



DepED O R D E R
No. **72** s. 2009

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INCLUSIVE EDUCATION AS STRATEGY FOR INCREASING
PARTICIPATION RATE OF CHILDREN

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Regional Directors
Schools Division/City Superintendents

1. Special Education in the Philippines has only served 2% of the targeted 2.2 million children with disabilities in the country who live without access to a basic human right: the right to education. Most of these children live in rural and far flung areas whose parents need to be aware of educational opportunities that these children could avail of.
2. The Department of Education (DepED) has organized the urgency to address this problem and therefore, guarantees the right for these children to receive appropriate education within the regular or inclusive classroom setting. Inclusive education embraces the philosophy of accepting all children regardless of race, size, shape, color, ability or disability with support from school staff, students, parents and the community.
3. A comprehensive inclusive program for children with special needs has the following components:
 - a. **Child Find.** This is locating where these children are through the family mapping survey, advocacy campaigns and networking with local health workers. The children with special needs who are not in school shall be listed using Enclosure No. 1. These children shall be visited by Special Education (SPED) teachers and parents should be convinced to enroll their children in SPED Centers or schools nearest their home.
 - b. **Assessment.** This is the continuous process of identifying the strengths and weaknesses of the child through the use of formal and informal tools for proper program grade placement. Existing SPED Centers in the Division shall assist regular schools in the assessment process.
 - c. **Program Options.** Regular schools with or without trained SPED teachers shall be provided educational services to children with special needs. These schools shall access educational services from SPED Centers or SPED trained teachers.

The first program option that shall be organized for these children is a self-contained class for children with similar disabilities which can be mono-grade or multi-grade handled by a trained SPED teacher. The second option is inclusion or placement

of the child with disabilities in general education or regular class where he/she learns with his/her peers under a regular teacher and/or SPED trained teacher who addresses the child's needs. The third option is a resource room program where the child with disabilities shall be pulled out from the general education or regular class and shall report to a SPED teacher who provides small group/one-on-one instruction and/or appropriate interventions for these children.

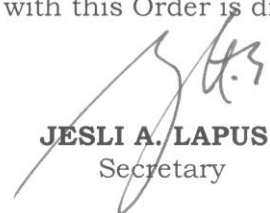
- d. **Curriculum Modifications.** This shall be implemented in the forms of adaptations and accommodations to foster optimum learning based on individual's needs and potentials. Modification in classroom instructions and activities is a process that involves new ways of thinking and developing teaching-learning practices. It also involves changes in any of the steps in the teaching-learning process. Curriculum modifications shall include service delivery options like cooperative or team teaching, consulting teacher program and others. The provision of support services from professionals and specialists, parents, volunteers, and peers or buddies to the children with special needs is an important feature in the inclusion program.
- e. **Parental Involvement.** This plays a vital role in preparing the children in academic, moral and spiritual development. Parents shall involve themselves in observing children's performance, volunteering to work in the classroom as teacher aide and providing support to other parents.

4. District and school-based special education and regular teachers, administrators and parents need to collaboratively develop and facilitate the most effective program for children with disabilities. This program shall be included in the School Improvement Plan (SIP).

5. To realize the successful implementation of inclusive education in the schools, the duties and responsibilities of DepED officials are defined in Enclosure No. 2.

6. Officials at the division, region and central offices shall provide the needed training on inclusive education to administrators, teachers and other school staff; regularly monitor the implementation of the program and provide the corresponding technical assistance needed and conduct evaluation to determine the effectiveness of the program and improve its implementation.

7. Immediate dissemination of and compliance with this Order is directed.



JESLI A. LAPUS
Secretary

Encls.: As stated

Reference: None

Allotment: 1—(D.O. 50-97)

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

POLICY
PROGRAM

SPECIAL EDUCATION
TEACHERS

LIST OF CHILDREN WITH SPECIAL NEEDS

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(Please use another sheet if necessary)

**ROLES OF DepED OFFICIALS
IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION**

A. INITIAL PHASE: *This pertains to the time when the school makes preparation for the implementation of inclusive education. This is also the period of acceptance.*

1. Roles of the School Administrator

- 1.1. Institutionalizes SPED Programs in all schools as stipulated in DECS Order No. 26, s. 1997
- 1.2. Integrates the global thrust of "Inclusive Education" in the vision and mission of the school and includes this in the School Improvement Plan
- 1.3. Networks with the Division Supervisor in-charge of Special Education for linkages and support
- 1.4. Acts as catalyst of change and a source of information
- 1.5. Conducts PTCA meetings to elicit support for the program.

2. Roles of the Regular Teachers

- 2.1. Accept the idea of inclusive education
- 2.2. Support school plans for inclusive education
- 2.3. Establish a wholesome relationship with SPED teachers

3. Roles of the SPED Teachers

- 3.1. Welcome regular teachers who seek information about inclusive education
- 3.2. Accept a broader role as consultant in inclusive education and in special education in general
- 3.3. Share expertise on inclusive education when needed

4. Roles of Non-Teaching Personnel

- 4.1. Act as supporting arm for inclusive education
- 4.2. Attend meetings/forum conducted in the school

5. Roles of Parents

- 5.1. Attend meetings called for by the school
- 5.2. Participate and support plans for inclusion

B. TRANSITION PHASE: *This covers the period covering initial meetings done by the school personnel and other activities prior to the implementation of the inclusion program proper.*

1. Roles of the Administrator

- 1.1. Facilitates the acceptance of children with special needs in the school
- 1.2. Initiates and conducts in-service training and orientation on inclusive education and special education in general for regular teachers and other personnel
- 1.3. Conducts classroom observations on the implementation of inclusive education
- 1.4. Conducts school visits with teachers and other school personnel in other schools that have best inclusive education practices
- 1.5. Conducts meetings to monitor the implementation of the program

- 1.6. Provides directions on the improvement of the program
- 1.7. Provides support to the program such as financial resources and incentives
- 1.8. Works on advocacy/information campaigns to strengthen student and community awareness on inclusive education and special education in general
- 1.9. Makes monitoring and evaluation a vital component of the inclusive and SPED program
- 1.10. Makes ocular inspection of classrooms and grounds for improvement or modification to work out for the safety of children with special needs
- 1.11. Defines the roles of each staff in the program and provides guidelines for the implementation of the program

2. Roles of the Regular Teachers

- 2.1. Conduct assessment of children with special needs together with the SPED Assessment Team to identify their strengths and weaknesses for program planning and modifications of curriculum
- 2.2. Prepare the regular class children in welcoming and accepting children with special needs
- 2.3. Collaborate with fellow teachers for the provision of appropriate and workable inclusive education program
- 2.4. Prepare and provide the Resource SPED Teacher with information about schedule, curriculum, school program and activities
- 2.5. Review existing instructional materials to determine any modifications needed

3. Roles of the SPED Teachers

- 3.1. Assist the regular teachers in assessing behavioral characteristics and academic development of children with special needs
- 3.2. Provide assistance in measuring environmental situations of the school such as the social, interpersonal and physical aspects

4. Roles of the Non-Teaching Personnel

- 4.1. Provide support and/or assistance in the:
 - ❖ implementation of inclusive education program
 - ❖ monitoring of school facilities for possible modification
 - ❖ preparation of instructional materials for teachers and CSNs

5. Role of the Parents

- 5.1. Provide support for the developmental progress of CSNs
- 5.2. Collaborate with the school personnel for the maintenance of the inclusive education program

C. INCLUSION PHASE: *This is the period when children with special needs are admitted in the regular classes.*

1. Roles of the Administrator

- 1.1. Observes the policy that a maximum of 2 children with mild disability shall be included in a regular class while only one severely or moderately disabled shall be included in a regular class
- 1.2. Conducts in-service trainings on:

- ❖ Curriculum modification
- ❖ Teaching strategies
- ❖ Behavior management and modification
- ❖ Classroom management
- ❖ Preparation of Instructional Materials
- ❖ Others

- 2.2. Plans programs and activities where regular and special children can work and perform together
- 2.3. Monitors the services rendered by regular and special education teachers, other school personnel and parents and commend their support and dedication
- 2.4. Establishes linkages with government and non-government agencies for additional resources and support of the implementation of the program

2. Roles of the Regular Teachers

- 2.1. Welcome the students as official enrollees in the regular class
- 2.2. Facilitate the implementation of Inclusive Education Programs (IEP)
- 2.3. Coordinate with the SPED teachers for needed modification of the curriculum
- 2.4. Model appropriate ways of developing relationships with children with special needs
- 2.5. Facilitate the development of appropriate interactions and social relations with students
- 2.6. Help secure special equipment and materials

3. Roles of SPED Teachers

- 3.1. Provide continuing support to the inclusive education program
- 3.2. Provide technical assistance on the use of appropriate materials and equipment
- 3.3. Prepare checklist of expected academic and behavioral outputs for monitoring
- 3.4. Use teaching strategies and skills development activities to meet the students' needs
- 3.5. Provide services to the school when training is needed
- 3.6. Develop Individualized Education Program (IEP) in consultation with the regular teachers, parents and other professionals