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Adaptive Life Skills of Special Education Pupils of Saluysoy Elementary School, Meycauayan City, Bulacan

Angel C. Bautista

Teacher I, Senior High School Department
San Francisco High School, Quezon City, Metro Manila, Philippines
angel.bautista@depedqc.ph

Abstract*: The nature concern of this study is to describe and evaluate the adaptive life skills of Special Education pupils with Intellectual Disability in Saluysoy Elementary School, Meycauayan City, Bulacan. The case study method was used in this research. There were 10 pupils with intellectual disability whose age ranges from 5 to 9 years old, assessed by their parents on adaptive life skills and were chosen by purposive sampling. The instrument used to gather data was a devised questionnaire and its sub-constructs was adapted from the Adaptive Behavior Assessment Scale Edition II, composed of conceptual, social, and practical domains. Findings showed that the conceptual skills recorded a weighted mean of 1.05, social skills recorded a weighted mean of 1.08, and practical skills recorded a weighted mean of 1.30 and 0.75, all of them were interpreted never when needed. Moreover, the adaptive life skills of pupils with intellectual disability when grouped according to age and years in the school found to be significant since the computed exceeds the critical f-value given, thus, the decision to reject the null hypotheses; furthermore, there is no significant difference exist among pupils with Intellectual Disability on their adaptive life skills in terms of the three domains. It is recommended that parents, teachers, family, and the whole community have to be actively involved in educating, understanding, and accepting children with special needs in order to mold them into dignified citizens they ought to be in the future. Furthermore, future researches is advise to utilized other instruments to further develop the study exploring on the possibilities of special education for pupils with intellectual disability.*

Keywords: Adaptive Life Skills, Intellectual Disability, Special Education Pupils

1. INTRODUCTION

Children with special needs and their families demand and deserve a unique educational experience. They are entitled to a learning experience that is fashioned by excited and dedicated professionals who see the opportunities and meet the challenges that come with making a difference. However, making the "right difference" is not a simple accomplishment. Assuming this responsibility calls for commitment, an understanding of schools and their intricate systems, an appreciation for the diversity of perspectives that children with special needs and their families require, up-to-date knowledge about validated practices, the ability to arrive at informed decisions, and the courage to test those decisions and be able to respond accordingly is of utmost significance of the matter (Smith, 2004).

People with Intellectual Disabilities have dreamed to have what we called a "normal life" and that is also what we want for them. This kind of problem affects their everyday living. They do not have the adaptive life skills to act independently. The basic notion has been that there is a certain number of persons whose levels of intelligence and social competence are so low that they cannot function independently in society or that they need some intensive support to do so (AAMR, 2002). Intellectual Disability has often been linked to specific biological causes, and the number of individuals for whom an organic base is identified has grown considerably over the years as a result of increasingly sophisticated medical and related technologies, in addition to significant progress in understanding genetic transmissions of intellectual ability and disability.

Yet, for many individuals, no specific organ is identified, and their Intellectual Disability is best characterized as a developmental delay arising from some combination of genetic heredity of intelligence and environmental influence (Larocci & Petrill, 2011). Intellectual Disability is caused by limited mental capacity. Limited mental capacity makes it difficult to develop important mental abilities. This includes reasoning, planning, thinking, and judgment (Reynolds, 2013). More so, it also makes it difficult to learn new things. The ability to learn is a very important mental ability. Furthermore, a pupil with Intellectual Disability can do well in school but needs help with the adaptive skills, which are skills needed to love, work, and play in the community (Pierangelo & Giuliani, 2006). Learning new skills, storing and retrieving information, and transferring knowledge to either new situations or slightly different skills are challenges for individuals with Intellectual Disability. Likewise, focusing on the mild to moderate Intellectual Disability, tells that individuals who are mildly to moderately disabled demonstrate adaptive behavior - conveying the nature of one's personal independence and social responsibility, and intellectual functioning is at the upper part of the retardation continuum (Beirne-Smith, Ittenbach, and Patton, 2012).

In connection to this, in the Philippine setting, the implementation of the Republic Act 7277 (Magna Carta for Disabled Persons) and to achieve the target set for the Asian and Pacific Decade of Disabled Persons (1993-2002) that

75% of the 4 million children with disabilities should be provided equal educational opportunities, special needs education shall be institutionalized in all schools (DECS order No. 26 s. 1997). Hence, the rationale for this study comes from a heart of a mother who has her own encounter, having a child with this disability, who dreams to see her kid living independently and productively. Determining the strengths and weaknesses in assessing pupils with intellectual disability when adaptive skill limitations are a concern are the goals of the study. To improve the daily adaptive functioning of every learner with special needs which calls for active involvement of teachers, parents, and other stakeholders en route to an enhanced Special Education Curriculum through the Inclusion as a compendium of behavior change among pupils with disability; thus, empowering the Special Education curriculum.

Objectives of the Study

This study aimed to describe the adaptive life skills of Special Education (SPED) pupils with intellectual disability (ID) in Saluysoy Elementary School, Meycauayan City, Bulacan. Specifically, it sought to answer the following questions:

1. What is the profile of the SPED pupils along their:
   1.1 Age;
   1.2 Years in school; and
   1.3 Parents' experiences?
2. What are the SPED pupils' adaptive life skills in terms of the following domains:
   2.1 Conceptual;
   2.2 Social; and
   2.3 Practical life?
3. Is there a significant difference in the adaptive life skills of SPED pupils with ID when grouped according to age and years in school?
4. Is there a significant difference among SPED pupils with ID in their adaptive life skills along conceptual, social, and practical?

METHODOLOGY

Research Design

The researcher has utilized quantitative case study method of gathering. It is a design to determine the adaptive skills level of pupils with Intellectual Disability. The case study probes deeply and analyzes the interaction between the factors that explain present status or that influence change or growth. It is a longitudinal approach, showing development over a period of time. The element of typicalness rather than uniqueness is the focus of attention, for an emphasis on uniqueness would preclude scientific abstraction. As Broomley (1986) notes, "A case" is not only about a person but also about that kind of person. A case is an exemplar of perhaps even a prototype for, a category of individuals". Thus, the selection of the subject of the case study needs to be done carefully to assure that he or she is typical of those to whom we wish to generalize.

Respondents of the Study

This study involved the parents of 10 pupils ages range from 5 to 9 years old and are identified with Intellectual Disability at SPED Saluysoy Meycauayan Central District, Meycauayan City Bulacan. Respondents had been chosen by purposive sampling.

Instrument of the Study

The instrument utilized was a devised and contextualized questionnaire by the researcher and its sub-constructs was adapted from the Adaptive Behavior Assessment System II, Second Edition (ABAS-II) (Harrison & Oakland, 2008). As advised, the researcher deemed to construct on ways the test items can be possibly understood by the respondent easily who included parents, and guardians of the pupil being assessed; thus, the researcher as checked and noted by the adviser, had constructed test items from English to Filipino language for easy understanding of the respondents. Two experts in the field of Special Education (SPED Specialist and SPED Administrator) were invited to thoroughly check and validated the instrument used in this study.

Data Processing and Analysis

The data collected from the test was tabulated and processed using both descriptive and inferential statistics. In order to analyze and interpret the data, Statistical Packages for Social Sciences (SPSS) software version 19 was used. The demographic profile of the respondents were quantified using frequency and percentage, while adaptive life skills were quantified using descriptive statistics such as weighted mean procedures. On the other hand, to determine significant difference between the adaptive life skills as to the profile and as to the three aspects, Analysis of Variance (ANOVA) was utilized.

RESULTS AND DISCUSSION

Table 1
Profile of Special Education Pupils with Intellectual Disability in terms of Age

Age	Frequency	Percentage
9 years old	7	70 %
8 years old	2	20 %
7 years old	1	10 %
Total	**10**	**100 %**

Table 1.1 presents the profile of the pupils in Saluysoy Elementary School Education, Meycauayan Central District Bulacan. This study was limited to 10 parents of pupils with Intellectual Disability whose age ranges from 5 to 9 years old. This table shows that 70% of the pupils were reported by their parents to be 9 years old; 20% was at the age of 8 years and only 10% was at the age of 7 years old.

Data from the school guidance office reported that one of the 10 pupils, was diagnosed with partial epilepsy; 9 years old, male, born on June 27, 2007. Pupil 2 has Intellectual Disability, 9 years old, male born on December 24, 2007. Pupil 3 has Down's Syndrome, 9 years old, male, born on February 6, 2008; Pupil 4 has Intellectual Disability, 9 years old, male, born on December 7, 2007; Pupil 5, has Intellectual Disability, 7 years old, female, born on March 31, 2009; Pupil 6, has Intellectual Disability, 8 years old, male,born on October 25, 2008; Pupil 7, has Intellectual Disability, 9 years old, female, born on August 21, 2007; Pupil 8, has Down's Syndrome, 8 years old, male, born on August 11, 2008; Pupil 9, has Intellectual Disability, 9 years old, male, born on April 26, 2008; and Pupil 10, has Intellectual Disability, 9 years old , female, born on December 4, 2007. Data revealed that almost 70% of the target population were all at the same age and almost all of the pupils had similar diagnosis, ID.

Table 2
Profile of Special Education Pupils with Intellectual Disability in terms of Years in School

Years in Special Education School	Frequency	Percentage
1-2 years	5	50 %
3-4 years	4	40 %
5-6 years	1	10 %
Total	**10**	**100 %**

Table 2 shows the profile of the pupils with Intellectual Disability in terms of their years spent and enrolled in Special Education School. Results show that 50% of the pupils were enrolled recently from 1 to 2 years.

Table 3
Profile of Special Education Pupils with Intellectual Disability and their Parents' Feedback

Parents' Experiences (Feedback)	Frequency	Percentage
Very Satisfactory	9	90 %
Outstanding	1	10 %
Total	**10**	**100 %**

able 3 presents the SPED pupils and parents' feedback, which shows that almost all parents were very satisfied in terms of the facilities, security, and a conducive learning environment which cater to their children's special needs. Thus, in relation to the data gathered, it has been proven that most of the parents who enrolled their children recently for not less than two years were satisfied with what was being offered in school.

Parents opted to enroll their children with special needs in the hope that the Special Education Program will help lessen the daily obstacles that their children are confronted daily. In the expectation that a special child who were rigorously attending classes of SPED may manifest behavior that neutralizes the child's temperament and would enhanced pupils' sitting tolerance; thus, improving their skills in dealing with stressful situations.

Table 4
Adaptive Life Skills of Special Education Pupils with Intellectual Disability

Adaptive Life Skills of Special Education Pupils	Average	Interpretation	Rank
1. Conceptual Skills	1.05	Never when Needed	3rd
2. Social Skills	1.08	Never when Needed	2nd
3. Practical Skills	1.30	Never when Needed	1st
General Average	**1.14**	**Never when Needed**	

Table 4 illuminates the adaptive life skills of Special Education pupils in Salusoy Elementary School in Meycauayan City, Bulacan. As can be gleaned from the summary of the adaptive life skills average mean in Table 4, it appeared that practical skills recorded the highest weighted mean of 1.30, interpreted as never when needed among the three sub-constructs of adaptive life skills. This connotes that Special Education pupils with Intellectual Disability would rather not do the activities for daily living independently. It has been found that pupils had difficulty and with a very low capacity doing practical life skills which includes simple bathing, eating, donning shoes and shoe laces, clothing themselves, and basic toileting skills.

In general, the evaluation of the respondents on adaptive life skills as a whole was interpreted as never when needed as manifested by the general average of 1.14.

Table 5
Test of Significant Difference between in the Adaptive Life Skills of Special Education Pupils with Intellectual Disability when Grouped as to their Age

Adaptive Life Skills of Special Education Pupils with Intellectual Disability when Grouped as to their Age			
Computed f-value	**Critical f-value**	**Decision**	**Interpretation**
6.50	4.74	Reject the Null Hypothesis	Significant

Table 5 shows the results of the test of significant difference in the adaptive life skills of SPED pupils with ID when grouped according to their age with the computed F of 6.50 when compared to its tabular value of 4.74 is higher, thus, the decision to reject the null hypothesis. There is a significant difference in the adaptive life skills of SPED pupils when compared according to age. The causes of Intellectual Disability are varied, and etiology may be undetermined in approximately 30 percent to 40 percent of cases. Clear etiologies are easier to ascertain in individuals with severe or profound intellectual disability.

Table 6
Test of Significant Difference between in the Adaptive Life Skills of Special Education Pupils with Intellectual Disability when Grouped as to their Years in the School

Adaptive Life Skills of Special Education Pupils with Intellectual Disability when Grouped as to their Years in the School			
Computed f-value	**Critical f-value**	**Decision**	**Interpretation**
11.69	4.74	Reject the Null Hypothesis	Significant

Table 6 presents results of the test of significant difference among pupils in special education according to years spent and enrolled in school as for the computed F-value of 11.69 and a tabular value of 4.74 with the decision of rejecting the

null hypothesis and interpreted as significant. Moreover, results show that the pupils in the aforementioned school has a significant difference in their adaptive life skills in terms of conceptual, social and practical life skills and was directly proportional to the years spent and enrolled in the school.

Table 7
Test of Significant Difference between in the Adaptive Life Skills of Special Education Pupils with Intellectual Disability when Grouped as to the Three Sub-Constructs

Adaptive Life Skills of Special Education Pupils with Intellectual Disability when Grouped as to the Three Sub-Constructs			
Computed f-value	**Critical f-value**	**Decision**	**Interpretation**
0.34	3.35	Do not Reject the Null Hypothesis	Not Significant

Table 7 shows results from the test of the significant difference in the adaptive life skills of SPED Pupils with intellectual disability in their adaptive life skills, conceptual, social, and practical a computed F of 0.34 compared from a tabular value of 3.35 to raise the decision of not rejecting the null hypothesis.

Results gathered by the researcher show that comparing the variables the adaptive life skills conceptual, social and practical at the present condition has no significant differences. Thus, pupils with intellectual disability based on assessment show that everyone should help in advocating, empowering, and be involved in enhancing the present SPED curriculum in providing the pupils with utmost care and quality learning in molding their adaptive life skills molding them to become physically, mentally, socially, and psychologically adaptable and responsible citizens of our country.

CONCLUSIONS AND RECOMMENDATIONS

In view of all the findings, the following conclusions and recommendations were drawn:

Pupils level of adaptive life skills in terms of age has obtained high score in terms of conceptual, social, and practical life skills; therefore, these pupils are generally progressing in maturation over time as they age, because maturity of age comes with maturity of behavior on and further development in congruent to mental and chronological age among pupils particularly communication skills. Pupils' level of adaptive life skills in terms of years spent or enrolled at SPED received a relative high score in terms of conceptual, social and practical life skills; therefore, pupils who spent 5 years and up and rigorously attending classes have a positive effect on children's adaptive life skills. Generally, overall mean scores of the adaptive life skills among pupils with intellectual disability in terms of conceptual, social, and practical could lead to direct positive proportion as the age progresses and longevity of years the pupils were enrolled at the Special Education School. However, when the dimensions within each variable have been segregated for a different computation, it seemed the results also change. The pupils obtained very low scores in the adaptive life skills. With these, it could be reckoned that each dimension has a distinct implication in the educational setting. While the researcher tends to focus on the totality of each variable, it is best to further explore the interrelationships of each dimension.

It is recommended that Sending Children to Special Education School and Institutions is of focal concern, Education For All in Special Education Curriculum has the similar learning objectives as part of the Enhanced Curriculum of the K to 12. Encourage Parents and or Caregivers/Guardians to actively participate in professional learning and join community group for Special Children with Special Needs, Join Group for Autism such as Autism Society of the Philippines and so on to deepen understanding of ID and become well-informed of the current trends in educating pupils with special needs and or intellectual disability.

The researcher highly suggests to parents and to other family members to engage and get involved children with special needs with activities that geared them towards positive attitude by attending churches, movie houses, organizations, doing simple marketing skills at the mall or at the nearest convenient stores at the same time, Play with the community is also a must in developing their Social Skills in terms of right exposure and encounter to the basics of relational skills with other people is of the utmost concern in modifying unwanted behavior such as throwing of temper tantrums and frequent mood swings; thus, both the teachers and parents must provide multiple opportunities to teach and practice skills in a number of different and natural settings to demonstrate skill generalization and retention.

Occupational Therapy, Speech Classes and the like were all integrated and incorporated as practiced by the SPED

Specialist, Occupational therapist and Speech Specialist for providing the essentials of the Adaptive Life Skills which should be taught properly to children with special needs; thus, must include the activities that would enhanced body gross motor skills and the fine skills which has a diminishing effect on the pupils' hyperactivity. Mainstreaming and inclusion therefore should serve its purpose for the children with disability to learn together with the norms and acquire the necessary skills in molding them be as functional as possible, can do things independently and be able to survive life at its fullest.

Provisions of simple errands or household chores most especially to the food labels used every day at home and at the same time to those labels that will be very harmful to them; examples are soap, detergent powder and detergent bars, liquid bleaches, and some other materials used inside the comfort room. Furthermore, teaching them the activities for daily living such as dressing, eating, and bathing, recognize that a teacher can make an enormous difference in the student's life; determine the students' strengths and interests and create opportunities for success. Enabling them to act as normal as possible and confront parental fears will surely diminished daily challenges and obstacles.

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