



Republic of the Philippines
Department of Education



786-1

Tanggapan ng Kalihim

Office of the Secretary

JUL 05 2008

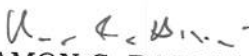
DepED O R D E R

No. 53, s. 2008

MAXIMIZATION OF TRAINED TEACHERS AND ADMINISTRATORS
IN SPECIAL EDUCATION

To: Regional Directors
Schools Division/City Superintendents
Heads, Public Elementary and Secondary Schools
All Others Concerned

1. The Bureau of Elementary Education (BEE) through the Special Education (SPED) Division, this Department regularly conducts training of teachers and administrators for children with special educational needs in order to provide them with access to formal education.
2. Scholarship and training programs in special education include the areas of mental retardation, learning disability, hearing impairment, visual impairment, autism, multiple disabilities, giftedness and organization, administration and supervision. These training programs specifically aim to:
 - a. enhance knowledge and skills of teachers, administrators and supervisors in handling and managing programs for children with special needs;
 - b. update them on current trends and issues on special education;
 - c. share best practices in the provision of access and quality special education programs; and
 - d. organize education programs for children with special needs.
3. Monitoring results of SPED-trained teachers and administrators signal the need to maximize the training programs they have availed of. Enclosed are the guidelines set to maximize training gains of these teachers and administrators.
7. Immediate dissemination of and strict compliance with this Order is directed.


RAMON C. BACANI
Undersecretary
Officer-in-Charge

Encl.: As stated

Reference: DECS Order: No. 5, s. 1998

Allotment: 1—(D.O. 50-97)

To be indicated in the Perpetual Index under the following subjects:

POLICY
SPECIAL EDUCATION

TEACHERS
TRAINING PROGRAMS

GUIDELINES ON THE MAXIMIZATION OF TRAINED TEACHERS AND ADMINISTRATORS IN SPECIAL EDUCATION

A. Organization of SPED Classes

1. As stipulated in the training contract, SPED-trained teachers shall organize classes for children with special needs in the area where they were trained. Below are the expected years of service equivalent to a training period. SPED-trained administrators and supervisors shall also follow the same terms.

<i>1 summer term</i>	-	<i>2 years</i>
<i>1 semester</i>	-	<i>3 years</i>
<i>1 year</i>	-	<i>6 years</i>

- 1.1. SPED-trained teachers who can not serve children with special needs based on the above shall pay back the expenses of the government for the duration of the whole training period.
 - 1.2. Division Supervisors in Special Education are urged to report to the SPED Division, BEE, trained teachers who did not comply with training contract.
2. As contained in the Policies and Guidelines in Special Education, the following serve as enrolment guide in the organization of classes for children with special needs which SPED trained teachers should follow.

Area of Exceptionality	One Grade Level	Multi-Grade Level
<i>Mental Retardation</i>	<i>8 – 15</i>	<i>5 – 8</i>
<i>Hearing Impairment</i>	<i>7 – 15</i>	<i>6 – 8</i>
<i>Visual Impairment</i>	<i>7 – 10</i>	<i>5 – 6</i>
<i>Autism</i>	<i>7 – 10</i>	<i>3 – 6</i>
<i>Multiple Disabilities</i>	<i>3 – 5</i>	<i>2 – 3</i>
<i>Physical Disabilities & Health Impairment</i>	<i>10 – 15</i>	<i>7 – 10</i>
<i>Giftedness</i>	<i>30 – 35</i>	<i>15 - 20</i>

3. In cases when enrolment does not meet the required number, SPED teachers shall still be allowed to handle classes for children with special needs preferably in the morning and handle other subject/s in the afternoon for the regular classes. Other arrangement shall be made by the school heads.
4. Instructional programs that the SPED teachers shall implement include the following:
 - 1.1. **Self-Contained/Special Class** – This is a separate class for only one type of exceptionality that serves moderate to severe types of disabilities.
 - 1.2. **Itinerant Teaching** – A traveling teacher reaches out to children with special needs in other schools or at home to provide direct and consultative services.
 - 1.3. **Resource Room** – A designated place where the child with special needs enrolled in the regular school program goes to in order to make use of the

specialized equipment either in a tutorial situation or in a small group session handled by a SPED teacher.

- 1.4. **Pull-Out** – A kind of program where the child enrolled in the regular class reports to the resource room for a period of time for special instructions by the SPED teacher.
- 1.5. **Integration/Mainstreaming** – This refers to the enrolment of a child with special needs in a regular class with support services. There are degrees of integration: In **Partial integration**, a child with special needs enrolled in a special class is integrated with regular children in non-academic activities like work education, physical education, arts, school programs, etc., then gradually integrated in the academic subjects when qualified. In **Full Integration**, a child with special needs sits in the regular class in all academic and non-academic subjects.
- 1.6. **Inclusion** – All children with disabilities, regardless of the nature and severity of their disability and need for related services, receive their total education within the regular education classroom.

B. Administrative Support

1. Administrators and Supervisors trained in the Organization and Supervision of Special Education (OAS) shall organize programs for children with special needs in their own schools and/or divisions.
2. Basic requirements like rooms, equipment and facilities needed in the organization of special education programs shall be provided.
3. Regional and division DepED offices shall, at their SPED Systems and Files account for the number of teachers trained in the regions and divisions. Statistics on trained teachers per area of exceptionality in special education shall be made available to allow tracking of SPED-trained teachers vis-a-vis the implementation of special education programs and their contract of service.
4. Submission of reports on enrolment of children with special needs shall strictly follow the Basic Education Information System (BEIS) schedules given below:

Division Office	- first week of July
Regional Office	- first week of August
Central Office	- last week of August

D. Provision of Incentives

SPED teachers shall be provided incentives such as the following:

1. Provision of SPED items for all SPED teachers
2. Reclassification of regular teacher items to SPED teacher items as indicated in DECS ORDER No. 5, s. 1998;
3. Provision of opportunities for promotion as indicated in the training contract and attend seminars, workshops, training programs and conferences in special education;
4. Budget allocation for the SPED Centers from the regular school's MOOE to be able to implement their School Improvement Plans; and
5. Budget allocation for MOOE for the SPED Centers located not within the regular school likewise, to be able to implement their School Improvement Plans