural home venues. The skills that promote independence which can be easily applied in the daily living are expected to be maximized. In contradiction, there should be a minimal restrictions for those skills considered as less importance to the life of the child's existence. *This thinking led to the development of various "life skills curricula" programs.*

In the Philippines, educational services for children who have intensive support needs (including, for example augmentative communication systems, mobility supports, and curriculum modifications) were designed in the 20th Century on the basis of a medical model that argued that “different” learning functional skills and goals meant that different environments especially the daily living skills were needed to teach them which was based by the idea Baine, (2000) stated that “Functional Skills with high importance commonly performed by students with special needs always start at the natural home setting”. Moreover, according to Bruner, (2012) emphasized that “Performing functional skills with as much as independence as possible can contribute to a person’s meaningful participation”. Special Educators, researcher and families have recognized the impact of exposure to do functional skills in the same educational experiences offered to children with special needs, and have learned how to provide quality instruction and intervention which are uniquely customized to maximize learning for students, including those who need the most intensive educational supports.

In the Division of Toledo City, for many years of teaching the Learners with Special Educational Needs, the proponent observed that the students had the difficulty to do the skills given such fact that their ages were beyond the normal high school. As integrated during the class hours, the proponent observed that it took a longer time with unsatisfying outcome where the students performed the functional skills which led him to initiate a study fitted to his confusions and concerns. And to confirm the doubts and to validate the observations, the proponent conducted a survey home- based activity with the presence of the parents, the mother to be particular discuss about the functional skills of Learners with Special Educational Needs.

The researcher chose to do the study for the reason that in doing so, hopefully, it would help the students be given an earlier intervention depending on the level of disability and difficulty in developing the children’s functional skills.

The main goal of the study was to make and guide the Learners with Special Educational Needs become independent. In other words, the final target goal is to prepare and make them to be useful and functional regardless of their disabilities: emotional; intellectual; or physical or a combination of two or more disabilities. Independence and inter-dependence are the highest goals for the students. To make it clearer, these skills are considered as functional if the outcomes support the students’ independence. For

other Learners with Special Educational Needs, some skills may be learning how to prepare food, clean the house and communicate to people around him or her. For others, the skills may be learning how to ride a bus, buy in the supermarket or stroll in the park. This research categorizes the functional skills like academic functional skills, life skills, social skills and even community based learning skills.

But, primarily, the daily life skills were the main emphasis of this study as the most basic functional skills that the students acquire in the first few years in life in which these skills must be taught and be learned in a concrete and visible interventions like the Video Modeling, Video Prompting and Video Chunking.

Theoretical-Conceptual Framework

Learning new things always start at home. In fact, all begins to learn about the world around us through our connections with other people. The earliest instructions are with the parents and this time together is the foundation of the development of functional skills, cognitive and social communication skills which help the individual to be independent as possible. Through this, the latest enhancement in basic education of Learners with Special Educational Needs had been studied for functional skills, age appropriateness and independence as emphasized by Myreddi and Narayan (2008).

According to the principles of Baine (2010) stated that there are 2 types of functional skills. First, the skills frequently required in home, community, school, vocational or other environment. Secondly, skills with low frequency but with high importance like attending a funeral and witnessing a wedding ceremony which are occasionally happened. These skills are best taught through the use of Video Modeling, Video Prompting and Video Chunking. This study also uses some principles of behavioural approach in students’ training of functional skills. These principles include: specifying goals, task analysis, teaching in step by step process especially the video modelling technique. These acquired skills would be necessary for independent living both inside and outside the home.

According to Charlop-Christy (2005), functional skills are carefully taught which must fit to the children’s level of disability. It must be concrete and visible through the use of Video Modeling.

Furthermore, this research is anchored by the theory of Sigafos (2007) through the applications of Video Chunking in which the Children with Special Needs be given other mean of intervention especially those who cannot view lengthy or whole video instead of

breaking them down into smaller steps. The objective of the recent research extends the ideas of Sigafos' Video Prompting as Children with Special Needs which are expected in a group home setting. These functional skills maximized independence, self-direction and satisfaction in the daily living.

Figure 1 shows the flow of the study which was commonly anchored by Charlop-Christy (2005), Sigafos (2007) and Collin & Heward(2007) on how to implement and to teach functional skills.

To perform the functional skills independently plays a valuable and meaningful role in every life if Learners with Special Educational Needs. The increase of

independence of Learners with Special Educational Needs is identified to be the most essential goal and ultimate endpoint in their daily lives. The learning of functional skills to Learners with Special Educational Needs which aimed that the independence should be the top priority in their educational trainings.

The study was anchored on Charlop-Christy (2005) in his Video Modeling Theory. Video Modeling is an instructional intervention in which Learners with Special Educational Needs watch a video clip with someone who act out the step to show the target skills and follow the tasks they have watched.

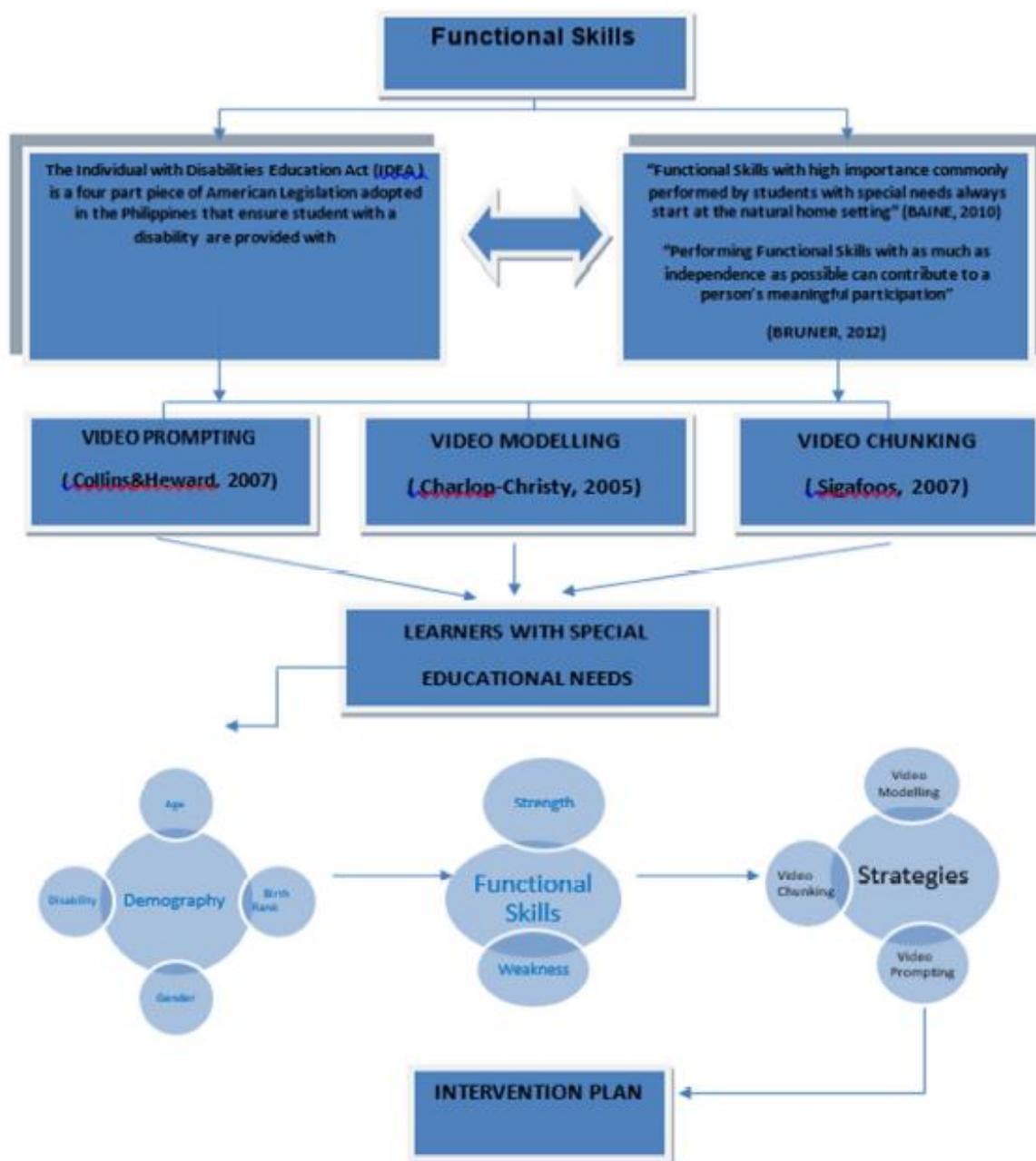


Figure 1. Schematic Presentation of Theoretical-Conceptual Framework of the Study

Furthermore, this study had another proponent based on Video Prompting by Collins & Heward (2007). Video Prompting slightly differs from Video Modeling in which the whole target task was shown orderly into short units or each step of the skills.

After, the Children with Special Needs performed the step being viewed. He or she received a praise or cue if he or she is ready to perform the next step before moving on the next task.

The Video Chunking by Sigafos (2005) was another strategy to prove that the step by step process could easily be attained and gained by the children.

There were forty-three (43) Learners with Special Educational Needs catered in this study. The demographic profile of each subject had identified: name; age; gender; and disability.

In the first phase of the study, the researcher went to the house of each student to personally solicit the basic background and conduct a one-on-one interview with the parents. In that time, the researcher identified the functional skills with the use of checklist and a questionnaire and a google form. After, the researcher summarized the common functional skills difficult for them or could do partially and needed a full assistance which would be used as the main focus of the study.

In order to identify the most effective and efficient teaching strategy, the researcher identified first the gaps based on the common functional skills. Basically, the gaps of functional skills were: family status; over-excitement; parents' denial; parents lack of trust and support; laziness; lack of self-esteem; and parents' negative mindset.

The next step was to identify the most effective and efficient teaching strategy to teach the common functional skills. The researcher chosen the Video Modeling by Charlop-Christy (2005), Video Prompting by Collins & Heward (2007) and Video Chunking by Sigafos (2007) as interventions in developing the functional skills of children with special needs. These strategies made the Learners with Special Educational Needs easier, faster and better as to learn the functional skills.

According to the parents of the Learners with Special Educational Needs, the researcher found out that the Video Modeling and Video Chunking were very effective strategies in teaching functional skills. Though, not all activities in a particular skill were excellently performed, at least by viewing from time to time as those were needed for the children with special needs was very accessible, comfortable and convenient. They discovered that the strategies were very interesting, exciting and fulfilling with their experiences had applied and implemented in real life.

Since not all functional skills had been taught effectively, the researcher proposed a training program in which the Learners with Special Educational Needs would be catered in a specific period of time.

The proposed intervention plan's content were the following: student's name; skill; activities; gaps; intervention; mode of presentation; time frame;

persons involved; and evaluation measures together with indicators of improvement.

THE PROBLEM

Statement of the Problem

This research assessed the influence of the teaching strategies employed by the teachers in the development of functional skills of Learners with Special Educational Needs at Luray II National High School, Toledo City for school year 2018-2019 basis for an Intervention Plan.

Specifically, it seeks answers to the following queries:

1. What is the demographic profile of respondents in terms of:
 - 1.1. Students:
 - 1.1.1. age and gender
 - 1.1.2. grade level
 - 1.1.3. disabilities
 - 1.1.3.1. Speech Impairment
 - 1.1.3.2. Cerebral Palsy
 - 1.1.3.3. Autism
 - 1.1.3.4. Hearing Impairment
 - 1.1.3.5. Learning Disability
 - 1.1.3.6. Intellectual Disability
 - 1.2. Teachers
 - 1.2.1. age and gender
 - 1.2.2. highest educational level
 - 1.2.3. civil status
 - 1.2.4. number of years in teaching Learners with special Educational Needs
 - 1.2.5. relevant trainings attended
2. What are the weaknesses and strengths in teaching Learners with Special Educational Needs as regards in terms of Functional Skills?
 - 2.1. Dressing
 - 2.2. Eating / Food Preparation
 - 2.3. Grooming / Hygiene
 - 2.4. Cleaning / Laundry
3. To what degree of utilization by the respondents in terms of:
 - 3.1. Video Chunking
 - 3.2. Video Prompting
 - 3.3. Video Modeling
4. Is there a significant mean gain between the Functional Skills of Learners with Special Educational Needs before and after the utilization of the identified teaching strategies?
5. Based on the findings, what intervention plan could be proposed?

Significance of the Study

This research is a significant attempt in the society considering that Learners with Special Educational Needs become independent and more functional in

the place where they live in. This study is also be beneficial to Learners with Special Educational Needs and Special Educator in intensive planning and teaching implementation where both have to make and gain effective learning experiences and outcome within their classroom setting particularly in various thoughts and ideas related to the use of efficient teaching techniques and teaching strategies.

Through understanding, the educational concern and target goal of Learners with Special Educational Needs students and benefits of quality services were achievable whom these Special Educators and Learners with Special Educational Needs be assured of a competitive advantages. Moreover, the parents of Learners with Special Educational Needs will be benefited in this study in which the students will be given interventions and become more functional in application the skills attained. Moreover, this research greatly promotes and provides recommendations on how to identify the functional skills and the strengths and weaknesses, appropriate strategies and intervention activities that may improve to the performance of the students for the betterment in a certain school as a whole.

Scope and Limitations of the Study

The researcher confined this study among 43 Learners with Special Educational needs as subjects

and 13 respondents composed of Special Education Teachers in the Division of Toledo City. The respondents were particularly tasked to implement the strategies in developing functional skills to Learners with Special Educational Needs.

RESEARCH METHODOLOGY

This chapter deals with the methodology of the study according to the research design, subjects and respondents, research environment, research instrument, data gathering procedure, statistical treatment of data and statement of hypothesis in the Division of Toledo City for special education classes.

Research Method

The study of the strategies of teaching functional skills of Learners with Special Educational Needs utilized the descriptive-survey method by firstly, identifying the basic background of the students, determining their functional skills using the checklist, identifying the demographic profile of teachers and interviewing the parents, identifying the efficient and effective teaching strategy; and implementing the identified teaching strategy to the Learners with Special Educational Needs.

Descriptive-survey method was the most effective and appropriate method in finding out what significant factors affect to the functional skills of students with special needs.

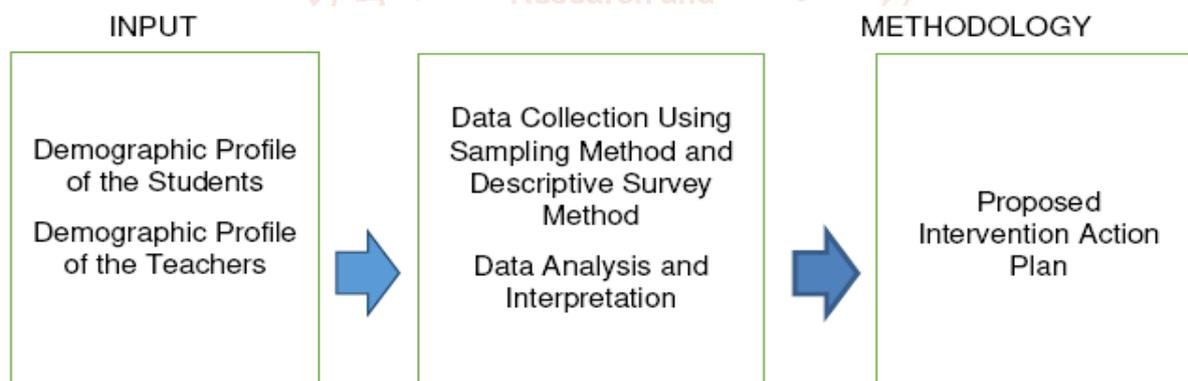


Figure 2. Flow of the Study

In the first phase of the study, the researcher went to the house of each student to personally solicit the basic background and conduct a one-on-one interview with the parents. In that time, the researcher identified the functional skills with the use of checklist and a questionnaire and a google form. After, the researcher summarized the common functional skills difficult for them or could do partially and needed a full assistance which would be used as the main focus of the study.

In order to identify the most effective and efficient teaching strategy, the researcher identified first the gaps based on the common functional skills. Basically, the gaps of functional skills were: family

status; over-excitement; parents’ denial; parents lack of trust and support; laziness; lack of self-esteem; and parents’ negative mindset.

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Since not all functional skills had been taught effectively, the researcher proposed a training program in which the Learners with Special Educational Needs would be catered in a specific period of time.

The proposed intervention plan's content were the following: student's name; skill; activities; gaps; intervention; mode of presentation; time frame; persons involved; and evaluation measures together with indicators of improvement.

Subjects and Respondents

The researcher used the purposive sampling in choosing the subjects of the study. The researcher used the Learners with Special Educational Needs with ages ranging from six (6) being the youngest to thirty-six (36) as the oldest.

Table 1 Respondents and Subjects

Respondents/Subjects	Frequency	Percentage
Teachers (Respondents)	13	23.21
Subjects (Learners)	43	76.79
Total	56	100.00

Based on the table shown, the study of the subjects were forty-three (43) Learners with Special Educational Needs which included three 26 boys and three 17 girls. . All of these students were educable. They can easily response to their peers. Furthermore, they have already experiences to work and mingle with other people limitedly like other regular students- and that depends on how they understand and interpret the situations.

Furthermore, the respondents of the study were thirteen (13) who come from different schools in the Division of Toledo City. Two (2) of them were male and the other eleven (11) female.

Accordingly, on the given data, there were thirteen (13) chosen respondents in the study who were very supportive and participative to gain and discover the things and means to intervene and supplement the needs of their students. Moreover, the researcher found some encouragements and better feedbacks to

implement the study effectively and efficiently. The respondents also gave positive encouragements, full assistance and straight-forwarded guidance and helped as much as they can to find great ways and means for the development of functional skills both in school, home and community.

Research Environment

The study was conducted in the Division of Toledo City. Originally, South City Central School is the main Special Education Center in the Division of Toledo City. There were six Special Education Programs: Luray II National High School, Bato Elementary School, Matab-ang Elementary School, Magdugo Elementary School, Don Andres Elementary School, Old Bucao Elementary School, and Biga Elementary School. The Special Education Class in each school had only one teacher. The teacher handled Multi-Grade students. Each school was supervised by one (1) School Head with one (1) Assistant School Head. The school provided equal opportunities and privileges to the Learners with Special Educational Needs preparing them to be useful and functional in the actual community participation, the implementation of mainstreaming as well as inclusion who were ready to be in the regular classroom setting.

Research Instruments

The researcher used the collective ideas of two proponents: Baine (2010) and Bruner (2011). The researcher had chosen and picked the most useful skills from the two proponents and modified the checklist to gather data pertinent to the research information. The researcher carefully added and changed the localized functional skills related to the natural home setting. The following items on the questionnaire were utilized, adopted and modified, Baine (2010). The tools were answered by the teachers as respondents and the Learner with Special Educational Needs as the subjects of the study. These were the questionnaires and checklists for functional skills of students, respondents' profiles, and subjects' profiles. The items were extremely separated and integrated as possible to suit the present study. Primarily, these were evaluated by the Coordinator of South City Central School- Special Education Center. Moreover, to make it more reliable, these were pre-validated by other elementary SPED teachers and Regular teachers who were not the respondents of the study to fit the level of the participants. Most importantly, the checklists and the questionnaires were carefully checked by the adviser for the final validation and approval.

There were three phases of the study. The first phase was answered by the thirteen (13) teachers. The

contents are the basic background and profile of the subjects such as name, age, address, gender, and disability. After, the respondents answered together with the assistance of the parents about the checklist prepared by the researcher. These were the items on functional skills and each item was emphasized to be the main focus. The following headings were dressing, food preparation, grooming and hygiene, and cleaning and laundry.

The contents of the checklist had three evaluation options: (1) if the child can't do and requires full assistance, (2) if the child can partially do and need some help, (3) if the child can do independently and does not require any help.

The researcher consolidated the results and focused on functional skills with "Can't do. Requires Full

Assistance". The main focus of the researcher was the most numbered or most checked of functional skills under the first option.

The second phase of the research was carefully answered by the teachers as to identify their age, gender, highest educational level, number of years in teaching and relevant trainings and seminars attended.

The third phase was the interview session together with the cooperation of the parents to supplement the information collected. The questionnaires used was based on Baine, (2011). However, there was a modification of form of lists of the questions for more understanding and meaningful gathering of information.

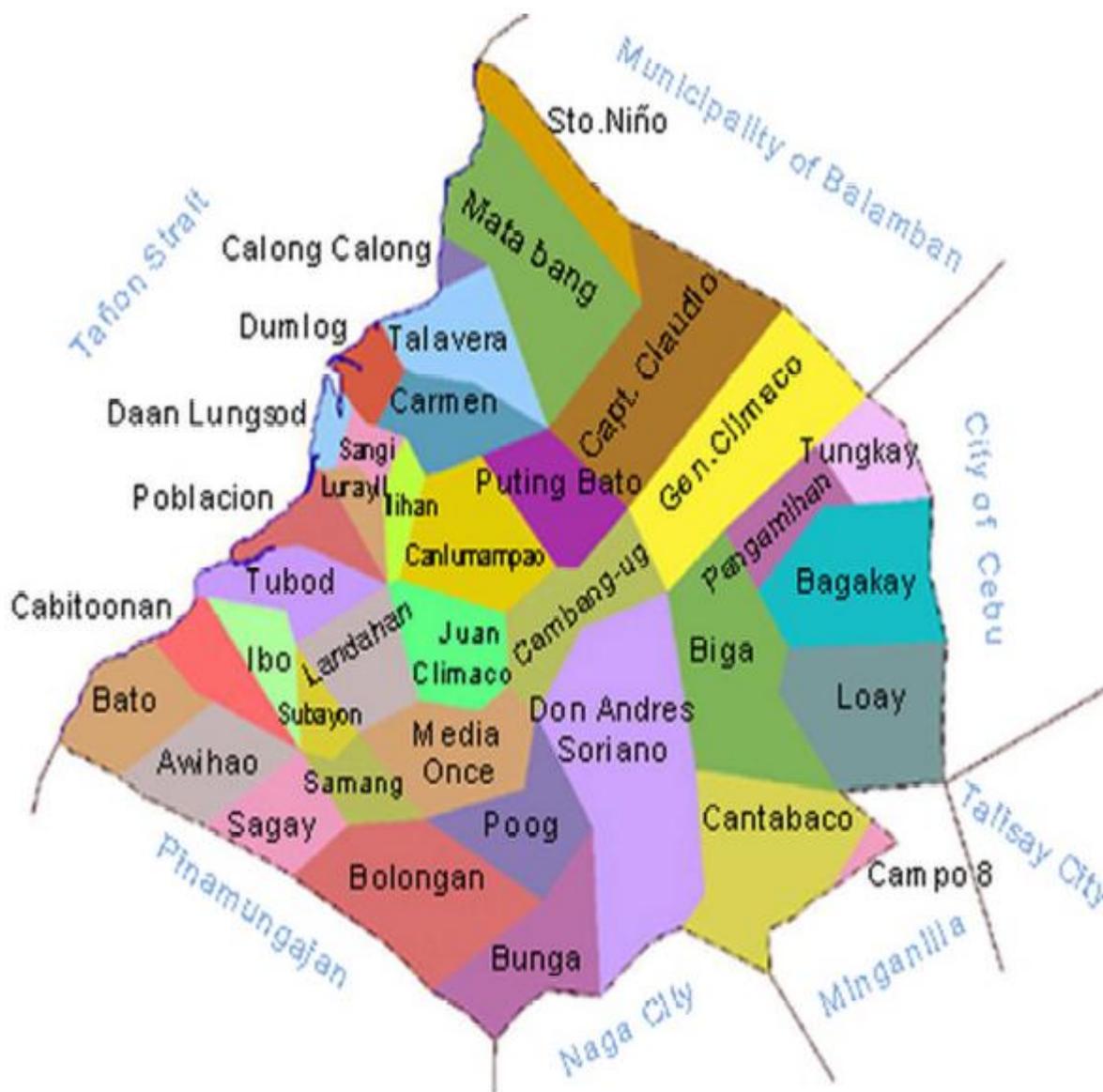


Figure 3 Map of Toledo City

Data Gathering Procedure

In order to gather the data, the researcher provided a letter of permission to conduct the study in the Division of Toledo City which includes Luray II National High School –Special Education Class,

South City Central School, Bato Elementary School, Matab-ang Elementary School, Magdugo Elementary School, DAS Elementary School, Old Bucao Elementary School and Biga Elementary School. Though, it was the former station where the

researcher taught, yet, the school head's permission was very essential. Furthermore, a letter asking the parent's consent to conduct this study was also sent.

There were three phases of the study. The first phase was answered by the thirteen (13) teachers about students' profiles which included the name, age, gender, and disability. Still, the second phase of the study was carefully answered by respondents to identify their highest educational level, number of years in teaching, and relevant trainings attended. The third phase was the interview sessions together with the cooperation of the parents to supplement the information collected.

There were three (3) effective strategies used integratively and collaboratively in this research: Video Modeling, Video Prompting and Video Chunking. The three (3) interventions were applied and implemented individually to the student with special needs according to the degree and level of needs. However, there were few who had the same tool in their development process.

The researcher used three (3) effective and efficient strategies interrelated to each other. In fact, each strategy shown its various efficacy as it was used in the implementation individually to the Learners with Special Educational Needs.

Video Modeling was the primary instructional intervention. For the students who had a mild impairment or disability. It was easy for them to perform the target goal using the video modeling. In the modeling procedure, they had two options: the video or the live modeling. In this way, the researcher applied first the video and if the subject could not do and follow the whole goals, the live modeling will be practiced.

Moreover, the parents observed that in the middle of the development, they could say that Video Modeling had been the most established instructional tool and provided beneficial effects to them especially if they were not around.

Meanwhile, Video Prompting involved the children to watch each step or task in the chain and given a time to perform the step before advancing to the next task. This was eventually what had happened to the three subjects. Since they were in moderate to severe levels and difficulty to understand sign languages or few words spoken, the most suitable strategy for them was the Video Prompting and Video Chunking. There were indications that these strategies become more effective for some children with special needs who have difficulty watching lengthy videos which needed to be chunked step by step. Furthermore, the children with special needs using the VP and VC acquired

skills easily, minimized errors, and ensured correct responding.

As the researcher interviewed the parents, concretely, they found out that Video Prompting and Video Chunking strategies were more useful for their students with moderate and severe disabilities because each child performed each step individually and immediately and after viewing each step, he or she had an opportunity to practice and receive feedback before moving.

In general concept, both strategies contributed a big help and assistance in the rehabilitation and implementation of Learners with Special Educational Needs.

Statement of Hypothesis

The study postulated the below null hypothesis to assess the significant mean gain between the functional skills of learners with special educational needs before and after the utilization of the identified strategies.

H₀: There is no the significant mean gain between the functional skills of learners with special educational needs before and after the utilization of the identified strategies.

Statistical Treatment

Both descriptive and inferential statistical tools were applied to appropriately present, describe, analyze and infer the collected data from the respondents through survey questionnaires.

1. Frequency distribution was used to present and describe the profile of the subjects (learners) in table in terms of their age, gender, grade level and disabilities. Percentages of each of the subjects' profile was calculated to describe them quantitatively and generally.
2. Likewise, the same statistical tool at Item-1 was utilized. Frequency distribution was used to present and describe the profile of the respondents (teachers) in table in terms of their age, gender, highest educational level, civil status, number of years in teaching learners with special educational needs and relevant trainings or seminars attended in the last five years. Percentages of each of the respondents' profile was computed to describe them quantitatively and generally.
3. Weighted mean was employed to summarize and interpret the general weaknesses and strengths in teaching learners with special educational needs as regards to the identified functional skills. The identified functional skills are dressing, eating or food preparation, grooming or hygiene, and cleaning or laundry.

4. Weighted mean was also applied to summarize and interpret the general degree of utilization of the identified teaching strategies. The identified teaching strategies are video chunking, video prompting and video modeling.
5. Lastly, t-test for correlated samples was considered to gauge the significant mean gain between the functional skills of learners with special educational needs before and after the utilization of the identified strategies.

Sampling

Getting the responses of the entire population is the best way to obtain accurate results. But because of the availability of the resources, like time and money, the researcher will opt to have convenience sampling.

Convenience sampling is a sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher. It is fast, inexpensive, easy and the subjects are readily available. In this method, it involves getting participants wherever you can find them and typically wherever is convenient. All subjects are invited to participate. The subjects are selected just because they are easiest to recruit for the study.

Fortunately, the researcher gathered data from 43 learners as the subjects and 13 teachers as the respondents.

Scoring Procedure

The three-point Likert Scale as shown below was applied to categorically rate the weaknesses and strengths in teaching learners with special educational needs as regards to the identified functional skills.

Weight	Range	Interpretation
3	2.34 – 3.00	Can do independently. Does not require any help
2	1.67 – 2.33	Can partially do. Needs some help.
1	1.00 – 1.66	Can't do. Requires full assistance.

Also, the four-point Likert Scale as shown below was applied to categorically rate the degree of utilization of the identified teaching strategies.

Weight	Range	Interpretation
4	3.26 – 4.00	Always
3	2.51 – 3.25	Often
2	1.76 – 2.50	Sometimes
1	1.00 – 1.75	Not Used

DEFINITION OF TERMS

The following terms are conceptually and operationally defined for better understanding in this study:

Demographic Profile is a statistical data of a person especially showing the average age, birth rank, and other basic background.

Functional Skills was used to mean the daily living skills like grooming and hygiene, cleaning and laundry, eating and food preparation. Those skills of students with special needs must be assessed and intervened in order to live independently.

Improvements were the results after the implementations of the study and it was used to indicate that the study was successful.

Intervention Activities Plan refers to a design in order to achieve the target goals. In addition, it was an advance plan which was carefully design to gain and reach the target behaviours in a specific period of time.

Learners with Special Educational Needs refers to those children with identified needs such as, health, physical, emotional or social or mental health conditions which require early intervention, special education services, or other specialized supports.

Strategies are the interventions used in assessing the development of functional skills which is implemented individually to children with special needs.

Strength are the functional skills whom the Children with Special Needs able to do independently and he or she doesn't need help.

Weakness are the functional skills whom the Children with Special Needs cannot do independently and requires a full assistance and is used as the basis of the study.

2. REVIEW OF RELATED LITERATURE

This chapter deals with review of related literature. The related ideas and concepts regarding the functional skills, strategies, and demographic profile have been reviewed. Furthermore, the assessment of students with special needs; students with special needs and role of parents in implementing the study are also emphasized to make it more understandable and realistic.

Related Literature

The growth of special education in the Philippines has been given a relatively good support all these years both by the government, non- government organizations and stakeholders in response to the needs and challenges of the times. The level of awareness of both government and the private sector in providing equal opportunities to

The Learners with special Educational Needs have considerably increased.

In modern era, there a lot of Learners with Special Educational Needs aim to make their lives as convenient and comfortable as they wanted to by means of living independently.

Nowadays, they want to learn functional skills so that in the coming days, they are no longer dependent to other people surround them. Through learning those skills, they can apply into the real society, real environment, real outlet, and real world where they are concretely living. The natural home setting is the primary source of all learnings. From there, the Children with Special Needs start to explore functional skills which are available at home. The acquisition of skills depend on what kind of interventions or services fitted to the levels of needs.

To perform the functional skills independently plays a valuable and meaningful role in every life if Learners with Special Educational Needs. The increase of independence of Learners with Special Educational Needs is identified to be the most essential goal and ultimate endpoint in their daily lives. The learning of functional skills to Learners with Special Educational Needs which aimed that the independence should be the top priority in their educational trainings.

Legal Basis of Special Education in the Philippines

One positive development in special education is the implementation of Republic Act 7277, other known as Magna Carta for disabled Persons., an Act providing for the rehabilitations, self-development and self-reliance of disabled persons and their integration into the mainstream of society in support of this legislation, the Department of Education has directed all school divisions in the country to establish Special Education Centers to help provide effectively delivery of special education services nationwide. Although special education in the country started 94 years ago, in many respects, the demands and needs if this program have not changed. The advent of the 21st century requires new perspectives and directions in special education to meet the needs of the disadvantaged learners against the persistent challenges and demands of the new millennium. Equal opportunity assurance of quality education to all regardless of their assessed needs will be fully met. Placing a handicapped in a normal setting is only the first step to integration.

Commonwealth Act No. 32303, a provision in 1935. In this Act for the care and protection of disabled children. Articles 356 and 259 of the civil code of the Philippines mention “ the right of every child to live in an atmosphere conclusive to his physical,moral and intellectual development “, and the concomitant duty of the government to promote full growth of the faculties of every child.”

The declaration of the Rights of the Child has been the declaration adopted by the united Nations General Assembly in 1959. Affirmed mankind owes to the child the best it has to give. One of the principles concerned with the education of children with special needs.

Republic Act Nos. 3562 and 5250 is the Act providing the teachers, administrators and supervisors of special education should be trained by the Department of Education and impoverished.

Presidential Decree No. 663 is focused on the Child and youth Welfare Code.. Article 3 Rights of the Child. Equally important is Article 74 which provides for the creation of special classes. The Article reads: “ Where needs warrant, there shall be at least one special class in every province, and if possible, special schools for the physical handicapped, the mentally retarded, the emotionally–disturbed and the special gifted.

The ultimate goal of special education shall be the integration or mainstreaming of Learners with Special Educational Needs into the regular school system and eventually in the whole community. Special Education shall aim to develop the maximum potential of the learners to enable him to become self-reliant and shall be geared towards providing him with the opportunities for a full and happy life.

The specific objectives of special education shall be the development and maximization of learning competencies, as well as the inculcation of values to make the learners be useful and functional member of the society.

Effective Strategies in Teaching Functional Skills

According to the principles of Baine (2010) stated that there are 2 types of functional skills. First, the skills frequently required in home, community, school, vocational or other environment. Secondly, skills with low frequency but with high importance like attending a funeral and witnessing a wedding ceremony which are occasionally happened. However, in this study, primarily, functional skills in homes are strongly emphasized where in it will be expected to perform by the students with special needs. The integration of Bruner and Baine’s functional skills attack the ideas as to how to live independently in accordance to its acquired tasks in the middle of the study.

The study was anchored by Charlop-Christy (2005) in his Video Modeling Theory. Video Modeling is an instructional intervention in which Children with Special Needs watch a video clip with someone who act out the step to show the target skills and follow the tasks they have watched. The functional skills are

carefully taught which must fit to the children's level of disability. It must be concrete and visible through the use of Video Modeling.

Furthermore, this study had another proponent based on Video Prompting by Collins & Heward (2007). Video Prompting slightly differs from Video Modeling in which the whole target task was shown orderly into short units or each step of the skills. After, the Learners with Special Educational Needs performed the step being viewed. He or she received a praise or cue if he or she is ready to perform the next step before moving on the next task.

The Video Chunking by Sigafos (2005) was another strategy to prove that the step by step process could easily be attained and gained by the children.

Training on Functional Skills

Functional skills training have become a major priority for Special Education specializing in the field of different disabilities and levels of needs. It maximizes the children's independency, self-direction, and satisfaction in every day to both school, home, and community. Skills are likely to be required in the future environment and also important for independent living. As explained by Gianreco, et.al, (2000), there are three categories of functional skills: first is Cross environmental activities; second is the environment specific activities, and lastly, sensory learning skills. Cross environment activities includes: socialization, communication, personal management, leisure and applied academic. Environment specific activities include: activities performed in home, school, and community and vocations. Sensory learning skills include visual, auditory, tactile and gustatory.

Social skills are most frequently thought of as a set of skills that allows us to exchange a few words and relate and socialize with others. Social skills include comprise of both verbal and non-verbal forms of communication (Cahron, 2003).

Wilkinson and Canter, (2002) developed the Social Skills training Manual. Which enlists some social behaviours, such as, greeting behaviours including hands shaking; bowing in front of the persons; smiling genuinely and happily; putting hands or palms in one's face; kissing on person's cheeks; hugging tightly depending on the closeness; saying "Hi" or "Hello". Social behaviour during conversation such as: standing or sitting on an appropriate to look into the eyes of other persons during; eye-contact (in some cultures is it appropriate to look into the eyes of other persons during the discussion- in other cultures this behaviour is unacceptable.

National Institute for mentally handicapped (NIMH), India, (2006), has specialized functional skills training program for Children with Special Needs: "Toward Independence Series 1-6". This training manual includes the areas of: self-care skills, communication-interactive skills, social awareness skills, psychomotor skills and academic skills. A checklist for pre-primary age children is given along with the curriculum for training. For each task, a task analysis is made and steps for training are given. Suggestions for extending training in home and community situations are also given.

Connor (2008) developed a training program for Learners with Special Educational Needs -entitled: "Moving Ahead". The manual has five parts discusses cerebral palsy and how it affects the whole development of the child. It also describes the early development of the normal child. In particular, this part stresses the inter-relationships of all aspects of the child's development and should be seen by the caregiver as an unified holistic sequence. Second part, explains how we can achieve and sets the groundwork for their actual implementation. The Conductive Education as preferred by the manual approach is used for training. Third part of the manual deals with setting goals and takes the child step through the implementation process. It also spells out how the caregivers can structure the day for the child. Fourth deals with the task series. The task series presented in the manual are basic, and on the whole are common to the most children with motor disorder.

The fifth part deals with how to tackle the certain problems, which may arise, during the training. Although two children are not same but their functional requirement are the same. Information regarding special furniture and other teaching aids, songs, and games have also provided in the manual. The training program material activities and teaching methods is suggested in NIMH, Wilkinson, Canter and Connor were used for functional skills training of the children in this study.

Methods for the Training of Functional Skills

Behavioural Approach is based on the behaviour modification and applied behaviour analysis. This study uses some principles of behavioural approach in children's training of functional skills. These principles include: specifying goals, task analysis, teaching in small steps, rewards, chaining, prompting, etc.. Behavioral approach is the best for training the functional skills of children with intellectual disability (Baine, 2000. Some important principles of this approach are referred below:

Prompting is a technique used to help the Children with Special Needs to get a correct response. It is a

technique of feedbacking reinforcements to guide children to learn a specific skills (Peshawaria and Venkatesan, 2002). Prompt is a guide to facilitate and help a child complete target behaviour in a most desirable style (Baine, 2000). For example: if a child is unable to eat food himself, his father or mother may help him/her in eating food by giving appropriate prompt. There are many types of prompts: verbal, physical, modelling, and positional prompts are a few. A verbal cue to help the child to perform required behaviour. It is also called additional instructions. For example, you say- "What is this?". Then you answer- "glass" and then the child says "glass". Clueing helps to perform behaviour with only verbal or gesture hints such as "open", "look". For example, a child can be taught the name of vegetables through picture, after showing the other picture of vegetables, the teacher may help the child by saying, "potato".

Fading is a process of gradually reducing the strength of the prompt in which the Children with Special Needs learn to perform the skill, the conditional prompt is slowly faded. For example, if a child learns how to eat food, slowly mother reduces assistance and let the child to eat independently.

Shaping refers to developing behaviour in each children with special need. This is measured through successive approximations of behaviours are rewarded to achieve desired behaviour. In shaping approximation of actual behaviour is also awarded. If a child tries to perform a part of taught behaviour, he/she is rewarded. For example, parent ask the child to hold the glass and if the child brings his/her hand closer to the glass, the child is rewarded by the parents saying, "Good boy". Shaping is used when desire objective is too large or complicated and child to unable to perform simply (Baine, 2000).

Modeling is a visual prompt and a method of teaching by demonstration. In this method, teachers/parents provide model of target behaviour and then ask the child to imitate the modelled behaviour. For example, if a child is unable to open button, mother demonstrates how to open the button then let the child to imitate to open the button (Peshawaria and Venaktesan, 2002).

Chaining refers to a sequence of steps, which help to perform a behaviour. Every skill which is to be taught should be broken down into smaller segments, which is called task analysis. Linking different steps of the task is called chaining. For example, if a child with Special Needs wants to learn how to bath. The mother breaks the activity into steps. For example, in the first step, mother trains the child how to open the tap. Then train him/her how to apply soap on body, etc.. The chain steps can be taught by using different

ways: 1) Forward Chaining: Instructions continue at the completion of chain steps, and 2) reverse Chaining: When the last step is taught first and the first at the end.

Reward refers to the situation which happens after a task occur again in future is called "reward" (Pshawaria and Venkatesan, 2002. P. 76. For example, if a child performs a desire task, mother says, "Excellent" or gives him/her a sweet. This is called as reward. Reward is something which a child likes. There are many types of rewards used in training of children with intellectual disability such as 1) primary rewards which includes tea, ice cream, chips, etc., 2) Material rewards includes flowers, ball, dolls, etc., 3) social rewards: smile, praise, etc., 4) activity rewards includes playing games, watching TV, going out for a picnic, etc., and token reward includes good remarks on paper or copy, giving a star, etc..

Role of Teachers in Teaching Special Education

The directive principle to guide state policy Article 45 states that "free and compulsory education should be provided for all children until they complete the age of 14". The 93rd amendment to the Indian Constitution passed in December 2001, confirms the Government's commitment to (EFA) or Education for All. The preamble explicitly states that this includes children with disabilities. The act provides significance to early childhood care and education and apt intervention for children with special needs. The positive factor is the change combined in the Education Act by including a relevant clause which explains that "ALL" includes children with disabilities. The objective of SSA is to bring all children between 6-14 years in the net of 1-8 elementary, free and compulsory education, keep them in school till they complete the eight year cycle and see that they attain standards of a specified quality. SSA framework clearly states that "SSA will ensure that every child with special needs, irrespective of the kind, category and degree of disability, is provided education in an appropriate environment. SSA will adopt zero rejection policy so that no child is left out of the education system. It will also support a wide range of approaches, options and strategies for education of children with special needs."

The Philippines is a participant to the 1990 United Nations World Declaration on Education for All, (EFA) which reiterated the rights of all children comprising of children with special needs to access education in regular school settings and to the Biwako Millenium Framework for Action towards an inclusive, barrier free and rights based society for

persons with disability, the Declaration on the Full Participation and equality of People with Disabilities in the Asia Pacific Region. India also contributes to the philosophy of the 1993, UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities and the Salamanca Statement and Framework For Action (1994). This is possibly set out in brief terms for the first time the concept of inclusive education and as one needing global consensus and urged all "governments to adopt as a matter of law and policy the principle of inclusive education and emphasized that " children with special needs must have access to regular schools ". The Normalization Principle of Wolfensberger had placed focus on the person with disability and a well-known quote in this context is "change the environment to suit the child not the child to suit the environment".

Over the years, the concept of inclusive education has replaced the term integrated and Special education. Inclusion is not confined to the disabled. It also means non exclusion (NCF-2005). It refers to an education system that accommodates all children regardless of their physical, intellectual, social emotional, linguistic or other conditions. Inclusive education is about embracing all (NCF-2005). An inclusive class may have amongst others, differently abled children or gifted children, street or working children, children from remote or nomadic populations, children belonging to ethnic, linguistic or cultural minorities or children from other disadvantaged or marginalised groups. The national curriculum framework for school education (NCFSE) (2000), carried out by the NCERT, suggested inclusive school for all without exact reference to pupil with special education needs as a way of providing quality education to all learners.

The Draft of Inclusive Education Scheme, MHRD, (2003) "Inclusive Education means all learners, young people-with or without disabilities being able to learn together in ordinary preschool provisions, schools, and community educational settings with appropriate network of support service."

National Curriculum Framework (2005) policy of inclusion needs to be implemented in all schools and throughout in our education system. The involvement of all children needs to be made sure in all domains of their life in and outside the school. Schools need to become center that prepare children for life and ensure that all children, especially the differently able children from marginalized sections, and children in difficult circumstances get the maximum benefit of this critical area of education (NCF 2005, P85)

Kugelmass, (2004) Inclusive education means including differently abled children in regular

classrooms that have been designed for normal children. It refers to an education system that accommodates all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.

In overall terms, Inclusive Education implies four key elements: UNESCO 2006, it is essentially a process of looking for the most appropriate ways of responding to diversity as well as trying to learn how to learn from the differences; it is linked to stimulating, through multiple strategies, the creativity and the capacity of addressing and resolving problems by students; it comprises the right of the child to attend school, express his/her opinion, have quality learning experiences and attain valuable learning outcomes; and it implies the moral responsibility of prioritizing those students who are at risk of being marginalized and excluded from the school, and of obtaining low learning outcomes.

Teachers Role in Inclusive Education

Mastropieri & Scruggs, (2010), teachers play a pivotal role in mainstreaming inclusive education. The literature on inclusive education is undisputed about no matter how excellent the educational infrastructure might be, how well articulated educational policy might be, how well resourced a program might be, effective inclusion does not take place until regular classroom teachers deliver relevant and meaningful instruction to students with disabilities.

The teacher has to provide high quality, holistic support and focused involvement with the children with special needs based on a joint perspective, mutual understanding and networking. Teachers with the support of the principal of school, colleagues, special educators and parents should develop effective ways of overcoming barriers to learning and supporting effective teaching through observing the quality of teaching and standards of pupils' achievement and by setting targets for enhancement. Teacher works as a catalyst between the principal of the school and children with special needs and their parents. It is the teacher who sees new and innovative ways in order to fulfill the educational, social and emotional need of child with special needs. Whatever may be the type of resource room the teacher with her commitment, skill and knowledge can redesign it into useful, creative and interesting. One of the main roles is to support the teacher in meeting the needs of children with special needs.

Willms et al, (2002) what appears clearly from the research is that inclusive education results from the leadership of teachers in the classroom. Child development research also confirms the centrality of

the teacher's role and of environments that are rich with opportunities to learn. Sincere and responsive teachers who are dedicated to the inclusion of learners in stimulating learning environments are key to securing not only access to the classroom, but a quality of education that results in positive progressive outcomes. When teachers possess knowledge, classroom supports, leadership and support from their school administrators and the broader education system, an inclusive approach to quality education for all learners can take root in regular classrooms and schools.

The key responsibilities of a teacher for inclusive education are as follows: overseeing the day to day operation of the scheme IEDSS in particular and inclusive education in general; and coordinating the provision of support services for children with special needs.

Regular liaisoning and seeking advice from fellow special educators in regard to the education of child with special needs: Liaisoning with other special educators' of other schools for updating the information and knowledge; keep constant liaisoning with different Non-Government organisation working in this field for aiding support services for child with special needs; maintain the database of child with special needs; develop the assessment portfolio of child with special needs; prepare a list of required materials and equipment before the beginning of the session; Organize continuous, periodic and regular parent meeting; and ensuring that a child with special needs joins in the activities of the school together with other pupils.

Teachers Role in the Changing Scenario

Hyam, (2004) the role of educators in changing environment is also required to change, if there is to be a smooth transition from mainstream education to inclusive education. Change will not yield the desired results, if those who implement it are resistant or are not committed. Educators must see the value of the change and be prepared to embrace this change. They may need to acquire new skills and reject some of their beliefs and practices. This implies taking risks and facing challenges. Educators are required to reconsider their roles, construct new knowledge and learn new skills to equip themselves for the change.

The inclusion of differently abled students in regular education classrooms requires regular school teachers to upgrade their skills in-order to respond to the new challenges provided by their changing roles and responsibilities. These teachers are now expected to address problems and provide solutions or facilitate solutions to challenges posed by special needs students who may vary in their skill levels. They are

now required to undertake initial screening of students who are at risk, adapt instruction to make them responsive to special needs students, contribute in Individualized Education Program (IEP) meetings, work collaboratively with parents and other professionals and use technology to assist students overcome their shortfalls.

Kochhar and West (1996) laid stress that, in inclusive education classrooms regular school teachers are required to teach 'content' differently. It must be integrative, flexible and interdisciplinary. In contrast to traditional, teacher centred instructional approaches in which the teacher stands in front of the classroom and delivers lectures to the entire class; in the inclusive classroom the focus shifts from teaching to learning. Teachers are now required to create situations in which student's learning is maximized. The regular classroom teacher is now viewed primarily as a "thoughtful professional", one who is able to understand the relationship between teaching and learning as well as develop the cognitive functioning of the differently abled students. He asserts that a regular school teacher needs to be a professional diagnostician, a decision maker and an instructional manager in order to deal effectively with the challenges posed by exceptional/gifted learners. He further says that this professional should be in the best position to help these students in working with the group, to follow routines and to follow the accepted standards of group behavior. It can be seen that the roles and responsibilities of regular school teachers has now been comprehensive after the introduction of inclusive education programs. It now includes the responsibility of meeting the needs of the differently abled students in addition to meeting the needs of their normal peers. It is therefore vital that regular school teachers have the appropriate knowledge, skills and attitudes to fulfill their new roles and responsibilities.

Role of Parents in Training of Children with Special Needs

The parents portray an essential part of assessment and evaluation of Children with Special Needs. They have many involvements especially to the processes where in it is related to the development and evaluation of the children. Moreover, the parents have enough knowledge and detailed information that can easily determine the signs and symptoms of the actual needs. In fact, they can give various basic background development of functional skills of their children. Furthermore, parents also shares collective ideas and observations of the performance of the Children with Special Needs. There are some initial indoor meetings with parents conducted to discuss the assessment

results and findings which guide to develop the management/teaching plan. To fully understand the implementation of the management/teaching plan, the cooperation and participation of parents are very helpful.

In the educational services of Children with Special Needs, the parents are the main source to identify the behaviours of the daily living and they can be there at all times as long as their interests meet the needs of the children. The constitutional law (Public Law 94-142, the "Education For All Handicapped Children Act") indicates the concern and value of parent especially the development of the Individual Education Program (IEP) of Children with Special Needs. Several researches available which show not only the better outcome of parents' participation in early intervention program and home learning environment but also in other outreach training programs for children (Newman, 2005).

Keeping in touch about this view, it recommends that it is necessary to provide some training programs and parents should be engaged and encouraged to participate and cooperate in the quality education of their Children with Special Needs. Parents' cooperation and participation in the basic educational target goals of their Children with Special Needs provides an enhancement in child's outcome (Karnes and Taska, 2005). According to Bruner (2005) parents are the key teachers where in the learnings are originally come from them aside from the parents, socializing agents where they help to initiate a conversation to family members and to the people around them living in the same society and caregivers for their children who are always there especially about the health conditions are concerned during early years. James (2006) highlighted the role of parents of Children with Special Needs as they are well aware and well oriented of many well-rounded and informative ideas of their children's current situations. Drew (2002) advocacy that parents' involvement is very necessary in each stage of intervention.

Reasons for Involving Parents

There are a number of reasons for involving parents in assessment and education of their children with intellectual disability. These are summarized below: Learning skills with the use of games is highly recommended for Children with Special Needs. Parents are the best players to play different games with them.

External reinforcements are the positive starters of desired behaviour and parents of children with Special Needs are the most responsible giver in their daily living.

Parents are always keeping in touch with health workers and other professionals working in Basic Health Units (BHU) in rural areas for health proper guidance and supports and services they can offer for their Children with Special Needs.

In this study, parents were involved at every single stage of program development and implementation. Parents were provided training in behavioural approach and techniques which they used in teaching their children.

The Importance of Assessment

In the real world of Special Education, the assessment of the Children with Special Needs is the most critical and absolutely essential to identify the ability and levels of either academic skills, social communication skills, functional skills or even the motor skills. The Children with Special Needs determine its strengths, weaknesses and progress where in these people have the huge responsibility to the obligations given by them and they are the parents, teachers, specialist and counselors who are in one way or another collaborate to each other just to identify the multiple assessments.

Assessments basically often include different prepared tests, this can be either standardized or criterion-referenced. These are the tests which includes experiential and real observations whom an educator or teacher carefully write while the Children with Special Needs work on given tasks from simple to complex. Consequently, various assessments that are compulsory required to the different Special Education centers which help the specialists recognize the child whether he or she needs for educational services. And if it happens, the next move is to identify to what types of educational services which will suit in order to support a child's developmental interventions.

There are most basic assessments in Special Education which includes the following:

Individual Intelligence Tests is the test used for a man to man assessment. This means that the child is asked for personal test relating only to herself or himself.

Wechsler Intelligence Scale is a test administered by a School Psychologists for which commonly evaluate a child's intellectual ability in a different of aspects in life.

Group Intelligence Test is a test administered by the general education classroom. This kind of test initiate the idea that the child might have learning disability. Moreover, the test has two purposes, to measure the the academic performance and to check the child's cognitive level.

3. PRESENTATION, ANALYSIS AND PRESENTATION OF DATA

This chapter contains the presentation, analyses and interpretation of the data gathered from the responses of the respondents in five distinct parts.

Part I shows the profile of the subjects, the learners. The profile of the learners in terms of their age, gender, grade level and disabilities are presented on this section.

Part II shows the profile of the respondents, the teachers. The profile of the respondents in terms of their age, gender, highest educational level, civil status, number of years in teaching learners with special educational needs and relevant trainings or seminars attended in the last five years are presented on this section.

Part III shows the weaknesses and strengths in teaching learners with special educational needs as regards to the identified functional skills. The identified functional skills are dressing, eating or food preparation, grooming or hygiene, and cleaning or laundry.

Part IV shows the degree of utilization of the identified teaching strategies. The identified teaching strategies are video chunking, video prompting and video modeling.

Part V shows the significant mean gain between the functional skills of learners with special educational needs before and after the utilization of the identified strategies.

Part I PROFILE OF THE SUBJECTS

This part of the chapter gives the profile of the respondents as to their age, gender, educational attainment, number of years in teaching, number of years in teaching students with disabilities and seminars/trainings attended related to special education.

Table 2 Age Profile of the Subjects

Age Level	Frequency	Percentage
6 to 8	6	13.95
9 to 11	6	13.95
12 to 19	24	55.81
20 to 35	7	16.28
Total	43	100.00

Table 2 displays the age profile of the subjects. As reflected, 24 or 55.81 percent which is most of the subjects belonged to the age level within 12 to 19 years old with a frequency of 24 or at 55.81 percent. This is followed by age level within 20 to 35 which is at a frequency of 7 or 16.28 percent. Completing the distribution are age levels within 6 to 8 and 9 to 11 at a frequency of 6 or at 13.95 percent.

According by Erik Erikson on his Eight Stages of Psychosocial Development, age level between 12 to 20 is the adolescence stage. Supposedly, during this stage, adolescents search for a sense of self and personal identity, through an intense exploration of personal values, beliefs, and goals. 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. The individual wants to belong to a society and fit in. This is a major stage of development where the child has to learn the roles he will occupy as an adult. It is during this stage that the adolescent will re-examine his identity and try to find out exactly who he or she is. Erikson suggests that two identities are involved: the sexual and the occupational.

According to Bee (1992), what should happen at the end of this stage is "a reintegrated sense of self, of what one wants to do or be, and of one's appropriate sex role". During this stage the body image of the adolescent changes.

Erikson claims that the adolescent may feel uncomfortable about their body for a while until they can adapt and "grow into" the changes. Success in this stage will lead to the virtue of fidelity. Fidelity involves being able to commit one's self to others on the basis of accepting others, even when there may be ideological differences.

During this period, they explore possibilities and begin to form their own identity based upon the outcome of their explorations. Failure to establish a sense of identity within society ("I don't know what I want to be when I grow up") can lead to role confusion. Role confusion involves the individual not being sure about themselves or their place in society.

In response to role confusion or identity crisis, an adolescent may begin to experiment with different lifestyles (e.g., work, education or political activities). Also pressuring someone into an identity can result in rebellion in the form of establishing a negative identity, and in addition to this feeling of unhappiness.

However, the subjects have developmental delay. With this, their physical and mental development have not been developed as expected on their age level.

Table 3 Gender Profile of the Subjects

Rank	Gender	Frequency	Percentage
2	Female	17	39.53
1	Male	26	60.47
Total		43	100.00

Table 3 presents the gender profile of the subjects. Male dominates at a frequency of 26 or at 60.47 percent. The female has a frequency of 17 or at 39.53 percent.

This supports the research and review of Mohamad Qasim Abdullah (2018) entitled: "Gender Difference in Learning Disabled Children Neuropsychological Review", about two-thirds of school-age students identified with learning disabilities are males. The research on learning disabilities purported that the ratio of boys to girls with learning disabilities was between 5:1.

This finding also supports the study of Veena Kumari and Sayid Barkiya (2016) entitled: "Children with Poor School Performance for Specific Learning Disability", they found that learning disability was more common in boys.

Table 4 Grade Level Profile of the Subjects

Grade Level	Frequency	Percentage
Kindergarten	2	4.65
Level 1 (Non-Graded)	3	6.98
Level 2 (Non-Graded)	5	11.63
Playgroup (Non-Graded)	2	4.65
Grade 1	7	16.28
Grade 2	7	16.28
Grade 3	4	9.30
Grade 5	2	4.65
Grade 6	3	6.98
Grade 7	1	2.33
Grade 8	1	2.33
Grade 9	5	11.63
Grade 10	1	2.33
Total	43	100.00

Table 4 presents the grade level profile of the subjects. Grade 1 and 2 have the same frequency of 7 or 16.28 percent. This is followed by Grade 9 and Level 2 (Non-Graded) with a frequency of 5 or 11.63 percent. Next in rank is Grade 3 having a frequency of 4 or 9.30 percent. Grade 6 and Level 1 (Non-Graded) have the same frequency of 3 or 6.98 percent. Kindergarten and Playgroup (Non-Graded) have the same frequency of 2 or 4.65 percent. Completing the profile are Grade 7, Grade 8 and Grade 10 with a frequency of 1 or 2.33 percent.

With respect to the age profile of the subjects, the grade level profile data reveals that the subjects have developmental delay. According to Elizabeth Harstad on her article regarding "What's the Difference Between Learning Issues and Delays?", the term "developmental delay" means that a child is not meeting developmental milestones at the expected age. The term learning issues or learning disabilities means that a child's academic achievement is lower

than expected for his developmental level, age or grade level.

Table 5 Disabilities Profile of the Subjects

Rank	Gender	Frequency	Percentage
1.5	Hearing Impairment	12	27.91
1.5	Intellectual Disability	12	27.91
3	Autism	10	23.26
4.5	Cerebral Palsy	4	9.30
4.5	Learning Disability	4	9.30
6	Speech Impairment	1	2.33
Total		43	100.00

Table 5 presents the disabilities profile of the subjects. Most of the subjects are hearing impaired and have intellectual disability with a frequency of 12 or at 27.91 percent. This is followed by autism with a frequency of 10 or 23.26 percent. Cerebral palsy and learning disability have the same frequency of 4 or at 9.30 percent. Intellectual disabilities and speech impairment have also the same frequency of 1 or at 2.33 percent.

Disability is a general term that refers to a heterogeneous group of disorders manifested by significant difficulty in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span" (NJCLD, 1981).

Disability is also refers to a retardation, disorder, or delayed development in one or more of the processes of speech, language, reading, writing, arithmetic, or other school subject resulting from a psychological handicap caused by a possible cerebral dysfunction and/or emotional or behavioral disturbances. It is not the result of mental retardation, sensory deprivation, or cultural and instructional factors." (Kirk, 1962, Educating Exceptional Children, p. 263).

There are various factors which are considered as the causes of disabilities. A number of studies have been conducted on the etiology of disabilities.

Snow.et. al. (1998-2000) identified several individual risk factors for disabilities, family history of reading difficulties poor literacy skills either because of inherent cognitive limitation or home environment, poor literacy related cognitive, linguistic processing especially phonological awareness, confrontational naming sentence, story recall and general language ability.

Disabilities are caused by various factors. The pre-natal factors like alcohol, tobacco, drugs, substance use by pregnant mothers, toxins and chemicals, environmental exposures (Virginia A et al., (2016), ecological (Chandra Kala Singh, 2008) neurological (Del Castillo, et al, (2010), neuro psychological (De Salles and De Mattospimenta Parente, 2006).

There are gender differences in writing of disabilities genetically (Berninger VW, 2008), brain dysfunction (Krishna, Oomen and Rao 2008), genetic (Paracchini S et al., 2007), poor families, facilities in schools, neighbourhood & low income. Disabilities tend to run in families, but whether this is due to genetic factors or similar learning environments is yet to be determined (Hallahan & Kaffman, 1980).

Part II PROFILE OF THE RESPONDENTS

This part of the chapter gives the profile of the respondents as to their age, gender, highest educational level, civil status, number of years in teaching learners with special educational needs and relevant trainings or seminars attended in the last five years.

Table 6 Age Profile of the Respondents

Age Level	Frequency	Percentage
25 to 35	8	61.54
36 to 50	4	30.77
51 to 80	1	7.69
Total	13	100.00

Table 6 displays the age profile of the respondents. Most of the respondents belonged to the age level within 25 to 35 years old having a frequency of 8 or at 61.54 percent. This is followed by age level within 36 to 50 which is at a frequency of 4 or 30.77 percent. Completing the distribution is age level within 51 to 80 at a frequency of 1 or at 7.69 percent.

Most of the respondents belonged to the age level within 25 to 35 years old. In the book of Dr. Thomas Armstrong, "The 12 Stages of Life", this age level is early adulthood. On this stage, it takes innovativeness for young adults to accomplish their many responsibilities, including finding a home and mate, establishing a family or circle of friends, and/or getting a good job. This principle of innovativeness serves us at any stage of life when we need to go out into the world and make our mark. This holds true to the teacher respondents of the study who are young teachers aged between 25 to 35 who are struggling in getting a good job to build a home for their future.

Table 7 Gender Profile of the Respondents

Rank	Gender	Frequency	Percentage
1	Female	10	76.92
2	Male	3	23.08
Total		13	100.00

Table 7 presents the gender profile of the respondents. Female dominates at a frequency of 10 or at 76.92 percent. The male has a frequency of 3 or at 23.08 percent.

This affirms the press release by the Department of Education data on September 6, 2014, more than three-quarters of all teachers in kindergarten through high school are women.

Table 8 Highest Educational Attainment Profile of the Respondents

Rank	Educational Attainment	Frequency	Percentage
2	College Graduate	3	23.08
1	Masters Units	8	61.54
3.5	Master's Degree	1	7.69
0	Doctorate Units	0	0.00
3.5	Doctorate Degree	1	7.69
	Total	13	100.00

The highest educational attainment profile of the respondent is displayed in Table 8. Majority of the respondents have master's unit at a frequency of 8 or 61.54 percent. This is followed by college graduate at a frequency of 3 at 23.08 percent. Master's degree and doctorate degree have the same frequency of 1 or at 7.69 percent which complete the distribution.

This confirms the Philippine Statistics Authority report released on January 10, 2013 that the educational attainment of the population in the country had improved since year 2000. The proportions of graduates of both secondary and tertiary (college) levels had increased from 2000 to 2010. College graduates increased from 4.3 percent in 2000 to 10.1 percent in 2010. On the other hand, the proportion of those with no grade completed had decreased from 8.3 percent to 4.0 percent.

Moreover, this is a good note to the respondents who pursue advanced studies as they will use this in their future. As to DepEd policy, taking master's degree classes, attending seminars and trainings will earn him points for promotion.

Table 9 Civil Status Profile of the Respondents

Rank	Gender	Frequency	Percentage
1	Married	9	69.23
2	Single	4	30.77
	Total	13	100.00

Table 9 presents the civil status profile of the respondents. Majority of the respondents are married having a frequency of 9 or at 69.23 percent. Four or at 30.77 percent of the respondents are single.

On the age profile of the respondents, 8 or 61.54 percent of the respondents belong to the early

adulthood stage. This finding supports Dr. Thomas Armstrong's view wherein on this stage, they established a family as 9 or 69.23 percent are married.

Table 10 Number of Years in Teaching Learners with Special Educational Needs Profile of the Respondents

Length of Service	Frequency	Percentage
1 year	3	23.08
3 years	5	38.46
4 years	2	15.38
10 years	1	7.69
11 years	1	7.69
15 years	1	7.69
Total	13	100.00

The number of years in teaching learners with special educational needs profile of the respondents is manifested in Table 10. Three or 23.07 percent of the respondents have experienced in teaching learners with special educational needs for 10 to 15 years. Two or 15.38 percent have experienced for 4 years, 5 or 38.46 percent have experienced for 3 years and 3 or 23.08 percent have experience for one year.

This supports the findings on the age bracket of the respondents which is within 25 to 35 years old. This simply implies that the number of years of experience is parallel to the present age.

Furthermore, this finding is a proof that the Presidential Decree No. 603 (The Child and Youth Welfare Code), and the Magna Carta for Persons with Disability has been implemented. This proves that the State uphold the right of all its citizens to quality education regardless of their circumstance.

Table 11 Frequency of Relevant Seminars/Trainings Attended Profile of the Respondents in the Last Five Years

Number of Seminars/Trainings	Frequency	Percentage
0	2	15.38
1	2	15.38
2	1	7.69
5	3	23.08
7	1	7.69
8	1	7.69
10	2	15.38
20	1	7.69
Total	13	100.00

Table 11 presents the frequency of relevant seminars or trainings attended profile of the respondents in the last five years. It is good to note that approximately 11 or 85 percent of the respondents have relevant seminars or trainings attended in the last five years.

Only two of them doesn't have a training which constitutes 15 percent of the distribution.

It is important to consider the teachers' personal and professional development. Agbenyega (2007) said that when teachers are not trained to handle these children with special needs in regular or segregated schools, it becomes a challenge for them to handle and develop a positive attitude towards them

Inclusive education opens opportunities for disabled children and realizes their right to be educated in the regular schools (Kuyini, 2010). Therefore, it is significant for teachers and school leaders to be aware of what inclusive education is all about, which means, they need to be introduced to the concept. Introducing the concept means that teachers need to have teacher training to equip them with the views and importance of inclusive education, thus, developing a positive attitude towards disabled children and gaining knowledge and skills on how to handle them (Agbenyega, 2007; Kuyini, 2010). Teachers must also receive training in teaching approaches and styles suitable to teach all children.

Teachers need to develop the knowledge and skills in handling and teaching these disabled children in mainstream schools. If teachers are not trained in managing all children in the classroom, it will be difficult for teachers to handle the teaching (Agbenyega, 2007). Teachers may not have a good and positive attitude towards the disabled children if they do not get an education on teaching approaches and relevant pedagogy to include them and learn ways to handle them in the classroom (Kuyini, 2010). Opoku, Aybenyega, Mprah, Mckenzie, and Badu (2017) argue that teachers need to be supported and trained to adopt different teaching techniques, strategies, styles and approaches to teach and support diverse students in the school and classroom.

As a result, this encourages and gets more children to attend schools which motivates and encourages parents to bring their children to school (Banks & Banks, 2010). As Kuyini and Boitumelo (2011) said, teachers contribute to the achievement of inclusive education and practices. Therefore, it is important to train them to develop positive attitudes towards disabled children which these attitudes support more successful inclusive programs for students.

Again, this is good note for the respondents, as to DepEd policy, taking master's degree classes, attending seminars and trainings will earn teachers points for promotion.

Part III WEAKNESSES AND STRENGTHS IN TEACHING LEARNERS WITH SPECIAL EDUCATIONAL NEEDS IN TERMS OF IDENTIFIED FUNCTIONAL SKILLS

This part of the chapter presents the weaknesses and strengths in teaching learners with special educational needs in terms of identified functional skills. The identified functional skills are dressing, eating or food preparation, grooming or hygiene, and cleaning or laundry.

Table 12 Weaknesses and Strengths in Teaching Learners with Special Educational Needs in terms of Identified Functional Skills

Identified Functional Skills		Weighted Mean	Description
Dressing			
1	Removes pants (does not include unfastening)	2.30	Can partially do.
2	Puts on pants (does not include fastening)	2.26	Can partially do.
3	Puts on socks	2.26	Can partially do.
4	Puts on pullover shirt	2.26	Can partially do.
5	Puts on a jacket	2.30	Can partially do.
6	Puts on shoes (does not include typing)	2.33	Can partially do.
7	Threads a belt	2.23	Can partially do.
8	Buckles a belt	2.26	Can partially do.
9	Zips up a zipper once it is started	2.28	Can partially do.
10	Button by self	2.28	Can partially do.
11	Starts a zipper	2.28	Can partially do.
12	Ties shoes	2.26	Can partially do.
13	Hangs up clothes	2.19	Can partially do.
14	Puts dirty clothes in hamper	2.14	Can partially do.
15	Wears clothes that are clean and wrinkle free	2.14	Can partially do.
16	Select clothes that fit	2.07	Can partially do.
17	Selects clothes that match	2.07	Can partially do.
18	Selects age-appropriate clothes	2.05	Can partially do.
19	Selects clothes appropriate to weather	2.09	Can partially do.
20	Selects clothes appropriate to context	2.00	Can partially do.
Average Weighted Mean		2.20	Can partially do.
Eating/Food Preparation			
21	Drinks from glass	2.56	Can do independently.
22	Eats with spoon and fork	2.37	Can do independently.
23	Eats with plate	2.51	Can do independently.
24	Spreads butter on bread with spoon	2.23	Can partially do.
25	Cuts vegetable with knife	1.93	Can partially do.
26	Sets table properly	1.98	Can partially do.
27	Clears table properly	2.12	Can partially do.
28	Gets own snack	2.35	Can do independently.
29	Prepare breakfast	1.77	Can partially do.
30	Stir a juice from a pitcher	2.14	Can partially do.
31	Makes sandwich	2.02	Can partially do.
32	Cooks prepared food like fried egg or fried fish	1.63	Can't do.
33	Uses measuring cups and spoons in a glass of milk	1.74	Can partially do.
34	Uses pot in heating frozen foods including snacks	1.58	Can't do.
35	Stores leftover foods properly	1.91	Can partially do.
36	Discards spoiled food properly	1.93	Can partially do.
37	Puts groceries properly	2.02	Can partially do.
38	Identified boxed/canned food using label	1.86	Can partially do.
Average Weighted Mean		2.04	Can partially do.

Grooming and Hygiene			
39	Uses toilet and toilet paper	2.23	Can partially do.
40	Washes and dries hands	2.35	Can do independently.
41	Washes and dries face	2.35	Can do independently.
42	Take shower independently	2.28	Can partially do.
43	Use deodorant	2.12	Can partially do.
44	Washes and rinses hair	2.28	Can partially do.
45	Washes and rinses body in bath or shower	2.33	Can partially do.
46	Dries self after bathing	2.33	Can partially do.
47	Brushes teeth	2.37	Can do independently.
48	Shaves (if appropriate)	1.77	Can partially do.
49	Applies makeup (if appropriate)	1.74	Can partially do.
50	Combs and brushes hair	2.42	Can do independently.
51	Trims fingernails/toenails	2.09	Can partially do.
52	Uses tissue to blow nose	2.33	Can partially do.
53	Uses feminine hygiene products appropriately	1.81	Can partially do.
Average Weighted Mean		2.19	Can partially do.
Cleaning and Laundry			
54	Puts toys away	2.40	Can do independently.
55	Make own bed	2.21	Can partially do.
56	Clears table after eating (puts dishes in sink and garbage in wastebasket)	2.14	Can partially do.
57	Takes out trash	2.21	Can partially do.
58	Dusts	2.21	Can partially do.
59	Sweeping (inside & outside)	2.23	Can partially do.
60	Washes windows or mirrors	2.19	Can partially do.
61	Cleans sink	2.00	Can partially do.
62	Cleans toilet	2.00	Can partially do.
63	Washes and dries dishes	2.12	Can partially do.
64	Measures soap	1.81	Can partially do.
65	Separates clean from dirty clothes	2.05	Can partially do.
66	Sorts light from dark clothes	1.88	Can partially do.
67	Loads washing machine (knows what setting to use)	1.74	Can partially do.
68	Folds clothes neatly	1.88	Can partially do.
69	Puts clothing away appropriately	1.98	Can partially do.
70	Hang up clothes neatly	1.95	Can partially do.
Average Weighted Mean		2.06	Can partially do.
General Average Weighted Mean		2.12	Can partially do.

Legend:

Weight	Range	Interpretation
3	2.34 – 3.00	Can do independently. Does not require any help
2	1.67 – 2.33	Can partially do. Needs some help.
1	1.00 – 1.66	Can't do. Requires full assistance.

Table 12 depicts the weaknesses and strengths in teaching learners with special educational needs in terms of functional skills. The general average weighted mean is 2.12. It means “can partially do”.

In terms of dressing, the average weighted mean is 2.20 which means “can partially do”. The learners can partially do the identified functional skills.

In terms of eating or food preparation, the average weighted mean is 2.04 which means “can partially do”. Drinks from glass, eats with spoon and fork, eats with plate and gets own snack, the learners can do them independently. This means the learners does not require any help in performing these functional skills. The learners can't cook or prepared food like fried egg or fried fish and uses pot in heating frozen foods including snacks on their own. They require full

assistance. The rest of the identified functional skills under eating or food preparation are the learners can partially do them.

In terms of grooming and hygiene, the average weighted mean is 2.19 which means “can partially do”. Washes and dries hands and face, brushes teeth and combs and brushes hair, the learners can do them independently. The rest of the identified functional skills under grooming and hygiene are the learners can partially do them.

In terms of cleaning and laundry, the average weighted mean is 2.06 which means “can partially do”. Only puts toys away the learners can do independently. The rest of the identified functional skills under cleaning and laundry are the learners can partially do them.

A teacher plays a vital role within a few hours in the classroom by delivering the daily specific planned content which is a part of curriculum for a specific grade. It depends on the teacher to plan it out and use effective strategies for its instructional deliverance. Teachers must have passion for learning and teaching as well as to understand needs and interests of the students. The world is changing and advancing day by day, so teachers need to be technology savvies as well, in order to meet new global emerging demands.

There are many educators and researchers who have debated that there are some school variables which influence the students’ achievement in particular. According to Coleman (2003), minimal role is played by the schools as far as the students’ achievement is concerned because it is independent of their background as well as societal factors. On the other hand, a few researchers suggest that factors like class size and space (Glass 2001), the teachers’ qualification (Ferguson, 2004), the school’s size and space (Haller, 1993), and a few more variables play a vital role in what the students learn in general.

Research points out that quality teaching is tend to necessarily be student-centered. It aims to help most and for all students learning. Therefore, focus should not only be pedagogical skills, but also learning environment that must address the students’ personal needs. Students should also be aware as to why they are working so that they are able to relate to other students and receive help if required.

As a result, great emphasis has been laid on “quality teaching” by many educators. In the same way, there is a need of elaborating the term “quality teaching”. Globalization has influenced each and everyone’s life. Quality, successful and effective learning actually depends on several factors e.g. availability and selection of instructional resources, staffing

quality, nature and its level, professional development implication as a system, and also the support of parents and administration. Recently, research also highlights one of the key features of “quality teaching” i.e. student-centered classrooms, which aims to benefit all students learning.

Learning environment along with teachers’ pedagogical skills is important for quality education (Johnson, 2007). Similarly, the students have also become both, geographically and socially diversified. There is a great need of new teaching methods and pedagogies to meet global challenges. Hence, we can say that there is also a need of change in the learner and teachers’ means of interaction. All the schools are striving to integrate curriculum with technology so that the students are provided quality education and learning takes place their way and they are focusing to provide quality education to the students by all means so that they are ahead in the education industry.

According to Alton-Lee (2004), the teachers should align their professional experiences with their teaching practices and pedagogies in order to benefit their students. Agreeing to Alton-Lee, these days one of the major roles of the teachers is to ensure that the content delivered has achieved the learning objective, which can be considered a key challenge. Despite the years of teaching experience, there is always a room for improvement and innovation for the teachers to adapt as per their requirement. Demands and needs change time to time so the teachers should also undergo professional and personal development to benefit both, the students and themselves as well, both are the learners. There is no age limit for learning; it depends on priorities and awareness only.

Another researcher, Deppeler (2000), suggests that the teachers would be able to change their teaching practices when they would reflect upon them and engage themselves in examining their own theories of teaching practices. But, ironically, it is a fact that the teachers hardly get any time to reflect on their daily practices, leading to improvement, or they are unaware of this process and it is out of question for them. They believe that delivering the content which has been planned for a specific day and subject is the basic necessity, neglecting the fact and being least bothered about knowing if the student learned or it was impossible for a student to grasp the basic concept even.

Roshenshine and Furst have introduced five variables of a teacher’s effectiveness, these are Variability, Clarity, Task-oriented, Enthusiasm and the last one is the students’ opportunity to learn criterion material. We must say that these are indeed a few components

essential for a teacher to be known as effective, but there are more key elements which help the teachers personally and professionally and also their students. These are being reflective, empathizing when required, respect students, a good communicator, her/his own love of learning and many more which makes a teacher effective and the most important part is the instruction strategy which he/she chooses to deliver content which helps students in learning more effectively.

Most of the teachers think that they can improve their teaching practices through developing sound knowledge of content that needs to be taught and delivered (Hill and Crevola, 2003). This is a major drawback in many schools. The teachers lose focus on their teaching strategies and they assume that the learners face difficulties because the content (what needs to be taught and delivered) is complicated or not of their interest, instead of realizing the fact that the teaching strategy (how to teach and deliver) should be more effective and as per their requirement and needs in order to generate their interest and better learning opportunity for the students. Furthermore, both, how and what are linked together but still far different and unique in nature.

All the educationists are well familiar with the fact that all the learners have a different learning style, whereas the problem lies in catering to all of them with an effective teaching strategy. Students learn in different ways as per their capabilities. Some learn by seeing, hearing, reflecting, modelling, reasoning, and drawing etc (Felder, 1998). With an agreement to Felder, similarly there are different teaching styles as well. Some give lectures, some discuss the topic, some make their students work in groups, some use technology, some use textbooks and many more. But, the main purpose behind these efforts is to help students grasp content knowledge and align them with the real world scenario.

Teaching strategies vary from one age group to another. None of the method is the best. It depends on the learning style of students. Primary students take more interest in the activities performed in the class. In-class exercises work the best for this age group. Visual and auditory aids improve learning and performance. Whereas, for secondary and tertiary levels, lectures, projects, field work, group exercises and peer teaching are the most suitable strategies to help them. Howard Gardner's multiple intelligences are also being considered and integrated in the lesson plans for improved learning of each and every student.

Helping students understand better in the classroom is one of the primary concerns of every teacher.

Teachers need to motivate students how to learn. According to Phil Schlecty (1994), students who understand the lesson tend to be more engaged and show different characteristics such as they are attracted to do work, persist in the work despite challenges and obstacles, and take visible delight in accomplishing their work. In developing students' understanding to learn important concepts, teacher may use a variety of teaching strategies that would work best for her/his students. According to Raymond Wlodkowski and Margery Ginsberg (1995), research has shown no teaching strategy that will consistently engage all learners. The key is helping students relate lesson content to their own backgrounds which would include students' prior knowledge in understanding new concepts. Due recognition should be given to the fact that interest, according to Saucier (1989:167) directly or indirectly contributes to all learning. Yet, it appears that many teachers apparently still need to accept this fundamental principle. Teachers should mind the chief component of interest in the classroom. It is a means of forming lasting effort in attaining the skills needed for life. Furthermore teachers need to vary teaching styles and techniques so as not to cause boredom to the students in the classroom. Seeking greater insight into how children learn from the way teachers discuss and handle the lesson in the classroom and teach students the life skills they need, could be one of the greatest achievements in the teaching process.

Furthermore, researchers have begun to identify some aspects of the teaching situation that help enhance students' motivation. Research made by Lucas (1990), Weinert and Kluwe (1987) show that several styles could be employed by the teachers to encourage students to become self-motivated independent learners. As identified, teachers must give frequent positive feedback that supports students' beliefs that they can do well; ensure opportunities for students' success by assigning tasks that are either too easy nor too difficult; help students find personal meaning and value in the material; and help students feel that they are valued members of a learning community. According to Brock (1976), Cashin (1979) and Lucas (1990), it is necessary for teachers to work from students' strengths and interests by finding out why students are in your class and what are their expectations. Therefore it is important to take into consideration students' needs and interests so as to focus instruction that is applicable to different groups of students with different levels.

Scaffolding is also something that seems to make a real difference. Start out with the teacher using heavily mediated instruction, known as explicit

instruction, then slowly begin to let the students acquire the skill, moving towards the goal of student mediated instruction.

Success for the student with learning disabilities requires a focus on individual achievement, individual progress, and individual learning. This requires specific, directed, individualized, intensive remedial instruction for students who are struggling.

Whether the student is in the general education classroom or learning in a special class setting, focus the activities on assessing individual students to monitor their progress through the curriculum. Concerns for the individual must take precedence over concerns for the group or the curriculum or for the organization and management of the general education classroom content.

Part IV DEGREE OF UTILIZATION OF THE IDENTIFIED TEACHING STRATEGIES

This part of the chapter displays the degree of utilization of the identified teaching strategies. The identified teaching strategies are video chunking, video prompting and video modeling.

Table 13 Degree of Utilization of the Identified Teaching Strategies

Identified Functional Skills		Video Chunking		Video Prompting		Video Modeling	
		Weighted Mean	Description	Weighted Mean	Description	Weighted Mean	Description
Dressing							
1	Removes pants (does not include unfastening)	3.05	Often	3.21	Often	3.28	Always
2	Puts on pants (does not include fastening)	3.02	Often	3.19	Often	3.21	Often
3	Puts on socks	3.07	Often	3.23	Often	3.26	Always
4	Puts on pullover shirt	3.09	Often	3.26	Always	3.26	Always
5	Puts on a jacket	3.09	Often	3.28	Always	3.26	Always
6	Puts on shoes (does not include tying)	3.09	Often	3.21	Often	3.30	Always
7	Threads a belt	3.05	Often	3.19	Often	3.23	Often
8	Buckles a belt	3.05	Often	3.21	Often	3.26	Always
9	Zips up a zipper once it is started	3.14	Often	3.21	Often	3.21	Often
10	Button by self	3.09	Often	3.28	Always	3.28	Always
11	Starts a zipper	3.12	Often	3.26	Always	3.30	Always
12	Ties shoes	2.98	Often	3.28	Always	3.23	Often
13	Hangs up clothes	3.02	Often	3.21	Often	3.12	Often
14	Puts dirty clothes in hamper	3.00	Often	3.16	Often	3.14	Often
15	Wears clothes that are clean and wrinkle free	2.98	Often	3.19	Often	3.16	Often
16	Select clothes that fit	2.93	Often	3.16	Often	3.16	Often
17	Selects clothes that match	2.93	Often	3.21	Often	3.09	Often
18	Selects age-appropriate clothes	2.91	Often	3.21	Often	3.14	Often
19	Selects clothes appropriate to weather	2.98	Often	3.12	Often	3.12	Often
20	Selects clothes appropriate to context	2.91	Often	3.16	Often	3.00	Often
Average Weighted Mean		3.03	Often	3.22	Often	3.20	Often
Eating/Food Preparation							
21	Drinks from glass	3.19	Often	3.40	Always	3.44	Always
22	Eats with spoon and fork	3.16	Often	3.40	Always	3.37	Always
23	Eats with plate	3.19	Often	3.42	Always	3.42	Always
24	Spreads butter on bread with spoon	2.98	Often	3.21	Often	3.16	Often
25	Cuts vegetable with knife	2.72	Often	2.95	Often	2.88	Often
26	Sets table properly	2.88	Often	3.16	Often	3.19	Often

27	Clears table properly	2.98	Often	3.07	Often	3.07	Often
28	Gets own snack	3.19	Often	3.28	Always	3.30	Always
29	Prepare breakfast	2.60	Often	3.02	Often	2.91	Often
30	Stir a juice from a pitcher	2.86	Often	3.07	Often	3.12	Often
31	Makes sandwich	2.79	Often	3.02	Often	3.05	Often
32	Cooks prepared food like fried egg or fried fish	2.47	Sometimes	2.70	Often	2.67	Often
33	Uses measuring cups and spoons in a glass of milk	2.56	Often	2.84	Often	2.91	Often
34	Uses pot in heating frozen foods including snacks	2.37	Sometimes	2.70	Often	2.72	Often
35	Stores leftover foods properly	2.67	Often	2.98	Often	2.98	Often
36	Discards spoiled food properly	2.67	Often	2.98	Often	2.95	Often
37	Puts groceries properly	2.79	Often	3.02	Often	3.00	Often
38	Identified boxed/canned food using label	2.65	Often	3.00	Often	2.93	Often
Average Weighted Mean		2.82	Often	3.07	Often	3.06	Often
Grooming and Hygiene							
39	Uses toilet and toilet paper	3.14	Often	3.26	Always	3.26	Always
40	Washes and dries hands	3.19	Often	3.33	Always	3.33	Always
41	Washes and dries face	3.21	Often	3.37	Always	3.30	Always
42	Take shower independently	3.07	Often	3.33	Always	3.26	Always
43	Use deodorant	2.93	Often	3.07	Often	3.09	Often
44	Washes and rinses hair	3.12	Often	3.40	Always	3.23	Often
45	Washes and rinses body in bath or shower	3.14	Often	3.35	Always	3.28	Always
46	Dries self after bathing	3.14	Often	3.33	Always	3.28	Always
47	Brushes teeth	3.26	Always	3.40	Always	3.37	Always
48	Shaves (if appropriate)	2.26	Sometimes	2.56	Often	2.44	Sometimes
49	Applies makeup (if appropriate)	2.30	Sometimes	2.60	Often	2.44	Sometimes
50	Combs and brushes hair	3.21	Often	3.40	Always	3.37	Always
51	Trims fingernails/toenails	3.02	Often	3.30	Always	3.26	Always
52	Uses tissue to blow nose	3.07	Often	3.30	Always	3.26	Always
53	Uses feminine hygiene products appropriately	2.44	Sometimes	2.58	Often	2.53	Often
Average Weighted Mean		2.97	Often	3.17	Often	3.11	Often
Cleaning and Laundry							
54	Puts toys away	3.16	Often	3.35	Always	3.28	Always
55	Make own bed	3.00	Often	3.14	Often	3.14	Often
56	Clears table after eating (puts dishes in sink and garbage in wastebasket)	3.00	Often	3.12	Often	3.14	Often
57	Takes out trash	3.12	Often	3.16	Often	3.21	Often
58	Dusts	3.07	Often	3.14	Often	3.19	Often
59	Sweeping (inside & outside)	3.19	Often	3.30	Always	3.30	Always
60	Washes windows or mirrors	3.05	Often	3.16	Often	3.14	Often
61	Cleans sink	2.93	Often	3.14	Often	3.19	Often
62	Cleans toilet	2.93	Often	3.14	Often	3.19	Often
63	Washes and dries dishes	2.98	Often	3.09	Often	3.16	Often
64	Measures soap	2.70	Often	2.77	Often	2.88	Often
65	Separates clean from dirty clothes	2.81	Often	3.02	Often	3.02	Often

66	Sorts light from dark clothes	2.84	Often	3.00	Often	3.07	Often
67	Loads washing machine (knows what setting to use)	2.30	Sometimes	2.42	Sometimes	2.60	Often
68	Folds clothes neatly	2.72	Often	2.93	Often	3.05	Often
69	Puts clothing away appropriately	2.77	Often	3.02	Often	3.05	Often
70	Hang up clothes neatly	2.84	Often	3.02	Often	3.12	Often
Average Weighted Mean		2.91	Often	3.05	Often	3.10	Often
General Average Weighted Mean		2.93	Often	3.13	Often	3.12	Often

Legend:

Weight	Range	Interpretation
4	3.26 – 4.00	Always
3	2.51 – 3.25	Often
2	1.76 – 2.50	Sometimes
1	1.00 – 1.75	Not Used

The degree of utilization of the identified teaching strategies is manifested on Table 13. Generally, video chunking, video prompting, and video modeling are often utilized in teaching the functional skills of dressing, eating or food preparation, grooming and hygiene and cleaning and laundry.

Specifically, video chunking is sometimes utilized in teaching cooking or preparing food like fried egg or fried fish, using pot in heating frozen foods including snacks, shaving, applying make-up, using feminine hygiene products appropriately and loading washing machine (knowing what setting to use).

Video prompting is always utilized in teaching putting on pullover shirt, putting a jacket, buttoning by self, starting a zipper, tying shoes, drinking from glass, eating with spoon and fork, eating with plate, getting own snack, using toilet and toilet paper, washing and drying hands and face, taking shower independently, washing and rinsing hair, washing and rinsing body in bath or shower, drying self after bathing, brushing teeth, combing and brushing hair, trimming fingernails or toenails, using tissue to blow nose, putting toys away and sweeping.

Video modeling is always utilized in teaching removing pants, putting on socks, putting on pullover shirt, putting on a jacket, putting on shoes, buckling belt, buttoning by self, starting a zipper, drinking from glass, eating with spoon and fork, eating with plate, getting own snack, using toilet and toilet paper, washing and drying hands and face, taking shower independently, washing and rinsing body in bath or shower, drying self after bathing, brushing teeth, combing and brushing hair, trimming fingernails or toenails, using tissue to blow nose, putting toys away and sweeping.

These findings strengthen on the following studies. Ayres and Langone's (2005) review focused on the use of video modeling to teach social and functional skills. They concluded video modeling was a highly effective strategy to teach these skills. They concluded video modeling was a highly effective strategy to teach these skills. McCoy and Hermansen (2007) reviewed video modeling studies by the type of model used in the video (e.g., adults, peers, self, and point of view), they found video modeling was effective regardless of the type of model used. Delano (2007) reviewed the effectiveness of video modeling, the most frequently used type of video modeling, and the skill areas taught for ASD. She found video modeling to be both a popular and effective strategy for teaching social-communicative behaviors (e.g., social initiation, verbal statement about play) to individuals with ASD. More recently, S. Gardner and Wolfe (2013) reviewed the effects of video modeling and prompting for teaching daily living skills to individuals with ASD. They found both video modeling and prompting interventions were successful in teaching daily living skills.

Mason, Ganz, Parker, Burke, and Camargo (2012) found a statistically significant difference in the effectiveness of VBI across disability categories, where larger effects were observed for participants with ASD compared to developmental disabilities.

Part V SIGNIFICANT MEAN GAIN BETWEEN THE FUNCTIONAL SKILLS OF LEARNERS WITH SPECIAL EDUCATIONAL NEEDS BEFORE AND AFTER THE UTILIZATION OF THE IDENTIFIED STRATEGIES

This part of the chapter reveals the significant mean gain between the functional skills of learners with special educational needs before and after the utilization of the identified strategies.

T-test for correlated samples was considered to gauge the significant mean gain between the functional skills of learners with special educational needs before and after the utilization of the identified strategies.

Table 14 Significant Mean Gain Between the Functional Skills of Learners with Special Educational Needs Before and After the Utilization of the Identified Strategies

Student No.	Scores		D	D ²
	Pretest	Post test		
1	1.70	1.81	- 0.12	0.0134
2	2.55	2.77	- 0.22	0.0473
3	1.10	2.09	- 0.99	0.9712
4	3.00	3.00	0.00	0.0000
5	3.00	3.00	0.00	0.0000
6	3.00	3.00	0.00	0.0000
7	2.99	3.00	- 0.01	0.0002
8	2.71	3.00	- 0.29	0.0840
9	2.04	2.00	0.04	0.0019
10	1.87	2.75	- 0.88	0.7816
11	1.61	1.67	- 0.06	0.0034
12	1.00	1.91	- 0.91	0.8336
13	2.01	2.64	- 0.62	0.3884
14	1.91	2.29	- 0.38	0.1420
15	1.00	1.96	- 0.96	0.9149
16	2.00	2.67	- 0.67	0.4444
17	2.17	2.70	- 0.52	0.2722
18	1.03	1.46	- 0.43	0.1890
19	3.00	3.00	0.00	0.0000
20	3.00	3.00	0.00	0.0000
21	2.00	2.00	0.00	0.0000
22	1.45	2.00	- 0.55	0.3033
23	2.00	2.00	0.00	0.0000
24	2.00	2.25	- 0.25	0.0607
25	2.01	2.00	0.01	0.0002
26	1.00	1.93	- 0.93	0.8603
27	1.99	2.94	- 0.96	0.9149
28	2.00	2.00	0.00	0.0000
29	2.45	3.00	- 0.55	0.3033
30	2.54	2.88	- 0.35	0.1210
31	2.68	2.80	- 0.12	0.0134
32	2.41	2.88	- 0.48	0.2287
33	2.36	2.88	- 0.52	0.2722
34	1.94	2.46	- 0.52	0.2722
35	3.00	3.00	0.00	0.0000
36	3.00	3.00	0.00	0.0000
37	3.00	3.00	0.00	0.0000
38	2.25	3.00	- 0.75	0.5679
39	2.28	2.97	- 0.70	0.4839
40	2.74	2.72	0.01	0.0002
41	2.01	2.00	0.01	0.0002
42	2.00	2.01	- 0.01	0.0002
43	2.00	2.01	- 0.01	0.0002
Total			-13.67	9.49
t comp			5.95	
t critical value at 0.05 (two-tailed)			2.02	

Table 14 depicts the significant mean gain between the functional skills of learners with special educational needs before and after the utilization of the identified strategies.

As depicted in table 14, the t-computed value is 5.95 which is greater than the set critical value at 0.05 significance level (two-tailed) which is 2.05. The decision is to accept the alternative hypothesis. Alternative hypothesis states that there is a significant mean gain between the functional skills of learners with special educational needs before and after the utilization of the identified strategies.

These findings substantiate the result on the analysis on the degree of utilization of the identified teaching strategies in table 13.

Not everybody learns in the same way, we all have natural preferences and tendencies as to how we acquire and store the information. The cognitive development of students with disabilities is often starkly different than that of students without disabilities, however understanding how it differs from traditional child development is important to understanding how learning style identification can assist students with disabilities. Why and how does students create accommodations to account for disabilities and how students with similar disabilities make similar accommodations are threads that can weave a better understanding of how individuals learn.

It is the argument of Christie (2000), that there is a neurological explanation for the development of specific learning styles. Christie explores the brain as well as neurological and psychological processes involved in cognitive development and how these cognitive processes can explain the development of specific preferences in human learning.

Christie explains that hemisphere dominance is often demonstrated in learning and the development of various skills, for example, expressive and receptive language, reasoning and sequencing are all found in the left hemisphere, while geometric figure identification, visual forms and facial identity are located in the right hemisphere. What does this mean for students with disabilities? When looking at the neurological effects of specific disabilities, a relationship may be found that students with similar disabilities may also have a similar hemisphere dominance which causes them to gravitate towards learning styles that accommodate for their particular disability.

A study on abnormal brain development by Escalante-Mead, Minshew and Sweeney (2003) offers compelling evidence for Christie's argument. This

study discovered that disturbances in lateral preference in individuals with autism potentially shed light on brain maturational processes in this disorder. Individuals with autism and a history of early language disturbance showed more atypical cerebral dominance than both healthy participants and individuals with autism who had normal early language skills. The arguments by Christie (2000) as well as Escalante-Mead, Minshew and Sweeney (2003) offer scientific reasoning and explanation for the development of learning styles. "A critical relationship between our students and learning in the classroom is association. In education, it is absolutely imperative that we assist our students to draw associations from sensory input to neurological processing to expressive output" (Christie, 2000, p. 328).

Christie accounts for association in students with disabilities by suggesting that the brain dominance of students with disabilities may be damaged or otherwise effected and therefore these students must use a method of association to overcome or over compensate for a disability. It is through an analysis of these works (Christie, 2000; Escalante-Mead, et. Al, (2003), that one can understand the argument that learning style preference is a neurological phenomenon which can offer insight into how the brain is involved in learning style preference development in individuals with disabilities.

The compelling argument posed may offer insight into why students with Autism are often tactile learners. Does their disability and development offer a clue? Is it a cognitive adaptation?

Perhaps one of the most convincing examples for the role of the brain in learning style development in students with disabilities is in individuals with dyslexia. A case study by Norris and Kershner (1996) offers additional validity to the neurological understanding of learning style preference development in individuals with dyslexia. This study assessed the neuropsychological validity of the modality preference (learning style) of individuals with dyslexia with regarding to reading. The idea that learning styles are linked to the brain and that specific associations can be made to accommodate different types of learning is a sentiment that is also shared by Christie (2000). According to the research in this study, students who were considered fluent readers rated their reading styles to be more strongly auditory and visual than children with dyslexia. The authors of this study "assume that left-hemisphere engagement implicates a preference for auditory processing and that right-hemisphere engagement implicates a relatively greater preference for visual processing"

(Norris & Kershner, 1996, p.234). This research on dyslexia further supports the idea that by understanding what area of the brain is effected by a specific disability; teachers will be better able to determine a student's learning style preference and better assist that child to learn.

While the research completed by Norris and Kershner, Christie and Escalante-Mead, Minshew and Sweeney all use a neurological rationale to explain why students with similar disabilities often share a common learning style preference, arguments have also been made outside the area of science as to why learning style preference coincides with specific disability types. Heiman (2006) addresses the differences which exist among various students at the university level assessing the different learning styles which develop in students with and without learning disabilities. The results of this study found that students with learning disabilities preferred to use more stepwise processing, including memorization and drilling practice. In addition, these students reported a higher need for self-regulation strategies than their non-learning disabled peers.

The presupposition that, students with learning disabilities face academic difficulties which provoke the use of different learning styles than students without learning disabilities is a common difficulty that causes a common accommodation to develop in students with disabilities is a compelling one.

4. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter reveals the summary of findings, conclusion and recommendations of the study. This was conducted among forty-three (43) Learners with Special Educational Needs and thirteen (13) teachers in the Division of Toledo City.

FINDINGS

1. Demographic Profile

A. Demographic Profile of the Learners with Special Educational Needs

As reflected, 24 or 55.81 percent which is majority of the subjects belonged to the age level within 12 to 20 years old with a frequency of 24 or at 55.81 percent. This is followed by age level within 20 to 35 which is at a frequency of 7 or 16.28 percent. Completing the distribution are age levels within 6 to 8 and 9 to 11 at a frequency of 6 or at 13.95 percent.

Furthermore, male dominates at a frequency of 26 or at 60.47 percent. The female has a frequency of 17 or at 39.53 percent. As to the the grade level profile of the subjects, female dominates at a frequency of 33 or at 91.67 percent. The male has a frequency of 3 or at 8.33 percent.

As to the disabilities profile of the subjects, majority of the subjects are hearing impaired with a frequency of 12 or at 27.91 percent. Eleven or at 25.58 percent have intellectual disability and 10 or 23.26 percent have autism. Cerebral palsy and learning disability have the same frequency of 4 or at 9.30 percent. Intellectual disabilities and speech impairment have also the same frequency of 1 or at 2.33 percent.

B. Demographic Profile of the Teachers with Special Educational Needs

For the age profile of the respondents, majority of the respondents belonged to the age level within 25 to 35 years old having a frequency of 8 or at 61.54 percent. This is followed by age level within 36 to 50 which is at a frequency of 4 or 30.77 percent. Completing the distribution is age level within 51 to 80 at a frequency of 1 or at 7.69 percent.

Moreover, the gender profile of the respondents, majority of them were female at a frequency of 10 or at 76.92 percent and the male has a frequency of 3 or at 23.08 percent.

As to the highest educational attainment profile of the respondents, majority of the respondents have master's unit at a frequency of 8 or 61.54 percent. This is followed by college graduate at a frequency of 3 at 23.08 percent. Master's degree and doctorate degree have the same frequency of 1 or at 7.69 percent which complete the distribution.

With regards to the civil status profile of the respondents, majority of the respondents are married having a frequency of 9 or at 69.23 percent while four of them with a frequency of 30.77 percent of the respondents are single.

In terms of the number of years in teaching learners with special educational needs profile of the respondents, three or 23.07 percent of the respondents have experienced for 10 to 15 years; two or 15.38 percent have experienced for 4 years; 5 or 38.46 percent have experienced for 3 years; and 3 or 23.08 percent have experience for one year.

As to the relevant seminars or trainings attended profile of the respondents in the last five years, it is good to note that majority of the respondents have relevant seminars or trainings attended in the last five years which has 85 percent and only two of them doesn't have a training which constitutes 15 percent.

2. Strengths and Weaknesses of Functional Skills of Learners with special Educational Needs

It was found out that majority of the students can do partially the identified functional skills and only few of the identified functional skills can be done independently.

3. Degree of Utilization by the Respondents in Terms of Video Modeling, Video Prompting and Video Chunking

Generally, video chunking, video prompting, and video modeling are often utilized in teaching the functional skills of dressing, eating or food preparation, grooming and hygiene and cleaning and laundry.

4. Significant Mean Gain Difference of Functional Skills of Learners with Special Educational Needs before and after the Utilization of the Identified Strategies

There is a significant mean gain between the functional skills of learners with special educational needs before and after the utilization of the identified strategies.

5. Intervention Plan has been Prepared to Improve the Functional Skills of Learners with special Educational Needs

Majority of the students have the same intervention plans and transition activities to be performed independently.

CONCLUSION

Based from the assessment on the condition of Learners with Special Educational Needs, the use of the following teaching strategies as interventions: Video modeling, video Prompting and video Chunking are deemed very significant in developing the functional skills of the students.

RECOMMENDATIONS

The following recommendations are made which are anchored on the findings and conclusion of the study:

1. That the SPED Teacher may use the three identified strategies continuously;
2. That the SPED Teacher may apply other teaching strategies in addition to the three identified teaching strategies;

3. That the SPED Teacher may encourage and motivate to attend more trainings and seminars for professional growth; and
4. That the SPED Teacher may continue to study their Masters Degree and Doctorate Degree.

5. THE OUTPUT OF THE STUDY

Presented in this chapter is the output of the study. It consists the proposals designed to improve the preparedness, satisfaction and frequency of practice of the strategies in teaching functional skills to Learners with Special Educational Needs in the Division of Toledo City.

Description

The proposal consists of intervention plan and transition activities that can improve the development of the strategies in teaching functional skills to Learners with special Educational Needs based on the results of the study. The proposal is formatted through a matrix to be considered by the administrator to implement.

Rationale

This research assessed the influence of the teaching strategies employed by the teachers in the development of functional skills of Learners with Special Educational Needs at Luray II National High School, Toledo City for school year 2018-2019 basis for an Intervention Plan. The study delved in identifying the effective strategies in teaching the functional skills of Learners with Special Educational Needs.

Intervention Plan of Learner with Special Educational Needs

The intervention plan was designed to enhance and develop the functional skills of children with special needs.

Table 14. Intervention Plan of Learners with Special Educational Needs

Professional Competency	Areas of Concern	Objective	Action Plan	Time	Indicators	Persons Involved	Result
Instructional Planning	Academic	Attend the intervention and transition fair for learners with special Educational Needs Identify at least one source of financial support for the activities	Seminars/ workshops Solicitations/ Stakeholders MOOE	Whole Year	Students are able to attend the transition fair and expose the to the community. For SpEd Teachers can fully implement the activities if there is enough funds.	Special Educator, Parents	

Instructional Planning	Employment Training	Participate in school sponsored trips or site visits to various job sites or on the job training sites Identify one training program for career of choice	Seminars/workshop Field trips Seminars workshops	Whole Year	Students can experience the educational tour and expose to future jobs or career Students can choose their future career	Special Educator, Parents, Guidance Counselor, Family Members	
Instructional Planning	Independent Living	Practice grocery shopping skills with adult supervision Participate in school sponsored travel training opportunities	Grocery in the Mall or Mart Division or Regional SpEd Activities	Whole Year	Students can be able to try for grocery shopping. Students can travel in relation to SpEd activities	Special Educator, Parents, Guidance Counselor, Family Members	

Note: All subjects in the study will undergo and will implement this intervention and transition activities which are mainly designed for them.

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