TEACHING SPECIAL CHILDREN IN A REGULAR CLASS

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In reality, though we are teaching in a somewhat homogenous class...in a regular class, there are children who are always somewhat special in their own ways. Special in such ways like mentally and physically. How do we as regular teachers deal with them?

As of July 6, 2009, DO 72, s. 2009-Inclusive Education as Strategy for Increasing Participation Rate of Children: The Department Of Education reiterates to all stakeholders of education the importance of targeting the problems of special children in our country. Education is a human right and equal opportunities should be given to all kinds of learners. Inclusive education should be accepted and implemented by all educators regardless of disabilities. No one should be left behind and all these children should be surveyed and be reached out by all educators and the community. Those with really severe cases could be in special education schools by trained special education teachers, but once in a while could be immersed in the regular classes so they don’t really feel discriminated. Curriculum modifications appropriate to target every individual’s needs and enhance potentials should be given. Differentiation in the teaching-learning process should be catered to these children. Strong support from all sectors is really needed: experts and professionals, parents, anybody whose real concern is education for all. Up the ladder for a better education, we must involve the children’s parents and guardians more. A change in the system, enough with all the chit chats and more on the execution of the program and checking on our own selves if we are really doing our part is badly needed.
Easily said than done, for oftentimes, beholden with lots of paperwork, responsibilities most of us regular teachers have complaints, but going back to the real core of our profession, who are we to discriminate these special children?

But then of course, we can never do it alone…as promised by our department, may they help us make it really realistic that we reach out to all types of learners no matter what their condition is; of course with proper and enough trainings. Needless to say, we are not superheroes we can never do the task alone, a great help it is if the authorities give us their strong support and aid us in any way.

References:

DO 72, s. 2009. Inclusive Education as Strategy for Increasing Participation Rate of Children

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