

**TEACHER'S MODULE**

# TEACHING LEARNERS IN DIFFICULT CIRCUMSTANCES

An online module on the Philippine Professional Standards for Teachers (PPST) Indicator 3.4.2



This Teacher's Module on Teaching Learners in Difficult Circumstances was developed in collaboration with the **Philippine National Research Center for Teacher Quality (RCTQ)**, a partnership between the **Philippine Normal University** and the **University of New England Australia**, with support from the Australian Government.

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## OVERVIEW

The online module is part of a two-module series that contains illustrations of **non-prescriptive and suggestive** 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 especially during 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.

## PPST and Teaching Learners in Difficult Circumstances

What does the Philippine Professional Standards for Teachers (PPST) say about teacher competency in dealing with learners in difficult circumstances such as the COVID-19 crisis? The PPST lays out the *characteristics of a quality teacher* in the 21st Century in the Philippines (DepEd, 2017). One of which is possessing the knowledge and ability to “establish learning environments that are responsive to learner diversity” (p. 4). This characteristic is embedded in Domain 3 of PPST.

Domain 3 emphasizes the *central role of teachers* in establishing learning environments that are responsive to learner diversity. This Domain underscores the importance of teachers' knowledge and understanding of, as well as respect for, learners' diverse characteristics and experiences as inputs to the planning and design of learning opportunities.

It encourages the celebration of *diversity in the classrooms* and the need for teaching practices that are *differentiated* to encourage all learners to be successful citizens in a changing local and global environment (p. 14).

Domain 3 “Diversity of Learners” is divided into 5 strands:

- Strand 3.1** | Learners’ gender, needs, strengths, interests and experiences
- Strand 3.2** | Learners’ linguistic, cultural, socio-economic and religious backgrounds
- Strand 3.3** | Learners with disabilities, giftedness and talents
- Strand 3.4** | Learners in difficult circumstances
- Strand 3.5** | Learners from indigenous groups

This online module elaborates Strand 3.4, particularly on its Proficient career stage indicator 3.4.2: “Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labour practices.”

Included among the indicators in the Results-based Performance Management System (RPMS) for SY 2020-2021, Indicator 3.4.2 is among those identified as most difficult for teachers, and as one of DepEd’s professional development priorities for teachers based on the PPST study and DepEd Memorandum 50, s. 2020, respectively.

However, the same indicator needs immediate attention for education during the COVID-19 crisis to be inclusive. Inclusion is a core principle of the Enhanced Basic Education Program (DepEd Order No. 43, s. 2013). DepEd’s guiding principles, in its pursuit for inclusive education, are: (i) inclusion, (ii) responsiveness to rights, and (iii) sensitivity and responsiveness to context (Inclusive Education Policy Framework for Basic Education, Annex 5 of DepEd Order 21, s. 2019). With particular attention to the third guiding principle, teachers at the Proficient career stage should be able to meet the expectations of the PPST and the demands of the K to 12 basic education program by recognizing the diverse contexts of Filipino learners and by using this diversity as basis for designing and implementing programs and interventions at the school level.

## Children in Difficult Circumstances

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.

International and local literatures point to the terms *children in difficult circumstances*, *children living in difficult circumstances*, and *children in especially difficult circumstances (CEDC)*.

The term **Children in Difficult Circumstances (CDC)** will be used in this module to refer to learners in difficult circumstances.

The United Nations Children’s Fund (UNICEF), which first coined the term in 1986, defined and categorized the CEDC as: (i) children in circumstances of armed conflict and other disasters; (ii) children in circumstances of exploitation, i.e., working children and street children; and, (iii) children in circumstances of abuse and neglect (physical abuse, physical neglect, emotional abuse and neglect, sexual abuse). Other groups of CEDC also include: children who are abandoned, institutionalized, with disabilities, and children who come from groups suffering from serious discrimination, and from migrant families (UNICEF, 1986).

Further, Ocampo (1998) and Ennew (2003) expanded the description of CEDC to include those children who are forced to work, sexually abused, living, or wandering on the streets, and affected by natural disasters; those children who are victims of or are involved in armed conflict; and those children who are vulnerable because of illness, poverty, discrimination or exclusion (UNICEF, 2006).

On the other hand, a research by Save the Children (2006) and the Philippine Statistics Authority (n.d.) added to the list those children who are abused and exploited in their homes and by their families, abused in their schools by their peers, and out-of-school children; those children who beg on the streets, live in residential care centers, and those who are homeless and orphans; those children who are misunderstood by their families, teachers and friends; and children who are abandoned, neglected, abused and exploited, with disabilities, victims of prostitution and pedophiles, runaways, delinquents, youth offenders and drug dependents. This module, however, focuses only on learners in difficult circumstances as defined in Strand 3.4 of the PPST. Children with disabilities will be covered in a separate material for Strand 3.3 (Learners with disabilities, giftedness and talents). They are tackled in this module because there are children in difficult circumstances who also have disabilities.

These children live in environments which threaten the fulfillment of their rights as a child and their access to a safe and learning-conducive living environment that supports their development (1989 Convention on the Rights of the Child). They commonly show varying degrees of challenges in achieving their academic and behavioral goals in the classroom (Sekar & Kavitha, 2015; Dano et. al., 2016). Thus, these children are recognized for protection under the DepEd Child Protection Policy (DepEd Order No. 40, s. 2012), and the DepEd Guidelines and Procedures on the Management of Children-at-Risk (CAR) and Children in Conflict with the Law (CICL) (DepEd Order No. 18, s. 2015).

With the COVID-19 pandemic, children are facing a new difficult circumstance far different from what was earlier enumerated. Now, more than ever, learning must continue through remote learning. And with home as school, it is not only the provision of a safe and learning-conducive space that is important, but also a distance learning modality that will allow them to achieve their academic goals successfully.

## Education during the COVID-19 Pandemic

The Philippine educational landscape has changed as a result of the COVID-19 pandemic. Both public and private education institutions in the basic and higher education, sought ways to continue delivering education remotely.

The Department of Education (DepEd) instituted the Basic Education Learning Continuity Plan (BE-LCP) in the time of COVID-19. The BE-LCP includes a provision for the large-scale use of Alternative Delivery Modalities (ADMs) for SY 2020-2021 to help schools deliver responsive and high-quality instruction and assessment for learners while practicing social distancing (DepEd, 2020a).

DepEd’s ADMs are not new. They have been in place in the public formal education system since 2011 (DepEd Order No. 53, s. 2011), and are particularly used “to address the unique challenges of bringing children in difficult situations into the school system, such as those who are affected by armed conflict, those in resettlement areas, and those who are working” (David & Albert, 2015).

“

*According to the BE-LCP, the ADMs include limited face to face (f2f) learning; distance learning through modular distance learning (MDL), TV-based instruction/radio-based instruction (RBI) and online distance learning (ODL); a combination of various ADMs through blended learning; and full instruction at home through homeschooling.*

”



Across all these ADMs, the BE-LCP recognizes that *distance learning* would be the key modality of learning delivery for SY 2020-2021 where the physical learning environment shifted from the school classroom to the home and virtual spaces, and the teacher-learner interactions changed from in-person to online interactions with printed or digital self-learning modules (SLMs) as primary learning materials.

With the Filipino learners at its center, the DepEd’s Basic Education-Learning Continuity Plan (LCP) emphasizes providing *accessible quality basic education* to all even amid emergencies such as the COVID-19 pandemic, citing the mandates of the 1987 Constitution Article XIV and the Republic Act No. 9155 (or the Governance of the Basic Education Act of 2001). The plan also upholds the international rights of the child to education and health as mandated by the United Nations Convention on the Rights of the Child (CRC) Article 28 (1) and Article 3 (1).

## Emerging Challenges in Education

While distance learning and other ADMs are not new to DepEd, their large-scale implementation presents *operational challenges* (DepEd, 2020a).

The BE-LCP presented data that informs DepEd’s readiness for distance learning. Based on the DepEd survey on the wider school community’s readiness for the technology-based distance learning platforms (i.e., online, TV, radio), only 46 percent of the 789,690 respondents (learners, school personnel, parents/guardians) said that they are open to “having lessons and class activities either online or on television or radio.”

However, the same survey reports that there was still a preference for *face-to-face learning* delivery following strict protocols on social distancing. When DepEd surveyed 787,066 teachers nationwide for their readiness for distance education, the reports show that access to internet connection at home was a major concern (49% have no internet access and 10% have no internet signals in their area).

During the preparation for the opening of School Year 2020-2021, DepEd teachers helped develop learning resources and underwent upskilling and retooling to support the multiple distance learning modalities that schools planned to adopt. Training on the use of technology for learning delivery was a priority in the teacher training programs.

The community's cooperation was also of increased importance because teachers were required to collaborate with parents or home para-teachers, such as other adults in a child's home, for guiding learners, especially in the early grades, in using technology and in completing their SLMs and other assessment tasks.

Learning delivery for senior high school posed a greater challenge as laboratories and hands-on activities are difficult to migrate to home learning even with the help of technology. This creates risks of disengaging the 16- and 17-year-old learners that may later impact the nation's economy (Fontanos, et. al., 2020).

The COVID-19 crisis has put everyone in a difficult circumstance. This global public health emergency has indeed created setbacks in moving forward to quality as it created new equity problems in education.

## Increased Risks for Learners in Difficult Circumstances

The changed teaching and learning circumstances have presented serious risks for many children/learners, especially those living in difficult circumstances.

In a statement on 9 April 2020, UNICEF urged the world to consider *millions of children* who can become forgotten victims of the COVID-19 crisis. With lockdowns set in 82 countries in an attempt to curtail the spread of the virus, 60 percent or 1.4 billion children out of 2.34 billion have been affected.

Children have experienced *education disruption worldwide*. With school closures, an estimated 1.6 billion learners were out of school in April 2020 leading them to miss learning and interaction with peers and skip the essentials of a school environment such as nutrition, immunization, and mental health programs (UNICEF, 2020; Save the Children International, 2020b).

In the Philippines, the risk for dropout rates is also heightened. Even before the COVID-19 pandemic, an estimated 2.85 million children aged 5-15 years were out of school (NEDA & UNICEF Philippines, 2018). But in the midst of the emergency health crisis, DepEd reported in August 2020 that about 4 million children (1 million in public schools and 2.75 million in private schools) did not enroll in 2020 (CNN Philippines, 2020).



Moreover, with schools closed and social services interrupted, children are placed at higher risk of exploitation, violence, and abuse (UNICEF, 2020). Children reported that violence in the household doubled as schools closed, pushing girls, poor children, children with disabilities, and those in fragile contexts at greater risk of violence (Save the Children International, 2020a).

With extended school closure, about *9.7 million children*, especially the poor and marginalized, are less likely to return to schools even when they reopen and thus subject families further into poverty (UNICEF, 2020; Save the Children International, 2020b).

Even with remote learning instituted, children in disadvantaged communities do not have access to the necessary equipment. The United Nations (2020) reported that “the digital divide will widen existing gaps in equality with regard to education.”

All these data predict a decline in the progress towards the achievement of SDG 4 (*Sustainable Development Goal 4*) on inclusive and equitable quality education.

## Multi-Tiered Systems of Support (MTSS) for Schools, Teachers, and CDC

As illustrated in the previous section, CDC face multiple challenges when *engaging with learning*, especially during distance learning when there is a strong reliance on learning-conducive living and home environment. Additionally, schools and teachers are also facing new challenges in adapting their teaching practices to distance learning and are trying to meet the special needs of all learners, including CDC.

This module focuses on a systematic and collaborative approach that would benefit the teachers’ process in utilizing responsive teaching practices while providing appropriate support for CDC. The framework selected was *Multi-Tiered Systems of Support* (MTSS) because of two main factors:

- a. Its **Three-Tiered Approach** to providing responsive instruction and intervention at varying degrees, depending on learner needs; and
- b. Its **Systems Approach** to collaboration between teachers and school leaders to proactively plan and implement these three tiers of support.

### Three Tiers of MTSS

MTSS (Figure 0.1) utilizes accessible instruction and assessment at varying degrees. This could be helpful in addressing the barriers faced by CDC at varying degrees of challenge by providing a Three-Tiered approach to academic and behavioral support for learners, with instruction and intervention becoming more individualized at each tier (Lane, Oakes, & Menzies, 2019).

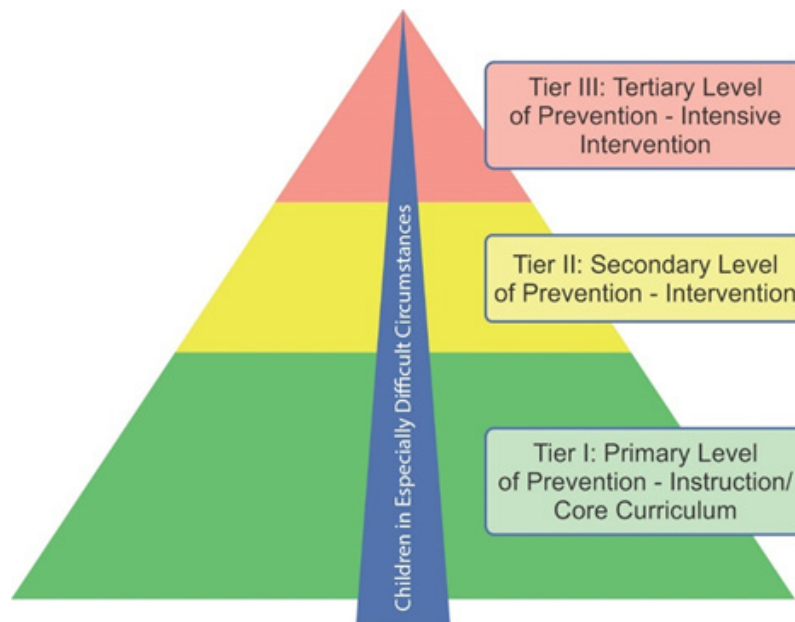


Figure 0.1 Tiers of MTSS

It is important that data be continuously collected at each level of intervention so that teachers know when a learner needs to be referred to supplemental support at a different tier (Forman & Crystal, 2015).

In a school with limited resources, the responsive additional support may be provided by the same teacher who is providing the learner with general instruction.

### Tier 1

In the Philippines, the risk for dropout rates is also heightened. Even before the COVID-19 pandemic, an estimated 2.85 million children aged 5-15 years were out of school (NEDA & UNICEF Philippines, 2018). But in the midst of the emergency health crisis, DepEd reported in August 2020 that about 4 million children (1 million in public schools and 2.75 million in private schools) did not enroll in 2020 (CNN Philippines, 2020).

This is a school's *first line of proactive prevention* for learners facing barriers to learning in the classroom. It is rooted in evidence-based practices that are shown to be effective for most learners to reach their academic and behavioral classroom goals (Stoiber & Gettinger, 2016).

### Tier 2

Learners receive supplemental support on top of the Tier 1, or generalized support if they are having difficulty achieving their classroom learning goals (Lane, Oakes, & Menzies, 2019).

This means that teachers providing support at this level select and differentiate teaching strategies in a *more targeted manner* than that in Tier 1. The strategies used by teachers for CDC in Tier 2 would be their first reaction to noticing these learners who are falling behind in their academic and behavioral goals. This would cue the teachers' planning of some supplemental support so that these learners could keep up with the demands of their classroom (Sayeski & Brown, 2014).

### Tier 3

Learners receive highly individualized intervention on top of Tier 1 and Tier 2 instruction if they are still unable to achieve the learning goals for their class through the currently provided instruction and support (Lane, Oakes, & Menzies, 2019).

This means that teachers are individualizing and differentiating teaching approaches to a very high degree, which most learners do not receive. Providing learners with individualized plans and strategies through this MTSS model is a proactive approach to helping learners facing challenging barriers and situations in the classroom attain their academic and behavioral goals as it builds upon what learners are receiving at Tier 1 and Tier 2 (Sailor, McCart, & Choi, 2018).

## Systems Approach of MTSS

The *MTSS Framework* prompts schools to organize these strategies into a problem-solving intervention system that allows for collaboration between teachers and school leaders, to proactively work together to provide varying levels of support that prevent low performance of learners, including CDC, in their academic and behavioral goals (Lane, Oakes, and Menzies, 2019).

Thus, implementation of the Framework relies heavily on *coordination and support* at a school-wide level to ensure that CDC can access varying degrees of support depending on the needs they present in class (Forman & Crystal, 2015).

For this reason, it is important that mentors (master teachers, school heads, and supervisors) read the mentoring guide for this module so that they can help support teachers in planning for the resources needed when learners need supplemental Tier 2 or more individualized Tier 3 support.

## MTSS in this Module

In this online module, it is suggested that teachers use each chapter as they notice increased needs for individualized support by children during distance learning. To aid in this kind of utilization of the module, let's imagine a learner named *Alex Mendoza* and how a teacher might use MTSS in the different chapters according to Alex's increasing needs for support.

### Chapter 1

Tier 1 Instructions are ideal for a teacher to use for Alex, while in the teacher's class.

At this Tier, Alex is receiving the same high-quality instruction and assessment that classmates are receiving. Additionally, Alex's teacher is continuously gathering information about the class to see how they are performing within what is expected for their grade level.

### Chapter 2

Tier 2 Instructions are ideal for a teacher to use for Alex, when red flags that are in line with CDC are noticed.

For this module, the sign for the need to provide Tier 2 instruction is that Mr. and Mrs. Mendoza say that Alex is having difficulty working with gabays or siblings when completing homework together. This means that when someone tries to help Alex with distance learning modules, Alex argues, gets angry, or gets frustrated. At this Tier, Alex would receive additional instruction and materials to help learn socio-emotional skills that CDC often struggle with. This would include strategies for managing emotions and frustrations, while completing modules.

## Chapter 3

Tier 3 Intervention is ideal for a teacher to use for Alex, when Alex is still struggling to meet academic and behavioral expectations after being given Tier 1 high-quality modules and additional Tier 2 socio-emotional supports.

In this module, this could be due to persistent delays or development disorders. At this Tier, we propose an individualized plan for Alex that involves other stakeholders to plan and organize additional support for helping Alex understand what is expected in school.

“ Hi, teacher \_\_\_\_\_!

*Now that you have understood the context of this module, let's walk you through the intended learning outcomes and elements of this module.*

”



## Module Intended Learning Outcomes

At the end of the module, you should be able to:

- Understand the contexts in which Filipino learners in difficult circumstances are situated;
- Identify and use instruction and assessment strategies that are appropriate for different groups of learners in difficult circumstances; and
- Develop instructional plans and intervention strategies to support learners in difficult circumstances with the aim of improving their learning outcomes.

## Elements of the Module

To guide you in what to expect in this learning material, following is the outline of the module.

### Chapter 1 | General Instruction

Introduces instructional and assessment strategies teachers can use for their *whole class* that are helpful for learners in difficult circumstances. The discussion in this chapter is based on Tier 1 of the MTSS framework with particular focus on Universal Design for Learning (UDL), Differentiated Instruction (DI), and Remote Teaching beyond Technology.

## Chapter 2 || Targeted Instruction

Introduces instructional and assessment strategies teachers can use for identified learners in difficult circumstances who are *needing supplemental support*. The discussion in this chapter is based on Tier 2 of the MTSS framework with particular focus on Social Skills integrating Social-Cognitive Approach and Social-Emotional Learning (SEL) Character-building.

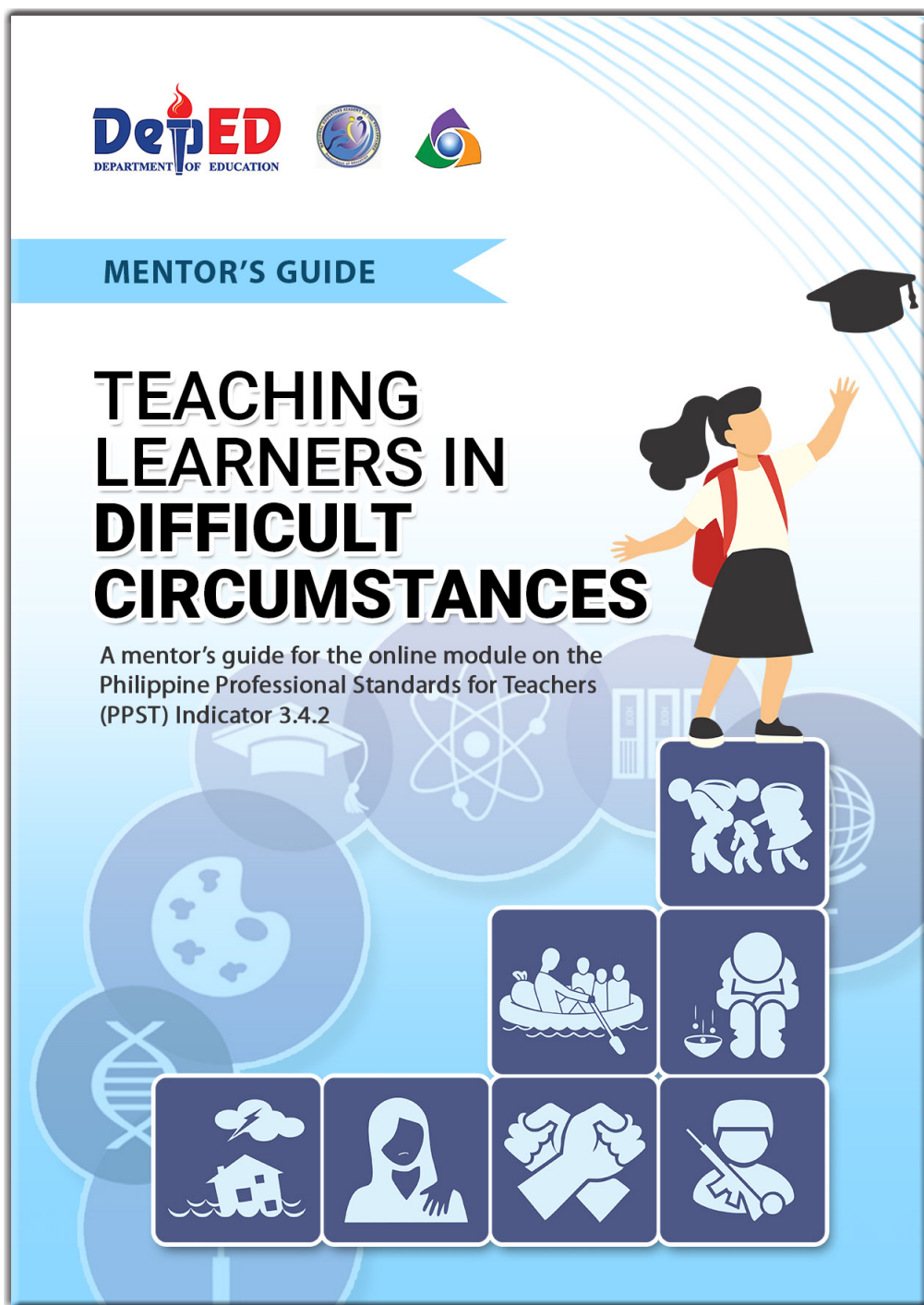
## Chapter 3 || Individualized Instruction

Introduces instructional and assessment strategies teachers can use for identified learners in difficult circumstances who are *needing highly individualized support*. The discussion in this chapter is based on Tier 3 of the MTSS framework with particular focus on Individualized Education Plan (IEP) and the Intensive Intervention and Added Support (IIAS) Model.

In each chapter of the module, teaching strategies are introduced through the 5As:

<b>Activity</b>	provides a springboard activity that relates to the teaching strategy/practice;
<b>Analysis</b>	relates the activity to a particular teaching strategy/practice;
<b>Abstraction</b>	introduces the teaching strategy/practice and provides illustrations of practice;
<b>Application</b>	provides practice activity; and
<b>Assessment</b>	provides opportunities to test one's knowledge and reflect on the teaching strategy/practice.

This module comes with a *Mentor's Guide*. When teachers like you use this module, your master teachers, school heads, and supervisors can use the mentor's guide to assist you with teaching learners in difficult circumstances.





# CHAPTER 1

## General Instruction

As mentioned in the Overview, this chapter can be referred to by all teachers when creating instructions and assessments for all learners. Guided by Alex's story in the previous section, you will find here valuable concepts as you help learners continue to achieve academic and behavioral goals.

### Chapter Objectives

At the end of this chapter, you will be able to:

- Understand the concept of inclusivity in education for diverse learners, including learners in difficult circumstances;
- Identify two inclusive teaching practices for the whole class while considering unidentified learners in difficult circumstances; and
- Develop lesson plans aligned with the teaching practices for the whole class.

When your learners struggle to learn in the class due to behavioral and/or academic challenges, how do you respond? List down some of your teaching practices on the lines provided below.

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*Looking at your list above, how often do you think these practices work in the classroom? Are these practices effective with children in difficult circumstances (CDC)? How can we ensure student learning during an emergency remote teaching (ERT) situation? These questions will be the focus of this chapter.*

”



The *Multi-tiered System of Supports (MTSS)* is a framework that helps educators provide academic and behavioral strategies for learners with various needs (PBIS, 2021). It provides three tiers of support to assist diverse learners, and this chapter is solely devoted to Tier 1 or the universal or primary support given to the majority of learners.

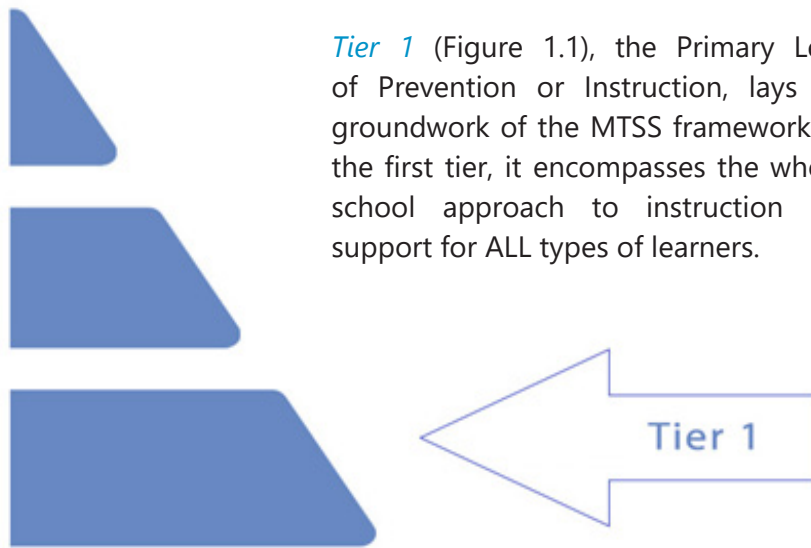


Figure 1.1 Multi-Tiered System of Supports (MTSS)

Can you name different types of learners who are accommodated in this tier? *Make a list* before proceeding to the next section.

## Strategy 1.1 Universal Design for Learning (UDL) and Differentiated Instruction (DI)

### Activity

**ALL MEANS ALL.** Tier 1 provides instruction and support to *ALL learners*. Likewise, *learner* is defined as any individual, regardless of age, sex, ethnicity, culture, religion, and ability, enrolled in the basic education system (DepEd Order No. 21, s. 2019). Domain 3 of the PPST emphasizes the central role of teachers in establishing learning environments that are responsive to *learner diversity* (DepEd Order No. 42, s. 2017).

Specifically, Indicator 3.4.2 is on planning and implementing teaching strategies that are responsive to the special educational needs of learners in difficult circumstances. In this activity, your task is to define or describe, in your own words, the diverse learner groups that are listed below.



Street Children

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Learners with chronic illness

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Working children

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Learners in urban resettlement

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## Analysis

A normal curve distribution on learner performance shows that most people have average performance. It also shows that there are people who are found at the tail ends of the curve. Unfortunately, some groups of learners (as presented in the blocks above), known as CDC, fall at the low skill level.

They face varying degrees of challenges in achieving *academic and behavioral goals* in the classroom due to their basic health needs being unmet (Dano, et. al., 2016; Sekar & Kavitha, 2015), or to societal or parental neglect (Department of Justice, 2012). They do not usually fit in the typical educational system that normally work with the average population.

- In this case, what should educators do to respond to the *academic and/or behavioral challenges* of CDC?
- How can the shapes above *fit in the round holes* (see Figure 1.2) that were only prepared for typical learners?
- Do we *change the shapes* or *modify the holes*?

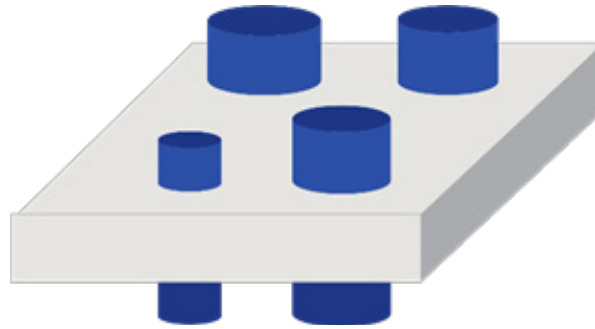


Figure 1.2 System for Round Pegs

Figure 1.3 presents the *traditional practice* of changing the learners (from square peg to a round peg) so they can fit in the educational system that is made for the typical learners (illustrated as round pegs). This practice shows that the system remains the same and that the learner should either adapt or fail.

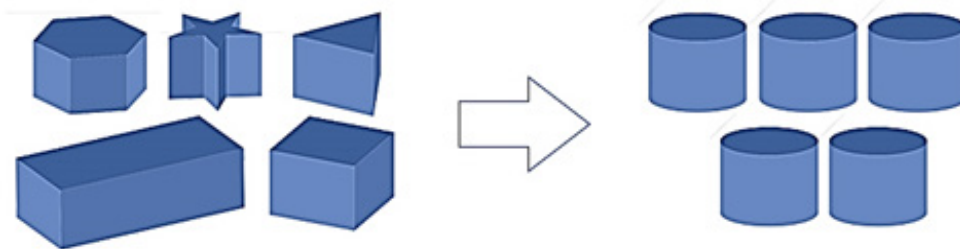


Figure 1.3 Modifying the Learners

In contrast, Figure 1.4 presents an inclusive, flexible system that accommodates ALL types of learners. It does not require changing the learners so they can fit into the educational system, rather it demands modifying the system - the school structure, policies, curriculum, teacher practices, strategies and assessment techniques, and staff, parents and learners' concepts and practices on diversity - to meet the educational needs of its learners.

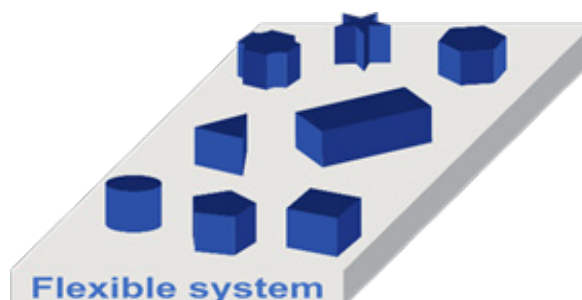


Figure 1.4 Modifying the Learners

What contributes to an inflexible system? What are the barriers to inclusion?

*UNESCO's Guidelines for Inclusion* (2005) advocates the identification and removal of barriers related to transforming prevailing attitudes and values on a systemic level. Some of these barriers are:

- attitudes, values systems, misconceptions, and societal norms that lead to prejudices and/or actual resistance to implement inclusive practices;
- physical barriers such as lack of building, accessible transportation;
- rigid curriculum that does not allow room for individual differences;
- lack of teacher training and low teacher efficacy;
- poor language and communication such as lack of sign language interpreters;
- limited resources or lack of funding for training or instructional materials development;
- lack of policies in admission and evaluation of diverse learners; and
- too much focus on performance-based standards.

Can you identify specific circumstances that show situations mentioned above? Identify these specific barriers in the space provided.

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The implementation of more inclusive systems of education is possible if schools themselves are committed to becoming more inclusive (UNESCO, 2005). Developing enabling mechanisms such as national and local policies on inclusion, flexible curriculum, and efficient administrative and teacher training are essential foundations for the development of inclusion.

Booth and Ainscow (2002) recommend inclusive education practices that involve:

- valuing all learners and staff equally;
- increasing the participation of learners in, and reducing their exclusion from the cultures, curricula, and communities of local schools;
- restructuring the cultures, policies, and practices in schools so that they respond to the diversity of learners in the locality;
- reducing barriers to learning and participation for all learners, in addition to those having special educational needs;
- learning from attempts to overcome barriers to the access and participation of particular learners to make wider changes for the benefit of learners
- viewing the difference between learners as resources to support learning, rather than problems to overcome;
- acknowledging the right of learners to an education in their locality;
- improving schools for staff as well as for learners;
- emphasizing the role of schools in building community and developing values, as well as increasing achievement;
- fostering mutually sustaining relationships between schools and communities; and
- recognizing that inclusion in education is one aspect of inclusion in society.

## Abstraction

**Inclusive Practices.** There are two evidenced-based inclusive practices that can be used in the Tier 1 classroom where learner diversity is exhibited. These are *Universal Design for Learning* (UDL) and *Differentiated Instruction* (DI).




### Universal Design for Learning (UDL)

The use of Universal Design for Learning (UDL) in teaching and assessing learners in the classroom is highlighted in the inclusive education policy framework for K-12 curriculum (DO 21, s. 2019). UDL refers to the design of instructional materials and activities to make the content information accessible to all children (Turnbull et. al, 2013).

UDL emerged from the *architectural concept of universal design* where structures were made in such a way that these can be used by clients with wide range of needs (Salend, 2016), benefiting those with disabilities and at the same time, those without (Custodio & Nalipay, 2021).

For instance, when a structure is designed to have elevators, its architect might have anticipated customers in wheelchairs or with canes who will access the building. Elevators, however, are not only designed to accommodate the needs of those with physical impairments, but also for other clients who need to access other floors easier and faster.

Likewise, when instruction is designed to anticipate learner diversity, all learners are given access to the lesson and everyone in the class can benefit. Below are the three UDL principles:

 Multiple Means of Representation	 Multiple Means of Action and Expression	 Multiple Means of Engagement
<b>The “WHAT” of learning</b> This means creating varied ways of presenting the information and materials to ensure that all learners have full access and comprehension of the material.	<b>The “HOW” of learning</b> This means allowing learners to express what they have in mind and what they have learned.	<b>The “WHY” of learning</b> This means utilizing different techniques to reinforce learning at the learners’ optimal levels.
<b>Sample strategies per principle</b>		
Offer visual, audio, tactile, manipulative, and digital materials; speak in familiar language; present lesson using graphic organizers, concept maps, illustrations, images, charts	Offer choices so learners can express and evaluate what they learned; include their ideas in drafting rubrics; allow learners to use technology and other materials	Offer options for individual, peer, small group and big group tasks; provide self and peer rating using rubrics; provide activities with varying levels of difficulties

UDL acknowledges that classes are diverse, and learners *differ from one another*. Through delivering content and allowing learners to construct their own learning in more than one way, UDL ensures that all learners learn genuinely (Aligada-Halal, et. al., 2020).

#### Links

Learn about Universal Design for Learning from the CAST.org using the links below.

UDL at a Glance: <https://www.youtube.com/watch?v=bDvKnY0g6e4>

UDL Part I: [https://www.youtube.com/watch?v=hwPuJ4I\\_ukE](https://www.youtube.com/watch?v=hwPuJ4I_ukE)

UDL Part II: <https://www.youtube.com/watch?v=PNaafVoi2lc>

UDL Part III: <https://www.youtube.com/watch?v=cmBsE4LX8NM&t=259s>

UDL Part IV: <https://www.youtube.com/watch?v=9TVKGvnGPoA>

UDL Part V: <https://www.youtube.com/watch?v=H66jHEiGNLQ&t=7s>

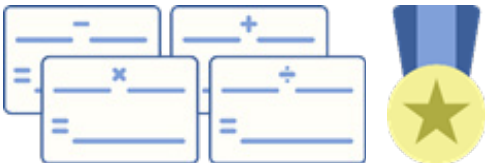



Below is a sample *Lesson Plan (LP) in UDL*. The plan consists of information such as lesson plan objectives, types of learners assumed in the classroom, materials, and assessment. It follows the format:

- lesson opening;
- teacher input;
- guided practice;
- independent practice; and
- closure.

Compared to the typical LP, UDL considers the kind of learners in the classroom and then plans accordingly. Here, instructional materials and assessment were developed ahead of time to match the learning needs of those struggling learners.

Subject Matter: Mathematics	
<p><b>Title:</b> Addition of Whole Numbers Involving Money, DAY ONE</p> <p><b>Grade Level:</b> 3</p> <p><b>Lesson Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Explain the process of adding whole numbers using Philippine money;</li> <li>2. Tell the importance of recognizing different money denominations and their relative designs (person, landmarks, etc.); and</li> <li>3. Compose the given value of money using coins and bills.</li> </ol>	
<p>Types of Learners Assumed to be in the Classroom</p>	<p>According to Academic Ability</p> <ul style="list-style-type: none"> <li>• Those who are average and fast learners</li> <li>• Those who may have learning disabilities in Math</li> <li>• Those who may have difficulties in the use of English language</li> </ul> <p>According to Behavioral Concerns</p> <ul style="list-style-type: none"> <li>• Those who have the tendency to be talkative</li> <li>• Those who have disruptive behaviors, e.g., hyperactive, cannot keep still</li> <li>• Those who cannot focus well on tasks</li> </ul> <p>According to circumstances</p> <ul style="list-style-type: none"> <li>• Those with chronic illness</li> <li>• Those who may be isolated geographically</li> <li>• Those who are working or have heavy household responsibilities</li> <li>• Those who may be experiencing neglect (e.g., hunger, malnutrition, lack of hygiene)</li> </ul>

These are found in the K to 12 Curriculum Guide of DepEd.	<b>K-12 Standards</b>	<ul style="list-style-type: none"> <li>The learners demonstrate understanding of addition of whole numbers up to 1000 including money.</li> <li>The learners are able to apply addition of whole numbers up to 1000 in real-life situations such as handling money.</li> <li>The learners visualize and represent numbers from 0-1000 with emphasis on numbers 101-1000 using a variety of materials.</li> </ul>
List down all materials the class will use.	<b>Materials</b>	Flashcards of whole numbers, chalk and blackboard, ₱5 and ₱10 coins, Philippine bills (play money), video presentation with subtitles, activity sheet 1 (with mini lecture and table for completion), chart of activity sheet 1 to be posted on the board, PowerPoint or slide presentation of different bills and coins, metacards on the characteristics of each coin and bill, jars with different labels, activity sheet 2 on paper and in slide presentation, and worksheets with varied levels of difficulty
These are the planned formative and summative assessment in the LP.	<b>Assessment</b>	<p>Formative/ongoing assessment – Use of activity sheets 1 and 2, counting bills and coins using the labeled jars</p> <p>Summative/end of the lesson assessment - worksheets with varied levels of difficulty, recitation</p>

<b>I. Lesson Opening</b>		
<b>Procedure</b>	<b>UDL Principles (Multiple Means of Representation, Expression, Engagement (REE))</b>	
<p><b>If Modular Distance Learning:</b> The teacher will provide modules in the learners' mother tongue. The written and visual versions of the activity instructions follow a graphic organizer to highlight importance and their relationship with each other (e.g., various colors and font sizes, sorted into tables and graphs, spaced out to have one activity per page).</p> <p>The Module includes empty equation flashcards and a "medal" clip art for cutting out.</p>  <p>The module activity instructs the learner to race against someone at home into drawing math equations onto the card with numbers or shapes. The "medal" clip art will be cut out and given to the winner.</p> <p><b>If Online/Face-to-Face:</b> The teacher will give or write the instructions twice, in English and in the learners' mother tongue. Learners will be divided into 4-5 groups. The grouping can be based on an arrangement wherein learners can contribute with their own strengths and help others with their personal goals.</p>	<p><b>UDL Principles (Multiple Means of Representation, Expression, Engagement (REE))</b></p>  <p>All members in the small group will work on the equation, with varying levels of difficulty.</p>  <p>The teacher will prepare different sets of flashcards for the groups. The leader will be tasked to read these equations.</p>  <p>Learners have the option to voice out or write their answers on the board.</p>	<p>Learner engagement will be as (1) an individual and (2) as a group. The equation prepared has (3) varied levels of difficulty.</p> <hr/> <p>The materials are presented both visually and auditorily.</p> <hr/> <p>Learners can either write (tactile) or voice out their answers.</p>

Procedure	UDL Principles (Multiple Means of Representation, Expression, Engagement (REE))
 <p>The teacher will give different sets of flashcards of whole numbers to the leaders of each group. The leader will read the equation to them while the assigned member will develop addition equations on the board or verbally. All members will take their turn in writing on the board or voicing out the answers. Peer guidance is also offered to those with difficulties with numbers. There will be no time limit in finishing the equation to assist those with difficulties.</p> <p>As the teacher hears or sees the answer of each group (assigned with different equations), they will ask the class to read the equation out loud. They will also ask random pupils to read the equation individually. The teacher will also ask random pupils to say if a classmate's answer is correct.</p> <p>The fast learners in each group will be given 3-digit numbers for the bonus round. They have the option to write or verbally answer the given equation. They will also be asked to write an equation on the board and challenge their classmates to answer them. By doing this, the teacher will be able to know who among the learners have the prior knowledge on the topic (recognizing and adding whole numbers). The group with the highest points wins.</p> <p>To end the activity, the teacher will encircle random numbers on the board and will ask the learners to read them. These numbers are 5, 10, 20, 50, 100, 200, 500 and 1000.</p>	

Before moving to the next component of the lesson, check if all listed learners in the first page of the LP (types of learners assumed in the classroom) were accommodated in the lesson opening. If not, how can you improve the lesson opening? Use the provided space below to write your suggestions. If yes, continue to the next component.

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## II. Teacher Input

### Procedure

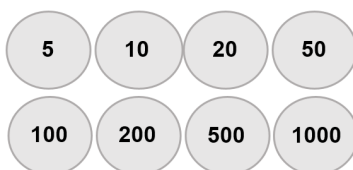
**If Modular Distance Learning:** The teacher will provide module pages that include photos of Philippine money, arranged in ascending value. Beside each coin or bill is the image or drawing of an item that costs around the same amount. This aims to help the student see how higher values of money are used to buy more valuable items. The space beside some money values is left empty, so that the learner can try guessing what item might cost the same amount. For example, the amount might have one ₱20 bill and have a blank space next to it.

PERA	BAGAY
 1 PESO	 3 KENDI
 20 PESOS	 1 ICE CREAM
 100 PESOS	 1 CHICKEN MEAL

Next, provide a cut-out page for learners to try adding amounts of money to purchase more than one item of food.

PERA	BAGAY
 1 PESO and 100 PESOS	 3 KENDI and?
 1 PESO and 20 PESOS	 _____ and ICE CREAM

**If Online/Face to Face:** The teacher will show Philippine coins and bills (play money) and will ask the learners who are familiar with them. Volunteers will be asked to match these to the encircled numbers on the board/screen. This could be done individually or by pair.



### UDL Principles



The module uses a table as a visual organizer. It also uses visual and textual representations of each item.



The module contains relatable food items that would help the learners imagine the varying value of money. It also provides the learners with the opportunity to think of their own food's values.



The module provides a visual table organizer which will help the learners understand where they need to place their answers, and an opportunity to compare them with other examples.



The video presentation has subtitles, which are viewed twice. Activity sheet 1 that includes the mini-lecture and the tabular activity is given to them.

Everyone will also be asked to hold the coin or bill being discussed. They will also be encouraged to add more information that their classmates might have missed.

Metacards that contain characteristics of the bills and coin are presented by the pupils. The teacher will then discuss this using a PowerPoint presentation.



Learners answer individually or by pair. The activity sheet 1 could be answered alone or with a peer. The learners will also correct one another in the matching type.

The presentation could be done individually or by pair. A random pupil will also be called for the formative assessment (ex. thumbs-up/down).



### Procedure

The teacher will suspend the checking of the matched items and will present a video for them to view. Coins and play money will also be provided to each pupil (by Jamboard (<https://jamboard.google.com>) for an online activity). The working children will be asked to identify the bills that they are familiar with.

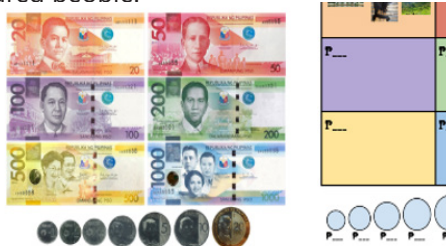


<https://youtu.be/IQzCMeLN594>

Before the video presentation, the teacher will discuss the standards in viewing the video. The learners will also be given an activity sheet for them to complete as they listen to and view the video.

The activity sheet contains reading material and a matrix for completion that consists of the coins and bills characteristics such as:

- color;
- value;
- background / landmark
- featured people.



The video will be presented twice and the learners will be given a choice to either work alone or with peers. Here, the teacher can team up struggling learners with those who are not. The teacher can also sit beside a learner who has difficulties with numbers. Everyone is encouraged to talk quietly and to speak in a language most familiar to them.

After the video was presented, the learners will be asked if they need more information. If not, the learners will be asked to correct classmates' answers on the matching type on the board. If there is no need for correction, then volunteers (by pair and individually) will introduce the characteristics of a coin and a bill.

While the volunteers discuss, they also complete the information on the board using metacards.



### UDL Principles



Learners will try to match the coins and bills to the encircled numbers on the board orally or by pasting the sample bills or coins on the board.

Learners will recite the standards in viewing video. They are also encouraged to speak in the language most familiar to them.

The learners will discuss while matching the metacards to the bills and coins that are being described. They will be asked to give their thumbs up or down for correct or wrong statements regarding the discussion.

Procedure	UDL Principles
<p>To complete the chart, the learners need to match the metacards of the characteristics such as:</p> <ul style="list-style-type: none"> <li>• color (violet, red);</li> <li>• value (₱20, ₱500);</li> <li>• background/landmark (Banaue Rice Terraces, Malacañang Palace); and</li> <li>• featured people (Jose Rizal, Manuel Quezon),</li> <li>• to the bills and coins. Those who are not paying attention may be called to discuss answer at the front.</li> </ul> <p>After each discussion, the teacher will present a PowerPoint presentation that contains a picture of a bill or a coin. The teacher will highlight the significant contributions of the people printed on the Philippine money.</p> <p>After every two coins/bills presented, an assessment will be done using thumbs up and down. The teacher will say statements about the bills and coins and if the statement is true, learners will be asked to do a thumbs up, and thumbs down if not. A random pupil will be asked to explain his or her answer. The final assessment question will be about the heroism of the featured people in the Philippine money.</p> <p><i>All featured people in the Philippine money are considered heroes.</i></p> <p>While the answer to this could differ from one pupil to the next, they will be asked to defend their answers, leading to the common notion that these heroes offered great contributions to the country.</p> <p><i>What makes a hero?</i></p> <p>Learners will be asked to state possible characteristics that make up a hero.</p>	

Before proceeding to the next LP component, check if all assumed learners were accommodated during the teacher input. Suggest some ways to improve the teacher input and list them below.

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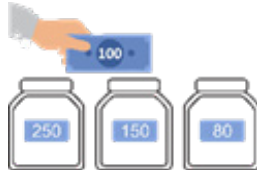
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### III. Guided Practice

#### Procedure

**If Modular Distance Learning:** Skip forward to Independent Practice due to the difficulty in providing immediate feedback and responses during a Guided Practice Activity.

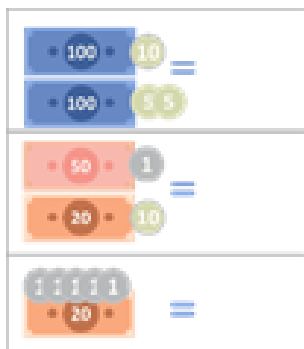
**If Online/Face-to-Face:**



The teacher will show jars with different labels and will discuss the procedure of the next activity while presenting a sample. Here, the teacher will show one jar with ₱250 label. The learners are now asked to complete ₱250 with the use of accumulated past money and bills from classmates.

After the procedure, the learners will be given a choice to go back to their initial grouping or do the activity in pairs. Each group or pair will be given 3 jars to complete. Those who are advanced will be given higher bills, while others will be asked to mentor those who are having difficulties. The members of the group will be asked to raise their hands if they have questions; but if they are done, they are tasked to stand up as a team. The teacher goes around to monitor each group to check their work.

After this task, the teacher will ask, How is addition of whole numbers done using money? As the learners answer, the teacher writes the steps on the board.



As a final activity, the teacher will give the second activity sheet to the groups. The same activity sheet will be shown using PowerPoint presentation. They will be tasked to write the total amount of money per item.

#### UDL Principles



Pair work and small group work are done to work with tasks with varied levels of difficulties. Advanced learners will mentor those who are having difficulties.



Jars will be presented with different money labels. Activity Sheet 2 printed on paper will also be presented using PowerPoint.



Learners will complete the jar activity with the help of their teacher and groupmates. They will also write or recite their answers for the activity sheet 2.



The teacher will write on the board as the pupils state and explain the process of addition of whole numbers using money.

Do you think that at this point, the learners already learned the lesson? Write your suggestions or questions in the space below before proceeding to the fourth component of the LP.

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## IV. Independent Practice

### Procedure

**If Modular Distance Learning OR Online/Face-to-Face:**  
 The teacher will show different sets of worksheets in the class and the pupils will be asked to choose and which one to work on. If online or face-to-face, this can be completed either individually or in pairs. The sample worksheets are presented below.

**BATANG'S CARINDERIA**

Determine how much condiments were spent for the carinderia. Read the questions carefully and answer them in the space provided.

Andrew bought a  for P150 and a  for P50. He spent P\_\_\_\_\_ altogether.

 costs P100 per pack (4 pieces). If Arizona bought  she would spend P\_\_\_\_\_.

Finn bought  for P25 and  for P75. He spent therefore spent a total of P\_\_\_\_\_.

 costs P50 per pack. If Callie bought  she would spend P\_\_\_\_\_.

**BERTO'S GENERAL MERCHANDISE**

The financial employee will now add how much money they earn all day. Help her by completing the equation on the right.

1.  +  = P 200

2.  +  +  +  = P \_\_\_\_\_

**WRITE IT**

How is addition of whole numbers done using Philippine money? Write the process below.

3. 

↓

↓

↓

### UDL Principles



Individual and pair work on the worksheets. Learners are also given ample time to work on their chosen worksheets.



Worksheets are prepared to suit the pupils at varied levels of difficulty. The pupils are given choice to work on what they want to do as a seatwork.



Pupils will be asked to exchange works and check seatmates' work. They will also correct any mistakes as a pair.

# Sample Worksheets

### ALL-STAR CASHIER

Carina is very dedicated in her job. She makes sure that the money of the supermarket are added properly and correctly. Be like her by getting the sum of the bills below. Show your solution.

### PUREMART GROCERY

Jackson bought all the cleaning supplies from the top shelf of the shop and Mark bought all the canned goods from the bottom shelf. As a cashier, make a bill receipt for them.

P100

P50

P500

P50

P100

P250

P150

P200

Jackson's bill		Mark's bill	
Item	Amount	Item	Amount
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Total:	_____	Total:	_____

### GROCERY FLASHCARDS

Answer the following flashcards within 5 minutes. Write your solution on a separate piece of paper. Do not forget to write the symbol.

$$\begin{array}{r} P\ 18 \\ +\ 33 \\ \hline P\ 110 \end{array}$$

$$\begin{array}{r} P\ 62 \\ +\ 41 \\ \hline P\ 95 \end{array}$$

$$\begin{array}{r} P\ 125 \\ +\ 40 \\ \hline P\ 69 \end{array}$$

$$\begin{array}{r} P\ 201 \\ +\ 26 \\ \hline P\ 110 \end{array}$$

### ALFAMART SUPERMARKET

Mel is shopping for her family's necessities. She has bills and coins with her in her purse. She has bills of P100, P50 and coins of P20, P10 and P5. Help Mel find out how many of each of these bills or coins she must give to the cashier to buy each of the products below.

P110

1.

+

+

P75

2.

+

+



\$12

3.

+

+

## V. Closure

Procedure	UDL Principles
<p><b>If Modular Distance Learning:</b> Learners will submit completed work to teachers and fill out an assessment sheet that asks: "What was easy with this worksheet?" "What can the teacher help you with better, next time?"</p> <p><b>If Online/Face-to-Face:</b> The teacher or a selected learner will recap the process of adding whole numbers using money and the characteristics of each bill or coin. The Filipinos featured in the coins and bills are again highlighted in the recap.</p> <p>The teacher will ask the learners to answer the closure question by writing, reciting, and peer sharing.</p> <p><i>What is your simple, yet significant contribution as a Filipino?</i></p>	<p></p> <p>The teacher, followed by selected pupils, will recap what was learned.</p> <p></p> <p>The learners will answer by writing, reciting, or peer sharing.</p>

Using the same lesson, how will you present this topic using varied ways of UDL's REE (multiple means of representation, expression, and engagement)? List your answers below.



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### Differentiated Instruction (DI)

Differentiated Instruction (DI) is a teacher's response to *learners' varying needs, interests, and learning styles*. It refers to a systematic approach to planning curriculum and instruction for academically diverse learners (Tomlinson & Imbeau, 2010).





Bender (2002), as cited in Gentry et al. (2013) identified elements of the curriculum that can be differentiated: (1) content, (2) process, (3) product, and (4) learning environment, in response to the learners' characteristics, interests, readiness, and learning profile.

	<ul style="list-style-type: none"><li>• What is taught?</li><li>• What is learned?<ul style="list-style-type: none"><li>▪ provide additional materials / skills</li><li>▪ reduce materials</li><li>▪ skills exploration by interest</li></ul></li></ul>
	<ul style="list-style-type: none"><li>• How is it taught?</li><li>• How is it learned?<ul style="list-style-type: none"><li>▪ choices of reading materials</li><li>▪ varied presentation styles: say it, show it, model it</li><li>▪ use media, computer, TV, manipulatives</li><li>▪ varied pacing</li><li>▪ reading buddies</li><li>▪ think-pair-share by readiness, interest, and learning profile</li><li>▪ learning centers / stations</li><li>▪ small group instruction</li></ul></li></ul>
	<ol style="list-style-type: none"><li>I. How is it assessed?</li><li>II. How is learning demonstrated?<ul style="list-style-type: none"><li>• homework options</li><li>• learner choice of product</li><li>• varied journal prompts</li><li>• choice boards</li><li>• think-tac-toe</li><li>• tiered activities by readiness and interest</li><li>• more items for advanced learners</li><li>• less items</li><li>• learning contracts</li><li>• RAFT (role, audience, format, topic)</li></ul></li></ol>
	<ul style="list-style-type: none"><li>• How is classroom arranged?<ul style="list-style-type: none"><li>▪ flexible grouping (whole class, small groups, one-on-one, peer teaching, pairs, partner learning, independent learning, or cooperative learning)</li><li>▪ flexible seating</li><li>▪ preferential seating</li><li>▪ pull-out from class</li></ul></li></ul>

Compared to UDL, DI provides the option for minor adjustments to instruction for different learners. That means that the content, process, product, and learner environment are flexible to suit the individual learning and behavioral characteristics of each learner in the mainstream classroom. It is important to note that achievement is held at the same standard as the mainstream curriculum, while learners are given differentiated instruction options to match their needs. The sample DI Lesson Plan below is based on possible learner variety in the Grade 3 Class of the UDL LP previously presented.

<b>Subject Matter: Mathematics</b>	
<p><b>Title:</b> Addition of Whole Numbers Involving Money, DAY ONE</p> <p><b>Grade Level:</b> 3</p> <p><b>Lesson Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Explain the process of adding whole numbers using Philippine money;</li> <li>2. Tell the importance of recognizing different money denominations and their relative designs (person, landmarks, etc.); and</li> <li>3. Compose the given value of money using coins and bills.</li> </ol>	
Possible Needs for Differentiated Instruction	<p>According to Academic Ability</p> <ul style="list-style-type: none"> <li>• Those who are average and fast learners</li> <li>• Those who may have learning disabilities in Math</li> <li>• Those who may have difficulties in the use of English language</li> </ul> <p>According to Behavioral Concerns</p> <ul style="list-style-type: none"> <li>• Those who have the tendency to be talkative</li> <li>• Those who have disruptive behaviors, e.g., hyperactive, cannot keep still</li> <li>• Those who cannot focus well on tasks</li> </ul> <p>According to circumstances</p> <ul style="list-style-type: none"> <li>• Those with chronic illness</li> <li>• Those who may be isolated geographically</li> <li>• Those who are working or have heavy household responsibilities</li> <li>• Those who may be experiencing neglect (e.g., hunger, malnutrition, lack of hygiene)</li> </ul>



<b>Differentiated Instruction (DI) Lesson Plan</b>	
	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• For learners reviewing basic skills: Teacher may assign additional opening activities such as identifying/reading numbers, practicing counting, or practicing basic addition.</li> <li>• For learners with advanced skills: Teacher may assign additional practice activities, such as adding bigger values/amounts of money or multiple bills and coins at the same time.</li> </ul>
	<p><b>PROCESS</b></p> <ol style="list-style-type: none"> <li>1. Begin with class activities that review basic skills.</li> <li>2. Throughout the module or online class, provide study guides and checklists for learners to track how much progress they've made so far.</li> <li>3. End the class with spaces for learners to share "What was easy" and "What the teacher should help me more with." Make sure to note that their response will NOT affect final grade.</li> </ol>
	<p><b>PRODUCT</b></p> <ul style="list-style-type: none"> <li>• For learners reviewing basic skills: Teacher may assign additional visual organizers for understanding different values of money, such as a number line.</li> <li>• For learners with advanced skills: Teacher may ask them to create a shop menu, with varying items and costs. To illustrate costs, learners would have to draw the bills and coins needed to pay for the items.</li> </ul>
	<p><b>LEARNING ENVIRONMENT</b></p> <ol style="list-style-type: none"> <li>1. Begin with activities that ask learners to find their favorite study spot or to get a snack and glass of water.</li> <li>2. Throughout module pages or online class, give learners the option or reminder to stretch their bodies.</li> <li>3. End the class with rewards or suggestions for rewards, such as asking for a high-five from someone at home, showing off to someone at home, or doing a dance.</li> </ol>

### Links

You may access the links below to know more about the two inclusive practices:

#### Differentiated Instruction

- <https://elearninginfographics.com/differentiated-instruction-adaptive-learning-infographic/>
- [http://www.ascd.org/ASCD/pdf/siteASCD/publications/Differentiation\\_Is\\_IsNot\\_infographic.pdf](http://www.ascd.org/ASCD/pdf/siteASCD/publications/Differentiation_Is_IsNot_infographic.pdf)

#### Universal Design for Learning

- <https://elearninginfographics.com/what-is-udl-universal-design-learning-infographic/>

## What are the similarities of DI and UDL?

- DI and UDL are, without a doubt, similar concepts that share many of the same goals, ideas about learning, and even classroom practices.
- Both approaches share a common end goal: to help all learners to learn and achieve the most they possibly can. Both UDL and DI share the belief that learners should not all be forced to fit into the mold of a single, inflexible curriculum.
- Both also:
  - meet individual needs;
  - give learners access to the same high-quality content;
  - create highly supported, engaging learning environments;
  - provide multiple ways to develop and express knowledge and skills;
  - emphasize critical thinking and strategic learning; and
  - assess learner progress during learning and adjust as needed.




## Application

**UDL Lesson Plan.** Create a UDL lesson plan using your own available lesson plan or one from the teacher guide, following the format below.

<b>Subject Matter:</b>	
Title:	
Grade Level:	
Lesson Objectives: 1. 2. 3.	
Types of Learners Assumed to be in the Classroom	
K-12 Standards	









## II. Teacher Input

Procedure	UDL Principles
	  



#### IV. Independent Practice





Procedure	UDL Principles
	  

V. Closure	
Procedure	UDL Principles
	    

**DI Lesson Plan.** Create a Differentiated Instruction LP based on the UDL LP you developed above. Follow the format below.

<b>Subject Matter:</b>	
Title:	
Grade Level:	
Lesson Objectives:	
<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	
Possible Needs for Differentiation:	

## Differentiated Instruction (DI) Lesson Plan

	CONTENT
	PROCESS
	PRODUCT
	LEARNING ENVIRONMENT



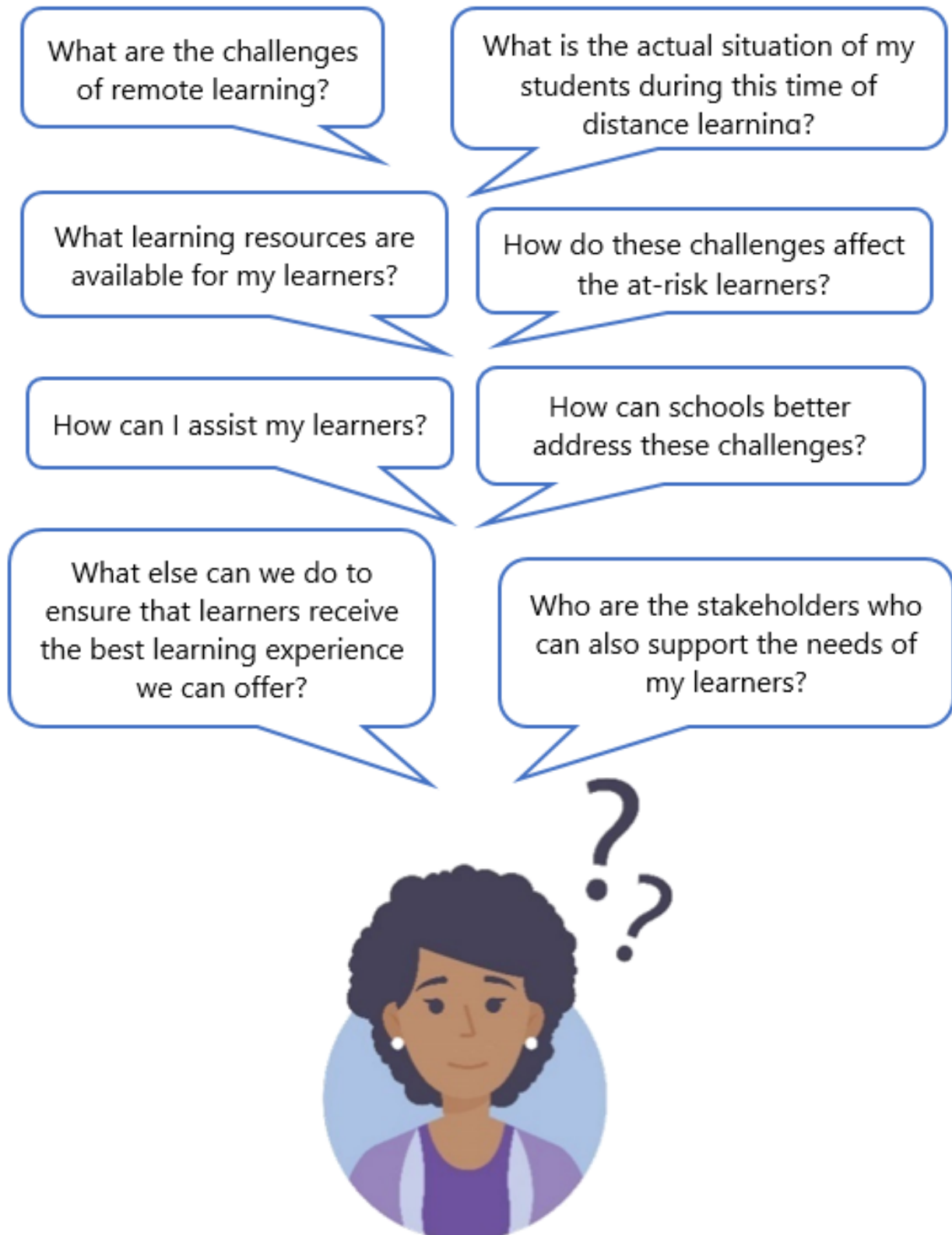
**UDL and DI.** Compare and contrast the two inclusive practices discussed in the previous sections using the table below. You can make use of additional resources in completing this task.


Find evidence or success stories of schools or teachers practicing UDL and DI. List the name of the school or its location and state the ways in which both inclusive practices are used.


## Strategy 1.2 Remote Teaching beyond Technology

### Activity

All-remote Assessment. Answer briefly and provide your personal ideas or experiences on the given queries.



## Analysis

Asking these questions will help you assess your existing practices in delivering remote teaching and learning and somehow build confidence and augment decision support from your school. In this time of significant on-going change and uncertainty, there are bound to be many new challenges. Schools that understand the concerns and challenges facing their learners, particularly those who are at-risk, and even the teachers, and make rapid adjustments to improve will yield the best outcomes and greatest success for all.

Amid the pandemic, the Department of Education (DepEd) offered various learning modalities and repeatedly assured everyone that “*no learner will be left behind.*” Incidentally, there had been learners who still found themselves without access to quality learning materials.

In fact, the country is still facing challenges in creating its “*emergency remote learning kit*” that would have helped bridge the gaps of the distance education program. Forming the kit would involve the establishment of an effective and efficient communication system between education stakeholders and the DepEd by providing poor families with mobile phones and internet subsidies and making learning more accessible to learners by using existing textbooks, which would limit printing needs and distribution activities done mostly by teachers.

## Abstraction

Moving a teaching plan designed for face-to-face delivery to a “remote teaching” environment undoubtedly poses certain challenges, particularly how to communicate clearly to learners on how they will be expected to interact with your new course materials and/or new modes of communication.

“ Some aspects of your *previous learning delivery* may remain unchanged; others, however, will have to adjust to accommodate the new ways in which learners will be interacting with you, the course materials, and with each other. In this strategy, you will find things to consider – good practices in remote teaching and learning, and time-tested teaching strategies for high-risk learners. First, *some things to consider*.

”



## Focus on Pedagogy

The need to adopt *alternative technologies* to communicate with learners and/or to receive feedback on their learning does not have to represent a restriction or reduction as compared to your initial teaching plan.

You may even find that some of the strategies you adopt in these new mediums are more effective at achieving some of your aims and you may wish to incorporate them into your

teaching even after conditions return to normal. Review your course and ask yourself what the goal is of the different activities, experiences, and assessments. Having that conversation will help you better understand what needs to be in a live video class session and what could be experienced during alternate times.

However you decide to *combine these new instructional mediums* into your lesson, it is crucial to be attentive to how expectations are communicated to learners. Learners will also be new to the platforms you are using, and given the unusual circumstances, they may be dealing with situations outside of your virtual classroom that may affect their ability to engage with your lesson. Remote teaching and learning, at the very least, are somewhat new to almost everyone, and flexibility and open-mindedness will be crucial as everyone adjusts to it.

## Be Adaptable

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Adapting to teaching and learning remotely is likely to take time and will improve as the school year goes on. Try to assess your practices and think about the following questions.

- What are the most important things about your lesson that you can *recreate* in this modality?
- What aspects of the learning experience, activities, and assessments might *need to change* for remote teaching, and how?
- What is the *best platform* on which to recreate them and what *tools* are the most useful to use?
- How can you build a *safe environment and rapport* with your learners, and how might they build it with each other?

## Ask for Assistance

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Ask for assistance, as needed, on the key resources that you will need to achieve your goals. Your colleagues, supervisors, and the IT team can provide the assistance you might need with the different logistical challenges that might arise as you migrate online. You may also look for ways, ideas and strategies that what will work best for you and your learners.

## Evaluate Your Comfort Zone

---

Everyone is going to be challenged to move a little bit out of their comfort zone, both remote teachers and remote learners. It is best that you do a *self-assessment* of your own comfort level with the different mediums available. Instead of trying to do “all things at once”, you can pick one or two that you can learn well. Your choices can focus on what will be the most effective way to cover the material and allow learners to interact with you and each other. Adjust necessarily to match your goals and your ability, as you look to figure out which resources would be most helpful.

How can you evaluate your *learners' comfort zones*? You can ask them what they are most concerned about in the remote format through a survey, or ask them to respond whatever medium is available for them. It can be very helpful for you and interactive for your learners. Be sure to check up on them from time to time to build a strong foundation of a relationship, lessening their anxieties and helping them to have a more optimistic perception with this new modality.

## Communicate Your Expectations

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This refers to updating your lessons to incorporate your *new plans*, explaining what your new modes of teaching (and learning) will be, and laying out clearly to learners what the expectations are for the school year. Expectations should include how you will regularly communicate with them and how they can best communicate with you, and how they might demonstrate engagement with their classmates. Learners will need to know how and where to obtain help. Identify what resources are necessary for your lessons and communicate them to your learners.

## Adopt a Learning Community

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Teachers looking to recreate the “invisible” aspects of face-to-face meetings online might try some of the following.

- **Create opportunities for casual interaction.**  
If interactions among learners no longer occur naturally, plan it out by putting them into pairs or small groups to ask the simple questions that will get them talking about some key points (“What’s the reading for next week?” or “What are you going to write in your journal?” or “Are we clear on when it’s due?”).
- **Assist learners to be a part of the learning environment.**  
Learners should feel that they are being seen and heard. This might be crucial and challenging in an online setup as compared with the face-to-face setup, but some structure to help ensure that each learner feels connected with the class despite of the distance will help achieve this strategy.
- **Consider ways you can be inclusive to all learners in your lessons.**  
Be creative in promoting inclusivity in classes considering that learners might be missing personal interaction with their peers. You may use a set of feedback icons that can boost learner engagement and autonomy. For example, a “raised hand” icon and a “thumbs up/down” icon can be clicked on while a “no” icon can be used when the learner is not ready to speak. Doing live polls are also useful during live class sessions which give some opportunities for learners to do small group discussions.

Here are some things to consider in preserving or revising your assignments or home tasks.

### Focus on what you want to assess.

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Identify the learning competencies you really want to focus on. Ask yourself about what you want your learners to achieve from a certain task. From that, you will come up with more applicable activities that will also cater to their learning needs.

## Connect learners with the resources they need.

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Ensure that the resources you will use, either physical or electronic, are free and accessible to your learners while considering those who are residing in remote locations.

## Create many opportunities for dialogue.

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Whether it's waiting to talk to the teacher before or after class, turning to the classmate in the next seat, or participating in an ad hoc study group, learners in face-to-face environments benefit immensely from the opportunity to talk through ideas. How can you make sure that learners retain at least some semblance of these resources when you are teaching remotely?

- If you have been planning to have learners present their work-in-progress in class, you could ask them to present to their peers through a live session. Alternatively, learners could record a presentation on their phone or computer and submit it through any platform available.
- Insofar as your learners would benefit from getting peer feedback outside of class, you may want to encourage them to use collaborative tools, such as Google Docs, or group texting tools like Viber or Messenger, to offer each other feedback. You may also want to assign learners to study groups and establish formal online rooms for their use.
- You could assign a student to monitor the chat function that accompanies your remote class meeting and encourage learners who have questions about upcoming assignments to post them there. You could then respond to a digest of these questions at the end of your remote class meeting or through an online announcement after class.

## General tips for assessing at-risk learners in a remote teaching environment:

### Consider short quizzes:

Short quizzes can be a great way to keep at-risk learners engaged with lesson concepts. Consider using very-low-stakes quizzes to give them practice at applying concepts—just enough points to hold them accountable, but not so many that the activity becomes all about points.

### Move beyond simple facts:

Instead of reinforcing concepts through practice quizzes, move beyond factual answers which learners can easily look up. Write questions that will prompt them to apply concepts to new scenarios.

#### Update expectations for projects:

School disruptions may limit learners' access to resources they need to complete papers or other projects, and team projects may be challenged by a team's access to meet online or face-to-face. Be ready to change assignment expectations based on the limitations remote learning can impose. Possible options include allowing individual rather than group projects, having groups record presentations, or adjusting the types of resources needed for project papers.

#### Think about alternative tests:

Consider giving an open-book exams or other related types in delivering an exam online. These could be harder to grade but when dealt with enough preparation and support, you will worry less about your learners' access.

With all these considerations, you may find that *remote and blended learning* are effective ways to reach learners who fail one or more subjects, become disengaged, are in need of special attention, or seek an alternative to traditional education.

Of course, the *basic instructional strategies* at the heart of these approaches to working with special population learners is the genuine care from the teacher. Remote teaching holds the promise of creating new, innovative approaches and programs are already showing the way.

## Application

While learners still adapt to the sudden shift of modality (from face-to-face to remote learning), educators too face the same challenges. The comprehensive activity below is made to assess how aware educators are with this modality: Are teachers already tech savvy? How much do they know about technology and how far have they gone on learning this? This activity aims to identify how effective a teacher can be with remote teaching and in assisting the learners especially those who need special attention.

#### Instructions:

Fill in the first two cells with your assigned subject and year level (examples are provided in the cells).

Then fill in the matrix below with activities that can be adapted for remote teaching or distance learning modality based on the learner's primary skills (speaking, listening, reading, writing, and critical thinking skills).

Afterwards, provide the learning competency targeted for such activity.

*Take note, teacher:*

A good way to encourage or motivate our learners with this new modality is to maximize the use of any available educational materials and platforms that are both academic and exciting.

<b>Subject: (e.g., English / Filipino / Mathematics etc.)</b>		
Year Level: (e.g., Grade 10 / Grade 11 / Grade 12 etc.)		
Skills	Activities	Target Learning Competency
Speaking		
Listening		
Reading		
Writing		
Critical Thinking (e.g., problem solving, problem identifying, etc.)		

## Assessment

Answer the following questions to assess your current practices in facilitating remote teaching and learning and find ways to improve your strategies to address the needs of your learners particularly those who are at-risk.

**1** Have you identified whether all your learners have access to digital learning devices? If not all learners have access, have you identified a way to ensure that all learners will have access to a device?

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**2** Have you determined whether all families within your school have access to reliable internet? If not, have you identified ways to provide internet access for all learners, including making available access to community WiFi or helping families to identify and access free or low-cost internet service?

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3

Until all learners have access to reliable internet and devices, how will you provide equitable education access for all learners?

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4

Are all remote learning materials scaffolded to provide all learners easy and full access to the learning materials?

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5

How have you coordinated with special educators within your district and school to ensure that the digital learning plan accommodates the needs of the special population?

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6

How have you received training and/or resources to teach digitally in a culturally responsive and sustaining manner?

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7

How do remote learning plans provide opportunities for learner-directed learning decisions that give learners choice and the opportunity to provide feedback?

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8

How do remote learning plans take into consideration the learning that takes place outside of the school building and how to incorporate that learning into the classroom?

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9

How do remote learning opportunities provide learners with the opportunity to research and discuss inequities in digital learning and provide opportunities for the learners to challenge these inequities?

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10

How is remote learning utilized in a way that is flexible, equal, and fair?

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## Checkpoint

1. What does “UDL” stand for?
  - a. Universally Delivered Lesson
  - b. Universal Design for Learning
  - c. Universal Declaration for Learners
  - d. Universally Designed Lessons
2. What does “DI” stand for?
  - a. Direct Intervention
  - b. Differentiated Intervention
  - c. Direct Instruction
  - d. Differentiated Instruction
3. According to UDL, how can a teacher help students access the “WHAT” of learning?
  - a. Multiple means of Representation
  - b. Multiple means of Action and Expression
  - c. Multiple means of Engagement
  - d. Multiple means of Instruction
4. According to UDL, how can a teacher help students access the “HOW” of learning?
  - a. Multiple means of Representation
  - b. Multiple means of Action and Expression
  - c. Multiple means of Engagement
  - d. Multiple means of Instruction
5. According to UDL, how can a teacher help students access the “WHY” of learning?
  - a. Multiple means of Representation
  - b. Multiple means of Action and Expression
  - c. Multiple means of Engagement
  - d. Multiple means of Instruction
6. In distance learning, what is one way that a teacher can ‘foster a learning community’?
  - a. Communicate expectations for student learning
  - b. Be flexible with approach to delivery modes
  - c. Consider short or alternative assessment activities
  - d. Increase opportunities for casual dialogue
7. In distance learning, how can a teacher create effective assessment activities?
  - a. Focus on comprehensive and summative exams
  - b. Move beyond simple memorization of facts
  - c. Evaluate comfort zone with distance education
  - d. All of the above
8. What is one way that teachers manage their personal adjustment and apprehensions to distance teaching?
  - a. Focus on Pedagogy and Beliefs
  - b. Help everyone be a part of the learning environment
  - c. Communicate expectations for student learning
  - d. Consider short or alternative assessment activities
9. What is one way that teachers manage the pressures and expectations of distance teaching?
  - a. Communicate expectations for student learning
  - b. Focus on comprehensive and summative exams
  - c. Help students be a part of the learning environment
  - d. Reach out for support from colleagues and co-teachers
10. Which of the following is NOT a contributing factor to inflexible systems at the level of General Instruction?
  - a. Physical and technological access barriers
  - b. Students with delays and disabilities
  - c. Social structures and misconceptions
  - d. Rigid and score-based standards

4. b. Multiple means of Action and Expression

8. a. Focus on your Pedagogy and Beliefs

3. a. Multiple means of Representation

7. b. Move beyond simple memorization of facts

2. d. Differentiated Instruction

6. d. Increase opportunities for casual dialogue

CHAPTER 1: GENERAL INSTRUCTION - CHECKPOINT ANSWER KEY:

1. b. Universal Design for Learning

5. c. Multiple means of Engagement

9. d. Reach out for support from colleagues and co-teachers



# CHAPTER 2

## Targeted Instruction

### Chapter Objectives

At the end of this chapter, you will be able to:

- Identify social skills strategies for identifying learners in difficult circumstances;
- Use varied social-emotional learning skills strategies for providing psychosocial support to identified at-risk learners; and
- Design assessment plans for identified at-risk learners.

“ In this chapter, you will be introduced to Tier 2 of MTSS, the secondary level of prevention/intervention. The strategies for this tier will address the needs of learners who do not respond well to Tier 1 instruction. These learners whom you identify to be in need of added support will benefit from enrichment activities.

”



### Strategy 2.1 Social Thinking

#### Activity

What it “looks like”?

- “
- Read the scenario and complete the activity analysis.
  - Ask your colleague/s to check your work and ask for their feedback.
  - Use their inputs to improve your strategies in assisting your learners and in making better informed decisions.
- ”



To answer the questions, conduct this activity by working with the learners as a whole class/group. They can also work afterwards in breakout rooms to share drafts, provide feedback, and complete the analysis individually.

Scenario || "What does Mark mean at all?"

*"It's almost break time! As Grace was standing, waiting for the bell, she put on her hat, but it was taken off her as fast as she puts it on! Turning around, she saw Mark, the culprit. In the same moment the young man gave her a knowing quirk of his brow. Grace suddenly breaks down in tears."*

|| What was the first takeaway in this social situation?

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Grace is not aware of any social cues just like Mark's gesture. There are many factors behind Grace's reaction, but all of which are not in cue with her response. Hence, it is difficult for Grace to understand what Mark meant with his actions.

Write at least three (3) assumptions.

*What does it look like in an online set-up? What does it look like when the lesson is taught through modules?*

<b>What do learners who notice social cues look like?</b>	<b>What do learners who miss social cues look like?</b>
Example: They study and respond appropriately to the social cues presented to them.	Example: They may not notice signals of basic emotions in either themselves or with others.
1.	
2.	
3.	
<b>What do learners with appropriate responses to social cues look like?</b>	<b>What do learners who misinterpret social cues look like?</b>
Example: They provide a sound reason behind their response to any given situation.	Example: They handle the given situation poorly.
1.	
2.	
3.	

What does social knowledge have to do with it?

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What can teachers do to assist in the situation?

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## Analysis

Those with learning difficulties and social skills problems may find facial expressions, body language, tone and pitch changes, and personal space hard to interpret and take in. Social cues are a way of communication that help learners “catch” other people’s communicative nods and respond appropriately. There are ways to assist these learners on how to notice and interpret these mentioned social cues. These include expressions, body language, tone of voice, and personal space or boundaries. In addition, they also learn the “rules” for navigating social situations and forming friendships. Some learners have more difficulty picking up these cues from their natural environment and are sometimes perceived as odd by their peers. Moreover, social thinking can help learners succeed in social and academic situations. This will teach them social expectations to explore the thoughts and feelings of themselves and others and to learn how to form connections with their peers. Lastly, it teaches learners how to share space with others and how to work as part of a team.

## Abstraction

### Infusing Social Skills Instruction into the Existing Academic Curriculum

Although such pressures are a reality, we believe that the present climate creates an opportunity for school personnel to consider a different approach for teaching social skills—one that equips educators to infuse social skills instruction into their existing instructional activities rather than treating it as an “add-on” to the curriculum. The Social Skills strategies presented in this chapter shows teachers and other school personnel how to take advantage of the three types of instructional opportunities: (1) planned instruction; (2) impromptu responses, and (3) classroom modifications.

#### Sample Case

The teacher receives feedback from one household that their child, named Alex, has difficulty getting along with the gabays or siblings who are helping them do their homework. Alex often gets frustrated whenever subjected to arguments and even gets mad to the person who helped them finish their homework. The teacher thus aims to help the child manage their emotions and frustrations when completing distance learning with their family by providing them with social skills and self-management activities, and suggestions for the gabay/parent and the student to try at home together.

In planned instruction, teachers integrate social skills instruction within academic instruction (e.g., English/ Language Arts, Social Studies, and Science). During naturally occurring social interaction, teachers and other school personnel use impromptu responses to stimulate learners in practicing “Social Thinking Skills.” In addition, school personnel use classroom modifications to change the learning environment and classroom routines to promote self-initiated use of social skills. When school personnel take advantage of these three instructional opportunities, they do not need to carve out a separate time for social skills instruction because opportunities for social skills instruction are present every hour of the school day.

## The Social Thinking Skills Model

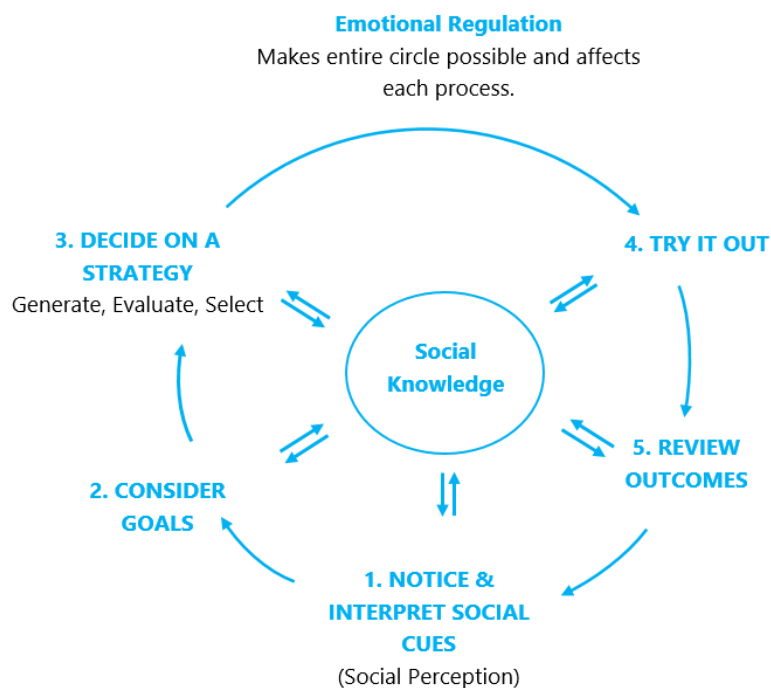


Figure 2.1 Social Thinking Skills Model  
Adapted from Leffert, Brady, and Siperstein (2009)

The strategy presented was based on a theoretical model from Social Thinking Skills. This strategy was modified from that of Crick and Dodge (1994). Figure 2.1 shows details of the processes of information processing or “Social Thinking Skills” that can help learners to develop socially-competent behavior. According to Leffert, Brady, & Siperstein (2009), the model also “illustrates the problems as certain factors that can have effects on difficulties in social skills.” In general, this model encourages learners in independent social situations and supports them towards development.

### Research Findings (Leffert, Brady, & Siperstein, 2009)

- Each of the six social thinking skills contributes uniquely to competent social behavior (Crick & Dodge, 1994).
- Problems with emotion regulation and social thinking combine to produce social skills difficulties (Crick & Dodge, 1994; Lemerise & Arsenio, 2003).
- Children with disabilities often experience difficulty performing the model components, and these difficulties, in turn, contribute to social behavior (Tur-Kaspa, 2002; Leffert, Siperstein, & Widaman, 2010).

One way that the Social Thinking Skills model can be valuable is that it helps school personnel to reflect on what the social behaviors they have observed tells them about learners’ thinking patterns. These recurring patterns of less-than-optimal social interaction are clues about possible underlying difficulties that learners are having in processing social information. This showcases a conceptual framework adapted from theories of social cognition. The said framework is suitable for a process-oriented approach to social skills instruction for learners.

## CDC Benefits from Social Thinking Skills

For learners who are classified as CDC, the social thinking can help them in situations when they find it difficult to

- think about other people’s feelings;
- ask about other people’s personal experiences;
- work in group setting at school;
- make and keep friends;
- play with peers in an age-appropriate way;
- keep schoolwork organized;
- stay calm in stressful situations; and
- read the social cues of peers.

### Sample Case

Alex’s teacher can adapt the concepts of social thinking to meet the specific needs of the learner. Learners pick up the “rules” for navigating through social situations to form bonds and relationships, while some learners face challenges to this development and are often left out of the group. With the proper social thinking and perception, those who feel isolated can learn and even thrive in both social and academic environment. This can teach the learners certain skills like social expectations and how to handle and respond to them. It can also help them connect with other people. Social thinking guides learners to adapt to social foundations that see a common goal.

## Relationship between the Social-Cognitive Model Processes and Social Thinking Skills

The terms “social-cognitive” and “social thinking” skills mentioned for these two themes are interconnected with the same approach. The socio-cognitive model is a theoretical process to evaluate “social cognitive” skills. However, “social thinking” skills are about the methodical approach of observing learners’ capabilities to perform. Another term that can be used is “kid’s talk!”

Table 2.1 presents the six socio-cognitive model processes with the definition of the social-cognitive foundation skills (social knowledge and emotional regulation). These foundation skills are factors that can help the learner to execute the said processes with efficacy. It is best to note that background knowledge and awareness of the emotional state can have an impact on how we are to respond to a specific social situation. So, in teaching learners, it is best to approach using the two aforementioned skills.

Table 2.1 Social-Cognitive Processes

Social-Cognitive Foundation	
Social Knowledge	Emotional Regulation
KID TALK: “What I already know.” For example: <ul style="list-style-type: none"><li>- Child understands basic emotions and emotional states.</li><li>- Child understands what it means to be a friend.</li></ul>	KID TALK: “Calming down” For example: <ul style="list-style-type: none"><li>- Child can remain calm when frustrated with others.</li><li>- Child can calm himself after becoming upset.</li></ul>

<b>The Theoretical Label</b>	<b>The Simplified Definition</b> (Examples of Corresponding Social Thinking Skills)
1. Social Perception <i>Noticing Social Cues</i>	KID TALK: "Paying attention to what's going on." For example: Child demonstrates the ability to recognize that a social problem has occurred and can describe the problem.
2. Social Perception <i>Interpretation of Social Cues</i>	KID TALK: "Understanding what's going on." For example: Child demonstrates the ability to accurately interpret available social cues regarding another person's intentions.
3. Social Problem <i>Solving Goal Consideration</i>	KID TALK: "What do I want to happen?" For example: Child demonstrates the ability to recognize multiple goals in a social problem situation and selects socially adaptive goals.
4. Social Problem <i>Solving Strategy Generation</i>	KID TALK: "What could I do?" For example: Child demonstrates the ability to generate a variety of strategies to resolve social problems.
5. Social Problem <i>Solving Strategy Evaluation &amp; Selection</i>	KID TALK: "What would happen if I tried?" "What will I decide to do?" For example: Child demonstrates the ability to anticipate the consequences of carrying out different strategies: both long term and abstract consequences, as well as short-term and more tangible consequences.
6. Social Problem <i>Solving Review Outcomes</i>	KID TALK: "Did it work?" For example: Child demonstrates the ability to reflect upon the results of using a strategy to achieve a goal.

*Adapted from Brady et al., University of Massachusetts, Boston, (n.d.)*

## Guide Questions for Learner Observation when Conducting Social-Cognitive Assessments

### Alex's case using Socio-Cognitive Model

Try to build goal-setting activities throughout the intervention period. Work with them and other stakeholders to create realistic and measurable goals. Further, allow time for reflection and evaluation about success or failure in meeting goals. These activities will allow them to increase confidence to accomplish the desired behavior change.

There are a few guide questions adapted from Leffert and Siperstein (2009) that can help in learner observation. By following the guide questions, you can follow a pattern on how to observe and highlight key factors of any particular social-cognitive processes that a learner may be having challenges with. However, take into consideration the following during observation:

- Remember that learners should be observed both in structured and unstructured situations.



- Follow-up check-ups are to be executed with the learners a couple of times a day.
- Take note that the context is that you can observe and identify patterns of less skilled behavior from learners in certain settings, at different times of a day, and in levels of structure.

## Some recommendations for obtaining information about the child's social-cognitive skills

You can also ask for peer evaluation from your colleagues by offering them the questions and reports of your learners like in the Individualized Education Plan (IEP) discussed in Chapter 3. This procedure can lead to critiquing and can further develop, evaluate, and connect with their own assessments from the responses to the questions.

Certain individuals must be involved in writing a child's IEP (Figure 2.2). Qualified individuals who are designated as IEP team members may fill more than one of the team positions. For example, the school system representative may also be the person who can interpret the child's evaluation results.

These people must work together as a team on the child's IEP. A meeting to write the IEP must be held to decide if the child is eligible for special education and related services. Each team member brings important information to the IEP meeting. Members share their information and work together to write the child's IEP. Each person's information adds to the team's understanding of the child and what services the child needs.

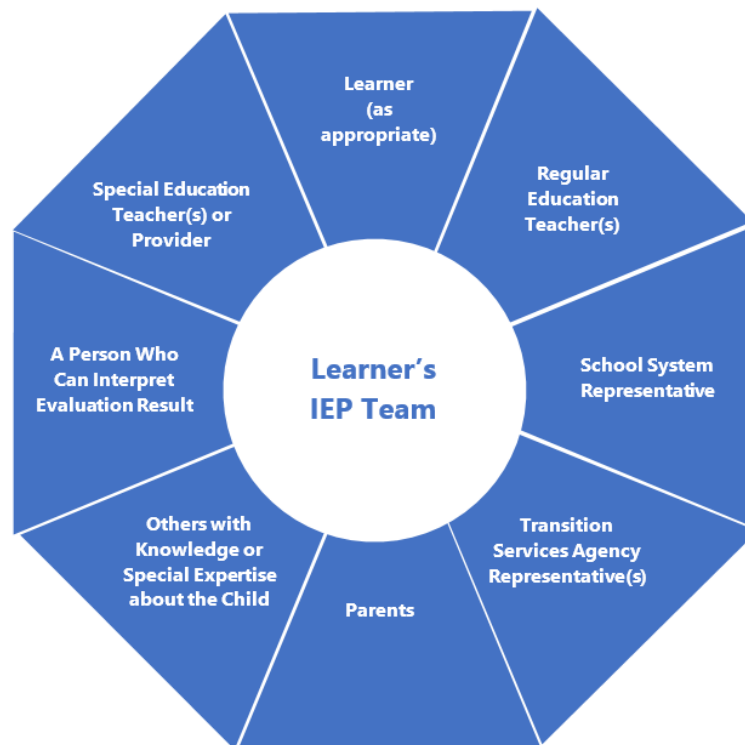


Figure 2.2 Individualized Education Plan (IEP) Team  
(Adapted from Office of Special Education and Rehabilitative Services, U.S. Department of Education (2020))

- Provide the Observation Guide Questions with the IEP to whoever will be observing your learners. Inform them of your interest in getting to know the learner more and the reason behind it. Then ask for some help in gaining the needed information about the observed subject's social-cognitive skills performance in line with the different professional perspectives. You might be able to ask the questions from your own assessments since Guidance Counselors are usually the ones to evaluate social skills once they understand the importance of your request.
- Make sure to remind external professionals, if ever you are to work with them, to add the information from the Observation Guide Questions based on their own observations of the subject. You can discuss together further improvements on "social pragmatics" across settings.
- Additional assessment report summaries are welcome as they can help you and your colleagues to get social-cognitive oriented information about the learners. The set of sample assessment reports present varied profiles of social-cognitive skill performance for fictitious learners. In addition, it is also believed that it is important to provide a realistic illustration of what the data may look like once presented, considering the set of sample assessment reports that have varied profiles of social-cognitive skills performance from learners.

## Application

The following activities can be done using online platforms (e.g., Google Forms, Docs, Sheets or Slides) where authorized personnel can access, view, edit, or comment on the shared file. It allows multiple people to update the same file allowing for real-time collaboration.

**Application No. 1:** Make a sample case report using the Guide Questionnaire developed by Leffert, Brady, and Siperstein (2009) to further understand the social skills profile of the learner. Briefly describe the status of the learner by analyzing your own observation and assessment per component.

Teachers and parents can work together to accomplish the questionnaire. It is important to note that parental involvement plays an important role in a learner's academic and behavioral success. Further, this material can be printed or transferred in an online platform depending on the availability of resources.

## QUESTION GUIDE FOR THE ASSESSMENT OF SOCIAL-COGNITIVE PROCESSES

(Adapted from *Tools for Teachers* by Leffert, J. S., Brady, M. E., & Siperstein, G. N.)

Learner \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

Component	Yes	No
<b>Emotional Regulation</b>		
Does the child stay calm when annoyed or provoked by others?		
When the child does become upset, does the child calm himself/herself down?		
<b>Noticing (Encoding of) Social Cues</b>		
Does the learner realize that a social problem has occurred?		
Does the learner accurately describe social problems?		
Does the learner notice social cues that convey: <i>Emotions (e.g., mad, happy, sad, surprise, irritation, through tone of voice body language)?</i>		
<i>Intentions (e.g., facial expression, tone of voice, body language, sequence of actions and verbal explanations) that show the reason for others' actions)?</i>		
<i>Subtle messages (e.g., such as sarcasm and insincerity)?</i>		
<b>Interpreting Social Cues</b>		
Does the learner identify (verbally name) his/her own feelings?		
Does the learner correctly identify others' feelings?		
Does the learner accurately interpret others' intentions (accident, on purpose). For example, does the learner often think that others are being mean without good reason?		
Is the learner gullible or naive (too trusting) about peers?		
<b>Goal Setting</b>		
Does the learner understand and use the concept "goal"?		
Ideally, children balance various goals. In social situations, does the child focus too much on: <i>Instrumental goals- getting his/her own way, satisfying his/her wants?</i>		
<i>Relational goals- pleasing others; making and keeping friendships?</i>		
<i>Retaliation goals- getting back at others?</i>		
Does the learner appear to balance relational and instrumental goals in a positive way?		
<b>Strategy Generation</b>		
Does the learner think of/ demonstrate a variety of strategies for resolving social problems?		
<b>Strategy Selection</b>		
Does the child select strategies that seem to fit his/her social goals?		
In selecting strategies, does the child consider evaluative dimensions such as safe – dangerous, friendly – unfriendly, or fair – unfair?		
Does the child select social strategies that are likely to have a positive outcome for the situation?		
Does the child select strategies that tend to keep friendships going instead of simply seeking immediate personal gain/gratification?		
Does the learner vary his or her strategy based on the situation or does the learner tend to use the same strategy over and over?		
Does learner speak up for him/herself when appropriate?		
Does the learner seek adult assistance when appropriate?		
Does the learner bargain and compromise when appropriate?		

Does the learner go along with another person's wishes when appropriate?		
<b>Review Outcomes</b>		
Does the child recognize when a social strategy doesn't work (and stop using it)?		
If the strategy doesn't work, does the child come up with an appropriate follow-up strategy?		

*Note to Educators Using this Question Guide:*

*It is likely that when attempting to answer each of the questions above for a given learner, you will come up with quite a few answers like "sometimes" and "well, it depends." In these situations, rely on your best judgment and various observations of the child being evaluated. If the learner would benefit from strengthening his or her ability in the aspect of social thinking skills being questioned, then "No" would most likely be the most useful response.*

Please speak with another staff person at the school about this learner's social skills.	Yes	No
--	-----	----

## Assessment

By understanding the process of social behaviors, teachers can thoroughly understand the underlying difficulties that learners are having in processing social information. With this, let's go back to the previous activity, analyze further the scenario, and complete the tables below.

### *What it "looks like"*

Write at least three (3) assumptions.

What do learners who notice social cues look like?	What do learners who miss social cues look like?
1.	
2.	
3.	

What do learners who correctly interpret social cues look like?	What do learners who misinterpret social cues look like?
1.	
2.	
3.	

What do learners who appropriately generate/select strategies look like?	What do learners who inappropriately generate/select strategies look like?
1.	
2.	
3.	

What do learners who effectively evaluate results look like?	What do learners who ineffectively evaluate results look like?
1.	
2.	
3.	

# Strategy 2.2 Social-Emotional Learning (SEL) Character-Building

## Activity

**Behavior Checks.** Make a series of behaviors that you think your learners can do or perform. The list should help the learners assess their development and write down the results at the end of each period.

Consider the following questions:

Teacher's Expectation	Yes	No	Details/Specifics
Am I listening to others?			
Am I waiting for people to finish before I talk?			
Am I using appropriate language to disagree?			
Am I using an appropriate tone and not raising my voice?			

“By using the Behavior Checks, teachers can support the learners in setting behavioral goals, assist them in recognizing their own behavior and its impact on others, and let them appreciate and exercise the behaviors needed for success in school. Further, it permits learners to be “caught” being righteous which provides opportunities for the recognition of proper behavior.”

”



## Analysis

Whether or not your school has formally adopted a social-emotional learning (SEL) program, everyone at the school can help learners, particularly those who are at-risk, to build social and emotional skills in the course of their daily work and interactions with learners. This Behavior Checks activity shows how you support social and emotional learning for learners and is meant to be used as a point of reference.

Plato once said, “All learning has an emotional base.” With this, it can be assumed that SEL has been a part of education even during the period of Ancient Greece which modern educators can reflect on.

Today, SEL is of great importance especially for CDC due to the surge of specific factors that explain how young learners nowadays are facing multiple challenges. Such challenges are major social, emotional, and mental health concerns that affect their academic development.

A 2017 research review found out that SEL programs can promote academic success and increase positive behavior while reducing misconduct, substance abuse, and emotional distress for elementary school learners. In addition, effective SEL programs are enhanced when schools

communicate with families and if they are culturally and linguistically sensitive (Dusenbury & Weissberg, 2017). With SEL, learners can succeed as they can develop with greater social and emotional proficiency, academic achievements and many more. They can also achieve career success and be involved in a more positive environment with family and work relationships, a healthier mental health that can decrease any negative tendencies, and they can become a more involved citizen (Hawkins, et al., 2008).

For social and emotional development, encouraging learners in a classroom involves both teaching and modeling social and emotional skills. This provides opportunities for learners to practice their skills as this gives them the opportunity to apply the said skills in different situations.

## Abstraction

### Social-emotional learning

Social-emotional learning (SEL) competencies focus on teaching learners the skills to navigate their lives. Character education teaches confidence, social-emotional intelligence, and self-awareness, among other life-long strengths. Self-management, however, may be one of the most critical skills that learners gain from SEL. Other components of SEL are social awareness, relationship skills, and responsible decision-making.

Learning to self-manage allows learners to have a growth mindset. Failure happens to everyone, but people learn from it and try again. Teaching self-management skills for learners has been proven to improve academic performance, productivity, time-on-task, and decrease problem behavior. Ideally, self-management strategies for learners start before problem behaviors occur. However, they can replace disruptive behaviors by substituting them with more desirable conduct.

#### Sample Case

Alex's teacher can facilitate a self-management plan. It is a set of tools that build and foster independence, self-reliance, and self-motivation. More than an education philosophy, self-management skills are crucial for learners to learn. Self-management plans use SEL character-building proficiencies to lead learners toward self-discipline, self-motivation, and independent learning. In Alex's case, it is important to note that working on SEL skills can help them understand how and why they're behaving as they do and what supports they need if their behavior is getting in the way of learning or making friends.

### Impacts of Social-Emotional Learning with At-Risk Learners

Finding a way to reach at-risk learners who are struggling in various ways can be difficult, but social-emotional learning can open doors. Copious research has shown that the impact of social-emotional learning (SEL) runs deep. SEL programs are shown to increase academic achievement and positive social interactions and decrease negative outcomes later in life. SEL helps individuals develop competencies that last a lifetime.

When learners are struggling and their school performance is poor, they are more likely to find school and learning as a source of anxiety. They may start to manifest diminished self-efficacy, motivation, engagement, and connectedness with school. Therefore, when it comes to our nation's most at-risk learners, receiving SEL training in the classroom can make a huge difference in preparing them for a healthy and successful life well beyond school.

Below are the benefits that CDC or learners at-risk can take from SEL.

### Academic Achievement

One of the most extensive studies of the long-term impacts of SEL was completed by researchers from the Collaborative for Academic, Social, and Emotional Learning (CASEL), Loyola University, the University of Illinois at Chicago, and the University of British Columbia. Their work reviewed over 213 studies on the impacts of SEL. According to CASEL, learners who were part of SEL programs showed 11 percentile-point gains in academic achievement over those who were not a part of such programs. Compared to learners who did not participate in SEL programs, learners participating in SEL programs also showed:

- improved classroom behavior;
- an increased ability to manage stress and depression; and
- better attitudes about themselves, others, and school.

These learner perceptions coupled with developed emotional intelligence led to long-term academic success. SEL can give at-risk learners the tools they need to overcome obstacles and plug into their education for long-term achievement.

### Positive Life Outcomes

A 2015 study published in the American Journal of Public Health looked at learners 13 to 19 years after they received social skills training through the Fast Track Project that is described as "based on the hypothesis that improving child competencies, parenting effectiveness, school context, and school-home communications will, over time, improve psychopathology from early childhood through adulthood."

The study also found that teaching social thinking skills in kindergarten leads to learners who are less likely to live in public housing, receive public assistance, or to be involved in criminal activity. "At age 25, people who were assigned to the program are happier, have fewer psychiatric and substance abuse problems, are less likely to have risky sex, and are arrested less often for severe violence and drug-related crimes," as stated by Child Trends (n.d.). With this, early interventions of SEL show outcomes of reducing the life risks for impoverished and at-risk learners far into adulthood.

### Reduced Aggression

Researchers have also found that SEL reduces aggressive behaviors in the classroom, allowing teachers and learners to focus more on learning. Research shows that learners who receive SEL training are 42% less likely to be involved in physical aggression in schools (Anderson, 2017). Mindfulness practices, a staple of SEL, were shown to reduce reactive stress responses in learners. On the other hand, one study that examined breathing techniques to calm learners with behavioral and emotional difficulties revealed that mindfulness exercises can have a noticeable and positive impact on reducing reactive behavior and aggression.



## SEL and Trauma

Social-emotional learning teaches young learners how to cope with everyday disappointments as well as the deep cuts of trauma. “Learners can better respond to the effects of trauma by developing social-emotional competencies. The brain’s neuroplasticity makes it possible for repeated experiences to shape the brain and even reverse the effects of chronic stress,” says Susan Ward-Roncalli, a Social-Emotional Learning Facilitator for the Division of Instruction with the Los Angeles Unified School District. For our most at-risk learners who live in poverty and/or who may witness or experience traumatic experiences, SEL is an extraordinary tool for repairing the damage and for building lifetime coping skills.

## Self-management Strategies

Another component of SEL is self-management. It involves:

**Goal setting.** Learners and teachers should cooperate in setting small, reachable goals that the learner can work toward. Goals can be anything from “working quietly for 15 minutes” to “turning in homework consistently.” By allowing the learner to participate in setting their goals, you empower them to take an active role in self-management strategies as well as self-management interventions.

**Behavior monitoring.** Self-monitoring, or behavior monitoring, occurs when learners observe and record their behaviors, redirecting themselves when necessary. As their self-awareness increases, they gain confidence in their ability to redirect themselves and participate in self-reinforcement activities.

**Self-reinforcement.** Self-reinforcement is the act of rewarding oneself after completing the desired behavior or meeting a goal. Rewarding positive behavior increases the likelihood that your learner will repeat that behavior. According to Guttman (2019), 85% of people who don’t learn self-reinforcement have trouble in other areas like self-esteem.

Rewards can be a chance to get up and move after completing an assignment, extra computer time, or assigning classroom jobs. Tailor the rewards to the learner and the behaviors you want to reinforce with the self-management plan.

**Self-evaluation.** This self-evaluation process also teaches learners the power of resilience and perseverance. They learn that failure can happen but if they keep trying, they can succeed.

## Create a Successful Teaching Plan using these Five Approaches

You can encourage your learners, through active participation in their education, to learn how to self-manage. You can use these approaches as tools in your class.

### 1. Records for Time Management Logs

These records are implemented so that learners can keep track of their progress. The recording process can depend on the length of activity as it may vary from a simple task to weekly routines. Younger learners can use this to assess how they manage their academic progress while older learners may set up deadlines and other goals to develop a better work ethic and lifestyle.

#### Sample Logs: Weekly After-School Time Map

Directions:

1. Use RED color to block the time you spend on assignment or doing your readings.
2. Use GREEN color to block the time you spend eating meals.
3. Use BLUE color to block the time you spend doing household chores.
4. Use ORANGE color to block the time you have for extra activity (e.g., sports, leisure).
5. Use YELLOW color to block your free time.
6. Draw a horizontal line for your bedtime.

Time Log	Sun	Mon	Tue	Wed	Thurs	Fri	Sat
6:00-7:00							
7:00-8:00							
8:00-9:00							

### 2. Setting up Checklists and Rubrics

This activity of setting up a checklist and planning can be both helpful and satisfactory for learners. Each time they tick off a finished task can be another step for development and in turn, lead to a bigger goal. It is encouraged that both learner and teacher participate in this task for guidance and better understanding, and to come up with manageable steps on reaching the said goal.

I am good at...	I need to work on...
My plan to improve is...	
If my plan doesn't work, then I'll...	
I know my plan is working when...	

### 3. Contracts or Agreements

As much as this approach is more appropriate for older learners, contracts can also work well with younger ones. Agreements can be set of rules or arrangements learners must follow. These can be individually-based, team-based, or class-based. Learners can then assess and plan how they will keep the terms of these arrangements until the agreed end. It is wise to encourage learners to follow this setup for a more successful outcome.

#### **A PARENT/LEARNER/TEACHER [TRIPARTITE] CONTRACT**

*As a parent/guardian, I will:*

- show respect and support for my child, the teachers, and the school;
- support the school's policies;
- provide a conducive place for study and supervise homework;
- attend parent-teacher conferences;
- provide realistic agreements.

*As a learner, I will:*

- always try to do my best work;
- be kind and helpful to my classmates;
- show respect for myself, my teachers, my classmates, and my school;
- obey classroom and school rules;
- show respect for property by not stealing or vandalizing;
- provide realistic goals.

*As a teacher, I will:*

- show respect for each child and for his or her family;
- make efficient use of learning time;
- Provide a safe and comfortable environment that's conducive to learning;
- help each child grow to his or her fullest potential;
- provide meaningful and appropriate homework activities;
- provide realistic agreements.

## 4. Behavior Report Cards

These evaluation cards help teachers rate the progress of learner behavior. Younger learners may earn grades on teaching sessions, while older learners may receive a grade for the entire day.

's best behavior!!!				Date: _____
	I listened, looked and followed directions	I did my best work (I got started right away, kept working and worked carefully)	I used polite words and actions	
Arrival				 Great job!!
Morning meeting				
Math				OK, but keep trying
Guided Reading				
Specials				I need to try harder next time
ELA				
Science/ Social Studies				Success: ___ Smiles or more = Great Day!
Recess				___ Sad faces or more = Need to try harder and problem solve
Comments:				Parent Signature:

*Adapted from Chafouleas et al., 2017*

## Application

Use the "Incredible Five-Point Scale" strategy on the next page as you come up with a self-management plan and assist a potential at-risk learner in continuing to be successful in his academic intervention.

**Context and Data Use.** The Incredible Five-Point Scale is used in classroom setting by teachers to learners who are actively participating in an academic intervention. This approach happens whenever a certain learner or learners have a stagnant or little to no progress with their academic performance. This scaling system is to help these learners with their development. The teachers can also use this scale as means to assure learners' readiness to participate in academic intervention.

## Implementation Procedures in Practice

You can encourage your learners, through active participation in their education, to learn how to self-manage. You can use these approaches as tools in your class.

- Learners will recognize the behavior for self-evaluation; learners will identify emotional state proactively and improve on strategies to express what they need.
- Learners are taught how to use the scale; learners will be provided with a word bank to assist them in recognizing what each number on the scale felt like to them. (e.g., 5 = I'm going to explode; lost it! 4 = I'm really upset. 3 = Eh, normal day. 2 = I feel pretty good. 1 = I'm happy and ready to learn!).

- Primarily, learners will be guided in recognizing what they needed when they felt the way they did. This is also to inform teachers on the procedures on how to support their learners as they enter the class.

An example is that when learners arrive at the intervention point and said a specific rating, teachers can take intervention by assessing the situation and giving the learners what they need like breaks or encouragement. Use the sample Incredible Five-Point Scale format below and cite possible scenarios and feedback.

Rating	How I Feel	What I Need
5		
4		
3		
2		
1		

## Assessment

To help at-risk learners comprehend when they learn best so that they can search out and make situations to expand their learning, make a list of words or phrases that completes the expression:

*"I concentrate best when..."*

Determine three things to look for and three things to keep away when they learn best. Utilize the list for at-risk learners to track how regularly these circumstances happen and to track the progress after some time.

At-risk Learners	Things to Seek	Things to Avoid

## Checkpoint

1. What is the cognitive skill used by students to appropriately observe, understand, and act upon social situations?
  - a. Emotional Maturity Knowledge
  - b. Social Cues Knowledge
  - c. Behavioral Thinking and Knowledge
  - d. Social Thinking and Knowledge
2. What is the FIRST step that a student must do, in order to appropriately respond to social cues?
  - a. Understand the social cue
  - b. Notice the social cue
  - c. Respond to the social cue
  - d. Like/dislike the social cue
3. When is a child most likely to repeat social behaviors?
  - a. When they receive their desired results and reactions
  - b. When they understand the reasoning behind it
  - c. When they notice the social cue
  - d. When they dislike the social cue
4. Which social skill would CDC typically need help with in developing?
  - a. Considering other people's feelings and experiences
  - b. Staying calm in stressful situations
  - c. Appropriately reading play and social cues of peers
  - d. All of the above
5. What does SEL stand for?
  - a. Soft-Skill Emotions Learning
  - b. Social Emotional Learning
  - c. Social and Empathic Learning
  - d. Soft-Skill Empathic Learning
6. What is NOT a benefit in student outcomes that results from teaching SEL to CDC?
  - a. Academic Achievement
  - b. Positive life outcomes
  - c. Reduced aggression
  - d. Improved physical health
7. What is one self-management strategy that teachers can use for CDC?
  - a. Setting and monitoring own goals
  - b. Following instructions
  - c. Building confidence
  - d. Thinking about others' feelings
8. What is a Behavioral Contract/Agreement?
  - a. Classwide rules, written by the teacher
  - b. An individual student's rules, written by their parents
  - c. An individual student's rules, written by the student and their teacher
  - d. Classwide rules, written by the students
9. What is a Behavior Report Card used for?
  - a. Tracking a students' performance on behavioral criteria
  - b. Tracking a students' behavior infractions and consequences
  - c. Tracking a students' behavior rewards
  - d. Tracking what behaviors are expected from students
10. What is one crucial step in the implementation of self-management strategies for children?
  - a. Explaining positive and negative consequences of using/not using the strategy
  - b. Providing step-by-step instruction for how the student can use the new strategy
  - c. Removing distracting factors while teaching the strategy to the student
  - d. Selecting a fun and exciting self-management strategy

CHAPTER 2: TARGETED INSTRUCTION - CHECKPOINT ANSWER KEY:

1. d. Social Thinking and Knowledge

5. b. Social Emotional Learning

9. a. Tracking a students' performance on behavioral criteria

2. b. Notice the social cue

6. d. Improved physical health

10. b. Providing step-by-step instruction for how the student can use the new strategy

3. a. When they receive their desired results and reactions

7. a. Setting and monitoring own goals

8. c. An individual student's rules, written by the student and their teacher

4. d. All of the above

8. c. An individual student's rules, written by the student and their teacher



# CHAPTER 3

## Individualized Instruction

### Chapter Objectives

At the end of this chapter, you will be able to:

- Describe individual support for a few learners;
- Trace the consultation process in providing support to a few learners;
- Explain specialized interventions for learners with high-risk behavior; and
- Design plans to reduce severity of ongoing problem behaviors.

As you approach the last part of this module, you will be introduced to Tier 3, tertiary level intervention or Individualized Support to Learners. In the past two chapters, you were provided with information about Tiers 1 and 2 that highlighted how learners receive basic intervention from schools and assistance for those who might be needing extra help. This chapter presents a comprehensive view of the support systems learners can receive when individualized intervention is needed.

Let us review the following concepts:

In understanding the three-tier prevention logic, *it is important to note that each level corresponds to a certain degree of prevention.*

The primary prevention (Tier 1) *is concerned with the overall learning environment* not limited to school instruction. Academic, social, and behavioral support for all learners' needs were monitored to provide a high-quality teaching and learning environment that will promote school-wide systems and practices.

Secondary prevention (Tier 2) deals with *high-risk behaviors that did not fit the primary intervention services.* The systems and practices for Tier 1 are still applicable in this level but with modifications in terms of small group interventions.

The highest and smallest part of the multi-tiered framework is the third tier. This is where the fewest population of about 1-5% of the learners who did not fit the first two tiers fall.

At Tier 3, a more intensive and individualized plan for the learner’s academic, social, and behavioral concerns are given focus. A more comprehensive assessment of behavior as well as the reduction of applying rewards to acquire the desired behavior are some of the practices aimed for individual learners. For intervention at this level to be effective, there should be:

- 1 a high-quality, scientifically based classroom instruction
- 2 ongoing learner assessment
- 3 school wide screening of academics and behavior
- 4 continuous progress monitoring of learners
- 5 implementation of appropriate research-based interventions
- 6 progress monitoring during interventions (to account for effectiveness)
- 7 teaching behavior fidelity measures

In the succeeding sections of this chapter, you will be enlightened on the different types of programs that are made specifically for the vulnerable population. The main objectives of this chapter centers on exploring the needs of children with special concerns as mentioned in the MTSS as well as providing specific interventions as to how the support system (which includes the parents and teachers) and the professionals in the field (which includes special education experts, guidance counselors, psychologists, and medical experts) would participate in addressing their concerns. For you to understand their difference with the population addressed in Chapters 1 and 2, you need to define some relevant terms and recognize the different situations which they are involved in.

## Strategy 3.1 Individualized Education Plan (IEP)

### Activity

In this activity, you will try to perform an early assessment task for learners under Tier 3. The matrix signifies your role as support and expert in dealing with learners that have extreme needs particularly to children under difficult situations. Your goal is to conduct a needs assessment and to provide a proposal to address their needs by identifying intervention practices and strategies for teaching and learning.

The activity has two (2) parts that will prepare you for the necessary skills that help address CDC learners. For part 1 of this activity, refer to the checklist and try to consider the needs that the learners might be experiencing. Part 2 will be for the proposal of interventions that can be applied to various CDC conditions as connected to teaching and learning.



## Part I. Assessment of Needs

*Directions:* Read each statement and assess whether they are applicable to the conditions of the child being evaluated.

Categories	Yes	No
1. The living condition of the child makes it difficult to study.		
2. The child has a support system that encourages positive progress.		
3. The child has little or no access to internet connection.		
4. The community where the child belongs to has adequate number of professionals to provide support to CDC learners.		
5. The parents and other service providers are familiar with developing/ implementing an Individualized Education Plan (IEP).		
6. The child is living in a remote or rural area.		
7. The teachers and school administrators are skilled to provide guidance and assistance to parents with CDC learners.		
8. It is difficult to find a professional or an institution where the child can be referred when observed to have difficulties.		
9. The child has been diagnosed with learning or psychosocial disabilities.		
10. The teachers and other service providers can be easily reached personally or through digital means.		

## Part II. Proposed Interventions

*Directions:*

Complete the table below by filling in each row with the appropriate information for each behavioral circumstance. You may refer to the following details as your guide in completing Part II of this activity:

- a. CDC Conditions are difficult circumstances that children find themselves in. They are conditions where their basic needs for food, shelter, education, medical care, or protection and security are not met.
- b. Behavioral interventions are practices which aim to improve academic, social, and behavioral outcomes of individuals with extreme needs.
- c. Wrap-around support includes individuals who are essential in planning and providing intensive support to learners to resolve behavioral challenges.
- d. Teaching and learning activities should be tailored and specific to the behavior being addressed. These should be focused on the role of the wrap-around support system in improving the outcomes of the behavioral interventions to learners.

CDC Conditions	Behavioral Challenges	Behavioral Interventions	Wrap-around Support	Tailored Teaching and Learning Activity
Children who are geographically isolated				
Children with chronic illness				
Children who were displaced due to armed conflict				
Children who were displaced due to urban resettlement disasters				
Children who were victims of abuse and child labour practices				

## Activity Questions

- 1 || How are the challenges, interventions, and wrap-around support interrelated?  

---

---
- 2 || In what ways were the teaching and learning activities different between conditions?  
What underlying teaching principles were the same across conditions?  

---

---

Your answers from the activity provide the extent of knowledge you have about learners who are vulnerable and at risk. Culling from your answers, the type of behavioral challenges may differ based on the condition, e.g., a child who was a victim of abuse may find it difficult to trust other children and his/her teachers while those who were subjected to displacement may have issues about rootedness. The behavioral conditions as well as the contexts of the difficult situations may in turn affect the interventions that will be engineered to support the needs of these children, however, there may also be instances where the support may be the same but implemented in different levels. For example, child-friendly spaces may be designed for both victims of abuse and displaced children, however, the caregivers and teachers' scripts and activities may differ. The difference may lie in the types of wrap-around support provided with the community members being an integral part of the support system. The type of intervention and support will eventually inform how teachers design activities for these children to learn.

### *What does 'child-friendly spaces' mean?*

*Child-friendly spaces* is an innovative concept of protection for displaced children and their mothers. The aim is to provide integrated care for children in refugee camps (Mahalingam, 2002).

### *What is wrap-around support?*

Wrap-around support is a process where community members provide support to a child or youth and their family in their home, school, and community to help meet their needs. It is anchored on social recovery models that are based on learning new behavior by living within the culture, the values, languages, rituals that support the recovery (Lechtenberger, Barnard-Brak, Sokolosky, & McCrary, 2012).

## Analysis

“

*In this section, you will be introduced to the different types of CDC. Reflect on the activity above and know how important it is to be part of the wrap-around support of these children.*

”



The abstraction discusses prior knowledge you may have about the nature of CDC and would be an avenue to review approaches taught to you in both pre-service and in-service training programs. Try to discuss the interventions and approaches you used to better understand and address the needs of CDC.

|| In what ways have you been prepared when it comes to addressing CDC?

|| To what extent do you see the extent of discussing CDC in pre-service teaching?



### Who are considered as part of the Tier 3 support?

“

*When learners work in exploitative situations, do not live with their biological or adopted families, and/or are involved in or affected by armed conflict, they are considered Children in Difficult Circumstances (CDC). These children may suffer from various physiological and psychological problems that may eventually lead to malnutrition and death (Ennew, 2003). In Tier 3, support is translated into effective progress monitoring. When thorough assessment is done, developmentally appropriate programs, whether intensive individual or small group interventions, are applied.*

”



Knowing the range of population that you will address in this chapter would be essential in planning for a more individualized approach to tertiary prevention. According to the Center on Positive Behavioral Interventions and Supports (PBIS), learners with developmental disabilities, autism, emotional and behavioral disorders, and those who have not been diagnostically labeled are part of this tier. It also includes learners facing difficulties across life domains such as family, social, emotional, medical, legal, and/or safety. Numerous but specific needs of these learners that cannot be resolved effectively in Tier 1 and 2 services can be listed. Individuals at this stage may also be affected by major life challenges which influences the learner and the entire family. Likewise, a number of psychological conditions are categorized into CDC. These are conditions attributed to delayed growth, physiological illnesses, and other developmental disabilities, e.g., learning disorders, emotional and behavioral disorders, and autism.

In this chapter, you will be exploring specific ways to address the needs of CDC through behavioral interventions, wrap-around support and distinct strategies that can be part of the learners' learning plans. For you to do this, you might need extensive training in developing and implementing an Individualized Education Plan (IEP). In going through the discussions, understand that resources for support may be limited at the moment. However, knowledge of the extent and scope of our work may provide you with information on how to create a consultation team or a network of experts in child development.

## Abstraction

While most special education materials are focused on learning and intellectual disabilities, this material is designed to focus on children who may have different needs. The scope of our discussion may also cover learners with special educational needs (LSEN) who are also categorized as CDC (e.g., Children with Autism Spectrum Disorder (ASD) who live in difficult circumstances need the highest level of individualized/intensive support due to overlaps in special needs).

## What is an IEP?

The IEP document is a blueprint for the special education services a child will receive (Hardin, Roach-Scott, & Peisner-Feinberg, 2007). The IEP is revisited and adjusted regularly to make sure it addresses the learners' needs for as long as they receive special education services. Teachers are important members of the consultation and collaboration groups and could help in creating the IEP to address a child's educational needs.

The effectiveness of an IEP depends on how its contents are delivered. The objectives of the program should meet the unique needs of the child and should be bound with a long-term goal. Finally, the evaluation of the program should be based on the child's progress. The duty of the parent in explaining their observations as well as the role of specific experts in assessing the performance of the child happens in a continuum. Since this is intended for a long-term goal, the variety of instructional materials and relevant services aimed for the child should be carefully considered. You'll see examples of IEPs for specific concerns in the next few pages.

## Developing Individual Intervention Plans

To integrate all the data sources, the following areas must be considered:

- 1. Referral.** The teacher or other school personnel that have observed the child to have learning problems or need additional services may refer them for a special education evaluation. The parent will be asked for consent before the child may be referred to a professional for evaluation. If the parent has observed the difficulties as well, they may request for a referral as well.
- 2. Assessment.** Interview and a battery of tests will be given to the child to properly assess the areas for difficulties. A needs assessment form might also be asked to be filled out by the parent or the professional. If the parent doesn't agree that the child will be assessed, the IEP coordinator should discuss the grounds.
- 3. Eligibility.** After the assessment process, a report shall be made and the process for determining if the child needs additional services will be discussed. If it is found out that the child has certain difficulties or disabilities in terms of academic, social, or behavioral functioning, they will be offered to avail an IEP.
- 4. Setting up a meeting.** Identifying goals and objectives. Scheduling a meeting with the parent/s, school administrator, professionals, and personnel should be done in advance to accommodate everyone's calendar. The IEP coordinator will contact the necessary individuals and set up the agenda for the meeting.
- 5. Development of the IEP.** The parent can bring someone (e.g., teacher, psychologist, physician) who would help explain the conditions that will be discussed in the meeting. During the meeting, a proposal on the specific services that the child will be receiving, as well as the timeframe and mode of delivery, will also be listed. The decision whether to adopt the proposal can be given time before the agreement.
- 6. Implementation.** When the IEP is accommodated, the goal of the coordinator and the school is to verify if it is followed. A scheduled coordination between the teacher, the parent, and other service providers will be done to discuss how the program will be done.
- 7. Evaluation.** A progress report will be sent to monitor updates on the child's development and see whether the program is suitable for the child. A meeting with the whole IEP team shall be called to evaluate the effectivity of the specific activities and the overall program to the needs of the child.

## The IEP Team



*The creation of an IEP is a collaborative process between the teachers, caregivers and those whose expertise may directly or indirectly affect the child. The parents, principal, a psychologist, a medical professional, and qualified therapists, i.e., speech, physical, or occupational.*



Ideally in the Philippines, an IEP team studies evidence of the learner's problems (i.e., sample of learner work) before offering solutions. However, if the proposed solutions were proven to be ineffective, the LSEN is recommended for assessment to determine if they are eligible for special education services. If the learner is eligible, a one-year Individualized Education Plan (IEP) is developed, and this is revised whenever necessary. Parents then are notified of the learning progress of their child, who will then be reassessed every three years to determine if they are still in need of continued special education services.

Teachers collect data from diagnostic assessment which is used as the basis for creating an IEP relevant to the needs of the child with disabilities. However, in the Philippine context, IEP is a concept that is only used among special education teachers in the Philippines and not with regular teachers. An IEP is a document that takes time to prepare and teachers in public schools face daily time constraints due to their numerous other responsibilities (Villamero & Kamenopoulou, 2018).

## Individualized Education Plans for Children in Difficult Circumstances

### 1. IEP for CDC

Individualized Education Plans for CDC should be based on policies supporting families to ensure that these children will grow in a nurturing and safe environment. The plan may include robust strategies when it comes to educating the caregivers and the teachers. The aim of the plan is to design interventions that would highlight the best interests of the child. The consultative process between the legal implications, social services, and mechanisms for protecting children should be considered and explicitly mapped out.

The teachers and members of the consultation team may develop an alternative family-based temporary and permanent care and protection services for children in special cases when it is not possible for them to grow up with their biological families. A professional assessment team should consider the child's age, psychology, and other specific developmental characteristics. In developing IEPs for CDC, an intervention grid is advised. The grid should include a column with information for each of the following: name of support, description of support, entry criteria, data to monitor progress, and exit criteria. The following are considerations for each of these areas to help guide in structuring the school's Tiers 2 and 3 plans:

- a Existing Supports – a list of all supports currently available at the school for small groups and individuals.
- b Entry Criteria – a list of details that will determine who are the learners eligible for the Tier 2 supports. The entry criteria should consist of scores on specific schoolwide data that would suggest a learner may benefit from a given support.
- c Data to Monitor Progress – three types of data are used to monitor progress:
  - i. treatment integrity data to ensure that the supplemental supports are being implemented as planned,
  - ii. learner outcome data to determine how learners are responding, and
  - iii. social validity data from key stakeholders (e.g., teachers, parents, learners) to know their perceptions about the goals, procedures, and outcomes of the extra support.
- d Exit Criteria - the team identifies exit criteria to determine whether a learner no longer needs further support. Similar to the entrance criteria, the exit criteria are established with the use of schoolwide and progress monitoring data to determine when to conclude a given support and establish the next steps.

## 2. IEPs for learners with special educational needs in especially difficult situations (LSEN + EDC)

### a. Specific Learning Disability

In creating an IEP for CDC with learning disabilities, three criteria must be met:

- i. A cognitive assessment and an assessment of the child’s circumstances. The assessment interpretation must consider the surrounding factors where functioning was affected by genes, nutrition, family support, or community situations. For a specific learning disability to be identified, the child must have an average or above average intellectual or cognitive abilities. You need to look at where the child falls in terms of their cognitive score compared to other learners his or her age.
- ii. The child must have below-grade-level academic scores in reading, writing, or math that are statistically significantly lower than their cognitive score. This means the child is not doing as well in academics as we would expect of a child with their intelligence. The teacher counterchecks performance with other classroom tests and data.
- iii. The reason for the difference between the child’s potential and their academic performance must be due to a processing problem, and not other factors like poor attendance, lack of instruction, emotional challenges, and low intelligence. A processing deficit means that the child has difficulty learning.

In this case, the IEP is designed to address the difficult circumstances and the specific learning disabilities. The IEP is designed when the child's needs cannot be met within the general education environment with support. Note, however, that if there is already an existing IEP, and suddenly a report occurred that a child is in especially difficulty situation, then a review of an existing IEP can be done instead of creating another one.

## **b. Attention Deficit Hyperactivity Disorder**

Identifying the extent that circumstances affect the child's development is integral to understanding how institutions will design the IEP. ADHD is considered a medical disability. There are two main criteria for an IEP to be designed.

- i. There should be a doctor's certification that the child has ADHD. The child, being in an especially difficult situation, should likewise get an endorsement from a social worker or a person working with the child. As a teacher, observe whether the child is showing attention/hyperactivity/impulsivity in more than one setting, and the symptoms must be present before school entry. That is the child cannot have ADHD only at school, in a certain class, or have developed it when he or she got to school. There is not a single test for ADHD. As a teacher, information from you may be the results of tests, observations and rating scales which point to a constellation of symptoms that fit the profile of ADHD. The child's personal circumstances and difficulties must be ruled out in helping doctors and professionals diagnose ADHD.
- ii. There should be sufficient evidence that the child's needs cannot be met within the general education environment with support. This is very important because there are ADHD children in especially difficult situations who may be able to function in a general classroom with support and modifications. For this population, the mere presence of the diagnosis of ADHD is only one part of the equation. You have to ask ourselves as part of the IEP team and as a teacher, if there is a significant educational impact that cannot be addressed in the general education environment.
- iii. If there is no medical diagnosis that the child has ADHD, but the learner has manifestations of difficulty in displaying interpersonal behavior, the learner can still be provided with interventions. The DepEd Bureau of Learning Delivery – Student Inclusion Division (BLD-SID) is supporting the use of medical and social model of International Classification of Functioning, Disability and Health, known as ICF of the World Health Organization. There are eight (8) manifestations: difficulty in seeing and hearing; applying knowledge; remembering; concentrating; paying attention; understanding; applying adapting skills; displaying interpersonal skills, mobility, and communication. The SPED teacher can help these learners with disabilities.



### c. Emotional disturbance

A child in especially difficult situations may have bouts of emotional outbursts or strong emotions which may be a challenge to control. What is important is that as a teacher, you understand that a child's feelings and behavior can interfere with learning.

- i. After evaluating the child's cognitive abilities by a psychologist or a registered guidance counselor, the potential for learning must be determined.
- ii. When performance in tests registered to be low but is attributed to test behavior, assumptions that behavior is interfering with learning can be made. These difficulties may be greater in the classroom due to emotional and behavioral challenges.
- iii. In designing IEP for these children, think of emotions and behavior as a cloud that covers the child's true potential. The main goal is to help the child manage his or her feelings and actions in the learning environment, or to "move" the cloud. What is important is that the difficult circumstances are addressed as each emotional concern is unfolded.

### d. Intellectual disability, developmental delays

There are three main criteria for a learner to be considered as having an intellectual disability.

- i. First, the learner must show significantly below-average scores on standardized cognitive tests (below 70 on the normal curve). The test is to be administered by a professional i.e., developmental psychologist, developmental pediatrician, or a psychiatrist. However, remember that a low score does not mean that a child cannot learn; it means that he or she will continue to need adult support to earn new things and will require repetition and practice.
- ii. Second, when the learner shows adaptive behavior challenges, IEP should be geared on developing functional skills. It should also be the same when a child shows that he or she has difficulty functioning, whether it has to do with personal safety, personal care, communication, getting around the community, or socialization. IEP focuses on identifying strengths in the areas assessed by the IEP team and highlighting the areas that need improvement and assistance.

When children are both in difficult situations and have an intellectual disability, support coming from all areas is considered most helpful. The support systems' relationships defined by collaboration and focused on the best interest of the child will create mechanisms for skills development and community integration.

### e. Autism

IEPs designed for children in especially difficult circumstances who have autism focus on addressing socialization.

- i. As a teacher, you may want to focus on the child's weaknesses and strengths in social interactions. For children to function in school, they need to have iterative communication with others either verbally or non-verbally.

- ii. There are symptoms that prevent learners from participating in the classroom community, such as repetitive or ritualized patterns of behavior, and restricted interests. This should be discussed with the parents and other caregivers.

From what you understand in the discussion, you can have a deeper understanding of how an IEP helps CDC learners by putting it in a more practical example. You can study the case and its sample IEP plan in the next section. DepEd may also issue an IEP template to further guide teachers.

### Case Study

The family writes back and says that the strategies for self-management do not work, and that the child has persisting difficulties across the academic and behavioral school and developmental goals. Thus, the teacher aims to create an IEP that includes close alignment with the family, barangay officials, and school administration so that the child can receive wrap-around support during the time of COVID-19 pandemic.

Table 3.1 Sample Individualized Education Plan (IEP)

INDIVIDUALIZED EDUCATION PLAN				
<b>First Name:</b> TIM	<b>Middle Name:</b> SANTOS	<b>Surname:</b> RIVERA	<b>Date of birth:</b> 12/29/2002	[Photo of the Learner]
<b>School ID:</b> 124849	<b>Gender:</b> MALE	<b>Enrolment Date:</b> OCTOBER 5, 2012		
<b>Previous School:</b> Kawit Elementary School	<b>Exceptionality:</b> Street Child with Intellectual Disability	<b>Special Education Program and Placement</b> <input type="checkbox"/> Regular <input type="checkbox"/> Modified <input type="checkbox"/> Mainstreamed <input type="checkbox"/> Self-Contained		
CUSTODIAL DETAILS				
<b>Parent/Guardian Name:</b> TONY RIVERA		<b>Residential Address:</b> KAWIT, CAVITE		<b>Mobile Number:</b> 09*****
DATE				
<b>Consent for Initial Evaluation</b>			<b>Vision</b>	<b>Hearing Screening</b>
Yes			Good	Good
Recommended Placement				
<b>Program Recommendation</b>		Academic and Social Intervention		
<b>School Placement</b>		Holy Nazarene Christian School and SPED Center of Cavite		
<b>School Address</b>		Tanza, Cavite		
<b>Grade level and class</b>		Grade 4		
<b>Teacher</b>		Ms. Callie Torres		

### IEP ATTENDANCE

Name	Position	Signature	Date
Callie Torres	Teacher	C. Torres	October 6, 2012
May Sanchez	Evaluator	M. Sanchez	October 6, 2012
Tony Rivera	Parent	T. Rivera	October 6, 2012
Notice Provided to	From	Date	Method
Tim Rivera	October 6, 2012	April 6, 2013	One-on-one

Parents were provided a copy of IEP? Yes / No \_\_\_

Parents were provided a copy of the Parental Rights in Primary Language? Yes / No \_\_\_

**Teacher inputs:** The student seems to be aloof but tries hard to follow instructions. There were noticeable difficulties in comprehending readings and solving mathematical problems. The student still needs improvement on maintaining focus on present-moment tasks.

**Pupil Strengths:** The student can understand and respond well to conversations, can follow verbal instructions, persevering, good with visual examples

### PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

#### HEALTH/ PHYSICIAN STATUS:

Vision screening Date: October 6, 2012

Result:  Pass  Fail

Is the student blind or visually impaired?

Yes  No

Hearing screening Date:

Pass  Fail  Pending

Is the student deaf or hard of hearing?

Yes  No

Does the child's health/physical condition affect the child's involvement and progress in the general curriculum and general education and other education related settings?  Yes  No

Does this student have a health care plan?

Yes  No

### COGNITIVE ABILITIES

#### LANGUAGE ARTS

The learner speaks and understands at least two languages - Filipino and English, but with less proficiency in the latter. They can converse their thoughts and ideas in the Filipino language but finds it challenging to communicate using the English language. They read in a very slow and syllabicated way. Difficulty in writing and spelling are also noted. Reading comprehension skills are low. Responding to questions regarding what was read can be observed at times but not for complex questions.

#### LEARNING

Based on assessment, the learner learns best with audio and visual aids. Seeing and hearing what is being taught at the same time increases the likelihood of remembering and understanding. Learning new skills is also a challenge to the learner. It would need several repetitions and practice before they can pick up the skill. Mathematical skills are also low. They have difficulties with arithmetic facts and mathematical reasoning.

#### COMPENSATORY

Diagnosis of learning disability due to living conditions. Decision making and problem-solving skills are very low.

#### FINE MOTORS

The learner's fine motor skills are working well. He can write his name in a legible manner. Working with tools such as pencil, crayons, scissors, and the like are not a problem for him. The coordination of hand movements and vision is intact as well.

### TRANSVOCATIONAL SKILLS

How does this learner's performance differ from the same person?

Strengths:

- Visual learner
- Auditory learner
- General knowledge
- Speaking and listening skills

Needs:

- Reading Comprehension skills
- Mathematical skills
- Processing speed
- Socialization skills

GOALS and BENCHMARKS/ OBJECTIVES			
AREA	GOAL	BASELINE	BENCHMARK/OBJECTIVES
Reading Comprehension Skills	Tim will be able to read at a grade-appropriate rate and fluency to support comprehension.	When given a fourth-grade reading material, Tim will read at 80 wpm with 80% accuracy and will be able to answer at least 2/5 of the guide questions correctly.	In 3 months, when given a fourth-grade reading material, Tim will read at 120 wpm with 95% accuracy and answer 4/5 guide questions correctly over repetitive monitoring.
Mathematical Skills	Tim will be able to develop an understanding of fractions as numbers. He will be able to represent fractions on a number line, identify equivalent fractions and compare fractions. He will also be able to demonstrate the rules for multiplying and dividing fractions.	When given 5 sets of fractions to multiply and divide, Tim can correctly compute with 60% accuracy.	In 3 months, when given 5 sets of fractions to perform mathematical operations in a span of 5 minutes, Tim will be able to compute with 85% accuracy over consecutive training.
Socialization Skills	Tim is expected to engage with age-level peers without feeling shy or rejected.	Tim will communicate / play with his classmates/ friends three times a day for 5 consecutive days.	At 36 weeks, Tim will communicate/play with his classmates/friends five times a day for 5 consecutive days.
Processing Speed	Tim should make decisions and solve problems at an age-appropriate rate practicing independence within a short span of time.	When given 5 situations to decide/ solve within 10 minutes, Tim can correctly answer 2 with 70% accuracy.	After a span of 36 weeks, when given 5 situations to decide/solve in 10 minutes, Tim answers 4/5 situations correctly over repeated training.

**PROGRAM ACCOMODATION/ PARTICIPATION IN DISTRICT AND SCHOOL ASSESSMENT**

**School Assessment**

- Assessee #1
- Assessee #2

**SCHOOL ASSESSMENT**

The IEP team has determined this learner will be assessed as follows:

AREA	TYPE OF ASSESSMENT
Reading	Fourth-grade Reading Comprehension Test
Math	Fourth-grade Mathematical Ability Test
Writing	Essay question
Social Studies	Fourth-grade Geography Test
Science	Fourth-grade Earth Science Test

**Accommodations** will be used in general education and special education settings when national assessments are administered. Accommodations will be used in the special and general education classroom settings.

## GENERAL EDUCATION / LEAST RESTRICTIVE ENVIRONMENT

How does this learner's exceptionality affect their involvement and progress in the general education curriculum (K-12) or developmentally appropriate activities for preschool children?

- The learner's exceptionality may cause some observable delays in their academic development. Since there were limitations on the previously implemented mode of instruction, adjustment to the sudden shift in activities and changes in educational delivery have made an impact on the learner's motivation.

Provide an explanation of the extent, if any, to which this learner will not participate in the general education classes and the general education curriculum.

- Considering the situation in which most learners and not only children under difficult circumstances are experiencing, the intensity of participation by the learner will create a descending effect on their progress. If the activities are deemed not enjoyable or effective to the learner's needs, participation will be withdrawn.

List the non-academic or extra-curricular school sponsored activities which the learner plans to participate.

- Alex is interested in sports, particularly badminton. They also spend time with their sibling in playing chess and aims to join a chess tournament one day.

Describe the potential harmful effects of the recommended placement and services to the learner. Explain how the positive effects of the placement outweigh the potential harmful effects.

- Since the learner lacks attention skills and higher-order thinking skills, it would have a harmful effect to create activities that are fast-phasing. Even though the learner can follow directions well and is fond of visual materials, it would could trigger the behavioral aspect of the child if they are not addressed accordingly.

### STATEMENT OF NEEDED TRANSITION SERVICES AGE 14 AND OVER (may be completed for younger learners if appropriate)

The learner may be under the supervision of social workers as their case managers.

### INSTRUCTIONAL SERVICES

1. *Conditioning* - This would serve as an alternative for processing behavioral and academic challenges of the learner. If the child receives a reward (either verbal or material) from any family member for positive actions, or if the family will remove pleasurable or distracting materials as hindrance for progress, the child will get used to the thought of pursuing positive actions rather than the reverse or no action at all.

2. *Restructuring the curriculum or the program* - If the program does not serve as a positive indicator for the progress of the learner, a meeting with the IEP coordinator and the service providers should be called. Since the teacher observed that strategies for self-management is not effective for the learner, a revised or an alternative plan shall be employed. This is when the role of the wrap-around support come into play. Although it should also be noted that the evaluation of the effectiveness of the program happens at the end of the implementation, it would be necessary for the facilitator to review the feedback of the parents and the service providers as well.

### RELATED SERVICES

1. *Community-based weekly evaluation* - For the minor difficulties that the child and the parents have experienced within the week of intervention, a weekly evaluation shall be spearheaded by the barangay officials and social workers who are available for consultation. Since self-management do not work, it would be necessary for additional services to be considered most especially in areas that are easy to address. In terms of behavioral challenges, an outside observer other than the teacher and the family members would serve as a great validator of the child's progress. It will also be the best option for learners situated in remote or rural areas where a limited number of professionals are available for help.

## Application

In developing your IEP, discuss the section requirements with your colleagues (co-teachers). In the discussion, let your school head know what you need so that your principal and assistant principal may provide you with support to complete this plan. Always remember that when a plan involves other teachers and professionals, ideas to help are better generated. Likewise, it decreases the burden of accomplishing a long form and makes the activity an opportunity to share your best practices in helping these children.

After you have been exposed to the information on IEPs and how they are constructed, you may now challenge yourself to apply your understanding into an output. In this task, you have to think of a learning condition which you might have encountered, or you may base it from the case study above and develop your own IEP using this blank form.

*Note to teachers: The blank form below is only an example. Refer to the policy on learners with disabilities (DepEd Order No. 44, s. 2021) released by DepEd through the efforts of BLD-SID. The policy includes an IEP template that underwent validation and technical assistance from expert consultants and SPED teachers..*

INDIVIDUALIZED EDUCATION PLAN				
First Name:	Middle Name:	Surname:	Date of birth:	[Photo of the Learner]
School ID:	Gender:	Enrolment Date:		
Previous School:	Exceptionality:	Special Education Program and Placement <input type="checkbox"/> Regular <input type="checkbox"/> Modified <input type="checkbox"/> Mainstreamed <input type="checkbox"/> Self-Contained		
CUSTODIAL DETAILS				
Parent/Guardian Name:		Residential Address:		Mobile Number:
Recommended Placement				
Program Recommendation				
School Placement				
IEP ATTENDANCE				
Name	Position	Signature	Date	
	Teacher			
	Evaluator			
	Parent			
Parents were provided a copy of IEP? Yes / No ___				
Parents were provided a copy of the Parental Rights in Primary Language? Yes / No ___				

**COGNITIVE ABILITIES**

**LANGUAGE ARTS**

**LEARNING**

**COMPENSATORY**

**FINE MOTORS**

**TRANSVOCATIONAL SKILLS**

How does this learner's performance differ from the same person?

Strengths:

Needs:

**GOALS and BENCHMARKS/ OBJECTIVES**

AREA	GOAL	BASELINE	BENCHMARK/ OBJECTIVES
Reading Comprehension Skills			
Mathematical Skills			
Socialization Skills			
Processing Speed			

**PROGRAM ACCOMODATION/ PARTICIPATION IN DISTRICT AND SCHOOL ASSESSMENT**

**School Assessment**

- Assessee #1
- Assessee #2

**SCHOOL ASSESSMENT**

The IEP team has determined this learner will be assessed as follows:

AREA	TYPE OF ASSESSMENT
Reading	
Math	
Writing	
Social Studies	

Science

**Accommodations** will be used in general education and special education settings when national assessments are administered. Accommodations will be used in the special and general education classroom settings.

**GENERAL EDUCATION / LEAST RESTRICTIVE ENVIRONMENT**

How does this learner's exceptionality affect their involvement and progress in the general education curriculum (K-12) or developmentally appropriate activities for preschool children?

Provide an explanation of the extent, if any, to which this learner will not participate in the general education classes and the general education curriculum.

List the non-academic or extra-curricular school sponsored activities which the learner plans to participate.

Describe the potential harmful effects of the recommended placement and services to the learner. Explain how the positive effects of the placement outweigh the potential harmful effects.

**STATEMENT OF NEEDED TRANSITION SERVICES AGE 14 AND OVER  
(may be completed for younger learners if appropriate)**

The learner may be under the supervision of social workers as their case managers.

**INSTRUCTIONAL SERVICES**

**RELATED SERVICES**

### Assessment

Using the knowledge that you now have about CDC with disabilities and about IEPs, revisit the table created during the Activity in this lesson. What new insights do you have about the challenges, interventions, wrap-around supports, and activities for CDC? What new knowledge do you have about the barriers that learners face due to overlapping effects of living in difficult circumstances and having a disability?

CDC Conditions	Behavioral Challenges	Behavioral Interventions	Wrap-around Support	Tailored Teaching and Learning Activity
Children who are geographically isolated				
Children with chronic illness				
Children who were displaced due to armed conflict				
Children who were displaced due to urban resettlement disasters				
Children who were victims of abuse and child labour practices				



# Strategy 3.2 Intensive Intervention and Added Support (IIAS)

## Activity

**Journal Article Reading:** Sekar, K., & Kavitha, P. (2015). Psychosocial problems among children in difficult circumstances. *Artha Journal of Social Sciences*, 14(2), 53-53.

Read the article authored by Sekar and Kavitha (2015) discussing the psychosocial problems of children. They conducted the study among 338 children in difficult circumstances to assess their stress, behavior problem, adjustment in the areas of home, school, teachers, general and peers and self-esteem. Answer the following questions after reading.

- 1 || What psychosocial interventions were recommended by Sekar and Kavitha?  
\_\_\_\_\_  
\_\_\_\_\_
  
- 2 || Describe the extent of similarities in the problems identified with the children in relation to the Philippine setting.  
\_\_\_\_\_  
\_\_\_\_\_
  
- 3 || How do you describe the consultation process in your school?  
\_\_\_\_\_  
\_\_\_\_\_
  
- 4 || What indicators of effectiveness can be derived from Tier 3 interventions?  
\_\_\_\_\_  
\_\_\_\_\_

## Analysis

Supporting children with psychosocial problems entails several different responsibilities. As a teacher, one must be sensitive to the voice of the learners - whether these voices are heard or not. How have you been prepared during your pre-service training when it comes to addressing the individual needs of learners who are in these circumstances? In what particular courses were these concerns discussed? Were there instances when you needed to help a learner overcome the difficulties?

The UNICEF in 2020 sought support for children affected by the coronavirus disease. The pandemic claimed lives and livelihoods, and disrupted education on a large scale. The spread of the virus affected the most vulnerable and marginalized children. The pandemic affected everyone's safety, wellbeing, and future, specifically those facing poverty, exclusion, or violence. This is why UNICEF calls for the collective effort in providing immediate intervention through:

- 1 Keeping children healthy and well nourished
- 2 Reaching children with water, sanitation, and hygiene
- 3 Keeping children learning
- 4 Supporting families to cover their needs and care for their children
- 5 Protecting children from violence, exploitation and abuse
- 6 Protecting refugee and migrant children, and those affected by conflict

Teachers need to ensure that children and families receive the support they need when it comes to learning and being protected from adversaries brought about by the pandemic.

1. How do teachers identify existing supports for learners?
2. What entry criteria have you considered in identifying children needing support?
3. How were data monitoring tools developed in your school? Who is usually involved in the development of the tools?

## Abstraction

### Intensive Intervention and Added Support Model (IIAS Model)

In Tier 3 interventions, psychologists, teachers, and special education teachers resort to consultation. As a model for helping, consultation can help solve problem for one learner and in doing so, expand the consultee's (teacher) repertoire of strategies for other learners with similar challenges. The consultee-consultant model is developed by Caplan and Caplan (Knotek & Sandoval, 2003) where the use of consultation is an indirect means to promote mental health in clients through the following forms of consultation to professionals:

1. Consultee-centered consultation highlights a non-hierarchical relationship between the consultant and the consultee who seeks professional assistance with a work problem involving a third party (or the client).
2. This work problem is a topic of concern for the consultee who has a direct responsibility for the client's learning, development, or productivity.
3. The primary task of the consultant is to help the consultee identify important information and then consider multiple perspectives about well-being, development, intrapersonal, interpersonal, and organizational effectiveness that fits with the consultee's work environment. In due course, the consultee may reframe his or her prior thoughts and ideas on the work problem.
4. The goal of the consultation process is the joint exploration of a new way of thinking about the work problem so that the consultee would have increased understanding, and the professional relationship between the consultee and the client is restored or enhanced. As the problem is jointly reviewed, new ways of managing the problem may lead to identifying novel ways to address the work dilemma.

The model addresses Tier 3 concerns in three ways:

1. The behavioral consultation process involves shifting the global to specific, identifying what has already been tried, building empathy for the child, collecting and sharing

observational data, generating smaller interventions for one target behavior, and following up on progress.

2. The social-emotional consultation highlights parent involvement in the information gathering phase, conducting a check-in with the child to get his or her own perspective, and educating those who work with the child about strategies to support him or her.
3. The academic consultation relies on the teacher's experience in providing practical solutions to children's difficulties. Teachers are empowered to work hand in hand with the guidance counselors and other professionals to identify early warning signs of learning disabilities and may provide data on tracking interventions.

“

*As a teacher, your main role in the intervention program is to provide contexts for other stakeholders to give informed decisions to the type of help that CDC need. Specifically, the main responsibilities of teachers were highlighted in the study of Gallagher and Desimone (2016):*

”



- 1 Provide information on a child's present educational performance;
- 2 Align instructional goals with the child's cognitive, socio-emotional and support needs;
- 3 Give information on specific education services to be provided to the child in coordination with the SPED teachers (if available);
- 4 Provide informed decisions on the extent to which a child can participate in regular school programs; and
- 5 Participate in designing the evaluation criteria and assessment for the child.

Ultimately, when considering how to provide learners appropriate Tier 3 supports, the following are suggested:

1. Screening tools and regular school data can be used. However, additional evidence is often needed to identify the appropriate intervention. It is also encouraged to seek information from the teacher, parent, and possibly the learner to determine how to focus the efforts in social skill intervention.
2. Emphasizing decisions regarding Tier 3 supports is a collaborative process and family engagement is crucial.
3. The process should be as transparent as possible, with the intervention grids readily accessible.

The Tier 3 interventions involve:

1. Duration
2. Frequency
3. Individualization
4. Small group or individual attention
5. Revision or focus of interventions
6. Choice of progress monitoring probe

## Contextualizing the IIAS

While the model seems ideal and would most likely support schools in the urban setting, there are ways and means to address the model's needs when it comes to rural or more diverse settings, i.e., those in communities with Indigenous Peoples. The composition may include the community center's doctor who has knowledge of referral mechanisms when it comes to CDC who need immediate medical attention, assessment, or therapy. The barangay officials may likewise be involved in ensuring that the family understands that the needs of their children may be different from that of the other children in the community. The teachers of the identified CDC may work together in small groups in developing interventions that will allow the child to grow in an environment that promotes his or her best interests while developing their duty bearers' skills in addressing their specific needs.

In Tier 3, contextualization of the IIAS involves:

1. Frequent home visits by the teachers. If the teachers are assigned in multi-grade classes, the home visitation process may be shared with the guidance counselor or with an active community leader who will see to the needs of the child in the family.
2. Specialized activities promoting socio-emotional learning, cognitive development supports, and health-related activities, i.e., addressing misconceptions about the child's condition, are prepared for the child and their families.
3. Teacher discussions (critical reflection with mentors) about the background of their learners (CDC) to address whether learners may benefit from small activities or individualized support. Teachers are encouraged to document their observations of CDC through journaling.
4. Gathering data through formative assessments developed in the classes where CDC attend and discuss with the teachers the areas where the learners may need further individualized support.
5. School management decisions on the best assessment processes to be implemented in providing support to CDC.

It is important to note that if you belong to a school community that may have limited access to resources stated above, as a teacher, you may consider seeking the support of the people in the community health centers in the barangay where your school is located and the barangays where the CDC live. If the resources are scarce whether when in terms of people support or material support (internet connectivity problems, lack of gadgets, and no electricity), you may ask support from the local government units (LGUs).

People support may mean being provided with greater access to hospitals and other units e.g., the DSWD to provide appropriate help for the child. Material support, on the other hand, may require open and constant communication of the school heads with the LGUs and non-government agencies.

These may provide additional work on your part, but the time and effort given to address the child's needs may have an impact on how these children would develop and be integrated in the society. Likewise, the mechanisms of support will be strengthened if the school head and other officials are active in promoting the development of the child and safe environment for the child to thrive.

## IIAS Interventions for Teachers

This section provides you with a sample of interventions you may use in designing instruction for CDC. The approaches do not in any way limit you from designing your own strategies in helping your learners. You may choose to collaboratively work with other teachers who may have significant training in addressing this special population.

1. Use play in teaching concepts about safety, identity, and roles and responsibility. In your session with the child, you may observe the scripts of the child while playing and how the child frames the story of the play.
2. Highlight the child's strengths by asking them to write down what they are good at. The listing may be used in developing activities that would address enhancing their strengths and providing support in overcoming their weaknesses.
3. Integrate what the child loves doing in getting them engaged in the curriculum. An example may be an interest in animals which may be used to teach relevant concepts in most of the subject areas.
4. Teach the child boundaries when it comes to body-safety and consent-related lessons.
5. Use personalized stories in addressing aggression-related issues. An example of this is telling stories about self-control with the characteristics of the child being made similar to the story protagonist.

It would be highly appreciated if the individualized teaching approaches will be developed in consideration of your context and locale.

## Application

The Intensive Intervention and Added Support Model (IIAS Model) is an extended model of the Individualized Education Plan where the intervention grid is indicated. A sample is presented below:

### Secondary Tier 3 Intervention Grid

Focus: Child-friendly places, Emergency Remote Learning, Pandemic-related (COVID-19)  
Status of Child's Development: CDC, particularly the geographical displaced and affected by the pandemic

Support	Description	Entry Criteria	Data to monitor entry	Exit Criteria
Daily logs with teacher in-charge	Participating learners check in and out with a mentor each day. They report their current thoughts and feelings towards learning through the pandemic.	Referrals made by guidance counselors, other teachers, and other stakeholders  Low response rates in communication efforts made by teachers	Learner measures: Daily progress reports Treatment integrity: Higher response rates in modules returned and reported engagement in the activities as measured by number of correct answers in the returned modules Social validity: Reports from the caregivers	High engagement rates

Functional Assessment Based Intervention	A functional assessment is completed to develop an individualized intervention plan. Functional assessment: review of learner records; interviews: teacher, parent, learner; and direct observation of the target behavior	Academic: GPA of less than 75  Behavior: More than six referrals in the previous school year by the guidance counselors	Learner measures: Data on target and replacement behaviors are collected daily.  Treatment integrity is assessed, and data are graphed to determine the effect of the intervention.  Social validity: Reports from the caregivers	The behavioral objective is established based on current levels of performance and expected levels of behavior. Learners exit support when goals are achieved and maintained for three consecutive data points. Maintenance data are collected to ensure behavior maintains without intervention
Kasama ka! (Kabataang Sumasangguni sa Makatutulong na Kawani)	A support mechanism of mentors and mentees. CDC enrolled are assigned to a teacher and a learner companion. A hybrid of collaborative groups.	Social: CDC Academic: Grades lower than 75 Behavior: Referred by Guidance Counselors	Learner measures: Increased disclosure and need to achieve Treatment integrity: Graphs of improvement Social validity: reports of the teacher and learner-partner	Increased academic performance  Well-adjusted in answering modules

Develop an intervention grid using the criteria set by Lane, Oakes and Menzies (2014):

1. Existing Support
2. Description
3. Entry Criteria
4. Data to Monitor Progress
5. Exit Criteria

Existing Support	Description	Entry Criteria	Data to Monitor Progress	Exit Criteria

## Assessment

The Intensive Intervention and Added Support Model (IIAS Model) is an extended model of the Individualized Education Plan where the intervention grid is indicated. A sample is presented below:

<b>School Process</b>	<b>How is your school currently conducting this process?</b>	<b>What changes would you like to make to this process?</b>	<b>What other resources (e.g., resources such as time, talent, or financial) can your school use to make this change happen?</b>	<b>What is the expected effect on CDC in your school if this change is made?</b>
Consulting with stakeholders				
Measuring effectiveness of instruction and intervention				

## Checkpoint

1. What does "IEP" stand for?
  - a. Intentional Education Plan
  - b. Interventional Education Plan
  - c. Individualized Education Plan
  - d. Instructional Education Plan
2. How is an IEP used?
  - a. Similar to a Lesson Plan
  - b. Similar to a Blueprint/Alignment Tool
  - c. Similar to a Curriculum Guide
  - d. Similar to a Teaching Script
3. What is NOT included in an IEP, as described in Chapter 3?
  - a. Existing supports
  - b. Entry criteria
  - c. Strategy brainstorming
  - d. Exit criteria
4. Why is performance and data monitoring important in an IEP?
  - a. To provide rewards and consequences to the student
  - b. To measure the effectiveness of the IEP strategies
  - c. To compare the student's score with mainstream classmates
  - d. To diagnose a student's disability
5. What does using a "Wrap-around support" approach mean?
  - a. Sharing effort and responsibility with other community members
  - b. Providing individualized intervention every hour of every day
  - c. Planning integrative activities for all academic subjects
  - d. Adding extra scaffolds for academic assessments
6. What does "PBIS" stand for?
  - a. Problem-Based Interventions and Supports
  - b. Positive Behavioral Interventions and Supports
  - c. Problem-Based Individualized Supports
  - d. Positive Behavior Individualized Supports
7. What does the "IIAS Model" stand for?
  - a. Intensive Intervention and Added Support Model
  - b. Individualized Instruction and Appropriate Support Model
  - c. Individual Intervention and All-Around Support Model
  - d. International Instruction for Appropriate Support Model
8. What types of consultation does NOT happen when planning for the IIAS Model?
  - a. Behavioral consultation
  - b. Social-emotional consultation
  - c. Physical consultation
  - d. Academic consultation
9. Which of these steps is important in planning Tier 3 supports?
  - a. Consulting with the learner and considering their input
  - b. Selecting screening tools for general and individualized instruction
  - c. Using transparency when discussing student barriers and goals
  - d. All of the above
10. What is NOT part of a teacher's main responsibilities in the IIAS Model?
  - a. Provide student performance data to other stakeholders
  - b. Align instructional and evaluation goals with child's needs or individualized program
  - c. Make informed decisions on child's participation in school programs
  - d. Deliver home-based individualized learning activities

CHAPTER 3: INDIVIDUALIZED INSTRUCTION - CHECKPOINT ANSWER KEY:

1. c. Individualized Education Plan

5. a. Sharing effort and responsibility with other community members

8. c. Physical consultation

2. b. Similar to a Blueprint/Alignment Tool

6. b. Positive Behavioral Interventions and Supports

9. d. All of the above

3. c. Strategy brainstorming

7. a. Intensive Intervention and Added Support Model

10. d. Deliver home-based individualized learning activities

4. b. To measure the effectiveness of the IEP strategies



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## Checkpoint - Key to Correction

Chapter 1: General Instruction in Page 36

1. What does "UDL" stand for? **b. Universal Design for Learning**
2. What does "DI" stand for? **d. Differentiated Instruction**
3. According to UDL, how can a teacher help students access the "WHAT" of learning? **a. Multiple means of Representation**
4. According to UDL, how can a teacher help students access the "HOW" of learning? **b. Multiple means of Action and Expression**
5. According to UDL, how can a teacher help students access the "WHY" of learning? **c. Multiple means of Engagement**
6. In distance learning, what is one way that a teacher can 'foster a learning community'? **d. Increase opportunities for casual dialogue**
7. In distance learning, how can a teacher create effective assessment activities? **b. Move beyond simple memorization of facts**
8. What is one way that teachers manage their personal adjustment and apprehensions to distance teaching? **a. Focus on your Pedagogy and Beliefs**
9. What is one way that teachers manage the pressures and expectations of distance teaching? **d. Reach out for support from colleagues and co-teachers**
10. Which of the following is NOT a contributing factor to inflexible systems at the level of General Instruction? **b. Students with delays and disabilities**

Chapter 2: Targeted Instruction in Page 56

1. What is the cognitive skill used by students to appropriately observe, understand, and act upon social situations? **d. Social Thinking and Knowledge**
2. What is the FIRST step that a student must do, in order to appropriately respond to social cues? **b. Notice the social cue**
3. When is a child most likely to repeat social behaviors? **a. When they receive their desired results and reactions**
4. Which social skill would CDC typically need help with in developing? **d. All of the above**
5. What does SEL stand for? **b. Social Emotional Learning**
6. What is NOT a benefit in student outcomes that results from teaching SEL to CDC? **d. Improved physical health**
7. What is one self-management strategy that teachers can use for CDC? **a. Setting and monitoring own goals**
8. What is a Behavioral Contract/Agreement? **c. An individual student's rules, written by the student and their teacher**
9. What is a Behavior Report Card used for? **a. Tracking a students' performance on behavioral criteria**
10. What is one crucial step in the implementation of self-management strategies for children? **b. Providing step-by-step instruction for how the student can use the new strategy**

Chapter 3: Individualized Instruction in Page 82

1. What does "IEP" stand for? **c. Individualized Education Plan**
2. How is an IEP used? **b. Similar to a Blueprint/Alignment Tool**
3. What is NOT included in an IEP, as described in Chapter 3? **c. Strategy brainstorming**
4. Why is performance and data monitoring important in an IEP? **b. To measure the effectiveness of the IEP strategies**
5. What does using a "Wrap-around support" approach mean? **a. Sharing effort and responsibility with other community members**
6. What does "PBIS" stand for? **b. Positive Behavioral Interventions and Supports**
7. What does the "IIAS Model" stand for? **a. Intensive Intervention and Added Support Model**
8. What type of consultation does NOT happen when planning for the IIAS Model? **c. Physical consultation**
9. Which of these steps is important in planning Tier 3 supports? **d. All of the above**
10. What is NOT part of a teacher's main responsibilities in the IIAS Model? **d. Deliver home-based individualized learning activities**

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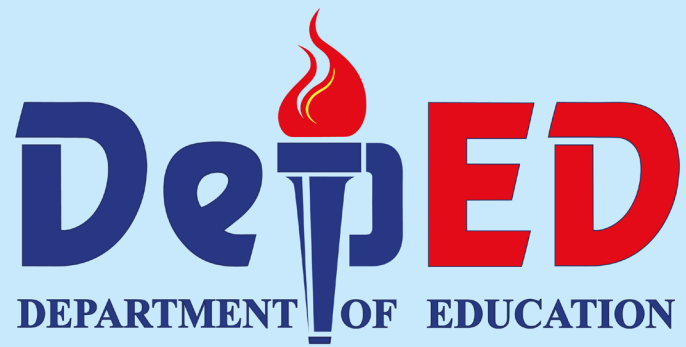
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