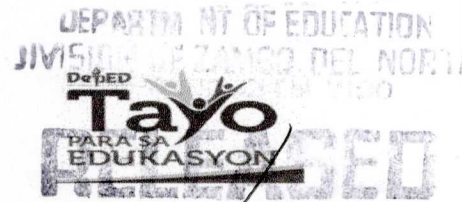


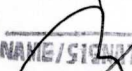


Republic of the Philippines
DEPARTMENT OF EDUCATION
Zamboanga Peninsula, Region IX
Schools Division of Zamboanga del Norte
Dipolog City 7100




06 SEP 2016
DATE:

Division Memorandum
No. **25** 2016

BY: 
NAME/SIGNATURE

To: Public Schools District Supervisors
Elementary School Principals/School Heads
All Teachers

From: **NATIVIDAD P. BAYUBAY, CESO VI**
Officer-In-Charge 
Office of the Schools Division Superintendent

Subject: **Profiling of Children with Special Needs at Non-SPED Implementing Schools**

Date: September 6, 2016

1. The K to 12 curriculum stipulates the implementation of inclusive education to all schools which embraces the philosophy of accepting all children regardless of race, size, shape, color or disability with support from school staff, students, parents, and community. In this regard, Non-SPED implementing schools are required to conduct profiling of children with special needs (please see enclosure 1 for the profile form).
2. Profiling of children with special needs aims to gather the specific data/information for planning and intervention purposes.
3. Children with special needs refer to the gifted/talented, the mentally retarded/intellectually disabled, the visually impaired, the hearing impaired, the orthopedically handicapped, the learning disabled, the speech/language defective, the children with behavior problems, the children with serious emotional disturbance, the multiple handicapped/disabilities, the autistic children and those with special health problems. Detailed descriptions of the said special needs are found in enclosure 3 which may be used by teachers in identifying children with special needs.
4. Though teachers are not authorized to diagnose the handicapping condition of these children, but with the differently displayed behavior or characteristics of these children, they can be eligible for the profiling.
5. District consolidation of data (enclosure 2) will be submitted to this office on or before October 31, 2016, c/o Dr. Grace T. Dela Cruz, SPED Coordinator.
6. Widest dissemination of this memorandum to all concerned is desired.

Detailed Description on Children with Special Needs

Visual Impairment

These children have difficulty in seeing, even with the use of eye glasses for correction, adversely affects their academic performance of the blind and low-vision learners. With the use of E or Snellen chart, those who are blind have a visual acuity of 20/200 or 6/60 or less in the better eye, while those with low vision have a visual acuity of less 20/60 or 6/18 in the better eye.

Hearing Impairment

These children are deaf and hard-of-hearing. Those who are deaf have a severe hearing impairment that their hearing is non-functional for ordinary purposes in life, while those who are hard-of-hearing have a mild hearing impairment that allows learning without greater difficulty to communicate.

Intellectual Disability

These children have significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior.

Learning Disability

These children have a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest in the an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculation.

Speech/Language Impairment

These children who have communication disorder such as shuttering, impaired articulation, language impairment, or a voice impairment.

Serious Emotional Disturbance

These children have a difficulty in building Satisfactory interpersonal relationships; respond inappropriately behaviorally or emotionally under normal circumstances; demonstrate pervasive mood of unhappiness; or have a tendency to develop symptoms of fears.

Autism

The children have developmental disabilities that significantly affect verbal and non-verbal communication and social interaction which are generally evident before age three.

Orthopedic Impairment

These children have physical disabilities, permanent or temporary, which can be paralysis, stiffness or lack of motor coordination of bones, muscles or joints, which results in the difficulty to move.

Health Problems

These children have limited strength, vitality, or alertness due to chronic or acute health problems.

Multiple Disabilities

These children manifest two or more disabilities. Those who manifest two or more disabilities (mental retardation and blindness, etc.). The combination of which requires special accommodation for maximum learning.