



DIFFICULTIES ENCOUNTERED BY THE DEAF STUDENTS OF LEGAZPI CITY NATIONAL HIGH SCHOOL: BASIS OF LEARNING INTERVENTION PROGRAM

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Abstract

a. Title:

DIFFICULTIES ENCOUNTERED BY THE DEAF STUDENTS OF
LEGAZPI CITY NATIONAL HIGH SCHOOL: BASIS OF LEARNING
INTERVENTION PROGRAM

b. Name of Researcher

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c. Date of Technical Assistance

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d. Summary

The global pandemic incidence caused by Corona Virus Disease (COVID)-19 has momentarily affected the education system worldwide. The circumstances altered the educational scenario which leads to the paradigm shift in education to stop the prevalence of the virus. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), more than 100 countries had applied to shut down schools (Onyema, et.al. 2020).

This descriptive-quantitative research assessed the difficulties encountered by the deaf learners of Legazpi City National High School, and utilized strategies to address the difficulties encountered on instruction, learning environment, and teacher engagement. The effect of the strategies applied were assessed to come up with a learning intervention for deaf learners. This study involved the deaf students and their parents as the respondents. The gathered data were analyzed using descriptive statistics particularly weighted mean (WM).

To give clarity on the objectives of this study, (1) determine the difficulties encountered by deaf students in distance education in terms of instruction, learning environment, and teacher engagement; (2) determine the strategies implemented by the teacher to address the difficulties encountered by the students, (3) assess the effectiveness of the strategies implemented by the teacher, and (4) discuss the propose learning intervention program to address the difficulties encountered by high school deaf students, the following findings were revealed.

1. The difficulties encountered by deaf students in distance education focused on instruction, learning environment, and teachers' engagement. The respondents encountered difficulty in lesson content, unfit content to learning capacity, and the need for other references. They feel unhappy since the home is not appropriate for learning due to a lack of limited resources, unencouraging learning space' and household chores. The students received limited assistance in the learning process; and limited time to monitor the learning plan due to communication issues.

2. The strategies implemented by the teacher to address the difficulties encountered by the students focused on instruction, learning environment, and teacher engagement. They include the provision of contextualized or simplified activities with real objects; pictures; concept maps and supplementary materials such as videos; jigsaw puzzles; painting; sculpting; weaving; story-telling; and dramatization. But limited video lessons with subtitles, and activity sheets for reading and writing that can be utilized at home. The teacher constantly monitors the students regarding the learning plan and communicated to the students to assist them in doing tasks but limited video lessons to facilitate in doing tasks were provided.

3. The strategies implemented by the teacher in delivering the instruction at home which include the use of PowerPoint presentations and videos, and constant communication with the students to monitor their learning tasks and compliance were equally effective strategies during the conduct of distance education.

4. The proposed learning intervention program to address the difficulties encountered by high school deaf students was composed of two programs as follows: the **CIDS (Contextualized Instruction for Deaf Students) Program** aims to create and provide quality contextualized lessons through videos with subtitles, PowerPoint presentations, and images and pictures that will compose a majority of instruction that can be utilized at home. While the **SPC (Strategized Planning and Crafting) Program** aimed to create a group of teachers that aims to plan and craft individualized monitoring and evaluation plan per student.

Based on the findings, the following conclusions were established:

1. The difficulties encountered by deaf students in distance education focused on instruction, learning environment, and teachers' engagement. They include difficult lessons which do not fit their learning capacity and learning style; learning resources for visual learners, isolation, and household condition resulting in boredom which requires the teacher's time in monitoring, assisting, and reporting of learning outcomes.

2. The strategies implemented to address difficulties in instruction such as the use of simplified lessons, real objects, and supplementary materials such as videos were effective. The learning resources that can be acquired online require parents' technological skills and internet facilities. Constant communication between student and teacher during distance learning plays an important role in building a teacher-student strong relationship.

3. The use of video lessons or PowerPoint presentations was more helpful and effective than using a module alone. Since the deaf student were visual learners, they require instructions with images, pictures of objects; actions interpretations; and videos. Constant monitoring is an effective strategy showing that teacher engagement can be affected by various factors including school management setup, technological facility, and teacher's technological skills.

4. The proposed learning intervention program to address the difficulties encountered by high school deaf students was the **CIDS (Contextualized Instruction for Deaf Students) Program** which aims to create and provide quality contextualized lessons in the form of videos, PowerPoint presentations, and images and pictures. While the **SPC (Strategized Planning and Crafting) Program** aimed to create a committee that is capable of planning and crafting individualized monitoring and evaluation plan per student.

Based on the conclusions, the following recommendations were set forth:

1. Contextualization of lessons for deaf learners can be given utmost priority, the video lessons, PowerPoint presentations, and pictures with subtitles can be compiled per subject area and be institutionalized.

2. The strategies that were found effective such as the use of simplified lessons, real objects, and videos can be consistently implemented and the parents as learning facilitators at home can be oriented and empowered to apply these strategies.

3. Along with the use of appropriate instructional materials for deaf students, active teacher engagement can be enhanced with the improvement of school and home technological facilities and internet infrastructure which calls for the stakeholders' collaboration.

4. The proposed learning intervention program to address the difficulties encountered by high school deaf students such as the CIDS (Contextualized Instruction for Deaf Students) Program and SPC (Strategized Planning and Crafting) Program be implemented at the school level and can be a basis for Improving the policy for every disability in Special Education.

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Context and Rationale

The global pandemic incidence caused by Corona Virus Disease (COVID) -19 has momentarily affected the education system worldwide. The circumstances altered the educational scenario which leads to the paradigm shift in education to stop the prevalence of the virus. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), more than 100 countries had applied to shut down schools (Onyema, et.al. 2020).

The learning modality had been transformed and required students, parents, and teachers to adopt the new normal. Tumapon (2020), pronounced education in the new normal as "blended or purely online courses". This new method of learning brought about by the COVID-19 pandemic caused added challenges in the education sector, including teachers, parents, and learners.

Dennon (2020), cited that the COVID-19 pandemic had resulted in the implementation of distance learning at all education levels. Concerning the pandemic scenario, Tria (2020), cited that the Philippines education sector implemented a new normal education approach. The manner of the provision of quality education despite the prohibition of face-to-face instruction had been the most challenging scenario the Department of Education had been facing nowadays.

To find relief in dealing with the new normal the DepEd Order no. 012 series of 2020 entitled "Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 in the Light of the COVID-19 Public Health Emergency" is adapted in the conduct of sustainable education. It is a "package of

education interventions' that address education concerns amidst the COVID-19 pandemic. (DepEd.gov.ph).

In addition, despite many problems brought on by physical limitations, the Department of Education (DepEd) ensures that students with special needs receive a quality education. According to DepEd Secretary Leonor Briones, the education sector is doing its best to give kids with special needs the same educational opportunities same with all other learners (Malipot 2020).

In this regard, the current state of SPED education implementation in the Division of Legazpi City particularly the students of Legazpi City National High School during the COVID-19 epidemic is due to school closure; for the time being, SPED students stayed at home and were exposed to home-based education, with their parents serving as learning facilitators. They are accustomed to interacting with teachers, classmates, and friends in a traditional educational setting, particularly mainstreamed pupils. However, with the new normal education, they will receive the same teaching and will be able to participate in the same learning activities with contextualization to meet their unique requirements.

In particular, deaf students who previously have the best access to education due to the presence of the teachers were also left at home with their learning facilitators. Previously, students with hearing loss may required accommodations and assistive technology. Preferential seating or wireless assistive listening devices in the classroom are examples of accommodations. Some will necessitate the use of Auslan interpreters as well as live remote

captioning. Each kid with hearing loss should be tested individually, and modifications should be made to meet their specific needs.

In addition, an interpreter is someone who facilitates communication and conveys all auditory and sign information so that both hearing and deaf individuals may fully interact. There are many types of interpreters, including American Sign Language (ASL), oral, tactile, and cued speech (Downs, S., 2000).

Nevertheless, it is indisputable that the efforts of the government stretched to the operation of SPED education amidst the COVID-19 pandemic still have downsides. Teachers face issues such as an imbalance in resources amongst their students and the inability to rely on at-home support to effectively teach students.

Furthermore, students with special needs have difficulties dealing with learning materials, completing coursework, and using resources to complete school assignments. Another is dealing with the learning environment involving oneself and associating with family members. Since the majority of differently-abled students "struggled to find a distraction-free area at home," encouraging them to learn while dealing with internet problems and home-based distractions is counterproductive.

In particular, the difficulties encountered by the deaf students of Legazpi City National High School due to the lack of sign language interpreters, instructional support, and anxiety contributed to fatigue, frustration, despair, anger, loss, and adjustment in the learning environment can be documented and be given proper intervention. These are the reasons why this study was conducted.

This study assessed the difficulties encountered by deaf students of Legazpi City National High School along with learning materials, learning environment, and teachers' engagement in children's education. Understanding the difficulties can lead to the implementation of necessary interventions to enhance the implementation of SPED education. So, this study is of great significance to deaf students, teachers, and parents.

The Special Education Program (SPED) in the Philippines was implemented in 1997. It is a response to the growing number of children with special needs to access quality education according to UNESCO, 2004; EFA, 2010. While the DepEd Order No. 6 s. 2006, mandated secondary schools to offer also SPED programs. To support the SPED program implementation, the DepEd Order no. 38 s. 2015 specified the guidelines on the utilization of SPED funds, all these orders give way to the institutionalization of SPED, particularly in the public schools, (Ajoc, I., 2019).

In addition, the Special Education Act of 2018, is an act establishing at least one (1) special education center for each school division and at least three (3) special education centers in big school divisions for children with special needs. It stated that "the state will protect and promote the rights of children with special needs (CSNs) to quality and accessible education."

Deaf persons should have adequate access to a decent education, according to the Magna Carta for Disabled Persons, or Republic Act 7277. The foundation of the Insular School for the Deaf and Blind (now known as the Philippine School for the Deaf) in 1907, practiced deaf education in the Philippines

for almost a century. Many deaf and special education schools have now been built, and the number continues to rise. (Bustos & Tanjusay, 2006).

In particular, deaf education is the education of students who are deaf or hard of hearing (Kent University, n.d.). According to Burke, L. (2021) in an article entitled, "Advances in Deaf Education," through expanding technical vocabulary, educating interpreters, and assuring better access, the concerned institutions are working to make education for deaf people more inclusive and accessible. In Florida, the USA, not all deaf students use American Sign Language interpreters, but some students favored communication methods which include live captioning, closed captioning, interpreting or lipreading, and voicing. However, interpretation for some lessons requires complex vocabulary which requires interpreters with technical expertise.

According to the National Deaf Children's Society (2022), teachers of the Deaf also known as ToDs or teachers of the hearing impaired, are competent and qualified teachers who have the training to teach children with hearing loss. They deliver support to deaf children, their families, and other professionals who are part of the child's education. The support and services include language and communication, a child's hearing aids, addressing issues on being the parent of a deaf child, and a child's education.

On the other hand, the parents of a hearing-impaired student play an important role in distance education, they should relate the same as hearing children, ensure hearing aids are used and functional, talk with eye contact, label the things around, and converse incidents and activities. They should also be

involved in language acquisition such as getting up, washing, bathing, dressing, undressing, cooking time, mealtime, going to market, garden or zoo, visiting friends, playing, going to bed, and other activities (Trowers, T., 2021).

However, amidst the COVID-19 pandemic, deaf students are facing academic challenges of communication using sign language, difficulty understanding instructions from teachers, missing notes that teachers provide for hearing students, neglect from hearing peers, and isolation from teachers and peers. While according to Disabil, A. (2018), limited curriculum support in special schools; lack of support and inadequate teaching and learning materials; overcrowding in one school, and; limited support of multidisciplinary professionals in most schools are the common difficulties they encountered.

In addition, technology is a necessity in special education. As cited by Gundam (n.d.), students with special needs should be provided with ICT to cater to specific instructional needs. Individualized learning can be best offered when technology is used to make learning more meaningful since many learning opportunities can be made suitable for individual needs while keeping them busy at home.

Also, Angdhiri (2020), cited that in Indonesia, students who do not have access to technology find difficulties in sustaining learning. It is suggested that the government should support collaborating with the global community. Connecting with other schools and the local community is vital to sustain and achieve education for all.

On the difficulties encountered in the implementation of SPED program, the study of Kiyuba, J., and Tukur, S. (2014), entitled “Challenges of Providing Special Education to Children with Disabilities”, identified the difficulties in accessing special education in Uganda using a qualitative method with semi-structured interview questions involving four teachers and four education officials in the same district. Results revealed that children with disabilities encountered a lack of good physical infrastructure, insufficient educational materials, and less accessible classrooms, and other services. Further, teachers are less motivated to do their duties resulting in low morale. On the other hand, corruption is a factor that hinders special education provision for Children with Disabilities (CWDs).

The present study is similar since it aims to determine the difficulties encountered by the students in the implementation of SPED education. However, it focused on the difficulties encountered by high school deaf students in instruction, learning environment, and teachers' engagement.

The study by Hidayat, L. (2017), entitled "Multimedia-Based Learning Materials for Deaf Students," emphasized that the difficulties encountered by deaf students on having a hearing impairment can affect the language, academic, and social skills of deaf students. The study focused on improving the passion, quality, and achievement of deaf students through the utilization of audio, visual, and digital technology. Results revealed that the activities involving audio, video, and digital lessons facilitated the learning activities of deaf students.

The present study is similar since it involved deaf students and instructional materials. However, it assessed the difficulties encountered in the new normal of

instruction including multi-media, learning environment including internet connectivity, and teachers' engagement.

A study concerning instruction delivery and learning environment amidst the COVID-19 pandemic was conducted by Alshawabkeha, A. et al (2021), entitled "Using Online Information Technology for Deaf Students During COVID-19: A Closer Look from Experience," assessed the perceptions regarding the technological instruction and accommodations provided to deaf students in online distance learning during the COVID-19 pandemic. This qualitative research utilized a one-on-one interview involving 15 deaf students and their three (3) teachers. Thematic analysis was utilized.

Results revealed the five (5) themes of experiences as follows course content delivered, the technology used delivery method, assessment tools used, and social interactions. My experiences with technology were both positive and negative. Online distance learning was labeled as a challenging experience that required efficient communication channels but was unsuccessful to address the needs of the deaf concerning the communication medium. But, distance education enhanced their technology skills and their competencies in adapting to a new environment.

The present study has the same bearing since it focused on instruction involving the use of technology and the learning environment of deaf students in the new normal. However, the present study focused on the difficulties encountered by deaf students in instruction, learning environment, and teachers' engagement.

On the other hand, the study of Manlapaz, C. (2016), entitled, "Accessibility of Deaf Education in the Mainstream Certificate Program of a Private Tertiary Educational Institution in Manila," provided a learning environment for deaf students to develop their service skills and confidence on food and beverages, and evaluated the accessible support services and methods of teaching used by faculty members for deaf and hard of hearing. This qualitative research utilized the focus group discussion involving eight (8) deaf students. Results revealed the five (5) themes namely meeting deaf needs, inclusivity, achieving academic goals, program enhancement, and level of understanding.

The present study has the same bearing since it involved deaf students and their learning environment. But the present study assessed the difficulties encountered in the new normal of instruction including learning materials and teachers' strategies, learning environment including technology and internet connection, and parents' engagement showing their support for distance education along with the services offered by the school.

Another study conducted amidst the COVID-19 pandemic by Schafer, E., Dunn, A., and Lavi, A. (2021), entitled, "Educational Challenges During the Pandemic for Students Who Have Hearing Loss." recognized the potential difficulties that students with hearing loss faced during the pandemic and to generate recommendations to promote learning and engagement based on findings. This qualitative research assessed the incidence of various learning situations (i.e., in-person, remote virtual, and blended), examine the accessibility

of technology and course content and quantified hearing issues related to safety measures and technology use in school-age students with hearing loss.

Results revealed that remote learning was synchronous and asynchronous, and interpreters were provided when needed, but difficulties were encountered in the use of technology required for distance learning. The present study is similar since it also assessed the difficulties encountered including technology. However, it also focused on instruction and teachers' engagement.

The study by Phiri, M. (2021), entitled, "Challenges Faced by Deaf Children in Accessing Education in Malawi," determined what should be done to enable deaf children to access quality education. The data was collected from students of three schools for the deaf and two mainstream schools. Results showed that deaf children feel isolated and lonely in mainstream schools, which leads to some children transferring to schools for the deaf. Some of the challenges encountered were the limited access to education in mainstream schools but high tuition fee in the school for the deaf, and teachers at mainstream schools' lack of understanding of deaf children's educational needs.

The present study is alike since both focus on deaf students in the new normal, difficulties in instruction and use of technology was part of the study. However, teachers' engagement was discussed and students of public schools both inclusive and non-inclusive deaf students were involved.

The study by Garg, S. et al. (2021), entitled "Challenges of the Deaf and Hearing Impaired in the Masked World of COVID-19," emphasized the difficulties of the deaf student have increased due to COVID-19, resulting in a lack of

comprehensiveness with the deterioration of their mental, physical, and social health. It assessed the challenges faced by deaf and hearing-impaired people during COVID-19 through a literature review. Results showed that deaf students encountered difficulties in gathering information due to the use of face masks, maintaining physical and mental health, and acquiring health services due to stigma and communication barriers.

To address the difficulties among deaf students, people involved in education utilized technology-related strategies, ask help from sign language instructors, and prepared healthcare settings for the hearing disabled. It was recommended that system strengthening, telemedicine, and policy amendments can be the foundation to build up the support system to protect deaf students from COVID-19. The present study has the same bearing since both studies focused on the difficulties encountered by deaf students. However, the present study focused on instruction, learning environment, and teachers' engagement.

The reviewed literature focused on the legal bases of the SPED education implementation, the role of teachers, parents' participation in the early education of deaf children, the services needed by deaf learners, and the challenges and difficulties encountered both in the normal and new education setup. While the reviewed studies focused on challenges and difficulties in communication, educational materials referred to as multi-media instruction, learning environments involving the use of technology. The present study assessed the difficulties encountered by secondary SPED students and assessed the strategies

implemented on several aspects such as instruction, learning environment, and teachers' engagement. These are the gaps bridged by the present study.

The Universal Design for Learning (UDL) is the foundation of this research. UDL is a framework for designing learning experiences that anticipate the requirements of all students. When UDL was utilized, you think that learning hurdles are caused by the environment's design, not by the student. The Universal Design for Learning (UDL) is based on brain science and evidence-based teaching techniques. It also makes use of the capabilities of digital technology (Posey, A., n.d.)

As a result, UDL is a proactive rather than reactive approach to educational access, benefiting not only students with disabilities but all students. UDL appears to have a favorable impact on students' perseverance, retention, and satisfaction, according to research (Roberts et al., 2011).

Innovation, Intervention, and Strategy

On innovation, the teacher utilized strategies on instruction, learning environment, and teacher engagement to alleviate the difficulties of deaf students.

These strategies were compiled and subject to assessment by colleagues. To determine its effectiveness, the students were interviewed about how these strategies alleviate their difficulties.

On intervention, a set of strategies were applied to the aforementioned variables. It served as the alleviating factor in instruction, learning environment, and teacher engagement.

On strategy, the teacher-researcher facilitated the provision of the strategies to the deaf students. A weekly task was provided, composed of a lesson plan, two (2) activity sheets, a worksheet, and an assessment along with the corresponding set of strategies. Its impacts on alleviating the strategies were checked or evaluated by the teacher, recorded, and feedback was documented accordingly. The deaf students, parents, and other teachers were involved. At the end of the quarter, standardized strategies were compiled and assessed. At this phase, the most effective strategies were finalized and recorded.

Action Research Questions

The present study assessed the difficulties encountered by the deaf learners of Legazpi City National High School. Specifically, it sought answers to the following questions:

1. What are the difficulties encountered by deaf students in distance education in terms of:
 - a. Instruction
 - b. Learning Environment
 - c. Teacher's Engagement
2. What strategies were implemented by teacher to address the difficulties encountered by the students in terms of:
 - a. Instruction
 - b. Learning Environment
 - c. Teachers' Engagement

3. How effective were the strategies implemented by the teacher as perceived by the students and parents on the cited variables?
4. What learning intervention program may be proposed to address the difficulties encountered by high school deaf students?

Action Research Methods

a. Participants and other sources of information

The 24 deaf students and their parents of Legazpi City National High School were the respondents of this study. Involving all the populations is known as a total enumeration of total population sampling. Total population sampling is a type of purposive sampling technique where the entire population was examined.

b. Data Gathering Methods

The researcher conducted a face-to-face data collection utilizing a 5-point Likert scale-validated questionnaire. The researcher personally visited the respondents together with their parents. Sign language was employed in discussing the content of the questionnaire with the deaf students and the local dialect for the parents or guardians. The accomplished questionnaire was collected right away by the researcher.

Once the difficulties were determined, the teacher employed a set of strategies in line with instruction, learning environment, and teacher engagement. After the tasks were done, the effectiveness of the strategies was determined through a one-on-one interview with the parents and students.

Discussion of Results, and Reflection

The present study assessed the difficulties encountered by the deaf learners of Legazpi City National High School in terms of instruction, learning environment, and teachers' engagement; the strategies implemented by teachers to address the difficulties encountered by the students; the effectiveness of the strategies implemented by the teacher as perceived by the students and teachers on the cited variables, and proposed learning intervention program to address the difficulties encountered by the high school deaf students.

1. Difficulties encountered by deaf students in distance education

The difficulties encountered by deaf students in distance education focused on instruction, learning environment, and teachers' engagement.

a. Instruction

The difficulties encountered were measured based on the five (5) indicators with an average WM of 4.24 described as agree. Table 1. shows the difficulties encountered by deaf students in distance education.

Table 1. a

Difficulties Encountered by the Deaf Students in Distance Education

Indicators	WM	Desc
1. The lesson content is difficult it took me some time to comprehend	5.00	SA
2. The lesson does not fit my learning capacity	5.00	SA
3. The lesson requires me to use other references to answer questions	5.00	SA
4. The learning resources do not show captions or visual interpretations	2.50	MA
5. The supplementary materials given to me do not provide visual aids	3.29	A
Average	4.24	A
Others: The very limited time given to finish the tasks (e.g. outputs, quizzes, etc.)		
No clear instructions on assignments, project/s, or other outputs		

Legend: Strongly Agree (SA) -4.50-5.0; Agree (A) -3.50-4.49; Moderately Agree (MA) -2.50-3.49; Disagree (D) -1.50-2.49; and Strongly Disagree (SA) -0.50-1.49

Among the five (5) indicators, nos. 1,2, and 3 were strongly agreed by the respondents with a WM of 5 cited as *the lesson content is difficult and took me some time to comprehend; the lesson does not fit my learning capacity; the lesson requires me to use other references to answer questions*. While the respondents agree on indicator no. 5 with a WM of 3.29 cited as the *supplementary materials given to me do not provide visual aids*. However, the respondents moderately agree on indicator no. 4 with a WM of 2.50 cited as *the learning resources do not show captions or visual interpretations*. Aside from the indicators, the respondents cited the following factors of difficulties: the teachers do not use sign language in their instruction; very limited time given to finish the tasks (e.g. outputs, quizzes, etc.); and no clear instructions on assignments, project/s, and other outputs.

Results revealed that the respondents agree with the indicated difficulties encountered by deaf students in distance education. They strongly agree on the difficult lesson content, which took me some time to comprehend; the lesson does not fit the learning capacity of learners; and the lesson requires them to use other references to answer questions. While they moderately agree that the learning resources do not show captions or visual interpretations, they disagree that supplementary materials given to them do not provide visual aids. Other difficulties cited by the respondents include insufficient time to finish tasks and unclear instructions for the assignment, projects, and outputs.

It can be implied that the lesson content was difficult and unfit for the learning capacity, so they need to use other references to do the tasks. However, other learning resources show captions or visual interpretations which serve as

visual aids. On doing tasks, insufficient time and unclear instruction add up to the difficulties encountered by deaf students.

Algraini, F. (2021), in a study entitled “Distance Education for Deaf and Hard of Hearing Students during the COVID-19 Pandemic in Saudi Arabia: Challenges and Support,” cited that the challenges encountered by deaf students during distance education were learning resources; specific needs; and the supports provided to the deaf students in distance education.

b. Learning Environment

The difficulties encountered in the learning environment were measured based on the five (5) indicators with an average WM of 4.38 described as agree. Table 1. b shows the difficulties encountered in the learning environment.

Table 1. b
Difficulties Encountered on Learning Environment

Indicators	WM	Desc
1. My school makes me unhappy while dealing with the teachers and classmates	4.75	SA
2. My home is not appropriate for my learning involving assignments and caused boredom	4.67	SA
3. My home learning space is not encouraging for learning	4.21	A
4. My parents allowed me to do household chores which lessen my study time	3.54	A
5. My home has limited learning resources	4.71	SA
Average	4.38	A

Among the five (5) indicators, three (3) were strongly agreed by the respondents. The highest rated was no. 1 with a WM of 4.75 cited as *my school makes me unhappy while dealing with the teachers and classmates*. This was followed by no. 5 with a WM of 4.71 cited as *my home has limited learning resources*. The third rated indicator was no.2 with a WM of 4.67 cited as *my home*

is not appropriate for my learning involving assignments caused boredom. While the least rated was indicator no. 4 with a WM of 3.54 cited as my parents allowed me to do household chores which lessen my study time. Aside from the indicated difficulties, the respondents cited other difficulties as follows: I experienced being bullied; I was not included in groupings; and I was not informed of assignments and/or projects or outputs.

In general, results showed that respondents agree with the cited difficulties encountered in the learning environment. They strongly agree that the school makes them unhappy while dealing with the teachers and classmates; the home is not appropriate for learning because the assignments caused boredom and have limited learning resources. They also agree that the learning space at home is not encouraging for learning and household chores lessen their study time.

It can be implied that the learning process during distance education made deaf students feel that they are isolated from their teachers and classmates. Their boredom was worsened by the limited resources, unfit learning space, and household chores.

Alshawabkeh, A. et al. (2021), in a study entitled "Using Online Information Technology for Deaf Students during COVID-19: A Closer Look from Experience," stated that the difficulties encountered by the deaf students during distance education were instruction content, technology-related resources issues, learning process, assessment tools used, and isolation.

c. Teachers' Engagement

The difficulties encountered in teachers' engagement were based on the five (5) indicators with an average WM of 4.63 described as strongly agree. Table 1. c shows the difficulties encountered in teachers' engagement.

Table 1. c
Difficulties Encountered on Teachers' Engagement

Indicators	WM	Desc
1. My teacher has insufficient skills to finish all tasks on time	4.58	SA
2. My teacher has difficulty budgeting time to assist me in doing tasks for each subject area	4.71	SA
3. My teacher has limited time to review my notes	4.88	SA
4. My teacher has limited knowledge to assist me in my seatwork	4.58	SA
5. My teacher failed to monitor my learning plan per subject area	4.54	SA
6. My teacher has little knowledge of communicating with me	4.46	A
Average	4.63	SA

Among the six (6) indicators, the respondents strongly agree with the five (5) indicators. The highest rated was indicator no.3 with a WM of 4.88 cited as *my teacher has limited time to review my notes*. This was followed by no. 2 with a WM of 4.71 cited as *my teacher has difficulty in budgeting time to assist me in doing tasks for each subject area*. The third rated indicator was no. 1 and 4 with a WM of 4.58 cited as *my teacher has insufficient skills to finish all tasks on time* and *my teacher has limited knowledge to assist me in my seatwork*. While the respondents agree on indicator no.6 with a WM of 4.46, which served as the least rated cited as *my teacher has little knowledge in communicating with me*.

In general, results revealed that the respondents strongly agree on the difficulties encountered in teacher engagement cited as my teacher has difficulty in budgeting time to assist me in doing tasks for each subject area; has limited time to review my notes; has limited knowledge to assist me in my seatwork; failed to monitor my learning plan per subject area, also they agreed that the teacher has little knowledge in communicating with the learner. It can be implied that the teacher has a low learning engagement indicated by time constraints to assist students in doing tasks and seat works, reviewing students' notes, and monitoring the learning plan.

Alenezi, E. (2022), in a study entitled “The Sudden Shift to Distance Learning: Challenges Facing Teachers,” revealed that some of the challenges that teachers face include spending a significant amount of time familiarizing themselves with the online teaching environment and using new approaches, such as organizing virtual teaching-related activities, virtual meetings, and group discussions, to engage students.

2. Strategies implemented by teachers to address the difficulties encountered by the students

The strategies implemented by the teacher to address the difficulties encountered by the students focused on instruction, learning environment, and teacher's engagement.

a. Instruction

The strategies implemented by the teachers on instruction were determined based on the four (4) indicators along with sub-indicators with an average WM of

3.31 described as moderately agree. Table 2. shows the strategies implemented by the teachers on instruction.

Table 2. a
Strategies Implemented by the Teachers on Instruction

Indicators	WM	Desc
1. My teacher provides contextualized or simplified activities to fit my learning capacity involving real objects; pictures; and concept maps	3.75	A
2. My teacher provides supplementary materials and other references to help me answer questions as follows videos; jigsaw puzzles; painting; sculpting; weaving; story-telling; and dramatization	3.71	A
3. My teacher provides video lessons to facilitate understanding of the lessons	2.50	MA
4. My teacher uses a variety of supplementary materials with written handouts and visual aids such as meta cards; games; and picture cards with names	3.29	MA
Average	3.31	MA

Among the four (4) indicators, the respondents agree with no. 1 and 2 and moderately agree with 3 and 4. The highest rated indicator was no. 1 with a WM of 3.75 cited as *my teacher provides contextualized or simplified activities to fit my learning capacity involving real objects; pictures; and concept maps*. This was followed by no. 2 with a WM of 3.71 cited as *my teacher provides supplementary materials and other references to help me answer questions as follows videos; jigsaw puzzles; painting; sculpting; weaving; story-telling; and dramatization*. Indicator no. 4 was moderately agreed by the respondents with a WM of 3.29 cited as *my teacher uses a variety of supplementary materials with written handouts and visual aids such as meta cards; games; and picture cards with names*. While the least rated indicator was no.3 with a WM of 2.50 cited as *my teacher provides video lessons to facilitate lesson understanding*.

In general, results revealed that the respondents moderately agree with the cited strategies applied to instruction implemented by the teacher. Specifically, they agree that the teacher provides contextualized or simplified activities to fit the learning capacity involving real objects; pictures; and concept maps and provides supplementary materials and other references to help students to answer questions as follows videos; jigsaw puzzles; painting; sculpting; weaving; story-telling; and dramatization. However, they moderately agree that the teacher provides video lessons to facilitate understanding of the lessons and uses a variety of supplementary materials with written handouts and visual aids such as meta cards; games; and picture cards with names.

It can be implied that the teachers use strategies to address difficulties encountered with instructions that highlight simplified lessons, the use of real objects, and other supplementary materials to aid deaf students. However, limited visual aids were utilized to help them understand the lessons.

According to Spagnola, W. (2020), in an article entitled “Making Online Learning Accessible for Deaf Students,” cited that using visuals to enhance communications is most important for visual learners. Captions and sign language, for example, can improve online learning for deaf students.

b. Learning Environment

The strategies implemented by the teachers about learning environment were determined based on the cited strategies stated as *my teacher provides a variety of learning resources to use at home such as video lessons with subtitles for reading; activity sheets for reading and writing; worksheets for Individual*

activities; and video lessons for bodily-kinesthetic with a WM of 3.33 described as moderately agree. Table 2. b shows the strategies implemented by the teachers for the learning environment.

Table 2. b
Strategies Implemented by the Teachers for the Learning Environment

Indicators	WM	Desc
My teacher provides a variety of learning resources to use at home such as video lessons with subtitles for reading; activity sheets for reading and writing; worksheets for Individual activities; and video lessons for bodily-kinesthetic	3.33	MA

Results showed that the respondents moderately agree that the teacher provides a variety of learning resources that can be used at home such as video lessons with subtitles for reading; activity sheets for reading and writing; worksheets for Individual activities; and video lessons for bodily kinesthetic. It can be implied that the use of learning resources serves as visual aids and parents' know-how on the online resources are very important. But, the acquisition of instructional materials online is dependent on the availability of technological facilities.

According to the Illinois State Board of Education Special Education Services Department (2020) in a book entitled "Remote Learning for Students Who Are Deaf or Hard of Hearing or Deafblind," some families have limited sign language skills, discussions with families about specific strategies for facilitating learning would be beneficial. Reaching out to parents and families is an important component of remote learning because they are the educator's best ally when it comes to connecting with students at home. Homework assistance communication

tools for families, such as sign dictionaries, videos, and online sign language, would be beneficial.

c. Teachers' Engagement

The strategies showing the teachers' engagement were determined based on the five (5) indicators with an average WM of 3.32 or moderately agree. Table 2. c shows the strategies showing the teachers' engagement.

Table 2. c
Strategies Showing the Teachers' Engagement

Indicators	WM	Desc
1. My teachers provide video lessons to facilitate the student in doing tasks for each subject area	3.38	MA
2. My teachers find time to review the answered activity sheets	1.88	DA
3. My teachers monitor the student if the learning plan per the subject area was followed	4.33	A
4. My teachers constantly communicate with me and my classmates and assist us in doing tasks	4.00	A
Average	3.32	MA

Among the five (5) indicators, the respondents agree on nos.4 and 5 and moderately agree on nos. 1, 2. However, the respondents disagree on indicator no.3. The highest rated was indicator 4 with a WM of 4.33 cited as *my teachers monitor the student if the learning plan per subject area was followed*. This was followed by indicator no. 5 with a WM of 4.00 cited as *my teachers constantly communicate with me and my classmates and assist us in doing tasks*. The third rate was indicator no. 2 with a WM of 3.38 cited as *my teachers provide video lessons to facilitate the student in doing tasks for each subject area*. While the least rated was indicator no. 3 which the respondents disagree with a WM of 1.88 cited as *my teachers find time to review the answered activity sheets*.

In general, the respondents moderately agree on the cited strategies indicating the teacher's engagement. Specifically, they agree that the teacher monitors the students if the learning plan per subject area was followed and constantly communicated to the students to assist them in doing tasks while in distance education. But, moderately agree that the teacher provides video lessons to facilitate the student in doing tasks for each subject area. However, they disagree that the teachers find time to review the answered activity sheets.

It can be implied that constant communication with the students during distance learning to monitor their learning activities, understand difficulties, and report the assessment results, play an important role in building a teacher-student strong relationship.

Clear, effective, and consistent communication is the most vital element of a strong teacher-student relationship. It helps educators in creating a connection with their students. Educators are required to consistently work towards understanding the common problems faced by the students in the classroom and make required adjustments to our teaching styles to address those problems to the best of our abilities (Key Elements of a Strong Teacher-Student Relationship 2022).

3. Effectiveness of the strategies implemented by the teacher as perceived by the students and parents

The effectiveness of the strategies implemented by the teacher was based on the perception of the students and parents. It focused on instruction, learning

environment, and teacher engagement. The student informants were coded as A, B, and C. While the parent-informants were coded as D, E, and F.

Instruction

The strategies implemented by the teacher were as follows: sign language; finger spelling; PowerPoint presentation; use of video lessons; movie viewing use of jigsaw puzzles; drawing with a twist-blindfolded; FSL finger seek; board works; rote memorization through acronyms; collage making; and pictograph.

Based on the informants, the strategies applied by the teachers were effective because deaf students were visual learners but teachers of the mainstreamed students had to learn sign language. Informant A frankly stated:

“Gabos po na strategies effective. Nakadepende sa student kung mag-follow po sa mga instructions na pigpapagibo sainda.” (All strategies were effective. However, it depends on the students if they will follow what was assigned to them).

Informant B eagerly cited:

“Gabos po yan Ma’am epektibo sa mga deaf. Makakasabot po kami ki marhay kaiyan. Tapos dai mabo-boring. Kun dai man tatao mag-sign language may powerpoints or videos po para masabotan. Pero mas importante man giraray talaga tatao ang teacher mag sign language para open ang communication.” (All the cited strategies were effective. We understand the lesson and we do not get bored because there were PowerPoint presentations and videos. But it is equally important if the teachers also know how to use sign language for open communication).

Informant D happily added:

“Effective po ang mga strategies na tiggamit po nindo ta dahil nahihiling ninda sa paagi kng mga pictures, videos, etc. ang mga letters or words na nakasurat o naka-caption digdi ini ay na memorize or familiarize ninda.” (The strategies were effective

because of the pictures, videos, and letter or words were captioned, which they can be easily memorized).

While informants C, E, and F cited the importance of the strategies used by the teacher. In particular, informant C cautiously stated: “*Mas masasabutan kaya kang mga deaf ang sign language. Yan ang communication skills namin mam*”. (*The deaf fully understood sign language because that is our language, and that is our communication skills*).

Results showed that the strategies applied by the teacher in delivering the instruction in distance education which highlight the use of pictures, PowerPoint presentations, and videos, were effective. It can be implied that the deaf students were visual learners making them learn more when using visual aids.

Birinci, F. and Sariçoban, A. (2021) in a study entitled “The Effectiveness of Visual Materials in Teaching Vocabulary to Deaf Students of EFL,” stated that visual materials were found to be more effective than using only sign language, which does not contain any visual items in teaching vocabulary items to deaf learners learning English as a foreign language.

Learning Environment

The teaching strategies that can help learners in their learning environment (home) were the use of video lessons and PowerPoint presentations sent online. According to informants A, B, C, D, E, and F, the use of video lessons and PowerPoint presentations were effective strategies at home because the lessons can be easily understood by deaf students as visual learners. In particular, informant E eagerly stated:

“Nakakatabang po ang video lessons o power point ta kung module sana na daing mga litrato (images) dipisil po iyan sa aki ming deaf masabutan.” (Video lesson or PowerPoint presentations help deaf students because of the presence of images and pictures compared to modules which they find difficult to understand).

Results showed that all the informants expressed that the use of video lessons and power point presentations were effective strategies utilized at home by the deaf learners. It can be implied that using video lessons or PowerPoint presentations was more helpful and effective than using a module alone. In addition, deaf visual learners require more lessons with the inclusion of images, pictures of objects; actions interpretations; and subtitles if a video was used.

Nikolaraizi, M., et al. (2013), “Investigating Deaf Students' Use of Visual Multimedia Resources in Reading Comprehension,” cited the importance of mediated instruction in "visual literacy" skills that enable students to learn how to process visual aids in a way that supports their reading comprehension and conceptual understanding.

Teacher’s Engagement

The effectiveness of the strategies showing the teachers' engagement was based on the informants' statements. Informants cited that monitoring the students of their compliance with the weekly home learning plan is effective. Likewise, the constant communication of the teacher with the students was helpful for them to do the assigned tasks. Informants A and C happily stated: *"My teacher monitors us if we followed the weekly home learning plan, it helped us to accomplish tasks on time."* While informants E and F excitedly cited: *"It is a big help when teachers constantly communicate with me because they can assist me in doing tasks."*

Results revealed that constant communication to monitor the learning tasks compliance of the learners in distance education is an effective strategy for showing engagement. It can be implied that teacher's engagement in distance education is motivated by institutional factors including school management setup, technology-related, and teacher's technological skills which have a great impact on the learning process and are considered by the students and parents crucial.

Jennifer Hellbusch, J. (2022), in a study entitled “Engagement is Everything: Principals' Perceptions of their Role in Teacher Engagement,” cited that physical engagement for teachers can take different forms at different teaching levels, but it always involves teaching different content areas, grade levels, and professional development. During the COVID-19 Pandemic, physical engagement entailed performing physical tasks at home on an independent stage while connecting via technology.

4. Proposed learning intervention program to address the difficulties encountered by the high school deaf students

The learning intervention program to address the difficulties encountered by high school deaf students focused on instruction, learning environment, and teacher engagement.

On instruction, the CIDS (Contextualized Instruction for Deaf Students) Program, aims to create and provide quality contextualized lessons through videos with subtitles, PowerPoint presentations, and images and pictures with captions can be the major components of instruction. This requires intensive training for

teachers on the use of ICT (Information and Communications Technology). Along with it is the improvisation of the internet facility of the school.

In the learning environment, the CIDS will be adopted in the provision of a variety of videos, power point presentations that are accessible to them anytime; and a learning matrix that can be adopted by the students and parents during the learning process at home. Its implementation requires orientation among students and parents and the availability of technological facilities.

On teacher engagement, SPC (Strategized Planning and Crafting) Program aims to create a group of teachers that will plan and craft individualized monitoring and evaluation plan per student needed so that the teacher can effectively and efficiently manage their time to assist each student, especially on lessons that require their expertise.

Findings

To give clarity on the following objectives: determine the difficulties encountered by deaf students in distance education in terms of instruction, learning environment, and teacher engagement; determine the strategies implemented by the teacher to address the difficulties encountered by the students, assess the effectiveness of the strategies implemented by the teacher, and discuss the propose learning intervention program to address the difficulties encountered by high school deaf students, the following findings were revealed.

1. The difficulties encountered by deaf students in distance education focused on instruction, learning environment, and teachers' engagement. the respondents encountered difficulty in lesson content, unfit content to learning capacity, and the

need for other references. They feel unhappy since the home is not appropriate for learning due to a lack of limited resources, unencouraging learning space' and household chores. The students received limited assistance in the learning process; and limited time to monitor the learning plan due to communication issues.

2. The strategies implemented by the teacher to address the difficulties encountered by the students focused on instruction, learning environment, and teacher engagement. They include the provision of contextualized or simplified activities with real objects; pictures; concept maps and supplementary materials such as videos; jigsaw puzzles; painting; sculpting; weaving; story-telling; and dramatization. But limited video lessons with subtitles, and activity sheets for reading and writing that can be utilized at home. The teacher constantly monitors the students regarding the learning plan and communicated to the students to assist them in doing tasks but limited video lessons to facilitate in doing tasks were provided.

3. The strategies implemented by the teacher in delivering the instruction at home which include the use of PowerPoint presentations and videos, and constant communication with the students to monitor their learning tasks and compliance were equally effective strategies during the conduct of distance education.

4. The proposed learning intervention program to address the difficulties encountered by high school deaf students was composed of two programs as follows: the **CIDS (Contextualized Instruction for Deaf Students) Program** aims to create and provide quality contextualized lessons through videos with subtitles,

PowerPoint presentations, and images and pictures that will compose a majority of instruction that can be utilized at home. While the **SPC (Strategized Planning and Crafting) Program** aimed to create a group of teachers that aims to plan and craft individualized monitoring and evaluation plan per student.

Conclusion

Based on the findings, the following conclusion was established:

1. The difficulties encountered by deaf students in distance education focused on instruction, learning environment, and teachers' engagement. They include difficult lessons which do not fit their learning capacity and learning style; learning resources for visual learners, isolation, and household condition resulting in boredom which requires the teacher's time in monitoring, assisting, and reporting of learning outcomes.
2. The strategies implemented to address difficulties in instruction such as the use of simplified lessons, real objects, and supplementary materials such as videos were effective. The learning resources that can be acquired online require parents' technological skills and internet facilities. Constant communication between student and teacher during distance learning plays an important role in building a teacher-student strong relationship.
3. The use of video lessons or PowerPoint presentations was more helpful and effective than using a module alone. Since the deaf student were visual learners, they require instructions with images, pictures of objects; actions interpretations; and videos. Constant monitoring is an effective strategy showing that teacher

engagement can be affected by various factors including school management setup, technological facility, and teacher's technological skills.

4. The proposed learning intervention program to address the difficulties encountered by high school deaf students was the **CIDS (Contextualized Instruction for Deaf Students) Program** which aims to create and provide quality contextualized lessons in the form of videos, PowerPoint presentations, and images and pictures. While the **SPC (Strategized Planning and Crafting) Program** aimed to create a committee that is capable of planning and crafting individualized monitoring and evaluation plan per student.

Recommendations

Based on the conclusion, the following conclusions were set forth:

1. Contextualization of lessons for deaf learners can be given utmost priority, the video lessons, PowerPoint presentations, and pictures with subtitles can be compiled per subject area and be institutionalized.

2. The strategies that were found effective such as the use of simplified lessons, real objects, and videos can be consistently implemented and the parents as learning facilitators at home can be oriented and empowered to apply these strategies.

3. Along with the use of appropriate instructional materials for deaf students, active teacher engagement can be enhanced with the improvement of school and home technological facilities and internet infrastructure which calls for the stakeholders' collaboration.

4. The proposed learning intervention program to address the difficulties encountered by high school deaf students such as the CIDS (Contextualized Instruction for Deaf Students) Program and SPC (Strategized Planning and Crafting) Program be implemented at the school level and can be a basis for Improving the policy for every disability in Special Education.

Action Plan

The findings of this research will be disseminated through the School In-Service Training (INSET). The proposed activity will be the **Addressing Learning Difficulties of Deaf Students with ICT Integration Seminar-Workshop** involving SPED teachers and Parents of Deaf Students of Legazpi City National High School. The teacher-participants will undergo a workshop on how to develop Learning Activity Sheets (LAS), and Video Lessons using sign language.

The first activity of the day will be the presentation of the findings of the study involving the teachers and parents. Parents will be oriented on how the difficulties will be alleviated with the help of the video lessons.

Upon determining the significance of the result, the training workshop will begin involving teachers. The first session will include the (1) *Enhancing of ICT Skills*. The resource person will aid teacher-participants on how to enhance skills in developing video lessons, harvesting instructional materials, and utilization of social media platforms. (2) *Critiquing of outputs by the resource speakers*, and (3) *sharing of best pedagogical approaches will be done by the participants*. This training will help SPED Teachers to be equipped with enough knowledge and skills on the presentation of lessons using different teaching strategies with the ICT

integration applying new technologies This training will enable SPED teachers to Integrate ICTs in the learning process, Use ICTs in the lessons to work on information processing; authentic communication; and on the learners' self-sufficiency, as the builder of his or her learning process; Utilize ICT's in the assessment of learning, evaluation of outputs, and provide video lessons for independent learning of deaf students.

TRAINING DESIGN

Addressing Difficulties Encountered by Deaf Students with ICT Integration Seminar-Workshop

<i>Participants: SPED Teachers of Legazpi City National High School</i>				
<i>Target Date: June 2023</i>				
<i>Training Outcome 1:</i>				
	Course Outline	# of Hrs.	Training Description	Media
1. Presentation of Research Outcome	Presentation of Research Outcome Course outline: <ul style="list-style-type: none"> • harvesting reference materials 	4	<ul style="list-style-type: none"> • Disseminate results of the study • This basic ICT course will enable teachers to enhance LAS • develop video lessons and assessment tests • teachers to be equipped with enough knowledge and skills on the presentation of lessons using different teaching strategies with the ICT integration 	ICT Facility
2. Enhancing ICT Skills	<ul style="list-style-type: none"> • developing Video lessons • Revisit topics using CG/MELCs • Identify ICT integration appropriate for each strategy 			Curriculum Guide/ Book, MELCs
<i>Training Outcomes 2 and 3:</i>				

1. Critiquing of Output	<ul style="list-style-type: none"> • <i>Enhance the lessons</i> 		<ul style="list-style-type: none"> • teachers can be given the chance to improve the instructional materials with ICT integration 	
2. Sharing of best pedagogical approaches	<ul style="list-style-type: none"> • <i>Improve video lessons</i> • <i>Enhance pedagogical approaches</i> 	4	<ul style="list-style-type: none"> • devise new approaches 	
TOTAL TIME: 8 hours				

WORK PLAN

Addressing Difficulties Encountered by Deaf Students with ICT Integration Seminar-Workshop

ACTIVITIES	PERSONS INVOLVED	TIME FRAME	MEANS OF VERIFICATION
Preparation of project proposal	School Head Research Coordinator Researcher	May 2023	Approve Project Proposal and Memorandum
Proposing for the Venue	School Head, School Research Coordinator, the proponent	May 2023	Approved Venue
Meeting with the School Head District Research committee, school research committee to present Plan and discuss the concept of the Workshop		June 2023	Minutes of the meeting
Follow-up, finalization meeting, and presentation of the plan			Minutes of the meeting
Submission of project proposal to the Division	School Head, the proponent		Received Copy of Proposal

Preparation of Program, certificate, venue, and invitation resource speakers	Proponent, Working Committee	June 2023	Program Certificate Approved proposal
Addressing Difficulties Encountered by Deaf Students with ICT Integration Seminar-Workshop	RRC, DRC, SRC School Head, PSDS, School Research Committee, proponent, Values Ed Teachers, and Department Heads		Approved proposal Program Documentation Accomplishment Report
Evaluation of Activity Awarding of certificates			

FINANCIAL PLAN

Addressing Difficulties Encountered by Deaf Students with ICT Integration Seminar-Workshop

ACTIVITY	RESOURCES	EXPENSES (Php)
Addressing Difficulties Encountered by Deaf Students with ICT Integration Seminar-Workshop	Free Venue 2 Snacks, 1 Lunch x P200.00/pax Plus 2 support staff	Venue with meals for 1 day and other Miscellaneous Expenses 10 pax x 1-day 300.00/pax 3,000.00
	Amenities: - Tarpaulin for the backdrop - Sound System -Multi-Media/Projector -Miscellaneous expenses	 1,000.00
	Supplies: 10 pcs. Certificate of Recognition 10 pcs. Certificate Jacket A4 size 1pack of specialty paper 8 ½ x 13 size 1 ream of long bond paper 8 ½ x 13 size 1 ream A4 size bond papers	 100.00 100.00 300.00 250.00 250.00 1,000.00
	GRAND TOTAL	5,000.00

Monitoring and Evaluation Tool

Name: _____ Position: _____
 No. of Years as SPED Teacher _____ School: _____
 District: _____ Date of Observation: _____

KRA/Indicators	MOV	Yes	No	Remarks
A. Pre-assessment of the Difficulties				
Provided Questionnaire to the respondents	Processes of the following			
• Accomplishing the questionnaire	Compilation of answered questionnaire			
• Assisted and guides the respondents	Hands-on data collection			
	Personally, assisted respondents			
Total Yes or No				
B. Instructional Support /Strategies				
Provided support and assistance to teachers				
1. Assisted teachers with the use of strategies, IMs, and another pedagogical process	Diagram/process flow or flow chart in place or displayed			
	Schedules with persons-in charge (with contact numbers)			
	Lists of strategies, IMs, and pedagogies used			
2. Ensures completeness of the set of instruction	Checked sources of printed modules			
	checklist or master list of instruction per learning area			
3. Ensures development and provision of supplementary materials	compilation/inventory			
4. Monitors use of DepEd TV, LR Portal, and another platform	List of Teachers			
	checked Integration of DepEd TV/ other IMs			
Total Yes or No				
C. Post-Assessment				
Finalize the list of strategies, teacher engagement, and other intervention	List of strategies, teacher engagement, and other intervention			
1. Collaboration with teachers and learners on the effectiveness of strategies	List of teachers and learners/parents Minutes/reports			

and appropriate interventions	Copy of checked intervention materials			
2. Ensures the implementation of contextualized and differentiated activities	sample of modules			
	contextualized and differentiated activities			
Total Yes or No				
D. Presentation of Learning Support/Planning of Training Workshop				
Provided and ensured assessment of learning support				
1. Monitors and ensures preparation and administration of summative Assessment and Performance Tasks	Checklist of checked summative test/performance tasks of teachers			
2. Provides guidance and Technical assistance to teachers on the preparation of TOS as the basis in constructing summative test items; preparation of IMs and LAS	Accomplishment report on SLAc/TA on the assessment conducted			
3. Conduct of Seminar-Workshop	Accomplishment report			
No. of Yes or No				

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Financial Report (Budget Source: BERF)

The expenses were related to the research proposal preparation, revision process, data collection, data treatment, discussion, printing, bookbinding, It encompasses the detail of the expenses of the research process, which include the necessity of school supplies, travel expenses, food expenses, and other incidental expenses.

ACTIVITY	CASHOUT	BALANCE
Basic Educational Research Fund (BERF) Facility Grant		15,000
Proposal		
Preparation of research proposal, Revision Processes	250	14,750
Travel to ROV for the submission of revised copy	250	14,500
Travel to ROV to get MOA, and submission of MOA	1750	12,750
Travel from home to Bonot, Legazoi City, Law Firm for Notary and back		
Data Collection		
School Supplies	1,000	11,750
Travel Expenses	1,200	10,500
Food and Drinks	3,000	7,550
Data Analysis		
Internet Load	3,500	4,050
Food and Drinks	500	3550
Printing Expenses	1200	2,350
Bookbinding Expenses		
Bookbinding fee	2,000	350
Travel Expenses	350	0
Total	15,000	0

ANNEX. Research Questionnaire with answers from the Research Respondents/Tools/ Statistical Computation and Others

SUMMARY OF RESPONSES

Part I. Difficulties Encountered by High School Deaf Students

Please check (/) the rating opposite each indicator. The numerical rating and its adjectival descriptions are shown below.

5-Strongly Agree 4- Agree 3-Moderately Agree 2- Disagree 1-Strongly Disagree

Indicators	Rating					Total
	5	4	3	2	1	
a. Instruction						
1. The lesson content is difficult which took me sometime to comprehend	24					24
2. The lesson does not fit my learning capacity	24					24
3. The lesson requires me to use other references to answer questions	24					24
4. The learning resources provided to me do not show captioned or interpreted video	21		1	2		24
5. The supplementary materials given to me do not provide visual aids	10	8		5	1	24
Others. Please specify.						
1. The teachers do not use sign language in his/her instruction	19		3	2		24
2. Very limited time given to finish the tasks (e.g. outputs, quizzes, etc.)	24					24
3. No clear instructions on assignments, project/s, other outputs	21	3				24
b. Learning Environment						
1. My school makes me unhappy while dealing with the teachers and classmates	20	2	2			24
2. My home is not appropriate for my learning involving assignments caused boredom	20		4			24
3. My home learning space is not encouraging for learning	16		5	3		24
4. My parents allowed me to do household chores which lessen my study time	10		7	7		24
5. My home has limited learning resources	21		2	1		24
Others. Please specify.						
1. I experience bullying	10		5	3	6	24
2. I am not included in groupings	9		6		9	24
3. I am not informed of assignments and/or projects or outputs	9		4	2	9	24
c. Teachers' engagement						

1. My teacher has insufficient skills to finish all tasks on time	20		2	2		24
2. My teacher has difficulty in budgeting time to assist me in doing tasks for each subject area	21	1		2		24
3. My teacher has limited time to review my notes	23			1		24
4. My teacher has limited knowledge to assist me in my seatwork	20		2	2		24
5. My teacher failed to monitor my learning plan per subject area	20		1	3		24
6. My teacher has little knowledge in communicating with me	19		2	3		24
Others. Please specify.						
1. My teacher does not allow me to take the short quizzes	7	3	3	4	7	24
2. My teacher does not allow me to take periodic exams	6		6	2	10	24

Part 2. Strategies implemented to address the difficulties encountered

Indicators	Rating					Total
a. Instruction	5	4	3	2	1	
1. The head of school constantly monitor teachers on the conduct and use of instruction/lessons	10		5	7	2	24
2. My teacher provides contextualized or simplified activities to fit my learning capacity	15		2	2	5	24
3. My teacher provides supplementary materials and other references to help me answer questions	15		1	3	5	24
4. My teacher provides video lessons to facilitate lesson understanding	8		2		14	24
5. My teacher uses variety of supplementary materials with written handouts and visual aids	10	2	4	1	7	24
Others. Please specify.						
b. Learning Environment						
1. The school provides strong internet connection for us to effectively use ICT facility along with the use of video lessons			1	2	21	24
2. The school allows us to use the needed technology (cellphone, laptop, tablet, computer set, etc. in the classroom during the student's learning process	5	3	2		14	24
3. May family provides me with a learning space at home for conducive to learning	10		3		11	24
4. My family limits household chores assigned to me so that I can do my homework	11	2	2	1	8	24
5. My teacher provides variety of learning resources including video lessons to use at home.	12		3	2	7	24
6. My parents provide internet connection and computer facility at home	8		1	3		24

					1 2	
Others. Please specify. 1. My family finds difficulty in explaining the lessons due to the limited knowledge in sign language	21				3	24
c. Teachers' engagement						
1. My teachers undergo workshops to enhance skills to assist the student to finish all tasks on time	14				1 0	24
2. My teachers provide video lessons to facilitate the student in doing tasks for each subject area	12		3	3	6	24
3. My teachers find time to review the answered activity sheets	5			1	1 8	24
4. My teachers enhance their knowledge to assist the student through self-study or teacher-initiated assistance	5		1	1	1 7	24
5. My teachers monitor the student if the learning plan per subject area was followed	20				4	24
6. My teachers constantly communicate with me and my classmates and assist us in doing tasks	17		1	2	4	24
Others. Please specify. 1. My teacher asks assistance from the Filipino Sign Language Trainer to learn basic words used in the lesson	7		5	7	5	24

LIST OF STRATEGIES
By: Celestina A. Omanga

1. **The Oral Method** (Sign language and Fingerspelling)
2. **The Manual Method** (Lip reading and Auditory Training)
3. **Total Communication**
4. **Video with subtitles**
5. **Video lessons**
6. **Slides (ppt.)**
7. **FSL Fingerseek**
8. **Reading & Writing Activities:**
 - Vocabulary development through:
 - Real Objects
 - Pictures
 - Concept Maps
9. **Individual Activities**
 - Worksheets
 - Board Works:
 - Meta Cards, Games

- Picture Cards w/ name of objects

Word Games:

- Word Hunt
- Creating Acronyms (FANBOYS)

10. Use of visual supplements(overheads, chalkboard, charts, vocabulary lists, lecture outlines)

1. videos, slides, and movies
2. jigsaw puzzles
3. painting
4. sculpting
5. weaving
6. story-telling
7. dramatization

11. Bodily Kinesthetic

1. Song Interpretation
2. Dancing
3. The Classroom Teacher
4. Field Trips
5. Competitive and Cooperative Games
6. Hands-on Activities
7. Crafts Making (paper folding, origami, etc)

EFFECTIVENESS OF STRATEGIES IMPLEMENTED TO ADDRESS THE DIFFICULTIES ENCOUNTERED

A. Instruction

Strategies Used:

- Sign Language/Fingerspelling/Total Communication (mode of instruction)
- Slides (power point)
- Video Lessons
- Movie viewing
- Competitive Cooperative Games (jigsaw puzzles, drawing with a twist-blindfolded, FSL Finger Seek, board works, rote memorization through acronyms, collage making, pictograph, etc.)
- The Classroom Teacher (empowering them to teach sign language to regular/"hearing" students, assigned to report using sign language)

1. How effective are those strategies mentioned above in lesson delivery for deaf learners?

(Sa paghona po nindo, gurano ka-epektibo an iba-ibang strategia na nabasa nindo sa itaas na iyo an piggagamit sa pagturo sa mga dai nakakadangog na mga estudyante?)

- A. "Gabos po na strategies effective. nakadepende sa student kung mag-follow po sa mga instructions na pigpapagibo sainda."
- B. "Gabos po yan Ma'am epektibo sa mga deaf. Makakasabot po kami ki marhay kaiyan. Tas dai mabo-boring. Kun dai man tatao mag-sign language may pawer points or vedeos po para masabotan. Pero mas importante man geraray talaga tatao sum ga teacher mag sign language para open ang communication ninda."
- C. "Mas masasabutan kaya kang mga deaf ang sign language. Yan ang communication skills namin mam. Bago po kaya sinda nagpa-implement kaiyan kang mainstream dapat ready su gabos na mga maestra."
- D. "Effective po ang mga strategies na tiggamit po nindo ta dahil nahihiling ninda sa paagi kng mga pictures, videos, etc. ang mga letters or words na nakasurat o naka-caption digdi ini ay na memorize or familiarize ninda."
- E. "Ok naman po yan na mga activity na yan. The Classroom Teacher-magayon po yan ma'am para ma-expose man po sinda sa mga ka-batchmate ninda at maging bistado sinda sa laog kan campus."

Pictures, Jigsaw puzzlesk, painting, collage-making – yan po ang mga napili ko dahil kumbaga po mailuluwas ninda ang saindang interpretasyon o naukudan sa nasabing topic sa pamamagitan ng paggamit kaining strategies.

- F. “Siguro po kung nasusunod lang po talaga yan dakulang tabang sa mga aki na deaf

Learners at may kakayanan din ang teacher sap ag-sign language, sure po ako na maintindihan ninda ang sinasabi kan lambing saro.”

2. Why do you say it's effective? (Sa papaanong paagi po ini naging epektibo?)

- A. “Magiging epektibo po ini kung gagamiton sa urualdaw na pagtuturo.”
- B. “Dahil nahihiling ninda, may nagsa-sign saindang teacher.”
- C. “Kasi marhay talaga. Naipapasabot ki malinaw.”
- D. “Effective po ang mga strategies na tiggamit po nindo ta dahil nahihiling ninda sa paagi kng mga pictures, videos, etc. ang mga letters or words na nakasurat o naka-caption digdi ini ay na memorize of familiarize ninda.”
- E. “Kung nakakasimbag sa mga hapot an mga deaf masasabi ko pong effective iyan na mga strategies.”
- F. “Effective po madam ta bako boring.”

B. Learning Environment

1. How effective is the video lesson or power point I am sending in our GC ? How is it helpful to the study of your child? (Gurano kaya ka-epektibo an mga video lessons o slides (power point) na pigpapadara ko sa GC? Papano po ini nakakatabang sa pag-adal kan saimong aki?)

- A. “So video lesson po magiging epektibo kung may sub-title.”
- B. “Naiiling me kung ano ang ibig sabihon. Pwede kami mahapot sa GC about sa video lesson o slides at may guide kami kung ano itong pig-aadalan.”
- C. “Pag may video mas maiintindihan namin. Nadadagdagan ang idea.”
- D. “Mas marhay na ma'm ang may video lesson pero dapat igwa man giraray ki module.”
- E. “Nakakatabang po ang video lessons o power point ta kung module sana na daing mga litrato (images) dipisil po iyan sa aki ming deaf masabutan.”
- F. “Maski man po ako ma'm, kung ako man ang estudyante mas gusto ko na may videos o power point ta mas enjoy bako boring ang leksyon.”

“Para sako epektibo iyan ta may nahihiling sinda. Arog po talaga kaiyan ang mga deaf, mas nasasabutan ninda kun may nababasa na, may nahihiling pa.”

“Tanganing bako boring ang leksiyon. Mas maliwanag ang topic pag may videos pero dapat madam su videos na may mga surat sa ibaba (subtitle).”

“Ang videos po baga madam nakakadagdag ki kaaraman ta bako sana mga letra o mga surat an nahihiling ninda. Sa mga deaf na students importantihon po ma'm ang may nahihiling.”

Part I. Difficulties Encountered by High School Deaf Students										
Please check (/) the rating opposite each indicator. The numerical rating and its adjectival descriptions are shown below.										
Indicators		Rating					Total Summation			
		5	4	3	2	1				
a. Instruction										
1. The lesson content is difficult which took me sometime to comprehend		24					24	120	5.00	
2. The lesson does not fit my learning capacity		24					24	120	5.00	
3. The lesson requires me to use other references to answer questions		24					24	120	5.00	
4. The learning resources provided to me do not show captioned or interpreted		8		2		14	24	60	2.50	
5. The supplementary materials given to me do not provide visual aids		10	2	4	1	7	24	79	3.29	
Average									4.24	
b. Learning Environment										
1. My school makes me unhappy while dealing with the teachers and classmates		20	2	2			24	114	4.75	
2. My home is not appropriate for my learning involving assignments and classwork		20		4			24	112	4.67	
3. My home learning space is not encouraging for learning		16		5	3		24	101	4.21	
4. My parents allowed me to do household chores which lessen my study time		10		7	7		24	85	3.54	
5. My home has limited learning resources		21		2	1		24	113	4.71	
Average									4.38	
Others										
1. I experience bullying										
2. I am not included in groupings										
3. I am not informed of assignments and/or projects or outputs										
c. Teachers' engagement										
1. My teacher has insufficient skills to finish all tasks on time		20		2	2		24	110	4.58	
2. My teacher has difficulty in budgeting time to assist me in doing tasks for each subject area		21	1		2		24	113	4.71	
3. My teacher has limited time to review my notes		23			1		24	117	4.88	
4. My teacher has limited knowledge to assist me in my seatwork		20		2	2		24	110	4.58	
5. My teacher failed to monitor my learning plan per subject area		20		1	3		24	109	4.54	
6. My teacher has little knowledge in communicating with me		19		2	3		24	107	4.46	
Average									4.63	
1. My teacher does not allow me to take the short quizzes										
2. My teacher does not allow me to take periodic exams										
Part 2. Strategies implemented to address the difficulties encountered										
Indicators		Rating					Total Summation			
		5	4	3	2	1				
a. Instruction										
1. The head of school constantly monitor teachers on the conduct and quality of instruction		10		5	7	2	24	81	3.38	
2. My teacher provides contextualized or simplified activities to fit my learning level		15		2	2	5	24	90	3.75	
3. My teacher provides supplementary materials and other references for learning		15		1	3	5	24	89	3.71	
4. My teacher provides video lessons to facilitate lesson understanding		8		2		14	24	60	2.50	
5. My teacher uses variety of supplementary materials with written handouts		10	2	4	1	7	24	79	3.29	
Average									3.43	
b. Learning Environment										
1. The school provides strong internet connection for us to effectively use ICT for learning				1	2	21	24	28	1.17	
2. The school allows us to use the needed technology (cellphone, laptop, etc.)			5	3	2		14	24	57	2.38
3. My family provides me with a learning space at home for conducive learning		10		3		11	24	70	2.92	
4. My family limits household chores assigned to me so that I can do my schoolwork		11	2	2	1	8	24	79	3.29	
5. My teacher provides variety of learning resources including video lessons		12		3	2	7	24	80	3.33	
6. My parents provide internet connection and computer facility at home		6		1	3	12	24	51	2.13	
Average									2.45	
1. My family finds difficulty in explaining the lessons due to the limited knowledge in sign language										
c. Teachers' engagement										
1. My teachers undergo workshops to enhance skills to assist the student		14				10	24	80	3.33	
2. My teachers provide video lessons to facilitate the student in doing tasks		12		3	3	6	24	81	3.38	
3. My teachers find time to review the answered activity sheets		5			1	18	24	45	1.88	
4. My teachers enhance their knowledge to assist the student through self-study or teacher-initiated assistance		5		1	1	17	24	47	1.96	
5. My teachers monitor the student if the learning plan per subject area was followed		20				4	24	104	4.33	
6. My teachers constantly communicate with me and my classmates and monitor my progress		17		1	2	4	24	96	4.00	
Average									3.32	
1. My teacher asks assistance from the Filipino Sign Language Trainer to learn basic words used in the lesson										