MENTOR'S GUIDE

TEACHING LEARNERS IN DIFFICULT CIRCUMSTANCES

A mentor's guide for the online module on the Philippine Professional Standards for Teachers (PPST) Indicator 3.4.2

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OVERVIEW

This Mentor's Guide for Teaching Learners in Difficult Circumstances is developed to complement the online module for teachers.

> The online module is part of a two-module series that contains illustrations of good teaching practices in two indicators of the Philippine Professional Standards for Teachers (PPST).
> - 3.1.2: Addressing Learners' *Gender, Needs, Strengths, Interests, and Experiences (GNSIE)* during the pandemic and beyond
> - 3.4.2: Teaching Learners in Difficult Circumstances
>
> The development of these modules is consistent with ideas around *emergency remote teaching (ERT)*, the purpose of which is to set up instructional supports for teachers that are reliably available during an emergency crisis (Hodges, et al., 2020). Through the two modules, teachers will learn about and acquire skills relevant to ways of supporting their learners in these times of social distancing and non-traditional working arrangements.
>
> The online modules will be relevant to the professional practice of all teachers in enhancing their knowledge and skills in the identified PPST Proficient career stage indicators. It is anticipated that these modules will continue to be made available, and remain a valuable resource for teachers, after the COVID-19 crisis.

This guide material is for the master teachers and school leaders to mentor and further support teachers. As complementary materials, both the online module and this mentor's guide are suitable for use in learning action cells (LAC), classroom applications, and mentoring, among others.

For Mentors

This guide has emerged from the online module on *PPST indicator 3.4.2* which aims to help you mentor your mentees effectively.

Based on the view that collaboration is important in the teaching and learning process especially in the *Emergency Remote Teaching (ERT)* setting, this guide will aid you in responding to the queries of your mentees that require further discussion and processing. This 'team-up' approach helps build better communication and interactions as you learn from each other.

As highly proficient teachers, you play an important role in the achievement of the intended learning outcomes stipulated in the module. Likewise, your participation in this endeavor will help your mentees acquire the knowledge, skills, attitude, and values as they advance in the higher career level.

Mentoring Instructions

Since this module is designed to aid teachers in addressing the special educational needs of learners in difficult circumstances, it is crucial that teachers know the contexts in which these learners or children are situated.

● **Read the module for teachers.**
It is important to read the module for teachers to understand the background on which the material is developed, and know what pointers teachers can get from it while creating their teaching plan and dealing with their learners.

● **Check the filled-out modules.**
Before meeting the teachers, make sure to go over their filled-out modules. Assess their performances based on the provided discussion per activity below. Use this information in preparing your feedback and facilitating your discussion with them.

● **Set a one-on-one session.**
This session is simply a chance for teachers to process what they have learned with another person by airing out their thoughts and having argumentative and complementary discussions.

This is also a chance for you to do the following:
- Give them your *feedback* based on how they answered the activities.
- Clarify *important points* indicated in the key learnings and the guide below.
- Ask for and confirm changes in their *perspectives and teaching plan.*
- Conduct *similar discussions* you think are relevant.

Required Readings

As a mentor, you should make sure that the teachers taking the online module have an understanding of its purpose and contents provided in the *Philippine Professional Standards for Teachers Domain 3: Diversity of Learners (Strand 3.4).*

Elements of Mentor's Guide

To guide you on what to expect in this learning material, here is the outline of this guide:

Chapter 1 | Supporting Teachers for General Instruction

Provides you opportunities to coach and mentor your mentees on the *primary level of instruction* and intervention for learners in difficult circumstances.

Chapter 2 ‖ Supporting Teachers for Targeted Instruction

Provides you opportunities to coach and mentor your mentees on the *secondary level of intervention* for learners in difficult circumstances.

Chapter 3 ‖ Supporting Teachers for Individualized Instruction

Provides you opportunities to coach and mentor your mentees on the *tertiary level of intervention* for learners in difficult circumstances.

Each chapter is divided into the following sections:

1. What My Mentee Should Know

Provides additional information on the strategies/practices for a particular tier found in the module (e.g., more research findings on the strategies, challenges in the use of the strategies, and tips to overcoming those challenges for a more effective implementation).

2. What Resources and References Should My Mentee Use

Provides more sample materials and references (other than what is in the module) for the identified strategies in the module.

3. How I Can Capacitate My Mentee

Provides activities and/or outline a work plan for the master teachers, school heads, and supervisors to coach and mentor teachers about the identified strategies in the module.

CHAPTER 1
Supporting Teachers for General Instruction

" *Note to the Mentor:*

This chapter was written to help you support your mentee as he/she applies the Universal Design for Learning (UDL) strategies outlined in Chapter 1 of the Teacher's Module. Through the following activities in this section, you and your mentee can address common challenges in applying the UDL through Alternative Delivery Modes (ADM) and thus, better support the needs of Children in Difficult Circumstances (CDC) in their classes (CDC are referred to as Children in Especially Difficult Circumstances in other literature). "

What My Mentee Should Know

On the following page are two challenges that teachers often face when understanding and implementing crucial factors in UDL, namely, understanding learner barriers and understanding learner autonomy. Both factors are crucial for CDC because they often face unique barriers in accessing learning opportunities, and in maintaining a sense of choice and autonomy in their lives due to the pressures and limitations of their living conditions (Dano et al, 2016).

● **Understanding Learner Barriers**
It is important to read the Module for Teachers to understand the background on adopting UDL into one's classroom. This would require your mentee to know how to identify barriers in their lesson plan where learners would need to overcome by means of multiple engagement, representation, and expression (Lowrey, Classen, & Sylvest, 2019). This is crucial during distance learning, when all learners are facing new barriers in accessing learning opportunities (Abuhammad, 2020) and would thus benefit from a more universally accessible lesson plan (Hodges et al, 2020).

● **Understanding Learner Autonomy**
Another important aspect for your mentee to know when adopting UDL is the importance of learner autonomy and the benefit of UDL in providing learners with the choice of how to engage with their learning materials (Lewis, 2018). This is crucial for CDC because providing children with autonomy helps align with human rights and moral principles of respecting each person's human freedom of choice (Toson, Burrello, & Knollman, 2013).

What Resources and References Should My Mentee Use

Now that you have knowledge about the challenges that teachers often face when understanding and implementing crucial factors in UDL, here are options for materials for understanding learner barriers and learner autonomy that you can share with your mentees.

Options for Materials for Understanding Learner Barriers	Options for Materials for Understanding Learner Autonomy
Research Article Read the journal article "Barriers to distance learning during the COVID-19 Outbreak: A qualitative review from parents' perspective" by Sawsan Abuhammad (2020): https://www.researchgate.net/publication/347762704_Barriers_to_distance_learning_during_the_COVID-19_outbreak_A_qualitative_review_from_parents'_perspective/fulltext/5feb4b6392851c13fed35b48/Barriers-to-distance-learning-during-the-COVID-19-outbreak-A-qualitative-review-from-parents-perspective.pdf	**Research Article** Read the research article "Having a voice, having a choice: Children's participation in educational space design" by Eda Can & Göksenin İnalhan (2017): https://www.researchgate.net/publication/319563202_Having_a_voice_having_a_choice_Children's_Participation_in_Educational_Space_Design/fulltext/59b42c3f0f7e9b3743523757/Having-a-voice-having-a-choice-Childrens-Participation-in-Educational-Space-Design.pdf
Teacher Blog Article Read the website article "How to break down barriers to learning with UDL" by Allison Posey of CAST, Inc. linked here: https://www.understood.org/en/school-learning/for-educators/universal-design-for-learning/how-to-break-down-barriers-to-learning-with-udl	**Teacher Blog Article** Read the website article on "A child's right to be heard" by Patricio Cuevas-Parra of World Vision International: https://www.wvi.org/child-health-now/childs-right-be-heard
Videos Watch these videos on the issues faced by learners during distance teaching during COVID-19: https://www.youtube.com/watch?v=NWVXlrowY9s https://www.youtube.com/watch?v=Y1QGwFLGSJ4	**Videos** Watch this video from #WorldChildrensDay on the right of a child to participate in education and have their voice be heard: https://www.youtube.com/watch?v=HCYLdtug8sk

How I Can Capacitate My Mentee

Developing an Understanding of UDL Concepts

In helping your mentee to understand the two critical UDL factors in the previous page, it would be helpful to expose them to multiple means of engaging with UDL material, multiple representation of UDL materials, and multiple means of acting upon their Tier 1 plans for their class. In this way, your mentorship activities would mirror the type of universal design of teaching expected of them in their class and help them understand UDL by showing them what UDL looks like in application (Evmenova, 2018).

A. Understanding Learner Barriers

To help your mentee answer the worksheets in Chapter 1 for Teachers and to identify the academic and behavioral barrier to learning in their lesson plan, you may provide them with the liberty to choose which of the following options would best help them achieve an understanding of learner barriers:

Options for Motivation to Understand Learner Barriers	Options for Displaying Understanding of Learner Barriers
Option A: Looking Back on Personal Experience with Lesson Modifications Reflect on the ways that you used to modify your lesson in the past and the feeling you would get when learners would respond positively to your lesson.	Option A: Reflection and Journal Writing Write down the barriers reflected in the article or video that might also apply to your learner.
Option B: Looking Back on Learners' Experiences with Lesson Modifications Reflect and then identify learners in your class who come from difficult circumstances and who would appreciate the multiple options you are providing in your lesson.	Option B: Learner Interviews Write down all the barriers indicated in the article or video, then ask your CDC learners which ones apply to them.
Option C: Looking Back on Lesson Opportunities or Barriers Select the lesson plan that either excites you most or that your learners are currently struggling with the most.	Option C: Lesson Plan Review Write down the learner barriers illustrated in the video or article, then review your Lesson Plans to identify possible points for these barriers to become a challenge for CDC in that lesson.

The activities on the previous page are just some ideas to help your mentee get started on identifying barriers that learners who are CDC might be facing in their lesson plans. The activities above are listed in a way that the mentee will receive more than one option of representing, engaging with, and acting upon materials to learn how to identify barriers faced by CDC. Utilizing this approach to helping your mentee gain these competencies is highly encouraged, as this will give them an idea of the benefits of UDL as a learner and improve their training in the UDL Framework (Evmenova, 2018).

B. Understanding Learner Autonomy

Similar to the references and activities suggested for helping your mentee understand learner barriers, the lists provided below for activities on understanding learner autonomy are not exhaustive. However, it is highly encouraged that a mentor and mentee pair would conduct activities on this topic to ensure that the right of CDC for autonomy, choice, and for having their voice heard in the classroom is respected (Lewis, 2018). Whichever method you choose in helping your mentee understand the importance of learner autonomy, it is again important to apply the principles of UDL in your training or mentorship activities to further deepen your mentee's understanding of the UDL framework (Evmenova, 2018).

Options for Motivation to Understand Learner Autonomy	Options for Displaying Understanding of Learner Autonomy
Option A: Looking Back on Personal Experiences Reflect on your personal belief on how important learners' voice and perspectives are in the classroom.	Option A: Reflection and Journal Writing Write down your thoughts and feelings about the chosen article or video and then discuss these reflections with your mentor. Explore why learner autonomy and voice is important for learning.
Option B: Looking Back on Learners' Experiences Reflect on how you have encouraged learners in your classroom to speak up when they need help, have questions, or need to share something.	Option B: Learner Interviews Ask your learners to send you a list, essay, or video where they identify and describe which of your class activities in the past have been most helpful to their learning.
Option C: Looking Back on School Cultures Reflect on how Philippine culture gives importance to children's voice, especially the CDC.	Option C: Lesson Plan Review Identify two or more options in your lesson plan that learners can choose from for Representation, Engagement, or Action/Expression according to the three (3) UDL principles; or Identify two or more options in a colleague's lesson plan that learners can choose from according to the three (3) UDL principles.

Auditing a UDL Lesson Plan Together

As discussed in the previous section, one strategy for implementing UDL is auditing a lesson plan so that it includes multiple means of representing the lesson, means for learners to engage with the lesson, and means for learners to act upon or express what they know about the lesson. However, before creating variety or adding flexibility to a lesson as UDL requires, a teacher must first identify the opportunities for change and curriculum limitations within their lesson (Liebermann, Lytle, & Clarcq, 2008).

Keeping this crucial step in mind, Rao and Meo (2016) identified four (4) steps to consider when auditing a lesson plan to be aligned with UDL. It would be helpful to go over these four steps with your mentee, to help them prepare for the multiple means of engagement, representation, and expression within their lesson plan. According to Rao and Meo (2016), the four (4) steps are as follows:

Step 1 | Identify the curriculum goal

It is crucial to first identify the DepEd curriculum goal which the learners need to achieve through the lesson plan, so that the teacher can plan appropriate means for representation, engagement, and expression to achieve this curriculum goal. It would be helpful to review the same lesson in the Curriculum Guide from the DepEd, for your mentee to recognize how to achieve the standard along with the lesson objective. If the Most Essential Learning Competencies (MELC) does not quantify or qualify the standard linked to the lesson objective that the learner must achieve, it would be helpful if you would discuss this with your mentee as teachers often find it difficult to improve a lesson plan with UDL if they do not know the specific academic or behavioral goal that they are helping their learners to reach (Courey et al, 2012).

Once the relevant curriculum goals for your mentee's lesson plan have been identified, fill out the table below to identify the performance or portfolio passing grade or standard which a learner must achieve to show that they have achieved this curriculum goal.

DepEd Curriculum Goal	Standards and Passing Scores for Learners

Step 2 | Prepare for standard assessments

Following the identification of the academic or behavioral standard which learners must achieve by the end of the lesson plan, your mentee needs to decide how they will be measured if learners have achieved this standard. As their mentor, you may provide insights here into the types of scores or data that your school or that the DepEd is expecting as a proof of the learners' achievement. If your mentee knows that a formative, summative, or standardized assessment is coming up for their learners, then they can plan for multiple means of action and expression of their students' learning to prepare them for these assessments.

Complete the table below to identify the standard assessment designed by DepEd or the school that will be used to measure a learner's performance against the curriculum goal, as well as to list the passing scores that were identified in the previous step. Next, guide your mentee in breaking down the skills, such as test-taking or directed-attention skills, that learners need for successfully passing the Assessment.

DepEd or School Assessments	Necessary skills for success in the identified assessments

Step 3 | Select teaching methods

After helping your mentee identify the standard of learning which a learner is expected to achieve and how their learners' achievement of that standard will be measured, your mentee can begin planning for the UDL methods that they will use in the classroom for engagement, instruction, and assessment. These methods will heavily rely on their understanding of a UDL lesson plan as described in the online teacher module and on their additional training support provided by you, as described in the section above called "Mentorship Activities for Understanding UDL."

In the table below, ask your mentee to copy the necessary assessment skills that were identified in the previous section. Next, ask them to apply UDL concepts in creating high-quality instructional and practice activities for learners to develop these skills.

Necessary skills for success in the identified assessments	Teaching and practice activities

Step 4 | Utilize available materials

Once your mentee has created a lesson plan that is rooted in the DepEd's curriculum objectives, school's standard assessments, and the UDL principles, the last step is for them to align the materials available to them to deliver the lesson plan. As their mentor, you can help provide insights into the opportunities that teachers have in your school to modify their Alternative Delivery Modes (ADMs) such as creating their own self-learning modules for modular distance learning, a lesson plan for online distance learning, or recorded materials for television/radio-

based instruction. Teachers often face barriers in acquiring and implementing the high and low-technological methods or modifications to their classroom (Messinger-Willman & Marino, 2010) and may thus require additional support from you, as their mentor, in navigating the change that they wish to make in their own lesson plan ADMs.

In this last table, ask your mentee to list down the universally designed instructional and practice activities that they identified above. Next, help them to identify the available ADMs in your school that they can utilize to best deliver these activities to all their learners.

Teaching and practice activities	Alternative Delivery Modes needed

Considering how the strategies presented in Chapter 1 of this online module are designed for whole-class application, your mentee may face barriers in modifying the standard lesson plan or activities from the DepEd. Thus, it is crucial for them to have your support as their mentor in navigating the four (4) steps above for creating a lesson plan aligned with UDL and in gaining the technical liberty and assistance needed for implementing these whole-class or Tier 1 Multi-tiered System of Supports (MTSS) strategies (Choi et al, 2019).

CHAPTER 2
Supporting Teachers for Targeted Instruction

> " *Note to the Mentor:*
> *This chapter was written to help you support your mentee as*
> *they provide additional support for CDC in the Tier 2.* "

CDC learners often suffer from social, emotional, and behavioral difficulties (SEBD). In the research literature, the SEBD is commonly used to describe the range of children and young people, from those whose behavior stems from a deep-seated emotional/psychiatric disturbance, to those whose behavior is more commonly a reaction to outward circumstances (DfEE Circular 9/94). Such difficulties take different forms, including acting out, phobia, and withdrawn behavior. Other common examples include involvement in crime, substance abuse, depression, and self-harm (Cooper, 2001).

What My Mentee Should Know

Here are some insights on how SEBD can be addressed as guided by research literature on the different psychological approaches and/or perspectives:

- Typically, developing peers is a valuable resource either as part of a behavior management program (e.g., peer-monitoring) or peer-oriented intervention (e.g., buddy system).

- Cognitive-behavioral approaches that encourage children to regulate their behavior by teaching them self-monitoring, self-instruction, anger management and self-reinforcement skills are effective in producing adaptive behavior change (e.g., increased on-task behavior, reductions in anti-social behavior).

- The behavioral approaches of positive reinforcement (where appropriate behavior is immediately rewarded), behavior reduction strategies (such as reprimands and redirection), and response cost (a form of punishment in which something important is taken away) appear to be effective in increasing on-task behavior.

- **Combinations of approaches** (e.g., cognitive-behavioral with family therapy) are more effective in facilitating positive social, emotional, and behavioral outcomes than single approaches alone.

- For any of the above approaches to be effective, parents need to be actively involved as partners in their child's education, and in presenting a unified front in portraying SEBD in terms that provide children with a sense of empowerment. For instance, a review of research has shown that parental training programs produce more effective results than cognitive-behavioral approaches with the child alone (Van de Wiel et al., 2002). Further, a comparative study involving a control group indicated that parental training improved children's academic achievement and reduced maladaptive internalizing and externalizing behavior in both the short (1-2 months later) and long (12-15 months later) terms.

Now that you are aware of the various psychological approaches and/or perspectives on SEBD, here are three broad strategies that may help your mentees in increasing the learning ability of CDC learners.

Strategy 1: Ways to Improve Self-Control among CDC learners

Since most CDC learners have SEBD, they may find it hard to control or regulate themselves.

Four Ways to Improve Self-Control

Learners enjoy learning practical strategies that they can use now. Here are four tips they can use to improve their self-control.

1 | Become a mental energy accountant

Many learners plan how they spend their time, but few learners plan how they spend their limited self-control energy. Encourage learners to spend the next week considering what they will do and how much self-control energy they will need to do it. Being mindful of when to spend and when to conserve their mental energy will help learners navigate their environment and achieve their goals.

2 | Build self-control strength

Self-control relies on an all-purpose energy resource. You can strengthen your self-control by doing seemingly unrelated self-control tasks. For two weeks, encourage learners to use their non-dominant hand to complete everyday tasks (e.g., cleaning, brushing their teeth). Research indicates that this simple exercise increases self-control in other domains such as reducing aggression.

3 ∥ Play offense against your environment

In their book "Willpower" (2011), Roy Baumeister and John Tierney argue that self-controlled people take control over their environment. If they're motivated to lose weight, they do not bring junk food into the house. If they are driven to write 2,000 words a day, they block their email to prevent distractions. Encourage learners to identify one way they can change their environment to help them achieve a specific goal. Ask them to implement the change for three days. Later, ask learners to share their experiences about how the environmental change influenced their ability and motivation to achieve their goal.

4 ∥ Take the mind out of the middle

Self-control hurts because we must battle against ourselves. "Should I exercise now or later?" "Should I have zero, one, two or 10 doughnuts?" A solution is to take the mind out of the middle by setting up a mental contract that psychologist Peter Gollwitzer and colleagues call implementation intentions (Gollwitzer & Sheeran, 2006). To achieve an academic goal, learners might say, "When I get home from class, I will read Chapter 5." Now the decision-making is done. They know when they will study. It sounds simple, but it works.

Strategy 2: Ways to help a non-attentive or "spaced-out" CDC

A non-attentive CDC learner needs more than cues or behavior plans to help him/her attend to your mentee/teacher and his/her class. So, here is what your mentee can do to facilitate learner support and success:

Three (3) Essential Actions for Helping Learners with Social Learning Challenges:

Learners enjoy learning practical strategies that they can use now. Here are four tips they can use to improve their self-control.

1 ∥ Observe and gather information

Notice when a learner exhibits a persistent pattern of social disengagement, confusion, and "cluelessness" during regular, routine classroom instruction and activities. This pattern leads us to describe these learners as "spaced-out." Avoid taking this personally; his or her lack of social attention should not be considered an insult to you, or even a choice, but instead a need for further investigation.

In the classroom, this might look like the following behaviors: doing preferred activities, such as reading a book brought from home; talking to one's self; seeming lost inside one's own mind; listening to music or playing games instead of a classroom activity or task; struggling or failing to attend to cues and instructions; avoidance behavior; disruptive behavior; and an inability to start tasks, work independently, or complete in-class work and homework.

Below are some other indications of behavior patterns in learners with social learning challenges that your mentees may look out for:

a. Look for patterns in this learner's academic learning and performance. Many learners with weak social attention may also be quite literal in how they interpret social information that are embedded in academic standards and curricula. You may have a learner who can master factually based curricula but struggles with interpreting texts, composing paragraphs and essays, determining main ideas, or summarizing information logically and effectively.

b. Some learners' parents may refer to the learner as "bright but clueless" because the learner struggles to understand what it means to line up in class, walk with others, engage with peers, and play or work collaboratively.

c. Some may appear to not be aware of what's going on during group discussions or independent work time but then constantly blurt out questions or answers to questions.

d. Some may really get upset when they don't win a game or get chosen to go first.

e. Peers may actively reject these learners; no one chooses them to work in groups or to play with them.

f. Some might have tried to relate to peers, albeit awkwardly, when a bit younger, but now withdraw from all attempts at group work and tell you they are happy by themselves. Be aware that humans need to connect with others, it's part of the human DNA.

g. Document where and when you notice a learner routinely being unable to engage in self-directed, goal-oriented work. This is indicative of executive functioning challenges which many of our social learners also face.

h. Some learners struggle with doing their work for the class. In this case, it's important that you avoid doing the work for the learner. Instead, write notes on his or her worksheets to help with a portfolio evaluation from the psychologist and others on the assessment team.

2 Contact parents and special services professionals within the school to explain your concerns, observations, and information.

Don't just refer. Refer with your valuable observational information and collected artifacts.

3 Facilitate improvement within your classroom

a. Use visuals to support instruction, transitions, expected behaviors, and routine.

b. Implement and visually post a seating chart and a daily agenda.

c. Review and prepare learners in advance for non-routine events and schedules.

d. Place the learner next to a learner or learners who can help direct attention and model

expectations and tasks. For virtual classrooms, learners may also be paired to ensure shared accountability among them.

e. Avoid the expectation that this learner knows when he or she is "spaced-out." Establish and use non-verbal cues paired with direct verbal cues to redirect attention.

f. Do not expect this learner to ask for help. Develop a check-in system to see when they require help. Some learners are not only weak at social attention, but also have weak social self-awareness. This means they don't know what they don't know, making it more difficult for them to know when they need help.

g. Avoid expecting this child to behave. Instead, explain information that appears "obvious" to other learner and avoid assuming what your learner knows about how the social world works.

h. Check out the Core Social Thinking Vocabulary and treatment frameworks available through www.socialthinking.com for more information on how to break down social information to build up social competencies.

Strategy 3: On How to Respond if a CDC Learner Displays Inappropriate Behavior

The HEART approach is a useful acronym for remembering a good approach to dealing with learners:

H	Hear what the learner is saying
E	Empathize with learner's situation
A	Assess what the learner's needs are
R	Refer to campus resources
T	Tell the appropriate campus official or department

Here's a list of tips on how to respond if a learner displays inappropriate behavior:

- Don't ignore the problem.
- Arrange a private time to talk, away from classmates but in a semi-public setting if safety is an issue.
- Be supportive and respectful.
- Don't get into arguments.
- Don't get caught up in their emotional state. It is not your job to counsel learners.
- Acknowledge their distress.
- Ask how you can be helpful, provide options for the learner or ask them to come up with options.
- Don't label or diagnose them.
- Assess for any possible self-harm.
- Make referrals if needed – walk with them to the counseling center if needed.

> **Sample Case**
>
> During Miss Miranda's class, one learner repeatedly interrupts with oppositional and negative comments. The comments are confrontational in nature and seem aimed at undermining Miss Miranda's role in the classroom. Using the recommendations above, Miss Miranda should not let this behavior continue for more than a class session or two before asking to meet with the learner outside of class.
>
> When meeting with the learner, Miss Miranda should not get emotional or get into arguments, rather using language such as "here's what I'm observing…. and I'm concerned because…", Miss Miranda should ask to hear the concerns of the learner, "what's going on?" and listen without judging the learner. It's possible that there are root causes of the issue that can be addressed.
>
> Miss Miranda should offer to help the learner by asking how she can help, or offering some suggestions ranging from: "Let's agree to disagree on this issue," "Bring your concerns to me privately when you have them," "I'll consider your suggestions for doing different assignments (if appropriate)," "There is an Honor Code you need to abide by," or even, dropping the class. The learner is given the power and opportunity to make a responsible choice.

But what should your mentee do if nothing else is working?

> Manage any physical dangers immediately. In the rare chance that a learner becomes violent, don't engage with the individual but remain calm and call campus security personnel. Don't let a dangerous situation escalate.

> If a learner's behavior is inappropriate and they refuse the above approaches, refer them to the Guidance and Counseling Office.

> If a learner is experiencing serious academic difficulties, refer them to their academic advisor.

> If you notice significant behavioral change in a learner (poor hygiene, intimidating emails, agitated, dramatic academic decline), refer the learner to the Guidance and Counseling Office. Faculty members are often the "front line defense" for identifying and preventing psychological problems among their learners.

What Resources and References Should My Mentee Use

Here are examples of useful resources that teachers can use to develop an awareness on SEBD as well as on the strategies that they can implement in their classroom if some of their learners seem to display SEBDs:

Reward Cards/Charts

Considering behavioral reinforcement of good behavior among CDC learners who struggle with SEBD, your mentee may opt to give reward cards or checks in reward charts every time a CDC learner displays appropriate behavior in class and/or is able to overcome SEBD even in contexts where triggers may be present during class. Here is the link to sample designs of Reward Cards/Charts:
- Reward Cards by Sidra Ayyaz (public domain worksheets)
  https://drive.google.com/file/d/1Osj1FoR6j7QhcUqWzDsnCOFl8rhXvmRm/view
- Rewards Charts by Character
  https://www.rewardcharts4kids.com/reward-charts-by-character/

Customized or Individualized Instruction through Parental Assistance

Below is an example of a customized or individualized learning program developed by a mother who homeschools her child that your mentee can use with parents of learners who are having a hard time on reading and spelling. This example on reading and spelling instruction for struggling learners can be implemented by parents at home (or other guardians) if they have the means and/or necessary educational attainment for implementation. This will greatly support or augment school instruction, most especially in the context of remote learning. Access the article "5 Ways to Customize Reading and Spelling Instruction" with this link: https://blog.allaboutlearningpress.com/customize-reading-spelling/.

How I Can Capacitate My Mentee

As mentor, you may plan with the other mentors a small group workshop or learning action cell (LAC) session for your mentees. Here is a sample program that you can undertake either face-to-face or online. The contents of each session of the program can be found in the Chapter 2 of the teacher's module and this mentor's guide. The sessions can be set at different schedules depending on your co-mentors and mentees' availability as long as they are conducted in the order prescribed. You decide with them the other details of the program.

Duration	Session	Purpose
30 mins	Opening Program and Preliminaries	
1 hour	SEBD Tendencies of CDC	To orient teachers on the SEBD tendencies of CDC.
1 hour	Research-Based Approaches or Perspectives in Addressing SEBD among CDC	To inform teachers about the research-based approaches or perspectives in addressing SEBD among CDC.
1 hour	Teaching Strategies to Address SEBD among CDC in the Classroom and in an Online Teaching Environment	To equip teachers with teaching strategies to address SEBD among CDC in the classroom and in an online teaching environment.

2 hours	Workshop Proper Each group will be given a scenario (see sample below) wherein a specific type of SEBD is being displayed by a learner. Each group must come up with an appropriate teaching strategy and explain why it is the most appropriate strategy given the scenario. (In an online mode, this can be done via Zoom breakout rooms.)	To train teachers on how to select the most appropriate teaching strategies depending on the specific type of SEBD being displayed by a CDC.
1 hour & 30 mins	Sharing or Presentation of Workshop Outputs by Each Group	To provide opportunity for teachers to share their workshop outputs and discuss with them the various teaching strategies that they can employ given the range of SEBD scenarios that they may encounter among CDC.
30 mins	Key Takeaways from the Workshop Presentations	

Sample scenarios wherein a specific type of SEBD is being displayed by a learner:

Scenario 1

Jenny is a single parent to Steven. Her husband was an alcoholic and he often beat up Steven when Jenny was not home. Her husband eventually walked out of the family 6 months before Steven was to start school. Jenny decided to move from Quezon City back to her hometown in Laguna and brought Steven with her to help her forget their past with her husband. Steven, however, did not settle well into the new school. He had a struggle with reading and over time his behavior deteriorated. He had a very short attention span and was always into fights with the other boys in school.

- *What teaching strategies can Steven's teacher do to help him with reading and to keep his attention focused?*
- *What other forms of assistance or advice can the teacher, through other school services, offer to help Steven cope with his new environment?*

Scenario 2

Anna is a Lumad and a Grade 4 pupil. She and her family were recently displaced from their area of residence due to the ongoing armed conflict in their community. They moved to an adjacent town and were forced to live in the evacuation center or "bakwit" for a couple of months. Though the new area was relatively safe, it was not uncommon to hear grenade explosions and gunshots in the middle of the night. Anna was often roused from sleep, and she would hug her little rag doll tight and cry whenever she heard a grenade blast. A makeshift school was provided for by a non-governmental organization (NGO) so that the children in the "bakwit" can continue schooling as the armed conflict in their area of origin worsens. Anna continued schooling in the temporary school. Her Science teacher noticed though that

she was dependent to her teachers and to certain adults. She was also having a hard time relating or working with her peers during group tasks.

- *What teaching strategies can Anna's teacher implement in order to help her do better in school?*
- *How can her teacher, through other school services, help her address her dependence?*

Scenario 3

Jake is a Grade 2 student who goes around class interfering with his classmates' work and is rarely doing anything constructive himself. His current Math teacher has nothing good to say about him: "He's just not a lovable child, he makes my life a misery, not to mention those of other children. His classmates usually avoid him most of the time."

It turns out Jake's parents are drug-dependent. He and his little sister are currently under the custody of their aunt, whom she herself has her own three children to look after. Jake and his younger sister have been long neglected by their parents, and their current situation with their aunt is not that good either.

- *As a fellow teacher, what teaching strategies can you share with Jake's Math teacher?*
- *How can your colleague, through other school services, help her address Jake's behavior?*

Scenario 4

In the classroom, Raiza spent a good deal of time with her head in her hands or hiding her head under the table. She would not participate in class recitations and was aloof to her peers.

In Physical Education (PE) classes she was often very aggressive to other children, pinching and slapping them. She was clearly a very unhappy child. Her PE teacher came to know that Raiza's father had left the family home a year previously and no one had talked to her personally about this. She had seen her father in a street with another woman and pushing a baby stroller.

Raiza sobbed when she said, "My daddy doesn't like me anymore. I must be a bad girl." She had not talked to her mom because, "she cries a lot and plays Tong-Its and other card games with her neighbors the whole day."

- *What teaching strategies can you suggest to Raiza's teachers to help her improve her classroom behavior?*
- *How can her teachers through other school services assist her and her mom?*

Scenario 5

A Grade 6 English teacher was disturbed to see one of his learners, Rolly, taunting a classmate in their Messenger group over a trivial matter, especially as there was a lot of foul language involved.

Rolly seemed to be hot headed and overly sensitive to comments from his peers. This happened not just once in the class discussion. The English teacher asked his fellow teachers if they observed the same with Rolly in their respective classes, and he was not surprised when

his colleagues told him that they had the same observation.

Upon further inquiry about Rolly's family background, his English teacher discovered that he has been living with his uncle for almost two years ever since his parents and siblings died in a storm surge where Rolly was the only survivor.

It is also unfortunate that his uncle is impoverished and he forced Rolly to serve as his household helper in return for his board and lodging. His uncle sees Rolly as another mouth to feed and is also known in their community as a very critical or a hard to please person.

- *What teaching strategies can Rolly's English teacher and his other teachers implement so as to improve Rolly's classroom behavior?*
- *How can his teachers through other school services aid him and his uncle?*

Scenario 6
Kristina, a junior high school learner and teenage mother, is feeling overtired, she stayed up too late last night as usual to breastfeed her baby. She had a battle with her mother over money matters this morning before going to school.

She feels both angry and weepy as she comes to class. Her teacher gave her something to do that she hasn't seen before. New things often make her feel stupid - it's her older brother who's the more intelligent one. Kristina thinks this will be too difficult. She starts to try but loses interest quickly.

- *How can collaborative work or peer support help Kristina with her performance task?*
- *How can her teachers through other school services assist her and her family?*

Scenario 7
Dominic's fellow Grade 7 classmates observed that Dominic is often inattentive in their online class. He would be seen on camera to be secretly putting on an earphone to one of his ears to listen to music while their teacher is lecturing.

Oftentimes he would also scribble some random notes not related to their subject, draw anime characters in his notebook, or play mobile games with his phone.

His classmates told their classroom adviser about this, and upon further investigation by his adviser, they came to learn that his mother is a hooker and often had a row with her new boyfriend, a macho dancer, whom she brought into their house to live with them for almost a year already.

- *What teaching strategies can Dominic's classroom adviser suggest to his teachers in order to make him more attentive in class?*
- *How can his classroom adviser through other school services help him and his family?*

Scenario 8
Mona is an Aeta grade school learner in Pampanga. Her family has relocated to a relatively more urban area ever since Mt. Pinatubo erupted. Mona was already born in the urban area and most of her classmates in school are not Aetas.

Her homeroom adviser noticed that she was often bullied by her classmates because of her skin color, among other things about how she looks. She also lacks self-confidence when asked to write something on the board, recite or when her teachers volunteer her to do something for the class.

- *What teaching strategies can Mona's Homeroom adviser suggest to her teachers to aid her in becoming more confident in class?*
- *What can her teachers also do to address the bullying that she is experiencing from her classmates?*

Scenario 9

His Grade 8 teachers noticed that Joshua was extra close with his male teachers and other certain male adults, and he seemed to like touching or brushing his hands and arms with theirs, as well as putting his arm on their shoulders. His teachers observed that he was very knowledgeable about sex and various sexual positions, and that he bragged about this with his classmates. He cracks green jokes in class most of the time, much to the uproar of the class. He also lacks motivation in doing class requirements and was often last in submitting his outputs - usually beyond the deadline set by his teachers and were quite mediocre in quality. Eventually his teachers were able to obtain information about his background, and it was known that when he was still a child, Joshua was sexually abused by his uncle who was then living with him and his mother.

- *What should his teachers do now that they have learned that Joshua was a victim of a crime? Where should they report the incident?*
- *In addition, what teaching strategies can his teachers implement in order to address Joshua's lack of motivation and his constant cracking of sex jokes in class?*
- *How can his teachers, through other school services, help address the effects of his past?*

Scenario 10

Elena is in senior high school and is a working student at the same time. As the eldest of four, she is helping her parents augment their family income. Her father used to do carpentry but was debilitated by stroke, while her mother is an ambulant vendor who weaves potholders and doormats to sell on the streets. Among her three siblings who are in the ages of 12, 9 and 5, it is only Elena and her second eldest sibling who are continuing school since they cannot afford to go to school all at the same time. Elena works in a popular fast-food chain after class hours. When the COVID-19 pandemic struck, her classes were done online. Since she lacked the means to buy a tablet or a laptop for online classes, she is making do with her mobile phone to be able to participate in class and to do the class requirements (e.g., downloading the necessary mobile applications of PowerPoint, Word, Excel, Adobe, Google Classroom). Her teachers noticed though that she is often disconnected during synchronous online classes due to the poor internet connection in Baseco area where she and her family reside. This happened even when she was presenting a PowerPoint in class on an assigned topic. She also found it hard to submit class outputs on time given the numerous class requirements per subject.

- *How can Elena's teachers help her cope with the online mode of learning?*
- *What types of teaching strategies can her teachers implement given her social context?*

CHAPTER 3
Supporting Teachers for Individualized Instruction

> **Note to the Mentor:**
> As you have successfully completed the first two chapters of this guide, you may also need to know how to support the learners that need special support and protection. CDC learners who are involved in Tier 3 support are explained as part of the relevant concepts below.

As defined by the Philippine Statistics Authority (PSA), Children in Especially Difficult Circumstances (referred to as CDC in this module) are those that experience neglect, abandonment, abuse, delinquency, sexual exploitation, or those who are victims of natural disasters, etc. It was observed in a study that CDC manifested concerns in terms of their moral, psychosocial, and interpersonal development (Ocampo, 1998). UNICEF also included children with disabilities, working and living in the streets in defining the scope of CDC. In this account, we can give specific focus on the tasks that you, as a mentor, can apply to facilitate teachers in their mentoring role to these learners.

What My Mentee Should Know

This section will provide you with tips, activities, and empirical basis that will guide you in addressing CDC with regards to children in need of special protection. You may refer to the research study below.

The use of video mediated communication in learning for learners with extreme academic or medical circumstances aided by the PEBBLESTM (Providing Education by Bringing Learning Environments to Students) intervention (Fels, Waalen, Zhai, & Weiss, 2001) was developed for them to attend regular school classrooms.

Measure of the children's engagement and concentration with their peers revealed that through the telepresence system, they were able to maintain adaptive behaviors and prevent maladaptive ones. It was also notable in the study that the children were able to remain concentrated given their various situations such as teaching style, grade level, setting, and distractions. Assessment in terms of their academic performance even in remote learning was also deemed important for children in difficult circumstances. Class participation, peer engagement, problem-solving skills, and independent learning strategies were some of the identified methods to assess classroom behavior although there were limitations in terms of the previous behavioral indicators to compare with.

Based on the evidence above, here are some of the necessary information and strategies that you can apply in guiding teachers in their mentoring roles to learners.

Assessing the Problem and their Needs

Problems emerge in difficult situations. The teacher's role is to facilitate in defining the problem of the learners. With the help of the people who are significant in evaluating the child's present performance that needs to be addressed, an organized anecdotal record can be made.

With relevance to their social, emotional, and behavioral difficulties (SEBD), you can apply strategies from Chapter 2 and combine them with interventions specific for them. Once these problems are recognized, the next step would be to determine their needs.

Studies done with CDC learners revealed that they face challenges in learning in terms of:

1 ║ Stressors - stress can be of different types (positive and negative). It can be manifested by the child who experienced loss of a loved one, adjustment to a new environment, change of caregiver, sudden exchange of routines, etc. Helping the child and the family to overcome these can be done through building resilience.

The American Psychological Association (APA) published a guide for building resilience in children and adolescents that you can refer to for your mentees. You may check this link for more information: https://www.apa.org/topics/resilience.

2 ║ Mental Health - fear, anxiety, depression, and trauma are some of the difficulties commonly related in Tier 3. In terms of mental health, psychological indicators like in CDC with developmental delay (i.e., autism spectrum disorder and ADHD), could trigger learning difficulties in terms of inclusive and remote instruction.

3 ║ Abuse and Violence - accounts of experienced or witnessed abuse in children could lead to trauma and difficulties in emotional regulation. These may be in the form of physical, emotional, sexual, or substance abuse. Exhibiting behaviors that are inappropriate, or being withdrawn, attached, or alert can be observed.

4 ║ Neglect - it can either be through disregard of basic needs and protection or ignored under dangerous conditions. These children gain full responsibility over the younger ones or may end up in the streets.

5 ║ Adjustment - environment, routine, caregiver, and culture could affect a child's adjustment.

Learners who are CDC have particular needs that depend on their situation. Their needs might be under but not limited to learning difficulties, social and interpersonal engagement, emotional and behavioral problems, and/or psychosocial support.

Organizing an IEP

The notion "*one strategy cannot fit all*" can be applied to learners under Tier 3. The problems that arose and the needs that have been identified would be the starting point in considering the importance of a plan. In this case, your role as a mentor in collaboration with the support group of the child would come into play.

An *Individualized Education Plan (IEP)* is one of the considerable learning interventions that can be used for CDC learners. This plan would guide not only the teachers but also the parents in our current situation to continue education even in remote instruction.

Here is the summary of the steps in constructing an IEP for CDC. Detailed descriptions of these steps can be found in the module.
  1. *Referral*
  2. *Assessment*
  3. *Eligibility*
  4. *Setting up a meeting: Identifying goals and objectives*
  5. *Development of the IEP*
  6. *Implementation*

The Role of the Support System

Since we have learned that children under Tier 3 or CDC learners are those that experienced extreme conditions in terms of living, adjustment, and coping, their demand for highly *individualized support* arises.

The circumstances in which they have been involved would be an eye-opener for people especially those who know the child best. After you have identified their needs, you may also come up with the list of people and organizations that will be essential in addressing their concerns. Support may come from the following:

1 | Parents and Caregivers

It is very much notable in studies that the role of parents and caregivers in a child's development is necessary. Having one or more consistent adults that respond and support their children could protect them from emotional and behavioral disturbances. For example, you are assigned to help a parent manage the child's defiant behavior.

You can ask open-ended questions like "How is the situation impacting the whole family?" or "What are the ways that you tried to improve the situation?" to start with.

Here are some home-based activities and interventions that you can ask parents or guardians to try:

- **Monitor your child's performance.**
  Either academically or behaviorally, observing the difficulties and progress of your child will help you understand what changes need to be made and why it happened in the first place.

● **Keep in touch with your child.**
Although in some circumstances, connection between you and your child might not be possible, it is still important that you reach out to make them know that you are open to communicate. It may be in the form of physical or virtual contact since presence in any form makes a difference in your child's performance.

● **Allow your child to participate in games that will promote enjoyment and movement.**
Children are fond of playing and doing physical activities. It would create an environment of fun when you allow them to explore, and it may also provide learning opportunities for them as they get along with others. Also, keep in mind that competition may promote frustration and inappropriate behavior especially during play, so you have to give equal and adequate attention to everyone.

Here are some ideas from UNICEF: https://www.unicef.org/northmacedonia/play-based-learning-activities-children-aged-3-10.

● **Provide encouragement.**
Children who are supported by their parents exhibit behavioral improvements and increased motivation to accomplish tasks. Verbal praise and giving rewards allow repetition of positive behaviors. Once you identify behaviors that need to be corrected, application of strategies and interventions to address it followed by reward and praise would lead to a better outcome.

2 ‖ Teachers
They are considered as the second parent of the child. Their role in advocating their learners is necessary, most especially to children in difficult situations. An article by Lovitt (2010) discussed the ways that teachers can do for children living in difficult circumstances:

● **Mind educational gaps.**
Because of previous experiences of these children in terms of living conditions, transferring from one school to another, and changes in home and school routines, they may have significant interruptions with the basic learning skills and general language. Teachers should be aware of their circumstances and should consult with professionals in addressing them.

● **Be cautious in giving homework.**
Since there were gaps in learning as mentioned above, the skills that are vital for accomplishing homework would be problematic. Teachers should help them develop and gain the skills needed to carry out the tasks. Also, facilitate individual learning but ensure the presence of someone who can help them if possible. Keep in mind that this may also be a trigger for abuse in families that monitor their child's performance, so only give homework when necessary.

● **Be knowledgeable on mental health concerns.**
Some of the conditions that the learners encountered might have affected their functioning or that they have been experiencing mental health problems. Sensitivity to the learners' behavior and needs is the key to better learning.

● **Beware of manipulations.**

Be selective about the facts that the children tell you. Although they may feel that you will be on their side, a display of inappropriate behavior should have grounds for disciplinary action. Make sure to have background checks and be firm on defining rules.

● **Be attentive to other matters.**

Teachers should develop a keen eye with regards to how they perform and behave in class. In cases of learners who are taking medical prescriptions, keep track of their intake and the effects on their behavior. For learners who are runaways, give them much attention they need. For children who are sexually abused, observe their activities and communication themes. Most importantly, take into consideration that some children might also stretch the truth.

3 ▎Guidance Counselors/ Therapists/ Psychologists

Professionals in the field of Psychology play fundamental roles in finding gaps and assessing problems that CDC encounter. Performing psychometric assessments, behavioral observations, counseling sessions, and focus group discussions are some of the strategies that these experts can provide. Their roles should also be distinguished and in the face of extreme cases which teachers can't handle, proper referral should be done.

The following are helpful tips that mentees can apply:

● **Perform needs assessment to the learners.**

As part of inclusivity in education, some CDC learners are attending regular school classrooms. Through this, teachers can identify specific demands for the class in order to achieve the goals. They can also highlight from here the challenges that CDC learners face in adjusting to the learning environment. Thus, by careful research, they can create classroom and home-based activities that can develop their abilities.

● **Encourage learners to talk about their feelings and problems.**

Make the guidance office a safe space for learners to openly express themselves. Some children, even those who are not CDC, have a notion that once they are asked to go to the guidance office, they will be reprimanded because they did something wrong. You need to make them understand that showing up in the guidance office should not be scary and that guidance counselors promote a welcoming environment to the learners.

● **Make a plan of referral systems for extreme cases.**

Since Tier 3 involves children who need special protection, it is necessary to have an organized system for referral. In extreme cases, referral to other professionals such as psychiatrists, developmentalists, or doctors would be needed. A systematic plan would ensure safety and keep trail of their records.

4 ┃ Social Workers

In the study of Harikrishnan, Kavitha, Rajamanikandan, Sekar, and Marykutty (2020), the role of community level workers in terms of providing psychosocial skill development in children under difficult circumstances were explored. Here are some of their findings:

● **Create partnership with LGUs and NGOs.**
Incorporated with the functions of a social worker is to coordinate with organizations and personalities that are essential in providing support and services to children in difficult circumstances.

● **Be knowledgeable with psychosocial first aid interventions.**
This is important to address the gaps that mental health practitioners face in reaching certain populations. Through your help, providing services to the highly vulnerable and underprivileged children would be possible at curative, preventive, and promotive levels.

● **Collaborate with the teachers and the parents.**
For relevant observations and monitoring of the child's academic, behavioral, and socio-emotional performance, it is appropriate to get information from the parents as well as their teachers. Differences in their functioning at home and in school are important to be noted. From here, you can also compare effective and ineffective practices that are given to the child.

● **Provide training and workshops for the community.**
Community engagement can be an important factor in knowing the conditions and needs of the citizens. In this way, awareness of current problems and/or issues among the community members can be accounted for, particularly in terms of the parents who are dealing with CDC students and in terms of the necessary skills for supporting children who have been subject to difficult circumstances. In one of these trainings, information about IEPs can be discussed to provide opportunities for parents, teachers, supervisors, and experts to share their experiences, and effective strategies that can be used to address issues regarding the learners.

Individualized Interventions for CDC learners in their Self-Development

Now that you are equipped with basic and extended data regarding the CDC learners, the last part of this session guide are specific tips and additional resources in dealing with your mentees. Skills like building self-esteem and controlling behavioral problems are addressed in this section.

A. Building Self-Esteem

Here are some strategies and activities that your mentees can adopt to help CDC build their self-esteem:

a. *Use praise*. Always remember to commend your learners with words of praise and encouragement for their efforts rather than successful outcomes. But be careful in the interval and reason for giving praise. You can use encouraging words such as "Well done! You did good today," "I can see that you have improved from your last performance," or "It seems that you have enjoyed the activity, what you did was nice."

b. *Promote a sense of belonging*. Children who feel that they are part of a group, either big or small, can enhance their confidence. You can practice this by sharing photos, stories, joining traditions, and community engagement activities.

c. *Foster love.* It can be expressed in many ways. Showing love, care, and support to the child and making them feel valued can be a powerful way to help them improve.

d. *Handle problems*. Let the child know that in dealing with problems, it is important to keep calm, think of possible approaches and solutions, ask for help when needed, and practice self-affirmation when things don't go as planned.

e. *Practice gratitude*. Encourage the child to think of three good things that happened to them every day. A positive mindset and improved wellbeing can be achieved through this simple activity.

Here are some tips for dealing with CDC with low self-esteem (Newman, 2020):

- *Listen* to the child's thoughts, feelings, and concerns.
- Create environments and situations where the child can *succeed* while supporting as required.
- Allow the child the *freedom* to make mistakes without judgment or criticism.
- Keep expectations *realistic*.
- Help the child deal with *unpleasant thoughts* in the absence of judgment.
- Enable the child to feel a greater *sense of control*.
- Reinforce that the child is loved for *who they are;* it is not conditional.
- Lead by *example*; show that you have a positive view of yourself.
- Maintain a *sense of humor*.
- Explain that they do not need to copy other people who appear *successful or different*; they are valuable for being themselves.

B. Controlling Behavioral Problems

CDC learners who manifest behavioral disorders may engage in disruptive conduct that affects their functioning and may harm others. They might have problems in sudden change or transitions in routines and are easily distracted. Here are some classroom management techniques your mentees can use.

a. Rules and Routines
- must be established at the beginning of the school year
- must be written in simple and understandable terms
- use of words that are positive

b. Consequences
- must be applied consistently and firmly
- must be understood clearly
- must provide clear feedback after administration of consequences

c. Supporting Positive Behavior
- create a reward system for displaying positive behavior
- give constant reinforcement for correct behavior and following instructions
- positive behavior must be rewarded consistently
- rewards must be motivating to the learners
- maintain a behavior chart that shows the learner's standing in their behavioral progress

You may also read the article "*6 Strategies for Dealing with 'Difficult' Learners*" by Allen Mendler (2021), https://www.teachthought.com/pedagogy/growing-closer-to-your-most-challenging-learners/. For other interventions for CDC, as well as DO 40, s. 2012 or the DepEd Child Protection Policy on the use of positive discipline for learners with problems with behavior.

What Resources and References Should My Mentee Use

Now that you have knowledge about the challenges faced by these children, here are the ways in the careful assessment of CDC learners' problems and needs. You may refer to the following sources as your guide:

- Read the journal article "Effective Services to Support Children in Special Circumstances" by J. Statham (2004).
- Read the book "Assessing Children's Needs and Circumstances: The Impact of the Assessment Framework" by Steve Walker and Hedy Cleaver (2004).
- Read this article "Assessing Need and Providing Help" through this link: https://www.workingtogetheronline.co.uk/chapters/chapter_one.html.

You may browse the following resources for a systematic review about IEP:
- Read this article by Scholastic, "A Step-By-Step Guide to the IEP Process" https://www.scholastic.com/parents/school-success/school-life/gifted-special-needs/step-step-guide-to-iep-process.html
- Read this article on IEP for EBD by PACER.org https://www.pacer.org/cmh/learning-center/

education/iep.asp
- Read the journal article "The IEP Process as a Tool for Collaboration" by Susan G. Clark (2000), https://doi.org/10.1177/004005990003300208.
- Read the journal article "Six Tips for Successful IEP Meetings" by Jennifer A. Diliberto and Denise Brewer (2012), https://doi.org/10.1177/004005991204400403.
- Read the journal article "Planning the IEP for Learners with Emotional and Behavioral Disorders" by Johns, Crowley, and Guetzloe (2002).

You may also utilize these research literatures to give you a comprehensive understanding of the association between self-esteem and the CDC learners:
- Read the book "Helping Children to Build Self-Esteem: A Photocopiable Activities Book-2nd Ed." by Deborah Plummer (2001).
- Read the journal article "Does High Self-Esteem Cause Better Performance, Interpersonal Success, Happiness, or Healthier Lifestyles?" by Baumeister, Campbell, Krueger, and Vohs (2003), https://doi.org/10.1111/1529-1006.01431.
- Read the journal article "Self-esteem of abused children" by Oates, Forrest, and Peacock (1985), https://doi.org/10.1016/0145-2134(85)90007-9.
- Read the journal article "Self Esteem, Depression, Behaviour and Family Functioning in Sexually Abused Children" by Stern, Lynch, Oates, O'Toole, & Cooney (1995), https://doi.org/10.1111/j.1469-7610.1995.tb01352.x.
- Read the journal article "Developmental Growth Trajectories of Self-Esteem in Adolescence: Associations with Child Neglect and Drug Use and Abuse in Young Adulthood" by Oshri, Carlson, Kwon, Zeichner, & Wickrama (2017), https://doi.org/10.1007/s10964-016-0483-5.
- Read the article "7 Simple Activities to Build Self-esteem in Children" by Sagari Gongala (2020), https://www.momjunction.com/articles/increase-self-esteem-in-your-child_00357511/.

How I Can Capacitate My Mentee

You have been enlightened with the key information and now you are equipped with the necessary resources that you should know throughout this session. Here are some ways in providing capacity building activities and workshops that are COVID-responsive and are adhering to the Tier 3 concerns:

A. Webinar on the Role of Teachers as Catalyst for Progressive Learning of CDC Learners in Online Teaching and Learning Instructions

Rationale
It is certainly a challenge for teachers as well as the learners to continue positive advancement during a pandemic. This is especially true to the few population of learners under difficult situations. Thus, this webinar will provide knowledge and insight to teachers with their specific role as a part of the wrap-around support to CDC learners. It will enlighten them with the necessary tools and techniques needed for an effective online teaching and learning experience. Focusing on the academic needs of the learners to manage problems that hinders learning is the key element in this session.

Platform
Zoom/ Google Meet

Activity

A plenary will be done by the mentor for teachers to increase their awareness of their catalytic roles not only in classroom-based instruction but also in online instruction. Discussion about the importance of guided learning, providing praise and rewards, and encouraging their learners to try (as discussed in Part II, no. 1) can be some of the main points in the webinar.

Output

At the end of the session, a careful assessment and planning of online-based teaching and learning strategies that teachers use for CDC learners with regards to how they can enhance academic motivation and engagement during online instruction must be done.

B. Case Study Presentation/Analysis on Behavioral and Learning Observations on CDC Learners in Offline vs. Online Classes

Rationale

This will provide opportunities for teachers to share their experiences with handling CDC learners. It can include personal case observations or case analysis of researches on CDC learners. In line with this, observations of the changes in terms of their behavior and academic progress will also be considered to assess further gaps that can be addressed. Since some of these learners might have IEP tailored for them, evaluation on the effectiveness and reliability of the strategies used can also be discussed.

Platform

Zoom/ Google Meet

Activity

Teachers who have undergone case study research for a learner with social, emotional, or behavioral problems or under difficult situations will make a short presentation on the distinction between offline and online progress monitoring of the learner. In case there is no one that has a case to present, a case analysis will be done.

Research studies or publications on the learning experiences of learners under difficult situations will be gathered and analyzed in terms of various factors that can affect the teaching and learning process such as the teaching environment, strategies used by the teacher, accuracy of the plan or program used for the learner, and availability of materials, among others. This will then be compared and contrasted to the present experience of online instruction. Takeaways and insights will be shared after the session.

Output

At the end of the session, an insight on the presented/analyzed cases should be noted.

C. Webinar-Workshop on Applying and Developing Teaching Strategies for CDC Learners in Online Teaching and Learning Platforms

Rationale

As the continuing need for innovative teaching strategies to use in online classes increases, teachers also face a more certain challenge of adjusting classroom-based activities and crafting new tools and techniques in IEPs for the learners under difficult situations. A webinar presenting traditional teaching strategies and modern ways will be introduced with empirical studies. Expectedly, developing safe and practical teaching strategies for online instruction should be done after the workshop.

Platform

Zoom/ Google Meet + Breakout Rooms

Activity

In this session, first, a webinar about the most common and effective classroom-based teaching strategies used for particular cases such as abused children, neglected children, working learners, runaways, etc., will be discussed. Empirical evidence will also be presented as part of the discussion in terms of new strategies that can be used by using online platforms and applications. After the webinar, a breakout session will be done to allow the teachers to develop or improve strategies that they have used in their IEPs.

Output

At the end of the session, a complete (new or improved) IEP will be created with respect to addressing the challenges faced by the teachers and learners in online instruction.

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ACKNOWLEDGEMENTS

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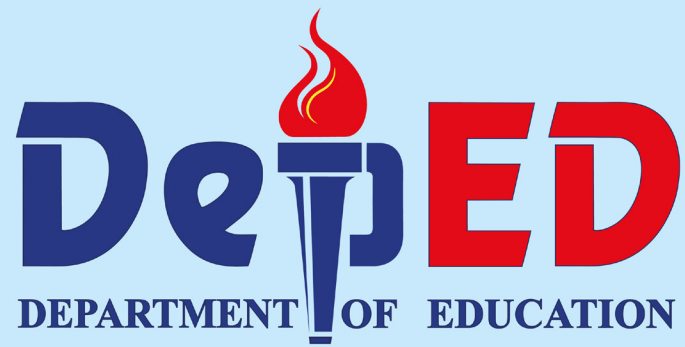
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