



Republic of the Philippine
Caraga Administrative Region
J.P. Rosales, Butuan City



Regional Memorandum
No. 490 s., 2018

To: ARSENIO T. CORNITES JR., CESO V
Schools Division Superintendent
Agusan del Norte Division

Attention:

Doris P. Villanueva
Division SPED Coordinator

From: FRANCIS CESAR B. BRINGAS, CESO V
OIC-Regional Director *[Signature]*

Subject: CONDUCT OF RESEARCH ON THE TRANSITION PROGRAM LEARNING
WITH DISABILITIES

Date: September 10, 2018

This office would like to inform you that the DepEd Central Office together with the Region will conduct the data gathering for the Research entitled "Transition Program of Learners with Disabilities" between September 12-13, 2018 at Buenavista Central and SPED Center.

Attached is the questionnaire to be answered in advance by the school and the SPED Teachers.

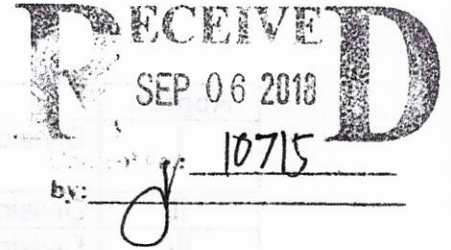
Immediate dissemination of this Memorandum is desired.



Undersecretary for Curriculum and Instruction

MEMORANDUM
DM-CI-2018-00309

DEPED RO XIII-Records



TO : REGIONAL DIRECTORS
REGIONAL SECRETARY, ARMM

FROM : *Lorna A. Dino*
LORNA DIG DINO, Ph.D.
Undersecretary

SUBJECT : CONDUCT OF RESEARCH ON THE TRANSITION PROGRAM
OF LEARNERS WITH DISABILITIES

DATE : August 28, 2018

The Bureau of Learning Delivery through the Student Inclusion Division (BLD-SID) will conduct the data gathering for the Research entitled "Transition Program of Learners with Disabilities" between **September 1 to 28, 2018 nationwide**.

The study will look into the status of the Transition Program of Learners with Disabilities in public elementary schools as inputs to policy formulation on program implementation. Particularly, we will gather data on:

- the demographic profiles of learners, teachers and school heads.
- level of competency skills of teachers and learners as specified by their national certificate qualification.
- transition programs offered by the schools,
- available training and facilities used in the transition program.
- success and opportunities in the implementation of the program.

The respondents of the study will include select learners, teachers, and school heads from the 17 regions who are implementing the program (See Annex A for the list of schools per region).

The survey tool / instrument is attached for the respondents to accomplish which shall be retrieved and validated by the researcher during his/her visit in the school. The name of the researchers who will visit the school is attached (Annex B) for smooth coordination.

Should there be queries or clarifications, you may contact BLD-SID, attention: **Ms. Marites Paiton-Romen**, Supervising EPS at Telefax (02) 631-9993 or through email at bld.sid@deped.gov.ph.

Immediate dissemination of this Memorandum is desired.



Republic of the Philippines
Department of Education

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Researcher Assignment

Region	Division	School	Researcher
I	Division of San Fernando City	San Fernando City SPED Integrated School	Ms. Annalyn A. Aquino
II	Division of Nueva Viscaya	Bayombong Central School	Mr. Vic Emerson C. Danao
III	Division of Pampanga	Pampanga Integrated School	Dr. Nicanor M. San Gabriel
IV – A	Division of Laguna	Jose Memorial School	Ms. Zenaida G. Concon
IV – B	Division of Palawan	Andres Soriano Mem. School SPED Center	Ms. Jenifer P. Capistrano
V	Division of Naga City	Naga City SPED Center	Dr. Salvacion C. Olinares
VI	Division of Aklan	Kalibo Integrated School	Ms. Marites P. Romen
VII	Division of Mandaue City	Mandaue SPED Center	Dr. Nancy C. Pascual
VIII	Division of Southern Leyte	Sogod Central School	Dr. Johnel A. Aguilera
IX	Division of Zamboanga City	Sta. Maria Central SPED Center	Dr. Mitzi Grace G. Gavillanes
X	Division of Cagayan de Oro City	Cagayan de Oro City SPED Center	Ms. Ma. Luisa B. Catalan
XI	Division of Davao City	Davao City Special School	Dr. Jose D. Tuginayo Jr./ Mr. Owen M. Malimbiling
XII	Division of Koronadal	Koronadal City Central School I	Mr. Vic Emerson C. Danao
CARAGA	Division of Agusan del Norte	Buenavista Central and SPED Center	Ms. Marites P. Romen
NCR	Division of Pasay City	Pasay SPED Center	Dr. Nancy C. Pascual
CAR	Division of Mountain Province	Baguio City SPED Center	Dr. Johnel A. Aguilera
ARMM	Division of Sulu	Sulu SPED Center	Mr. Vic Emerson C. Danao / Dr. Johnel A. Aguilera



RESEARCH ON TRANSITION PROGRAM FOR LEARNERS WITH DISABILITY

General Instruction:

Please write legibly on the space provided, you may use extra sheet of bond paper or the back of questionnaire if needed. Learners Profile will be answered by the teacher. Your honest opinions, answers and views will be highly appreciated. Rest assured that all information / data gathered will be treated confidential and be used only for this purpose.

QUESTIONNAIRE (LEARNERS)

Name of School: _____

Division/ Region: _____

I. Learners Profile

Learner's Code: _____

Date of Birth _____ Sex: _____

Skill Area in the Transition Program: _____

II. Learners Diagnostic Information

Classification of Disability/Difficulty

Vocational Trainings

Vocational Training	Training Provider	Duration	Year Completed

III. TESDA National Certification

Does the learner have TESDA National Competency? _____

If Yes, please specify level and areas: _____



IV. Competency Skills

COMPETENCY ON DAILY LIVING SKILLS

Instruction: Please check the proper column according to the mastery of the learner by using the following scale.

- 3 - Very Competent
- 2 - Competent
- 1 - Partially Competent
- 0 - Not Competent

Sub-Competencies	3	2	1	0
1. Caring for Personal Health				
1. Perform appropriate grooming and hygiene				
1.1. Perform appropriate grooming and hygiene				
1.2 Dress up appropriately				
1.3 Maintain physical fitness				
1.4 Recognize and seek help for illness				
1.5 Practice basic first aid				
1.6 Practice personal safety				
2. Caring for Personal Safety				
2.1 Follow community access roads				
2.2 Follow traffic rules and safety procedures				
2.3 Demonstrate the use of various means of transportation				
3. Achieving Independence				
3.1 Select appropriate community living environment				
3.2 Maintaining living environment				
3.3 Use basic appliances and tools				
3.4 Set-up personal living space				
4. Managing Money				
4.1 Identify monetary denominations				
4.2 Count money and give/receive exact change				
4.3 Make purchases				



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4.4 Use vending machines				
4.5 Budget money				
4.6 Perform basic banking skills				
5. Cleaning and Purchasing Clothes				
5.1 Wash/dry clothes				
5.2 Buy/purchase appropriate clothes				
6. Eating at Home and in the Community				
6.1 Purchase food				
6.2 Plan and eat balanced meals				
6.3 Prepare meals				
7. Participating in Leisure and Recreational Activities				
7.1 Identify available community leisure/recreational activities				
7.2 Select and plan leisure/recreational activities				
7.3 Participate in individual and group leisure/recreational activities				
7.4 Select and participate in group travel				
8. Developing and Maintaining Appropriate Intimate Relationship				
8.1 Demonstrate knowledge of basic human sexuality				
8.2 Demonstrate knowledge of appropriate dating behavior				
Total				
Rate of Mastery				

COMPETENCY ON PERSONAL-SOCIAL SKILLS

Direction: Please check the proper column according to the mastery of the learner by using the following scale.

- 3 - Very Competent**
- 2 - Competent**
- 1 - Partially Competent**
- 0 - Not Competent**



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Competencies	3	2	1	0
1. Achieving Self-Awareness				
1. Identify physical and psychological needs				
1.1. Identify physical and psychological needs				
1.2 Identify interests and abilities				
1.3 Identify emotions				
1.4 Demonstrate knowledge of physical self				
2. Acquiring Self-Confidence				
2.1 Express feeling of self-worth				
2.2 Describe others perception of self				
2.3 Accept/give praises				
2.4 Accept/give criticisms				
2.5 Develop confidence in oneself				
3. Achieving Socially Acceptable Behavior				
3.1 Demonstrate respect for the rights & properties of others				
3.2 Recognize authority and follow instructions				
3.3 Demonstrate appropriate behavior in public places				
3.4 Identify important character traits				
3.5 Recognize personal roles				
4. Maintaining Good Interpersonal Skills				
4.1 Demonstrate listening and responding skills				
4.2 Establishing close relationship				
4.3 Maintain friendship				
5. Achieving Independence				
5.1 Strive toward self-actualization				
5.2 Demonstrate self-actualization				
5.3 Demonstrate awareness on how one's behavior affects others				
5.4 Set personal goals				
6. Making Fair, Just and Honest Decisions				
6.1 Identify problems/conflicts				
6.2 Use appropriate resources to assist in problem-solving				



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6.3 Select best solutions to problems/conflicts				
7. Communicating With Others				
7.1 Identify subtleness of communication				
7.2 Communicate with understanding				
7.3 Respond to emergency situations				
Total				
Rate of Mastery				

COMPTENCY ON OCCUPATION, GUIDANCE AND PREPARATION

Direction: Please check the proper column according to the mastery of the learner by using the following scale.

- 3 - Very Competent
- 2 - Competent
- 1 - Partially Competent
- 0 - Not Competent

Competencies	3	2	1	0
1. Exploring and Locating Occupational Training and Job Placement Opportunities				
1. Identify rewards of working				
1.1. Identify rewards of working				
1.2. Locate available training and job placement possibilities				
2. Making Occupational Training and Job Placement Choices				



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2.1 Demonstrate knowledge of occupational interests				
2.2 Demonstrate knowledge of occupational strengths and weakness				
2.3 Identify possible and available jobs matching interests and strengths				
2.4 Plan and make realistic occupational training and job placement decisions				
2.5 Develop training plan for occupational choice				
3. Applying for and Maintaining Occupational Training and Job Placement				
3.1 Apply for occupational training and job placement				
3.2 Interview for occupational training and job placements				
3.3 Make adjustments to changes in employment status				
4. Developing and Maintaining Appropriate Work Skills and Behavior				
4.1 Perform work directions and meet requirements				
4.2 Maintain regularity in attendance and observe punctuality				
4.3 Respond appropriately to supervision				
4.4 Demonstrate job safety				
4.5 Work cooperatively with others				
4.6 Achieve work quantity and quality standards				
5. Maintaining Physical/Manual Skills/Stamina and endurance in the workplace				
5.1 Demonstrate fine motor dexterity in occupational training and job placements				
5.2 Demonstrate gross motor dexterity in occupational training and job placements				
5.3 Demonstrate stamina and endurance				
Total				
Rate of Mastery				



School Head's Questionnaire

Instruction: Please provide pertinent information about you by checking appropriate blank.

I. Personal Data Sheet

School Head's Code: _____
School _____
Division/Region _____

1. Age

Which age group do you belong?

- _____ 26-30
_____ 31-35
_____ 36-40
_____ 41-45
_____ 46-50
_____ 51 and above

2. What is your sex?

- _____ Male
_____ Female

3. Years of Experience

How many years are your experience as Supervisor/Principal/Teacher?

- _____ 5 and below
_____ 6 – 10
_____ 11-20
_____ 21-30

4. Highest Educational Attainment

What is the highest degree you have?

- _____ Bachelor's Degree
_____ Bachelor's Degree with MA Units
_____ Master's Degree
_____ Doctorate Units
_____ Doctorate Degree

5. Trainings attended in SPED for the last 3 Years

[illegible]

[illegible]



III. Tools, Equipment, Facilities available for the transition program:

Tools	Quantity	Condition			Usage			How acquired?
		Working	Needs repair	Unusable	Regularly used	Rarely used	Not used	

IV. What support have you received in the implementation of transition program?

Nature of support (Financial, Equipment, provision of tools, Training, etc.)	Source	Year

V. Partner Employers/Organizations for Employment



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Teacher's Questionnaire

Instruction: Please provide pertinent information about you by checking appropriate blank.

I. Personal Data Sheet

Teacher's Code: _____

School _____

Division/Region _____

1. Age

Which age group do you belong?

- _____ Below 25
- _____ 26-30
- _____ 31-35
- _____ 36-40
- _____ 41-45
- _____ 46-50
- _____ 51 and above

2. What is your sex?

- _____ Male
- _____ Female

3. Years of Experience

How many years are your experience as Supervisor/Principal/Teacher?

- _____ 5 and below
- _____ 6-10
- _____ 11-20
- _____ 21-30

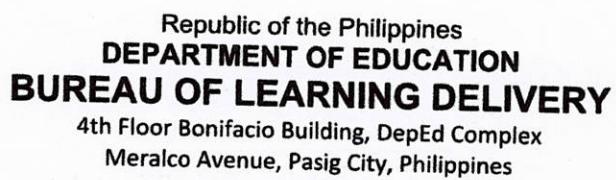
4. Highest Educational Attainment

What is the highest degree you have?

- _____ Bachelor's Degree
- _____ Bachelor's Degree with MA Units
- _____ Master's Degree
- _____ with Doctorate Units
- _____ Doctorate Degree.

5. Do you have TESDA National Certificate?

If Yes, please specify level and skill area: _____



Focus Group Discussion

For Administrators:

1. What are the factors you considered in deciding the offering of the specific skills training?

For Teachers:

1. What challenges have you encountered in teaching in the transition program?
What steps you have taken to overcome those challenges?
2. Do you find that the skills taught to the learners with disability are adequate for finding a job? If yes how, if no why?