



PARENTS' PREPAREDNESS IN HANDLING THE LEARNERS WITH HEARING AND VISUAL IMPAIRMENT: BASIS FOR PARENTS' LEARNING ACTION CELL

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Parents' Preparedness in Handling the Learners with Hearing and Visual Impairment:

Basis for Parents' Learning Action Cell

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Abstract

This study was conducted to find out the preparedness of parents in handling their children with special needs particularly learners with hearing and visual impairment using the Modular Distance Learning (MDL) in Maria Aurora Central School. Using the descriptive research design with the survey questionnaire as main data-gathering instrument all the 15 parents with special children were the participants in the study. The study revealed that parents have low level of preparedness in terms of time management, provision of available resources, different techniques in handling the LSENs and assisting their children in using modules. Meanwhile, age significant has high correlation to parent's preparedness, educational attainment has moderate correlation, occupation has low correlation and monthly family income has high correlation to parents' preparedness in handling learners with hearing and visual impairment. PLAC was proposed to train, help and support the teaching strategies and methodologies of parents in handling their SPED children this time of pandemic. The result of this study and the recommendations and suggestions from parents and guardians are the basis for Parents Learning Action Cell (PLAC) to assist and guide them on what techniques and strategies are the most effective ways to make learning among learners with hearing and visual impairment possible.

Keywords: *special Education, learners with visual and hearing impairment, preparedness*

Introduction

COVID-19 marked the history of the Philippine Educational System. It has brought enormous change in the lives of many Filipino students. Due to this pandemic crisis; The economy, government, people and nation in general is experiencing distress. Chaos thrived and everyone is groping and hoping that these pandemic will end. However, the Department of Education, through the initiative and leadership of Secretary Leonor Briones, recognized the great challenge of the times, not only for regular students but more for the students with learning disabilities. According to her, “We are giving this careful attention as we try to find ways on how to increase access for children with special needs in schools”.

In addition, M.H. Malipot said, “as the education system transitions into the “new normal,” the Department of Education (DepEd) assures that there are various initiatives to help ensure that children with special needs would be able to continue their education. With these, the Department of Education has developed a Basic Education Learning Continuity Plan (LCP) to be implemented for school year (SY) 2020-2021. In the BE-LCP, DepEd assured that Special Education (SPED) is included in the various learning delivery modalities. It is to ensure learning continuity of the learners with exceptionalities.

With inclusivity in mind, DepEd said that learners with special needs will also be provided with Self-Learning Modules (SLMs) as alternative learning delivery modalities offered for various types of learners across the Philippines. DepEd also maintained that the integration of SLMs with the alternative learning delivery modalities such as modular distance learning, television-based, radio-based instruction, blended, and online will help the agency to ensure that “all learners have access to quality basic education” for SY 2020-2021 with face-to-face classes still prohibited due to the current public health situation.

Presently, there are seventy-one (71) SPED learners who are officially enrolled this school year 2020-2021. Nine (9) of them are learners with hearing impairment and six (6) are learners with visual impairment. These are the focus project target students. With health and life as the utmost priority, the parents of Maria Aurora Central School in the District of Maria Aurora East, Schools Division of Aurora, have chosen modular distance learning as the mode of learning delivery to the learners with special needs. This option is the most applicable for their children to continue schooling based on Learner Enrolment and Survey Form (LESF) administered last June to September.

In this regard, the researcher found it timely to look into how well the parents are prepared in handling their children with learning disabilities, particularly those learners with hearing and visual impairment in these new normal setting using the modular distance learning (MDL), With the challenges of being the key person in educating the children. How prepared the parents and guardians are, in handling their children in their learning journey? The result of this study and the recommendations and suggestions from parents and guardian will be a basis for Parents Learning Action Cell (PLAC) to assist and guide them on what techniques and strategies is the most effective ways to make learning among learners with hearing and visual impairment possible amidst this pandemic.

In general, all collaborative work and effort based on a well-conceptualized plan will help them realize their potentials to the optimum. Hence, this present study is in keeping with the current trends and issues regarding the progress of the Learners with hearing and visual impairment in the new normal class setting. Moreover, tracking the learners' performance through the use of assessments, feedback, management and supervision reports, observation

reports and other documents are the steps to be done to see the progress of the learners with hearing and visual impairment.

Finally, in order for readers to understand better and appreciate this study, the following terms are operationally and conceptually defined. They are as follows:

Disability is a physical or mental condition that limits the exceptional child's participation in life activities.

Hearing Impairment is a condition where individual has an inability to detect patterns of sounds clearly from the environment.

Individualized Educational Program is a written document stating a series of programs and activities to meet the individual needs of SPED pupils.

Intellectual Disability refers to those learners who can't read, write, spell and count.

Intervention Material is a series of activities designed to enrich and improve the skills of the SPED learners. It is a system of coordinated services that promotes the growth and development of children during their critical early years.

Learning disability is a neurological disorder resulting from a difference in the way a person's brain is "wired". They have difficulty in reading, writing, spelling, reasoning, recalling and organizing information.

Modular Distance Learning is the new approach and modalities in the teaching and learning process to continuously meet the educational needs of the students during this pandemic crisis

Multiple disabilities refer to special children having two or more disabilities that impedes his/her development.

New Normal refers to the sudden shift of the world's condition due to the COVID-19 pandemic.

School head refers to a person who manages and supervises the SPED programs and services to bring about the best result and success of the learners with special needs.

Special children are those children with special education needs either children with disability or children who are gifted and talented.

Special education class/program is a self-contained class and specialized educational program for the SPED learners.

Speech and Language disorder refers to the SPED children who cannot speak and pronounce words well.

SPED teachers are people who are trained to handle and teach exceptional children.

Visual Impairment is a decreased ability to see or loss of vision on the things around him/her.

For the direction of this study, with the help of the above cited literature, the conceptual framework of this study is presented in Figure 1. Simply put the conceptual framework below expresses the researcher's primary premise that the Input (the profile variables of the respondents) are contributory to the Process (survey, interviews and home visitation) in getting the Output (proposed Parents Learning Action Cell for parents with Learners with Special Education Needs.). This connection between the Input and the Process describes the Output or the preparedness level of parents in handling visually and hearing impaired students in the new normal situation.

Conceptual Paradigm

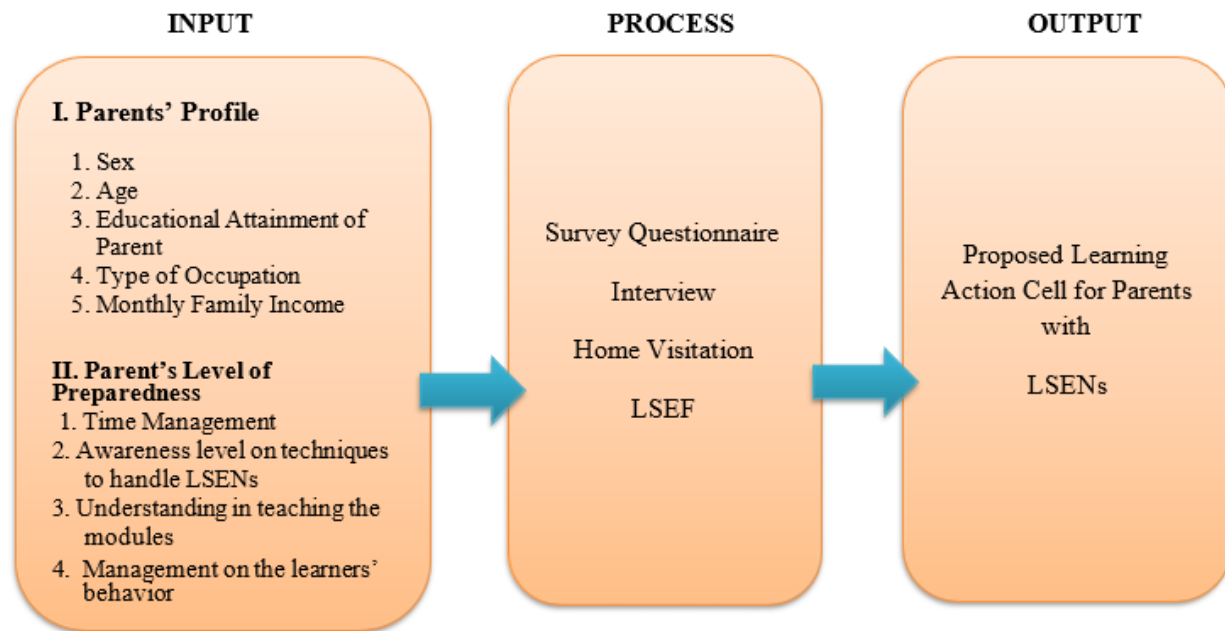


Fig. 1. Conceptual Framework of the Study

Statement of the Problem

The purpose of this study was to find out the level of parent's preparedness in handling their children with hearing and visual impairment.

1. How may the profile of parents be described in terms of:

- 1.1 Sex

- 1.2 Age

- 1.3 Educational Attainment of Parent

- 1.4 Type of Occupation

- 1.5 Monthly Family Income

2. What is the level of preparedness of parents in terms of;

- 2.1 Time management

- 2.2. Provision of available resources

- 2.3 Different techniques in handling the LSENs

2.4 Assisting children in using the modules

3. Is there a significant relationship between the profile of the respondents and their level of preparedness?
4. Based on the findings of the study, what program can be developed to sustain the education of visual and hearing impairment during the Modular Distance Learning?

Null Hypothesis

1. There is no significant relationship between the profile of the respondents and their level of preparedness in handling children with hearing and visual impairment.

Significance of the Study

This study was developed for varied good reasons:

To the Division. This study will be an avenue to strengthen the programs and services of special education classes in the elementary and secondary level particularly in the enhancement of basics skills for students with disabilities. These will also an eye-opener to the administrators in the field of education to reach out and boost up the education for learners who usually cannot cope up with the competencies required by the Department of Education.

To the school heads. This will give way for them to improve the different programs and services offered in the school particularly for extending assistance to the learners who needs special training of their skills and potentials especially this time of pandemic.

To the teachers. This study will lead them to realize that they are an important asset in the schools development towards learners with difficulties. These will help them to see that they are the great instrument towards the success of the learners in the future. On the other hand, this will give them the chance to serve better towards the education for special type of learners realizing that they are an important facet of the Department of Education. This, too, will give way to more

development and creation of intervention programs and services intended for the SPED children and youth.

To the pupils/students. This is a fertile ground for them to realize their skills and potentials since they will be given different kinds of training to become self-reliant, independent and responsible member of the society. This will allow them exercise their rights and privileges to develop their hidden talents towards productive living. This will also a way for them to combat and overcome their weaknesses and problems so that positive effect will come out in their life realizing that they can also become a great contributor to their respective community. They will be able to freely express themselves, work, and live in an atmosphere conducive to a happier life.

To the parents and family members. This will give them hope and encouragement to witness the great changes of their special child realizing that they are not a burden to their family but they too can help their family towards better living. It is also an opportunity for them to teach their children so that they could give their attention and support realizing that educating and training their children at home is their sole responsibility as a parent.

To the future researchers. These findings might as well serve the needs of future researchers, as a take-off point for related studies, considering the comprehensive scope and concerns of special education.

In General. The output of this study will help the special learners to be better understood and accepted by people around them because this will serve as an eye-opener to everybody to treat people with special needs fairly because they, too, have equal rights and opportunities to live in a democratic environment for them to nurture their potentials and contribute to nation-building.

Scope and Limitations

This study aimed to find out the level of parent's preparedness in handling learners with hearing and visual impairment . The study was conducted at Maria Aurora Central School SPED Class by four SPED teachers. A total of 9 learners with hearing impairment and 6 learners with visual impairment with a total of 15 parents of SPED learners, were the respondents of this study. A survey questionnaire is commonly used to measure or evaluate the response of the parents for further improvement of the delivery of instruction applying the modular approach. Thus, it is limited only for parents of learners with hearing and visual impairment.

Method

Type of Research

This study used the descriptive research design with a survey questionnaire as main datagathering instrument. Richardson (2004) defines descriptive research as a type of research that includes studies of present facts concerning the nature and status of anything. This method gives meaning to the quality and state of facts that are going on at the time of the study. It will also utilize an applied research design, using quantitative and qualitative types of research.

Hence, the present study adopted this method on the following justifications. First, it can be used to present facts concerning the preparedness of parents in applying the modular approach as new modality in the teaching and learning process; second, it makes use of a survey questionnaire; and third, it analyzed and interpreted facts gathered in this study.

Respondents

There were 15 parents with SPED learners enrolled in the SPED program of Maria Aurora Central School, Maria Aurora East District who served as the respondents of this study. They were the parents of 9 learners with hearing impairment and 6 learners with visual impairment.

Sampling Method

A total number of 15 parents with special children who were included in this applied research study. Hence, a total enumeration method was applied in this research endeavor

Instruments

The main instrument used is a two-part questionnaire –checklist crafted by the researcher.

Part I contained information on respondents' profile variables, namely: sex, grade level, highest educational attainment, type of occupation, monthly family income and learning resources available at home. Part II was a list of indicator statements about the parent's level of preparedness which was grouped into four. The first group were statements about the preparedness in time management, the second group contained statements about the different techniques in handling the LSENs, third statement indicators about the preparedness in teaching the modules and finally the management of the learner's behavior. Each indicator was rated by the respondents in a scale of 1-4 depending on what applies to them and each with designated transmuted description where 4 is the highest and 1 is the lowest.

The data was augmented by validating the profile (Part I) with the Learner Enrolment Survey Form (LESF) submitted to the school during the enrolment period of SY 2020-2021 and the researcher's notes during semi-structured interview.

Data Collection Procedure and Ethical Consideration

The researcher submitted the research proposal to the Schools Division Office –Research Evaluation Committee, for review and approval. The questionnaire was floated, interviews was

conducted and verification of data for profile was done using the LESF files. The responses was listed using appropriate coding system and data was tabulated for better presentation.

Since the study was conducted during the COVID -19 pandemic, the researcher was reminded that minimal physical contact was allowed. Digital platforms was applied as practicable as possible to reach all the respondents. Therefore, the researcher ensured that minimum health standards was observed and all the questionnaires to be distributed to the parents was disinfected to make sure that it is safe to use, as well as keeping of responses with utmost confidentiality should be practiced.

To ensure safety of information about parents and pupils, consent letters was provided in view of the approved request from the Schools Division Superintendent. Ensuing research ethics and rules was duly observed to avoid problems that may arise, namely: plagiarism, intellectual dishonesty and other related issues.

Data Analysis

In interpreting data, the researcher applied the quantitative data obtained from the questionnaire and interpreted using the Statistical Packages for Social Sciences (SPSS) while the qualitative data from semi-structured interviews was examined using descriptive statistical procedures to draw conclusions.

To achieve a systematic profiling of the respondents (Questions 1 and 2), frequency and percentage was used. To gauge if there were significant differences, T-test was utilized while the Pearson Correlation Coefficient was applied to know if the profile variables were significantly related with the level of preparedness of the respondents. Interpretation was based at 0.05 level of significance

Meanwhile, an Individualized Educational Plan (IEP) was developed to track down the progress of the learners with hearing and visual impairment. Furthermore, a PLAC was proposed to train, help and support the teaching strategies and method .

Results and Discussion

This section presents the results, analysis, and interpretation of the findings on the research conducted about finding out the parents' preparedness in handling learners with hearing and visual impairment.

1. Profile of Parents

1.1 . Profile of the Respondents as to Sex

Table 1 below shows that 10 or 100% of the parents' respondents are females. All parentrespondents are females.

Table 1
Profile of Parents as to Sex

Sex	Frequency (f)	Percentage (%)
Male	0	0%
Female	10	100%
Total	10	100%

According to Palermo (2013), women are more multi-tasks oriented than male because they are more adept when it comes to switching quickly between different tasks. They play varied roles both at home and school. They are in charge of the up keep of their homes doing more household chores, budgeting for the family, children's schooling and other family concerns. Hence, they spend most of their working hours in school. By nature, it is maternal instinct that explains why mothers take good care of their children as they know what is best for their children. They are most concerned about the condition of their children, especially those

with special needs. In the process, they become the children's best teacher and advocate throughout life.

1.2. Profile of the Respondents as to Age

Table 2 shows that 7 or 70% of the parents' respondents are aged 36-45, which most of them belong to this age bracket. 1 or 10% of the parents' respondents are aged 46-55 and 2 or 20% of the parents' respondents are more than 56 years old. Mostly, the parent-respondents are between 36 to 45 years old.

Table 2
Profile of the Respondents as to Age

Age	Frequency (f)	Percentage (%)
26-35	0	0%
36-45	7	70%
46-55	1	10%
56 and up	2	20%
Total		100%

Majority of the group belongs to middle adulthood. At this stage, parents are workoriented, very active, passionate in working and always think of the best possible way to deal with problems and difficulties related to their job. In the same way, at this stage, parents are very responsible in providing the needs of their children and concern for the welfare of the family members.

1.3. Profile of the Respondents as to Educational Attainment

Table 3 shows that both 4 or 40% of the respondents' educational attainment are elementary and high school graduates summing-up to 8 or 80%. 2 or 20% of the parents' respondents are college graduates. Equal in majority, the parent-respondents are elementary and high school graduates.

Table 3
Profile of the Respondents as to Educational Attainment

Educational Attainment	Frequency (f)	Percentage (%)
College Graduate	2	20%
Technical-Vocational Course	0	0%
High School Graduate	4	40%
Elementary Graduate	4	40%
Total		100%

According to the National Center for Children in Poverty (NCCP), parents with low socioeconomic status, in turn, can affect family interactions and lead to behavior problems that can impact children's academic and intellectual development. This is because majority of the parents have no college and graduate degree attained at the early stage of their lives due to different factors. Fortunately, online degree programs make it easier for parents to further their education, offering the flexibility and convenience necessary to keep working full time while completing classes on their own schedule.

Nonetheless, even if majority of the parents are elementary and high school graduates, parents love and care motivates them to bring out the best for their children especially for their children with special needs. They are still responsible and eager to develop the skills and potentials of their special children.

1.4. Profile of the Respondents as to Occupation

Table 4 shows that 6 or 60% of the parents' respondents are self-employed, 3 or 30% of the parents' respondents are business owners, and 1 or 10% of the parent-respondents is a government employee. Majority, the parent-respondents are self-employed.

Table 4
Profile of the Respondents as to Occupation

Occupation	Frequency (f)	Percentage (%)
Government Employee	1	10%
Private Worker	0	0%

Self-Employment	6	60%
Business Owner	3	30%
Total		100%

To the Filipino family, children are priceless gifts from the Creator and parents are dutybound to provide their children the opportunities to develop favorable relationships in the attainment of a better quality of life. Children are sources of inspiration and parents have to toil to enable their children to enjoy whatever amenities they can provide.

1.5. Profile of the Respondents as to Monthly Family Income

Table 5 shows that 7 or 70% of the respondents are earning below Php5,000 monthly as their family income, 1 or 10% of the parents' respondents earns Php5,001-Php10,000, 1 or 10% of the parents' respondents earns Php10,001-Php20,000, and 1 or 10% of the parents' respondents earns Php20,001-Php30,000. Majority, the parent-respondents earns a monthly family income of below Php5,000.

Table 5
Profile of the Respondents as to Monthly Family Income

Monthly Family Income	Frequency (f)	Percentage (%)
Below 5,000	7	70%
5,001-10,000	1	10%
10,001-20,000	1	10%
20,001-30,000	1	10%
Total		100%

This finding discloses that majority of the parents hardly support their children's education because they have no enough monthly income/budget for the family. However, parents are aware that the government gives free access to education especially to children with disabilities, so parents can be more or less assured that the needs of their special children can be addressed.

Time and money are essential resources in the education of exceptional children, which explains why collaboration and partnership among teachers, parents, the community, and concerned authorities are highly encouraged to help the children become productive contributors to the society despite their exceptionality.

2. Preparedness of Parents in Handling Learners with Hearing and Visual Impairment through Modular Distance Learning

Presented in table 6 is the preparedness of the respondents in handling learners with hearing and visual impairment in terms of time management, provision of available resources, different techniques in handling the LSENs, and assisting their children in using modules.

Table 6
Preparedness of Parents in Handling Learners with Hearing and Visual Impairment through Modular Distance Learning

Components	Mean	Verbal Interpretation
Preparedness in Time Management	2.31	Seldom can have time.
Preparedness in Provision of Available Resources	2.37	Seldom can provide available resources.
Preparedness in Different Techniques in Handling the LSENs	1.63	It cannot be done.
Preparedness in Assisting their Children in Using Modules	2.53	It cannot be done well.
Overall Parents' Preparedness	2.21	Low Level of Preparedness

The table 6 shows that parents with a mean of 2.31 are seldom prepared in their time management assisting their children. Parents' preparedness with a mean of 2.37 is seldom can provide available resources to their children. Parents' preparedness with a mean of 1.63 cannot do different techniques in handling the Learners with Special Educational Needs. Parents' preparedness with a mean 2.53 cannot do well assisting their children in using modules. Overall parents' preparedness is in low level in handling the learners with hearing and visual impairment with a mean of 2.21.

Parents are partners of teachers in education. They are “home facilitators” or “tagapagdaloy (channel)” of learning. However due to the new normal class setting this school year, the modular distance learning, parents working from home or in the field have additional workloads among their childrens’ education. A survey entitled, “Challenges Parents Face in Education’s New Normal” by Noemi L. Dado (2021), results that parents have difficulties in adjusting their tasks with online classes and modular learning approaches for their children. Most of the parents are not inclined in using gadgets, understanding the concepts/lesson from the modules and giving ample time for their children because of everyday obligations to attend to their work in order to sustain the family’s welfare.

Meanwhile, this current situation can also help the parents to realize that this is an avenue to strengthen the child-parent relationship as well as the school-parents partnership in attaining success for the learners amidst of hard situations brought by COVID-19. This is also a way for all educators in the field of education to come up with a better plan and solution to continue reaching the learners as the future hope of the nation in the next generation.

3. Significant relationship between the profile of the respondents and their level of preparedness

Table 7 below presents the relationship of parents’ preparedness in handling learners with hearing and visual impairment to their demographic profile such as sex, age, educational attainment, occupation, and family monthly income. Furthermore, the table also revealed the statistical bases and the analysis of the results.

Table 7

Relationship between Parents' Preparedness and Demographic Profile of the Parent Respondents in Handling Learners with Hearing and Visual Impairment

Parents' Preparedness	N	r	Significance (2-tailed)	Level of Correlation	Significance
Sex	10	a	a	Cannot be determined	Cannot be determined
Age		-.700*	0.024	High	Significant
Educational Attainment		-0.593	0.071	Moderate	Insignificant
Occupation		-0.462	0.179	Low	Insignificant
Family Monthly Income		.728*	0.017	High	Significant

*. Correlation is significant at the 0.05 level (2-tailed)

a. Cannot be computed because at least one of the variables is constant.

Table 7 shows that relationship between parents' preparedness and parents' sex cannot be determined because at least one of the variables is constant which is female. The computed rvalue of 0.024 was lesser than the r-critical value at 0.05 level of significance that made age significant and has high correlation to parents' preparedness. The computed r-value of 0.071 was higher than the r-critical value at 0.05 level of significance that made educational attainment insignificant and has only moderate correlation to parents' preparedness. The computed r-value of 0.179 was higher than the r-critical value at 0.05 level of significance that made occupation insignificant and has low correlation to parents' preparedness. The computed r-value of 0.017 was lesser than the r-critical value at 0.05 level of significance that made family monthly income significant and has high correlation to parents' preparedness.

This means that the hypothesis is not rejected in educational attainment and occupation demographic profile variables while rejected in age and family monthly income. Therefore, the educational attainment and occupation have moderate and low correlation, respectively while age and family monthly income has high correlation with parents' preparedness in handling learners with hearing and visual impairment in new normal learning.

4. Proposed Training to Sustain the Education of Visual and Hearing Impairment During the Modular Distance Learning

This training proposal was designed as a result of the research study and from the survey questionnaires distributed and answered by the parents of the LSENs with hearing and visual impairment on their level of preparedness in handling their children on the delivery of modular distance learning. Based from the result it shows that parents with a mean of 2.31 are seldom prepared in their time management assisting their children. Parents' preparedness with a mean of 2.37 is seldom can provide available resources to their children. Parents' preparedness with a mean of 1.63 cannot do different techniques in handling the Learners with Special Educational Needs. Parents' preparedness with a mean 2.53 cannot do well assisting their children in using modules. Overall parents' preparedness is in low level in handling the learners with hearing and visual impairment with a mean of 2.21. Hence, this training proposal was designed to enhance and improve their instructions and skills in helping their children develop their maximum potentials to the fullest. (See Appendix A)

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. All parent-respondents are females, who are mostly between 36 to 45 years old, equal majority elementary and high school graduates, more than half self-employed, and their family is averagely earning below Php5,000 monthly;
2. Parents are seldom prepared in their time management, seldom can provide available resources, cannot do different techniques in handling the Learners with Special Educational Needs, and cannot do well in assisting their children in using modules;

3. There is low level of parents' preparedness in handling the learners with hearing and visual impairment in the new normal learning; and
4. The educational attainment and occupation have moderate and low correlation, respectively while age and family monthly income has high correlation with parents' preparedness in handling learners with hearing and visual impairment in new normal learning.
5. The recommended focus of Parents Learning Action Cell Plan on parents' preparedness on time management, provision of available resources, different techniques in handling the Learners with Special Educational Needs, and ways of assisting their children in using modules since there is low level of preparedness based on the findings of this study.

Recommendations

1. Plan and implement Parents Learning Action Cell session in time management focusing on providing review sessions and following schedules.
2. Plan and implement Parents Learning Action Cell session in provision of available resources giving emphasis in providing assistive devices, manipulative materials, and sample activities to support education of the child.
3. Plan and implement Parents Learning Action Cell session in different techniques in handling the Learners with Special Educational Needs specially in performing braille writing in teaching, sign language, and using slate and stylus in writing.
4. Plan and implement Parents Learning Action Cell session in ways of assisting their children in using modules through explaining different activities and parts of the modules.
5. Conduct related studies on the improvement of Learners with Special Educational Needs' situation in terms of provision of different strategies and instructional materials uniquely and specially made for them.

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Appendices A



Republic of the Philippines
DEPARTMENT OF EDUCATION
Region III
SCHOOLS DIVISION OF AURORA
Brgy. Bacong, San Luis, Aurora



A TRAINING PROPOSAL ON SPECIAL EDUCATION

I. Title: TRAINING OF PARENTS IN HANDLING LSENs WITH VISUAL AND HEARING IMPAIRMENT ON THE MODULAR DISTANCE LEARNING APPROACH

II. Date and Venue: August 18-20, 2021
Maria Aurora Central School
Maria Aurora East District
Brgy. 03, Maria Aurora, Aurora

III. Proponent: GLICERIA C. GENETA
School Principal II

Trainers/Facilitators:

GLICERIA C. GENETA- ESP II
JANE KENNETH P. YDIA- SPET III
REIZA VERA P. ABUAN- SPET I
DOMIELYN R. DIAZ- SPET I
ROXANNE C. TUMBAGA- SPET I

IV. Implementer: Maria Aurora Central School in collaboration with the Curriculum Instruction and Development - SDO Aurora

V. Background and Rationale:

In response to the EFA (Education for All) policy of the Department of Education and in support to the laws, policies on special education and thrust of improving quality education for children with special needs, Maria Aurora Central School with the collaboration of the Curriculum Instruction and Development - SDO Aurora will conduct a three days Special Education training entitled, "Training of Parents in Handling LSENs with Visual and Hearing Impairment on the Modular Distance Learning Approach".

This is also an outcome-based training based from the result of the research study to help, support, encourage and equip the parents with visual and hearing impaired children on the delivery of modular distance learning to improve the instruction and pedagogy in reaching these type of learners in our community. This is an avenue to strengthen the partnership of school and parents to attain the aims and goals for learners with special needs amidst of pandemic crisis we are experiencing today. Hence, this training is an extension of support mechanism among the parents who are struggling from today's shifting of education from school to home schooling.

Furthermore, this will enhance and improve their instructions and skills in helping their children develop their maximum potentials to the fullest. In the same way, this will help them gain competencies in teaching their children and youth with special needs towards the development of an effective and efficient curriculum models and instructional/learning materials for good and quality delivery of special education programs. Hence, parents will be equip on what lessons, strategies and materials to be develop that is appropriate to their children this new normal.

VI. Training Objectives:

- a. Gain deeper understanding on the modules and activities used in special education for visual and hearing impaired learners.
- b. Design appropriate intervention programs, instructional materials and assistive devices for visual and hearing impaired learners.
- c. Develop programs and activities to enhance the potentials of children with visual and hearing impairment.
- d. Develop time schedule/plan to improve the time management of parents and learners
- e. Encourage and motivate the parents for improve delivery of instructions and services for learners with visual and hearing impairment.
- f. Embrace positively the new changes of education for visual and hearing impaired learners.

VII. Training Methodology

- a. The training is for all parents with visual and hearing impairment at Maria Aurora Central School SPED Classes.
- b. The training will be done in three days only.
- c. The participants of this training will be the school head, SPED teachers and parents with visual and hearing impaired children.
- d. The handouts, video clips, modules, lectures and curriculum guide during the National/Regional/Division Training of Special Education will be utilized.
- e. SPED-trained teacher and school heads are invited as speakers and facilitators of the training.
- f. Special education modules, activities, lessons and instructional materials are to be organized and enhance/improve after the said training.

VIII. Target Participants

- a. School Head of MACS
All SPED Teachers of MACS
Parents with Visual and Hearing Impaired Children
- b. Total No. Of Persons Involved: _____
Trainees: _____
Facilitators: _____
Staff: _____
- c. Working Committees:
Food and Refreshments: _____
Sounds/Hall: _____
Documentation: _____
Technical Support: _____
Supplies: _____

IX. Budgetary Allocation

X. Monitoring & Evaluation

- 1. The participants will be updated on the current curriculum/modules used in special education.
- 2. The participants will be able to list down possible programs and activities to enhance or improve the delivery of the Modular Distance Learning
- 3. The participants will be given sample materials and intervention devices/activities to enhance the instructions and services for LSENs.
- 4. Observation, supervision and monitoring will be conducted by the School Head.