



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
SCHOOLS DIVISION OF BATANGAS



May 30, 2023

DIVISION MEMORANDUM
No. 160, s. 2023

**RESOURCES FOR THE BLIND, INC. (RBI)-GABAY PROJECT ACTIVITIES FOR
THE MONTH OF JUNE 2023**

- TO : Assistant Schools Division Superintendents
Chief-Curriculum Implementation Division (CID)
Chief-School Governance and Operations Division (SGOD)
Education Program Supervisors
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned
1. With reference to the letters from Resources for the Blind Inc., re: **GABAY PROGRESS REPORT FORM FOR STUDENTS WITH LOW VISION, MULTIPLE DISABILITIES WITH VISUAL IMPAIRMENT (MDVI) AND DEAF BLINDNESS (DB) AND LOCAL SCHOOL BOARD EXPOSURE VISIT AND TRAINING**, a series of activities shall be executed this June 9 & 13-15, 2023.
 2. The activities specified in the communication are as follows:
 - a. Submission of GABAY Progress Report Form for Students with Low Vision, Multiple Disabilities with Visual Impairment and Deaf Blindness of select teachers on or before June 9, 2023 (see Annex 1)
 - b. Local School Board Exposure Visit and Training of select participants on June 13-15 at Novotel, Cubao Quezon City, 2023 (see Annex 2)
 3. Details of the said activities are contained in the attached letter. Full compliance is expected to the concerned.
 4. Immediate and wide dissemination of this memorandum is earnestly desired.

marites
MARITES A. IBANEZ, CESO V
Schools Division Superintendent

DEPEDBATS-ODS-F-009/R1/11-22-2021



Address: Provincial Sports Complex, Bolbok, 4200 Batangas City
☎ (043) 722-1840 / 722-1796 / 722-1437 / 722-2675 / 722-1662
✉ deped.batangas@deped.gov.ph
🌐 www.depedbatangas.org



RESOURCES FOR THE BLIND, INC. (RBI)

4/F COTI Bldg., 623 EDSA, Cubao, Quezon City, 1109 Metro Manila

Telephone Number: (63)2-87263021 to 24

Email: info@blind.org.ph

Website: www.blind.org.ph

<https://www.facebook.com/resourcesfortheblind/> [resourcesfortheblindph](https://www.instagram.com/resourcesfortheblindph) [RBI_PH](https://twitter.com/RBI_PH)

May 30, 2023

DR. MARITES IBAÑEZ

Schools Division Superintendent

DepEd Division of Batangas

Subject: LOCAL SCHOOL BOARD EXPOSURE VISIT AND TRAINING

Dear Supt. Ibañez,

Warm greetings from RBI Gabay project!

In addition to the letter we sent dated May 22, 2023. We are likewise requesting **Dr. Josephine Arnigo, School Principal of Padre Garcia Central School** to join the Gabay and Synergiea **Local School Board Exposure Visit and Training on June 14-15 at Novotel, Cubao, Quezon City** along with the participants listed below with the same details.

Participants	Date/Time	Activities
1. DepEd Batangas Division SPED Supervisor, Dr. Marites Balba	June 13, 2023 2pm onwards	Hotel check-in
2. Padre Garcia, Public School District Supervisor, Dr. Emiliana Roxas	June 14, 2023	Short orientation for the school visits: - Valenzuela SPED Center - Batino SPED Center
3. Rosario, Public School District Supervisor, Dr. Dionisia Sarmiento	June 15, 2023	Training Hotel check out
4. Rosario East Central School, SPED Teacher Vina Esporlas		
5. PTA Representative		

Again, kindly allow our Batangas Project Field Coordinator, Ms. Ludy Anile to coordinate with your recommended key Officer for the upcoming activities' details. But if you have further concerns and clarifications on this matter, your Secretary can contact Ms. Anile, thru email, ludy@blind.org.ph and landline (02) 8726 3021 to 24 or mobile phone 0907 223 5358.

We sincerely thank you and your other Officials and staff for their utmost support to Gabay activities in strengthening inclusive education for children with sensorial disabilities. More power to all of you as always!

Very truly yours,

Yolanda S. Quijano
YOLANDA QUIJANO
Chief of Party, GABAY

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**Amelia M. Torrente**  
Executive Director



# RESOURCES FOR THE BLIND, INC. (RBI)

4/F COTI Bldg., 623 EDSA, Cubao, Quezon City, 1109 Metro Manila

Telephone Number: (63)2-87263021 to 24

Email: [info@blind.org.ph](mailto:info@blind.org.ph)

Website: [www.blind.org.ph](http://www.blind.org.ph)

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May 22, 2023

**DR. MARITES IBAÑEZ**

Schools Division Superintendent

DepEd Division of Batangas

**Subject: LOCAL SCHOOL BOARD EXPOSURE VISIT AND TRAINING**

Dear Supt. Ibañez,

Warm greetings from RBI Gabay project!

We would like to again express our sincerest gratitude for your support during the recent Endline Evaluation - Early Grade Reading Assessment (EGRA) for the Deaf and Hard-of-Hearing Learners and Braille Reading Assessment for the Blind last April 17-28, 2023.

Another component of the project is to increase government attention to the needs of Children with Sensorial Disabilities. In line with this, Focus Group Discussions (FGDs) with the LGU officials and Local School Board Members were conducted last November 25, 2022 in the municipalities of Rosario and Padre Garcia, Batangas. The FGDs were held to discuss the Special Education Fund (SEF) programs and services instrumental to the development of the Training Module for Local School Boards (LSB) in responding to the needs of these children.

As the next activity, Gabay together with Synergeia, a former USAID partner on projects for LGUs, will conduct a **Local School Board Exposure Visit and Training on June 14-15 at Novotel, Cubao, Quezon City**. Hence, we would like to humbly request your Office for the participation of the following in the aforementioned training. Below are the details.

| Participants                                                           | Date/Time                   | Activities                                                                                   |
|------------------------------------------------------------------------|-----------------------------|----------------------------------------------------------------------------------------------|
| 1. DepEd Batangas Division SPED Supervisor, Dr. Marites Balba          | June 13, 2023   2pm onwards | Hotel check-in                                                                               |
| 2. Padre Garcia, Public School District Supervisor, Dr. Emiliana Roxas | June 14, 2023               | Short orientation for the school visits:<br>- Valenzuela SPED Center<br>- Batino SPED Center |
| 3. Rosario, Public School District Supervisor, Dr. Dionisia Sarmiento  | June 15, 2023               | Training<br>Hotel check out                                                                  |
| 4. Rosario East Central School, SPED Teacher Vina Esporlas             |                             |                                                                                              |
| 5. PTA Representative                                                  |                             |                                                                                              |

Their participation will influence the LSB programs to put premium on the improved support services for the education of blind and deaf learners from the Municipalities of Padre Garcia and Rosario based on the FGDs conducted. Gabay shall provide transportation and accommodation expenses for these activities. We also assure you that the proper safety measures and health protocols shall be strictly implemented during these activities.

Please allow our Batangas Project Field Coordinator, Ms. Ludy Anile to coordinate with your recommended key Officer for the upcoming activities' details. But if you have further concerns and clarifications on this matter, your Secretary can contact Ms. Anile, thru email, [ludy@blind.org.ph](mailto:ludy@blind.org.ph) and landline (02) 8726 3021 to 24 or mobile phone 0907 223 5358.

We sincerely thank you and your other Officials and staff for their utmost support to Gabay activities in strengthening inclusive education for children with sensorial disabilities. More power to all of you!

Very truly yours,

  
**YOLANDA QUIJANO**

Chief of Party, GABAY

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Amelia M. Torrente
Executive Director



RESOURCES FOR THE BLIND, INC.

4/F COTI Bldg., 623 EDSA, Cubao, Quezon City

Telephone: 63-2-726-3021 to 24 FAX: 63-2-727-0077

Email: info@blind.org.ph

Website: www.blind.org.ph

[facebook.com/resourcesfortheblind](https://www.facebook.com/resourcesfortheblind)

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**Amelia M. Torrente**  
Executive Director

May 23, 2023

**ATTY. ALBERTO T. ESCOBARTE**  
Regional Director  
DepEd Region IV

### Attention:

**DR. HERMOGENES PANGANIBAN**  
City Schools Division Superintendent  
Division of Batangas City

**DR. NEIL ANGELES**  
City Schools Division Superintendent  
Division of Sto. Tomas City

**DR. MARITES IBAÑES**  
Schools Division Superintendent  
Division of Batangas

**Subject: GABAY PROGRESS REPORT FORM FOR STUDENTS WITH LOW VISION, MULTIPLE DISABILITIES WITH VISUAL IMPAIRMENT (MDVI) AND DEAFBLINDNESS (DB)**

Dear **Director Escobarte**,

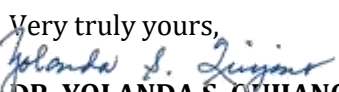
Warmest greetings from Resources for the Blind, Inc. (RBI)!

We would like to express our sincere appreciation for your continuous support, particularly the Endline Evaluation of Gabay Interventions to the Learners who are Blind and Deaf last April 17-May 4, 2023. The Braille Reading Assessment for Blind Learners and EGRA (Early Grades Reading Assessment) for Deaf Learners were the main tools used. A total of 149 students with sensorial disabilities from Kinder to Grade 3 were assessed during the evaluation activities. Of the total number, only 15 students were tested out of the 59 blind students, including those with multiple disabilities with visual impairment and deafblindness enrolled in Gabay's project sites this school year. The assessment results of the 15 examinees are currently being analyzed by Gabay Research Consultants. To help us understand the effectiveness of the interventions provided to these students, their teachers, and parents, requires us to look at both quantitative and qualitative data. The quantitative data are the results of the assessments while qualitative data will be in the form of narrative progress reports.

In connection with this, may we request your good office to allow the **Division Supervisors In-Charge of SPED** in the above divisions to coordinate with the School Heads specifically requesting the teachers of the visually impaired to accomplish the following Progress Reports for a) for students with Low Vision in the inclusion program and b) students with MDVI and DB as described in Annex 2. Attached also in Annex 1 are the names of the teachers and their students whom we request the progress report form to be accomplished. We hope that these forms be submitted back to Gabay on or before **June 9, 2023**.

We further request that Ms. Lodeline Anile, Gabay Field Coordinator for the Divisions be allowed to email the form to the concerned schools, provide assistance in filling up the form as well as retrieve the accomplished forms. We will certainly furnish your Office through the Division Supervisors In-Charge of SPED, copies of the accomplished forms. Ms. Anile will also contact your Office for the approval of this request. However, if you need further details, your Secretary can reach out to her via email [ludy@blind.org.ph](mailto:ludy@blind.org.ph), landline (02) 8726-3021 to 24, or mobile phone at 09072235358.

As always, we highly appreciate and value the unending support from all of your officials and staff in the above divisions in the achievement of our shared goal of providing quality education to children with sensorial disabilities.

Very truly yours,  
  
**DR. YOLANDA S. QUIJANO**  
Chief of Party, Gabay

**Annex 1**

**List of Teachers and Students with LV, MDVI, and DB**

**Division of Batangas City**

| No. | SCHOOL                          | Name of Teacher      | Names of Students                                                               |
|-----|---------------------------------|----------------------|---------------------------------------------------------------------------------|
| 1   | Ambulong Elem. School           | Ms. Irene De Leon    | 1. Gacusan, Yhanie Keirsten D.                                                  |
| 2   | Batangas City East Elem. School | Ms. Gaudelina Eborá  | 1. Hatulan, Jerriel                                                             |
| 3   | Bolbok Elem. School             | Ms. Luningning Godoy | 1. Pajelona, Ashley Nicole B.                                                   |
| 4   | Pinamucan Elem. School          | Ms. Ruby Camacho     | 1. Alda, Andrew                                                                 |
| 5   | Sto. Domingo Elementary School  | Ms. Rowena Lopez     | 1. Arellano, Charisse A.<br>2. Comia, Josh Angelo G.<br>3. Gabia, Chris Kyle C. |

**Division of Batangas Province**

| No. | SCHOOL                            | Name of Teacher              | Names of Students                                                                                      |
|-----|-----------------------------------|------------------------------|--------------------------------------------------------------------------------------------------------|
| 1   | Balayan West Central School       | Ms. Maricon Endozo           | 1. Fermantez, Nicole Kathleen F.                                                                       |
|     | Balayan East Central School       | Ms. Mary Grace Cabrera       | 1. Dawit, Czedrick C.                                                                                  |
|     | Bauan East Cebtral School         | Ms. Maribeth Pesigan         | 1. Comero, Ryeanna Nicole V.<br>2. Dinglasan, Dennis Jr. S.                                            |
|     | Calaca Central School             | Ms. Rhea Hernandez           | 1. Balba, Nichelle Joy<br>2. Perez, Leina Sofia<br>3. Yap, Dezshel Mariane<br>4. Cabaces, Renz Ivan D. |
|     | Camastilisan Elementary School    | Ms. Jennifer Caag            | 1. De Padua, John Dave                                                                                 |
|     | Dacanlao Agoncillo Elem. School   | Ms. Irish Comia              | 1. Saccalan, Jessafe                                                                                   |
|     | Gulod Elem. School (Laurel Dist.) | Ms. Erica Barbosa            | 1. Encarnaion, Nathaniel Robles                                                                        |
|     | Lemery Pilot Elementary School    | Ms. Leonila Enriquez         | 1. Malabanan, Angelbert<br>2. Arellano, Czatrisha Alexandra D.                                         |
|     | Lian Central School               | Ms. Anne Danille Despuig     | 1. Baroja, John Vince Harley M.                                                                        |
|     | Lobo Central School               | Ms. Sylvia Dueñas            | 1. Sismundo, Rose Anne                                                                                 |
|     | Molinete Elementary School        | Ms. Nerissa Gamboa           | 1. De Roxas, Edrian P.                                                                                 |
|     | Nasugbu East Central School       | Ms. Patricia Ruth Panganiban | 1. Deola, Jenelle                                                                                      |
|     | Nasugbu West Central School       | Ms. Benilda Ativo            | 1. Cabatuando, Ma. Grace T.<br>2. Ermita, Ashley Apol I.                                               |

|  |                                                    |                           |                                                                                     |
|--|----------------------------------------------------|---------------------------|-------------------------------------------------------------------------------------|
|  | <b>Paaralang Elementarya ng Palahanan</b>          | Ms. Lourdes Joy Estrada   | 1. Mortuz, Jherieme A.                                                              |
|  | <b>Padre Garcia Central School</b>                 | Ms. Jacquilyn Lagaya      | 1. Escalona, Rainier                                                                |
|  | <b>Padre Imo Luna Memorial ES</b>                  | Ms. Leona Plata           | 1. De Torres, Crystal Shane<br>2. Remegio, Ricky M.<br>3. Espelita, Richard Keith V |
|  | <b>Rosario East Central School</b>                 | Ms. Vina Esporlas         | 1. Briones, Kade Terrence<br>2. Dela Roca, Jonathan                                 |
|  | <b>San Juan East Central School</b>                | Ms. Pamela Javier         | 1. Punzalan, Althea                                                                 |
|  | <b>Taal Central School</b>                         | Ms. Maricel Guerra        | 1. Bonsol, Alechzandra Y.                                                           |
|  | <b>Talaga Elementary School (Mabini Dist.)</b>     | Ms. Lorenz Aira Lumanglas | 1. Bantugon, Kallyx Rhayben P.                                                      |
|  | <b>Talisay Elementary School (Calaca Dist.)</b>    | Ms. Aileen Noche          | 1. Cabrera, Angelo D.                                                               |
|  | <b>Tanagan Elementary School (Calatagan Dist.)</b> | Ms. Florence Esguerra     | 1. Concepcion, Yohan A.                                                             |
|  | <b>Taysan Central School</b>                       | Ms. Angeline Balhon       | 1. Dyza, Rialyn                                                                     |
|  | <b>Venancio Trinidad Memorial School</b>           | Ms. Mia Collen Atienza    | 1. Morales, Lawrence KC                                                             |

**Division of Sto. Tomas City**

| No. | SCHOOL                                 | Name of Teacher     | Names of Students   |
|-----|----------------------------------------|---------------------|---------------------|
| 1   | <b>Sto. Tomas North Central School</b> | Ms. Julieta De Leus | 1. Ulep, Janella R. |

## **Annex 2**

### **A. Guidelines in Progress Reporting for Students with Low Vision**

#### **Description**

This Progress Report provides a snapshot of the academic performance, behavior, and social-emotional development of Students with Low Vision in a) Inclusion Program and b) Special Class in SY 2022-2023. It is essential in helping teachers assess the progress of these children as a result of the teaching-learning activities undertaken for the whole year.

This progress report includes a) a copy of the student's ratings in the **Progress Report Card** and b) a short narrative of the support provided to the student using the following format:

#### **Who will accomplish?**

- a) The General Education Teacher who handles the Low Vision student in his/her inclusion class and
  - b) Special Needs Education Teacher who handles Low Vision student in his/her special class
-

# Progress Report for Students with Low Vision

SY \_\_\_\_\_

School: \_\_\_\_\_ Division: \_\_\_\_\_ Region: \_\_\_\_\_  
Name of Student: \_\_\_\_\_ Age: \_\_\_\_ Sex: \_\_\_\_ Grade: \_\_\_\_ Type of Disability: \_\_\_\_\_  
Name of Teacher: \_\_\_\_\_ Type of Program:  Special Class  Inclusion  
Date Accomplished: \_\_\_\_\_

**A. Attached copy of the Report Card of the Low Vision in the Inclusion Program**

**B. Narrative Report on Support Provided to the Low Vision Student**

|                                             |  |
|---------------------------------------------|--|
| <b>Learning Resource Materials Provided</b> |  |
| <b>Teacher Support</b>                      |  |
| <b>Parent Support</b>                       |  |



## **B. Guidelines in Using the Progress Report Form for a) Students with Multiple Disabilities and Visual Impairment (MDVI) and b) Deafblindness**

### **Description**

This Progress Report provides a snapshot of the academic performance, behavior, and social-emotional development of a) Students with Multiple Disabilities and Visual Impairment (MDVI) and b) student with Deafblindness in SY 2022-2023. It is essential in helping teachers assess the progress of these children as results of the teaching - learning activities undertaken for the whole year. This progress report form includes a checklist of must-learn skills for these students from K to 12 which can be used as a guide in identifying areas that need improvement and planning interventions accordingly in the succeeding school year.

### **When to Use?**

This form shall be accomplished at the beginning of the school year or when a new student first enrolled in the program as an initial assessment and at the end of each grading period to track down the progress of the student in the development of specific skills in the different domains. For Gabay's purposes, the initial assessment of the different domains and skills and the progress in the development of these skills in the 3<sup>rd</sup> to 4<sup>th</sup> quarter will be collected as part of the project evaluation report.

### **How to Use?**

1. This form shall be filled out by the SPED Teacher in charge of the student. This form can be accomplished electronically or hand-written.
2. On the **Entry Level of Educational Performance** column, check the skills observed in the student at the beginning of the school year or upon enrollment of the new student.
3. On the **Present Level of Educational Performance** column, describe in narrative form the progress of the learner, based on the current assessment.

## Progress Report for Students with MDVI and DB SY \_\_\_\_\_

School: \_\_\_\_\_ Division: \_\_\_\_\_ Region: \_\_\_\_\_  
 Name of Student: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_ Grade: \_\_\_\_\_ Type of Disability: \_\_\_\_\_  
 Name of Teacher: \_\_\_\_\_ Type of SPED Program:  Special Class  Transition  
 Date Accomplished: \_\_\_\_\_

| Learning Areas/Domains                                                                                                                                                           | Entry Level of Educational Performance<br>(1 <sup>st</sup> Quarter or upon enrolment)<br><i>Check the skills observed in your student during the initial assessment.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Present Level of Educational Performance<br>(as of 3 <sup>rd</sup> – 4 <sup>th</sup> Quarter)<br><i>Describe the progress of the student based on your current assessment.</i> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Daily Living Skills</b> <ul style="list-style-type: none"> <li>• Eating</li> <li>• Dressing</li> <li>• Grooming and Hygiene</li> <li>• Toileting</li> <li>• Others</li> </ul> | <b>Eating</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Express the need to eat or drink through non-verbal and/or verbal means</li> <li><input type="checkbox"/> Chews and swallows different kinds of foods</li> <li><input type="checkbox"/> Picks-up and eats finger foods</li> <li><input type="checkbox"/> Eats with spoon and fork</li> <li><input type="checkbox"/> Sips and drinks liquid from a cup or using straw</li> <li><input type="checkbox"/> Peels/unwraps food</li> <li><input type="checkbox"/> Opens food containers</li> <li><input type="checkbox"/> Tears snack packaging</li> <li><input type="checkbox"/> Uses table napkins</li> <li><input type="checkbox"/> Distinguishes edible and non-edible foods and substances</li> <li><input type="checkbox"/> Exhibits table-setting skills</li> </ul> |                                                                                                                                                                                |
|                                                                                                                                                                                  | <b>Dressing</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Removes/puts on own clothing</li> <li><input type="checkbox"/> Removes/puts on socks and shoes</li> <li><input type="checkbox"/> Fastens/unfastens snaps, zipper, buttons, Velcro</li> <li><input type="checkbox"/> Distinguishes between clean and unclean clothes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                |
|                                                                                                                                                                                  | <b>Toileting</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses comfort room/ toilet bowl to urinate or defecate</li> <li><input type="checkbox"/> Cleans self with soap and water after toileting</li> <li><input type="checkbox"/> Uses toilet paper to clean up self and disposes of it properly (if applicable)</li> <li><input type="checkbox"/> Knows when to close door during toileting (for privacy)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                |
|                                                                                                                                                                                  | <b>Grooming and Hygiene</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Washes and dries hands properly</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                |

| <b>Learning Areas/Domains</b>                                                                                                                                                                                                                                                                                                                   | <b>Entry Level of Educational Performance</b><br>(1 <sup>st</sup> Quarter or upon enrolment)<br><i>Check the skills observed in your student during the initial assessment.</i>                                                                                                                                                                                                                                                                                                                                                            | <b>Present Level of Educational Performance</b><br>(as of 3 <sup>rd</sup> – 4 <sup>th</sup> Quarter)<br><i>Describe the progress of the student based on your current assessment.</i> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                 | <input type="checkbox"/> Cleans own face<br><input type="checkbox"/> Brushes teeth<br><input type="checkbox"/> Combs/brushes hair                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                 | <b>Others:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                       |
| <b>Communication / Language Development</b> <ul style="list-style-type: none"> <li>• Receptive</li> <li>• Expressive</li> </ul> <p><i>*For non-verbal students– describe how the child uses non-verbal communication (e.g. objects, gestures, tactile symbols, facial expressions, body movements, sign language, etc.) to communicate.</i></p> | <b>Receptive</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses AAC to receive information (object communication board, photos/drawings, gestures, facial expressions, body movements, sign language)</li> <li><input type="checkbox"/> Distinguishes different types of sounds</li> <li><input type="checkbox"/> Comprehends simple and familiar stories</li> <li><input type="checkbox"/> Listens attentively to stories, poems, and rhymes</li> <li><input type="checkbox"/> Follows simple directions</li> </ul> |                                                                                                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                 | <b>Expressive</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses AAC to express self (object communication board, photos/drawings, gestures, facial expressions, body movements, sign language)</li> <li><input type="checkbox"/> Uses vocabulary to describe things, express one’s feelings, share information</li> <li><input type="checkbox"/> Answers and responds to questions accordingly</li> <li><input type="checkbox"/> Narrates simple and familiar stories</li> </ul>                                    |                                                                                                                                                                                       |
| <b>Motor Development</b> <ul style="list-style-type: none"> <li>• Gross Motor</li> <li>• Fine Motor</li> </ul>                                                                                                                                                                                                                                  | <b>Gross Motor</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sits, stands, and walks with good posture</li> <li><input type="checkbox"/> Runs and jogs without falling</li> <li><input type="checkbox"/> Goes up and down the stairs (with or without holding on the railing)</li> <li><input type="checkbox"/> Jumps and performs other exercises with or without music</li> <li><input type="checkbox"/> Lifts heavy objects</li> </ul>                                                                            |                                                                                                                                                                                       |

| <b>Learning Areas/Domains</b>                                                                                                                                                                                                                                                | <b>Entry Level of Educational Performance</b><br>(1 <sup>st</sup> Quarter or upon enrolment)<br><i>Check the skills observed in your student during the initial assessment.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Present Level of Educational Performance</b><br>(as of 3 <sup>rd</sup> – 4 <sup>th</sup> Quarter)<br><i>Describe the progress of the student based on your current assessment.</i> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                              | <input type="checkbox"/> Imitates motor movements of people and animals<br><input type="checkbox"/> Kicks the ball without losing balance<br><b>Fine Motor</b><br><input type="checkbox"/> Shows the appropriate number of fingers when asked for numbers 0-10<br><input type="checkbox"/> Squeezes soft objects<br><input type="checkbox"/> Squeezes water from a wet rag<br><input type="checkbox"/> Folds, and tears papers into halves/pieces<br><input type="checkbox"/> Cuts out shapes, outlines, and objects<br><input type="checkbox"/> Uses pastes or glue dispensed in a squeeze bottle or glue stick<br><input type="checkbox"/> Pastes or glues paper properly<br><input type="checkbox"/> Turns doorknob with forearm rotation<br><input type="checkbox"/> Turns bottle cap to remove and recap                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                       |
| <b>Orientation and Mobility</b> <ul style="list-style-type: none"> <li>• Body Awareness</li> <li>• Positional Concepts</li> <li>• Concept Development</li> <li>• Sensory Skills</li> <li>• Travel Skills (use of white cane or sighted guide, independent travel)</li> </ul> | <b>Body Awareness</b><br><input type="checkbox"/> Points/names of different body parts on self<br><input type="checkbox"/> Points/names different body parts on a model<br><input type="checkbox"/> Describes the function of body parts<br><b>Positional Concepts</b><br><input type="checkbox"/> Identifies front, back, side, top, and bottom on self and on an object<br><input type="checkbox"/> Identifies the right/left of own body and on an object<br><input type="checkbox"/> Tells the spatial location of an object/person/place<br><input type="checkbox"/> Follows directions given to find objects<br><input type="checkbox"/> Uses the position of common objects in reference to own self<br><b>Concept Development</b><br><input type="checkbox"/> Identifies basic geometric shapes<br><input type="checkbox"/> Identifies parts of the room (wall, floor, ceiling, window, door)<br><input type="checkbox"/> Names types of rooms (kitchen, bathroom, dining room, bedroom, etc)<br><input type="checkbox"/> Names basic components of a house/building (stairs, basement, upper floors, etc.) |                                                                                                                                                                                       |

| <b>Learning Areas/Domains</b>                                                                                                                                                                | <b>Entry Level of Educational Performance</b><br>(1 <sup>st</sup> Quarter or upon enrolment)<br><i>Check the skills observed in your student during the initial assessment.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Present Level of Educational Performance</b><br>(as of 3 <sup>rd</sup> – 4 <sup>th</sup> Quarter)<br><i>Describe the progress of the student based on your current assessment.</i> |
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|                                                                                                                                                                                              | <b>Sensory Skills</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies basic indoor and outdoor sounds</li> <li><input type="checkbox"/> Turns toward the sound source</li> <li><input type="checkbox"/> Walks toward the sound source</li> <li><input type="checkbox"/> Identifies various textures</li> <li><input type="checkbox"/> Identifies various familiar smells</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                       |
|                                                                                                                                                                                              | <b>Travel Skills</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses appropriate sighted guide technique</li> <li><input type="checkbox"/> Uses a white cane to travel</li> <li><input type="checkbox"/> Trails a surface</li> <li><input type="checkbox"/> Safely navigates up/down stairs</li> <li><input type="checkbox"/> Opens and closes doors</li> <li><input type="checkbox"/> Navigates classroom independently</li> <li><input type="checkbox"/> Follows simple verbal directions</li> <li><input type="checkbox"/> Travels independently along familiar routes (school corridors/hallways)</li> </ul>                                                                                                                                                          |                                                                                                                                                                                       |
| <b>Functional Academics</b> <ul style="list-style-type: none"> <li>• Braille Readiness</li> <li>• Listening and Language Skills</li> <li>• Mathematics Concept</li> <li>• Reading</li> </ul> | <b>Braille Readiness</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizes attributes of different objects (big/small, long/short, wet/dry, rough/smooth, hard/soft, etc.)</li> <li><input type="checkbox"/> Matches/sorts objects by attribute (big/small, long/short, wet/dry, rough/smooth, hard/soft, etc.)</li> <li><input type="checkbox"/> Differentiates objects tactually or visually</li> <li><input type="checkbox"/> Locates and names the top, middle, and bottom of a page</li> <li><input type="checkbox"/> Locates the beginning and end of a raised line</li> <li><input type="checkbox"/> Follows raised lines from left to right using both hands</li> <li><input type="checkbox"/> Recognizes name symbols (object, photo, or drawing)</li> </ul> |                                                                                                                                                                                       |
|                                                                                                                                                                                              | <b>Listening and Language Skills</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Locates sound source in a room</li> <li><input type="checkbox"/> Identifies familiar environmental sounds</li> <li><input type="checkbox"/> Attends to and responds meaningfully when others read</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                       |



| <b>Learning Areas/Domains</b>                                                                                                                                              | <b>Entry Level of Educational Performance</b><br>(1 <sup>st</sup> Quarter or upon enrolment)<br><i>Check the skills observed in your student during the initial assessment.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Present Level of Educational Performance</b><br>(as of 3 <sup>rd</sup> – 4 <sup>th</sup> Quarter)<br><i>Describe the progress of the student based on your current assessment.</i> |
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|                                                                                                                                                                            | <b>Mathematics Concepts</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counts by rote and with objects</li> <li><input type="checkbox"/> Tells the number of items in a set</li> <li><input type="checkbox"/> Identifies which set has more or less</li> <li><input type="checkbox"/> Names position of objects first, second, third</li> <li><input type="checkbox"/> Identifies different monetary denomination</li> <li><input type="checkbox"/> Names the days of the week, months of the year</li> <li><input type="checkbox"/> Tells birth date: month, date year</li> <li><input type="checkbox"/> Tells time on the hour, half-hour, quarter-hour</li> <li><input type="checkbox"/> Identifies printed or braille numbers</li> <li><input type="checkbox"/> Performs simple single to two-digit addition and subtraction</li> </ul> |                                                                                                                                                                                       |
|                                                                                                                                                                            | <b>Reading</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizes words from a basic word list created by the student and teacher</li> <li><input type="checkbox"/> Demonstrate tactile perception of alphabet letters and punctuation</li> <li><input type="checkbox"/> Recognizes that words in print or braille have meaning</li> <li><input type="checkbox"/> Recognizes name in print or braille</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                       |
| <b>Independent Living Skills</b> <ul style="list-style-type: none"> <li>• Meal Preparation</li> <li>• Personal Care Management</li> <li>• Community Integration</li> </ul> | <b>Meal Preparation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies basic eating utensils</li> <li><input type="checkbox"/> Identifies basic kitchen tools and appliances</li> <li><input type="checkbox"/> Demonstrates use of basic kitchen tools</li> <li><input type="checkbox"/> Demonstrates basic motor skills when stirring, pouring, spreading, cutting</li> <li><input type="checkbox"/> Opens and closes containers</li> <li><input type="checkbox"/> Prepares simple meals such as sandwiches, noodles, etc.</li> <li><input type="checkbox"/> Understands and demonstrates simple table manners</li> </ul>                                                                                                                                                                                                           |                                                                                                                                                                                       |

| <b>Learning Areas/Domains</b>                                                                                                                                  | <b>Entry Level of Educational Performance</b><br>(1 <sup>st</sup> Quarter or upon enrolment)<br><i>Check the skills observed in your student during the initial assessment.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Present Level of Educational Performance</b><br>(as of 3 <sup>rd</sup> – 4 <sup>th</sup> Quarter)<br><i>Describe the progress of the student based on your current assessment.</i> |
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|                                                                                                                                                                | <p><b>Personal Care Management</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates general grooming skills (washes/dries hands/face, brushes teeth, brushes and combs hair, uses deodorant)</li> <li><input type="checkbox"/> Selectively and appropriately gives out personal information (full name, age, date of birth, address, phone number, contact person)</li> </ul> <p><b>Community Integration</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses public transportation with assistance</li> <li><input type="checkbox"/> Identifies basic monetary values</li> <li><input type="checkbox"/> Counts money</li> <li><input type="checkbox"/> Makes purchases, giving the correct amount of money</li> <li><input type="checkbox"/> Safely handles money</li> <li><input type="checkbox"/> Asks sales personnel for assistance when needed</li> <li><input type="checkbox"/> Answers telephone and engages in conversation</li> </ul> |                                                                                                                                                                                       |
| <p><b>Social Skills</b></p> <ul style="list-style-type: none"> <li>• Conversational</li> <li>• Social Play</li> <li>• Emotional and Self-Regulation</li> </ul> | <p><b>Conversational</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in conversation (verbal and/or non-verbal)</li> <li><input type="checkbox"/> Responds to yes/no questions</li> <li><input type="checkbox"/> Answers questions</li> <li><input type="checkbox"/> Asks questions about other</li> <li><input type="checkbox"/> Initiates conversation around a specific topic</li> <li><input type="checkbox"/> Ends conversations appropriately</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                       |
|                                                                                                                                                                | <p><b>Social Play</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observes peers in play</li> <li><input type="checkbox"/> Parallel play near peers using similar materials</li> <li><input type="checkbox"/> Takes turns during simple games</li> <li><input type="checkbox"/> Plays associatively with other children</li> <li><input type="checkbox"/> Shares toys during play</li> <li><input type="checkbox"/> Takes turns during structured and unstructured games</li> <li><input type="checkbox"/> Plays cooperatively with peers</li> <li><input type="checkbox"/> Play the role of a leader during the play</li> <li><input type="checkbox"/> Invites unknown peers to play</li> </ul>                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                       |

| <b>Learning Areas/Domains</b>         | <b>Entry Level of Educational Performance</b><br>(1 <sup>st</sup> Quarter or upon enrolment)<br><i>Check the skills observed in your student during the initial assessment.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Present Level of Educational Performance</b><br>(as of 3 <sup>rd</sup> – 4 <sup>th</sup> Quarter)<br><i>Describe the progress of the student based on your current assessment.</i> |
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|                                       | <b>Emotional and Self- Regulation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands different emotions</li> <li><input type="checkbox"/> Identifies likes and dislikes</li> <li><input type="checkbox"/> Label and identify emotions in self and others</li> <li><input type="checkbox"/> Use acceptable ways to express anger or frustration</li> <li><input type="checkbox"/> Deals with winning or losing appropriately</li> <li><input type="checkbox"/> Self-regulate when tense or upset, in a manner that is socially acceptable</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                       |
| <b>Leisure Skills</b>                 | <ul style="list-style-type: none"> <li><input type="checkbox"/> Expresses interests in recreational activities (ball sports, swimming, board games, etc.)</li> <li><input type="checkbox"/> Understands and follows game rules</li> <li><input type="checkbox"/> Handles competition in appropriate ways</li> <li><input type="checkbox"/> Enjoys recreational activities (personal or group)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                       |
| <b>Work Skills and Work Behaviors</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Works for at least 15 minutes before needing a break</li> <li><input type="checkbox"/> Demonstrates ability to end a task</li> <li><input type="checkbox"/> Generalizes skills to new tasks with similar requirements</li> <li><input type="checkbox"/> Locates, retrieves, or asks for materials they need for work or activity</li> <li><input type="checkbox"/> Uses break time or downtime appropriately</li> <li><input type="checkbox"/> Works for an extended period before needing a break</li> <li><input type="checkbox"/> Demonstrates increased independence in work settings</li> <li><input type="checkbox"/> Knows the difference between work and play</li> <li><input type="checkbox"/> Knows the rules for a specific work setting</li> <li><input type="checkbox"/> Follows the rules of a specific work setting</li> <li><input type="checkbox"/> Remains in the designated work area</li> <li><input type="checkbox"/> Tolerates busy and noisy work environment</li> <li><input type="checkbox"/> Works cooperatively with others</li> <li><input type="checkbox"/> Manages emotions and behaviors</li> <li><input type="checkbox"/> Demonstrates flexibility regarding changes in routine</li> </ul> |                                                                                                                                                                                       |

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