

Early  
Childhood  
and  
Inclusive  
Education  
(Series 1)



**TEACHER EDUCATION DEPARTMENT**

**TERMINAL REPORT**

**I. GENERAL INFORMATION**

Activity: **Early Childhood and Inclusive Education** (Series 1)  
Date & Time of Activity: September 28-30, 2021, 8:00 am to 5:00 pm  
Venue of Activity: MPSPC Auditorium & SSDO Hall  
Proponents: Teacher Education Department (Bontoc Campus), Bachelor of Science in Nursing, & Gender and Development Office  
Facilitators: TED Faculty Members (BEED/BSED/ECED/SNED)  
Participants: Child Development Workers of Bontoc, Student Representative  
Budget: Php. 61,155.00  
Source of Fund: MPSPC Extension Fund – Php.25, 155.00  
LGU Bontoc - Php.36, 000.00

**II. NARRATIVE REPORT**

The twenty-nine (29) Child Development Workers together with their focal person-Ms. Cristina Oyeng of the Municipal Local Government Unit of Bontoc benefitted from the first series of trainings on Inclusive Education held at the MPSPC Auditorium & SSDO Hall last September 28-30, 2021 thru the collaborative partnership of the Teacher Education (Bontoc Campus), Bachelor of Science in Nursing, & Gender and Development Office in the performance and conveyance of their four-fold functions.

MPSPC College President Rexton F. Chakas, Vice-President for Research Development & Extension Annie Grail F. Ekid, Mr. Julian Chumacog – representative of Mayor Franklin C. Odsey of the LGU, and the brilliant and supportive TED Chairperson Dr. Mark Preston Lopez graced the opening program of the said training.

Five topics were discussed by the speakers during the said training. They are the following:

**I. LEGAL BASES of INCLUSIVE EDUCATION** (Dr. Rhoda-Basco Galangco – TED Faculty)

**Highlights of the Topic:**

**1. What is the difference between special education and inclusive education?**

**Special Education**

- ✓ The practice of providing individualized instruction and support to students with disabilities of learning disabilities
- ✓ Designed to be need-based & individualized, considering needs, abilities & goals
- ✓ The purpose is to provide support to students with disabilities and to teachers in order to build the academic and developmental skills required to be successful and independent individuals

**Inclusive Education**

- ✓ The practice of educating students with difficulties alongside their peers without disabilities in the same classroom
- ✓ Based on the premise that all students develop and learn differently, and therefore one fixed way of teaching and learning cannot ensure successful outcomes
- ✓ Responsible for ensuring that the needs of the students with disabilities are met in the mainstream classroom though some flexible curricula that have been designed keeping in mind diverse learners





**2. Who are the target groups of Inclusive Education?**

- ✓ Gifted and talented children, learners with disabilities, learners of the madrasa curriculum, indigenous peoples, learners in difficult circumstances

**3. What are the legal bases of Inclusive Education in the Philippines?**

✓ **The 1987 Philippine Constitution**

- Mandates the state to encourage non-formal, informal, and indigenous learning system as well as self-learning, independent, and out-of-school study programs, and to provide adult citizens, the disabled, and out-of-school youths with training on civics, vocational efficiency, and other skills.

✓ **The Education Act of 1982**

- The educational system is directed towards national development and culture, and that education should be provided to all so as to encourage participation in nation building
- Provides for a multi-sectoral thrust in the implementation of inclusion education by mandating the schools to provide for the establishment of appropriate bodies that would discuss issues and promote their interest

✓ **EFA Philippine Plan of Action**

- Proclamation No. 855 issued on January 31, 1992 in response to the Copenhagen Declaration and the EFA Declaration and Framework
- Provided the national policy framework for a universally accessible educational system
- The EFA strategy seeks to address the problems of limited access to basic education for groups that are at least served by the educational system and those who enter the system but drop out, or at high risk of dropping out before achieving basic literacy and numeric skills

✓ **The 2009 Philippine Magna Carta of Women**

- Reaffirms the right of equal access and elimination of discrimination in education, scholarships, and training
- Declares unlawful the discrimination in education of women due to pregnancy out of marriage in the form of expulsion, non-readmission, or enrolment prohibition

✓ **1997 Indigenous People's Rights Act**

- Lays down indigenous people's right to equal access to cultural opportunities, including through the education system, where they have the right to receive education in their own language through the establishment and control of education institutions, respecting their cultural methods of teaching and learning

✓ **Department Order No. 42, s. 2004:** Permit to operate primary schools for indigenous peoples and cultural communities

- **Curriculum.** It should be flexible without undermining the balance between the attainment of the core learning competencies which every Filipino learner should master in the community and the indigenous culture.
- **Teachers.** As much as possible, qualified teachers should teach the core subjects of the curriculum. However, in handling the concerns of the community, e.g. culture, traditions, songs, practices, para-teachers from the place or those who know the culture may be employed. They may not be holders of a degree in education but experienced or trained parents.

✓ **DepEd Order No. 62, s. 2011:** Adopting the National Indigenous People's (IP) Education Policy Framework

- Equip the IP communities with the knowledge and skills needed to face various social realities and challenges
- Maintain an education statement that will recognize, protect, and promote the rights and welfare of ICC's/IP's.
- IP education interventions are to be developed and implemented in consultations and cooperation with IP 's concerned in order to address and incorporate their special needs, histories, identities, languages, knowledge





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- and other aspects of their culture as well as their social, economic, and cultural priorities and aspirations
- Ensure the provisions of Universal and equitable access of all IP's to quality and relevant basic education services towards functional literacy for all.
  - Adopt appropriate basic education pedagogy, consent and assessment through the integration of Indigenous Knowledge System and Practices (IKSP's) in all learning areas and process.
  - Provide adequate and culturally appropriate learning resources and environment to IP learners.
  - Establish and strengthen appropriate multi-level units for planning, implementing and monitoring IP education interventions.
- ✓ **2013 Enhanced Basic Education Act**
- Reaffirms that basic education for kindergarten and for the first three years of elementary education must be provided in languages understood by the learners
  - DepEd to formulate a mother-language transition program from the first local language to English for other grades
- ✓ **PRIME Program**
- An education development initiative of the DepEd that seeks to improve equitable access to and quality of basic education for boys and girls in disadvantaged indigenous and Muslim communities
- ✓ **Republic Act 3562: (June 1963)**
- An act to promote the education of the blind in the Philippines which established teacher training course and Philippine National School for the Blind
- ✓ **RA 7277: Philippine Magna Carta for Disabled Persons (1992)**
- **Access to quality education**
  - **Assistance to disabled students**
    - The State shall provide financial assistance to economically marginalize but deserving disabled students pursuing post-secondary or tertiary education. Such assistance may be in the form of scholarship grants, student loan programs, subsidies, and other incentives to qualified disabled students in both public and private schools.
  - **Special Education**
    - The State shall establish, maintain and support complete, adequate and integrated system of special education for the visually impaired, hearing impaired, mentally retarded persons and other types of exceptional children in all regions of the country. Toward this end, the Department of Education, Culture and Sports shall establish, special education classes in public schools in cities, or municipalities. It shall also establish, where viable, Braille and Record Libraries in provinces, cities or municipalities
  - **Vocational or Technical and other Training Programs**
    - The State shall provide disabled persons with training in civics, vocational efficiency, sports and physical fitness, and other skills. The Department of Education, Culture and Sports shall establish in at least one government-owned vocational and technical school in every province a special vocational and technical training program for disabled persons. It shall develop and implement sports and physical fitness programs specifically designed for disabled persons taking into consideration the nature of their handicap.
  - **State Universities and Colleges**
    - If viable and needed, the State University or State College in each region or province shall be responsible for (a) the development of material appliances and technical aids for disabled persons; (b) the development of training materials for vocational rehabilitation and special education instructions; c) the research





## 2. Legal Bases of Child Protection

### ✓ **Presidential Decree 603 or "Youth and Children Code"**

### ✓ **Republic Act No. 7610: Special Protection Against Child Abuse**

- It is hereby declared to be the policy of the State to provide special protection to children from all forms of abuse, neglect, cruelty, exploitation and discrimination and other conditions, prejudicial to their development; provide sanctions for their commission and carry out a program for prevention and deterrence of and crisis intervention in situations of child abuse, exploitation and discrimination.
- The State shall intervene on behalf of the child when the parent, guardian, teacher or person having care or custody of the child fails or is unable to protect the child against abuse, exploitation and discrimination or when such acts against the child are committed by the said parent, guardian, teacher or person having care and custody of the same.
- It shall be the policy of the State to protect and rehabilitate children gravely threatened or endangered by circumstances which affect or will affect their survival and normal development and over which they have no control.

### ✓ **Republic Act No. 10627 or Anti-Bullying Act of 2013**

- All elementary and secondary schools are hereby directed to adopt policies to address the existence of bullying in their respective institutions. Such policies shall be regularly updated.

### ✓ **Republic Act No. 9344, as amended or Juvenile Justice and Welfare Act**

### ✓ **Art. 218, Family Code of the Philippines**

- This article provides that schools, its administrators and teachers, or institutions engaged in child care are given special parental authority by the law. They are civilly liable for acts and omissions of unemancipated minors.
- However, the liabilities shall not apply if they proved that they exercised the proper diligence required under particular circumstances. The liability is still attached while the minor child is under their supervision, instruction and custody and also to all authorized activities inside the premises of the school.

### ✓ **DepEd Child Protection Policy (DepEd Order No. 40, s. 2012)**

- In both private and public schools, the DepEd Child Protection Policy is very much in place.
- The policy aims to protect pupils and students from all forms of violence that may be inflicted by adults, persons in authority as well as their fellow students, including bullying.
- Pursuant to the 1987 Constitution, the State shall defend the right of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development.

### ✓ **Senate Bill 2793**

- The bill seeks to give more teeth to Republic Act 10627 Anti-Bullying Act of 2013.
- Under Senate Bill 2793, teachers who bully students will be fined between P50,000 and P100,000 and/or face imprisonment of 6 months to one year.

## 3. Prohibited Acts

- Child abuse
- Discrimination against children
- Child exploitation
- Violence against children in school
- Corporal punishment
- Any analogous or similar acts
- Bullying or peer abuse

## 4. Who is considered a child?



on special problems, particularly of the visually-impaired, hearing-impaired, speech-impaired, and orthopedically-impaired students, mentally retarded, and multi-handicapped and others, and the elimination of social barriers and discrimination against disabled persons; and (d) inclusion of the Special Education for Disabled (SPED) course in the curriculum.

- **Provision of day care services for disabled children of pre-school age**
- **DO Order No. 26, s. 1997: Institutionalization of SPED Programs in all Schools**

➤ Aims to provide access to basic education among children with special needs, namely, the gifted/talented, the mentally retarded, the visually impaired, the hearing impaired, the orthopedically handicapped, the learning disabled, the speech defectives, the children with behavior problems, the autistic children and those with health problems through the formal system and other alternative delivery services in education

- **DO No. 72, s. 2009: Inclusive Education as a Strategy for Increasing Participation Rate of Children**

**a. Child Find**

➤ This is locating where these children are through the family mapping survey, advocacy campaigns and networking with local health workers. The children with special needs who are not in school shall be listed using Enclosure No. 1. These children shall be visited by Special Education (SPED) teachers and parents should be convinced to enroll their children in SPED Centers or schools nearest their home.

**b. Assessment**

➤ This is the continuous process of identifying the strengths and weaknesses of the child through the use of formal and informal tools for proper program grade placement. Existing SPED Centers in the Division shall assist regular schools in the assessment process.

**c. Program Options**

- c.1. The first program option that shall be organized for these children is a self-contained class for children with similar disabilities which can be mono-grade or multi-grade handled by a trained SPED teacher
- c. 2. Inclusion or placement of the child with disabilities in general education or regular class where he/she learns with his/her peers under a regular teacher and/or SPED trained teacher who addresses the child's needs.
- c.3. A resource room program where the child with disabilities shall be pulled out from the general education or regular class and shall report to a SPED teacher who provides small group/one-on-one instruction and/or appropriate interventions for these children

**d. Curriculum Modifications**

- This shall be implemented in the forms of adaptations and accommodations to foster optimum learning based on individual's needs and potentials
- include service delivery options like cooperative or team teaching, consulting teacher program and others (professionals, specialists, parents, volunteers...)

**II. CHILD PROTECTION IN SCHOOLS** (Ms. Dixty L. Caranto – MPSPC GAD Focal Person)

**Highlights of the Topic:**

**1. What is child protection?**

- ✓ **Child protection** refers to programs, services, procedures and structures intended for prevention and response to abuse, neglect, exploitation, discrimination and violence (Department of Education, 2012).





- Below 18 years of age
- Those who are over 18 years of age but who cannot take care of themselves fully because of physical or mental disabilities or conditions

#### **5. Child Abuse**

- ✓ Unreasonable deprivation of the child's basic needs for survival
- ✓ Failure to immediately give medical treatment to an injured child resulting in serious impairment of the child's growth and development and permanent incapacity or death.
- ✓ Refers to the maltreatment of a child which includes:
  - Psychological Abuse, Physical Abuse, Neglect, Sexual Abuse, Emotional Maltreatment, any act by deeds or words that degrades the dignity of a child as a human being

#### **6. Discrimination Against Children**

- ✓ Refers to an act of exclusion, distinction, restriction or preference which is based on any ground such as age, ethnicity, sex, sexual orientation and gender identity, language, religion, political or other opinion, national or social origin, property, birth, etc.

#### **7. Child Exploitation**

- ✓ The use of children for someone else's advantage, gratification or profit often resulting in an unjust, cruel and harmful treatment of the child.

##### **Two (2) Types of Exploitation:**

- ✓ **a. Sexual exploitation** – refers to the abuse of a position of vulnerability, differential power, or trust, for sexual purposes. It includes, but it is not limited to forcing a child to participate in prostitution or the production of pornographic materials, as a result of being subjected to a threat, deception, coercion, abduction, force, abuse of authority, debt bondage, fraud or through abuse of a victim's vulnerability.
- ✓ **b. Economic exploitation** – refers to the use of the child in work or other activities for the benefit of others. Economic exploitation involves a certain gain or profit through the production, distribution and consumption of goods and services.

#### **8. Violence Against Children Committed in School**

- Refers to a single act or a series of acts committed by school administrators, academic and non-academic personnel against a child, which result in or is likely to result in physical, sexual, psychological harm or suffering, or other abuses including threats of such acts, battery, assault, coercion, harassment or arbitrary deprivation of liberty. **It includes, but is not limited to, the following acts:**
  - a) **Physical violence** - refers to acts that inflict bodily or physical harm. It includes assigning children to perform tasks which are hazardous to their physical well-being.
  - b) **Sexual violence** - refers to acts that are sexual in nature.
  - c) **Psychological violence** - refers to acts or omissions causing or likely to cause mental or emotional suffering of the child

#### **9. Corporal Punishment**

- An act or acts which involve physical force and humiliating or degrading acts imposed upon a child as punishment for an alleged or actual offense inflicted by an adult or another child, who has been given or has assumed authority or responsibility for punishment or discipline.
- **It includes physical, humiliating or degrading forms of punishment such as:**
  - blows including beating, kicking, slapping, lashing on any part of a child's body, with or without the use of an instrument such as cane, broom, stick, whip or belt;



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- pulling hair, shaking, twisting joints, cutting or piercing skin, ragging or throwing a child;
- forcing a child, through the use of power, authority or threats, to perform physically painful or damaging acts, such as holding a weight or weights for an extended period or kneeling on stones, salt or pebbles;
- refusal to provide the child's physical needs;
- use of or exposure to substances that can cause discomfort or threaten the child's health, including fire, ice, water, smoke, pepper, alcohol, or dangerous chemicals such as bleach or insecticides, excrement, or urine;
- tying up a child;
- imprisoning a child;
- verbal abuse, or assaults including intimidation or threat of bodily harm, swearing or cursing, ridiculing or denigrating the child;
- making a child look or feel foolish in front of one's peers or the public such as shaving hair; and
- other analogous/similar act.

### **Corporal Punishment**

- **Alternative care settings**
  - In no case shall the school administrator, teacher or individual engaged in child care exercising special parental authority inflict corporal punishment upon the child." It is prohibited in residential institutions under article 1.4 of the Standards in the Implementation of Residential Care Services 2002 (Administrative Order No. 141).
- **Day care**
  - Corporal punishment is prohibited in early childhood care and in day care for older children in article 233 of the Family Code 1987 (see under "Alternative care").
- **Schools**
  - Corporal punishment is prohibited in public and private schools in article 233 of the Family Code 1987 (see under "Alternative care settings"), confirmed in the Public Schools Service Manual 1992 and the Manual of Regulations for Private Schools 1992 (s75, art. XIV). In 2013, a Bill which aims to strengthen implementation of the prohibition (SB 3073, the Ending Corporal Punishment in Schools Bill) was pending in the Senate.

### **10. Protective and Remedial Measures to Address Corporal Punishment and Other Acts of Violence Committed by School Personnel**

#### **a. Expeditious conduct of investigation and reporting of cases.**

*Note: Complaints shall not be brought for amicable settlement (Sec. 17, D.O. 40, s. 2012, and A.M. No. 10-4-16-SC).*

#### **b. School Head or the Schools Division Superintendent shall forward the complaint within 48 hours to the Disciplining Authority, who shall issue an Order for the conduct of a fact-finding investigation, not later than 72 hours from submission.**

*Note: Failure to submit an incident Report or to render a decision involving the case within the prescribed period without justifiable cause, shall be a ground for administrative action for neglect of duty against the responsible official (Sec. 16G, D.O. 40, s. 2012)*

#### **c. If the person complained of is a non-teaching personnel, the Schools Division Superintendent shall cause the conduct of a fact-finding investigation within the same period.**

#### **d. Criminal and civil liability shall not be a bar to the filing of an administrative case**

#### **e. The Revised Rules of Procedure of DepED in Administrative Cases shall apply in all other aspects**





- f. The identity or other information that may reasonably identify the pupil or student shall remain confidential; and
- g. The identity of a respondent-teacher shall likewise be kept confidential.

**11. Assessment & Referral of Victims to the Local Social Welfare and Development Office**

- The School Head may refer the victims and offenders to the local social welfare and development office for assessment and appropriate intervention
- The CPC will coordinate closely with the Women and Child Protection Desks of the PNP, the DSWD, other government agencies and NGOs

**However...**

- **Senate Bill No. 1189 or the "Teacher Protection Act"**
  - Aims to lay out specific ground rules for teachers on student discipline and classroom management.
  - Seeks to protect teachers from Malicious accusations of Child Abuse

**III. HEALTH, NUTRITION, and SAFETY** (Mr. Alfred O. FUMOCAO- BSN Faculty)

**Highlights of the Topic:**

**1.Importance of health, nutrition, and safety in early childhood**

- Health, nutrition, and safety in early childhood education are of utmost importance when it comes to operating a high-quality child care center. While health and safety might seem like basic elements of a good child care facility, these factors can often be overlooked or neglected.

**2. Basic Elements of a Good Child Care Facility**

**a. Safety and Cleanliness**

- Safety extends into nearly all aspects of a child care facility and its day-to-day operations. Safety should be the forefront of your teacher's mind at all times.
- From the layout of the rooms and placement of desks to the materials used in craft making, safety should be a consideration. Creating a safe environment will prevent unnecessary accidents.
- Maintain a clean classroom to incorporate tidying into the daily routine with the kids.
- Budget some time to clean up after each activity. This will not only reduce the work that teachers have to do after class but also teach the kids good habits that they will carry on into the future.
- A clean child care centers looks good that creates a good environment for the kids and the teacher.
- Clean surfaces help prevent the spread of illness, which is common in an early childhood setting.
- Ensure that the physical environment is tidy and disinfected on a daily basis.
- Some supplies that are useful to have on hand:
  - Lysol wipes, Water & hydrogen peroxide mixture, Hand sanitizer
- Encourage frequent hand washing among children as well as staff to stop the spread of germs.
- Tamang Paraan ng Paghuhugas ng Kamay (DOH-CHED-CAR)
  - i. Basain at sabunin ng mabuti ang mga kamay sa malinis at dumadaloy na tubig.
  - ii. Kuskusin ang mga palad at likod ng mga kamay.
  - iii. Isa-isahing kuskusin ang mga daliri lalo na ang mga pagitan nito.
  - iv. Kuskusin ang mga kuko at mga hinlalaki.
  - v. Banlawan ng mabuti ang mga kamay sa malinis at dumadaloy na tubig.



- Additionally, any person involved in preparing meals and snacks should be properly certified in food handling. Proper food handling can avoid cross contamination and illness.

**b. Nutrition**

- During the early childhood years, it is very important that little children get the right balance of nutrient for their growth and development.
- Establish food eating habits at an early age; as the food you serve will influence the child's eating habits into adulthood and how he will think about food into the future.
- **Can nutrition affect your child's behavior?**
  - Research shows that nutrition can impact everything from a child's growth to their mood, behavior and learning capabilities; hence, an obvious link between diet and behavior.
- **Key points for Daycare menu planning**
  - A healthy meal plan should be customized to the age group of the children in your care.
  - **Dietary Needs**
    - ✚ Nutritious food acts as a fuel for the developing minds and bodies of young children. Provide examples of healthy eating habits
    - ✚ Special dietary considerations and allergies should always be taken into account when putting together your initial daycare menu ideas.
    - ✚ Offer substitutes in your meal plan for those children who require them and encourage parents to pack appropriate substitutes if they prefer.
  - **Portion Size & Frequency Planning**
    - ✚ Depending on local regulations, the number of meals and snacks you provide throughout the day may vary, according to how many hours they are in your care.
    - ✚ Remember to adjust portion sizes accordingly for older children.
  - **Safety**
    - ✚ Foods must be prepared safely at all times; always consider choking hazards in all your daycare menu ideas.
    - ✚ Cut food into small, bite-sized pieces.
    - ✚ Watch children closely as they eat to make sure they are not eating too quickly & avoid choking hazards before they happen.
    - ✚ Running or playing while eating can cause a child to choke.
  - **Government Requirements**
    - ✚ In many cases, your daycare menu is required to adhere to regulations and policies established to ensure children are receiving adequate nutrition.
    - ✚ Keep in mind the requirements for your area, and choose healthier options for the proteins, grains, vegetables, and dairy products that must be included in each meal.
  - **Variety**
    - ✚ Make meals, give regularly scheduled snacks, and limit unplanned eating.
    - ✚ Incorporate foods that have variety of textures, shapes, and colors in your meal plan; design a daycare menu that is
    - ✚ delicious, creative and fun. For example, chop, cube, grate or mash vegetables to encourage children to try a new food.





- ✦ Keep offering a variety of foods. Create a 3 or 4-week rotation of daycare menu ideas to avoid repetition, introducing at least one new food each week.

**c. First Aid**

- Unfortunately, kids getting hurt in the classroom are very common; therefore, it goes without saying that all preschool teachers should have up to date first aid training and CPR qualifications.
- A first aid kit should be accessible at all times in case of emergency. All kits should be checked for expired supplies and restocked frequently.
- On field trips, bring along a travel first aid kit. It is always better to be over prepared in this case.

Mr. Fomocao ended his speech with the adage: **"It is easier to build strong children than to repair broken men."** -Frederick Douglas

**IV. The 13 Disabilities Defined by the Individuals with Disabilities Education Act (IDEA) - (Salome C. Lataben - TED Faculty)**

**Highlights of the Topic:**

**1. Autism Spectrum Disorder**

- ✓ Affecting verbal and nonverbal and social interaction
- ✓ Repetitive behaviors

**a. Asperger's Syndrome**

- ✓ Maybe very intelligent and able to handle daily life
- ✓ Has much harder time socially

**b. Autistic Disorder**

- ✓ Includes the same types of symptoms but at a more intense level

**c. Pervasive developmental disorder**, not otherwise specified (PDD-NOS)

- ✓ More severe than Asperger's syndrome, but as not severe as autistic disorder

**d. Childhood Disintegrative Disorder**

- ✓ Develop normally and then quickly lose many social, language, and mental skills, usually between ages 2 and 4
- ✓ Often, these children also developed a seizure disorder

**2. Deaf-blindness**

- ✓ concomitant [simultaneous] hearing and visual impairments

**3. Deafness**

- ✓ a hearing impairment so severe that a child is impaired in processing linguistic information through hearing, with or without amplification

**4. Emotional Disturbance**

- ✓ means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

a. an inability to learn that cannot be explained by intellectual, sensory, or health factors;

b. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

c. inappropriate types of behavior or feelings under normal circumstances.

**5. Hearing Loss**

- ✓ Hearing loss falls into four subcategories: conductive, sensorineural, mixed, and central.
- ✓ a student with a hearing impairment may experience the following:

- ✦ The subjects of grammar, spelling and vocabulary, taking notes while listening to lectures, participating in classroom discussions, watching educational videos, and presenting oral reports.

**6. Intellectual Disability**

- ✓ means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior



Example: **Down syndrome**

- eyes that have an upward slant, oblique fissures, epicanthic skin folds on the inner corner, and white spots on the iris
- low muscle tone
- small stature and short neck
- flat nasal bridge
- single, deep creases across the center of the palm
- protruding tongue
- large space between large and second toe

**7. Multiple Disabilities**

- ✓ concomitant impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment)

**8. Orthopedic Impairment**

- ✓ Means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).
- ✓ Impairments from other causes e.g., cerebral palsy, amputations, and fractures or burns
- ✓ Other health impairments: due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia...

**9. Attention-Deficient Hyperactivity Disorder**

- ✓ Difficulty paying attention (inattention), Being overactive (hyperactivity), Acting without thinking (impulsivity)
- ✓ specific Learning Disability
  - ✦ A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

**10. Dyscalculia**

- ✓ A specific learning disability that affects a person's ability to understand numbers and learn math facts. Individuals with this type of LD may also have poor comprehension of math symbols, may struggle with memorizing and organizing numbers, have difficulty telling time, or have trouble with counting.

**11. Dysgraphia**

- ✓ A specific learning disability that affects a person's handwriting ability and fine motor skills. Problems may include illegible handwriting, inconsistent spacing, poor spatial planning on paper, poor spelling, and difficulty composing writing as well as thinking and writing at the same time.

**12. Dyslexia**

- ✓ A specific learning disability that affects reading and related language-based processing skills. The severity can differ in each individual but can affect reading fluency, decoding, reading comprehension, recall, writing, spelling, and sometimes speech and can exist along with other related disorders.

**Traumatic Brain Injury**

- The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech.
- The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

**13. Visual Impairment Including Blindness**

- ✓ Impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

**V. CLASSROOM MANAGEMENT** (Fatima Joy T. Bukong – TED Faculty)

**Highlights of the Topic:**

**1. Objectives of the Topic:**





- ✓ explain how to manage the classroom efficiently; and
- ✓ cite the significance of classroom management.

## 2. What is Classroom Management?

- ✓ Everything a teacher does to organize students, space, time and materials so that instruction, content, and student learning can take place.

## 3. Principles in Classroom Management

- a. Consistent proactive discipline is the crux of effective classroom management.
- b. Establish routines for all daily tasks and needs.
- c. Orchestrate smooth transitions and continuity of momentum throughout the day.
- d. Strike a balance between variety and challenge in students' activities.
- e. As classroom manager, be aware of all actions and activities in the classroom.
- f. Resolve minor inattention and disruption before they become major disruptions.
- g. Reinforce positive behavior.
- h. Treat minor disturbance calmly.
- i. Workout a physical arrangement of chairs that facilitates an interactive teaching-learning process.
- j. Make good use of every instructional moment. Minimize discipline time to maximize instructional time.

## 4. Classroom Management Techniques

### a. Management of Time

#### Some Causes of Disciplinary Problems

- ✚ **unfavorable learning conditions** – overcrowded, poor lighting, disorderly furniture arrangement, inappropriate seating arrangement, noisy environment etc.
- ✚ **teacher's poor mgt. skills of misbehavior**
- ✚ **students' varied background**  
"Action speaks louder than words" – proximity and body language, develop effective behavior cues

#### Some research-based effective techniques to make use of time:

- ✚ **orchestrate smooth classroom transition**
- ✚ **remain involved with the students during the entire class period allowing for no idle time**
- ✚ **use fillers in case you finish the lesson ahead of time**  
examples: reciting a favorite stanza then letting others explain the meaning, or conducting a short contest about the lesson
- ✚ **teaching materials are readily available anytime and are prepared in advance**
- ✚ **consistent schedule and maintain the procedures and routines established at the beginning of the year**
- ✚ **make clear and smooth transitions**
- ✚ **limit disruptions thru appropriate behavioral management technique**

### b. Management of Physical Environment

- ✚ size of the classroom
- ✚ number of learners
- ✚ type of class space you would like to include
- ✚ placement of permanent furniture in the classroom
- ✚ number of learning centers you want to include like:
  - art learning center, block learning center, technology learning center, dramatic play learning center, sand and water learning center, nature and Science/Discovery or Exploration Center, music and movement learning center, math and manipulatives learning center
- ✚ how much space you need for each learning center
- ✚ furniture you'll need for the learning centers and the overall classroom



Republic of the Philippines

**Mountain Province State Polytechnic College**

Bontoc, Mountain Province

- ✚ physical conditions of the classroom- clean rooms, hallways and surroundings, safe physical env't, proper lighting and ventilation

**c. Management of Routines**

**Classroom Procedures that MUST become Routines**

- ✚ beginning a class
- ✚ hushing a class
- ✚ helping learners seeking for help
- ✚ passing of students' papers
- ✚ ending the class

**d. Management of Relationship**

- This refers to emotional climate and communications affecting learning conditions.
  - maintain positive climate characteristics
  - develop sense of interdependence
  - develop communication that promote wholesome classroom relationship
  - render different forms of assistance

Open forum followed after the interesting deliberation of the five topics. Questions and queries of participants were appropriately answered by the speakers. At the same time, interview and sharing of insights from the participants regarding the topics deliberated was also conducted. In addition, evaluation forms were distributed and accomplished by the participants.

The training ended fruitfully since its objectives were attained.

**III. PHOTO DOCUMENTATION**

Please see attached copy

**IV. RECOMMENDATIONS**

- a. Prioritize the suggested trainings by the participants as reflected in the activity evaluation form result.
- b. Teacher Education Department and extension partners to develop activity designs for the suggested trainings.

**V. ATTACHMENTS**

- ✓ approved activity design
- ✓ attendance sheet
- ✓ activity evaluation form result

Prepared by:

  
**AMELIA MARY A. ATIWAG**  
TED Faculty

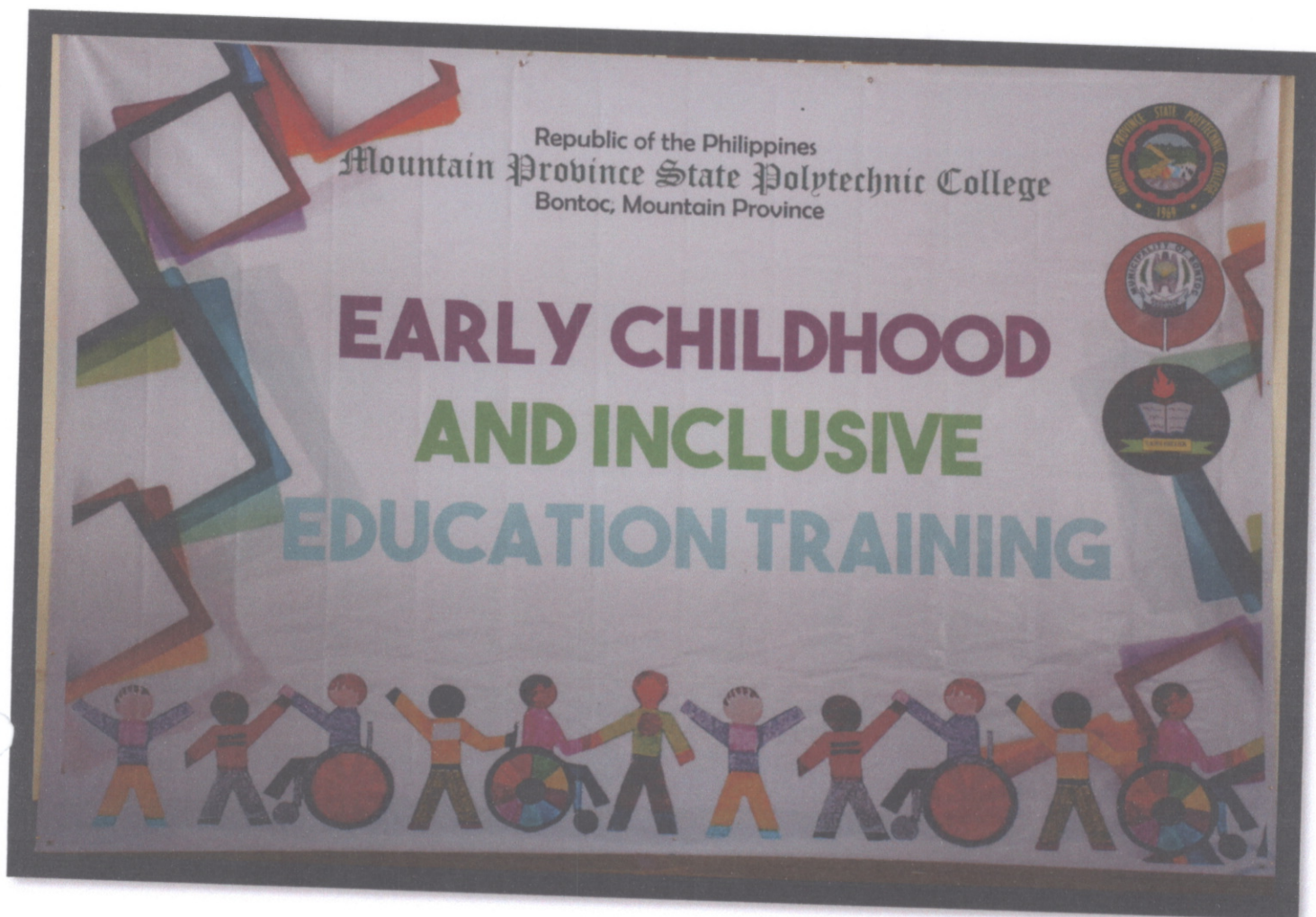
Noted:

  
**MARK PRESTON S. LOPEZ**  
Unit Head

**DELIA A. SUMEG-ANG**  
TED Faculty



Documentation



Registration of Participants







Opening Program and Orientation





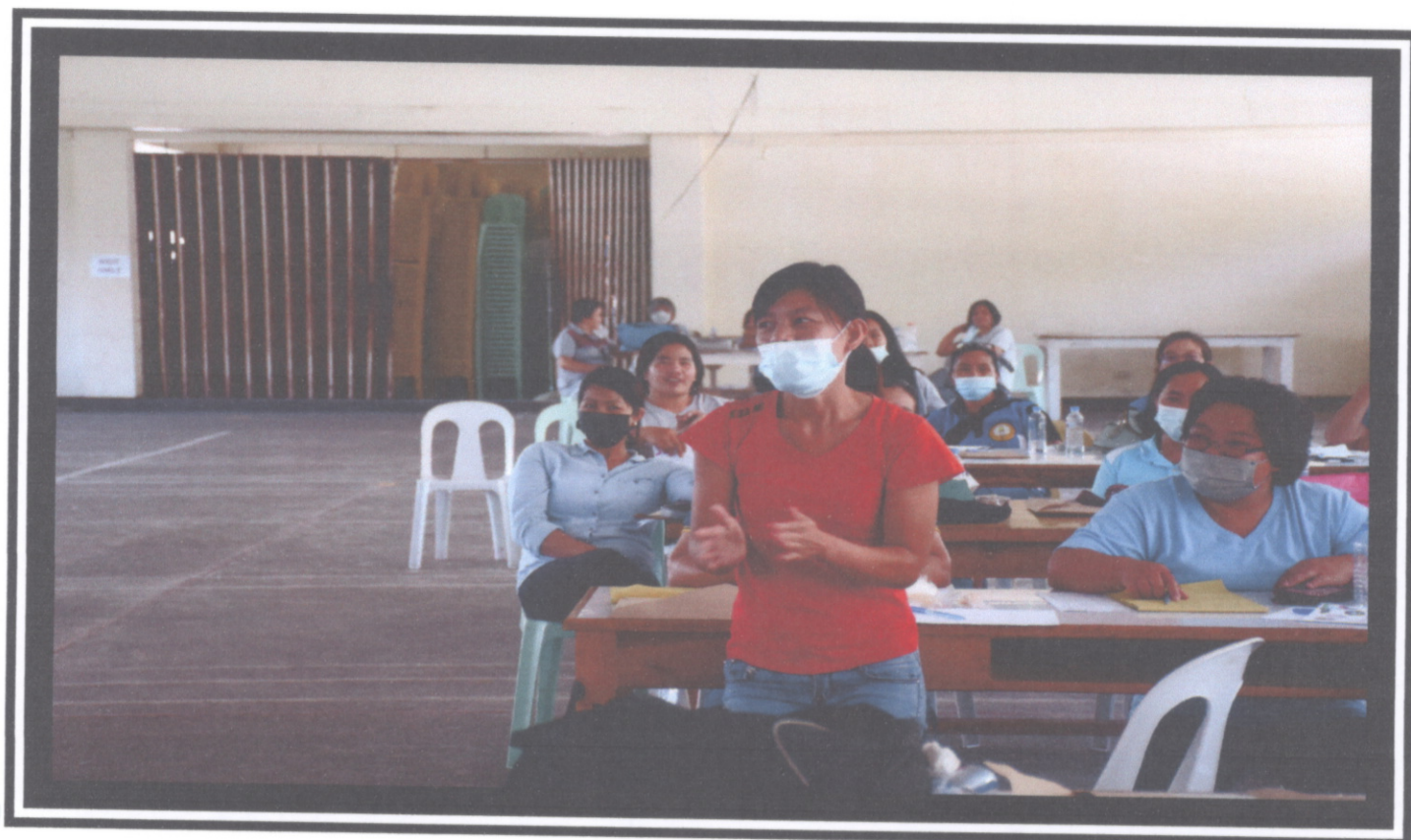


Presentation and Discussion of Dr. Galangco on  
Legal Bases of Inclusive Education



Presentation and Discussion of Ms. Fatima Joy Bukong on  
Classroom Management for ECE





Sharing of Experiences from the Participants



ATTACHMENTS





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Mountain Province State Polytechnic College

Bontoc, Mountain Province

**RESEARCH AND DEVELOPMENT UNIT**

September 6, 2021

**DR. REXTON F. CHAKAS**

*College President*

Mountain Province State Polytechnic College

Sir,

We are submitting the activity design: Early Childhood and Inclusive Education training for the Early Childhood Workers of Bontoc, which is to be conducted on September 28-30, 2021 at the MPSPC Auditorium.

Thank you very much and more power.

Respectfully yours,

**DANA FAITH F. MADCHAWING**

TED-Faculty

cc: VPAA (faculty and student activity design)  
Executive Dean (faculty and student activity design)  
VPAD (staff)  
VPRDE (for RDE activities)  
VPRGL (for RGL activities)  
GAD (for GAD appropriated activities)  
SSDO (for student activities)  
Events Management Office



Republic of the Philippines

**Mountain Province State Polytechnic College**

Bontoc, Mountain Province

## **RESEARCH AND DEVELOPMENT UNIT**

### **ACTIVITY DESIGN**

#### **I. GENERAL INFORMATION**

Activity: Early Childhood and Inclusive Education

Date & Time of Activity: September 28-30, 2021

Venue of Activity: MPSPC Auditorium

Proponents: Teacher Education Department (Bontoc Campus), Bachelor of Science in Nursing and Office of Gender and development staff

Facilitators: Teacher Education Department Faculty Members

Participants: Child Development Workers

Budget: 61,155.00

Source of Fund: MPSPC Extension fund= 25,155  
LGU, Bontoc = 36,000

#### **II. RATIONALE**

Mountain Province State Polytechnic College (MPSPC) as a State College regularly conducts extension services as part of its mandate. Through the years, the College aims to serve various communities and clientele through its diverse expertise to reinforce community development and empowerment. Moreover, in the achievement of such purpose, recognizing the different roles of two or more partners/players is one of the key factors. Not only it does advance mutual interests between or among partners but also it fosters sharing and complementing responsibilities and ownership of development projects being implemented.

With this, the Teacher Education Department-Bontoc (TED), Bachelor of Science in Nursing (BSN) and Gender and Development office came together for a collaborative partnership for their extension services with the Child Development Workers in Bontoc. This activity will then contribute to the effort of both the college and Department of Education-Mountain Province in the attainment of its goal of providing better and effective services to their clients

#### **III. OBJECTIVES**

- a. Show awareness in educating young learners and always reminded about education is for all.
- b. Develop awareness of teachers about child protection policies.
- c. Show awareness in educating pupils about health, nutrition and safety in and outside the school campus.
- d. Determine the variables that affects teaching-learning in the classroom.

#### **IV. EXPECTED OUTPUT**

training plan





Republic of the Philippines  
Mountain Province State Polytechnic College  
 Bontoc, Mountain Province

**V. RESOURCE REQUIREMENTS:**

A. Budgetary Requirements:

Item	Description	Quantity	Unit Cost	Total Cost	Source of Fund
<b>September 28, 2021</b>					
1	AM Snacks	45	100	4,500	MPSPC
2	Lunch	45	200	9,000	MPSPC
3	PM Snacks	45	100	4,500	MPSPC
Office Supplies	Materials Expenses	1			MPSPC
			380	350	
	Bond paper, Long	45	15	675	
	Ball Pen	32	25	800	
	Envelope, long, brown	32	50	1600	
	Notebook	1	1200	1200	
	Tarpaulin	1	1200	1200	
<b>Total</b>				<b>25,155</b>	
<b>September 29, 2021</b>					
1	AM Snacks	45	100.00	4,500.00	LGU-Bontoc
2	Lunch	45	200.00	9,000.00	LGU-Bontoc
3	PM Snacks	45	100	4,500.00	LGU-Bontoc
<b>September 30, 2021</b>					
1	AM Snacks	45	100	4,500	LGU-Bontoc
2	Lunch	45	200	9,000	LGU-Bontoc
3	PM Snacks	45	100	4,500	LGU-Bontoc
<b>Total =</b>				<b>36,000.00</b>	
			<b>Grand Total</b>	<b>61,155.00</b>	

B. Human Resources

(Indicate committee members, coordinators, ushers/ usherettes, marshals, etc)

Committee/ Task	Number of Persons required	People Responsible/ Members
Facilitators	7	TED Faculty/Extension Unit Staff/MIS
Documentation	2	

C. Supplies, Property and Equipment Requirements

Property/ Venue/ Equipment	Date to be used
College Admin Hall	September 28-30, 2021
Camera, Laptop	September 28-30, 2021



Republic of the Philippines

**Mountain Province State Polytechnic College**

Bontoc, Mountain Province

**VI. PROGRAM:**

Activities	Facilitators		
September 28 (day 1)			
8:00-8:30 Registration	Ms. Delia Sumeg-ang and Extension Staff		
8:30-9:00- <b>Opening Program</b> National Anthem Opening Prayer Opening Remarks	Ms Salome Lacaben Ms. Bevely Ann B. Chao-kas Mr. Elmer Pakipac		
9:30-10:30- Training Course Presentation	Mr. Mark Preston S. Lopez		
10:30-11:00 (a.m. snacks)			
11:00- 12:00- continuation of the activity			
12:00-1:30 (LUNCH)			
1:30-3:00- TNA deliberation			
3:00-3:15- Health Break			

Activities	Facilitators		
September 29 (day 2)			
8:00-8:30 Registration	Ms. Delia Sumeg-ang and Extension Staff		
8:30-9:00- <b>Opening Program</b> National Anthem Opening Prayer Opening Remarks	Ms Salome Lacaben Ms. Bevely Ann B. Chao-kas Mr. Mark Preston S. Lopez		
9:30-10:30	Ms. Rhoda B Galangco		
10:30-11:00 (a.m. snacks)			
11:00- 12:00- continuation of the activity			
12:00-1:30 (LUNCH)			
1:30-3:00- VAWC	Ms. Dixtie Caranto		
3:00-3:15- Health Break			
3:15-5:00- Health Nutrition and Safety	Mr. Alfred Fomocao		





Republic of the Philippines

Mountain Province State Polytechnic College

Bontoc, Mountain Province

Activities	Facilitators		
September 30 (day 3)			
8:00-8:30 Registration	Ms. Delia Sumeg-ang and Extension Staff		
8:30-9:00- recap			
9:00-10:00- Classroom Management	Ms. Fatima Joy T. Bukong		
10:00-10:15- (a.m. snacks)			
10:15-11:45- continuation			
11:45- 12:00- open forum			
12:00-1:00 (LUNCH)			
1:00-1:15- ice breaker			
1:15-3:00- Different Disabilities	Ms. Salome C. Lataben		
3:00- 3:30 Snacks			
3:30-4:00 open forum			
4:00-5:00 Assessment			




Republic of the Philippines

**Mountain Province State Polytechnic College**

Bontoc, Mountain Province


Prepared by:

  
**DANA FAITH F. MADCHAWING**  
TED-Faculty

Noted:

  
**CAROLYNE CASTANEDA-IGUID**  
Coordinator, Events Management


Reviewed:

  
**MARK PRESTON S. LOPEZ**  
TED- Chairperson, Bontoc Campus

  
**CHRISTIE LYNNE C. CODOD**  
Executive Dean, Bontoc Campus

  
**ELMER D. PAKIPAC**  
Extension Unit Director

Funds Available:

  
**REXON T. DAMAYAN**  
Accountant III

Recommending Approval:

  
**ANNIE GRACE F. EKID**  
Vice President for Research Development and Extension

Approved:

  
**REXTON F. CHAKAS**  
College President



## VISION

A preferred university of developmental culture and inclusive growth

## MISSION

MPSPC shall produce globally competitive leaders molded from a tradition of excellence in instruction, research, effective governance, and sustainable entrepreneurship. It shall share responsibility in ensuring the cultural vitality and well-being of the community.

## GOALS

1. Attain and sustain quality and competitiveness;
2. Promote relevance and responsiveness;
3. Broaden access and equity; and,
4. Enhance efficiency and effectiveness;
5. Develop harmony within the College and with stakeholders and benefactors.

## HERITAGE

- H- Hearty Approach to Management & Governance, & Transformational Leadership
- E- Enriched Academic Programs
- R- Relevant Student Services, Development, and Welfare Program
- I- International and Local Linkages
- T- Technology, Facilities, and Assets Enhancement Program
- A- Aggressive Staff Development and Welfare Program
- G- Gainful Resource Generation and Enterprise Development Program
- E- Excellent Researches and Relevant Extension Programs



# EARLY CHILDHOOD AND INCLUSIVE EDUCATION TRAINING

SEPTEMBER 28-30, 2021







Republic of the Philippines

Mountain Province State Polytechnic College

Bontoc, Mountain Province

**Teacher Education Department**

**ATTENDANCE SHEET**

Title of Activity: Early Childhood and Inclusive Education

Date & Time: September 28-30, 2021 / 8:00-5:00 (Day1)

Venue: College Auditorium

No.	NAME	GENDER			UNIT/OFFICE/ DEPARTMENT	SIGNATURE
		F	LGBTQ	M		
1.	EDNA W. PECKLEY	✓			CCDC	
2.	GLENDIA GRAIL M. DULA	✓			KHEPA, SHIMOKI CDC	
3.	Melody A. Yawan	✓			Sadlan CDC	
4.	Rita Cherweg	✓			CCDC	
5.	Teresa J. Bangay	✓			Alab Oriente CDC	
6.	Brenda B. Baldo	✓			Bonagon CDC	
7.	Martha B. Gaston	✓			Bayog CDC	
8.	BEVERLY ANN B. CHAOKAL	✓			TED	
9.	ANNIE F. KHAYAD	✓			Pob. CDC	
10.	ANNIELYN P. FILS	✓			Hakalan CCDC	
11.	Julian F. Chumacog			✓	MO	
12.	WRYLEEN JOY C. ENG-NGEC	✓			ALAB ORIENTE	
13.	ELVY IXNE CHAKKS	✓			POPULATION	
14.	ANA A. CHUMAWAR	✓			Maglo 10	
15.	VICTORINA K. Dyeng	✓			MCED OFFICE	
16.	Salome C. Lataben	✓			TED	
17.	Smiley L. Gomez	✓			TED	
18.	PAGAN LEIA F.	✓			TED	
19.	LETICIA I. PEL-AY	✓			TED	
20.	DAVE ROSE F. FAKAT	✓			Fuyayeng CDC	
21.	HELEN G. BUSWILAN	✓			BALILI CDC	
22.	Flonno A. Cawanan	✓			Alab Proper CDC	
23.	MELANIE W. BILOG	✓			Alab Bilig CDC	
24.	LILYBETH C. FANGYOD	✓			Maligcong LICDC	
25.	ROSA M. GANCCHA-AN	✓			Emilian, Maligcong	

**CERTIFICATION**

This is to CERTIFY that the above is the true and correct attendance list of the participants/facilitators/secretariat of the above-mentioned activity.

This is to CERTIFY that the meals/snacks claimed for payment by the caterer was served to the above participants.

\_\_\_\_\_  
End - User





Republic of the Philippines

Mountain Province State Polytechnic College

Bontoc, Mountain Province

**Teacher Education Department**

**ATTENDANCE SHEET**

Title of Activity: Early Childhood and Inclusive Education

Date & Time: September 28-30, 2021 / 8:00-5:00 (Day1)

Venue: College Auditorium

No.	NAME	GENDER			UNIT/OFFICE/ DEPARTMENT	SIGNATURE
		F	LGBTQ	M		
26.	Joseph Ngalanon	-			Law & Maink	
27.	Janet T. Chacwag	-			Tocuan Day Care	
28.	Felmina L. Fesetan	-			Lower Guina-an	
29.	MAGDALENA C. PALANGCHAO	-			UPPER GUINA-AN	
30.	Galangue Rhoda B.	✓			TED. MPSPC	
31.	De Ann Sapil	-			TED MPSPC	
32.	KERWIN D. PALPAL		-		PL Extension	
33.	AMELIA ATIWAG	✓			TED - MPSPC	
34.	Fatima Joy Taya-an - Bukong	✓			TED/ARJP	
35.	Presilla B. Ngawit	-			Dodd's Talubin	
36.	Dana MaDchawing	✓			TED	
37.	JOSEFA C. DULAY	✓			Com-ev CDC	
38.	DELIA A. SUMEG-ANG	✓			TED	
39.	ELIZABETH P. LACABEN	✓			TED	
40.	Saith Dulay	✓			Ban-ay CDC	
41.	Christina Fiabali				Kadabay CDC	
42.	BRIAN Kalangad			✓	GSO	
43.	Alvin Pseudu			✓	GSO	
44.	Lydia Plorzon	✓			TED	
45.	Beatrice L. Fonyo	✓			TED	
46.	Somerson C. Kising			-	TED	
47.						
48.						
49.						
50.						

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End-User



**Teacher Education Department**

**ATTENDANCE SHEET**

Title of Activity: Early Childhood and Inclusive Education

Date & Time: September 28-30, 2021 / 8:00-5:00 (Day2)

Venue: College Auditorium

No.	NAME	GENDER			UNIT/OFFICE/ DEPARTMENT	SIGNATURE
		F	LGBTQ	M		
1.	EDITH W. PECKLEX	✓			Calicutit CCD	
2.	Janet T. Chacway	✓			Tocuan Daycare Center	
3.	VICTORINA K. DYOM	✓			MSWD OFFICE	
4.	Annelyn P. Filog	✓			Chakalan CDC	
5.	Melody A. Yawan	✓			Sadlan CDC	
6.	GLENDA GRAIL A. DULH	✓			IMHEFA CDC	
7.	Brenda B. Baldo	✓			bonagon CDC	
8.	Florence P. Amok	✓			Chapoyasen CDC	
9.	WRYLEEN JOY C. ENG-NGEC	✓			DANTAY CDC	
10.	PRESILLA B. NGAWIT	✓			Soddo CDC	
11.	Eliza O. Gumilay	✓			Dalcian I/ICD	
12.	FLORENCE A. CAWOMEN	✓			Alab Proper CDC	
13.	JOSEFA C. DULAY	✓			Com-ed CDC	
14.	KERWIN D. TALPAL		✓		PDE	
15.	Ana A. Chumanaw	✓			Mageo CDC	
16.	ROSA M. SANCHEZ-AN	✓			Fanuyang CDC	
17.	FLORENCE L. FASETAN	✓			Guina-ang Lower	
18.	JOSEPH M. O. MAGALWAN	✓			Lowit MCH	
19.	HELEN G. BUSWILAN	✓			BALILI CDC	
20.	LILYBETH C. FANGYON	✓			Maligcong	
21.	DAVE ROSE F. FAKAT	✓			Fogayeng CDC	
22.	MELANIE W. BULLON	✓			ALAB BILIGED	
23.	ANNIE F. KHAYAD	✓			PNR Bldg.	
24.	Smiley L. Gomang	✓			TED	
25.	Teresa T. Bangay	✓			Alab Proper CDC	

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End - User





**Teacher Education Department**

**ATTENDANCE SHEET**

Title of Activity: Early Childhood and Inclusive Education

Date & Time: September 28-30, 2021 / 8:00-5:00 (Day2)

Venue: College Auditorium

No.	NAME	GENDER			UNIT/OFFICE/ DEPARTMENT	SIGNATURE
		F	LGBTQ	M		
26.	LETICIA I-PEL-AY	-			TED	
27.	FAGAN VERA	-			TED	
28.	Rita Cherweg	✓			Lanao CW	
29.	Martha B. Baston	✓			Baybay	
30.	Aydia Plamen	✓			TED	
31.	ELLY JYNIE CHAKAS	✓			FORKEDAN	
32.	Christina Fiacali	-			Kadafay	
33.	Faith Dulay	✓			Barang	
34.	BEVERLY ANN B. CHAOKAS	✓			TED	
35.	ELIZABETH P. LACABEN	-			TED	
36.	De Ann Sapi	-			TED	
37.	ANATHONG	✓			TED	
38.	Magdalena Dalangchaw	-			Upper Giniyang	
39.	Fatima Joy T. Bukong	✓			TED	
40.	DELIA A. SUMEG-ANG	✓			TED	
41.	JULIET K. SALINGBAY	✓			Upper Main/ c/c	
42.	Dana Faith Macabansing	✓			NAREC	
43.	Balangio, Rhoda B.	✓			MPSPC	
44.	MELVIN PASONG			✓	Radio room	
45.	BRIAN KALANG-AD			✓	QSO	
46.	Somerset C. Kisting			-	TED	
47.						
48.						
49.						
50.						

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End - User



Republic of the Philippines

Mountain Province State Polytechnic College

Bontoc, Mountain Province

**Teacher Education Department**

**ATTENDANCE SHEET**

Title of Activity: Early Childhood and Inclusive Education

Date & Time: September 28-30, 2021 / 8:00-5:00 (Day 3)

Venue: College Auditorium

No.	NAME	GENDER			UNIT/OFFICE/ DEPARTMENT	SIGNATURE
		F	LGBTQ	M		
1.	VICTORINA K. OYENG	✓			MSOD OFFICE	<i>[Signature]</i>
2.	MELANIE W. BILOG	✓			ALAB BILIG CDC	<i>[Signature]</i>
3.	GLENDA GARCIL A. DULA	✓			KUEFA CDC	<i>[Signature]</i>
4.	Annichyr P. Filog	✓			Chakalan CDC	<i>[Signature]</i>
5.	Lydia Plonun	✓			TEID	
6.	Melody A. Yawan	✓			Sadlan CDC	<i>[Signature]</i>
7.	HELEN G. BUSWILAN	✓			BAHLI CDC	HBuswilan
8.	EDNA W. PECKLEY	✓			Calutit CDC	<i>[Signature]</i>
9.	ANG A. Chumawar	✓			Maglo CDC	<i>[Signature]</i>
10.	Brenda B. Baldo	✓			Bongon CDC	<i>[Signature]</i>
11.	KRYLEEN JOY O. ENG-XIGEG	✓			DANTAY CDC	<i>[Signature]</i>
12.	ELIZABETH P. LACABEN	✓			TED	<i>[Signature]</i>
13.	ANATHOG	✓			TED	<i>[Signature]</i>
14.	Smiley L. Gomez	✓			TED	<i>[Signature]</i>
15.	Dana Faith P. Madchasing	✓			TED	<i>[Signature]</i>
16.	DE ANN W. SAPIL	✓			TED	<i>[Signature]</i>
17.	ELIZA S. Gumilah	✓			Dalican	<i>[Signature]</i>
18.	JOSEFA C. DULAY	✓			Can-co CDC	<i>[Signature]</i>
19.	CHRISTINA FRACALI	✓			Kadattay	<i>[Signature]</i>
20.	Mantha B. Gaston	✓			Baylo	<i>[Signature]</i>
21.	Flonng A. Cawanan	✓			Alab Probu	<i>[Signature]</i>
22.	LETICA I. DEL-AY	✓			TED	<i>[Signature]</i>
23.	BEVERLY ANN B. CHAOKAS	✓			TED	<i>[Signature]</i>
24.	FAITH A. DULAY	✓			Ban-ay CDC	<i>[Signature]</i>
25.	KEPWIN D. PALPAL		✓		RTE extension	<i>[Signature]</i>

**CERTIFICATION**

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This is to CERTIFY that the meals/snacks claimed for payment by the caterer was served to the above participants.

*[Signature]*  
End - User





Republic of the Philippines

Mountain Province State Polytechnic College

Bontoc, Mountain Province

**Teacher Education Department**

**ATTENDANCE SHEET**

Title of Activity: Early Childhood and Inclusive Education

Date & Time: September 28-30, 2021 / 8:00-5:00 (Day 3)

Venue: College Auditorium

No.	NAME	GENDER			UNIT/OFFICE/ DEPARTMENT	SIGNATURE
		F	LGBTQ	M		
26.	ELLY JANE DARRAS	/			TOPLICION	<i>[Signature]</i>
27.	LEIA FAYAN	-			TED	<i>[Signature]</i>
28.	ANNIE F. KAYAD	/			PUP POB	<i>[Signature]</i>
29.	Rita C. Cherweg	✓			Lanao CDA	<i>[Signature]</i>
30.	Eclomina L. Feslan	-			Lower Guna-ana	<i>[Signature]</i>
31.	Janet T. Chawag	-			Tocuan	<i>[Signature]</i>
32.	Magdalena C. Palangchao	-			Saina-ang	<i>[Signature]</i>
33.	ELLYBETH C. FANGYOB	✓			Maligcong	<i>[Signature]</i>
34.	ROSA GARCIA-AN	/			Maligcong	<i>[Signature]</i>
35.	Josephine Magalwan	✓			Mainit	<i>[Signature]</i>
36.	PRESCILLA B. NGAWIT	✓			Doddo	<i>[Signature]</i>
37.	Eloana P. Amok	✓			Chaposen, Can-en	<i>[Signature]</i>
38.	JULIET K. SALINGBAY	✓			Mainit, Bontoc	<i>[Signature]</i>
39.	Teresa T. Bangoy	✓			Alab Orante	<i>[Signature]</i>
40.	Dale Rose F. Forkat	✓			Bontoc LU	<i>[Signature]</i>
41.	Salome C. Lataben	/			Bauko	<i>[Signature]</i>
42.	Galangco, Rhoda B.	/			TED. MPSPC	<i>[Signature]</i>
43.	MELVIN PASONG		X	✓	Radio room	<i>[Signature]</i>
44.	DEHA A. SUMES-ANG	-			TED	<i>[Signature]</i>
45.	BRIAN TALANGAD		X	-	CSD	<i>[Signature]</i>
46.	Peggygal K. Puna-at	/			TED	<i>[Signature]</i>
47.	Gwendolyn C. Lengua	-			TED	<i>[Signature]</i>
48.	Samerson C. Kising			/	TED	<i>[Signature]</i>
49.						
50.						

**CERTIFICATION**

This is to CERTIFY that the above is the true and correct attendance list of the participants/facilitators/secretariat of the above-mentioned activity.

This is to CERTIFY that the meals/snacks claimed for payment by the caterer was served to the above participants.

*[Signature]*  
End - User



Republic of the Philippines

Mountain Province State Polytechnic College

Bontoc, Mountain Province

**EVENTS MANAGEMENT OFFICE**

**ACTIVITY EVALUATION FORM RESULT**

Title of Activity: **TRAINING ON EARLY CHILDHOOD AND INCLUSIVE EDUCATION**

Proponent: **TED**

Date Conducted: **SEPTEMBER 28-30, 2021**

Venue: **MPSPC AUDITORIUM**

Scale:

1 – Poor (1.00-1.80); 2 – Acceptable (1.81 – 2.60); 3 – Satisfactory (2.61 – 3.40)  
4 – Very Satisfactory (3.41 – 4.20); 5 – Excellent (4.21 – 5.00)

Indicators	Rating	Descriptive Equivalent
<b>1. Objectives and Relevance</b>		
a. Clarity and relevance	4.61	Excellent
b. Attainment of the activity objectives	4.58	Excellent
c. Usefulness of the activity/topics to the participants	4.64	Excellent
d. Timeliness and immediate applicability	4.55	Excellent
<b>2. Organization and preparation; Venue</b>		
a. Organization of activities	4.50	Excellent
b. Ventilation, lighting, equipment and facilities in the venue	4.39	Excellent
c. Appropriateness of the venue of the activity	4.40	Excellent
d. Time allotment per activity/topic	4.55	Excellent
e. Pacing of the activities	4.40	Excellent
<b>3. Speaker/Facilitator</b>		
a. Mastery of the subject matter/content	4.60	Excellent
b. Use of effective means of communicating ideas	4.62	Excellent
c. Keenness and interest in the conduct of training	4.60	Excellent
d. Stimulation of the participants' interest	4.57	Excellent
<b>4. Involvement of Participants</b>		
a. Enthusiasm and interest shown during the activity	4.55	Excellent
b. Level of involvement of participants	4.48	Excellent
<b>5. Food</b>	4.50	Excellent





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**6. Please write your valuable comments/suggestions for the improvement of the succeeding activities/seminars/programs.**

- No comment: Thank you very much ma'am.
- The auditorium venue is conducive, well ventilated
- I suggest that copies must be distributed before lectures
- Personnel/ organizer are approachable and friendly
- More organic food
- Some of the speakers were versed to their topics discussed
- If possible, hand out must be distributed before the lecture for us to concentrate in listening
- It was all good. Relevant scope of work 😊

**7. What training/s would you suggest for future activities?**

- Handling children with disability
- BLS & CPR
- First Aid Training
- Record management
- Psychology training on children and parents for Child Development workers to understand them / their behaviors
- Making of visual aid
- ICT Training

**Prepared:**

CAROLYNE DALE CASTANEDA-IGUID

Events Management Coordinator

**Conforme:**

MARK PRESTON S. LOPEZ

Chairperson, Teacher Education Department

Date received(Filled out Activity Evaluation Form): October 11, 2021

Date released (Activity Evaluation Result): October 11, 2021