

**A SPECIAL JOURNEY: PARENTS' CHALLENGES ON HOME SCHOOLING
CHILDREN WITH AUTISM SPECTRUM DISORDER**

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of the Requirements for the Degree

MASTER OF ARTS IN EDUCATION

MAJOR IN SPECIAL EDUCATION

by:

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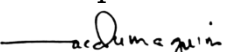
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m.c.m.f

DEDICATION

I dedicate this humble work:

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THESIS ABSTRACT

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Abstract: This phenomenological research analyzed the experiences, challenges, and coping mechanisms of parents on the home schooling of children with Autism Spectrum Disorder in the City of San Fernando La Union. The participants were eight (8) parents with children clinically diagnosed with Autism Spectrum Disorder and presently enrolled in San Fernando City SPED Integrated School and Saint Louis College SPED Center during the School Year 2020-2021. The data gathered using a semi-structured interview guide were thematically analyzed. It was found

that the participants were fully involved in the homeschooling of their children, difficulties in area of rules and authority, schedules and procedures, behavior management, and parental worry and stress were the challenges encountered by the parents during the home education process. They addressed these transitional difficulties by capitalizing on a positive disposition, gaining support from family members, and through professional consultation. It was concluded that a renewed Parent-School Partnership is deemed necessary in the learning continuity of children with ASD. Based on these findings, the researcher developed a thematic model which can be used as a guide to enhance homeschooling. In addition, a colloquium scheme as a support program was crafted to upskill the parents' homeschooling of children with ASD.

TABLE OF CONTENTS

	Page
TITLE PAGE	i
INDORSEMENT	ii
APPROVAL	iii
ACKNOWLEDGMENT	iv
DEDICATION	vii
ABSTRACT	viii
TABLE OF CONTENTS.....	x
LIST OF FIGURE	xiii
CHAPTER	
I INTRODUCTION	1
Background of the Study	1
Theoretical Framework	11
Review of the Literature	17
The Problem Area	30
The Research Question	31
Assumption	31
Importance of the Study	31
Definition of Terms	33

II	METHOD AND PROCEDURES	34
	Methodology	34
	Research Design	37
	<i>Study Site</i>	37
	<i>Selection of Participants</i>	37
	<i>Data Measure</i>	38
	<i>Data Collection and Procedure</i>	38
	<i>Mode of Data Analysis</i>	39
	Ethical Consideration	41
III	FINDINGS AND DISCUSSION	43
	Thematic Model On Homeschooling Children with Autism Spectrum Disorder	43
	Involvement of Parents/Caregivers in Homeschooling	47
	Challenges of Parents/Caregivers in Homeschooling Children with ASD	53
	Coping Mechanisms of the Parents	60
	Special Journey	71
IV	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	77
	Summary	77

Findings	77
Conclusions	78
Recommendations	79
REFERENCE LIST	82
APPENDICES	96
A Letter to the School Superintendent	96
B Letter to the School Principal	97
C Consent Form	98
D Interview Guide Development	100
E Interview Guide	102
F Kelly Grid	103
G Plagscan Result	119
CURRICULUM VITAE	121

LIST OF FIGURE

No.	Title	Page
1	Thematic Model on Homeschooling Children with ASD	44

CHAPTER I

INTRODUCTION

Background of the Study

Education plays an important role in the development of a country. If a country does not have proper education, it may be left behind by other countries which support education. There are many factors that affect the education system. Culture, technology and economic matters give much impact to the education system of a country. The regulation made by the government affects how the education system works in a country. Education is essential in human's life. And as time goes by, system of education changes dynamically following the needs of human beings.

The world suddenly underwent a major and abrupt change with the advent of COVID-19, a virus outbreak that was termed as a pandemic by the World Health Organization in March 2020 (WHO, 2020). The impact of COVID-19 is evident with schools and colleges shifting classes online and work from home becoming a way of life throughout the globe. Commonly termed as social distancing or social isolation, has led to a lack of daily routine and structure. Maintaining a routine induces a sense of discipline as well as safety in children, which is important for their psychological and emotional development (Narzisi, 2020).

With schools being suspended nationwide in 189 countries since April 2020 (UNICEF, 2020), the entire education system has shifted online. While online classes are proving to be favorable for most students, not much is talk about its impact for children with disabilities. The education of students with profound intellectual and multiple disabilities presents diverse challenges to teachers and families. Teaching students with Profound Intellectual and Multiple Disabilities (PMID) is considered to be difficult because these students often find learning more challenging than others (Imray et al., 2010).

The United Nations Educational, Scientific and Cultural Organization's (UNESCO) mission in promoting Education For All and inclusion is clearly set out in the World Declaration on Education For All which is adopted by the World Conference on Education For All. It was emphasized in the Salamanca Statement on Principles, Policy and Practice in Special Needs Education, that in order to reach the goal for Education For All (EFA), all learners must be catered for in all education systems. The Education For All (EFA) is a global commitment to provide quality basic education for all children, youth and adults. UNESCO works to pave the way for an inclusive education system. An inclusive education is an approach towards educating the children from diverse abilities and learning difficulties. It seeks to address the learning needs of children from all social, cultural, community and family backgrounds, and of all

identities and all abilities to access and fully participate in the teaching-learning process which is supported with adjustments and teaching strategies tailored to meet their individual needs.

Making adjustments on routines, like, experiencing closure of schools and day care centers, social distancing and/or confinement to home can prove to be a real struggle for children with physical and mental disabilities (Bartlett et al., 2020). The handling of children with special needs such as Autism Spectrum Disorder (ASD) could be challenging for families, caregivers and teachers, thus needing a more careful care and guidance to avoid an increase parental stress and exacerbation of children's behavioral problems.

Autism Spectrum Disorder or ASD is a multifaceted neurodevelopmental disorder characterized by deficits in social communication and social interaction and the presence of restricted interests and repetitive behaviors. This definition is consistent with the diagnostic criteria for ASD described in the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5; American Psychiatric Association, 2013). The range of symptoms of the disorder is on a spectrum because the characteristics are varied in severity. The causes of ASD are unknown, and there is no standard, one size fits all treatment for ASD (Simpson & Smith-Myles, 2016). Education, both directly of children

and parents and teachers, is currently the primary form of treatment in ASD.

Caring for a child with a developmental disability has known to contribute to higher levels of stress than caring for a child with typical development (Ingersoll & Hambrick, 2011). The birth of a child with disability causes stress in the family most especially among parents on which consequently affecting the quality of life of parents. It is more challenging for parents to take care of children with disabilities, like those children diagnosed with ASD than parents of normal or ordinary children. Given that chronic stress can have more negative effects on a range of physical as well as psychosocial wellbeing (Ludlow et al., 2012), the parents of children with ASD also have been found to have poorer health and more illnesses than parents of normal or ordinary children (Bonis, 2016).

With the outbreak of the coronavirus, the worldwide pandemic has brought many disruptions on many countries, which has resulted in school closure and had left countless parents scrambling as they take on new homeschooling responsibilities (Klein, 2020). School closures present several risks for children's learning, especially those from the marginalized and disadvantaged communities, particularly those children living in poverty, children from remote and ethno-linguistic communities and those

children with disabilities. This will greatly impact on their academic progression and achievement.

The Education Act of 1996, section 7 of the United Kingdom stated that: every parent of a child with disabilities or of age to attend school shall enable them to gain and receive important sufficient education suitable to his category, ability, aptitude, and to any special educational needs he may have, either by regular attendance at school or otherwise. The UK government makes provision for children with ASD and other disabilities to read at home even before pandemic issues arose. Home education can provide a safe and secure place for children with ASD to learn and to keep them away from the over stimulating sensory environment and school bullying.

In Australia, the common ways for preparing or organizing learning at home are to set up a learning room, creating structure and routine, and becoming familiar with Australian Curriculum resources are good ideas for parents (Gore, 2020). But parents of children with autism spectrum disorder may need additional strategies to adopt because their children will face different challenges as they go about to learn from home during this COVID-19 shutdown. They process information and learn in different ways with their peers before the pandemic come in place, and now they

learn in isolation of their rooms with their parents to be their teachers (Horgan, 2020).

Children with ASD may find it more challenging to complete tasks and struggle with managing their time independently. Moreover, children with ASD often associate specific tasks with locations. It might mean they resist doing schoolwork at home (O'nions, 2019). Anxiety levels are usually high in this group of students and may increase further due to routine or uncertain changes about what they should be learning (Cahapay, 2020).

In the United States, 24 million children under age 6, about 5 percent (1.2 million) have a diagnosed disability, which qualifies them for early intervention or special education services through the Individuals with Disabilities Education Act (IDEA) (Gebhart, 2021). IDEA categorizes 13 different types of disabilities in children, including conditions such as autism spectrum disorder, speech or language impairment, visual impairment, deafness, intellectual disabilities, and other specific learning disabilities (i.e., dyslexia or auditory processing disorder). As result of the pandemic, these children and their families may face challenges beyond those faced by other families.

Across countries in the East Asia and Pacific Region, the COVID-19 pandemic continues to disrupt children's education. At the end of June 2020, more than 114 million children in the region are still not able to fully participate in face-to-face learning in schools (UNICEF 2020). Ministries of

Education across the region have established distance learning programs to address these challenges and to ensure the continuity of children's learning during school closures. Most of the programs are designed to support children to follow the national curriculum through a series of home based assignments. Teachers are available to varying degrees to support children in distance learning, but learning often heavily relies on parents or guardians.

While distance learning is critical for learning continuity many children from the most vulnerable communities face challenges accessing distance learning programs and home learning. Many children are not able to access distance learning materials due to a lack of access to the required technology such as computers, internet or television, or face other barriers to accessing learning materials. Most importantly. Many parents and guardians, particularly those from the most vulnerable communities like the children with disabilities may not have the resources, time or skills to support their children's learning at home.

Families are essential partners in the education of children with autism. Laws such as the Individuals with Disabilities Education Improvement Act (US Department of Education, 2004) and No Child Left Behind Act (US Department of Education, 2001) and professional educational organizations such as the Council for Exceptional Children

and the Autism Society of America support the importance of family-school partnerships (Murray et al., 2011).

In the Philippines, disability is one of the social issues affecting a portion of the Philippines' population. The government of the Philippines passed laws and policies regarding persons with disabilities (PWDs) under RA 7277 – An Act Providing for The Rehabilitation, Self-Development Self-Reliance of Disabled Person and their Integration into The Mainstream of Society and Other Purposes; this is to ensure the equality and rights of disabled persons (NCDA, 2020).

Under 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. Institutionalization means the provision of access to basic education among children with special needs, namely, the gifted/talented, the mentally retarded, the visually impaired, the orthopedically handicapped, the learning disabled, the speech defectives, the children with behavior problems, the children with autism and those with health problems through the formal system and other alternative delivery services in education. The Department of Education (DepEd), amid the COVID - 19

pandemic, implemented "The adaptive learning methods for learners and got support from a group promoting children's rights and welfare called Save the Children Philippines. It is a non-negotiable fundamental human right, children should have continued access to education, even in times of emergencies such as the COVID-19 pandemic," a former Undersecretary of DepEd, said, "But we must put in place the children's safety which is paramount and make sure that they have a safe and inclusive learning environment" (Alcober, 2020).

The DepEd has announced that the school year 2020-2021 has formally started last October 5. While private schools are allowed to start their classes at an earlier month, DepEd noted that no face-to-face classes would be allowed. Educators such as teachers, parents, and guardians have the capacity and sufficient support to deliver effectively new learning methods that must be gender-sensitive, and inclusive. They should integrate psychosocial and socio-emotional support for learners during the pandemic at home using other delivery modes depending on the local COVID Risk Severity Classification and compliance with minimum health standards (Capulso, 2020). Learning delivery options such as blended learning and distance learning were adopted in both public and private schools. Transitioning to teaching your kids at home during coronavirus school closures can be challenging for many families.

Most children with special needs thrive when following a daily routine without change or deviation from the pace of the day. Feeney (2020) emphasized that in school, there is a trained staff of special education teachers, physical therapists, behavioral therapists, occupational therapists, speech therapists, nurses, and classroom aides, armed with therapy equipment and tools to assist in each day's lesson plan. It is a team effort.

With the shift to online learning and virtual backpacks, many parents with children who have special needs or learning disabilities find the situation extremely challenging. Many children with disabilities receive multiple therapies from numerous trained professionals and these professionals have studied and implemented various techniques for years. With the "new normal" in education, a child with disability who needs various modifications which involves many people in the education process would find it impossible to try to orchestrate this at home.

As observed in the local scenario, there are two (2) learning modalities engaged in by the SPED Integrated School and Saint Louis College SPED Center namely modular and online class. Parents were surveyed to choose which learning modality is convenient for them and their child. Those who have good internet access and connection at home chose online class while those who have no access or poor internet connection preferred the modular learning. Teachers provided the

schedules to deliver their online classes, similarly with the giving and retrieval of modules for those who preferred the modular type of learning. During online classes, the parent/caregiver supports and sits with the child for instructions and guidance. While in modular learning, the parent/caregiver sit with the child to facilitate, instruct, modify, assist and guide the child to answer the given modules.

Thus, these parents and guardians of children with special needs will be facing unique challenges. They go through tough times that further enhanced by the fact that their children's stress that was earlier shared between the parents and the schools, has to be dealt with now by the parents or guardians alone. Hence, this study hoped to provide insights on the experiences and challenges of parents as they home school their children with ASD amid the COVID-19 pandemic.

Theoretical Framework

This research study is anchored on the following theories.

The Theory on the Hierarchy of Needs by Abraham Maslow (1943) offers a framework for understanding how humans can thrive. Maslow's hierarchy of needs states five categories of human needs starting with the lowest category namely, physiological needs, safety needs, love and belonging needs, esteem needs, and self-actualization needs. The lowest level are the vital things needed by a person to survive such as food, water,

clothing, and shelter. Next level talks about the safety and security needs comprising the health and financial security, emotional stability, and well-being. Human interaction and relationship presents the love and belonging needs category of Maslow's theory of needs. The esteem needs contains the feeling of prestige and accomplishment. Maslow noted that self-esteem is built on self-assessment and the respect and acknowledgment from others. The highest category is the self-actualization needs that describes the self-fulfillment and achievement which may comprise education, development of craft and skill, winning awards, and conquering struggles in life.

Therefore, the support of the family particularly the mother always has a positive impact upon the development of children. The theory is related in the study wherein the parents' participation and involvement greatly influenced the homeschooling of their children. As the love, warmth and care provided by the parents has made children respond positively hence, making both parents and children thrive and developed a sense of belongingness and a sense of being loved. This will uplift the parents' self-esteem to be able to vanquish the transitional difficulties of homeschooling and eventually leading them to self-fulfillment and self-actualization as they navigate through this special journey. This theory is related to the study as it recognizes how the different categories of the hierarchy of

human needs must be attained first by the parents before being elevated to self-actualization and be able to managed and coped the challenges of homeschooling.

The Family Stress Theory of Reuben Hill (1949) is another important theory used in the conceptualization of this study. This is the resiliency model of family stress, adjustment, and adaptation (McCubbin & McCubbin, 1993). Family stress theory defines and explores the periodic, acute stressors that happen to all families (Families and Schools Together). When stressors become frequent or if the individual or family lacks the support of significant relationships, this build-up can lead to personal and family crises, including physical, emotional or relational trauma. Such family crises may include episodes of domestic violence, substance abuse, divorce, child abuse or neglect and may even result to illnesses from weakened immune system. In the context of these stressors, research suggests that the maintenance or disruption of daily routines is one of the most significant factors affecting children's sense of security. Routines may include habits, rituals and repetitive environmental stimuli. The main emphasis of this model is on resiliency of families and their ability to recover from adverse events. Family adaptation is the central concept of the Resiliency Model, and it is said to be the outcome of family efforts to bring a new level of balance, harmony, coherence, and functioning to a

stressful or crisis family situation. In this study, for families that include a child with ASD, successful family adaptation occurs when the family is able to achieve a balance between meeting the needs of the child with ASD, the needs of the family as a whole, and the needs of other family members. Families that are not able to achieve such balance is said to be unsuccessful in family adaptation. High levels of individual and family well-being suggest successful family adaptation, whereas low levels of individual and family well-being suggest unsuccessful family adaptation (Soponaru, 2015).

This family adaptation model was also used in this study to explicate how resources and support availability help to assuage the challenges of parents on homeschooling of children with ASD. Parents' outcome is largely contingent on many variables, but, there are also a few subtle variables that can affect the outcome for parents. The outcome, considering resources and support availability may depend on some other factors like coping mechanism of the parent, personality, and the parents' outlook towards life, or their focus in life. Parents, who are obsessed and overwhelmed with the burden and focus on the stressors and negativity, always tend to prolong their positive outcome even with the presence of resources and support.

However, being a typical Filipino: family loving, caring and stoic, is an important leverage for the parents to arrive at a positive outcome as it was reflected on the result of the findings of this study. The Filipinos having a rich inherent culture of close family ties have helped the parents accept the situation of their child at the same time embracing their new role and responsibility as teachers to their children. Moreover, the support and help they gain from the other members of the family and most importantly renewing their relationship with the school through professional consultation with the teachers and therapists the parents were able to carry on their novel roles with stoicism during the homeschooling at this pandemic era. This theory is related in the study as the parents were able to adjust and adapt to their novel role as teachers to their children and manifested the characteristics of adaptability and resiliency as they overcome the challenges of homeschooling.

Another theory to consider is Behavioral and Developmental Theory. According to the behavioral perspective, all human behaviors can be described in terms of environmental influences. Behaviorist John B. Watson insisted that learning occurs purely through processes of association and reinforcement. In order for a child in the autism spectrum acquire new skills and be able to maintain these skills would entail positive reinforcement and association. In teaching children with autism, reinforcement is important to motivate them to participate and remember

things that will eventually allow them to function independently, and that is the main goal in their teaching learning process (McKeithan, 2019). In relation to the study, association and positive reinforcement activities during the home education process helped the children with ASD acquire new skills and/or able to sustain and nurture these skills during homeschooling in the pandemic era.

Holistic development is the key to learning in the early years of childhood. Starting in the early years, the holistic approach to education is about a balance between the home, the environment and the growing child. Early years are the vital and crucial period in the child's development and learning. According to the Child Welfare Information Gateway (2020) the first five years of child development is crucial to their health, wellbeing, and the overall trajectory of their lives in a variety of ways. A thorough understanding of the developmental milestones provides parents and caregivers knowledge on what children normally are able to perform during a certain age. The formative years would greatly impact physical, mental, emotional, and social aspects of children.

With the result of the findings of this study, the various forms of home education which transpires during homeschooling were indispensable to the growth and development of the children. The various forms of home education encompass the holistic development of the children with ASD, hence, optimal learning is plausible as home education

process takes place. The theory is related in the study as the parents' creativity and modifications in the learning process helped the children acquire, nurture and sustain basic skills that allow them to function independently and reach their full potentials.

Parents' involvement is crucial amid this pandemic as they pivoted to a novel role and responsibility of teaching their children at home. This is particularly challenging as children with ASD thrive on structure and routines. Acknowledging and accepting this novel role gave them a different perspective that encompass their resiliency to cope and navigate their way towards this special journey. The support, love, warmth, and care of parents and families proves to have a positive impact on the growth and development of children as they blossom and thrive towards their optimal learning and holistic development.

Review of the Literature

Experiences of Parents with Children in the Autism Spectrum

Research shows that parents of children with ASD experience more stress than other parents. Both formal and informal supports are important for these parents to obtain. Formal supports include supports provided by an agency and can include family doctors, early intervention programs, and respite care providers. Families use formal supports for information and professional guidance. Informal supports refer to support

provided by someone in the person's social network such as friends, family, neighbors, or acquaintances.

Eshraghi et al., (2020) explained that elevated parenting stress has been observed among mothers of children with ASD in western countries. By examining maternal parenting stress in Heilongjiang province of China, it has been observed that Chinese mothers of children with ASD experience stress. The reports by parents in China put more emphasis on parenting stress. Mothers' parenting stress was associated with levels of depression and anxiety, and child's behavioral symptoms. Child's behavioral symptoms, maternal anxiety, maternal depressive symptoms, and lack of governmental financial support were associated with overall parenting stress.

Some studies have investigated the level of stress in parents and guardians of children with ASD; one major aspect of stress is stigmatization. Stress levels in parents of children with autism have been shown to be higher than those in other parents (Hastings et al., 2015).

According to a literature review of a study by Eshraghi et al., (2020) on identifying supports for parents of children with autism spectrum disorder, she cited a study by Clifford & Minnes (2013), parents who have a child with ASD participated in a parent support group to see if parental well-being would increase following participation in a support group. The parents in this study were asked to rate their experience with the support

group. It was found out that the parents enjoyed participating and found the support group to be very valuable and helpful, recommending it to other parents.

Challenges in Parenting Children with ASD

Falk et al., (2014), conducted a study regarding stress in the parents of children with ASD. In this study, they sent out a questionnaire to parents who have a child with ASD. The results indicate that parents of children with ASD have difficulties in understanding their child's behaviors. Furthermore, he emphasized that when parents do not see positive changes in their child's behavior, they start to feel ineffective as a parent.

Although there are researches that indicate that parenting a child with ASD is very stressful, there is still little research on the specific challenges the parents face. It is imperative to understand the specific challenges parents of children with ASD face, and how they perceive the situation. Most programs designed for children with ASD focus mainly on the child outcomes rather than parental needs. Most of the times, the content of the programs were determined by what professionals believe parents need to know rather than identifying their wishes (Samadi et al., 2012).

Coping Mechanisms of Parents

Parents of children with ASD use a range of coping strategies and resources when faced with parenting/caregiving stress (Lai & Oei, 2014). In a review paper, Lai and Oei, (2014) highlighted that parents of children with ASD used both adaptive (e.g., cognitive reframing; seeking social support) and maladaptive (e.g., avoidance and disengagement) coping strategies, with an inclination towards adaptive coping methods such as seeking social support and positive reinterpretation. Among parents of children with ASD, the use of adaptive coping strategies has also been linked to positive mental health outcomes (Benson, 2010). While it may then be expected that parents of children with ASD adapt well to parenting stress, past studies have also consistently reported elevated stress symptoms in these parents (Hayes & Watson 2012). It is therefore unclear if parents of children with ASD are coping with parenting/caregiving stress adequately and effectively (Hayes & Watson 2012). Moreover, some studies suggested more frequent use of maladaptive coping strategies among parents of children with ASD than parents of children with non-ASD developmental disabilities or those of typical development (Eshraghi et al., 2020).

In general, the nature of parenting stress and coping in parents of children with ASD, especially when compared to parents of children not

diagnosed with this disorder remains inconclusive (Lai & Oei 2014). Currently, there is a paucity of research in parental wellbeing and coping among Asian parents of children with ASD residing in Asian countries (Lai & Oei 2014; Moh & Magiati 2012). Previously, Asia based studies have either one (1) reported differences in parenting/ caregiving experiences by comparing parents of children with ASD residing in different countries (e.g., Yeo & Lu, 2012) or two (2) examined parents' overall experience of the diagnostic process for their child (e.g., Moh & Magiati 2012). While having their merits, comparisons across different countries overlook the differences in parenting culture, environment and expectations that is inherent in the population, which can alter the impact of raising a child with ASD (Lai & Oei 2014). Studies based on parents of different ethnic backgrounds have suggested that Caucasian parents of children with ASD engage in emotion-focused coping methods such as passive appraisal and avoidance more frequently than Asian parents, while Asian parents of children with ASD engage more frequently in problem-focused coping strategies than Caucasian parents (Luong et al. 2012).

In the general stress and coping literature, emotion focused coping is suggested to be psychologically maladaptive and problem-focused coping is linked to adaptive psychological adjustment (Taylor & Stanton, 2011). Implicatively, Asian parents of children with ASD may then cope better with stress than Caucasian parents (Benson, 2010). Despite this, it

is also possible that Asian related ideologies such as “saving face” can influence Asian parents to internalize any stressful feelings felt, and not reach out for support, to avoid the social stigma of having a child with a developmental disability (Mak & Ho 2015; Uchino, 2012).

Findings on stress and coping research in parents of children with ASD and existing cultural differences between Asian- and western-based studies render any direct application of western literature on Asian populations limited. It is hypothesized that (1) parents of children with ASD would report more parenting stress, depression and anxiety symptoms, than parents of typically developing children. Since ASD-related behaviors can impact parenting stress to varying degrees (Eshraghi et al., 2020), the current study also sought to understand parenting stress, and parent-reported depression and anxiety symptoms based on the diagnosis of the child (i.e., comparing between parents of children with Autism, Asperger’s Syndrome, PDD-NOS and of typical development), as an elaboration of Hypothesis (1). Practically, this categorization of parental experiences could also be valuable in assisting clinicians to tune in quickly to the needs of specific parent populations based on child’s reported diagnosis (Eshraghi et al., 2020).

Family-School Partnership

When parents and professionals partner with one another to meet the needs of individuals with ASD, it can have a positive impact on the

quality of their cognitive, social, and emotional development (Whitbread et al. 2017). Specifically, Whitbread et al. (2017) found that successful parent-professional partnerships can produce better outcomes for individuals.

Parental involvement in the education of students begins at home with the parents providing a safe and healthy environment, appropriate learning experiences, support, and a positive attitude about school. Several studies indicate increased academic achievement with students that have involved parents (Epstein, 2010). By examining parents' and teachers' perceptions, educators and parents should have a better understanding of effective parental involvement practices in promoting student achievement.

Numerous researchers such as Berger (2015) and Epstein (2010) have studied parental involvement and its effects on the educational process over the years. A leading researcher of parental involvement is Joyce Epstein, the founder and director of the National Network of Partnership Schools at Johns Hopkins University. With numerous studies and work in over 100 publications, Epstein focuses on school, family, and community partnership programs that will improve policy and practice in an effort to increase student academic achievement and student success. Epstein has identified a framework which contains six important factors

with regards to parental involvement. Those six factors are parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community. Parenting includes all of the activities that parents engage in to raise happy, healthy children who become capable students (Perras, 2021). Unlike teachers, whose influence on a child's is relatively limited, parents maintain a life-long commitment to their children.

The second factor identified by Epstein is communicating. It is described that families and schools communicate with each other in multiple ways. Schools send home notes and flyers about important events and activities. Parents give teachers information about their child's health and educational history. A school website is an additional mode of communication with parents and families. Modes of communication and exchanging information includes conferences with every parent at least once a year, language translators to assist families as needed, regular schedule of useful notices, memos, phone calls, newsletters, and other forms of communications available.

The factor of volunteering applies to recruiting and organizing help and support from parents for school programs and students' activities. Individuals volunteer three basic ways in education. First, they may volunteer in the school or classroom by helping teachers and administrators as tutors or assistants. Second, they may volunteer for the

school; for instance, fundraising for an event or promoting the school in the community.

Parental involvement plays an important role in learning at home as this pertains to providing ideas and information to parents about how they can best assist their children with homework and curricular-related decisions and activities. Parents helping their children with homework and monitoring the continuity of their Individual Education Program (IEP) at home are examples of this type of involvement. These activities produce a school-oriented family and encourage parents to interact with the school curriculum. Activities to encourage learning at home provide parents with information on what children are doing in the classroom and how to help them with homework.

Moreover, decision making factor refers to including parents in school decisions and to developing parent leaders and representatives. Parents participate in school decision making when they become part of school governance committees or join organizations, such as the parent/teachers association. Other decision-making activities include taking on leadership roles that involve disseminating information to other parents.

Lastly, collaborating with the community pertains to identifying and integrating communities' services and resources to support and strengthen schools, students, and their families. Information for students and families on community health, cultural, recreational, social support,

and other programs/services, information on community activities that link to learning skills and talents, including summer programs for students.

Each of these factors can lead to various results for students, parents, teaching practices, and the school climate. In addition, each factor includes many different practices of partnership.

Most importantly, each factor poses challenges to involve all families and those challenges must be met. That is why Epstein (2010) considers it significant for each school to choose what factors are believe to be most likely to assist the school in reaching its goals for academic success, and to develop a climate of alliance between homes and the school.

Even though the primary focus of these six factors is to promote academic achievements, they also contribute to various results for both parents and teachers (Epstein, 2010). For instance, it may be presumed that parents will gain more self-confidence in their role as parents, they will show leadership with decision-making, and they will have more effective and productive communication with their children concerning schoolwork, and will have more communication with other parents at the school. According to Pinantoan (2013), parents also gain a more positive attitude towards the school and its staff, and gain more confidence in assisting their children with homework, by being involved with their education. In addition, they are more likely to gather support for the school

and its programs in the community and become more active community members. For teachers, the benefits may be presumed to be better communication with parents, a deeper understanding of the family of their students and their situation, and more effective communication with both the homes and the community (Epstein, 2010). Pinantoan (2013) also claim that the schools will benefit from parental involvement by improved teacher morale, more support from families and higher student academic achievement.

In addition, Clarke and Wildy (2011) asserts that schools function best when parents and the community are active participants and have a sense of ownership of the school. Therefore, it is safe to say that these six factors not only benefit the students, but also their parents, teachers and schools.

In order to provide an appropriate education for ASD children, parents of children with autism need specialized knowledge, skills, and scientifically based information about autism and its treatment. Prime among these are the mastery of specific teaching strategies that enable them to help their child acquire new behaviors and an understanding of the nature of autism and how it influences their child in learning patterns and behavior.

All children and young adults require support from caregivers during times of stress and uncertainty, such as the coronavirus (COVID-

19). Coping with the unknown and navigating school closures, abrupt changes in routines, loss of connections with teachers and friends, and fear around contracting the virus- are burdens for all, and caregivers play an important role in helping children and young adults understand the changes and process their related feelings. COVID-19 has become pandemic and many government decrees have declared restrictive measures in order to prevent its wider spread (Feeney, 2020). For parents and children, staying at home is one of these measures. In this situation, the handling of young children with special needs such as autism spectrum disorder (ASD) could be challenging for families and caregivers. Individuals with autism may need additional support to process the news and adapt to the many changes like staying and studying at home.

The aforementioned literatures have illuminated the researcher's mind to understand that ASD is indeed a big problem not only in the Philippines, but also in Asia and all over the world. Looking at the statement of Borromeo (2014), that in the Philippines, estimated cases of autism doubled the number from half a million in 2008 to one million in 2014. It was anticipated that this could be much higher to this date. Also, considering Asia as a whole, according to a study by Sun & Allison, (2010), the overall reported prevalence of ASD in recent studies was higher than previously reported in Asia.

Furthermore, the researcher figured that it is expedient to understand the implications of this disorder on the family and most especially the parents with children diagnosed with ASD. Karst & Van Hecke (2012) discovered that raising a child with ASD has negative effects on parents and families regardless of the severity or the time since diagnosis. The article states that raising a child with ASD does contribute to a general decrease in parental well-being and increase in mental health concerns. Parents reported feeling alone and feeling as if nobody understands their child's unique behaviors (Narzisi, 2020). The conceptual theory is also a great eye opener as to the fact that there are some subtle variables that can help alleviate the challenges parents face as caregivers. Variables like family and personal resources. Most importantly, that the use of interpretive phenomenological design would best extract the necessary information with pure details and useful information.

Therefore, extrapolations from these literatures on the challenges of parenting children diagnosed with ASD are found to be relevant to this study. The researcher believed that the best method to articulate this study is the use of interpretive phenomenological design, as this method studies the individual lifeworld as experienced. The researcher is more convinced to further pursue this study with the hope that helping the parents to alleviate the challenges that come with raising a child with ASD, will invariably be of tremendous benefit to the ASD children as well.

A study conducted by Bonis (2016) revealed that lives of persons in families that have children with autism often revolve around dealing with the child's unusual behaviors. These behaviors may adversely impact on family function. Studies show that mothers and fathers have comparable levels of stress (Hastings et al., 2015). However, there may be some differences in how fathers experience stress. For example, it was found that mother's experience of stress may be affected by the psychological health of other family members whereas father's stress is affected more by other factors. Nevertheless, this study will include the fathers, mothers and guardians of children with ASD.

Homeschooling children with special needs particularly children with ASD is a novel process in the education system in the Philippines. In this regard, most of the studies in parents' challenges in homeschooling children with ASD were predominantly conducted in foreign countries. There are limited local reviews for reasons that it is the first time to experience this kind of pandemic crisis, hence, school closures and homeschooling is completely a new occurrence in the educational system.

Problem Area

This study aimed to have an in-depth understanding on the parental experiences, challenges and coping mechanisms in teaching their children

with ASD in a home based setting amid the global health pandemic (covid-19 crisis).

Research Question

This study answered the core question “What are the experiences, challenges, and coping mechanisms of parents in the home schooling of their children with Autism Spectrum Disorder?”

Assumption

This study anchors on the assumption that parents of children with ASD had numerous experiences, challenges and used coping mechanisms on the home schooling of their children with ASD.

Importance of the Study

This study is beneficial to the following:

The school administrators will help and give adequate support to parents on the homeschooling of children with ASD through initiating a holistic support system that would encourage and enable parents/guardians to cope with the everyday challenges and hurdles they may experience with their children with ASD. The result of this study would serve as a basis for an enhanced curriculum for SPED, programs and activities for children with special needs.

The Special Education teachers would equally benefit from the result of this study to raise awareness and understanding on the complexity of homeschooling that would better guide and assist the parents in the teaching-learning process of children with ASD.

The parents would gain support and guidance from the school and from other parents as well to heighten and upgrade the different strategies and techniques of teaching, educating and handling children with ASD in a home setting.

Master of Arts in Education major in Special Education as a program would equally benefit from the output of this study as it would help them to know how to sustain their challenges and know necessary skills needed to develop during their studies.

Eventually, this study would be an advantage to the researcher as this served as her own experience and exposure to learn and understand deeply the experiences, challenges, and coping mechanisms that parents of children with ASD are using to survive in teaching them at home during this pandemic era.

Lastly, findings of this study would provide a baseline information and reference for future researchers in conducting future studies on home schooling children with ASD. This would also enable them to look into

quantitative or mixed-method research of the same topic or similar in another school division.

Definition of Terms

The following key terms are defined operationally in this study:

Autism Spectrum Disorder (ASD). This refers to a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance (IDEA, 2017).

Parents of Children with ASD. These are both fathers and mothers or close relatives of children diagnosed with Autism Spectrum Disorder, who are guardians and primary carers of the child presently enrolled under the Special Education Program of Saint Louis College and San Fernando City SPED Integrated School for the School Year 2020-2021.

Challenges. These refer to the difficulties or problems encountered by parents in the process of teaching and educating their children with ASD at home.

Coping Mechanisms. These are the strategies that parents of children with ASD used in the face of stress or challenges that helped them managed pain or difficult emotions they faced in parenting and home schooling of their children.

Special Needs Teacher. This refers to teachers who are specially trained to handle and educate children with disabilities and to ensure them a quality education and basic life skills in order for them to realize their full potential.

CHAPTER II

METHOD AND PROCEDURES

This chapter presents the research design, locale and population of the study, data gathering tool, and treatment of data.

Methodology

This research used the phenomenology approach to qualitative research particularly hermeneutics or interpretive phenomenological design. Phenomenology according to Creswell (2013) is a process of a naturalistic inquiry that seeks in-depth understanding of social phenomena within their natural setting. Meanwhile, hermeneutic or interpretive phenomenology examines the life world of human experiences and circumstances as it is lived (Bynum & Varpio, 2018). Interpretive studies assume that people create and associate their own subjective and inter-subjective meanings as they interact with the world that surrounds them.

The study made an attempt not just to describe the experiences and challenges of the parents on homeschooling their children with ASD but to give an interpretation of their experiences and on how they perceived these experiences. Their experiences were interpreted focusing on their

challenges and how they alleviate them through the coping mechanisms they have employed or engaged in.

Phenomenology deals with grasping various psychological, as well as sociological phenomena which is drawn from lived experiences, as well as the perspective of the people (Groenewald, 2018). Phenomenology is one of the most authentic ways of portraying participants' experiences of reality. Primarily, the purpose of this approach is to generate a universal description of phenomenon from several individual contexts. Drawing out the relationships and patterns garnered data are done to gain deeper understanding about the experiences of the respondents (Clemente et al., 2016).

Specifically, the researcher used thematic analysis phenomenology which is focused on subjectivism experience of individuals and groups. It is an attempt to unveil the world experienced by the subject through their life world stories. Since the researcher will focus on live experiences of parents of children with ASD, hermeneutic phenomenological approach is suited because the focus is concerned in illuminating details within the experiences of parents during the home education process and with the aim of creating meaning and attaining a sense of understanding to their experiences, challenges and coping mechanisms.

Research Design

Study Site

This study was conducted covering the schools in the City of San Fernando La Union, particularly San Fernando City SPED Integrated School, a Department of Education managed public elementary school and Saint Louis College Special Education Center, a CICM school. Both schools offer the Special Education Program aimed for the integration of all learners in the community with specific learning needs into the regular school system. The identified schools cater to students with disabilities particularly children with ASD.

Selection of Participants

Purposive sampling was utilized in the study. The participants were purposively selected by the head of the school or by the Special Education teachers. The main criterion considered for the selection of participants in this study is that parents must have at least a child diagnosed with ASD and who are primarily involved in teaching and educating them at home. Twelve (12) parents were initially contacted for this study, however, only eight (8) of them positively responded to participate. Six (6) participants were female (mothers) and two were males (a father and a grandfather).

The participants were purposefully selected as key informants of the study for the reason that they are the ones who have first-hand

experiences in determining the challenges and coping strategies on the home schooling of their children with ASD.

However, the saturation of the information determined the size of the sample. Saturation happens when there is a repetition of data collected. This is also manifested when the data collected is confirmed (Mamabolo, 2017).

Data Measure

The primary data gathering conducted the use of an interview guide as a basis for the discussion through face-to-face interview following the safety health protocols. The researcher developed the interview questions using *a priori* codes (Appendix D). The interview guide (Appendix E) was presented during the Research Proposal Defense. The panel gave their suggestions and recommendations for the improvement of the interview guide, all of which have been incorporated by the researcher before actual use.

Data Collection Procedure

The gathering of relevant data needed was done through the use of the face-to-face interview following the safety health protocols of COVID-19. The researchers' developed and crafted questions used in the interview were based on *a priori* codes. Then, gathering of relevant data done through the individual/one-on-one, face-to-face, in-depth interviews with

the use of the validated interview guide. The researcher gave the key informants a copy of the main topic of the research together with their letter of permission from the School Principals, asking them to be part of the research. This enables them to give feedbacks whether the questions were clear and understood. The researcher secured permission from the appropriate authorities before the process of interviewing with the respondents which was done personally by the researcher. The individual interviews were then recorded using video recorder to ensure more accurate data transcript and enable researcher to focus on interview (Patton, 2015). Together with the recording, brief notes were taken to clarify responses and help pose follow up questions during the interview sessions, and to verify the correctness of data transcribed. To reduce the potential for bias, the researcher employed active listening strategies with the goal of listening not to oneself or one's inner dialogue but attending entirely to the speakers in order to accurately hear and interpret what they are trying to say through verbal and non- verbal communication (The Critical Thinking Consortium, 2021).

Mode of Data Analysis

Analysis was done using the coding process. The whole process observed the cool and warm analysis to determine the challenges and coping mechanisms of the parents in relation to home schooling. Thematic

analysis was used in analyzing the data. This is one of the common ways to analyze qualitative data (Clemente et al., 2016). This method involves three main steps such as identification, analysis, and reporting themes that were manifested in the data (Braun & Clarke, 2012). The data were analyzed using thematic analysis particularly the Colaizzi process for Phenomenological data analysis. The researcher followed the steps in phenomenological analysis by Creswell (2013) and avoided bias by not depicting his own experiences with the subject of the research.

It followed these steps: (a). The researcher familiarize himself with the data, by reading through all the participant accounts several times. Transcription of data also took place in this phase. (b). Identify significant statements: The researcher identified all statements in the accounts that are of direct relevance to the phenomenon under investigation. (c). Formulating meanings: The researcher identified meanings relevant to the phenomenon that arise from a careful consideration of the significant statements. The researcher reflexively “bracket” his pre-suppositions to stick closely to the phenomenon as experienced though Colaizzi recognizes that complete bracketing is never possible. (d). Clustering themes: The researcher clustered the identified meanings into themes that are common across all accounts.

Again, bracketing of pre-suppositions is crucial, especially to avoid any potential influence of existing theory. (f). Developing an exhaustive description: The researcher wrote a full and inclusive description of the phenomenon, incorporating all the themes produced at step 4. (g). Producing the fundamental structure: The researcher condensed the exhaustive description down to a short, dense statement that captures just those aspects deemed to be essential to the structure of the phenomenon. (h). Seeking verification of the fundamental structure: The researcher returned the fundamental structure statement to all participants (or sometimes a subsample in larger studies) to ask whether it captures their experience. The researcher may go back and modify earlier steps in the analysis in the light of this feedback.

Ethical Considerations

Proper coordination with the school heads of the covered schools of this study was undertaken by the researcher. Letters of permission (See Appendices A and B) was given to proper authorities of the participating schools to seek for their approval and participation in the conduct of this study. In those letters, the researcher assured the informants that their responses are strictly kept confidential.

The parents and guardians of the children with ASD as participants were given a consent form (See Appendix C) in conducting in depth

interviews. They were briefed personally by the researcher on the nature and purpose of the study, the rationale of the study and how the research will be conducted. The researcher also asked permission from participants to audio record the interview. The participants were assured that their answers were strictly be confidential and be used for research purposes only.

The researcher made it sure that the study is within the area of competence and authority. The use of books and other reference materials were recognized accordingly. The result of the plagscan was 6.3% plagiarism free. A Certificate of Authenticity (Appendix G) was appended as proof of the credibility of the study.

CHAPTER III

FINDINGS AND DISCUSSION

This chapter presents and interprets the analyzed themes as a result of the interviews conducted relative to the challenges of parents on the homeschooling of children with ASD. The themes were presented in relation to the questions asked during the face-to-face interviews.

Thematic Model On Homeschooling Children with ASD

The analyses of the transcribed responses of the participants, done through intelligent transcription, revealed the participation, challenges and coping mechanisms experienced by parents on homeschooling children with ASD. Theme classified under the participation of parents/caregivers in home schooling children is Parental/Guardian Involvement. For the challenges of parents/caregivers in homeschooling children, the theme was Unwrapping Transitional Difficulties. Theme for coping mechanisms of parents was Parent-School Partnership and for what made parents/guardian involvement in their child's home schooling a special journey was Essential Learning Designs.

The researcher formulated the thematic model on homeschooling children with ASD based on the generated themes from the responses of the participants and the significant findings of the study.

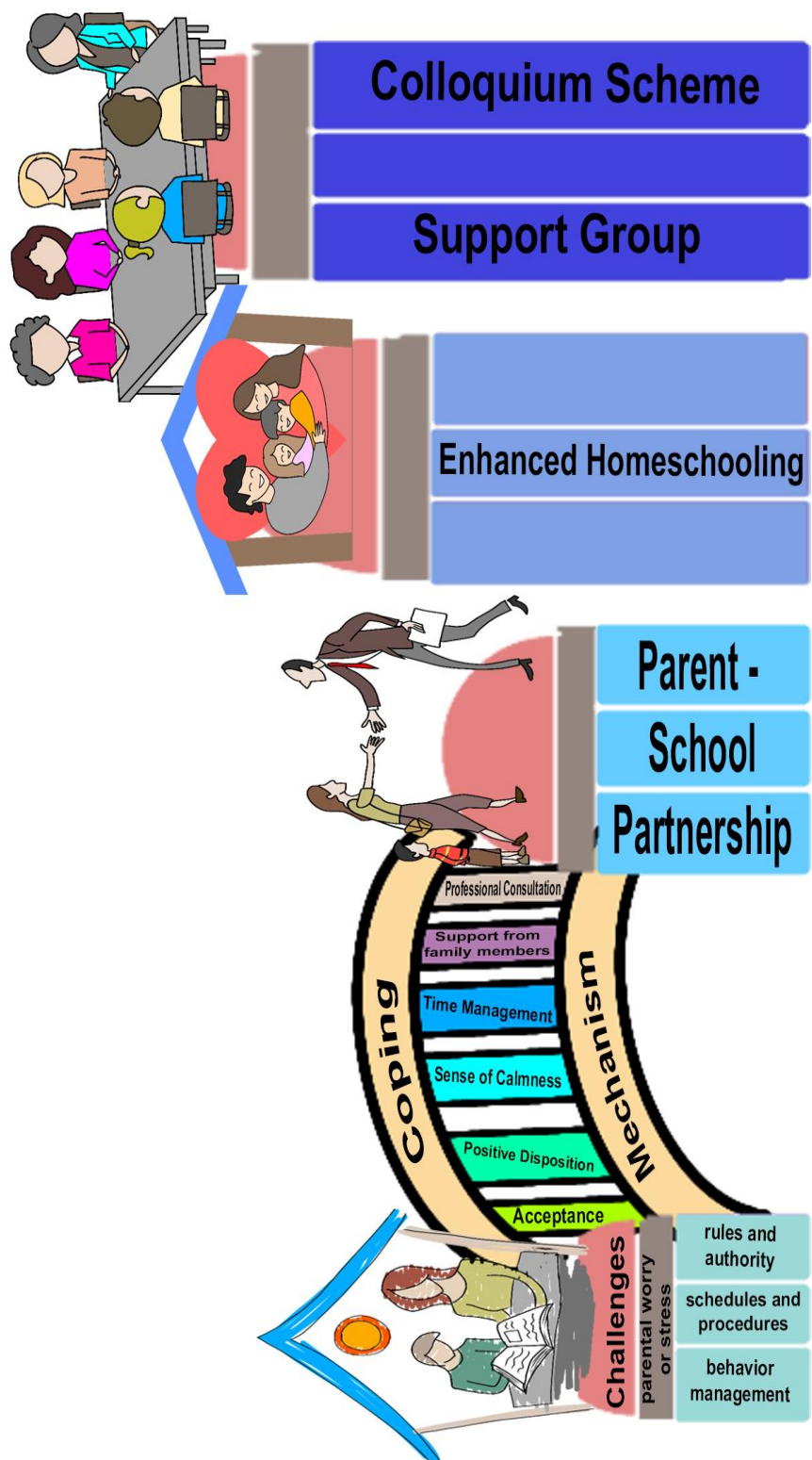


Figure 1: Thematic Model on Homeschooling Children with ASD

The model utilizes symbols that represent the lived experiences of the parents/guardians of children with autism spectrum disorder in home schooling - their involvement and challenges relative to the learning process of their children at home, and coping mechanisms adopted to survive the home education process. The model epitomizes the very nature of the current study on parents' challenges on home schooling children with Autism Spectrum Disorder.

This model is envisioned to illuminate parents on the home education process that takes place during the school closures. This will steer their way towards achieving more support, growth and development to navigate this special journey. The first figure on the left side shows a mother teaching her child in a home setting. This "new normal" in the education system pivoted a new role and new responsibility of parents in teaching their children at home. This novel role has led parents of children with ASD faced diverse challenges as the transition from school to home education takes place. Transitional difficulties includes rules and authority, schedules and procedures, and behavior management, which all leads to parental worry and stress. The next image shows an overpass. This represents the various coping mechanisms employed by the parents in order to crossover and maneuver these challenges encountered in homeschooling. Coping mechanisms start with acceptance.

Acknowledging and accepting their new role as teachers to their children during school closures strengthens parental involvement in the home education process. Viewing things and situations on a different perspective is a manner of having a positive disposition in life. The parents exhibited a sense of calmness and the pursuit of their dreams and goals for their children, gave them strength and motivation, therefore increasing their ability to cope with the stressful situation.

One way of managing homeschooling as this study revealed is having time management. The parents have learned to keep in control of their time. They were able to balanced work, personal time, family time and in educating their children at home. The support they gained from other members of the family alleviated their struggles and made them empowered to perform and function in the best of their ability.

In the quest to cope with the current situation of homeschooling their children, the parents have adopted a method of consulting and connecting with the teachers in school and special therapists. The Parent-School Partnership is renewed. The teachers and the school together with the parents are equally vital in making homeschooling effective for children with ASD. An effective and consistent teacher-parent communication based on mutual trust and respect creates a partnership that will ensure the child with ASD develop into his full potentials.

Parents working in collaboration with the school and the community to make the home education process of children with ASD fruitful and rewarding comprises the fourth figure. This is the result of the unity between the parents and the school coming together and the process of teamwork to shape and mould the uniqueness of children with ASD.

The last image shows the proposed support group for the parents of children with ASD and the colloquium scheme that should be adopted and implemented by the schools. The colloquium aims to provide insights and awareness to parents on how to home educate their children with ASD. This also will provide a greater understanding on the types of support and potential interventions needed by the parents. Lastly, the colloquium will help develop an effective parent-school partnership to achieve positive educational outcomes specifically for children with ASD at this time of the pandemic crisis.

Involvement of Parents/Guardians in Home Schooling

Parents are usually the primary caregivers for their children and have a significant role in the learning and the development of their child, thus making them as the essential link between home and school environments especially in the “new normal” education process.

The COVID-19 pandemic has led the government to impose various restrictive measures in order to prevent its wider spread. For parents and

children, staying at home while studying is one of these measures. In accordance with DepEd Order (DO) No. 012, s. 2020, “Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School year 2020-2021 in the light of the COVID-19 Public Health Emergency,” DepEd shall employ multiple learning delivery modalities (LDMs) to ensure the continued provision of learning opportunities to its learners, while protecting the health and safety of both its personnel and learners. This can be done through blended learning, distance learning, and homeschooling. These modifications on certain policies and practices were necessary steps in adapting to the “new normal” while still remaining true to the framework of Sulong Edukalidad and Education Futures. Education Secretary Leonor Briones also noted that in a homeschooling set up, parents are the ones who are in charge of their children’s studies.

Due to contagion containment measures, children with special needs particularly are threatened on the access to education. As such, efforts to improve home education modalities for children with special needs are being exerted in the hope of assisting parents as they educate their children with special needs while safely staying at home. Therefore, parental involvement is crucial in the home education of children with special needs particularly Autism Spectrum Disorder.

Parental/Guardian Involvement

Parental involvement in the education of students begins at home with the parents providing a safe and healthy environment, appropriate learning experiences, support, and a positive attitude about school. Often they also take on a coach or therapist role across a variety of interventions, which demands a great amount of time, dedication, energy and financial resources (Prata & Lawson, 2018).

Commensurate to the DepEd Order No. 32, s. 2020 which states that the implementation of the BE-LCP (Basic Education Learning Continuity Plan) demands for a holistic approach and a stronger partnership among schools, households, and communities. As the teachers and DepEd personnel tackle the additional tasks, challenges, and new expectations in the new normal, the BE-LCP necessitates the complementary and broader roles of parents, guardians and other household partners, and members of the community to support the learning process of the students at home.

Parental involvement is the participation of parents in all terms of child activities. Which means the amount of participation the parents give to his/her child's life. Whether it's academic, social or any other activity. Parents and guardians know their children better than anyone else and have the complete understanding of a child's physical, social,

developmental, and family history. While kids attend school about six hours a day, they only have a few minutes of teachers' undivided attention in a class. Hence, parents have the opportunity to sit side-by-side with them, working through homework and other learning activities for a long period of time.

Past studies on structured home education for children with special needs, particularly autism, concentrated on parental roles (Jolly et al., 2013). Parental involvement can encourage children's achievement in many ways. One way that parents can contribute positively to their children's education is to assist them with their academic work at home.

Parents who read to their children, assist them with their homework, and provide tutoring using resources provided by teachers tend to do better in school than children whose parents do not assist them (Durisic, 2017). Researchers have shown the positive effects of parental involvement on school learning, as well as the importance of home environment and parental support at home for school learning (Shourbagi, 2017). For students with special needs, research also points to the important role that parents play in their children's education. Moreover, he emphasized that in a study of children with disabilities in secondary schools in the United States, parent's activities in support of education were associated with improved outcomes in several achievement domains. Unlike the regular

education, wherein parental involvement in special education is officially acknowledge through legislation, specifically pertaining to educational program placement and individual planning.

Parents then understand their importance on the success of the process of education and on the upbringing of their children. Parental involvement in the demands of the “new normal” education system requires a multifaceted role for parents in minimizing the impact of the pandemic on the children’s academic performance and well-being.

According to the participants of the study, when they were asked, how did you participate on the home schooling of your child? They take pride to reveal their involvement in home educating their children and how they are doing better like their children’s teachers. For instance, **Parent A** shared, *“Ako po mismong magulang ang nagturo at tumutok sa pag-aaral ng module ng aking anak. Masaya po ako sa pag-assist sa activity ng aking anak”*. (Me as the parent was the one who taught my child in doing his modules, I am happy to assist him in doing his activities). **Parent C** who affirms this statement, *“am the one in charge in assisting my son during his online class, I follow him up with his modules”*. In like manner, **Parent E** proudly stated that, *“I am the prime parent working and assisting my kid on his module”*. **Parent B** shared that, *“I am the one who gives the schedule and task at home and the modules”*. **Parent D** highlighted that *“Kami ng*

Lola niya ang talagang tutok sa kanya ever since. Masaya kami na natuturuan namin ang apo ko". (Our grandchild has always been our concern ever since, we are happy to teach our grandchild at home).

Furthermore, Shourbagi (2017) stressed the importance of parents and caregivers' involvement in home schooling of their children, as their participation in teaching their children has been linked to increased parental confidence in, and satisfaction with parenting, as well as increased interest in their own education. This in turn equally developed themselves to be perfect towards teaching and rearing their children.

Parents are the most significant persons in the lives of the children particularly children with special needs. They provide the basic needs of the family and children, as in Maslow's hierarchy of needs also includes physiological needs of safety and security. In their full participation and involvement in the home education of their children it is a confirmation that their time spent with the children made them (parents and children) thrive and blossom a sense of belongingness and a sense of being loved. Over and above all the medical, psychological, and scientific means of treating them, children with special needs respond most apparently to warmth of love, caring and patience. Parents are the only adults in the educational process who have been and will continue to be deeply involved throughout the child's school career, and while they may not be educators

themselves, they bring their years of experience in other professions and aspects of life to the process.

Challenges of Parents/Caregivers in Home Schooling

Children with ASD

Today's parents are often preoccupied with the distractions and demands of daily life. In this situation the handling of children with special needs such as autism spectrum disorder (ASD) could be challenging for families and caregivers. Educating children with ASD is particularly difficult due to the heterogenous presentation of ASD across individuals and lack of a single intervention to target all deficit areas.

Many families faced different challenges towards educating and assisting their children during home schooling. The Autism Society of North Carolina enumerated time commitment, balancing of responsibilities, strengths and weaknesses of parents and burnout to be potential challenges that parents may experience in home schooling their children.

Considering the role of parents in bringing up a child to the level of attending school, it could be challenging, but the study of Kidd (2010) showed that parents particularly the mother has the ability to provide their child with an education that is suited to the way in which they learn. She

further discussed that mothers also have the ability to control their child's environment in order to enable learning to take place.

The participants when asked the question, what were the challenges you encountered during the home schooling of your child? They have identified the overall theme as unwrapping transitional difficulties.

Unwrapping Transitional Difficulties

The disruptions brought by the health crisis causes serious changes in the routines of children with autism. Struggles with the transition of studying in a four-walled classroom to the confinement in their own homes with the parent acting as the teacher and a classmate is a drastic switch in the children's daily school routine.

Facilitating their child's learning on a home based setting and assuming primary responsibility for their child's educational programme is no easy task for parents and caregivers. Due to many underlying factors, several challenges or difficulties were found to be affecting the effective home schooling of children with ASD. Transitional difficulties in area of rules and authority, schedules and procedures, behavior management, and parental worry and stress fall under this domain.

According to the Behavioral and Developmental Theory (see page 15), learning occurs through processes of association and reinforcement. In teaching children with ASD, association and reinforcement is important

to motivate them to participate and remember things that will allow them to function independently, which is the main goal in their learning process. Furthermore, children with ASD are known to learn and work on a routine basis. They rely on rules and routine to keep their environment predictable and safer. The application of rules and routines helps them engage more successfully in activities and prevents problem behavior. Hence, imposing rules and being in authority can be challenging to parents because the children were already used to attending school with the teacher being in authority and enforcing rules during the learning process inside the classroom. The children's association with their teachers in the school as the educator was broken and interrupted during the transition thus reinforcement is inconceivable specifically in scheduling of activities and implementation of procedures which eventually poses another struggle in homeschooling children with ASD. These were emphasized by **Parent A** when she states that, *"Noong una po nahirapang mag adjust sa pag study niya kasi parang hinahanap pa rin po niya teacher niya"*. (It is difficult for him to adjust at first because he got use to having a teacher). **Parent B** added, *"Mahirap, ayaw magsulat"*. (It is a struggle because he does not want to write). **Parent C** also states that, *"The challenges that I encountered would be in getting him ready to class"*. Meanwhile, **Parent F** answered, *"Yung oras ng teacher nila has to be adjusted for important reasons like kung may attend silang seminar or whatever. So, nakasanayan kasi niya*

yung 10:00-11:00 na online class, kung minsan nagmomove kami ng 7:00-8:00 pm. Once na namove yun, inaantok na". (When the time of the teacher needs to be adjusted for important reasons like if they are going to attend a seminar or whatever. So he is used to having 10:00-11:00am online classes then it will be moved to 7:00-8:00pm. Once the online class is moved, he is already sleepy). **Parent E**, *"I cannot really explain how he will be answering it, so I just write down notes on the module that my son cannot answer at this level. My son cannot answer this multiple choice"*. **Parent F**, *"Modules are too general. You know yung mga cases nila na autistic they have different levels eh, although sabi ng doctor noon na there is no such thing anymore as mild case or severe case, once it is autistic it is autistic. We agree with that, but, yung learning curve nila iba-iba"*. (The module is too general. You know in their cases having ASD, they have different levels, although the doctor informed us that there is no such thing anymore as mild case or severe case, once it is autistic it is autistic. We agree with that but they have different learning curves).

The transition from school to home can be upsetting on the part of the child which arouses emotional meltdown if the routineness is broken by unexpected changes and people. The National Autistic Society (2021) described meltdown as an intense response to an overwhelming situation. It happens when someone becomes completely overwhelmed by their current situation and temporarily loses control of their behavior. This loss

of control can be expressed verbally (shouting, screaming, crying), physically (kicking, lashing out, biting) or in both ways. Meltdowns are not the only way for a child with ASD may express feeling overwhelmed. They may also refuse to interact, withdrawing from situations they find challenging or avoiding them altogether.

A child with ASD will show signs of distress before having a meltdown, which is sometimes referred to as the “rumble stage”. They may start to exhibit signs of anxiety such as pacing, seek reassurance through repetitive questioning or physical signs such as rocking or becoming very still. This is manifested when **Parent F** said, *“So once you change the schedule, his behavior changes as well. Hindi na siya nagpaparticipate ng todo. Task avoidance. Marami na siyang rason”*. (So once you change the schedule his behavior changes as well. He can’t be able to fully participate with his class. Task avoidance. He gives many reasons). Behaviors of children with ASD as mentioned by **Parent C**, that, *“making sure he is in a good mood and had a good night sleep”*, and supported by the statement of **Parent D**, *“Pag in the mood yung bata dun lang kami nagstart na magturo at mag module”*. (We can only start our lessons and modules at home when my child is in the right mood), the parents were trying to anticipate a meltdown or a change in the child’s behavior. The child’s undesirable behavior and emotional meltdown will give rise to parents’ stress and worries. In addition, when **Parent H** underscored one of the difficulties he

encountered, *“It’s difficult at first kasi nasanay siya na pumapasok sa school, so kailangan na i-explain sa kaniya kung bakit dito sa bahay mag aaral. Mahirap kasi ilang months na walang pasok sa school so nag regress siya.* For example, yung mga familiar sa kanya na sounds is hindi na niya alam”. (It is difficult at first because he is already used to go to school so I need to explain why he is studying here at home. It is difficult because it’s been months since schools were closed so he has regression. For example, those sounds he is familiar with before, he can no longer determine them), showed that the worry of regression on the part of the child causes a big stress on parents. When a child appears to develop typically but suddenly begins to lose speech and social skills the condition is called regressive autism.

The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) issued by the American Psychiatric Association (APA) defines regressive autism as any type of autism spectrum disorder (ASD) involving regression, including childhood disintegrative disorder. It is also called autism with regression, autistic regression, setback-type autism, and acquired autistic syndrome. Tobik (2021) pointed out that regressive autism can be very challenging conditions for both parents and their affected children. Parent’s realization that they will become in charge of their children’s home education process which includes, being in authority, planning schedules, implementation and modification of

procedures and managing behaviors related to ASD, suggests that multiple changes occur in the parental role to accommodate the challenges of raising a child with ASD, hence leading to parental stress.

Parenting stress refers to the perceived stress of the parent in reaction to the demands of parenting the child, and Rezendes and Scarpa (2011) suggests that the child's difficult behaviors contribute to the parent's negative mood via decreases in parenting self-efficacy. Since mothers of children with ASD experience higher levels of stress compared to mothers of typical children, their increases in parenting stress may reduce parenting self-efficacy, which in turn might lead to increases in anxiety and depression.

Amongst all learners, children with special needs can find it very difficult to stay in confined spaces without any social exposure that often leads to them being easily frustrated, showing regular fidgeting, aggressive behavior, etc. Karst and Van Hecke (2012) also discovered that raising a child with ASD has negative effects on parents and families regardless of the severity or the time since diagnosis. It further states that raising a child with ASD does contribute to a general decrease in parental well-being and increase in mental health concerns. Consequently, the parents are going through tough times. As this was hastened by the fact that their children's stress, which was earlier shared between parents, schools, and

therapy centers, has to be now dealt with by the parents or caregivers alone.

Durisic (2017), found that, a major challenge for families with a child with ASD is having a difficult time identifying the services and support they need in teaching their children, determining either to approach the teachers for help or to cover their shame about not knowing what to do about the teaching process. Thus, without adequate preparations and training or support for parents it will be extremely difficult for parents and caregivers to be acting as teachers and tutors to their children.

Coping Mechanisms of the Parents

School closures have led to the emergence of online classes and modular learning as a “new normal” in the learning continuity of students. In this situation, parents are now rearing and educating children while simultaneously attending to their respective jobs and employment. Others lost their jobs, do not have jobs or trying to find jobs during these trying times. With these everyday struggles, parents have learned to cope and adapt to this new normal and has brought them opportunities for learning and growth. In this study, parents coping mechanisms includes, acceptance, positive disposition, sense of calmness, time management, the support coming from other family members and lastly, professional consultation.

Acceptance

According to APA Dictionary of Psychology (2021), acceptance is a favorable attitude toward an idea, situation, person, or group. Acceptance occurs when a situation or scenario is acknowledged and accepted by an individual. It is typically used in reference to the acknowledgement and assent to a negative situation. Parents embracing their new role is evident in the following statements by **Parent G** when she said, *“You have no choice but to accept the responsibility to teach your child, to assist him on his homeschooling”*. This was supported by the statement of **Parent F**, *“You have no choice. You have to go online. You have to really prepare yourself as a parent. You really have to attend. Sit with him. Learn with him”*.

Parents pointed out that their new responsibility during this “new normal” of education left them with no choice but to accept and acknowledged this current role of being teachers to their children at home. Preparing themselves, attending to their child’s learning through sitting and learning with the child manifests their acceptance towards the concept of homeschooling. Research shows that acceptance is an important trait in positive well-being.

Positive Disposition

Having a positive disposition means having an optimistic outlook and attitude towards life despite experiencing adversities. The parents

were faced with a challenge of having multifaceted roles including homeschooling their children and they have look at it on a different perspective when **Parent C** stressed that, *“I remind myself that it is okay if the schedule does not go to plan every day. Every day is an opportunity to fine tune what is working and eliminate what is not working”*. And **Parent B** answered, *“We the parents, will have a closer relationship with our child because we see to it that we spend more time with our child”*. Parents assuring themselves that they are doing their best in home educating their child and focusing on what they can do and accomplish at a specific time, helps them learn how to let go of what they cannot accomplish on such given time. They look into something positive and focus on that.

Moreover, positivity also touches on self-talk. For example, **Parent C** responded, *“I keep calm. I remind myself that it is okay if the schedule does not go as planned”*. This parents’ positive feeling of staying calm increases the ability to cope with stressful situations. The more you practice positive self-talk, the more automatic that positivity will become in your life. Positive disposition could further mean moving forward towards your dreams and goals in life. As what **Parent E** divulged, *“I have to work well with educating him the best that I can do. I should have to prepare him for his life the moment we are no longer here”*. **Parent F**

supported this by saying, *“You want to see your child to be normal and so hoping for him to become normal although the chances are slim but at least with the education he is getting, the therapy he is getting, he is learning everyday things. And that is what is important”*.

In the midst of the homeschooling challenges, the parents tried to figure out how to become positive, stay calm and move forward. Being parents to children with ASD includes many challenges but it’s how they rise to overcome these challenges with strength and positivity.

Time Management

For parents wrestling on the demands of everyday life, time management proves to be a real struggle. The added responsibility of home educating a child with ASD who has unique and special needs can be a huge task and takes considerable amount of time in parenting. In the article, “What is Time Management?” (2021), it described that time management is the process of organizing and planning on how to divide your time between specific activities. It discuss further that good time management enables you to work smarter to get more things done in a lesser time even when time is tight and pressures are high. Failing to manage your time damages your effectiveness and causes stress. Parenting is hard work, and learning and keeping in control of their time make their personal life and family life run smoothly. Parents strengthened

this characteristic as **Parent C** shared, *“I tried setting a schedule as this will make him feel excited”*. This is validated by **Parent B** when she answered, *“By setting a schedule to follow we think that it is for his improvement”*. **Parent H** also approved this, *“May schedule kami, gaya ng pag ganitong oras mag study kami”*. (We have a schedule like we are going to study at a specific time). As **Parent C** concludes, *“Teaching him after my work during night time. During weekends we do exercise”*.

There were four (4) participants in the study who were engaged in the working force. Planning their time and scheduling home education activities for their children with ASD gives them the opportunity to balance their work time to family time. Parnell (2017) pointed out that, having a good time management in homeschooling will give parents total and complete control over their child’s environment, education and social experiences. This will also allow the child to avoid and minimize sensory triggers as children with ASD thrive on routine and structure. Time management and structuring activities that works for the family schedule will help the child and other family members do their best with the learning plan provided by the school while being safe in the confinement of their homes. More importantly, time management enables parents to increase more family time and gives them the opportunity to spend more time watching their children grow and learn. In the reality of all, homeschooling

jobs of the parents is less about academics and more about creating safety, belonging and acceptance.

Support from Family Members

The “new normal” in education pivoted parents into homeschooling their children which demands an ample amount of time. This also calls for help and assistance from other members of the family. It is of importance to gain support and assistance throughout the home education process. Getting support from the family gives you time for other things that needs to be accomplished and empowers you to be able to navigate the challenges of family life. **Parent D** confirmed this when responding, *“Tulungan kami ng Lola niya sa pag asikaso sa kanya kasi kaming grandparents niya ang mas nakakaintindi sa kanya at sa sitwasyon niya”*. (We help each other together with the grandmother in attending to his needs because we are the only ones who can understand him and his situation). **Parent E** added, *“What we do is the brother or the father will get the module then we schedule a certain time during the week to do the module”*.

In the midst of the continuing global pandemic which greatly impacted many lives, including business, education, and economic stability a strong support system coming from your own family is significant to your holistic wellness. For parents who are taking a much more active role in the education of their children their wellness together

with other family members is vitally important as all people perform and function best when they are well and empowered.

The coping mechanisms exhibited by the parents correlate with the Family Stress Theory which is described as the resiliency model of family stress, adjustment, and adaptation. The main emphasis of this model is on resiliency of families and their ability to recover from the adversities that life may bring. As in the case of the transitional difficulties that parents have encountered during the home education process of their children, the parents were able to embrace these difficulties and achieved a balance between meeting the needs of the child with ASD, the needs of the family as a whole and the needs of other family members.

Adaptive coping strategies is further highlighted by Lai and Oei, (2014) as they state that parents of children with ASD used adaptive (e.g., cognitive reframing; seeking social support), with an inclination towards adaptive coping methods such as seeking social support and positive reinterpretation. Among parents of children with ASD, the use of adaptive coping strategies has also been linked to positive mental health outcomes (Benson, 2010). Thus, the parents viewed their situation in a different perspective which eventually resulted to their positive disposition regarding the challenges they have encountered.

Moreover, many parents/guardians in their quest to cope with the situation that they find themselves responsible in teaching and educating their children at home adopt a style of consulting and connecting with the teachers in school and special therapist. This is the adaptive coping method of seeking social support as highlighted by Lai and Oei (2014) in their studies. Going back to teachers and therapists to discuss their concerns about their child enlightens them and be able to acquire additional learning and information on how to manage home education process. This will ensure parents and teachers of an improved educational outcome for the children with ASD.

When parents were asked of the question, how did you cope/deal with the challenges that you have experienced on the home schooling of your child? Their responses yielded the parent-school partnership theme.

Parent-School Partnership

Family-school-community partnerships are a shared responsibility and reciprocal process whereby schools and other community agencies and organizations engage families in meaningful and culturally appropriate ways, and families take initiative to actively supporting their children's development and learning. Schools and community organizations also make efforts to listen to parents, support them, and

ensure that they have the tools to be active partners in their children's school experience (NCSSLE, 2021).

According to Perras (2021), The Ontario Ministry of Education noted that parents are vital partners in education. They influence their children's attitudes about learning, and support learning at home. They are a vital link between home and school. And, when they become involved in the life of the school, they make our schools better places to learn, grow and thrive. Ontario's parent engagement policy recognizes that student achievement and success increase when parents are welcomed and respected as partners, and given the support they need to contribute at home and at school. This is in corroboration with the study of Whitbread et al. (2017), when he emphasized that when parents and professionals partner with one another to meet the needs of individuals with ASD, it can have a positive impact on the quality of their cognitive, social, and emotional development.

Parents are the first educators of their children and they continue to influence their children's learning and development during the school years and long afterwards. Schools have an important responsibility in helping to nurture and teach future generations and families trust schools to provide educational foundations for their children's future. That is the importance of parents and schools to work together in partnership. Parent-

School Partnership refers to the collaborative relationships and activities between parents or families and the school. Based on the participant's responses, **Parent E** highlighted, *"I do a lot of, I establish an open communication with the SPED Teacher and I ask how I should be working out with it. Second, I still, eventhough my son is no longer connected with the occupational therapy center, I still continue to talk to the therapist and ask for advices on how we will cope with the struggle"*. **Parent A** also shared, *"Nagtatanong pa rin ako kay teacher kung ano pwede gawin ganun"*. (I still ask and consult the teacher on what to do). **Parent D** underpinned this with her statement, *"Nagtatanong din kami kay teacher kung paano gawin yung mga nasa module"*. (We also ask and consult the teacher on what to do), and supported by **Parent B**, *"By going back to the therapy"*.

The new normal in education calls for a renewed collaboration between teachers and parents, who must work together in the best interest of students. This is in congruent with the article of Perras (2021) in corroboration with the Ontario Ministry of Education which states that educators and parents generally agree that positive, supportive and open relationships between home and school, parent and teacher are desirable. Additionally, research has shown that parent engagement and successful

parent-teacher partnerships result in improved educational outcomes for students.

The collaboration between teachers and parents is the foundation of the education system in the new normal as they are the first point of contact for students for all the educational needs. All the stakeholders should come together to support this partnership to ensure that children receive education continuously in this time of pandemic. For instance, in Shanghai, the government provided professional guidance and learning support for parents (UNESCO, 2020). The government also sent letters to parents to help understand online learning and ways of creating a positive learning environment for their children at home.

The executive director of the Learning Disabilities Association (2021) of Canada, shared that a positive school climate can help professionals, parents, guardians, and educators work constructively together to address concerns related to programs and services. This is in corroboration with the statement of the “Parent-Teacher Partnerships” (2020) which declares that an effective education policy in the “new normal” requires the development of new adjustment strategies for all key stakeholders and that includes a renewed collaboration between teachers and parents. Several studies have proven that collaboration between parents and teachers improves children’s academic achievement, work habits, social skills and

emotional well-being (Sheridan, 2018). Recognizing the importance of collaboration with parents in improving outcomes for children, several countries have incorporated guidelines on working with parents in their curriculum framework (TALIS, 2018).

Parents and guardians are encouraged to collaborate with their children's school or classroom teachers to enable them establish a link to better educate their children at home. It is a shared responsibility based on mutual trust and respect. Partnership with parents ensures that the parents are kept up-to-date on their child's learning and development. This ascertain parents and teachers of an improved educational outcome for the students.

Special Journey

The experience of having a child on the autism spectrum greatly affected the lives of most parents. Before the pandemic, parent's routine would include doing household chores, going to work, attending to the needs of the family, and bring their children to school. With the unexpected emergency health crisis, parents have now taken on the role of educators, guiding their children through learning modules given by schools and online classes. According to the United Nations report, "the COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190

countries and all continents. Closure of schools and other learning spaces have impacted 94 percent of the world's student population, up to 99 percent in low and lower middle income countries (UN, 2020).

For the parents of children with special needs particularly ASD, finding a solution to the “new normal” education is a positive way of focusing on the child instead of dwelling on the challenging situation. Filipino parents’ unique way of finding means to survive this new learning modality have looked at it on a different perspective. Parents have become hands on and have direct involvement in educating their children and this has become an opportunity for them to monitor their child’s progress. As imparted by **Parent A**, *“Natutukan ko po siyang mabuti at naturuan ko din po siya kaya kahit gaano kaliit or kalaki yung nakita kong improvement niya malaking bagay na sa amin yun”*. (I am able to attend to him fully and be able to teach him no matter how small or big his improvements are we consider it as a great achievement). **Parent H** joined this statement when she responded, *“Kasi talagang tinutukan ko siya”*. (Because I really attended to him). Through it all, the parents have learned to embrace the “new normal” in education which made them encounter the rewarding and fulfilling experiences as they navigate through this special journey.

Essential Learning Designs

Staying at home and not attending school creates a uniquely stressful situation for children with special needs and their families. It is noted that the disruption can be particularly devastating to students with disabilities such as autism, who thrive on routine and regular schedules. Though structured home education is difficult in the transitional period, Cahapay (2020) noted that parents have collectively voiced out that any form of education transpiring within their homes is important to the development of their children.

Learning at home can be tailored to the needs of their children and family conditions. So, learning activities are more focused. This is supported by Feeney (2020), who reported that many parents of children with special needs are looking into home education as an alternative to education. Furthermore, he also offered that home education is good for children with autism and will provide them optimal learning. Narzisi (2020) added that home based learning will maximize the potential of a child early without having to follow the usual time standard set in schools. As with the case of children with autism, who work and learn at their own pace.

The pandemic brought many social implications to families that have children with autism. Cahapay (2020) imparted that parents had to teach new social insights to their children. Narzisi (2020) has pointed out

that children with ASD have a concrete cognitive style and some of them can have serious verbal issues and show difficulties in phenomenological perception. It is important then to explain what COVID-19 is and why we all have to stay at home. The explanation has to be simple and concrete. In line with this, she also offered tips on how to teach new social realities for children with autism. For example, as children with autism exhibit a range of perceptual skills as regards to phenomenon, he suggested that the parents through the help of therapists, need to concretely explain the new situations through appropriate strategies such as concept maps. With the context of COVID-19 stay at home period, various guidelines and suggestions are also introduced to assist parents in promoting different home activities and routines for their children with ASD. These new and functional routines allow children with ASD to be safe and peaceful.

Home education provides for optimal learning (Cahapay, 2020). This can be the right time to learn the essentials of life. Some people may think that children with special needs should not be given duties and responsibilities at home. UNESCO (2020) indicates that it is important to note that the duties you entrust to them and the work they take up can contribute in moulding them and helping them develop identities of their own. As simple as keeping their things safe, secure and clean, and cleaning the dining tables after having dinner, can be assigned as responsible tasks.

This would help them develop a sense of responsibility. Small roles could also be given in each of the tasks performed by the elders, as this would increase the confidence level of the child and help in the formation of identity. This is supported by the Theory of Hierarchy of Needs of Abraham Maslow which offers the framework for how humans can thrive. According to the theory, when the basic needs were met self-actualization follows. The love, warmth, and care provided by the parents has made children respond positively hence, making both parents and children thrive and developed a sense of belongingness and a sense of being loved, therefore making the home education experience as a special journey.

According to the participants of the study, when asked, what made your involvement in your child's homeschooling a special journey? The parents happily shared their experiences, such as: their hands-on experience, learning experience, and rewarding experience. As **Parent G** cited, *"Special journey because I am able to give special time, special attention and special patience to my child"*. **Parent D** also shared, *"Special journey kasi habang tinuturuan namin siya natututo rin kami tulad ng pagiging mapagpasensiya"*. (A special journey because while we are teaching him, we are also learning to be more patient). The rewarding experiences of parents gave them fulfillment and enrichment as **Parent C** exclaimed, *"It is a special journey because he makes me feel like a child"*

whenever he laugh. All his milestones, though slow, unpredictable when shown is like you are in cloud nine". **Parent H** corroborated this when she mentions, *"Kahit na nagpandemic at home base ang pag-aaral niya malaki pa rin improvement niya kahit papaano kasi talagang tinutukan ko siya"*. (Even if its pandemic and he is on a home based schooling, he still has improvements because I really attended to him). This is followed up by **Parent B's** response, *"Because I can see his improvement and milestones"*. While **Parent F** declared, *"The journey has never been more tougher but very rewarding with his milestones"*.

Parents as the primary educators during the homeschooling plays an important role to the development of children with ASD to their full potentials. In the home education process, a holistic approach can be done by the parents meaning the education is not only focused academically but looking entirely on all the aspects of the child's personality such as physical, mental, emotional and social. That is why any learning design and concept that will evolve during the home education process is considered essential to the growth and development of the child. When parents consider all these aspects with the inclusion of a balanced and healthy home environment the child's development and learning will be realized based on what the Behavioral and Developmental Theory discloses.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, the conclusions drawn, and the recommendations offered.

Summary

This interpretive phenomenological study analyzed the experiences, challenges, and coping mechanisms of parents on the home schooling of children with ASD. Specifically, it assessed how the parents managed to home educate their children in the autism spectrum. The participants were eight (8) parents with children clinically diagnosed with Autism Spectrum Disorder and presently enrolled in San Fernando City SPED Integrated School and Saint Louis College Special Education Center for the School Year 2020-2021. The data were gathered using face-to-face interview. Video recordings were done to document the process, and thematic analysis was used to gather and treat data.

Findings

The following are the salient findings of the study:

1. The parental/guardian involvement in all terms of the child activities during home schooling was evident as participation of the parents.

2. Transitional difficulties in area of rules and authority, schedules and procedures, behavior management and parental worry and stress were the challenges encountered by parents during the homeschooling.

3. Parents developed coping mechanisms by acknowledging the challenges of homeschooling through their acceptance of their new role and responsibility as teachers to their children, having a positive disposition, time management, gaining support from family members, and renewing their relationship with the teachers and the school to ensure that children with ASD keep learning during the school closures.

4. Parents administered various forms of learning routines during homeschooling that are essential to the growth and developmental needs of their children.

5. Parents' coping mechanisms and professional consultation through a renewed partnership with the teachers and school contributed to the improvement of homeschooling their children with ASD.

Conclusions

From the foregoing findings, the following conclusions are derived:

1. The participation of the parent improve the performance of the child during homeschooling.

2. Parents become wiser and stronger to manage the challenges which are experienced by the parents during homeschooling.

3. A renewed Parent-School Partnership is deemed necessary in the learning continuity of children with ASD.

4. Essential learning designs are the different home learning routines requisite to the child's growth and development.

5. The model crafted from the themes is helpful in improving homeschooling practices.

Recommendations

In the light of the findings and conclusions, the following recommendations were offered:

1. A colloquium scheme should be adopted and implemented by the schools which maybe characterized by the following features:

a. This will provide a greater understanding on the types of support and potential interventions needed by the parents or families of children with ASD.

b. Trained professionals namely, Developmental Pediatricians, Therapists, Psychologists, SPED teachers, and parents will be requested to share and exchange knowledge based on their expertise and specializations.

c. The venue of the colloquium will be online using Zoom or Google Classroom or any platform of choice by the school.

d. The colloquium will be held once a month and will last for about 30-45 minutes each.

e. This will be spearheaded by the school principals and facilitated by the heads of the SPED Centers.

f. The secretariat consists of the school's guidance office, the marketing office and the SPED department to ensure the colloquium is organized and minuted.

g. An online evaluation will be conducted after every colloquium on which suggestions and recommendations are documented, reviewed, and given action for further improvement and development of the colloquium.

2. Schools should create an active support group for the parents of children with ASD. This support system will serve as a channel and an opportunity for them to share their personal experiences and feelings, coping strategies and first-hand information on parenting and home educating their children with ASD.

3. To nourish the relationship between the parents and the school, it would be necessary that teachers should have important details concerning the parents like, who the parents are, what they do and how they are coping during the home education process.

4. Schools should conduct an online survey for the parents to assess and understand what type of support they need from the school.

5. Frequent and clear communication is the key to keep parents engaged. Schools should regularly contact parents to provide updates on planned activities for the child and review any feedbacks or recommendations.

6. The school should appoint a parent representative to be the correspondence in disseminating information to the group of parents.

7. The schools should provide psychological counseling with the involvement of the school guidance counselors during school meetings with parents. Many parents and families are undergoing stress and pressures due to the current pandemic crisis thus needing psychological mentoring to support and sustain their mental health.

8. Schools should use virtual lessons to support parent and child learning through self-guided lessons that allow parents to learn skills, activities and practices to support the children's development.

9. Online workshops and multimedia tutorials should be designed to upskill parents on the use of e-learning tools.

10. Further research should be conducted to probe and delve into the challenges of parents on homeschooling children with ASD.

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APPENDIX A

Letter to the School Superintendent

FEB 18 2021
RECEIVED
By: Rowena M. Time: 10:35



Saint Louis College
Beacon of Wisdom in the North
City of San Fernando (LA UNION)
GRADUATE SCHOOL



February 16, 2021

DR. ROWENA C. BANZON, CESO V
Schools Division
Superintendent
Schools Division Office
City of San Fernando
La Union

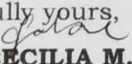
Dear Madam;

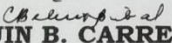
I am a Master of Arts in Education student at Saint Louis College and currently doing qualitative research work in connection with my thesis entitled, **“A Special Journey: Parents’ Challenges on Home Schooling Children With Autism Spectrum Disorder”**. This study aims to explore and understand the experiences, challenges and coping mechanisms of parents on home schooling their children with ASD.

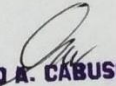
In this regard, may I request for your kind permission to allow me to conduct my study at the **San Fernando City SPED Integrated School**. Rest assured that the information gathered will be treated with utmost confidentiality and the informants will be kept incognito.

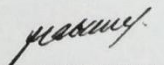
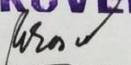
Attachment: as indicated

Your favorable action on these requests is highly appreciated. Thank you very much.

Respectfully yours,

MARIA CECILIA M. FADARE
Researcher

Noted:

BITUIN B. CARRERA, MA SPED
Thesis Adviser


EDMUND A. CABUSORA


WILFRED F. CABAATAN, PhD
Dean, Graduate School
APPROVED

DR. ROWENA C. BANZON, CESO V
Schools Division Superintendent

APPENDIX B
Letter to the Principal



Saint Louis College
 Beacon of Wisdom in the North
 City of San Fernando (LA UNION)



GRADUATE SCHOOL

February 08, 2021

MR. DANILO D. ROMERO
 BEdS Principal
 Saint Louis College
 City of San Fernando
 La Union

Dear Mr. Romero;

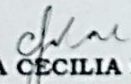
I am a Master of Arts in Education student at Saint Louis College and currently doing qualitative research work in connection with my thesis entitled, "**A Special Journey: Parents' Challenges on Home Schooling Children With Autism Spectrum Disorder**". This study aims to explore and understand the experiences, challenges and coping mechanisms of parents on home schooling their children with ASD.

In this regard, may I request for your kind permission to allow me to conduct interview of the parents of your pupils with ASD at their convenient time. Rest assured that the information gathered will be treated with utmost confidentiality and the informants will be kept incognito.

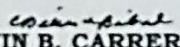
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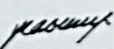
Your favorable action on these requests is highly appreciated. Thank you very much.

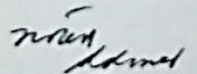
Respectfully yours,


MARIA CECILIA M. FADARE
 Researcher

Noted:


BITUIN B. CARRERA, MA SPED
 Thesis Adviser


WILFRED F. CABAUTAN, PhD
 Dean, Graduate School


 02.09.2021

APPENDIX C



SLC Manual in Thesis and Dissertation Writing **2019**



Consent Form to Take Part in Research

Title of Research Project: A Special Journey: Parents' Challenges On Home Schooling Children With Autism Spectrum Disorder

[A thesis/dissertation authorized by the Graduate School of Saint Louis College of San Fernando]

- ☐ I..... voluntarily agree to participate in this research study.
- ☐ I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
- ☐ I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.
- ☐ I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.
- ☐ I understand that participation involves *giving information on my experiences in teaching my child at home.*
- ☐ I understand that I will not benefit directly from participating in this research.
- ☐ I agree to my interview being audio-recorded.
- ☐ I understand that all information I provide for this study will be treated confidentially.
- ☐ I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.

- ☐ I understand that disguised extracts from my interview may be quoted in [list all forum in which you plan to use the data from the interview: dissertation, conference presentation, published papers etc.].
- ☐ I understand that if I inform the researcher that myself or someone else is at risk of harm they may have to report this to the relevant authorities - they will discuss this with me first but may be required to report with or without my permission.
- ☐ I understand that signed consent forms and original audio recordings will be retained at SLC Graduate School office, under care of the secretary until 2022.
- ☐ I understand that a transcript of my interview in which all identifying information has been removed will be retained for one year.
- ☐ I understand that under freedom of information law and/or data privacy law I am entitled to access the information I have provided at any time while it is in storage as specified above.
- ☐ I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Name and Signature of Research Participant

Date

I believe the participant is giving informed consent to participate in this study,

MARIA CECILIA M. FADARE

Name and Signature of Researcher

Date

Noted:

BITUIN B. CARRERA, MA SPED

Name and Signature of Thesis Adviser

Date

APPENDIX D

INTERVIEW GUIDE DEVELOPMENT

Thesis Title: A SPECIAL JOURNEY: PARENTS' CHALLENGES ON HOME SCHOOLING CHILDREN WITH AUTISM SPECTRUM DISORDER

Research Question:

What are the experiences, challenges and coping mechanisms of parents on home schooling of children with ASD?

Concept	Definition	Reference	A Priori Code	Interview Question
1.Participation on home schooling	Participation refers to the involvement of parents on the home schooling of their children with ASD	Hameed, N.(2020). Home Schooling Challenges for Children with Autism During COVID 19 Pandemic	Parent's involvement on home schooling of children with ASD	1. How did you participate on the home schooling of your child? Probing Question: What did you feel as you assist your child on his/her assigned activities?
2.Challenges	Challenges refers to the difficulties encountered by parents during the home schooling of their children with ASD	Hameed, N.(2020). Home Schooling Challenges for Children with Autism During COVID 19 Pandemic	Parents' difficulties on home schooling of children with ASD	2. What were the challenges you encountered during the home schooling of your child?

3.Coping Mechanisms	Coping mechanisms refers to how the parents respond to the challenges they encountered during the home schooling of their children	Gardner, L.(2020). Coping Tips for Parents of Children on the Autism Spectrum	Parents' Coping Mechanisms on challenges encountered during the home schooling	<p>3. How did you cope/deal with these challenges that you have experienced on the home schooling of your child?</p> <p>Probing Question: What drives you to sustain the home schooling of your child?</p>
4.Special Journey	Special journey refers to the exceptional quest of parents as they were engaged/involved on the home schooling of their children	Abdoola, s.(2015). Parents' journey into the world of autism	Parents' Special Journey in their involvement on home schooling	4. What made your involvement in your child's home schooling a special journey?

APPENDIX E

INTERVIEW GUIDE

RESEARCH QUESTION: What are the experiences, challenges and coping mechanisms of parents on home schooling of children with ASD?

INTERVIEW QUESTIONS:

1. How did you participate on the home schooling of your child?

—

Probing Question:

What did you feel as you assist your child on his/her assigned activities?

-
2. What were the challenges you encountered during the home schooling of your child?

3. How did you cope/deal with these challenges that you have experienced on the home schooling of your child?

Probing Question:

What drives you to sustain the home schooling of your child?

4. What made your involvement in your child's home schooling a special journey?

APPENDIX F

TRANSCRIPTION

<i>Interview Questions Guide and Significant Statements Transcript</i>	<i>Identification of Data Categories</i>	<i>Themes</i>
<p>1. How did you participate on the home schooling of your child?</p> <p>a. What did you feel as you assist your child on his/her assigned activities?</p> <p>Parent A: Ako po mismong magulang ang nagturo at tumutok sa pag-aaral ng module ng aking anak. Masaya po ako sa pag-assist sa activity ng aking anak.</p> <p><i>ENGLISH: Me as the parent was the one who taught my child in doing his modules, I am happy to assist him in doing his activities.</i></p> <p>Parent B: I am the one who gives the schedule and task at home and the modules coming from the school. I feel happy in teaching him the modules because it gives me more time to be with him.</p> <p>Parent C: I am the one in charge in assisting my son during his online class at 8:00-8:30 am, Monday to Thursday. When I get home from work, I follow him up with his modules. I am happy that I'm a part of his activities.</p> <p>Parent D: Kami ng Lola niya ang talagang tutok sa kanya ever since. Masaya kami na natuturuan namin ang apo ko.</p>	<p>Participation of parents/guardians in home schooling children</p> <p>Parents/guardians acted as teachers and tutors</p>	<p>Theme 1</p> <p>✚ Parental/Guardian Involvement</p>

<p><i>ENGLISH: Our grandchild has always been our concern ever since. We are happy to teach our grandchild.</i></p> <p>Parent E: I am the prime parent working and assisting my kid on his module. What we do is the kuya or the papa will get the module then we schedule a certain time during the week to do the module and we sit down with the module but it's after 5.</p> <p>Aside from that, I do the modification if for example the kid cannot understand or do the contents of the module of what is being required of him. I do the modification and we work together practically. Actually, that is not a new feeling or not a new task for me because since the time he was diagnosed I was hands on with all of the occupational therapy activities, with all of the speech therapy activities. I do the follow up at home. Feeling of fulfillment, feeling of satisfactorily passing the test, it's actually a test of my being a parent to my kid.</p> <p>Parent F: Ako mismo ang naghahandle sa kanya since sa akin siya nakikinig ng command. It's a challenge at first. Itong anak namin madali naman matuto sa totoo lang. Yun nga lang yung behavior niya kakaiba. How do I feel? Yung feeling mo na magbabar exam ka ganun. So everyday it's a constant struggle. Until now on how are you going to approach him, how are you going to let him focus. So yung feeling mo talaga is there is that you have to be mentally and physically prepared to deal, everyday for 1 hour.</p>		
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<p>Sometimes, you feel bad dahil kung minsan you have to raised your voice, gagamit ka ng for example yung pencil ipapalo mo sa table para to catch his attention. So yung feeling na nasusubukan yung pasensiya mo to the limit. Over above the limit yung patience mo dapat yan.</p> <p><i>ENGLISH: I am the one who handles him since he listens more to my commands. It's a challenge at first. Though our child can be easily taught. It's just that his behavior is different. How do I feel? A feeling that you are about to take your bar exam. So everyday is a constant struggle. Until now on how are you going to approach him, how are you going to let him focus. The feeling that you have to be mentally and physically prepared to deal, everyday for 1 hour. Sometimes you feel bad because at times you need to raise your voice. Sometimes I used pencil to tap the table to catch his attention. The feeling that your patience is being tested to the limit. Your patience should be over above the limit.</i></p> <p>Parent G: I am the one who guide and assist my child in teaching him.</p> <p>I am happy that I get the chance to have more time with him while he is studying at home.</p> <p>Parent H: Ako ang nag-aassist sa kanya sa module niya.</p> <p>Masaya ako dahil natututukan ko siyang mabuti sa pag aaral niya dito sa bahay kahit na sa umpisa hindi ko alam kung ano at</p>		
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<p>paano ko siya matuturuan dahil nasanay na siya na pumapasok sa school at kay teacher.</p> <p><i>ENGLISH: I am the one who assist my child in doing his module. I am happy to be on focus and to concentrate in teaching him do his lessons here at home even though it's difficult at first on how and what to teach him because he is used to going to school and to have a teacher to teach him.</i></p>		
<p>2.What were the challenges you encountered during the home schooling of your child?</p> <p>Parent A: Noong una po nahirapang mag adjust sa pag study niya kasi parang hinahanap pa rin po niya teacher niya pero ngayon nasanay na rin siya na ako yung teacher niya. Explain ko po kasi sa kanya na pandemic at hindi pwedeng lumabas kaya ako muna ang magtuturo sa kanya at hindi si teacher.</p> <p><i>ENGLISH: It is difficult for him to adjust at first because he got use of having a teacher but now, he is already used having me as his teacher. I explained to him that it is pandemic and its not possible to go out of the house that is why I will be the one to teach him for now.</i></p> <p>Parent B: Mahirap, ayaw magsulat. Kailangan ako ang mag adjust kasi pwede lang</p>	<p>Challenges of parents/caregivers in home schooling children</p> <p>Rules, Schedules and Procedures Parental worry/stress Behavior Management</p>	<p>Theme 2</p> <p> Unwrapping transitional difficulties</p>


<p>niya sabihin na ayaw niya yung pinapagawa ko pero pag nasa school kahit ayaw niyang gawin, ginagawa pa rin niya kasi nandun si teacher. Nung nasanay na siya na ako yung nagtuturo sa kanya sinusunod naman na niya yung mga pinapagawa kong activities. Binibigyan ko siya everyday ng gagawin niya tulad ng pag-cut gamit ng scissors, pati pagdilig ng halaman minsan. Napakahirap sa parents na isipin na nagreregress ang anak ko... yung kaya niyang gawin dati ay hindi niya kayang gawin ngayon.</p> <p><i>ENGLISH: It's a struggle because he doesn't want to write. I need to adjust because he can easily say he doesn't like to do the activities I am giving him but if he is in the school even if he does not like to the activities he will abidely do it because the teacher is there. When he got used to me teaching him, he follows all the activities that I let him do at home. Everyday, I'm giving him different activities like, giving him something to cut using scissors and sometimes he helps in watering the plants. It's difficult for us, parents when our child regress... the things that he has been doing well before, he can't be able to do it now.</i></p> <p>Parent C: The challenges that I encountered would be in getting him ready to class, that is making sure he is in a good mood and had a good night sleep. Also, teaching him after my work at night time is also a challenge because he is in</p>		
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<p>his comfort zone at this time and he doesn't listen at times. During weekends we do exercise, stretching and biking around the neighborhood for him to have different activities.</p> <p>Parent D: Pag in the mood yung bata dun lang kami nagstart na magturo at mag module. Pag sinasabihan namin na mag stop manood ng TV para mag module tapos pag natapos yung module pwede na siyang manood ulit ng TV.</p> <p><i>ENGLISH: We can only start our lessons and modules at home when my child is in the right mood. We tell him that he can continue watching the television when we are done with his modules.</i></p> <p>Parent E: There are modules that we get from the school and the contents, there were some assessments there which were asking my son to an answer in a true or false or answer with a multiple choice that I cannot really explain how he will be answering it. So I just write down notes on the module that my son cannot answer at this level. My son cannot answer this multiple choice, ganun na lang. Another is, identifying different tools used in the kitchen. What we do is not to ask him identify or answer what is in the module but rather I get the actual pieces and ask him to identify and we make a video of it and send it to the SPED teacher.</p> <p>Parent F: a.)Modules are too general. You know yung mga cases nila</p>		
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<p>na autistic they have different levels eh, although sabi ng doctor noon na there is no such thing anymore as mild case or severe case, once it is autistic it is autistic. We agree with that, but, yung learning curve nila iba-iba. But we still do our best way we can to explain and assist him with the lessons.</p> <p><i>ENGLISH: Modules are too general. You know in their cases having ASD, they have different levels, although the doctor informed us that there is no such thing anymore as mild case or severe case, once it is autistic it is autistic. We agree with that, but, they have different learning curves. But we still do our best way we can to explain and assist him with the lessons.</i></p> <p>b.)Matagal yung span na walang school, walang therapy nagkaron ng regression. Good thing sa kanya hindi naman siya totally nag regress, so mabilis siyang magrecover. We let him write his name in a proper way para hindi niya makalimutan kasi nung first months of pandemic talagang bumalik yung dati na pabaliktad siya magsulat ng pangalan niya.</p> <p><i>ENGLISH: The long span of time that schools were closed and with no therapy, my child had regression. Good thing for him he did not totally regressed, so he was able to recover fast. We let him write his name in a proper way for him not to forget because during the first months of pandemic he started to write his name starting from the right</i></p>		
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<p><i>portion of the paper going to the left part.</i></p> <p>c.) Yung oras ng teacher nila has to be adjusted for important reason like kung may aattend silang seminar or whatever. So nakasanayan kasi niya yung 10:00-11:00 na online class, kung minsan nagmmove kami from 7:00-8:00 pm. Once na namove yun, inaantok na. Meron pa yung 1:00-2:00. So once you change the schedule his behavior changes as well. Hindi na siya nagpaparticipate ng todo. Task avoidance. Marami na siyang rason. So kami naman we think of ways para magparticipate siya like, okay, I will give him 2 minutes to go and drink water or go to the CR, mga ganun. Binibigyan din naming siya ng maraming time para mag drawing kasi yun yung hilig niya.</p> <p><i>ENGLISH: When the time of the teacher needs to be adjusted for important reason like if they are going to attend a seminar or whatever. So he is used to having 10:00-11:00 am online classes then it will be moved to 7:00-8:00 pm. Once the online class is moved he is already sleepy. There was even a 1:00-2:00 online class. So once you change the schedule his behavior changes as well. He can't be able to fully participate with his class. Task avoidance. He gives many reasons. So we think of ways on how he will be able to participate like, okay, I will give him 2 minutes to go and drink water or go to the CR. We also give him more time to draw because he likes drawing.</i></p>		
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<p>Parent G: Big adjustment because it's a different set-up from school... home based na. Then yung ibang lessons is too advanced. Like they are already letting them know, teaching them about flashfloods, storm surge. So, even a regular kid na grade one grade two medyo advance sa kanila yun. Nagsesearch ako ng mga pictures sa internet para maipakita ko sa kanya para mas clear na maintindihan niya.</p> <p><i>ENGLISH: Big adjustment because it's a different set up from school.. it is home based. Then other lessons are too advanced. Like they are already letting them know, teaching them about flashfloods, storm surge. So even a regular grade one kid will find it too advanced for them. I searched pictures on the internet to show my child for him to better understand the lessons.</i></p> <p>Parent H: Its difficult at first kasi nasanay siya na pumapasok sa school, so kailangan na i-explain sa kaniya kung bakit dito sa bahay mag aaral. Mahirap kasi ilang months na walang pasok sa school so nag regress siya... for example yung mga familiar sa kanya na sounds is hindi na niya alam, but, slowly naman naka recover siya. I started to make him familiarize again dun sa mga sounds na naririnig niya outside, like yung mga busina ng sasakyan, so nagsearch ako, nag youtube ako para maituro ko sa kanya.</p> <p><i>ENGLISH: It's difficult at first because he is already used to</i></p>		
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<p>go to school so I need to explain why he is studying here at home. It is difficult because its been months since schools were closed so he has regression... for example those sounds he is familiar with before he can no longer determine them but slowly he was able to recover. I started to make him familiarize again with the sounds he usually hears when he is outside like the honking of horns, so I searched on youtube to let him relearn.</p>		
<p>3. How did you cope/deal with these challenges that you have experienced on the home schooling of your child?</p> <p>a.What drives you to sustain the home schooling of your child?</p> <p>Parent A: Explain ko po sa kaniya na kailangan niyang mag-aral sa bahay. Kasi nagkaroon ng pandemic, home base po ang magiging study po niya.</p> <p>Dati po mahirap mag adjust pero habang tumatagal nasanay na din po siya. Sumusunod na po sa lahat ng sinasabi ko pong nakakabuti para sa kanya. Nagtatanong pa rin ako kay teacher kung ano pwede gawin ganun.</p> <p><i>ENGLISH: I explained to my child that he needs to study at home because of the pandemic, his schooling will be home based. It's a struggle to adjust before but eventually got used to it. He follows everything that I tell him. I still ask and consult the teacher on what to do.</i></p>	<p>Coping Mechanisms of Parents</p> <ol style="list-style-type: none"> 1.Acceptance 2.Time Management 3.Sense of Calmness 4.Positive Disposition 5.Support from other family members 6.Professional Consultation 	<p>Theme 3</p> <p> Parent-School Partnership</p>

<p>Parent B: By going back to the therapy and by setting schedule to follow.</p> <p>We always think that it's for his improvement and we the parents will have a closer relationship with our child because we see to it that we spend more time with our child.</p> <p>Parent C: I keep calm and tried setting a schedule as this will make him feel excited. As for me, I remind myself that it is okay if the schedule does not go to plan everyday. Everyday is an opportunity to fine tune what is working and eliminate what is not working. As for the meltdowns, I get ahead of it trying to avoid what he doesn't like. But there are times that we let him feel the feeling that he doesn't like so that he knows who is in authority and that he will know what's good and bad.</p> <p>My love for my son drives me to sustain his home schooling.</p> <p>Parent D: Pinapakiusapan naming siya na sumagot ng kanyang module. Tapos nagtatanong din kami kay teacher kung paano gawin yung mga nasa module.</p> <p>Tulungan kami ni Lola niya sa pag asikaso sa kanya kasi kaming grandparents niya ang mas nakakaintindi sa kanya at sa sitwasyon niya.</p> <p><i>ENGLISH: We try to talk to him to answer his modules. We also ask and consult the teacher on what to do. We help each other together with the grandmother in attending to his needs because we are the</i></p>		
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<p><i>only ones who can understand him and his situation.</i></p> <p>Parent E: I do a lot of, I establish an open communication with the SPED Teacher and I ask how I should be working out with it. Second, I still, eventhough my son is no longer connected with the occupational therapy center, I still continue to talk to the therapist and ask for advices on how we will cope with the struggle.</p> <p>I have to work well with the educating him the best that I can do as of this time that they are on modules so that, the moment they have to go back they will not tell me that he regressed.</p> <p>Second, it's actually a long term objective that I have which always reminds me that I should have to prepare him for his life the moment we are no longer here.</p> <p>Parent F: You motivate yourself as a parent for the continuance of his study. Kasi ayaw mo naman na mastagnant siya doon. Take it or leave it yan eh... online or wala. So, you have no choice. You have to go online. You have to really prepare yourself as a parent. You really have to attend. Sit with him. Learn with him.</p> <p>Ang motivation mo doon is para matuto siya kaysa wala.</p> <p><i>ENGLISH: You motivate yourself as a parent for the continuance of his study. Because you don't want him to be stagnant. Take it or leave it... online or nothing. So, you have no choice. You have to go online. You have to really prepare yourself as a parent.</i></p>		
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<p><i>You really have to attend. Sit with him. Learn with him. The motivation there is for him to learn instead of nothing at all.</i></p> <p>You want to see your child to be normal and so hoping na maging normal although the chances are slim but at least with the education he is getting, the therapy he is getting he is learning everyday things. Yun naman ang importante kasi every parent with this kind of child ang worry nila how is he going to cope up when we are gone, pag patay na kami ano na mangyayari sa kanya? Of course, magdasal ka na lang, part of it.</p> <p><i>ENGLISH: You want to see your child to be normal and so hoping for him to become normal although the chances are slim but at least with the education he is getting, the therapy he is getting he is learning everyday things. That's what is important because every parent with this kind of child will worry on how the child is going to cope up when we are gone, if we are already dead what will happen to him? Of course, part of it is we pray.</i></p> <p>Parent G: You have no choice but to accept the responsibility to teach your child, to assist him on his home schooling.</p> <p>It's our love for him as our child to do our best in providing him only the best.</p> <p>Parent H: Pinag-aralan naming ng father niya yung routine niya, kung anong strategy ang approach namin sa kanya. May schedule kami, gaya ng pag ganitong oras mag study</p>		
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<p>kami. Binigyan ko siya ng mga gagawin niya everyday kasi maboboring siya kapag wala siyang ginagawa.</p> <p>Inisip ko na para sa ikabubuti niya ito at para sa future niya.</p> <p><i>ENGLISH: Together with his father we tried to learn his routine, on what strategy would be our approach to him. We have a schedule, like, we are going to study at a specific time. I gave him everyday activities to ease his boredom specially if he has nothing to do.</i></p>		
<p>4.What made your involvement in your child's home schooling a special journey?</p> <p>Parent A: Para sa akin, malaking experience na ako ang nagtuturo sa aking anak sa panahong pandemic. Natutukan ko po siyang mabuti at naturuan ko din po siya kaya kahit gaano kaliit or kalaki yung nakita kong improvement niya malaking bagay na sa amin yun.</p> <p><i>ENGLISH: It's a great experience for me to be able to teach my child during this pandemic. I am able to attend to him fully and be able to teach him no matter how small or big his improvements are, I consider it as a great achievement.</i></p> <p>Parent B: Because I can see his improvement and milestones. It involves more patience, love while enjoying the journey together.</p>	<p>Special Journey</p> <p>Hands-On Experience Learning Experience Rewarding Experience</p>	<p>Theme 4</p> <p> Essential learning designs</p>

<p>Parent C: It is a special journey because he makes me feel like a child whenever he laugh. All his milestones, though slow, unpredictable when shown is like you are in cloud nine. He teaches me to be more patient, humble and grounded.</p> <p>Parent D: Special journey kasi habang tinuturuan namin siya natututo rin kami tulad ng pagiging mapagpasensiya.</p> <p><i>ENGLISH: A special journey because while we are teaching him, we are also learning to be more patient.</i></p> <p>Parent E: Because I considered always my son to be very special to me. Basically, we really have to establish a good training for this kid kasi nga may kulang sa kaniya. And I am happy and proud that he likes baking which we always do now during this pandemic. Its something that he likes doing most and could be of great help for him in the future.</p> <p>Parent F: Actually that journey started when he was way younger before he was diagnosed. We wanted to bring up our child as normal as possible the best way we can, what is available for us and for him. The journey has never been more tougher but very rewarding naman with his milestones.</p> <p>Parent G: Special journey because I am able to give special time, special attention and special</p>		
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<p>patience to my child. Doing my best possible way of teaching my child made improvements like for example a simple handwashing or covering his mouth and nose when sneezing.</p> <p>Parent H: Kahit na nagpandemic at home base ang pag-aaral niya malaki pa rin improvement niya kahit papaano kasi talagang tinutukan ko siya. Yung hindi paglagpas ng crayons dun sa kinukulayan niya ay milestones na sakin yun kasi everyday may oras kami sa coloring.</p> <p><i>ENGLISH: Even if its pandemic and he is on a home based schooling, he still has improvements because I really attended to him. The way that he colors smoothly and the colors not going beyond the line is already a milestone for me because everyday we have time to do coloring.</i></p>		
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CURRICULUM VITAE

PERSONAL PROFILE



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August 1996 - August 1997 **STAFF NURSE**
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SEMINARS / TRAININGS

Nursing The World To Health

November 28-29, 2020

Philippine Nurses Association, L.U. Chapter

Parenting Children with Disabilities in Mitigating the Harsh Impacts of COVID-19 Pandemic

October 20, 2020

National Council on Disability Affairs

American Sign Language

July 19, 2020

Saint Louis College

Continual Improvement Methodologies-Root Cause Analysis With Effective Correction Action Training Workshop (ISO 9001:2015)

September 12-13, 2019

Saint Louis College

AWARDS AND RECOGNITIONS

Gawad San Luis Merit Awardee

Gawad San Luis For Employees

Saint Louis College, City of San Fernando, La Union

 School Year 2019-2020

 School Year 2012-2013

 School Year 2011-2012