

The Lived Experiences of Teachers and Parents Having Children with Autism Spectrum Disorder during The Pandemic

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Abstract

Extreme measures, like house confinement and the closure of establishments and services such as schools, were part of the lockdown that was imposed by governments as part of the effort to contain the COVID-19 epidemic. Various studies were then conducted to learn about the significant impacts of COVID-19 on children with autism during this period. The effects of the pandemic on children with autism from the viewpoint of parents and teachers were extensively researched. However, the lived experiences of the children from their perspective are not yet fully explored. This paper is conducted to understand and draw insights into the impact of COVID-19 from the first-hand experiences of children with autism; what are the challenges in learning through online modality and what are the coping mechanism they exhibit in this adversity. This will help educators draw out ideas on how we can support and help learners with autism holistically as we shift back to the new normal. To identify and get the instances with a wide range of information and make the best use of the limited resources available, purposive sampling is a technique that is frequently employed in qualitative research (Patton, 2002). This study uses thematic analysis, where the information obtained is evaluated by looking through a data set to find, evaluate, and report recurring trends. (Braun and Clarke 2006). Based on the results of the combined questionnaires and interviews, shows that the teachers' experiences in terms of teaching strategies, coping mechanisms, and support from parents and schools before the pandemic in teaching children with autism are presented best, during the pandemic are presented worst and after the pandemic they experienced average. On the other hand, the parents' experiences in terms of their children's behavior and academic progress, the parents coping mechanism, and the teachers and school support before the pandemic presented as good, during the pandemic bad, and after the pandemic are presented well. Moreover, the researcher recommended that for teachers to prepare the learners in the same scenario that will happen in the future, through social stories since repetition is one aspect that children with autism manifest. The parents should be consistent, and what the teachers and the therapist are teaching their children should be followed up at home, so that the children will not have a hard time adjusting. Lastly, schools should equip their teachers with skills and knowledge in dealing with students who need extra care, understanding, and patience.

Keywords: inclusive education; special education; learners with disabilities; parents experiences; special education teachers; qualitative research; Covid 19; pandemic; experiences; Autism Spectrum Disorder; ASD

INTRODUCTION

At the height of the pandemic crisis, the education system was pushed to change its education modality to ensure the continuous learning of students worldwide. From normal face-to-face learning set-up, most schools transitioned to distance learning implementing either remote learning or online learning, to keep the teachers and students safe in the comfort of their homes during the uncertain period. The sudden change in teaching modalities has caused effects not only on the teachers who need to adjust the way they teach but more so on the children who don't have any idea of the new teaching. Moreover, children with autism spectrum disorder (ASD) who are not used to sudden changes are significantly affected.

Extreme measures, like house confinement and the closure of establishments and services such as schools, were part of the lockdown that was imposed by governments as part of the effort to contain the COVID-19 epidemic. Various studies were then conducted to learn about the significant impacts of COVID-19 on children with autism during this period.

In Israel, a study conducted by Latzer et al (2021) aimed to understand the fundamental emotions that parents of autistic children felt throughout this major life disruption. 31 parents of 25 autistic children took part in a qualitative analysis through a consensus-building approach. The themes that emerged were the significant challenges encountered during this time, the effects of the lockdown on these children's functioning, socialization, and behavior, and the ways in which the parents dealt with things as a sign of their creativity and outlook. The study showcases the factors that contribute to the struggles and successes faced by autistic children and their parents during times of severe difficulty.

A systematic review of 12 studies involving 7105 parents was assessed by Yilmaz et al., (2021) to ascertain the level of mental health among parents of ASD-diagnosed kids during the COVID-19 epidemic. Results showed that the COVID-19 pandemic had a detrimental effect on the mental health of the parents of ASD children. This shows that parents may struggle to communicate the COVID-19 epidemic, schedule changes, and safety precautions to their kids in a manner that is understandable. Children, on the other hand, are affected negatively as well.

In a national study performed by Cahapay (2022), five Filipino parents were interviewed online on how they home-educate their children diagnosed with autism during the COVID-19 period. The findings feature the struggles with the transition to the cultivation of new activities and new social reality in preparation for the post-pandemic period for their children. This correlates with the conclusion that the implementation of home education by Indonesian mothers is limited by ASD maladaptive behaviors and newly emerging negative emotions (Daulay, 2021).

In a locally based research, Toquero (2021) examined the difficulties, solutions, and prospects for teachers working in inclusive classrooms. Through online contact, homeschooling, parental engagement, psychological safety, and compassionate language techniques, the teachers helped the parents supervise their disabled children. This supports the teachers' high degree of efficacy for inclusion and their frequent use of intervention techniques for autistic kids despite during the COVID-19 pandemic (Cahapay, 2021). The effects of the pandemic on children with autism from the viewpoint of parents and teachers were extensively researched. However, the lived experiences of the children from their own perspective are not yet fully explored. This paper is conducted to understand and draw insights into the impact of COVID-19 from the firsthand experiences of children with autism; what are the challenges in learning through online modality and what are the coping mechanism they exhibit in this adversity. This will help educators draw out ideas on how we can support and help learners with autism holistically as we shift back to the new normal.

Purpose of the Study

The conducted study's main goal is to learn the life experiences in school performance before, during, and after covid-19 pandemic of children with Autism Spectrum Disorder (ASD) at Tulian Elementary School. With the purpose in mind, this research aims to know the behavior and school performance during online or

modular class and face-to-face class of students with Autism Spectrum Disorder (ASD) of Tulian Elementary School by conducting an interview with the parents and teachers.

Research Objectives

1. To describe the experiences of elementary teachers in teaching children with autism and the experiences of parents of children with autism during the pandemic.
2. To discover the coping mechanisms of elementary teachers and parents in teaching children with autism during the pandemic
3. To explore the insights of elementary teachers and parents in teaching children with autism during the pandemic.

Theoretical Lens

Based on the theory of cognitive psychology by Ulric Neisser, which is the study of the human nervous system and brain functions like perception, attention, decision-making, language use, learning, memory, critical thinking, and problem-solving. It examines the thought processes involved in acquiring, retention, and disseminating knowledge. Cognitive psychology primarily focuses on how the human brain processes information. This study aims to acquire the related experiences that affect the academic learning process of children with autism after the pandemic.

Thus, the existing learning environment has changed as a result of Regarding the COVID-19 pandemic's severe effects Covid Pandemic that has spread around the globe. Although Planning for online distant learning has been implemented in numerous regions of the world as a result of growth of Covide Pendemic (UNESCO, 2020; Widodo & Najibuzzamzam, 2021) There are requirements for using this format and supporting the primary standards for inclusive CSN students in the online education system (UNICEF, 2020b, 2020c, 2020a) Parents' worries can be heightened by a number of factors, including the limited resources and support available because of the lockdown scenario (European Disability Forum, 2020; National Council on Disability, 2020; Priestley & Hemingway, 2007).

Moreover, (Tunali & Power, 1993) Mothers of children with and without autism were interviewed to evaluate a model of how mothers deal with the pressures of raising a child with autism. In line with expectations, moms of autistic children: put less value on professional achievement and were more inclined to agree that mothers of young children shouldn't leave the house because that affects their emotions.

METHODOLOGY

Presented in this chapter is the methodology used to answer the research questions posed. This chapter presents the research design, research participants and sampling, the role, ethical considerations, data collection, data analysis, and trustworthiness of the study.

Research Design

To identify and pick instances with a wide range of information and make the best use of the limited resources available, purposive sampling is a technique that is frequently employed in qualitative research (Patton, 2002). Finding and choosing people or groups of people who have particular expertise in or experience with an interesting phenomenon entails doing this (Cresswell & Plano Clark, 2011). In this research as well a Likert scale in questionnaires is being done to learn more about participants' thoughts and views concerning only one hidden variable (the phenomenon of interest) This "latent" variable can take many different forms. Items that were "manifested" for the questionnaire. These created components that are mutually exclusive discuss a particular aspect of the phenomena the entirety of the investigation and cohesion measurement phenomena. (Joshi, A., Kale, S., Chandel, S., & Pal, D. K., 2015).

Research Participants

In this study, there were 5 participants teachers and 5 participants parents from Tulalian Elementary School. The researcher used a set of questionnaires as a guide for their interview with the respondents. The participants that the researcher chose are teachers of SpEd classes and parents of children with autism. The researcher chose the participants and requested their free involvement. The teachers' participants are teaching at Tulalian Elementary School and the parents' participants lived also in the same area Barangay Tulalian Santo Tomas Davao Del Norte. The researchers conducted different procedures for data gathering. Depending on the availability and comfortability of the respondents they have the freedom to choose to form the options; virtual via zoom or face-to-face interview with the researchers.

Data Analysis

This study use the thematic analysis, were the information obtained is evaluated by looking through a data set to find, evaluate, and report recurring trends (Braun and Clarke 2006). Although it is a technique for describing data, it also incorporates interpretation while choosing codes and developing topics. The versatility of theme analysis may be applied within a wide range of theoretic and epistemological frameworks, and to a variety of study questions, designs, and sample sizes, too. While some academics have claimed that topic analysis belongs in the category of ethnography (Aronson 1995)

Trustworthiness of the Study

This allows the researchers to articulate the benefits of qualitative words outside of the parameters that were traditionally used in quantitative research, the concept of trustworthiness had grown in importance in qualitative research. Due to the researcher's level of bias throughout the data analysis, it is simple to doubt or dismiss a qualitative study. According to Pandey and Patnaik (2014), Lincoln and Guba (1985) emphasized the importance of a research study's credibility in determining its value. Credibility, transferability, dependability, and conformability had to be established to be trustworthy. According to Andrew K. Shenton's framework for "Strategies for Ensuring Trustworthiness in Qualitative Research Projects," qualitative researchers should take into account the four elements to provide a reliable study. The elements or constructs addressed related problems and matched the positivist investigator's requirements. (Shenton,2005. In this method, the researcher further discusses the study's validity and reliability. The researchers ensure that the study's findings are credible, transferable, dependable, and confirmable. To wit:

Credibility: One of the bases on that researchers can claim the study's trustworthiness is credibility. To assure the reader of this study that the data gathered are valid and reliable, I have gathered information through interviewing, observing the participants, and giving them a questionnaire to ensure that all the data gathered are appropriate and documented characterized as the degree of trust that can be placed in the accuracy of study findings (Holloway & Wheeler, 2002) according to Anney (2014). It includes proving that the outcomes are credible. It addresses the query of how The results are consistent with reality. It speaks of the belief that the conclusions are accurate. as quoted by Lincoln & Guba (1985) Shenton (2005) suggested that one of the most crucial elements in building trustworthiness is ensuring credibility. They suggested a selection of methods for establishing trustworthiness. These methods include triangulation, sustained engagement, member checking, and iterative questioning.

Transferability: Transferability is the natural inquirer's response to external validity in positivism (Lincoln & Guba, 1985); to claim the trustworthiness of the data is that it is transferrable not just in one context but to other similar circumstances. The researcher attached all collected data and thorough discussion/descriptions needed to support the study to address this technique.

Dependability: Dependability establishes the research studies' findings as consistent and repeatable (Patton, 2005). To ensure the study's dependability, the researcher wrote down all the critical points during interviews, took pictures during observation, and collected all the questionnaires to document all the details and have attached them so that the reader or the next researcher might gain some knowledge and ideas from it.

Conformability: The researcher assures that the data gathered are checked, rechecked, and documented throughout the data collection and has given analysis to ensure that the results/ findings are not due to participant and researcher bias. The researcher also consulted an expert in qualitative research to share his wisdom on this matter. Ethical Consideration. In having ethical consideration in research studies, Republic Act No. 10173 is the state's policy to protect the fundamental human right of privacy and communication while ensuring the free flow of information to promote innovation and growth. Ethical Considerations according to which the state shall Ensure the free flow of information to encourage innovation while preserving the fundamental human rights of privacy and communication and expansion The state is aware of the fundamental importance of information and communication technology for the development of nations and its inherent obligation to ensure that personal data is protected in government and private information and communication systems sectors are safe and secure.

RESULTS

This chapter presents the results of the study about the real-life issues and challenges of teachers handling parents who have children with autism. The gathered lived experiences of those individuals are before, during, and after the Covid 19 pandemic. The researcher analysed thoroughly the data and extracted the core ideas. The core ideas were identified from the guide questionnaires and themes were constructed afterward.

After analyzing the responses of the participants and based on the results of the combined questionnaires and interviews, it shows that the average teachers' experiences in terms of teaching strategies, coping mechanisms, and support from parents and schools before the pandemic in teaching children with autism presented best at 40%.

The experiences of elementary teachers in teaching children with autism before the pandemic in terms of the application of the strategies are presented best (4) and the motivation applied are presented best (3) as well.

This concept is linked to the responses mostly from the parents and (FGD_T02) who expressed her experiences:

Dahil I was teaching children with special needs, specially yung mga autism for 10 years already sa face to face na set up, masasabi ko na effective talaga. For example the scheduling ng mga task nila, alam naman natin na routinary sila, so madali nalang saaking turuan sila.

In line with this, FGD_T03 states that

Pinaka effective saakin ang reward system, di mo naman mabibigay ang reward kung hindi mo kilala ang mga bata. They are motivated to finish the task. During face to face set up, madali lang saakin kasi nabigyan ako ng oras makilala sila

It is supported by FGD_T04

They are motivated kasi napansin ko rin na gusto nila pumasok sa school, kahit para sa iba hindi sila natuto pero kasi nasa system na nila ang pag pasok kaya alam na nila anong gagawin.

In discovering the coping mechanisms of elementary teachers in teaching children with autism before the pandemic, in terms of the challenges they encounter in teaching children with autism the results presented good (3) and the capability in addressing the challenges are presented average (4).

This concept is linked to the responses mostly from the parents and FGD_T01 who expressed her experiences:

Mahirap talaga, it's never been easy kasi we are dealing with children with special needs. Akala nila madali lang kasi kaunti lang pero. It's never been easy.

It is supported by FGD_T02

If you are done with the adjustment period from time to time you will learn, and you will be an expert in your field.

In exploring the insights of elementary teachers in teaching children with autism before the pandemic in terms of school administrators support in the program are presented average (3) and in terms of the parents support, are presented average (2)

(FGD 05) The administrators have programs that help us teachers, parents are helping sometimes but financially teachers need to finance if we want to give the best in teaching these children, it really requires heart.

After analyzing the responses of the participants and based on the results of the combined questionnaires and interviews, it shows that the average of teachers' experiences in terms of teaching strategies, coping mechanisms and support from parents and school during pandemic in teaching children with autism are presented worst at 63.3%.

The experiences of elementary teachers in teaching children with autism during the pandemic in terms of the application of the strategies are presented worst (3) and the motivation applied are presented worst (4) as well.

This concept is linked to the responses mostly from the parents and FGD_T01 who expressed her experiences:

Napakahirap talaga para sa akin no'n dahil ang mga students ko ay with special needs mahirap din para sa kanila ang online at modular class. Kalimitan sa kanila ay hindi nakakasali sa online class dahil walang magamit ang iba naman ay hindi ng sasubmit nagmodules.

In line with this, FGD_T02 states that

Mahirap para sa akin ang new normal education lalo na sa school namin dahil medyo malayo sa kabihasnan maraning mga kakulangan na mga gamit. Ang mga paraan na ginagamit ko para ganahan sila sumagot nagkanilang modules ay pinapaganda ko ang mga ito at sa online class naman ay ginagawa ko interactive ang discussion ko pero kalimitan tagalaga sa kanila ay hindi nakiking nag mabuti at wala sa focus.

It is supported by FGD_T03

Mahirap dahil ang mga strategies na ginamit ko ky hindi effective sa students ko dahil nga sa condition nila karamihan sa kanila ay hindi nakakasali sa online class at meron din late na magpasa ng modules.

In discovering the coping mechanisms of elementary teachers in teaching children with autism during the pandemic, in terms of the challenges they encounter in teaching children with autism the results presented worst (1) and the capability in addressing the challenges are presented worst (1).

his concept is linked to the responses mostly from the parents and FGD_T03 who expressed her experiences:

There are lots of changes in teaching new normal education, number 1 of it is no internet connection. For the *student that can't attend during online class* I just give other tasks for them. And those did not submit their modules. I have a house visitation to ask while they are not submitting modules for the reason.

It is supported by FGD_T02

During online class some of my students can't attend because they don't have anything to use for online class. *There are also students that didn't submit their modules. Mas better puntahan ang mga bata talaga kaso* mahirap maraming restrictions, tina try ko nalang e contact si parents through messenger or puntahan talaga para makita ang mga bata kahit once a week, sabagay wala naman kami sa city.

In exploring the insights of elementary teachers in teaching children with autism during the pandemic in terms of school administrators support in the program are presented average (3) and in terms of the parents support, are presented worst (1)

This concept is linked to the responses mostly from the parents and FGD_T01 who expressed her experiences:

I can suggest that the school should conduct a seminar for the teacher every 6 months for development of the teachers handling SPED class. Also seminars for the parents for them to understand more about the situation of their kids. The parents have a big help for the development of the child. Kung magkikinig lang sa teachers they have the main contribution sa development of the children.

It is supported by FGD_T02

Give an allotted budget to have programs for students with ASD for their development. Specially noong pandemic, di naman effective ang modular sa mga bata noon.

After analyzing the responses of the participants and based on the results of the combined questionnaires and interviews, it shows that the average of the experiences in terms of teaching strategies, coping mechanisms and support from parents and school after pandemic they experienced average at 60%.

The experiences of elementary teachers in teaching children with autism after the pandemic in terms of the application of the strategies are presented average (3) and the motivation applied are presented good (3).

In line with this, FGD_T03 states that

Unti-unting natutu but minsan dapat iba naman ang approach mo sa kanila (gradually they learn but sometimes you need to use another strategy for them to learn). Effective ang strategies ko but my areas na need more effort (the strategies are effective but there are some areas that need more effort to do)

It is supported by FGD_T04

ganahan gumawa ng task pag may nakikita silang reward (encourage to participate and involve in class if they saw the rewards). Naga adjust jud ming tanan maam pero, at least makabalo ka na naay progress kay makita jud nimo ang bata.

In discovering the coping mechanisms of elementary teachers in teaching children with autism after the pandemic, in terms of the challenges they encounter in teaching children with autism the results presented average (2) , bad (2) and the capability in addressing the challenges are presented average (3).

This concept is linked to the responses mostly from the parents and FGD_T04 who expressed her experiences:

Minsan inuulit nila ang mga bagay- bagay at ayaw na pinapaki alaman (Sometimes they do things repeatedly *and don't want to be disturbed*) Nag tatantrums pag di nasusunod ang gusto niya (*Having tantrums if don't get what they want*) minamasahe ko sila pag nag tatantrums o di kaya hinahayaan lng but making sure na walang kahit anung makakasakit sa kanila sa paligid (I give them a massage if they have tantrums or just ignore them but just make sure that their surrounding is safe.

In exploring the insights of elementary teachers in teaching children with autism after the pandemic in terms of school administrators support in the program are presented average (3) and in terms of the parents support, are presented average (3)

This concept is linked to the responses mostly from the parents and FGD_T01 who expressed her experiences:

Nag bigay po ng mga educational materials para sa mga bata pero mag dedepindi sa budget ng school. (they give educational materials to the students but it depends on the school budget)

It is supported by FGD_T02

Supportive sila sa mga anak nila dito sa school but may time talaga na hindi na fofollow-up sa bahay dahil may mga trabaho din. (the parents are supportive incomes here in school to but there is an instance that they *can't* follow up there child at home because of work)

After analyzing the responses of the participants and based on the results of the combined questionnaires and interviews, it shows that parents average of experiences in terms on their children's behavior and academic progress, the parents coping mechanism and the teachers and school support before pandemic it presented good at 30%.

The experiences of parents of children with autism before the pandemic in terms of academic and behaviors of a child that affect his academic performance are presented best (3) and in terms of the progressing in academic

and the behaviors are developing into positive ones of the child, that help him cope in his/her daily life are presented average (3)

This concept is linked to the responses mostly from the parents and FGD_P02 who expressed her experiences:

Madali siyang ma distract sa paligid . (Easily distracted in his surroundings).Minsan natutu siya sa ng pa unti-unti sa pamamagitan ng pag oobserba sa paligid (Observe the surroundings becomes a tool for his little-by-little learning)

It is supported by FGD_P04

Na bobored siyag agad (Easily get bored) . Pero pag marami siyang educational activities na ginagawa at mayroon din naman siyang natutunan. (Has a lot of educational activities which also bring learning to the learner)

In coping mechanisms of parents of children with autism before the pandemic in terms of issues and challenges they have faced in managing their child's behavior that was affecting them emotionally is presented good (2), and the parents were able to address all the challenges they encountered is presented average (2)

This concept is linked to the responses mostly from the parents and FGD_P02 who expressed her experiences:

Not being friendly with others. Not to the extent of being friendly but at least better than before. Ang ginagawa ko ay I try to socialize him bisag di siya ganaham, nakatabang pud maam na naa siyay igsuon na duha kabuok. Tapos ang isa kay di kaayo layo saiyahang edad. Tapos naa siyay ate naga tabang, bahalag lisod kaayo lage pud perminite. Pero katong nag therapy siya murag na lessen jud pud, kaso mahal pud lage maam uy.

In terms of the teachers and school administrators help in dealing the children in terms of behavior and academic concerns which presented good (3)

This concept is linked to the responses mostly from the parents and FGD_P02 who expressed her experiences:

Mas maminaw jud na saiyahang maestra maam, pero gina explain man saakoa ni maam unsay dapat buhaton, kanang gina ingon ni maam na eye to eye contact, ug kanang hatagan siyag schedule

In line with this, FGD_P03 states that

Maraming paraan si teacher sa pagtuturo kung paano matuturuan ang anak ko (Teacher has a lot of strategy in teaching my child) Tapos ang donor ng school kay nagbigay ng mga educational toys and materials para sa SpEd class (Buying educational toys and material for the SpEd class.)

After analyzing the responses of the participants and based on the results of the combined questionnaires and interviews, it shows that parents experiences in terms on their children's behavior and academic progress, the parents coping mechanism and the teachers and school support during pandemic it presented bad at 53%.

The experiences of parents of children with autism during the pandemic in terms of academic and behaviors of a child that affect his academic performance are presented bad (4) and in terms of the progressing in academic and the behaviors are developing into positive ones of the child, that help him cope in his/her daily life are presented bad (4)

This concept is linked to the responses mostly from the parents and FGD_P05 who expressed her experiences:

Ayaw niyang gumawa ng mga assignment niya kahit anung pilit nanonood lang tv (lack of interest in doing homework and just love to watch television) hindi ko masasabi na nag progress siya sa pag-aaral niya dahil *ayaw niyang makinig at minsan nag wawala pa (I can't say that his making a progress in his academic because of lack in interest and sometimes do tantrums)*

In line with this, FGD_P03 states that

Grabe jud maam atung pandemic, ginapadula anlang nako siya, kay module module man atu pero wa jud, si mama nalay mu answer, lisod kaayo maam. Naga ampo nalang ko mahuman or adtuan ko ni maam sa balay. Di man gihapon makaya bisag muingon sila na online class, di uy hinay kaayo ang signal sa bukid.

In coping mechanisms of parents of children with autism during the pandemic in terms of issues and challenges they have faced in managing their child's behavior that was affecting them emotionally is presented bad (5), and the parents were able to address all the challenges they encountered is presented bad (5)

This concept is linked to the responses mostly from the parents and FGD_P04 who expressed her experiences:

Pag wawala niya pag d nabibigay ang gusto kung saaan ng babato ng gamit (having tantrums for not giving the wants to the extent throwing the things around him) Hindi dahil ayaw niya talagang makipag laro sa iba (*not being address because don't want to be friends with others*) ang ginagawa ko ay kinakausap ko siya lalo na sa public, mahirap. Noong pandemic di nakakalabas so sa loob lang siya ng bahay, cellphone ang always gina hingi. Ma guilty ako as a parent, pero wala akong magawa kasi wala man din kami ma activity.

In line with this, FGD_P02 states that

Para saakoa maam, maglisod man gani ang mga mama na normal ilahang anak, ako pa kaya? Ang ginabuhay nalang nako kay duol raman mi saamoang mga silingan na mga bata, gina patambay ra nako siya sa gawas, di man pud lage makipag dula sa uban pero okay nalang kaysa kami ray mag tan away sa sulod sa balay.

It is supported by FGD_P05

Kami saakoang bana ang amoang ginabuhay kay mag storya mi, unsaon makatabnang saamoang anak, pero lisod kay sa bukid baya mi maam, maayo untag naa tuy klase kay naay mastorya si teacher na dapat buhaton. Lisod, pero ang ginabuhay rajud namo kay hatagan siyag oras ma okay siya ug masuko siya, basta ang importante di ra niya sakiton iyahang sarili or ang uban.

In terms of the teachers and school administrators help in dealing the children in terms of behavior and academic concerns which presented bad (3)

This concept is linked to the responses mostly from the parents and FGD_T03 who expressed her experiences:

Dili kaayo makaadto si teacher sa balay ug ang module kay panagasa di jud ma answer'an. Makasabot man pud ko kay layo pud lage jud amoa maam. Lisod jud ang panahon atung pandemic maam.

After analyzing the responses of the participants and based on the results of the combined questionnaires and interviews, it shows that parents experiences in terms on their children's behavior and academic progress, the parents coping mechanism and the teachers and school support after pandemic it presented good at 36%.

The experiences of parents of children with autism before the pandemic in terms of academic and behaviors of a child that affect his academic performance are presented average (4) and in terms of the progressing in academic and the behaviors are developing into positive ones of the child, that help him cope in his/her daily life are presented good (2) and average (2)

This concept is linked to the responses mostly from the parents and FGD_P01 who expressed her experiences:

Medjo nahirapan kami noon mag start na ang face to face classes. Nahirapan kami kasi nabago ang kanyang schedule kaya naga wild siya sa classroom. Bago siya mag school gina kausap ko sya na may reward siya kapag mag behave siya sa school. Effective naman sa kanya.

In line with this, FGD_P03 states that

Hindi siya nakikinig at parati siya naga labas iba kasi sa bahay konti lang kami tapos sa school ang dami nila maingay daw. (He doesnt listen and she always goes out because there are only a few of us at home and in school there are a lot of them).Makinig siya sa teacher niya basta may star siya pag hindi siya maglabas-labas. (He listens to his teacher as long as he has a star for not going out).Paunti-unti nakaka adjust na po siya at hindi na siya masyado naga wild. (Little by little he is adjusting and he is not wild anymore).

It is supported by FGD_P02

Nalipay ko maam pero lage lisod jud atung una pero kanang maka sulod na siyag klase lipay jud kaayo siya ay. Di man niya e ingon pero makita nako na malipay siya kay katong mga isa ka bulan kapin na sayo man kaayo ilahang klase, pero mag una una na siyag platar sa dalaon niya sa school.

In coping mechanisms of parents of children with autism before the pandemic in terms of issues and challenges they have faced in managing their child's behavior that was affecting them emotionally is presented average (3), and the parents were able to address all the challenges they encountered is presented good (3)

This concept is linked to the responses mostly from the parents and FGD_01 who expressed her experiences:

Maka stress gyud siya ma'am dili lalim pero gina guide man kami ng teacher niya po paano e handle gina apply din namin sa bahay. (It is stressful but his teacher also guides us how to handle him and we also apply it at home).Paunti-unti po nag improve po siya kasi nakikinig kami sa advise ng teacher niya kaya hindi na kami

masyado na stress paano namin siya e handle sa bahay. (Little by little, he is improving because we are listening to his *teacher's advice* so we are not so stressed about how we can handle him at home.)

In line with this, FGD_P03 states that

Dapat mataas talaga pasensya *ma'am* kasi ma stress ka talaga sa kanya (*You must have lots of patience ma'am because you will really be stressed*). *Sa umpisa mahirap pero pero nakaya namin. Habaan lang po pasensya at mag ask po sa teacher paano siya e handle lalo na sa mga activities sa school. (At first it was difficult but we managed. Just be patient and ask help from the teacher on how we will handle him, especially in the school activities.)*

It is supported by FGD_P05

Patience lang po talaga ma'am (Just be patient ma'am) Nasanay na po ma'am sa umpisa lang talaga mahirap po kaya dapat talaga tiyaga at pasensya (I am used to it ma'am. At first it's really difficult so you really have to be patient.)

In terms of the teachers and school administrators help in dealing the children in terms of behavior and academic concerns which presented best(5)

This concept is linked to the responses mostly from the parents and FGD_P01 who expressed her experiences:

Mabait po ang principal sa school at mga guro kaya excited siya pumasok (The school principal is kind and even the teachers so he is excited to go to school).

It is supported by FGD_P03

Mabait po ang kanyang teacher at ginaguide po talaga kami kong ano ang gagawin (His teaceher is kind and he guides us what to do. Mataas talaga pasensya ng teacher ng anak ko po kahit malikot siya. (My *son's* teacher is really kind and is very patient even if he keeps on moving.

DISCUSSIONS

The purpose of this phenomenological study is to explore and understand the lived experiences of teachers and parents, before during and after pandemic. To obtain the important data, in-depth interview, and focus group discussion were employed using the validated given by the validators. All the questions formulated had been answered by the participants who shared significant information for analysis.

Years of Experiences that the teachers have before the Pandemic

The data collected is based on the questions regarding the experiences of teachers it is presented 40% are confident that they experienced the best of those years they are teaching. This includes the strategies they apply are effective, they are emotionally ready and the school supports are adequate to sustain their teaching. Years of experience in teaching make the special education teachers' strategies effective, that early career

teachers' initial professional experiences are significantly related to their longevity in the field (Dempsey, I., Arthur-Kelly, M., & Carty, B. 2009). It causes them to be confident. Thus, 26.6% can rate their experience as good, and the remaining percentage is affected by the primary factor which is the school and parent support are not sufficient, this is supported by the study of Langher, V., Caputo, A., & Ricci, M. E. (2017), that results from point to a potential role for perceived support in all models taken into consideration for lowering emotional tiredness and enhancing personal performance. In contrast, the connection between perceived support and depersonalization appears to be rather contentious, especially when controls for the teacher's expertise and history in the field are included.

The Readiness of the teachers during the Pandemic

The result of 63.3% of the teachers experiencing worst during the pandemic is quite alarming. The primary factor of the said result is relative because of the readiness of the teachers. The challenges that emerged from the teachers' real-world experiences highlighted their adaptability and flexibility during pandemics, the value of communication, and their use of efficient problem-solving techniques (Villareal 2022). The findings showed a moderate level of e-learning readiness and a critical requirement for the necessary instruction. According to gender, major, school type, professional experience, teaching level, e-learning experience, and Internet usage, teachers' preparation varied significantly (Murat 2021)

Support for the Teachers after the Pandemic

The key factor that gives the 53.3% percentage of the teachers felt best after the pandemic is the school and other stakeholders' supports. (Berry, A. B. 2012) particular factors, including (a) support from administrators, (b) assistance from general educators, and (c) others in the school understanding their role and participating in the responsibility of providing services to kids with disabilities, were connected to teacher commitment and satisfaction.

Parents Involvement on their Child's Development before pandemic

The parents who experienced handling their children with autism before the pandemic are presented well at 30%, the primary factor of this, is the parent's involvement in their child's development. Along with offering physicians advice on practical strategies to involve parents in the treatment of children with ASD, we'll also talk about the various roles that parents can play in the process (Burrell 2012). Most of the time the parents expected that the teachers are the primary person to do all the development for their child, was in fact, parents' involvement is the primary key to the consistency of progress. (Blurell 2012) added, that the inclusion of parents in intervention attempts is essential for the successful treatment of children with ASD. According to research, parental participation in therapy enhances the skills' generalizability and increases the quantity of assistance the kid receives.

Parents Emotional Struggles during Pandemic

The research result of 53.3% presented badly on the parents' part during the pandemic, primarily because of the emotional struggles they experienced during those times. Based on the study of (Spinelli 2021) Through the mediating effect of parental participation, household instability predicted greater levels of parenting stress, which in turn was related to less effective emotion regulation in children. In addition, the tools and assistance provided to parents to meet their children's scholastic and psychological needs had left them unsatisfied. Parents felt inadequate and unprepared and believed that their child's academic and mental health were being negatively impacted by their absence from school and would continue to be negatively impacted. Parents also discussed

the detrimental effects of homeschooling on their own and their family's health. (Greenway 2020). However, several troubling difficulties have also been highlighted, including the following: pupils with special needs were unable to routinely follow the courses on TV, many of them did not participate in online sessions, and their teachers did not provide feedback on their performance. Additionally, no special education kids received support services, and there was no collaboration or communication between instructors, families, and students. Additionally, the results showed that kids had trouble and were hesitant to adapt to remote learning. (Yazcayir, G. 2020)

Support for the Parents after the Pandemic

The key factor that gives the 36.7% of the respondents says that they rate their experience after the pandemic good is the support for them from the teachers and the school. Rural communities tried to offer special education and related services in conformity with quickly evolving state and federal regulations, although already encountering obstacles and disadvantages (Tremmel 2020). The researcher believed that there is still a discrepancy with the result the after the pandemic, since the schools just have their opening a few months, before the survey was conducted. Moreover, the result for this area cannot be concluded as completed, based on the mentioned discrepancy.

Recommendations of the Researcher

Based on the results of the study. The researcher listed recommendations that teachers and parents can apply, for them to help their children with autism if the same scenario as the pandemic will happen in the future. These will also help them to diminish the effect, because of the preparedness that the parents and teachers have.

For the teachers:

Attempting to limit sensory overload because students with autism may become distracted by a variety of unanticipated events and being consistent with their environment is one of our concerns from home to school. Being repetitive, students can concentrate more effectively on the task at hand because they are less anxious or curious about what will happen next. On the other hand, teachers should explain to their students why there is a sudden change in the learning mode. Social stories may help the student with autism to understand the situation and explore whatever feelings may arise. Teachers should provide students with a consistent and fairly predictable schedule. Many individuals with autism feel more comfortable when they can anticipate what is going to happen next. They should make class hours interactive and enjoyable. Children with autism have a short attention span thus teachers must know capture what works with their students. Most importantly, teachers should be equipped with extra patience and understanding.

For the parents:

As a parent be consistent, children with ASD struggle to transfer their knowledge from one environment, like the classroom or therapist's office, to another, like their home. The best strategy to support learning in your child's environment is to maintain stability. Follow a schedule Children with autism typically perform better when they have a highly regulated schedule or routine. Reward positive behavior, when they behave appropriately, compliment them. Also, help their child cope with this adverse event such as the pandemic they should know their child very well. They should figure out what triggers the child's challenging or disruptive behaviors and what elicits a positive response. Creating consistency in your child's environment is the best way to reinforce learning. Autistic children tend to do best when they have a highly-structured schedule or routine. If there is an unavoidable schedule change, prepare your child for it in advance. A reward system is also applicable as reinforcement for good behavior.

For the school:

Lastly, schools should equip their teachers with skills and knowledge in dealing with students who need extra care, understanding, and patience. Teachers who understand the best practices can act appropriately to keep the learning momentum going forward with the help of seminars. A learning-friendly environment must also be available for the students that correspond to their special needs of the student. Thus, teachers must be duly compensated. Moreover, the school must support the program and purchase teaching training sessions and seminars for current teachers and archers as well as those who will be receiving teachers. One key element is to keep the school climate kid-friendly so that kids feel accepted and aren't judged and bullied by others

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