

EARLY CHILDHOOD EDUCATION FOR CHILDREN WITH HEARING IMPAIRMENT IN THE PHILIPPINES



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Coverage of ECCD (0-6 yrs.)

1. Center-based programs:

- day care service
- public & private preschools
- kindergarten or school-based programs
- community or church-based early childhood education programs initiated by NGOs or people's organization
- workplace-related childcare education programs
- child-minding centers, health centers and stations



Coverage of ECCD

■ Home-based programs:

- neighborhood-based playgroups
- family day care programs
- parent education and home visiting programs



ECCD For Children with Hearing Impairment

Basic Principles

Framework

Levels:

- Early Intervention Program
- Preschool Program



Socio-ethical Principle

- Seeks to discourage negative views of children with hearing impairment
 - Believes that inclusion of these children with non-handicapped contributes to altering social perception at early age
- *children have natural ability to accept and appreciate differences
- *children respond without making judgments and comparisons
- *spontaneous friendships abound with little demand for expectations



Legal-legislative Principle

- Legislative act or policies that mandate education of children with disabilities in the most appropriate setting
 - * Magna Carta for Disabled Persons: RA 7277
 - * Policies & Guidelines for Special Education (DepED, Rev. 1992) has the goal of integrating or mainstreaming children with disabilities (CWDs) in regular schools
 - * DepED adopted policy on inclusive education that puts importance on including CWDs in regular classrooms at all levels



Psychological-educational Principle

- Need for children to interact progressively in environment with children of diverse needs
- Learning through imitation occurs when suitable models are available
- Children at their early age are observant and questions reflect natural curiosity
- When questions are genuinely answered children accommodate and accept children who are different



Framework on Early Education for Children with Disabilities

Early Intervention

0 to 4 years old

- Home-based
- Collaboration
 - * Parents/
Caregivers
 - * SPED teachers
 - * Day care
workers



Preschool

5 years old

- Regular/Day care classes
- Service Providers
 - * SPED/Regular teachers
 - * Day care workers



Early Intervention Through Adaptation of Portage Model

Objectives:

- Develop capacity of families to meet special needs of infants, toddlers and young children (0-5 yrs.) with handicaps
- Provide these children with appropriate activities in six developmental areas:
 - * infant stimulation
 - * socialization
 - * language
 - * self-help skills
 - * cognitive skills
 - * motor skills



Process: 1. Training

	Participants
	Parents/Caregivers SPED Teachers Day care workers

	Content
	Basic Concepts: -Early Intervention -Developmental Areas -Assessment -Teaching-Learning Activities

	Outputs
	-Individual Assessment Results -Individualized Program .. activity-based .. utilizes child's learning styles .. evaluation of levels of functioning

Process: 2. Actual Implementation as of Sept. 2007

No. of CWDs Served	No. of Service Providers
78 (children with VI, HI, ID, autism)	81 parents/ caregivers 55 SPED teachers 9 day care workers

Preschool Education through Inclusion

Objectives

1. Develop the child, in all aspects (physical, social, moral, spiritual, emotional and cognitive) so that he/she may be better prepared to adjust and cope with life situations within contexts of his/her experience.



Preschool Education through Inclusion

Objectives

2. Maximize the child's potential through variety of careful selected and meaningful experiences considering interests and capabilities.
3. Develop the child in all aspects so that he/she becomes self-propelling, thinking and contributing individual, able to make decisions which will prepare him/her for more complex demands of future life.



Preschool Education through Inclusion

Basic Considerations for Inclusion

- Systematic planning
- Ratio of handicapped to non-handicapped children
- Individualized, structured learning experiences
- Partnership with parents
- Supportive personnel and services



Preschool Education through Inclusion

Curriculum

- Physical Development
- Personal-Social Development
- Affective Development
- Cognitive Development
- Creative-Aesthetic Development

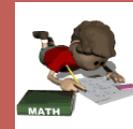


Preschool Education through Inclusion



Learning Areas

- Communication Skills (English and Filipino)
- Numeracy Skills
- Sensory-Perceptual Skills
- Socio-Emotional Development
- Motor and Creative Development



Preschool Education through Inclusion

Strategies for Development of Conceptual Skills:

- Concrete, multisensory tasks
- Find the child's most efficient mode of learning
- Pacing
- Repetition
- Modeling and Imitation
- Task Analysis
- Small Step-Directions
- Provision of Reinforcements



Preschool Education through Inclusion

- Building Communication of Children with Hearing Impairment
- Use language for getting involved
- Use language for getting help
- Use language for attention and approval
- Use language to tell something
- Use language to defend oneself
- Use language to learn new things or finding out about things
- Use utterance to begin communication



Process: 1. Pilot Implementation

■ Training

Participants:

SPED & Regular
teachers

Day care workers

■ Content:

Legal Basis

Objectives

Learning Areas

Curriculum standards

Strategies

■ Outputs

Lesson Guides

Prototype Activities





Special Education
should not form an isolated
parallel school system,
but rather a variation of regular education



“ The Child is one of the most important assets of the nation. Every effort should be exerted to promote his welfare and enhance his opportunities for a useful and happy life.”

(Article 1, PD 603)





Maraming Salamat Po!

