INTRODUCTION TO SPED: THE HISTORY AND LEGAL BASES OF SPECIAL EDUCATION IN THE PHILIPPINES

by:
Karen R. Tongco
Teacher I, Pilar Elementary School

Sections 12 to 14 of the Republic Act No. 7277 or the Magna Carta for Disabled Persons tells that the state shall ensure that persons with special needs are given equal opportunities for learning, that their needs are adequately met, and supported with financial assistance to be able to pursue higher education.

Also, the Special Education Act of 2008 aims to provide access to basic education among Children with Special Needs (CSN) and to fully develop their needs, talents, interests and all aspects of their development.

In 2017, the Department of Education continued to pursue its thrust for quality and inclusive basic education for all by providing necessary educational interventions for learners through Special Education (Sped) program. Sped program targets learners with exceptionalities or children with special needs and guide them in the process of identifying and learning their own personal, unique individual needs.

In Sped programs, monitoring and evaluation of progress of students’ progress are less rigid than the normal classroom set-up and is uniquely fitted to student/s’ capacity.

Instructional programs in SPED include 1) self-contained/special class, 2) itinerant teaching, 3) resource room, 4) pull-out, 5) integration/mainstreaming and 6) inclusion. (Lacson, 2017)

References:

DepEd ensures inclusive education for learners with special needs by Michelle Lacson