

Republic of the Philippines

Department of Education

Region VII, Central Visayas

**DIVISION OF CEBU PROVINCE**

Sudlon, Lahug, Cebu City



April 23, 2013

**DIVISION MEMORANDUM**

No. 237 s. 2013

**PROFESSIONAL DEVELOPMENT PROGRAM/TRAINING  
IN THE FIELD OF SPECIAL EDUCATION**

**To: OIC, Assistant Superintendents  
Education Supervisors/Coordinators  
District Supervisors/OICs  
Elementary and Secondary School Heads**

1. Attached is a letter from Ms. Lolita D. Serrano, Ph. D., President, Resources for Educational and Allied Consultancy Habitat (R.E.A.C.H.), Inc. , inviting the Special Education Teachers of the, "Professional Development Program/Training in the field of Special Education."
2. Dissemination of this Memorandum is desired.

**ARDEN D. MONISIT, Ed. D.**  
Schools Division Superintendent

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Schools Division Superintendent: (032) 255-6405  
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**RESOURCES FOR EDUCATIONAL AND ALLIED CONSULTANCY HABITAT (R.E.A.C.H.), INC.**

2F Uniwide Sales Metromall, Alabang – Zapote Road, Las Piñas City 1740, Metro Manila, Philippines

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DepEd / TESDA Recognized

March 6, 2013

**DR. ARDEN D. MONISIT**

Schools Division Superintendent  
DepEd Division of Cebu  
BAEX Building, Capitol  
Cebu City 6000

Dear Dr. Monisit:

Greetings of Peace!

The Resources for Educational and Allied Consultancy Habitat (R.E.A.C.H.), Inc., an independent educational institution, specializing in providing quality Professional Development Program/Training in the field of Special Education and related services is pleased to present its 18-unit Certificate in Special Education Course and its line up of Seminar-Workshops.

In connection to this, may we request from your good office the wide and immediate dissemination of our trainings to all teachers and professionals concerned. Attached herewith are the DepEd Advisories for the said Professional Development Programs/Trainings and its details.

Further, we would like to inform you that we can also deliver topics that will be tailor-made for your division/schools. We have attached herewith sample topics for Customized Professional Development Training.

The following are the Terms and Conditions of the said service:

Seminar Duration: 9:00am-12:00nn/1:00-5:00pm  
Seminar Fee: Php800.00 per participant per day  
inclusive of seminar kit.  
Required no. of participants: Min. of fifty (50)

The organizer (division/school) shall provide the following:

1. Venue
2. Meals for the participants
3. Meals for the speaker and her assistant
4. Certificate of Participation in partnership with R.E.A.C.H. INC.
6. 40% down payment upon confirmation
7. 60% full payment upon completion of the training


R.E.A.C.H., Inc. shall provide the multimedia equipment (LCD and laptop).

For inquiries, kindly call us at tel. nos. (02) 871-5167, (02) 873-3438, mobile nos. (Globe) 0915-643-3662, 0916-390-0605, (Sun) 0922-834-3270 to 3272.

You may also send us an email at [reachinc1999@gmail.com](mailto:reachinc1999@gmail.com) and [reachinc.seminars@gmail.com](mailto:reachinc.seminars@gmail.com) or visit our website at [www.reachincorporated.com](http://www.reachincorporated.com)

Thank you for your time and we look forward to the opportunity of serving you.

Very truly yours,



LOLITA D. SERRANO, Ph. D. SPED, ELM  
President

**DepEd ADVISORY No. 104, s. 2013**

In compliance with DepEd Order No. 39, s. 2009

this advisory is issued for the information of DepEd officials and personnel  
(visit DepEd website at [www.deped.gov.ph](http://www.deped.gov.ph))

**February 11, 2013**

**18-UNIT CERTIFICATE IN SPECIAL EDUCATION (CSPED)**

*Upon completion of the training, the graduate will receive transcript of record, certificate of completion and a special order to graduate from Technical Education and Skills Development Authority.*

**Training Schedule:** April 1-30, 2013 (Batch 1)  
May 1-30, 2013 (Batch 2)

**Class Schedule:** Monday to Friday, 9:00 a.m.-4:00 p.m.

*CSPED is comprised of 18 credit units of SPED course composed of the following modules:*

**Foundation of Special Education (3 units)**

Introduction of different types of exceptionalities, it also includes current trends, historical perspectives, trends and issues in special education. It also underscores current public policies, legislations and litigations, advocacy efforts, and teacher education, etc.

**Multifaceted Assessment in Special Education (3 units)**

Develops skills in need assessment among special educators as a basis for referral system, placement, remediation, therapy, education program, and auxiliary services availment for students with special needs. It also introduces current trends and issues in educational assessment; and discusses ethical considerations in testing and reporting, etc.

**Individualized Education Plan (IEP) Development (3 units)**

Develops skills in developing an IEP among SPED teachers in accordance with the Individuals with Disabilities Education Improvement Act of 2004's (IDEA 2004) requirements.

**Curriculum Development for Exceptional Learners (3 units)**

Explores a comprehensive curricular development that provides a seamless structure for integrating academics, functional skills, transition planning & IEP development through a life-centered career education approach.

**Program Adaptation and Teaching Strategies in Special Education (3 units)**

Basic approaches to behavior prevention, intervention strategies, educational remediation and therap. Overview of educational program and management; also includes discussions on research trends and best practices in special education for students with physical disabilities, sensory impairments, multiply handicap, mental retardation, autism, learning disabilities, behavioral problems, and giftedness.

**Basic Sign Language (3 units)**

Develops a basic expressive and receptive communicative competency in sign language. Sign vocabularies and sentences using the proper principles and guidelines in signing effectively.

**DepEd ADVISORY No. 50, s. 2013**

In compliance with DepED Order No. 39, s. 2009

this advisory is issued for the information of DepEd officials and personnel  
(visit DepEd website at [www.deped.gov.ph](http://www.deped.gov.ph))

**January 29, 2013**

**2013 LOCAL SEMINAR-WORKSHOPS**

**WHO ARE INVITED TO ATTEND?**

- School Administrators
- Guidance Counsellors
- General Classroom/SPED Teachers
- Students /Paraeducators
- Professional from Related Disciplines
- Parents

**VENUE:**

Resources for Educational & Allied Consultancy Habitat (R.E.A.C.H.), Inc.  
2F Metromall Uniwide Sales, Pamplona, Las Pinas City

**REGISTRATION FEES**

Inclusive of: Certificate of Attendance and Appearance, Seminar Kit,  
Snacks and Lunch

APRIL	Topic/Date	Objectives	Registration Fee
April 1	Identifying a Child for Special Education Services: The Multi-Factored Evaluation Process	<ol style="list-style-type: none"> <li>1. Gain understanding in the use of Multifactored Assessment or Evaluation Report;</li> <li>2. Learn to administer a non-discriminatory and non-biased assessment that reflects the need for procedural safeguards to prevent possible discriminating practices in the evaluation and placement process;</li> <li>3. Develop knowledge in the assessment and evaluation of a child with special needs using a variety of test instruments and observation procedures (IDEA 2004);</li> <li>4. Gain understanding in the prevention of misdiagnosing and misplacing a child with special needs as a result of considering only one test score;</li> <li>5. Learn how to prepare a comprehensive report that is non-discriminating and non-biased based on IDEA 2004 (American context).</li> </ol>	Early Bird: Php7,500.00 per person for 5 days Deadline: March 25  Onsite: Php8,000.00 per person for 5 days  Per Topic: Php2,000.00 per person Deadline: March 25
April 2	Writing a S.M.A.R.T. IEP (Goals and Objectives)	<ol style="list-style-type: none"> <li>1. Gain knowledge in analyzing the present levels of performance (PLOP) of the child and translate the same into SMART IEP;</li> </ol>	

		<ol style="list-style-type: none"> <li>2. Describe "areas of need arising from the child's disability";</li> <li>3. Understand details of a Specific, measurable, attainable, realistic, and time bound</li> <li>4. Focus on performance and observable behavior;</li> <li>5. Develop in writing measurable annual goals, including benchmarks and objectives that relate to meeting the child's needs that result from the his disability;</li> <li>6. Measure and monitor the child's progress;</li> <li>7. Develop charts/graphs of child's progress;</li> <li>8. Learn the Special Education Law (Magna Carta 7277, DECS Order No. 26, S. 1997, and IDEA 2004/No Child Left Behind 2001)</li> </ol>	
<p>April 3</p>	<p>Applied Behavior Analysis (ABA): Principles and Practice Scientific Evidence Based Method in Treating Children with Autism Spectrum Disorder</p>	<ol style="list-style-type: none"> <li>1. Learn the basic principles of Applied Behavior Analysis (ABA), learning theory and the fundamental principles of science and behavior;</li> <li>2. Conduct a Functional Behavior Assessment (FBA) and analysis, and develop Behavior Intervention Plan (BIP);</li> <li>3. Understand the principles of Discrete Trial Training (DTT) as well as shaping and chaining techniques;</li> <li>4. Gain knowledge on basic principles of conditioning and learning, including reinforcement theory, stimulus control, and aversive control.</li> </ol>	
<p>April 4</p>	<p>Picture Exchange Communication System (PECS) Origin: Delaware Autism Program (1985)</p>	<ol style="list-style-type: none"> <li>1. Develop knowledge in the six training phases that make up the PECS training protocol;</li> <li>2. Illustrate how to create a visual reinforcement system that interfaces with the overall communication training program;</li> <li>3. Develop knowledge on the specifics or the "how" of teaching are described through structural elements;</li> <li>4. Prepare the tools/materials that will need to be on hand for a successful lesson.</li> <li>5. Develop knowledge in the six training phases that make up the PECS training protocol;</li> <li>6. Illustrate how to create a visual reinforcement system that interfaces with the overall communication training program;</li> <li>7. Develop knowledge on the specifics or the "how" of teaching are described through structural elements;</li> <li>8. Prepare the tools/materials needed to be on hand for a successful lesson.</li> </ol>	

April 5	Treatment and Education of Autistic and Communication Handicapped Children (TEACCH)	<ol style="list-style-type: none"> <li>1. Gain knowledge in developing a highly structured program designed to facilitate independence in all functional domains and social interaction for students with autism;</li> <li>2. Develop skills in preparing daily visual schedule as well as independent work station thereby enabling a child with autism to interaction with other peers and adults;</li> <li>3. Demonstrate knowledge in meeting the clinical, training, and research needs of individuals with ASD, their families and professionals;</li> <li>4. Gain an advanced training for professionals who have received the intensive five-day professional development training.</li> </ol>	
April 10	How Difficult Can This Be: Helping Children with Specific Learning Disabilities (SLD)	<ol style="list-style-type: none"> <li>1. Gain understanding on various specific learning disabilities (i.e. Dyslexia, Dysgraphia, Dyscalculia, etc.)</li> <li>2. Identify the indicators of SLD in the classroom by assessing the student's reading skills, specifically in the areas of fluency, comprehension, writing and spelling;</li> <li>3. Gain a thorough understanding for the behaviors and developmental concerns that exist among children with SLD that seemed almost impossible to understand or cope with.</li> <li>4. Learn the application of sensory diets for children with SLD who are suffering from sensory processing disorders;</li> <li>5. Gain knowledge in the provision of special accommodation and practical strategies and teaching tips;</li> <li>6. Enable them to gain knowledge in the use of low and high technologies as part of educational accommodation.</li> </ol>	<p>Early Bird: Php1,500.00 per person</p> <p>Deadline: April 1</p> <p>Onsite: Php1,800.00 per person</p>
April 11	Helping Children with ADD/ADHD Through "Da Vinci Method"	<ol style="list-style-type: none"> <li>1. Begin to understand characteristics of Da Vinci types ADHD and learn the revolutionary therapy, and help children with ADHD discover their greatest potential.</li> <li>2. Increase their effectiveness by using only instructional methods and materials backed up by sound, empirical research evidence;</li> <li>3. Develop knowledge on some of the associated (comorbid disorders) conditions that go with ADHD;</li> </ol>	<p>Early Bird: Php1,500.00 per person</p> <p>Deadline: April 1</p> <p>Onsite: Php1,800.00 per</p>

		<ol style="list-style-type: none"> <li>4. Learn the secrets how students with ADD/ADHD can embrace the hidden genius behind ADD/ADHD to become a wild success;</li> <li>5. Develop understanding on ADHD diagnosis via a psychiatric assessment; to rule out other potential causes or comorbidities, physical examination, radiological imaging, and laboratory tests;</li> <li>6. Gain skills in the application of sensory integration (sensory diets) for children with ADHD</li> </ol>	person
April 12-13	Pathways to the Future: Transitioning Planning for Young Adults with Special Needs	<ol style="list-style-type: none"> <li>1. Gain knowledge: In assessing young adults with special needs, thereby establish his present levels of competency, determine the student's IER goals and objectives;</li> <li>2. Learn how to develop program planning and instructional content and measure student progress towards a set of standards;</li> <li>3. Develop skills in the execution of instruction with systematic, comprehensive approach in the least restrictive environment;</li> <li>4. Gain skill using only proven best practices evidence-based research, utilization of community resources as well as the involvement of the family;</li> <li>5. Utilize the Life Centered Career Model Rating Scales for Transition (Council for Exceptional Children, VA, USA)</li> <li>6. Be able to comply with IDEA 2004 (America's context) and Magna Carta 7227 (Philippine context).</li> </ol>	<p>Early Bird: Php3,000.00 per person</p> <p>Deadline: April 1</p> <p>Onsite: Php3,500.00 per person</p>
April 15-19	Basic Sign Language: Learn the Language of Signs	<ol style="list-style-type: none"> <li>1. Demonstrate competence in receptive and expressive visual readiness for acquiring basic language skills;</li> <li>2. Demonstrate a basic expressive and receptive communicative competency in sign language;</li> <li>3. Sign vocabularies and sentences using the proper principles and guidelines in signing effectively.</li> <li>4. Sing and sign ASL songs for young children and adults.</li> </ol>	<p>Early Bird: Php7,500.00 per person</p> <p>Deadline: April 5</p> <p>Onsite: Php8,000.00 per person</p>
May 8-10	Assessment, Observation, Documentation and Interpretation	<p>Identify and discuss:</p> <ol style="list-style-type: none"> <li>1. Types of assessment, observations and documentations</li> <li>2. Inherent bias and causes of bias in the observation and documentation process</li> <li>3. Principles of observation and documentation</li> <li>4. Types of observation tools</li> <li>5. Types of documentation</li> </ol>	<p>Early Bird: Php4,500.00 per person</p> <p>Deadline: April 25</p>



	6. Interpretation of observation and documentation	Onsite: Php5,000.00 per person
<p>May 16-18</p> <p>A Step-by-Step to Solving Challenging Behaviors with Young Children</p>	<ol style="list-style-type: none"> <li>1. Be skilled at solving 85% of minor misbehaviors by using proactive response styles and proven interventions;</li> <li>2. Establish a classroom management plan that avoids potentially problematic behaviors from occurring and creates a positive classroom climate;</li> <li>3. Be able to develop and implement a behavior intervention plan successfully;</li> <li>4. Be skilled at analyzing the continuum of normal development of young children's behavior in light of emotional, maturational or social difficulties;</li> <li>5. Foster student independence through self-discipline and positive behavioral support strategies</li> <li>6. Be able to recognize and identify potentially problematic behaviors;</li> <li>7. Have dozens of practical strategies, proven interventions, resources for working with behavioral issues and social skills deficits of young children;</li> <li>8. Utilize a formula that distinguishes short-term developmental delays and immaturity from more serious mental health issues;</li> <li>9. Be skillful at determining whether concerns are fundamentally behavioral, social or emotional in nature.</li> <li>10. Be able to utilize social-emotional-behavioral checklists and research-based programs with success.</li> <li>11. Be skilled in writing and implementing effective management plans that address prevention, teaching, monitoring and evaluating challenging behaviors;</li> <li>12. Understand the impact of the family issues, developmental progress, cultural issues and socio-economic status on the behaviors.</li> <li>13. Learn successful and practical strategies for conferencing with parents of young children;</li> <li>14. Be able to examine the behaviors in light of known, abuse &amp; neglect, loss, trauma or developmental levels;</li> <li>15. Develop and implement a simple individual behaviour improvement plan that is defensible, utilizes best practices and has been proven effective with countless young children.</li> </ol>	<p>Early Bird: Php4,500.00 per person</p> <p>Deadline: May 1</p> <p>Onsite: Php5,000.00 per person</p>

May 23-25

Practical Tools to Empower Children with Autism Spectrum Disorder (ASD), Attention Deficit and Hyperactivity Disorder (ADHD), Behavioral and Sensory Processing Disorder (SPD)

1. Understand the functions of the brain;
2. Gain understanding of the basics of sensory processing
3. Develop knowledge in the application of effective stress-management technique;
4. Apply powerful technique that can lower down anxiety levels and decrease pain and anger.
5. Learn "ready-to-use" strategies to support learning, attention, social and emotional relationships and behavior in children;
6. Gain knowledge on various sensory diets for children having sensory processing disorders;
7. Set of dynamic, practical tools incorporating regulation, respiration, rhythm, relationship play & movement
8. Gain understanding and uses hands-on, educationally sound instructional methods to teach handwriting,
9. Address eating, sleeping and other behavioral problems;
10. Gain knowledge in the use of sensory tools to develop language and motor skills;
11. Learn the numerous products that lead the field in supporting children "from the inside out."

Early

Bird:Php4,500.00 per person

Deadline: May 1

Onsite:

Php5,000.00 per person

Venue: CEBU

August 2-4

A Step-by-Step to Solving Challenging Behaviors with Young Children

1. Be skilled at solving 85% of minor misbehaviors by using proactive response styles and proven interventions;
2. Establish a classroom management plan that avoids potentially problematic behaviors from occurring and creates a positive classroom climate;
3. Be able to develop and implement a behavior intervention plan successfully;
4. Be skilled at analyzing the continuum of normal development of young children's behavior in light of emotional, maturational or social difficulties;
5. Foster student independence through self-discipline and positive behavioral support strategies
6. Be able to recognize and identify potentially problematic behaviors;
7. Have dozens of practical strategies, proven interventions, resources for working with behavioral issues and social skills deficits of young children;
8. Utilize a formula that distinguishes short-term developmental delays

Early Bird:

Php4,500.00 per person

Deadline: July 15

Onsite:

Php5,000.00 per person

	<p>and immaturity from more serious mental health issues;</p> <p>9. Be skillful at determining whether concerns are fundamentally behavioral, social or emotional in nature.</p> <p>10. Be able to utilize social-emotional-behavioral checklists and research-based programs with success.</p> <p>11. Be skilled in writing and implementing effective management plans that address prevention, teaching, monitoring and evaluating challenging behaviors;</p> <p>12. Understand the impact of the family issues, developmental progress, cultural issues and socio-economic status on the behaviors.</p> <p>13. Learn successful and practical strategies for conferencing with parents of young children;</p> <p>14. Be able to examine the behaviors in light of known, abuse &amp; neglect, loss, trauma or developmental levels;</p> <p>15. Develop and implement a simple individual behaviour improvement plan that is defensible, utilizes best practices and has been proven effective with countless young children.</p>	
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**Venue: PALAWAN**

<p>October 4-6</p> <p>Practical Tools to Empower Children with Autism Spectrum Disorder (ASD), Attention Deficit and Hyperactivity Disorder (ADHD), Behavioral and Sensory Processing Disorder (SPD)</p>	<ol style="list-style-type: none"> <li>1. Understand the functions of the brain;</li> <li>2. Gain understanding of the basics of sensory processing</li> <li>3. Develop knowledge in the application of effective stress-management technique;</li> <li>4. Apply powerful technique that can lower down anxiety levels and decrease pain and anger.</li> <li>5. Learn "ready-to-use" strategies to support learning, attention, social and emotional relationships and behavior in children;</li> <li>6. Gain knowledge on various sensory diets for children having sensory processing disorders;</li> <li>7. Set of dynamic, practical tools incorporating regulation, respiration, rhythm, relationship play &amp; movement</li> <li>8. Gain understanding and uses hands-on, educationally sound instructional methods to teach handwriting,</li> <li>9. Address eating, sleeping and other behavioral problems;</li> <li>10. Gain knowledge in the use of sensory tools to develop language and motor skills;</li> <li>11. Learn the numerous products that lead the field in supporting children "from the inside out."</li> </ol>	<p>Early Bird: Php4,500.00 per person</p> <p>Deadline: September 15</p> <p>Onsite: Php5,000.00 per person</p>
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