

Republika ng Pilipinas  
(Republic of the Philippines)  
KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS  
(DEPARTMENT OF EDUCATION, CULTURE AND SPORTS)  
Manila

May 21, 1987

DECS MEMORANDUM  
No. 105, s. 1987

EXPANDING SPECIAL EDUCATION PROGRAM FOR THE HEARING IMPAIRED  
AND THE VISUALLY IMPAIRED AT THE SECONDARY SCHOOL LEVEL

To: Bureau Directors  
Regional Directors  
Schools Superintendents  
Heads of Private Schools, Colleges and Universities

1. The need to provide access to secondary education for children with special needs is urgent. Statistics show an accelerating enrollment of children with special needs at the elementary level but majority of them fail to reach high school and acquire a high school diploma. One of the constraints is the lack of educational programs and services, including trained teachers in special education at this level.
2. Integration or mainstreaming of handicapped students which involve their placement in regular classrooms for part or all of their school day is a practical and economical practice of serving the needs of the hearing and the visually impaired children in the secondary level. It has been found viable in certain school divisions with a large concentration of hearing and visually impaired children with learning potential.
3. In view thereof, superintendents and school administrators are urged to organize integrated classes for the hearing impaired and the visually impaired children at the secondary level. Since there are more teachers in the elementary level than teachers in the secondary level who have had training in teaching the hearing impaired and the visually impaired, the services of trained elementary school teachers can be utilized.
4. Enclosed are guidelines designed to assist school administrators in integrating hearing impaired and visually impaired children in regular classrooms at the secondary level.
5. It is requested that all public and private secondary schools expand and improve existing integrated programs for such types of children.
6. Dissemination of and compliance with this Memorandum by those concerned is desired.

(SGD.) LOURDES R. GUISUMBING  
Secretary

Incl.:

As stated

Reference:

N o n e

Allocation: 1-2-L--(M.C. 1-87)

To be indicated in the Perpetual Index

under the following subjects:

CLASSES ✓

Course of Study, SECONDARY ✓

OFFICIALS ✓

SPECIAL EDUCATION ✓

TEACHERS ✓



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GUIDELINES IN THE INTEGRATION OR MAINSTREAMING OF HEARING  
IMPAIRED AND VISUALLY IMPAIRED STUDENTS  
AT THE SECONDARY SCHOOL LEVEL.

1. Divisions with classes for the hearing impaired and the visually impaired at the elementary level will identify schools in the secondary level, public or private where hearing impaired and visually impaired children can be integrated.
  2. The organization of classes will be preceded by a careful selection of prospective enrollees on the basis of the child's interest, attitude and his intellectual capacity for learning.
  3. Integration shall either be full or partial. In full integration, the hearing impaired or the visually impaired child attends the regular class the whole day that is, in all subjects, academic and non-academic. The special education teacher serves as sign language interpreter in the class where the hearing impaired student is integrated or as resource room tutor and consultant in the case of the visually impaired. In partial integration, the child attends the regular class for part of the school day in non-academic subjects like Practical Arts/Home Economics, P.E., Scouting, etc., without the aid of the special education teacher. The child, however, receives instruction in the academic subjects in a special class from the SPED teacher perhaps, for one to three hours per day.
  4. In exceptional cases, a maximum of two (2) students can be fully integrated without instruction from a SPED teacher. For partially sighted students, they can be fully integrated with provision of large print materials.
  5. As much as possible, the special education teacher for the hearing impaired must have facility in the use of the sign language, and for the visually impaired, braille transcription.
- In the absence of trained teachers in the division, demonstrated commitment and interest in handling children with special needs shall be considered for appointment. The teacher assigned should have the right attitude and zeal for work with special learners.
6. The assignment of trained elementary SPED teachers in the integrated secondary program, shall entail no additional compensation.
  7. Teachers involved in the education of children with special needs in the secondary level shall be given priority in the selection of scholarship programs, here and abroad.
  8. Promotion of the children shall follow the promotion policy of the regular grades.
  9. Administrative supervision will be provided by the supervisor/principal where the class is organized.
  10. Further supervision will be done by the Division Supervisor In-Charge of Special Education.
  11. Organized classes will be closely monitored and evaluated by the Bureau of Elementary Education.





