PUBLIC SCHOOLS; COPING WITH SPECIAL EDUCATION

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With the increasing number of learners every year, the education department of the country is adjusting with the demand in education. Regular classes had increased its number yearly in which shortage in classrooms and other infrastructures are being observed. In addition, not all parents can afford to bring their children to private or exclusive schools just to let them learn. In some cases, children that are being brought to school requires other learning needs and attention or behavioral problems thus, one of which is to cater our learner with special needs. As part of the government’s inclusive education program, all children, regardless of learning disability, should be subscribing to the regular curriculum in school.

More so, “It is envisioned that the child with special need must get full parental and community support for his or her education with discrimination of any kind. The special child must also be provided with a healthy environment along with leisure and recreation and social security measures.” (Department of Education, Handbook on Inclusive Education, 2000)

Hence, the department of education in the public schools had started its thrust toward special education. With the vision in accordance with its philosophy that : “The state, the community and the family hold a common goal for the Filipino child with special needs. By the 21st century, it is envisioned that he/ she could be adequately be provided with basic education.

The educational system must come up with the realization of producing and developing an individual who is competent of self expression to become an asset of the society. More significantly, a citizen who is God-loving.
Pupils with special needs claim more attention and time for them to master a skill and either a concept. Conducive classroom and suitable environment should be given to them to address their individual learning needs. As to what is stipulated in the Department of Education Handbook, it says that the special child must also be provided with a healthy environment along with leisure and recreation and social security measures.” (Department of Education, Handbook on Inclusive Education, 2000).

To completely achieve the goal proper accommodation must be given to pupils with learning needs. According to Luistro, accommodation is provided to children in the form of adaptation, augmentation or alteration of the regular competencies (Philstar Global).

“It just so happens that they have special needs, thus, we have to give them special attention. This entails a little adjustment and accommodation from our teachers,” explained Luistro. To master a skill, step by step procedures must be provided by the teacher to let them learn by heart and familiarize themselves. A helpful way to do this is thru repetition and guiding. With the policy on Inclusive education for all, that is to accelerate access to education among children and youth with special needs.

DepEd, beginning this school year, has started to implement the enhanced K + 12 curriculum for Grade 1 and Grade 7 pupils/students in all public elementary and secondary schools nationwide.

In 2011, it started the rollout of the universal kindergarten program to formally introduce K + 12 in the Basic Education Program.
References:

http://www.slideshare.net/MariaMarthaManetteMadrid/vision-policy-goal-and-objectives-of-special-education-in-the-philippines